

**REFLECTION AND ACTION
AS A MEANS OF
INITIATING CHANGE IN TEACHER EDUCATORS:
A STUDY INVOLVING THREE TEACHER EDUCATORS**

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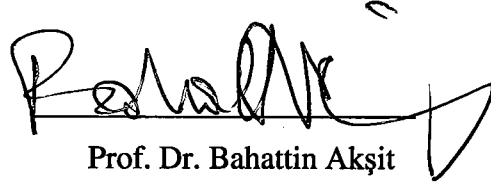
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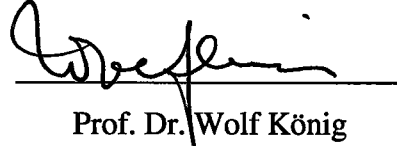
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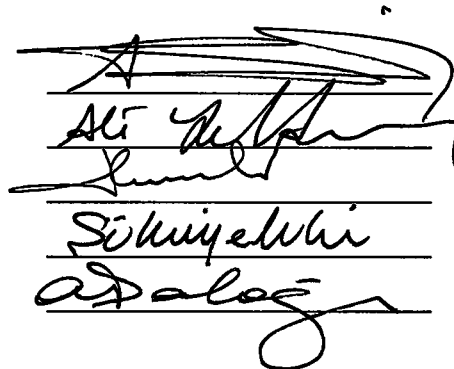
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ABSTRACT

REFLECTION AND ACTION AS A MEANS OF INITIATING CHANGE IN TEACHER EDUCATORS: A STUDY INVOLVING THREE TEACHER EDUCATORS

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This thesis describes a piece of action research conducted with three teacher educators who were looking for a systematic way to self-develop alongside their daily work as teacher educators. The data analyses, performed by coding relevant sections of each educators' journal, resulted in the following procedures and products: a systematic procedure, named 13MPOM, for the self-development of the three teacher educators at the Department of Basic English, Middle East Technical University; a list of criteria for planning and conducting effective teacher education sessions and workshops, which can also be used as a list of desirable teacher educator features for self- or peer-evaluation or basis for trainer training; a set of categories to describe the mental processes involved in the educators' reflection in their journals; another set of categories to describe the content of teacher education sessions and workshops; the individual and shared stages of the three educators' reflection and processes of change. The procedure, lists, categories, and findings are significant for the Department of Basic English because they reflect the perceptions of the teachers and teacher educators concerning the features of effective in-service sessions. They are also significant because they provide one way for the three educators to train themselves further as well as a method for training new educators. These same findings are significant for educators and teachers in other contexts as

the underlying steps in the whole study are adaptable to teaching or training in other institutions.

Keywords: Action Research, Change, Change Process, Features/Criteria of Effective Presentations, Journal Analysis, Reflection, Reflective Training, Teacher Educator, Teacher Trainer, Trainer Training



ÖZ

ÖĞRETMEN YETİŞTİRİCİLERİNDE (FORMATÖRLERDE) DEĞİŞİMİ BAŞLATMA ARACI OLARAK YANSITMA VE EYLEM: ÜÇ ÖĞRETMEN YETİŞTİRİCİSİ İLE YAPILAN BİR ÇALIŞMA

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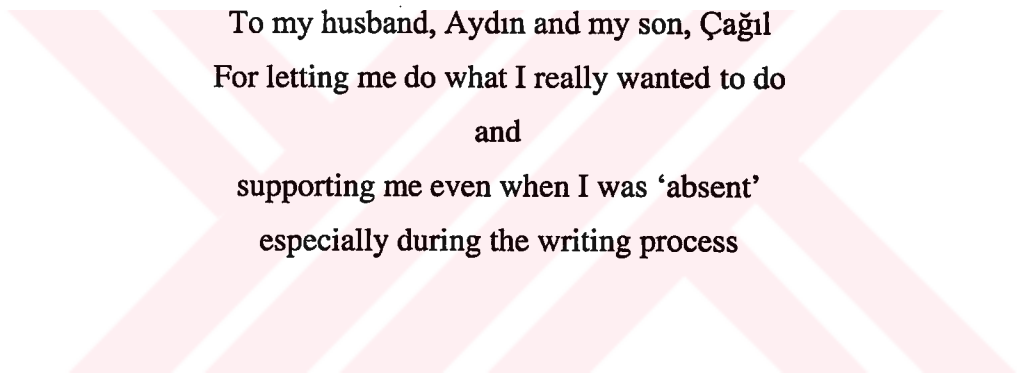
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Bu çalışma, öğretmen yetiştirme sorumluluğunun günlük işlerinin yanısıra, kendilerini sistematik olarak geliştirme yolu arayan üç öğretmen yetistircisiyle yapılmış bir eylem araştırmasıdır. Her eğiticinin günlüğünün ilgili bölümlerinin kodlanması yoluyla yapılan analizler sonucunda aşağıdaki uygulama ve bilgiler elde edilmiştir: Orta Doğu Teknik Üniversitesi, Temel İngilizce Bölümünde görevli üç formatörün kendilerini eğitici olarak geliştirmeleri için 13MPOM adı verilen sistematik bir uygulama; iç hizmet seminer ve atölye tasarımı ile uygulamalarının etkinliklerini ölçen kriterler listesi veya kendini ya da başkalarını değerlendirmede veya formatör yetiştirme kursunda da kullanılabilecek formatör özellikleri listesi; formatörlerin günlüklerindeki yansımalarındaki düşünsel durumlarını tanımlayan kategoriler; öğretmen yetiştirme seminer ve atölyelerinin içeriğini tanımlayan kategoriler; üç formatörün kişisel ve ortak yansıma ve değişim aşamaları. Bu çalışmada ortaya çıkan uygulamalar, liste, kategori ve bulgular Temel İngilizce Bölümü için anlamlıdır çünkü bu bölümün öğretmen ve formatörlerinin hizmetiçi eğitimin etkin özelliklerine ilişkin algılamalarının yansımalarıdır. Hem bu üç formatörün kendilerini geliştirmelerinin bir yolu, hem de yeni formatör yetiştirmenin bir yöntemi olmaları nedeniyle aynı bulgular bu açıdan da önemlidir. Aynı bulgular başka ortamlarda bulunan formatör ve öğretmenler için de anlamlıdır çünkü bu

alışmanın temel ilkeleri diğ er kurumlardaki  ğretmen veya format r eđitimine de uygulanabilir.

Anahtar S zc kler: Eylem Arařtırması, Deđişim, Deđişim S reci, Etkili Sunuş Özellikleri/Kriterleri, G nl k Analizi, Yansı(t)ma, Yansıtıcı Format r Yetiřtirme,  ğretmen Yetistiricisi/Format r, Format r Yetiřtirme





To my husband, Aydın and my son, Çağıl
For letting me do what I really wanted to do
and
supporting me even when I was ‘absent’
especially during the writing process

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LIST OF ABBREVIATIONS

ans	: Answer
bb	: Blackboard
BC	: The British Council
bec	: Because
BUSEL	: Bilkent University School of English Language
clrm	: Classroom
DBE	: Department of Basic English, a Centre of Excellence and an RSA/UCLES centre
DML	: Department of Modern Languages, METU, the department that is responsible for all freshman English and all other language courses offered at the university
DOTe	: Diploma for Overseas Teachers of English- a two-year part-time course conducted at DBE, METU jointly with UCLES
esp	: Especially
ELT	: English language teaching
grp	: Group
hr	: Hour
ind	: Individual
INGED	: İngilizce Eğitimi Derneği, the English Language Education Association in Turkey
instr/instrs	: Instruction/s
lg	: Language
lp/LP	: Lesson plan
lr	: Learner
M & C codes	: Mental mode and content codes
ME	: The National Ministry of Education
METU	: Middle East Technical University
obs	: Observation
pp	: People
prep ss	: Prep group students at DBE; students who are repeating the year at DBE and who have been placed in the classes called 'Prep Group'
Prts	: participants (generally, to refer to the teachers who attended the DOTe course but also refers to students if it is a student workshop)
Q/Qs	: Question/s
QR	: Qualitative research
re	: Regarding
Rr	: The researcher of this study

RBI	: Reflecting Back the Instructions: a technique Sheelagh Deller used in her trainer training course and which involves giving clear, step by step instructions that get reworded/repeated by the participants involving as many of them as possible, preventing one participant from reflecting back the whole instructions alone and with the tutor/teacher not talking but just gesturing feedback approval or disapproval and participant turns
RSA	: The Royal Society of Arts, who have jointly with UCLES set up international certificate and diploma level courses for English language teachers
Rr	: This researcher
spkr	: Speaker
Ss	: Students
St	: Student
Sth/stg	: Something
Stm	: Sometimes
s.whr	: Somewhere
TEds	: Teacher Educators
TEdn	: Teacher education
Tg	: Teaching
Tr/Trs	: Trainer/Trainers
TrTT	: Trainer talking time
TrTrg	: Trainer training
Ts	: Teachers
TT	: Teacher trainer
UCLES	: The University of Cambridge Local Examinations Syndicate, who work jointly with RSA towards international certificates and diplomas for English teachers
v	: Very
Vocab	: Vocabulary
w/	: With
W up	: Warm up activity

CHAPTER 1

INTRODUCTION

This is a study on how teacher educators (TEds) in the Department of Basic English (DBE) at the Middle East Technical University (METU) reflected on their presentation styles during pre-service and in-service teacher education sessions with a focus on the effectiveness of their presentations by using action research in order for them to self-improve. The stages in this action research project were developed as time progressed and needs arose; they were not pre-planned or pre-set. The initial starting point was the need of this researcher to find a way or ways to continue to self-develop as an educator. When she conferred with her two colleagues with whom she worked directly together, this researcher discovered that her need for self-improvement as a teacher educator was indeed shared by her two co-workers as well. This was the starting point for the investigation at hand. The following is the description of the background situation surrounding the three TEds at DBE, METU when the action research started in the first half of 1997. This chapter describes the current teacher education practice at DBE, the problems which have led to the proposed study, and the aims and significance of the investigation.

1.1 Background of the study

In this section, general information about trainer formation, the TEds at DBE and their responsibilities will be described.

1.1.1 How some trainers come to be

English language teacher education in Turkey has been rapidly increasing in importance especially during the past decade because English has now become part of the elementary school curriculum. There is a need for a large number of English language teachers in secondary schools as well as at tertiary level. During the past few years, a number of private English-medium universities have sprung into life in Turkey. The many faculties of education in Turkey are addressing this need and

training English language teachers, yet there is no specific training for the trainers; that is to say, trainer training is a field all on its own but, unfortunately, there is no faculty or school that directly addresses this particular issue. Consequently, when a language institution needs to train new teachers or retrain experienced teachers, there are very few qualified trainers to perform this job. What happens in most instances is that experienced English teachers are approached by the administration and are invited to show the new teachers how the language courses are run in that particular institution; i.e., these experienced teachers start their careers as a trainer through orientation programs for new staff. In some cases, this job may be executed partly or wholly by a member of the administration. This 'trainer' also often ends up running short courses or doing sessions in pre-service and in-service teacher training courses thus beginning to take the first step beyond orientation and towards teacher education (TEdn). This system seems to work up to a point; however, there are cases when there are no possible 'trainer' candidates or when the selected 'trainer' seems or feels inadequate.

1.1.2 Trainers at the Department of Basic English, Middle East Technical University

In DBE at METU, the situation is similar to that described above in that the current TEds have all been asked to take on this new role while they were practising English language instructors in the department. Each one of the current TEds has a master's degree in English Language Teaching (ELT) in addition to various years and types of teaching experience. This team has designed and still runs regular pre-service and in-service teacher education courses.

1.1.3 Teacher educator responsibilities at the Department of Basic English

The responsibilities of the TEds at the department have never been clearly laid out. However, the main need has been to prepare newly hired staff for their posts at the department, to orientate all teachers when new materials are introduced at DBE, and also to keep the general staff informed of new and practical ideas that they can use with their students. These goals are achieved through an intensive pre-service course and two different in-service courses.

1.1.3.1 The pre-service course

The preparation of newly hired teachers for their teaching situation at DBE has been carried out through a pre-service teacher education course, compulsory for

all new staff. This intensive, full time course lasts three weeks and is usually held in September each year for the newly hired teachers for DBE and for the Department of Modern Languages (DML). These newly hired teachers are always of extremely varying backgrounds. Some may have abundant teaching experience while others may have little experience and only in private language schools; some may be fresh graduates of education faculties; others may be previous DBE teachers who had left DBE to go abroad usually as the wives of Turkish diplomats and who have now returned to Turkey. Thus, they are placed in different groups and are offered separate programs during the pre-service course. The syllabus includes interactive input on methodology and teaching techniques with reference to related ELT theory; actual practice during micro-teaching sessions and workshops with colleagues; filming of the teachers (at least once per teacher) teaching a new language item with following feedback from tutors and colleagues based on pre-set criteria; the keeping of interactive journals by the teachers to reflect on their own learning processes.

1.1.3.2 The in-service course for the Department of Basic English staff

Once the semester begins, the TEds continue with their teacher education through the in-service course. They run a separate in-service course for the new teachers, which includes daily tutorials with the new teachers focusing on their daily lesson plans and post-teaching discussions concentrating on the actual execution of these lessons; regular weekly compulsory sessions during which the TEds and/or teachers present and discuss relevant issues, often finer details for which there was no time during the pre-service course; regular teaching observations of the new teachers by their tutors (one of the TEds) with detailed feedback meetings that may take 1-2 hours; a set of peer observations with a preset focus and observation tasks so that the new teachers can find out about all the different groups of learners at the DBE as well as become aware of the observed experienced teacher's and their own teaching styles; orientation to specific skills textbooks as the semester progresses.

In addition to the in-service course for the new teachers, the TEds also conduct regular weekly demos and workshops for all the teachers at the department. These are usually repeated three times to provide all teachers working in different shifts to be able to attend. Recently, these sessions have been videotaped so that teachers who could not attend the live sessions could have the opportunity to view the films and do the accompanying tasks in their own time. The TEds have a full

schedule working with new as well as experienced teachers of the department trying to improve these teachers' attitudes and teaching skills through the in-service presentations.

1.1.3.3 The University of Cambridge Language Examinations Syndicate/Royal Society of Arts Diploma (DOTE) course

Teacher education has become a regular aspect of DBE; for this reason, DBE has been designated as a Center of Excellence. Consequently, in addition to the courses designed for the teachers of the department, since 1989, the TEds have been conducting an in-service course leading to the Diploma for Overseas Teachers of English (DOTE) in conjunction with the Royal Society of Arts (RSA) and the University of Cambridge Local Examinations Syndicate (UCLES). This is a two-year, part-time in-service diploma course for experienced DBE instructors and currently teaching English language teachers of adults or young learners from other universities or secondary institutions in Ankara who have at least 600 hours of teaching experience and for whom English is not their native language. The resulting diploma is internationally acknowledged for English teachers all over the world. (This diploma was renamed DELTA, Diploma for English Language Teachers of Adults in 1998 as part of the standardization scheme launched by UCLES in the early 1990s.) METU became an approved DOTE Center in 1985; this course had been led since then at DBE by different sets of TEds, usually native speakers of English. The three TEds' involvement in the DOTE course started at different times; one TEd started in 1989, another in 1995, and another in 1996. Thus, METU came to be the only DOTE Center among the approximately 50 centers in the world to be directed and run completely by non-native speakers of English.

In the near future, additional courses leading to a DELT-YL, the Diploma for English Language Teachers of Young Learners, a CELT-YL, the certificate and pre-service version of the above named diploma course, or the DELTA (the replacement for DOTE) may be designed by the TEds at DBE. Presently, all three TEds are involved in all the different types of teacher education services offered at DBE. However, at the moment, the load of the TEds is heavy, making it very difficult for them to conduct much research or work on self-improvement. With the young learners' courses or DELTA course in the future, and the possibility that some of the existing TEds may want to change jobs and leave the TEds team, there will be a

definite need for more TEds at DBE. This means that there will have to be an efficient and practical way for the induction of these new TEds, who will probably have little or no teacher education experience.

1.1.3.4 Student workshops

Whenever time and energy allowed, the TEds organized workshops for students on topics such as self-editing techniques for writers, discovering one's learning styles, and study skills training. All DBE classes were informed of the dates and times; then students were asked to submit their names in order to form groups and arrange rooms. These workshops were extremely popular with students and attendance was very high. Therefore, the workshops were spread over several weeks and each one was repeated at different times throughout the week in order to enable students at different shifts to attend.

1.1.3.5 Summary of the teacher educators' responsibilities

To sum up the DBE TEds' responsibilities, initially, the TEds did not have a predefined job description but, in time, the following came to be expected of them:

The TEds' responsibilities included:

- running a pre-service course for all new staff, be they experienced or inexperienced,
- running an in-service course for the new staff,
- conducting separate in-service workshops for all staff members on new and practical issues,
- designing and running book-specific workshops when new course books are introduced,
- observing and tutoring new staff while teaching their own classes during their first year,
- conducting the UCLES/RSA-DOTE course for staff and outside teachers,
- if time allowed: organizing student workshops,
- at all times: inspire motivation, curiosity, confidence and willingness to try new ways in participants.

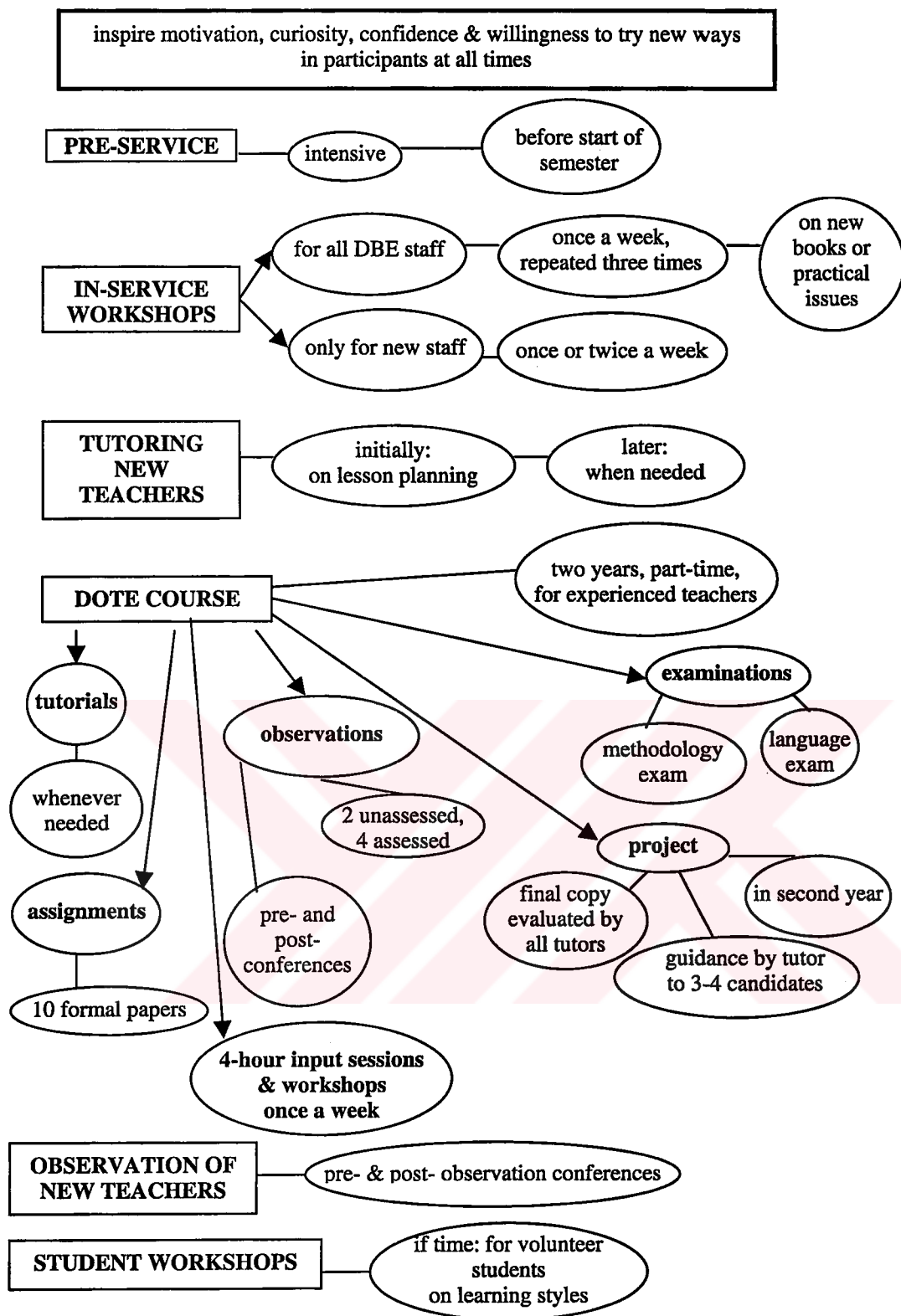


Figure 1. Summary of the TEds' responsibilities

The TEDs at DBE have varying responsibilities and therefore there were a variety of foci that the TEDs could have selected for self-improvement in this study. For example, TED language while giving feedback to a teacher after an observation or the stages a TED goes through while preparing a session or how to incorporate more teacher talk into TEDn sessions were some of the topics that had been considered by the TEDs for the study. They all chose to develop their presentation styles because this is a major aspect of TEDn. The number of sessions, in various forms, is high and style plays a major role in these sessions to attract teachers to these events and to motivate them. The TEDs felt that teachers prefer attending a workshop conducted by a TED who displays certain features. The TEDs' own choices as to which session to attend at conferences were often based on who the presenter was. In addition, the TEDs also thought that most of their other responsibilities were either directly connected to style or if they were not, then these could be developed individually on the TED's own time. Consequently, it was collectively decided to take presentation style as the focus in this study.

1.1.4 Teacher educators at other institutions in Turkey

Personal communication with instructors at other tertiary institutions in Turkey has revealed that TEDs are a rarity in several large institutions with a compulsory English language preparatory school. These are often called School of Foreign Languages or Department of Foreign Languages and may have from around 100 to 2000 students. New teachers, even if they have no teaching experience, may receive no pre-service training or in-service workshops at some of these institutions because there are no trainers or TEDs there. The few teachers who may act as TEDs sporadically in their institutions or more regularly in others have very little or no trainer education background; they are often interested and motivated teachers who have some teaching experience but much more enthusiasm for education. They attend conferences and seminars if they can afford the expenses and time. They do not undergo any regular self-development as trainers. The teachers in their institutions do not have this opportunity; how can the 'trainers'?

In those rare tertiary institutions where there are trainers, they are either trained trainers or teachers who have been enthusiastic. The trainers may have attended courses abroad or in Turkey. The general responsibilities of these TEDs include pre- and in-service courses and observations. The specific responsibilities

may vary according to the nature of the courses that they offer. If they offer UCLES (the University of Cambridge Local Examinations Syndicate) courses as the TEds do at Bilkent University School of English Language (BUSEL), then observing and evaluating teachers, reading assignments and projects, tutoring individual teachers, setting and marking tests may be added to the usual responsibilities of conducting workshops and sessions.

Trainer development on a regular basis seems to be almost non-existent except for the three TEds at METU and for those at BUSEL. The former have been using the study findings and have been reflecting, conducting self- and peer-observation and working on their individual commitments. The latter have been using the ‘buddying’ approach thus pairing up for observations and feedback, conducting development sessions. The TEds from both institutions have also been attending conferences and seminars locally and internationally as presenters or audience as well as following the current literature on teaching and teacher education (TEdn).

In the university departments where students are studying to become English language teachers, their instructors are ‘trainers’ conducting pre-service training. These instructors are often graduates of the same departments and do not receive specific trainer training. Their BA degree in the field is seen as sufficient. They develop themselves through writing and presenting papers at conferences, enrolling in MA or Ph. D. programs.

In summary, the situation indicates that there is a strong need for training trainers before they start TEdn and developing them systematically after they have become trainers. It is not enough to only train trainers. There also needs to be regular follow up and systematic development.

1.2 The problem

The in-service workshops for new and experienced teachers and the tutorials and observations with the new teachers keep the TEds busy. There has been very little opportunity for the TEds to focus on themselves as educators for several reasons. The available sources for self-development opportunities do not directly and/or regularly cater for the stated needs of the TEds. The following are some potential sources for self-development:

1.2.1 Seminars, conferences, courses

The seminars and conferences that take place in Ankara are not of a regular nature; nor do they always focus on teacher education or on the particular needs of these three TEds. In any event, the TEds have been attending most events in Ankara. They also try to travel to national and international conferences and courses. The instances of travelling outside of Ankara are not very frequent due to constraints related to time and finances. There is some institutional financial support for travel expenses but this does not cover all costs; therefore, financial limitations are the greatest hindrance in the case of attending conferences or courses outside of Ankara on a regular basis. A solution to the main issue of addressing each TEd's presentation style and finding a way to improve it and self-develop has not been found through participation in the conferences and seminars mainly because most presentations there focus on practical classroom applications for teachers rather than trainers.

Regarding courses, only one TEd so far has been able to find funding to attend a trainer training course in Canterbury, Britain with the support of the British Council in Ankara. This course has been of invaluable assistance to the TEd, who has applied the ideas that she became aware of there. She has also shared most of the new ideas that she learned with her two colleagues. A large number of available teacher training courses aim to improve the teachers' English and also introduce a few new techniques thus working on language improvement and on skills teaching. Most commercial courses do not have a very definite group of teachers in mind; instead, they cater for the needs of average teachers. International House, Pilgrims and other schools in England that the British Council recommends deal with more specific issues but these courses also compartmentalize teaching into vocabulary, the four language skills, lesson planning, and so forth because they do not know much in advance exactly who will attend their courses. An exception was the train-the-trainers course designed and led by Pilgrims trainers, Sheelagh Deller and Tim Hahn in 1990 in Canterbury, Britain, as has already been mentioned above. The syllabus of this two-week trainer training course was planned by getting input from the participants upon their arrival. The course pivoted first on getting feedback from the participating teachers, most of whom were already trainers in some capacity in their countries, and then planning the first week of the course basing the sessions on what

choices the participants had voiced during the initial feedback. The second week went on in a similar manner; thus, this was a trainer training course based on the skills and needs of the participants. Such courses are few in number, costly, and not readily within reach because they are conducted abroad.

1.2.2 The teacher educators' support group

In order to compensate for the loneliness of the TEDs in Ankara, a support group with the title of TEDs (Teacher EDucators) was founded several years ago with the initiation by the METU TEDs. After a break of about two years, this group resumed meeting on a monthly basis at alternating institutions with the hosts presenting a session on a topic that was decided on at the first meeting of the year. These meetings were fruitful yet only to some degree: not all participants were actual TEDs and not all sessions necessarily fulfilled the needs of the METU TEDs. Lastly, these meetings were one-off in nature because they did not comprise a course or part of a systematic whole. This led to the fact that the TEDs at METU had very little opportunity to focus on their own presentation skills and other skills as TEDs as part of self-improvement.

1.2.3 Written staff feedback

One source to assist the TEDs in their self-development could be the feedback from the staff at the department. After each in-service TEDn session that the TEDs deliver at the department, they always collect feedback from the participating teachers, whose opinions about the session are asked in anonymous written form. These feedback points are invaluable but they often do not guide the TEDs in re-planning their presentations so that they can be more effective in the future. The main reason is that the teachers who attend these sessions are pleased to be there and to discover, with only little effort, new aspects of teaching or practical ideas that they can apply in their classes. Some of these teachers express themselves rather vaguely on these feedback notes at times; these comments can not be followed up because they are collected anonymously to encourage participants to be as open or sincere as possible. Sometimes, some teachers write comments that do not help TEDs focus on a particular presentation skill or approach. In general, the teachers are pleased and express their happiness to have participated in these practical workshops; they do not tell the TEDs what exactly about the presentation or presenter they liked or did not like.

1.2.4 Reading materials

The TEds try to follow the current trends in the field through periodicals and books at the university library and privately. Reading current literature is an ongoing aspect of being a TEd and the three colleagues are continuously refreshing their knowledge on ELT issues in order to plan new workshops, refresh their knowledge and to self-develop. Some of the ideas on self-understanding and self-development including reflecting in a journal or using action research have been found to be helpful for this study. Writers seem to have two differing views on the order of occurrence concerning self-understanding and change. One side, for example, Connelly and Clandinin (1988), stresses that change can only occur after there has been self-understanding in the form of reflection on personal and practical knowledge. On the other hand, others argue that change in behavior is succeeded by self-understanding or a change in beliefs (Fullan, 1982; Miles and Huberman, 1984).

Similarly, the existing books for trainers and educators address the basic methods and techniques of teaching but not the features of an effective presentation or an effective trainer/educator; nor do they provide concrete guidelines for inexperienced TEds. Following is a list of some basic teaching materials developed for TEdn courses or sessions; on no account is this list exhaustive. These have been classified chronologically starting with 1978 and ending with 1996, the time when the research began to be planned. Next to each book entry, a very brief list of topics that the book focuses on has been included to give the reader an idea as to the direction of the writer/s (See Table 1).

Table 1. Samples of reading material for teacher educators upto 1997

Rivers, W.M. and S. M Temperley, M. S. (1978). <u>A practical guide to the teaching of English as a second or foreign language</u> . New York: OUP.	Audio visual approach to language teaching Communicating Structured interaction Autonomous interaction Listening Oral practice for the learning of grammar Teaching the sound system The written word: Reading Writing and written exercises
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Table 1 (continued)

<p>Hill, L.A. and Dobbyn, M. (1979). <u>A teacher training course: Lecturer's book</u>. London: Cassell EFL.</p>	<p>Audio visual approach to language teaching Oral and aural skills, presentation and practice methods The sound and spelling systems Drills and oral compositions The reading and writing skills Library skills Lesson planning; year plans, unit plans and lesson plans Preventing, predicting and correcting mistakes Games, dramatization, poems and songs A-V aids Textbooks Tests and examinations</p>
<p>Holden, S. (Ed.) (1979). <u>Teacher training</u>. Mansfield: MEP.</p>	<p>Individuality of learner, trainee-centered activities General aspects of teacher training; e.g. language practice, teaching ESP, teaching the language skills, etc. Microteaching Planning a course Measuring success Self-access teacher training</p>
<p>Willis, J. (1981). <u>Teaching English through English</u>. Essex: Longman.</p>	<p>The social, personal and organizational uses of the language of the classroom: how to begin the lesson, organizing the seating, books, bb; using A-V aids, dividing the class into pairs, groups etc.; control and discipline; ending the lesson or stage in the lesson Teaching techniques and the language of instruction: the four skills, vocabulary teaching, dialogues for presenting and practising</p>
<p><u>ELT Documents: 110-Focus on the teacher: Communicative approaches to teacher training</u>. (1981). London: The British Council.</p>	<p>Communicative teacher training The use of videos in teacher training The use of group work in teacher training The use of the E-R-O-T-I model in teacher training Designing micro teaching in the Third World The training of non-native teachers of English</p>

Table 1 (continued)

<p>Gower, R. and Walters, S. (1983). <u>Teaching practice handbook: A reference book for EFL teachers in training</u>. London: Heinemann.</p>	<p>The teacher: eye contact, gestures, etc., metalanguage, rapport. Classroom management: seating arrangements, instructions, pairing and grouping ss, starting and finishing the lesson, dynamics and needs of individuals Teaching strategies: lesson plans, presenting language, controlled practice, checking, eliciting dialogues and narratives, dialogues, texts, communication activities Teaching techniques: eliciting, correction, interaction, using A-Vs, the bb, indicating sounds, stress and intonation Notes to the trainer regarding teaching practice, feedback, co-operation between trainees.</p>
<p>Hubbard, P., Jones, H., Thornton, B., and Wheeler, R. (1983). <u>A Training course for TEFL</u>. Oxford: OUP.</p>	<p>Classroom techniques Teaching aids Errors and mistakes Planning and preparation Controlled to free practice Pronunciation Recent approaches: functional-notional courses, the communicative approach Testing Special techniques for problem classes</p>

Table 1 (continued)

<p>Harmer, J. (1983). <u>The practice of English language teaching</u>. London: Longman.</p>	<p>Reasons for learning languages What native speakers know: sounds, grammar, appropriateness, interaction with context, language skills What a language student should learn: syllabus and language types, communicative efficiency, language varieties Language learning and language teaching Teaching the productive skills: the nature of communication, the information gap, the communication continuum, language learning/teaching strategies, skills integration, speaking and writing Introducing new language Practice: oral and written Communicative activities: oral and written Receptive skills: methodological principles, reading and listening materials Class management: the role of the teacher, student grouping, discipline Planning: textbooks and the syllabus, planning principles, the (pre-) plan</p>
<p>Laird, D. (1985). <u>Approaches to training and development</u>. (2nd ed.). Reading, Mass: Addison-Wesley.</p>	<p>What training and development officers do Training needs Responding to individual training needs Learning objectives Learning Methods Techniques Visual aids Measuring and evaluating training and development Selecting the staff</p>
<p>Matthews, A., Spratt, M., and Dangerfield, L. (Eds.) (1985). <u>At the chalkface: Practical techniques in language teaching</u>. London: E. Arnold</p>	<p>A background reading and source book Oral lessons The listening, Reading and Writing Skills Achievement Testing Other areas</p>
<p>Murphy, R. (1987). <u>Guidelines to proficiency: A training manual for English instructors</u>. Washington: USIS.</p>	<p>A workshop manual Dialogues Roleplay Oral exercises Reading comprehension Writing Testing</p>

Table 1 (continued)

<p>Doff, A. (1988). <u>Teach English: A training course for teachers. Trainer's handbook.</u> Cambridge: CUP.</p>	<p>A coursebook for pre- or in- service teacher training Presenting Practising Teaching reading Teaching writing Teaching listening Teaching pronunciation Using the bb, visual aids, worksheets Planning a lesson Communicative activities Correcting errors Classroom tests Self evaluation</p>
<p>Woodward, T. (1988). <u>Loop-Input: New strategies for teacher training.</u> Exeter: Pilgrims.</p>	<p>How to use the process to teach the content Mind Maps Dictations How to make a loop-input session Classroom management Partial loops Drills Role play Evaluation and feedback Vocabulary Reading mazes Teaching listening</p>
<p>Richards, J.C. and Nunan, D. (Eds.) (1990). <u>Second language teacher education.</u> Cambridge: CUP.</p>	<p>An account of current approaches to language teacher training Issues and approaches Investigating teachers and learners in the classroom The practicum Supervision Self-observation Case studies</p>
<p>Wallace, M. (1991). <u>Training foreign language teachers: A reflective approach.</u> Cambridge: CUP.</p>	<p>A practical framework Current models of teacher education The learner's perspective Modes of teaching and learning in teacher education Relating theory and practice Classroom observation Microteaching Supervision Assessment in teacher education Course design</p>

Table 1 (continued)

Woodward, T. (1991). <u>Models and metaphors in language teacher training: Loop input and other strategies</u> . Cambridge: CUP.	The Loop Input Technique and its applications Training issues from a broad perspective
Wajnryb, R. (1992). <u>Classroom observation tasks: A resource book for language teachers and trainers</u> . Cambridge: CUP.	Observation as a multi-faceted learning tool The learner Language Learning The lesson Teaching skills and strategies Classroom management Materials and resources
Ur, P. (1996). <u>A course in language teaching: Practice and theory</u> . Cambridge: CUP.	The teaching process: presenting, practising, testing Teaching the language: the what-pronunciation, vocabulary, etc. Teaching the language: the how- the four language skills Course content: the syllabus and materials Lessons: lesson planning, interaction, feedback, assessment, discipline Learner differences: motivation, etc. Teacher development and appraisal

The main topic in most of these books is teaching and not training. Teaching and training have a lot of features in common but experience has shown that an effective teacher may not always turn out to be an effective trainer, which leads this researcher to believe that there are a number of features that are extremely important for TEds.

In summary, the problem that has formed the core of this piece of investigation is related to the self-development of the TEds at DBE. The three TEds at DBE need opportunities for systematic self-development and reflection especially regarding their presentation styles at pre-service and in-service sessions. They felt that their styles were in the forefront during pre- and in-service workshops; therefore, they chose presentation style as the focus. In addition, they agreed that other TEd aspects such as interacting with teachers after an observation could be developed or improved individually. The presently available means for self-development include seminars, conferences, courses, the existing support group, feedback from the staff,

and printed materials, which the TEds try to utilize to the best of their time and funds. Yet these opportunities do not offer reflection and self-development in a systematic and regular manner. They are either of short duration or do not necessarily diagnose and address needs particular to that TEd's presentation style. Therefore, the problem can be worded as follows: The TEds spent all their working hours providing others with ideas, energy, and motivation but there was no opportunity for them to self-develop in order to avoid burn out. This study remedied the problem; in the planning stage, the TEds discussed what to focus on in the investigation and decided to work on their presentation styles.

Self-development in the area of presentation style using action research and reflection were selected because this researcher participated in the study; thus, a case study was not an option. Moreover, the three TEds approached the study with a very broad frame of mind and no preset cause-effect relationships; they merely wished to analyse their styles with no preconceptions and they wanted to set aside time to think about what they experienced, discussed together and discovered. These led to action research and reflection.

1.3 Purpose of the study

The purpose of this study was to find an answer to the problem stated above. In other words, the aim of this study has been to investigate how the TEds at DBE reflect on and self-improve their presentation styles at teacher education sessions on a systematic basis by using action research. The specific research questions have been listed below:

- What stages do the TEds go through while reflecting on their presentations?
- What are the stages of change in improving the TEds' presentations?

1.4 Significance of the study

The answers to these questions are significant for the standardization of English language TEdn at DBE as well as at tertiary level in Turkey. The reason is that the findings have yielded ways in which willing TEds can reflect on their practices and new TEds will be able to refer to some of the concrete techniques and features of effective English language TEdn presentations that have arisen from this study.

These findings are significant also in the sense that they may provide bases for thought and practical ideas that are presently very hard to arrive at through books

and courses for TEds. Therefore, it is safe to say that the field of ELT trainers/educators needs procedures and guidelines which may form the basis of theory as well as future trainer training courses. If the framework for such guidelines can be developed for DBE, other similar tertiary institutions may also benefit from the findings because these institutions could then adapt the framework to their own particular situation with the students and the aims of these schools in Turkey being basically the same.

The greatest significance of TEds attempting to change and develop is related to what they do on a regular basis: They educate teachers to be better, to be more knowledgeable, to introduce them to a variety of ideas and issues, to light a fire of curiosity, inquiry and wish to take risks to try new ideas and change. In other words, they try to change the teachers that they work with. By undertaking to change as educators, the three TEds have tried to serve as models. Mahatma Gandhi has expressed this notion very succinctly: “You must be the change you wish to see in the world.”



CHAPTER 2

REVIEW OF LITERATURE

This study developed around three TEds and grew into a two-year investigation. Therefore, this chapter aims to provide a review of the following concepts and issues: teacher training versus teacher education versus teacher development, reflection, action research, qualitative research, and effective presentation.

2.1 Teacher training, teacher education, and teacher development

These three popular terms are often used interchangeably by some writers whereas others make an effort to differentiate between them. One of the clearest explanations was provided by Keith Morrow at an İNGED (İngilizce Eğitimi Derneği) seminar in November 1997. Morrow stated that the term 'teacher training' refers to technical competence that teachers need to have in class in order to do certain basic things such as present new language, correct mistakes, give feedback on students' work, etc. A technician works within a limited structure that includes books, the ministry, the syllabus. Teacher training is for the basics of language teaching. On the other hand, 'teacher education', he continued, refers to professional awareness, professional insights; i.e., it reaches beyond technical competence. Professionals are interested in what and why they are doing something, in another way of doing an activity in a textbook, in adapting and extending activities. A professional wants to push back boundaries in trying out new ideas not because inspectors or course books tell them to do so but because they are interested as professionals. 'Teacher development', according to Morrow, refers to the teacher's personal aspect. Teachers can get routinized and demotivated because they may be in the same schedule. To counteract the routine in teaching, teachers need to develop as people, to explore both themselves as people and the work they do, to learn new things interesting for them but not at the expense of their pupils, and to take on new challenges. This aspect, Morrow explained, refers to teacher development. These

three terms respectively yield knowledge, skills, and attitudes all of which should be part of a pre-service course.

Various other writers have used these terms in much a similar fashion. For instance, both Swan (1993) and Underhill (1992) feel that teacher development is related to personal development. Underhill adds that it can only be "self-initiated, self-directed and self-evaluated" and that others can not do it for us yet others *can* provide invaluable help (p. 79). Swan states that the reflective teacher training model views the student teacher as a person who will *develop* as opposed to a person who will be *educated* whereas in a teacher training model that is based on trainee teachers receiving knowledge, teacher education is in question, not teacher development (p. 243). Morrow would probably disagree with Swan here because Swan's teacher education is more like Morrow's teacher training and his teacher development is more like Morrow's teacher education.

Writers such as Ur (1998), Allwright (1998), Engin, Harvey and Phipps (1998), Haznedar and Özdeniz (1998) and Ergüdenler (1998) suggest combining teacher development and teacher training as a teacher education model. On the other hand, Wallace provides three other terms: he calls the type of teacher training course in which trainee teachers *receive* information 'the applied science model' (1991, p. 8), and a course 'a reflective model' if it emphasizes experiential teaching (p. 12). His third model is called 'the craft model' in which an 'expert' acts as the 'master' and the trainee teacher as the apprentice because the 'master' knows the 'craft' of teaching (p. 6). Freeman (1982) concentrates on mainly development saying that development is based on the assumption that teaching is a non-stop process through which growth and change emerge. He also stresses the central role that teachers play in the process of development, which means "an expansion of skills and understanding." (p. 22)

Some other writers focus on yet another term: 'self-direction', which is an important issue for the proposed study and which is closely related to the three key terms summarized above. To illustrate, Knowles refers to the term self-direction (1976) as:

... the point at which a person becomes an adult psychologically, is that point at which he perceives himself to be wholly self-directing ... as being able to make his own decisions and face their consequences, to manage his own life... (p. 40)

In his book on this topic, Knowles (1975) defines self-direction as it applies to the learning process:

In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)

Holec (1981), states the components of self-direction as:

- fixing objectives
- defining the contents and progression
- selecting the methods and techniques to be used
- monitoring the acquisition procedure
- evaluating what has been acquired (p. 9)

To sum up, it is clear from these varied views that it is not easy for different writers to agree on a classification of the types and processes involved in training nor on definitions of terms that they may actually use in common. Despite the overlap or gray areas in some of the writers' definitions, the fact remains that there are at least three training phenomena that these writers perceive as being different from each other. In this study, these terms and the terms 'teacher trainer' and 'TEd' have been used interchangeably mainly because the issue at hand is 'training teachers' as opposed to 'teaching students'. The difference among the terms exists but the divergence has not been a focal point in this investigation. The three TEds' personal preference shows itself in how they named themselves: 'educators' rather than 'trainers' because they agree with Morrow's definition of a teacher educator. What seems to be the term that often occurs in all the above explanations is 'reflection'. This concept together with self-direction will play an important role in the proposed study. The reason for this is that the study involves three individuals who are different in terms of personality as well as academic background. They can not all be expected to change in the same direction and in the same way or at the same rate. Change will be perceived by each in an individual way. The amount of change and the manner in which each TEd reflects will depend on the particular TEd. This researcher did not intend to force any method on the TEds. Each TEd was given the opportunity to discover her own direction and develop her own manner of change.

The study aimed to follow these processes and describe the phases for each of the three TEDs. All these processes developed out of individual reflection in the TED's chosen self-direction.

2.2 Reflection as a process leading to change

The term 'reflective teaching' has been used by various writers and researchers with lucid explanations occurring in Wallace's (1991) and Richards and Lockhart's (1994) books. As already briefly described above, Wallace mentions the appearance of three types of major professional education models throughout time: the craft model, the applied science model, the reflective model. (1991, p. 6). He focuses on the reflective model in his book. When expanding his ideas on the reflective model, Wallace mentions 'knowledge' and how this knowledge is passed on to or discovered by teacher trainees. In discussing the nature of 'knowledge', he (p. 13) refers to Schön's concept of 'knowing-in-action', and to Schön's two types of professional knowledge. Schön explains that the first kind of knowledge is facts, data and theories usually based on research. Schön refers to this type of knowledge as "research-based theories and techniques" (1983, p. 58) although he avoids giving it a fixed name. Wallace, on the other hand, calls this knowledge "received wisdom" (p. 13). Both say that this kind of knowledge is the material of teacher education courses (without discriminating between teacher education and teacher development). Wallace contrasts 'received knowledge' with what he calls 'experiential knowledge' (p. 13). He suggests that 'experiential knowledge' is based on two phenomena: "knowing-in-action" and "reflection". Wallace states that teachers have to make many decisions everyday in class and when asked to explain why or how, they can not base their actions on research findings or received knowledge; nor can they provide accurate descriptions, rules or procedures. They depend on what Schön calls "tacit recognitions" (p. 50) for some of their actions in class; in other words, teachers just know what to do in some situations because they are practising teaching. This is what Schön (p. 50) and Wallace (p. 13) refer to as 'knowing-in-action'. On the other hand, 'reflection' is what professionals as well as laymen do when they are faced with unexpected events; they go back in the action and try to work out what went wrong or what happened. Wallace points out that this type of retro action leads to "conscious development of insights into knowing-in-action" (p. 13). It is this particular type of strategy that the study for TEDs has focused on. The following

details regarding Wallace's model have been provided because these have formed the bases for the TEd's version of reflection in the study.

Wallace's reflective model consists of two main stages: The pre-training stage and the stage for professional education or development. Briefly, he states that at stage one, the person to be trained is at a certain level before going into training. This person may be pre-service or employed and thus in-service at this point. The reflective model is built around the trainee and presumes that no person actually starts a training program with a blank mind or neutral attitude especially in teaching (p. 50). Wallace points out that teachers will respond to, for instance, error correction based on a previous teaching and/or learning experience and subconscious schemata, which together form that teacher's mental constructs. In other words, trainees have their own pre-conceptions, conceptual schemata. Therefore, Wallace proposes that firstly one has to establish where the trainees are coming from. This is in line with writers that have been discussed above who also stress the importance of making trainees and trainers aware of the assumptions of the trainees about learning. The present study was a piece of action research mainly to address this very point; in other words, to provide opportunities for the three TEds to become aware of their own attitudes and assumptions about teacher education and means of change as described by Wallace.

Stage two in Wallace's reflective model gives credit to both received and experiential knowledge; i.e. both data, facts, theories, etc. and practical experience play key roles in professional education/ development. Wallace even says that these two types of knowledge are in a "close, reciprocal relationship" (p. 52). This model gets its strength from taking both of these types of knowledge on board. Some teacher training programs may not have enough time to incorporate experiential knowledge, but then trainees will probably have little or no opportunity to reflect on how received knowledge relates to practice. Wallace emphasizes the importance of giving trainee teachers the opportunity to reflect on received knowledge and based upon this reflection perhaps receive further knowledge; in other words, Wallace believes that these two should be made to work reciprocally in order to be effective (p. 55). He calls this the "reflective cycle" (p. 56). He proposes that reflection and received knowledge continuously interact, with reflection sometimes occurring before receiving knowledge. He also states that recollection of what has been

'received' or studied is an important process in reflection. Trainees need to be able to remember what it was, before they can think about its pertinence or application to their particular situations. A similar reflective cycle has occurred in the study as it involved the cycle of action research.

The reflection process has some drawbacks that Wallace lists. For instance, reflection is a private experience; it can not be shared. Only anecdotal retelling is possible. Discussion of reflection is very difficult because it "is at least based on an insecure foundation" says Wallace (p. 53). Another disadvantage of reflection, according to Wallace, is that it often lacks a focus in discussion because the data that individuals base their reflections on are private and not shared by all. A third problem with reflection is that there may not be any structure to how participants verbalize their reflection. This study has investigated to what degree these disadvantages occur when the reflecting parties are TEds who are aware of reflection. Wallace also stresses the role of action research for reflection to occur: a topic to be discussed in the next section.

In order to start to reflect, where should the TEd or anyone who sets out to think about themselves begin? Wenden (1986), in an article about helping learners think about learning, supports the idea that learners should first become aware of their own beliefs regarding learning. They may not directly know what their beliefs are but they need help to discover these and also how their beliefs influence their learning. This discovery will have various benefits not only for the learners but also for the teachers so it is important that teachers know what their learners' beliefs about learning are according to Wenden. The study at hand aimed to get the TEds to reflect and Wenden's suggestions for language learners was adapted to the teacher education context with the TEds first attempting to discover their own beliefs and assumptions, as mentioned previously, then working out ways for reflecting and taking action. One of the most important aspects of teacher education is getting TEds to reflect on their personal outlooks on teacher education. Gremmo and Riley (1995) state the same fact about learner training saying that the success in training depends on whether there is change in conceptualization or not. This means that for change to occur, the TEds first have to do introversion and become aware of their own attitudes and beliefs about teacher education. If, at the end of the reflection and action, there is

change in their way of conceptualization the teacher education process, then it is possible to talk about 'change'.

2.3 Action research

This study has taken the form of action research because this researcher wished to and had to be part of the training team at DBE when they started to work with the newly hired teachers. Action research has gained importance in English language teaching relatively recently although it has been a tool in the social sciences since the 1940's. Based on the ideas of Kurt Lewin, the pioneer of action research, Sanford (1981) describes the stages of action research as being a cycle of "analysis, fact-finding, conceptualization, planning, execution, more fact-finding or evaluation." (p. 174) A survey of the literature regarding action research quickly shows that various writers agree on several points. For example, according to Cohen and Manion (1985), action research is a "small scale intervention in the functioning of the real world and a close examination of the effects of such intervention" (p. 174). These writers add that it is "situational"; i.e., context-based, "collaborative" because it involves the co-operation of researchers and practitioners, "participatory" in that the researchers themselves take part in the investigation, "self-evaluative" since it involves continuing evaluation as the research progresses (p. 174). They describe eight stages in action research, which have formed the backbone of the proposed study:

1. The identification, evaluation and formulation of the problem.
2. Preliminary discussion and negotiations amongst interested parties - teachers, advisers, researchers, sponsors- culminating in a draft proposal.
3. Review of research literature and comparable studies.
4. Restatement of the problem, or formulation of a hypothesis; explicit discussion of the assumptions underlying the project.
5. Selection of research procedures, allocation of resources, choice of materials and methods, etc.
6. Choice of evaluation procedures - bearing in mind that evaluation will be continuous.
7. The implementation of the project itself, including data collection and analysis, monitoring and feedback.

8. The interpretation of the data; inferences to be drawn; overall project evaluation. (pp. 220-21)

Carr and Kemmis (1986) describe action research as a “self-reflective spiral of cycles of planning, acting, observing and reflecting.” Their definition of action research states that it is “a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their practices, their understanding of these practices, and the situations in which the practices are carried out” (p. 162).

The key terms, especially 'intervention', occur in almost all definitions by researchers and writers involved in action research (see for example, Allwright and Bailey, 1991; Borgia and Schuler, 1996; Elliott, 1991; Johnson, 1993; Lankard, 1995; Ur, 1996; van Lier; 1988, Wallace, 1991).

One of the main sources of information for teachers-as-researchers in the field of English Language Teaching is once more Michael J. Wallace's handbook for TEds: Training Foreign Language Teachers: A Reflective Approach. In this valuable source, Wallace states that action research focuses on practical issues and is expected to produce practical results; it produces specific and immediate results applicable to the teacher's teaching situation. Because the investigated issues in action research are practical, free-ranging methods for investigating them can be used without having to adhere to the more traditional methods usually employed in research (1991, p. 56-57). This is one of the features that the present investigation has. The study has been open-ended and the specific direction that it took was unpredictable because it involved choices to be made by three individuals as TEds and a number of new teachers with varying attitudes and backgrounds. The specific methods and direction/s only became clear once the actual investigation was launched; the only aspect that was clear from the start was that it would be a qualitative piece of research in order to provide a detailed and deep description of the events and procedures. This study is about change - a powerful process and in this case a particular type of change that can probably best be described in depth for those who partake in it as well as for those who would like to read about it because the fine details of the various stages play a key role. The aim in this study was not to collect varied information on a broad scale but to gather specific data on the chosen topic.

2.4 Qualitative research

Education is a broad field that encompasses a wide variety of topics and issues. Some of these areas need to be investigated in the broadest possible sense including as many schools, classes, and teachers as possible in the study in order to be able to collect data applicable or common to all these parties. Some other educational investigation issues do not lend themselves to be studied on such a broad scale because of the very nature of the problem at hand. In this case, the purpose of the research may be to obtain as much detail as possible about the issue being investigated so as to be able to discover what exactly is happening or to describe the situation very thoroughly. The former type of research is usually executed using experimental and control groups arriving at numerical data which are then compared to explain a cause-effect relationship. This method is also called quantitative research because of the scope of the study and the obtained type of data. On the other hand, the latter type of research yields extensive descriptions and fine details relating to the field of study and is therefore referred to as qualitative research (QR). These two types of research are also used in combination where one method supplements the other at times. The study at hand has been based on qualitative research aiming to provide a thick description of the investigation.

2.4.1 Goals

QR aims to develop sensitizing concepts, describe multiple realities, arrive at grounded theory, and develop an understanding for the observed event or behavior (Bogdan and Biklen, 1982; p. 51). Qualitative researchers investigate an event not to prove or disprove hypotheses; instead, they build the theory as they continue gathering data and gaining an in-depth understanding for what they are observing. This was vital for the present study; this research attempted to follow in-depth the process of change without making previous assumptions about the reasons. The next stage in QR is related to abstractions: "...abstractions are built as the particulars that have been gathered are grouped together" thus theory is built bottom-up (Bogdan and Biklen, 1982; pp. 30-32). This sort of theory is called 'grounded theory', a term coined by Glaser and Strauss (1967). In brief, grounded theory is based in and derived from data and arrived at through a systematic process of induction (Watson-Gegeo 1988, p. 583). This refers to qualitative researchers who collect data and while doing so begin to decide on the direction of their research because they begin

to understand the context and participants after they have started doing their data collection. This is the reason why action research and a qualitative approach have been selected for this study. Researchers develop the theory after they start their investigation in the field.

Due to the fact that qualitative researchers collect data first and then base their decisions regarding how to continue on the field data, the theory that they come up with is grounded, so to speak, in the field. The researchers slowly and carefully construct the theory from the collected data and the insights that have been gained. Thus QR is inductive (Bogdan and Biklen, p. 32). However, this does not mean that theory is not important. On the contrary, theory in QR plays a very important role. Qualitative researchers with an inductive approach start their study by conducting specific but open-ended observations and "build toward general patterns"; i.e., they eventually arrive at categories without the use of pre-formulated concepts or expectations thus beginning to understand the observed phenomena (Patton 1987, p. 15). The present study benefited from this view because it was difficult to predict clearly how the processes of change and reflection would occur and how they would affect each TED's presentation. However, QR does not have to be inductive; a variety of QR is deductive. That is to say, researchers start out with a theory and collect data within the scope of the theory often arriving at data that leads to further theory inductively. In that sense, QR is not purely deductive or purely inductive; these terms are indicators of the relative place of theory in research (Goetz and LeCompte, 1984; p. 4). The fact that field research must be theory-driven has been stressed by Silverman (1993), who states this as the first of the four main features of QR in his book on the topic.

Qualitative researchers describe any event or behavior as part of the whole because, after all, the selected aspect is part of the whole. In order to understand what the microcontext really means, the researcher needs to study the macrocontext and the relation between them (Watson-Gegeo, 1988; pp. 577-8). The qualitative researcher is after "totality" because the holistic approach takes for granted the fact that the whole is greater than the sum of its parts and that the context of any observed event or behavior can be understood when the qualitative researcher has an understanding for the whole context. With this approach, qualitative researchers can focus in detail on interdependencies, complexities, idiosyncrasies, nuances, settings,

and the context (Goetz and LeCompte, p. 17), a feature that the proposed action research hinges on. Miles and Huberman (1994, p. 6) explain that qualitative researchers want “to gain a 'holistic' (systemic, encompassing, integrated) overview of the context under study: its logic, its arrangements, its explicit and implicit rules.”

The present study was concerned with the macrocontext of teacher educators and their responsibilities within their institution and the microcontext of individual TED change. The TEDs’ styles of presentation during workshops and other TEDn sessions was the essence of the microcontext. Both of these contexts were affected by the analyses involved and described in detail in the next chapters because when the TED-as-presenter changed, the TED-on-the-whole was different. The TEDs’ awareness levels on the microcontext level influenced their overall behavior because the two contexts are interwoven; a TED did not change when presenting an idea but remained the same self when giving feedback to a teacher.

This study followed the tenets of QR in that there were no preconceived or causal relationships established prior to the study. The aim was to discover what the TEDs were doing and what the TEDs and teachers thought about the features of an effective presentation. Additionally, the TEDs set out to change themselves or to improve. They decided to use action research because it is cyclical in nature and reflection because awareness is essential in self-analysis and self-development; it is awakened through reflection.

2.4.2 Design

This type of research uses designs that are evolving, flexible, general, and are based on a hunch as to how to proceed (Bogdan and Biklen, 1982; p. 51). The design may or may not be predetermined; in other words, the researcher may develop the stages of the research as the investigation progresses. This enables the researcher to explore any aspect of the issue at hand and follow new directions. The flexibility in design provides opportunities for the researchers to inquire deeply into the topic and obtain rich data.

The design of the present study evolved as the study progressed. None of the steps was predetermined. The researcher added each step as the need arose. Therefore, the final sequence of steps in the procedure is unique to the circumstances of this piece of action research.

2.4.3 Data type

QR yields data that are descriptive in the form of personal documents, field notes, photographs, audio/video tapes, people's own words or official documents, records, memos, journals/diaries, transcripts, and other artifacts (Bogdan and Biklen, 1982; p. 51). For qualitative researchers nothing is trivial because anything can have meaning for the researcher later when trying to understand the observed behavior or event in a comprehensive way (Bogdan and Biklen, pp. 30-31). Qualitative researchers aim to collect data containing details in order to be able to describe the research in depth. Therefore, the recording of events in writing or on tape is significant. Variety in data type and data sources is also essential for reliability purposes. Researchers often collect information from two, preferably more sources to confirm findings and to arrive at deep descriptions that focus on different aspects of the same event.

The present study also involved variety of data types. The main data were in journal entries. Other data included feedback comments from teachers, students, trainee trainers, the interview answers. The variety in the data types and sources enabled the researcher to approach the same issue from different angles and obtain details.

2.4.4 Data analysis

In this type of research, data analysis is an ongoing process aiming to arrive at models, themes, concepts and is therefore inductive whereby the researcher makes use of analytical induction and constant comparison (Bogdan and Biklen, 1982; p. 53). QR is seen as being very near the inductive end of the inductive versus deductive continuum in that qualitative researchers start out their study with the "hope to find a theory that explains their data" (Goetz and LeCompte, 1984; p. 4), also an aim of the study carried out. A variety of analysis methods are used; in some cases, a new data analysis method may have to be developed to suit the type of data. A common data analysis method involves coding the collected data in order to be able to arrive at grounded theory from the findings. These codes may already exist or a completely new set of codes may have to be devised for the type of data that was collected. Another common means of data analysis involves transcribing data on tapes in order to arrive at a model or generalisation concerning the topic or issue. In

brief, data analysis is a long and often tiring process that may yield new data for further analysis.

The design of the present piece of action research was designed to meet specific needs; the data analysis also involved special design. The journals were analysed by devising two sets of codes; these findings were then analysed further to arrive at more detail and generalisations.

2.4.5 Sampling

In QR the sample is small and nonrepresentative; there is theoretical sampling involved (Bogdan and Biklen, 1982; p. 52). In the study, the sample is the whole for DBE but it is also a sample for all trainers working in a similar context. It is the whole because at the time of the research there were three TEds working. These three TEds participated in the study thus forming the sample as well as the whole. At one stage in the research, a group of teachers were involved. They were volunteers invited to take part in one of the steps of the study. They formed a sample of the whole of the DBE staff and formed the sample on a completely random basis.

2.4.6 Relationship with subjects

Qualitative researchers show empathy toward their subjects thus emphasising trust in the relationship; they establish an intensive contact with the subject as a friend yet the researchers stay detached; the researchers also are equalitarian to their subjects (Bogdan and Biklen, 1982; p. 52). These researchers conduct their research in the actual setting because their focus is on the context of the observed behaviors; they feel that actions can best be understood if observed within their natural contexts. The understanding of the setting facilitates in understanding the observed actions because people are influenced by their environment (p. 30). Fieldwork or as Patton calls it "going into the field" is central to QR. This is how the researcher gets close to the participants, which is done with "empathy and sympathetic introspection" (Patton, 1987; p. 16). The present study will have the advantage of being conducted in the natural setting; it would be impossible to do it otherwise. This is yet another reason why qualitative research is significant for this piece of research. In Miles and Huberman's (1994) words, conducting the study in its natural setting is done in an intense and usually prolonged way

to capture data on the perceptions of local actors "from the inside", through a process of deep attentiveness, of empathetic understanding (*Verstehen*), and of

suspending or 'bracketing' preconceptions about the topics under discussion. (p.

6)

2.4.7 Instruments and tools

In QR, the researchers use tape recorders and transcribers; often the researchers themselves are the only instrument (Bogdan and Biklen 1982, p. 53). Frequently, however, in order to ensure reliability, the instruments and tools include more than just the researcher's notes and observations. Journals, video recordings, log books are some of the other tools that may be used in a qualitative study when the researcher triangulates the investigation, or collects data from various angles focusing on the same issue to gain deeper insights.

2.4.8 Research topics and issues appropriate for qualitative research

QR methods are best used for process evaluation ('change' and 'reflection' in the present study), evaluating individualised outcomes, case studies, implementation evaluation, describing diversity across program sites, formative evaluation, evaluation of quality, quality assurance and quality enhancement, legislative monitoring, unobtrusive observations, personalising evaluation, responsive evaluation, and goal-free evaluation (Patton 1987, pp. 23-36). Goetz and LeCompte (1984, pp. 41-42) state that research questions are frequently closely influenced by the researcher's personal experiences and philosophies, ideologies, and commitments. This is true because this researcher is truly interested in why people change, how they take the initial step/s for change, whether reflection procedures and processes vary to a great extent or if there are certain phases in common among individuals. These are issues of interest to this researcher not only in the teacher education context but also in the general teaching context. Why is it that certain learners or trainee teachers seem to adapt quickly to what is being taught/shown and others do not or perhaps can not?

In sum, the key words that describe QR are meaning, common-sense understanding, bracketing, definition of situation, everyday life, understanding, process, negotiated order, for all practical purposes, social construction, grounded theory (Bogdan and Biklen, 1982; p. 50). These summarise the study at hand as well. The researcher aimed at designing the steps of the investigation in such a way that the participants would benefit from the procedure; in other words, the aim was to experience something 'meaningful' to the context. The steps in the process were

‘negotiated’ among the three TEds and made to fit their ‘everyday life’ of working with teachers and collecting regular feedback. Therefore, the study was ‘practical’ and suited the ‘situation’. The study involved a ‘process’ to initiate change in the TEds. Consequently, it can be said that the present study reflected most of the key concepts of qualitative research.

2.5 Studies on reflection, action research, and teacher training

There are several studies investigating the effectiveness of reflection and action research for English language teachers as well as studies conducted in the area of teacher training. Studies that involve reflection may be the means for investigating teaching behavior as in Sungurtekin Eröz (1997), or the main focus as in Göde (1999), where the researcher followed a teacher’s self-observation processes. Case studies dealing with the role of action research in self-development (e.g. Atikler, 1997) and reflective teaching (e.g. İskenderoğlu Önel, 1998) have researched how teachers can improve themselves professionally. Studies in the field of teacher training or teacher education have concentrated on a variety of aspects of teacher education including the pedagogic foundations, effectiveness and problems of teacher education (Yılman, 1987; Sözer, 1989; Duman, 1988), the role of teacher colleges (Pehlivan, 1992), a comparison of teacher training in Turkey and another country, for example France (Demir, 1997) or a historical comparison of teacher training (Kepenek, 1995), the role of foreign educators, for instance, the effect of foreign teacher training experts in Turkey (Şahin, 1996), employment in teacher education (Dilaver, 1992). The present study is also based on the concepts of reflection and action research; the focus, however, is on the stages of reflection and change in TEds. The main aim was to detect areas for improvement in the styles of the TEds and eventually arrive at a way for these TEds to develop themselves as they continued with their TEdn work. Reflecting on discussions, feedback and personal aims in journals as well as experiencing the steps that evolved as the study progressed were the essential components of the present study.

A study conducted by Imel (2000) aimed to trace change in adults. She identified four types of change in her study investigating how adult learning and education can cultivate change with individuals and groups: change by exception, incremental change, pendulum change, and paradigm change. All of the above studies have the teacher as their central theme, not the teacher trainer or educator.

One study (Kurtoğlu-Eken, 2000) investigated the features of effective teaching with a particular focus on the less observable aspects of teaching called “jizz” by the researcher and the implications for teacher training and development. The research led to a framework of teacher training and a set of procedures and activities that incorporated in particular the features that had been analysed as well as those of “jizz”.

The present study was based partially on these practical suggestions, some of which have been taken from management and some from ELT. The basic features of an effective teacher education session in the DBE environment have been partially discovered as a result of the pilot study that has been described in Chapter 3 (Section 3.4.1). The above mentioned features were mainly used for reflection in order to start the process of self-awareness, then reflection and finally possible change.

2.6 Effective presentations

The study has focused on how the three TEds were able and willing to change their presentations. In order to finetune the change, it was necessary to become aware of the features of effective presentations at teacher education sessions. As mentioned elsewhere in the study, most books for teacher trainers provide useful information on how to present, and practise new language, evaluate the materials or learners, and other similar teaching related topics. What is missing in these sources is how the TEd can effectively present these teaching-related topics to their trainee teachers at teacher education sessions. The fact that the TEd may be a good teacher does not necessitate good training or good presentation at teacher education sessions.

Similarly, a proficient speaker of a language is not always an effective teacher of this language and an effective teacher may not necessarily prove to be an effective TEd. Although 'effective presentation' is a crucial element of teacher education, unfortunately, very little to no direct reference is made to this concept in English language teacher training books. Books on management and business administration, however, abound with lists of features and practical explanations as to how a presenter can conduct effective sessions.

The following sources provide practical ideas about effective presentations not necessarily in the English language classroom. These ideas have served as a source to start from when the study was initiated.

Lorin W. Anderson (1989) lists the basic concepts and principles of classroom presentations and explanations. The six major ones have been given below. The first five enable students to connect the new information in the presentation to the old; the last one helps learners connect all new information presented in that session:

1. **Advance organizers:** These are topical indicators provided by a presenter to help learners set up scaffolding. If a presentation starts with abstract or general ideas to be followed by specific facts later on, the scaffolding or advance organizers that the teacher has mentioned will help students learn faster because now they can interconnect and remember the presented specific ideas.
2. **Precision versus ambiguity:** Anderson strongly urges presenters to be precise in their presentations.
3. **Examples and illustrations:** Anderson favors presentations containing these elements to add to the effectiveness.
4. **Verbal markers:** These highlight for students what is important within all the presented data thus adding to the effectiveness of a session.
5. **Metaphors and similes:** Anderson believes that these forms of imagery assist students in relating new information to old or already known information thus making learning more meaningful.
6. **Relationship and associations:** With the use of discourse markers such as because, and therefore, a presenter aids students in connecting not the new to the old but all new information presented during that session because these markers connect new ideas and concepts to each other. (p. 68)

Phil Baguley (1994) also believes that presentation skills can be learned. He lists the elements of this two-way presentation process as the inputting of skills, knowledge, and method, which in turn evoke feedback in the audience. The feedback signals mainly include eye contact, body posture, and questions. Baguley explains that presenters should carefully prepare before a presentation and in doing so consider the following:

1. The purposes of a presentation:

One or a combination of purposes may include:

- * Exchanging information
- * Instructing
- * Influencing

2. The style of the presenter:

Will the presenter be interactive in approach or didactic? These basic two styles will influence the preparations of the presenter, which include:

- * Presentation material (length, contents)
- * Scope of the subject (answers audience's needs)
- * Time
- * Audience (who they are and their objectives)
- * The layout of the presentation space

The interactive presenter, for example, will have to plan for time to permit audience questions and answers and plan for the seating arrangement that will allow for audience interaction whereas a didactic presenter needs to plan time for the delivery of the presentation and to plan space for visibility and audibility only.

3. What to focus on:

- * The environment
- * The method
- * The material

The same writer quotes Brown, and Turney et al, who have identified five 'core' skills:

- a. Clarity: defining terms and jargon, increasing explicit content and decreasing implicit or inferred content, using short sentences avoiding hesitation sounds and devices, avoiding ambiguity and vague expressions.
- b. Emphasis: using gestures, voice, pauses, and pitch to accompany presentation.
- c. Using examples: to provide supporting evidence, to aid audience connect new concepts to own experience, for clarity and audience interest, for rapport with and comprehension by audience.

- d. Organization: structuring the presentation by using Brown's (ibid) four types of structuring statements:
- * Signposts to point to the arrangement, order and aim of the material,
 - * Frames to mark the beginning and end of issues,
 - * Foci to stress key issues
 - * Links to connect for example one section of the presentation to another or an explanation to a rule.
- e. Feedback: gauging effectiveness via signals that are often nonverbal and which include eye contact, facial expression, and body posture and via the presence, quality and number of questions and statements from the audience. (pp. 100-116)

Other writers and researchers list similar features (e.g. Anderson, J. 1989; Eisenberg, 1992; Manko, 1969; and Vardaman, 1970) but they focus on a variety of other issues in the process. To illustrate, Manko (1969), one of the earliest writers on this topic, uses the metaphor of 'master of ceremonies' for the presenter and describes in detail how the presenter should start to speak giving examples of sentence beginnings, how to prepare the paper, how to transform the paper to a presentation as well as what the presenter manners should comprise. Eisenberg (1992), on the other hand, provides a detailed procedure for extemporaneous and manuscript reading. J. Anderson (1989) goes into the details of why speakers fear speaking in addition to the features of effective and unsuccessful presentations.

As regards the ELT field, Borders (1994) states that good supervisors have the same qualities as good teachers and counselors listing, for example, empathy, genuinity, openness, flexibility, respect for their supervisees as people and as developing professionals, sensitivity to differences between individuals, enjoyment of the performed role. These features could also be said to apply to effective presenters and teacher trainers. Lovely (1997) advises presenters who will use computers giving tips for effective visuals. Wright (1993) gives specific guidance for presenters of talks and workshops. He makes concrete suggestions about the nerves of the presenter, mistakes, negative participant response, difficult questions, questions-answers-and general discussion, group work and pairwork, latecomers, noises outside the room, small or large numbers of participants. He also describes

and gives practical tips for poster presentations and reading from a manuscript among other topics.

In summary, the literature on teacher training, teacher education and teacher development, reflection, action research, qualitative research, and effective presentation is varied. The key terms teacher training versus teacher education versus teacher development have been defined by different writers such as Morrow, 1997; Swan, 1993; Underhill, 1992; and Ur, (1998). These writers vary in their definitions but agree that there is a difference between these terms. This researcher used the terms 'teacher trainer' and 'teacher educator' interchangeably because the focus of the study was on training teachers, not on teaching students. Reflection, on the other hand, has been mentioned by a large number of writers especially in the context of reflective teaching. The reflective model of teacher training (Wallace, 1991) combines Schön's (1983) definition of knowing-in-action with the concept of reflection to explain experiential knowledge (p. 13). This model consists of the pre-training stage and the stage for professional education or development and is based on the belief that no person actually starts a training program with a blank mind or neutral attitude especially in teaching (p. 50). Reflection, in addition to practicality and freedom to choose methods of investigation is a major element of action research (Wallace, 1991). Action research has a relatively short history and most writers seem to agree on its cyclical stages and that it involves self-reflection. Another key concept in this study is qualitative research. It is mainly related to collecting data in order to obtain extensive descriptions and fine details relating to the field of study as opposed to aiming to prove or disprove hypotheses as well as to eventually arrive at grounded theory built up gradually as the study progresses. The significant names in this area are Glaser and Strauss (1967), Bogdan and Biklen (1982), Miles and Huberman (1994) among others. The final concept related to the present study is effective presentations. Writers such as Lorin W. Anderson (1989) and Baguley (1994) have listed the features of effective presentations in specific education environments or in general terms. Finally, a search of the research literature has yielded the result that initiating change in TEds' presentations in a systematic manner or on a regular basis through reflection and using action research is a topic well worth investigating.

CHAPTER 3

METHOD

The aim of the present study was to investigate a way or ways to initiate change in a systematic manner in the three DBE TEds' presentations through reflection and action research. The study followed the steps of the cycle of action research. In the following section, the overall design, research questions, data sources, data collection instruments and procedures, data analysis procedures, reliability and validity issues, limitations and variables involved in the action research have been described.

3.1 Overall research design

The study was conducted as action research in order to enable this researcher to participate in the planning, design and execution of the study and also because the stages were not pre-determined. The investigation started in May 1997 and ended in June 1999. That is to say, the formal study lasted for two years but the informal self-development is ongoing. This investigation involved the three TEds in reflecting on their pre- and in-service presentation practices and in taking action to implement change in order to improve the quality of teacher education at DBE. The study was set up with only this group of TEds because it would have been very difficult to find a control group with compatible individuals in it to conduct quantitative research. In other words, this piece of research is of qualitative nature in order to provide a thick description of the processes involved as opposed to analyzing a cause-effect relation in a mostly numerical fashion.

The beginning point of the investigation was the pilot study, which lasted through May 1997. Following the pilot study, further data collection occurred during the pre-service teacher training course for the newly hired teachers for DBE, METU in September 1998 and later while conducting the regular in-service course for new teachers during the 1998-1999 academic year. The next part comprised the trainer training course for the Ministry of Education in July 1998 and the student workshops

from December 1998 to Jan 1999. The final part of the study took place in June 1999, when questionnaires from the DOTE course participants (see App. B for the questionnaire) were collected and another set of individual video evaluations were carried out.

Each of the TEds participated in all stages and took collective as well as individual decisions regarding their own presentations. This collaborative effort was relatively easy to implement since all three TEds worked in close collaboration in adjoining offices and were able to get together easily. The main reason for the facility in setting up and implementing this piece of research was the fact that all three TEds were extremely co-operative and supportive of each other and the study. The closeness that existed among the three TEds was sealed as the study progressed, which was an important factor why the action research worked and went forward. This piece of action research worked very well because the involved TEds were determined that it should progress and succeed.

The study yielded detailed descriptions of the stages that these TEds went through while they were reflecting on their presentation styles, what constitutes effective teacher education practices, how individual TEds handle the issue of personal change in their TEd capacity, and guidelines for a novice TEd to use as a reference when thinking about and planning sessions and as a starting point for change. A more detailed explanation has been provided in Chapter 4.

3.2 Research questions

TEds who are working in an intensive training environment often find themselves in a situation of providing education for others and they may have little opportunity to develop themselves on a regular basis. This has been the case at DBE with the three TEds who have varying experience and qualifications; yet, what is the same is that they have not had time or a plan to work on self-education or reflection.

The purpose of this study was to investigate how the TEds at DBE reflect on and self-improve their presentation styles at teacher education sessions on a systematic basis by using action research. The specific research questions, which formed the center of the study, have been listed below:

- What stages do the TEds go through while reflecting on their presentations?
- What are the stages of change in improving the TEds' presentations?

3.3 Data sources

The study started with a series of actions, aiming to assist the three TEds to reflect, whereby each step gave birth to the next step. The procedure and results of the pilot study have served as a major source of data during the main study. The additional sources of data included the TEds and new teachers themselves, the entries in the journals that the TEds kept, the comments and explanations that the new teachers wrote on the feedback sheets, the data arising from the interviews with the TEds, all the information on the possible various notes, memos, and field notes that have been kept during the study.

3.3.1 The pilot study findings

The pilot study procedure has been explained in detail in 3.4.1 (p. 47). The findings arising from the study are the primary focus in this section. The pilot study has yielded several results. The first result is related to presentation features. Each TEd has arrived at their own list of strengths and weaknesses as a presenter or trainer and has become aware of their own and each other's presentation features. These features have been listed in Table 10 (p. 72) in the form of a list of shared and individual features and in Appendix A, as separate lists for each TEd with their individual strengths and weaknesses, all features as perceived by the TEds. Table 10 reflects the TEds' view. It lists the desirable features common to all three TEds and those particular to each TEd as perceived by the three TEds; it is a compilation of all the strengths and weaknesses that each TEd expressed for their colleagues and for their own video presentation. Table 11 (p. 76) reflects the views of teachers; it is a similar list compiled from all the features noted down by the 16 teachers who watched the same videos.) This meant that although each TEd is a different individual with a different presentation style, these presentation features could actually be compiled for each TEd separately. The second result is related to common presentation features. Some of the features were common to two or all TEds. This may be taken to mean that there are certain presentation features that effective trainers employ. Some of these may be specific to one TEd and there may be others that are shared. The third result concerns the fact that the participating teachers mentioned features similar to those that the TEds mentioned. The pilot study has also shown that teachers who attend teacher education sessions seemed to be in

agreement amongst themselves about what makes a session effective. Many of the features that made up Table 11 were mentioned by several teachers at the same time.

Alongside these concrete findings, the pilot study has provided a way or procedure for compiling a list of features of effective TEds and effective training sessions. In addition, the mere fact that each TEd, be they experienced or not, went through the process of being analysed for effectiveness by the DBE teachers and the other two TEds, worked positively towards their self improvement. This could be traced in the journal entries (c.f. App. C for samples of journal entries) and daily discussions. The study has taken the end point of the pilot study as its beginning and the same TEds have worked on their strengths and weaknesses in the direction that the pilot study indicated. It was necessary to go on from where the pilot study stopped because the process of change merely started with that study; there needed to be more reflection and follow up training to be able to say that 'change' had actually started. The DBE teachers were asked again about their impressions regarding the effectiveness of the TEds at a later stage. In short, the cycle of 'reflect - try out - get feedback – reflect' needed to be lived through several times for change to set in and to be able to describe the stages of the change process.

3.3.2 Participants

In this study, the main participants were the three TEds, who formed the core and aim of the study. The other participants included the teachers and students who participated in the workshops. This researcher fulfilled multiple roles in this investigation by assuming the roles of participant because she was one of the TEds in the action research, TEd because that was her responsibility in the department, observer because she conducted observations of the TEds and teachers in the study, and finally researcher who designed the steps and phases, collected and analysed all the data. The researcher taking on multiple roles is a feature frequently seen in action research; it is in the nature of action research to find the researcher involved and fulfilling different roles.

3.3.2.1 Teacher educators

At the time of this investigation, there were three TEds at DBE. Their real names have been changed with names that they picked themselves. They have been called Su, Ege and Ada. Su officially started working as a TEd in 1989 conducting pre- and in-service programs for the staff and also working as a tutor on the Royal

Society of Arts (RSA) and the University of Cambridge Local Examinations Syndicate (UCLES) Diploma for Overseas Teachers of English (DOTE) course. She had previously been invited to conduct various sessions at numerous pre-service and in-service workshops in the department over the past twenty years, during which time she had taught at all levels of classes, developed visuals and other ELT materials including an ESP reader as well as worked as a tester in the DBE Testing Office. She holds an MA degree in ELT, in which she focused on academic writing and was working on her Ph.D. dissertation. She also holds a diploma from a two-week intensive trainer training (TrTrg) course in Great Britain in 1990. Ege joined as a TED in 1995 after having taught in different types of classes in the department for six years. She had also worked for one year as a tester in the Testing Office at DBE. She holds a Teaching Certificate, a DOTE and got her MA degree in TEFL focusing on testing in her thesis. Ada, the last to join the team, holds a DOTE. She had five years' teaching experience at two tertiary institutions and had returned from USA after having completed her MA in TESL specialising in clinical supervision when she joined the TEDn team in 1996. In short, the experience and interest areas of the three TEDs were varied. (c.f. Table below for a summary.)

Table 2. Summary of the three teacher educators' backgrounds

	SU	EGE	ADA
Tg before she became a TEd:	over 20 years	6 years	5 years
Started as an official TEd at DBE in:	1989	1995	1996
Qualifications:	Tg Certificate; MA in ELT; TrTrg diploma; working on her Ph.D. in ELT	Tg Certificate; DOTE; MA in TEFL	DOTE; MA in TESL

3.3.2.2 Teachers

The group of teachers who were hired in June 1998 were offered the intensive pre-service course for three weeks in September 1998. They varied in background and teaching experience (see Table 3 on the next page).

The backgrounds of these teachers' were different. Only two were graduates of ELT departments; the rest came from non-ELT fields ranging from university

departments related to ELT such as linguistics or literature to completely unrelated fields such as economics and political science or chemistry. The ELT certificates or diplomas included teaching certificates from private organizations such as International House or COTE and DOTE issued by RSA-UCLES and a masters degree in TESOL. Five of the new teachers were native speakers of English with three from Britain and two from USA. These teachers' comments and impressions about the TEDs and their sessions have also been used to compile a separate list of features of effective presentations (c.f. Table 11, p. 76).

Table 3. The composition of the new staff (16 teachers) in 1998

Educational background	Years of teaching						
	Nil	1	3	4	5	6	13
Non-ELT education with no ELT certificate/diploma	3	3	1	2	-	-	1
Non-ELT education with certificate/diploma	1	1	-	-	-	2	-
ELT education with no additional ELT certificate/diploma	-	-	-	-	1	-	-
ELT education with additional ELT certificate/diploma	-	-	1	-	-	-	-

3.3.2.3 Students

A large number of students volunteered to attend the series of workshops on learning styles, study skills and editing writing. During the workshop days, additional students came along asking to be allowed to attend if there was room. For this reason and because there was limited time for each presentation, accurate attendance was not be taken. Approximately 200-230 students were present at each set of these student workshops. They came from each of the five language levels existing in the first semester at the department.

3.3.3 Journal entries

The entries in the TEDs' journals provided invaluable detail about the processes that the particular TED was experiencing during the study. These entries also provided direction for the team and individuals in their planning of the next stage/s of the investigation. The data was of a personal nature; this enabled each individual as well as the team to evaluate their progress, their present concerns, their hopes and aims, and the like. (See App. C for samples of entries.)

3.3.4 Comments of teachers on feedback sheets

This source of data provided information from the teachers' point of view. The teachers' comments on the feedback were taken as central input by the TEDs who worked with these comments in order to improve their effectiveness in presenting sessions. These comments, just like the journal entries, were of a personal nature and the writers were not known. This, it was hoped, ensured complete openness in evaluative comments about the involved TED/s on the part of the teachers. The teachers were generally asked to comment on the following:

- whether they liked the content or presented ideas,
- if they found the ideas applicable to their classes, and
- if they liked the presenter and her style.

Any other issue that they wanted to state in the feedback was also welcome. They were also requested to provide concrete details for issues that they especially liked or disliked in the session. (See App. D for some of the forms used in in-set workshops.)

3.3.5 Comments of students on feedback sheets

The students who attended the workshops were provided with large slips of color-coded paper at the end of each workshop. One set of slips was orange and had a smiling face and the other set was green and had an unhappy face on it. At the end of each workshop, the students were asked to write whatever they found helpful, useful or pleasant on the former and whatever they disliked on the latter slips. They were encouraged to do so in English but were informed that they could use Turkish if necessary. They were initially very surprised because they had not been asked for their feedback in this way before. When it was explained to them that their opinion was important and necessary for the TEDs in planning the other workshops, they responded and wrote mostly on the positive feedback slips.

3.3.6 Interview data

The TEDs continuously discussed the steps in the procedure, the feedback that they received, their solutions to problems and all details regarding the presentations. However, these were not formal discussions that had been scheduled; in fact, although attempts were made to have regular meetings, the different time tables of the three individuals, mainly due to the pre- and post-observation meetings that the TEDs held with the new teachers made it extremely difficult to find common free

time. In any case, ideas occurred to the TEds and short but intensive discussions pursued.

During one of these discussions at the beginning of the study, all three TEds talked about what the study should focus on. The two main contenders were presentation styles and the actual session content. The TEds stated and agreed that the main concern that they had was related to their presentation styles and not to the content matter of the workshops or input sessions. According to them, the contents of a workshop or session were not a major issue for two reasons. Firstly, the TEds were never short of topics for workshops or input sessions. They followed the literature and attended presentations by experts in the field to the best of their abilities thus finding various interesting new ideas to present to the staff. Moreover, ideas for future sessions emerged throughout the pre-service course for new staff as well as during teaching practice. These ideas were later turned into workshops or input sessions in the in-service program for the new staff or the whole staff. Secondly, if a particular topic was decided on, finding sources on this topic from the trainers' library, the main university library, or the internet was common practice and fruitful. In other words, improving the content of a session was hard work but not a problem. Therefore, the focus of the action research was on the style of the presenters. Consequently, this researcher decided to implement an action research project whereby the participants would have the opportunity to self-evaluate their own performance, give and receive feedback to their own and their colleagues' styles and manners of training, perhaps select concrete aspects of their training and change their performance in the light of their reflection on their own evaluation and on the feedback received. This would be totally personal and optional, completely depending on each individual TEd. This solution was welcomed and accepted by the other two TEds because all three had been searching for a means that would enable them to do introspection without demanding additional time, a very valuable commodity for these three educators.

At the end of the study, the researcher invited the other two TEds to take part in a structured interview on topics that required detailed discussion. These topics arose from the journal entries and from the feedback collected from the teachers after sessions. These were points that needed clarification or checking. The notes taken

during this formal interview also served as a source of data for the study. (See App. E for the Structured Interview Schedule.)

3.3.7 Notes, memos, field notes

Throughout the investigation, this researcher kept notes and wrote memos mainly to herself about events that occurred or ideas that needed to be followed up or applied at a later stage. These notes were not systematic or regular in any way; on the contrary, they were sporadic because they were the outcome of situations that arose suddenly. Whenever there was time, the notes and memos were classified and transferred into the notebook so as to ensure easy access later during the compilation phase. The field notes have proven to be useful in ordering data or clarifying issues or details that seemed vague after some time had passed.

3.4 Data collection instruments

The main instruments for collecting the above mentioned data included the procedure that evolved with the pilot study, three TEds' journals (see App. C for sample entries), feedback questions answered by teachers (see App. D for sample forms used) and students (see App. G for samples) who attended the various workshops conducted by the TEds and the interview schedules (see App. E for the questions).

3.4.1 Pilot study

The pilot study consisted of a series of eight steps of data collection as a result of which the checklist in App. F was designed. The purpose of this list was fundamentally the process involved in arriving at the list. The final list served as a list of desirable features of an effective presentation at DBE. The TEds used it as a reference list before sessions and sometimes during reflection. The steps that comprised the procedure were not pre-planned in any way; each step was what seemed to be the natural outcome of the previous step. For the details of these steps, refer to Chapter 4. Briefly, the eight steps were as follows:

- Step 1: Video viewing: Selecting and viewing in-service TEdn videos, taking and comparing notes on the 'best' and 'worst' aspects
- Step 2: Reflecting in journals on the first videos
- Step 3: Preparations for the DBE teachers' video viewing
- Step 4: Video viewing by 16 DBE teachers

- Step 5: Compilation of individual lists of strengths and weaknesses based on the TEds' viewing
- Step 6: Compilation of findings from the 16 teachers, listing the TEds' individual strengths and weaknesses, conducting reliability checks
- Step 7: Preparing for the new in-service workshop
- Step 8: Compilation of the final checklist of desirable TEd features to be used in the in-service workshop

3.4.2 Journals

The TEds were mostly free to write down and reflect in the journals on what they perceived as significant in their TEdn lives (see App. C). The entries were rarely guided by questions or comments for the TEds to respond to. Due to time constraints even at home and the heavy work load, at times, the TEds had to be reminded to write entries before too much time elapsed following an event. The main purpose of the journals was to provide the TEds with an opportunity to reflect and self-evaluate; they set aside time to think about their internal processes, a luxury that they normally could not afford. Howell-Richardson and Parkinson (1988) list this reflective use of diaries among fifteen other uses thus supporting the importance of reflection. The second reason for using journals in this study was to collect concrete data about the TEds' reflection processes and stages of change, if any.

3.4.2.1 Encouraging the reflection process

Reflection was an important aspect of this action research. In order to ensure that all the TEds did actually reflect, this researcher chose to ask the TEds at particular times to sit down at home and write journal entries based on shared events. If the TEds had been left on their own, they would not have been able to set aside the time at home needed to write the entries. They did so initially as a favor for the researcher and later for self-development albeit with some encouragement from this researcher still mainly due to the heavy workload in the department and ensuing exhaustion.

3.4.2.2 Guidance for reflection

All the TEds were asked to reflect in their journals after the same events. They were not given any directions or guidelines as to what to say or how to reflect. Broad instructions such as "Let's reflect on our own videos this week." Or "Let's reflect on the presenters at this conference." were given either towards the end of an

event as with the TEd videos because they were viewed and evaluated over several days or after an event had been completed as in the Bilkent Conference example. This researcher decided after which events there was going to be a journal entry and made the request for reflecting accordingly. It had not been possible to plan the time or frequency of the journal entries because the researcher did not know much in advance which event would follow, which event would serve as a basis for reflection and when there was time to reflect. The action research stages developed one stage after the other, each stage the result of the previous. Therefore, pre-planning the entries did not occur; the TEds reflected on workshops, sessions, conference presentations after these had taken place.

The only time when this researcher provided relatively specific guidelines was at the end of the first semester in January 1999. The TEds were given a sheet with three events mentioned. The guidelines were as follows:

DIARY ENTRIES

Let's reflect on the following:

Think of the Study Skills Workshops for students and reflect only on your presentation style in these workshops.

When you look back at the feedback from the students, can you remember what you were thinking? When you were reading a positive or negative comment, what were you thinking?

Think about your presentations and TEdn sessions. What problems and frustrations do/did you have? Reflect on these problems and frustrations.

It was nearly the end of the semester and everyone was going away for three weeks. The weeks just before this break had been extremely busy and hectic. The semester holidays were a welcome change to relax and get away from the rush and workload at the department. No one was going to want to think about anything related to work. This researcher wanted to make sure that the TEds would not neglect to reflect on the student workshops that had just been completed. Therefore, the guidelines above were prepared and given to each TEd. The reason for providing these guidelines was to make sure that all the TEds did reflect on these events and to give the TEds an opportunity to explore their feelings regarding problems and frustrations as TEds, as stated in the last question. The student workshops had taken a long time; each TEd had to repeat her workshop several times so that all students who had listed their names as participants could attend. These workshops had been a different sort of experience and were thus included in the reflections.

3.4.3 Feedback questions

The new teachers were asked to give anonymous feedback to the workshops and sessions of the pre-service and in-service courses in an open-ended way so that they could express themselves freely on the aspects of their own choice (see App. D for sample forms). This instrument has been useful because the topics that the teachers chose to comment on or not to mention also has had significance. Questionnaires generally force the teachers to concentrate on issues chosen and worded by the questionnaire writer sometimes causing misunderstanding or not allowing for certain observations or thoughts to be expressed. The open-ended manner in which the feedback was collected at the end of TEdn presentations has provided the participating teachers with choice and freedom to express themselves in an unlimited way.

3.4.4 Interview schedule

In order to obtain detailed explanations and insights into the involved processes that the TEds went through, interviews have been conducted. The data focused on certain common issues. This was necessary because the direction of the insights in the journal entries depended on each TEd, who was rarely guided. Therefore, the need to clarify issues with the TEds became evident. The result was a structured interview because this instrument allowed for flexibility while also providing some direction (see App. E for the questions). The general themes addressed in the interviews included the thought modes of the TEds, their reflection styles, features of (effective) presentations, the TEds' commitments, their thoughts on feedback and the whole process. The answers to the questions proved to be extremely helpful and provided a new insight for this researcher.

3.5 Data collection procedures

The data collection methods used for this study (see Table 4 below for an overview) have been based largely on the pilot study conducted at the beginning of the first year of the study and on the ensuing action research. The overall procedure included:

1. The subjective listing of features of TEds based on the feedback from teachers and the TEds
2. The keeping of journals by the TEds in order to reflect on their training behavior and to reflect on the findings as suggested by the lists of features;

to incorporate a limited number of desirable TEd features (derived from the checklists above) into their training style; to evaluate themselves as a TEd after having tried to incorporate these features into an in-service session,

3. The structured interview held with the TEds.

Table 4. Overview of study

MYSELF	FOCUS ON:			MYSELF	
	PARTICIPANTS	OTHER TEds			
Selecting/making & viewing TEdn videos, Collecting feedback subjectively/ using new checklist, Evaluating feedback, Compiling individual strengths & weaknesses for each TEd, Wording features in neutral language, Compiling all features into new checklist	Training trainers for the ME	Conducting workshops for ss	Observing other presenters/ TEds at a conference	Evaluating DOTE prts' feedback	Conducting final session, Collecting feedback & testing new checklist
R e f l e c t i o n i n j o u r n a l s					
10 May – 2 June 1999	20–31 July 1999	Dec 1999– Feb 2000	18 - 20 Feb 1999	June 1999	

3.6 Data analysis procedures

The main data consisted of the reflections in the journal entries. The journals of each TEd were analysed by reading through each journal and working through the steps described below in Figure 2:

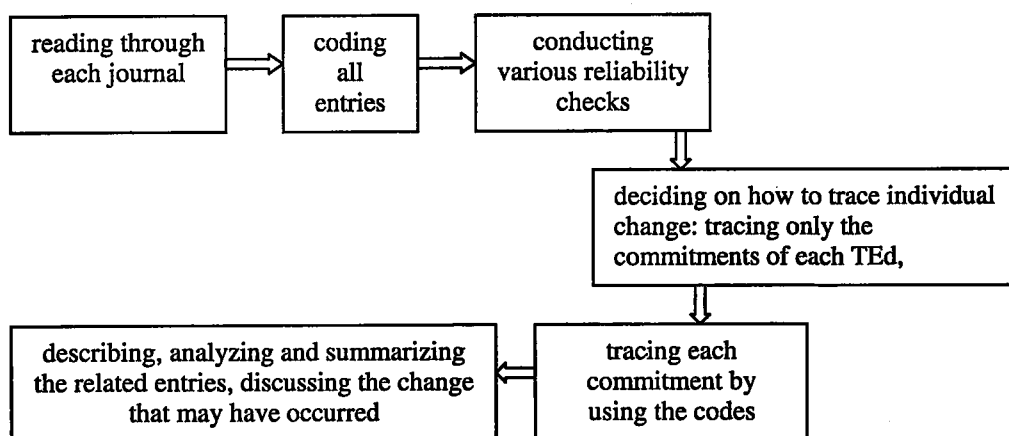


Figure 2. Steps in analyzing the journals

The overall data has been analysed by:

- coding and analysing each TED's journal entries to discover what issues they picked to reflect on and how they went through the process of change,
- analysing the feedback received from teachers, students and TEDs,
- analysing the interview with the TEDs in order to discover possible patterns or stages or sequences within each TED's thoughts and among the TEDs and clarify vague issues in the entries.

The data and the coding procedure have been described in the following sections.

3.6.1 The data

The journal entries for each TED were analysed separately as indicated in detail below.

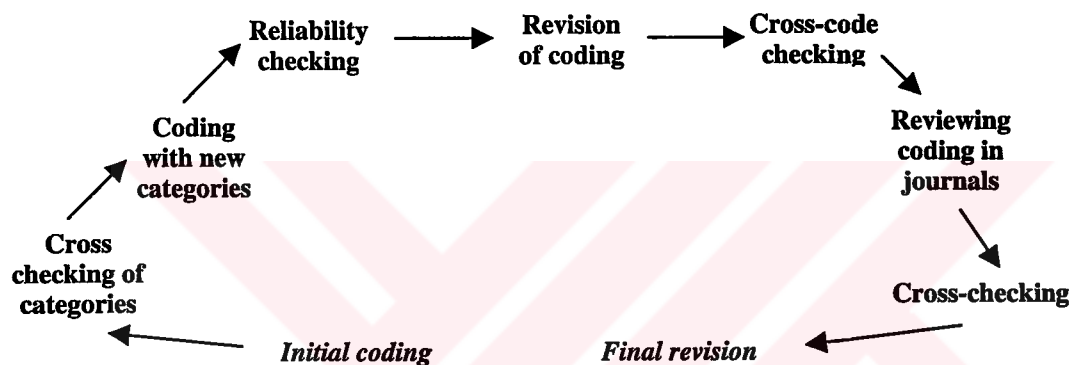


Figure 3. The 9 steps in the data coding

The main data consisted of the reflections of the TEDs. These were carefully read and re-read several times before any decisions were taken. The main issue was what to do with the available data so that change and self-improvement could be traced. Eventually it became clear that the best way to deal with the data was to code it, analyse the codes, and re-read the entries after the coding. Coding data for analytical purposes is viewed as essential by Strauss (1987), who argues that coding does not simply provide categories for sets of data but that it also helps the researcher in several ways: conceptualising the data because the process raises questions to which interim answers are provided concerning how the different parts of the data relate to one another. The coding process additionally assists in fully discovering the data. Strauss further states that coding should be used to start the inquiry and then to interpret the data analysis. In other words, coding serves to split or separate data for the researcher to arrive at questions regarding the data. Coding,

therefore, seemed to be the most practical solution for tracing the development of the TEds and perhaps for locating any evidence of change in their reflection in the journals. The various themes in the entries eventually led the way to the codes.

3.6.2 Steps in the coding and reliability checking processes

The procedure for coding the reflection and conducting reliability checks was long and involved a series of nine steps. These have been listed below.

3.6.2.1. Initial coding

This was performed by this researcher on all the journals. In other words, this researcher read through all journals and one by one coded all entries keeping a record of the codes and their coverage. These categories were developed by drawing out key words from the data where events and processes of relevance to TEdn were mentioned. These terms summarized the major issues that were of concern for the TEds. According to Coffey and Atkinson (1996, p. 31), this is one way to arrive at categories in coding. The writers suggest (ibid, pp. 31-31) another option: determining the categories before beginning the research; i.e., using pre-planned coding of the categories, also discussed by Miles and Huberman (1994) and referred to as the “start list” of codes in their work. The aim at this point in time of this piece of action research was to arrive at category labels. Therefore, all journals were carefully analyzed with this purpose. This analysis resulted in the first set of categories. Issues such as finding the appropriate wording for a category, deciding to split or merge categories arose at different stages and were resolved after analyzing relevant entries several times in order to determine the categories. After repeating this procedure several more times, these categories eventually evolved into the final set.

3.6.2.2 Cross checking of categories

The next set of coding was performed by the other two TEds on journals other than their own. The TEds were not given any codes; they were asked to read and code the journal entries in any way that they thought would reflect the coded content. The labels used in the coding in all three journals was thus cross checked with the other two TEds working with one journal each; this one not being their own. The purpose of this stage was to discover the degree to which the categories named by the other two TEds coincided or overlapped with the categories that this researcher found during the first stage of coding. The result was that the category

names varied but the sections in entries marked for a category were mostly the same. For example, a section that was coded as 'Reflecting on reasons' presently was then categorized as 'Search for cause/root of problem' (Ada, p.25). Another part that read as "I hated my posture – I stayed in one place most of the time, didn't move enough ..." (Ada, p.26) was then labelled as 'Realization that a problem exists' and has later become 'Reflection: Negative' as a Mental Mode category. The entry by the same TEd on page 80 of her journal stated the following: "I tend to get impatient & hard with people who don't take their job seriously." This was an entry whose categories have changed very little. Then, the categories were found to be 'Realization – approach/manner towards teachers'; now it has become 'Realization – Treating teachers'. After a joint meeting, the names of the categories, their meanings and areas of coverage were discussed, clarified, and finalized.

3.6.2.3 Coding with new categories

This researcher then coded the three journals again using the new categories that had arisen from the joint discussion. The aim at this stage was to code the entries and make them ready for reliability checking.

3.6.2.4 Reliability and validity checks

The study being descriptive and mainly qualitative in nature needed to be carefully planned in order to assure reliability and validity. Regular checks for both of these issues have been incorporated into the steps.

Miles and Huberman (1994, p. 2) mention the issue of some qualitative researchers still considering data analysis an art form whereby intuition is employed. Thereby they warn the reader against threats to reliability and validity later quoting various researchers who do not focus on analysis issues because they feel validation is impossible. The issues of reliability and validity have been described extensively and in careful detail by Goetz and LeCompte (1984: Ch. 7) and LeCompte and Goetz (1982), who list concrete points for researchers to follow or address while setting up their investigation. In summary, these writers categorise reliability as external and internal, explaining how each can be ensured. They explain that reliability is replicability and that external reliability is whether independent researchers can discover the same phenomena or generate the same constructs in the same/similar settings. The same writers list five areas for researchers to address to ensure external reliability: the researcher's status position, informant choice, social situations and

conditions, analytic constructs and premises, and methods of data collection and analysis.

This study has achieved external reliability by addressing at least four out of the five areas listed by LeCompte and Goetz (1982) by carefully delineating and describing the informants, social situations involved, analytic constructs, and data collection and analysis methods. The area of researcher status is such that this researcher has taken part in the study, which for this reason will be action research and not a case study. For the researcher to remove herself from the TEDn process to take place at DBE in order to conduct a case study would have been unethical and also technically impossible. That is the reason for having chosen action research as the method of investigation.

Internal reliability is whether multiple observers agree within a single study on the description or composition of events - not on the frequencies. The five factors to consider for securing internal reliability are: low-inference descriptors, multiple researchers, participant researchers, peer examination, and mechanically recorded data.

The study has not only involved this researcher but also the other two TEDs in the data analysis and evaluation process. Each TED has analysed some of the collective data and there has been crosschecking of the findings. Each of the five strategies referred to by LeCompte and Goetz regarding internal reliability has thus been addressed in this investigation.

Validity, on the other hand, is related to whether propositions match causal conditions in human life: do researchers actually measure/observe what they think they are measuring/observing? External validity is related to the generalizability of the study. Are the constructs/postulates applicable across groups? The four factors affecting external validity are selection effects, setting effects, history effects, and construct effects. Internal validity concerns whether observer and participants share the conceptual categories. The five threats to internal validity include history and maturation, observer effects, selection and regression, mortality, and spurious conclusions.

In this study, external validity has been assured for the selection effect factor because the TEDs and teachers chosen to focus on are not accidental. The setting effect has not been addressed as a negative factor to overcome because this study has

aimed to focus on a particular setting with the hope of achieving change; thus, it was known from the outset that the study would affect the setting. To what degree has change occurred due to this factor and to what degree as a result of the TEds' reflection? These are questions that have been answered during the study. History effects have been considered by parties when considering adapting the study and/or results; they have been aware of the fact that each group is unique and can not be truly compared with any other so called equivalent or equal group. The participating TEds have been continuously reminded of construct effects in order ensure that abstract terms, generalisations and meanings are shared across the study.

As regards internal validity, the TEds and this researcher have been aware of the threats to internal validity, namely, mortality-that groups change over time; observer effects-"reactivity to instrumentation" as LeCompte and Goetz (1982) call it and an external validity factor as well; history and maturation-phenomena at entry and subsequently; selection and regression; spurious conclusions-relationship among observed phenomena. The study has been planned to address these issues as it developed.

In the present study, each TEd was asked to review at least 10% of the coding of the journals assigned to them for reliability purposes. For this purpose, each TEd received a copy of the list of categories with their explanations and the coded copy of a journal. The part of each page containing the coding, or category labels, was folded back so that the TEds could not see the codes, or labels, that this researcher had assigned. This way, the TEds could code the entries on the blank side of the page free from influence. The TEds thus assigned the previously discussed and accepted categories to sections that they marked to check for reliability. The TEds thus checked whether:

- the category assigned by this researcher to a part of an entry was accurate,
- the categories were adequately practical and/or descriptive for the entries at hand or if they needed amendments,
- this researcher had been consistent in her assignment of each category.

3.6.2.5 Revision of coding

This researcher revised each section where the TEds' coding varied and changed the labels in the journals or kept them the same always after conferring with the relevant TEd about the discrepancy and change. These discrepancies were mostly

related to the interpretation of the Mental Mode categories including 'Reflecting: Positive' versus 'Reflecting: In general terms' and 'Realization' versus 'Commitment'.

The reliability check was useful not only as its name suggested, for ensuring reliability but also for conferring purposes when this researcher needed a second opinion about the Mental Mode coding. Ege's entry (p. 23) is an example. It was difficult to decide whether an entry such as the following had been meant to be a sincere sharing of ideas, thus a 'Realization' or a promise to do something differently in the future, a 'Commitment'. In her journal, she said: "I need to stop parroting. I ask the Ts to RBI and then for some strange reason, God knows what, I repeat what they've just said. This has to go!" (Ege, p. 23)

The question for the coder was: "Is this a wish or a commitment?" The other TEd who coded these entries, Ada and Su jointly decided that this was a commitment because firstly they both knew that Ege is a serious person and has participated in this action research for self-development purposes and secondly Ege had chosen the verb 'need to' to express herself. Consequently, as the above incident revealed, the TEEds were of invaluable help during the reliability check because they not only aided in setting the standards for the codes but they also helped this researcher reach a decision when she hesitated between categories.

3.6.2.6 Cross-code checking

This researcher reviewed the coding in the light of feedback received from her PhD tutor. This stage resulted in a further revision of all the coding in the three journals. Consequently, certain categories were merged because these were categories that either occurred rather infrequently or had already been covered by another category. An example of an infrequent Content Category was 'Making analogies', which only occurred once. It was discarded as a category on its own and the entry under it was labelled 'Delivery', another Content Category because a TEd making analogies while conducting a session is using a delivery technique. Eleven other Content Categories that were replaced by seven broader or similar Content Categories were as indicated in Table 5:

Table 5. Replaced Content Categories

Content Category	Replaced by other Content Category:
'Socializing with teachers', 'Respecting individuality', 'Paying attention to what teachers are saying', 'Trainer talk/Lecturing'	'Treating teachers'
'Content from participants' 'Dis/Like topic of session'	'Session content'
'Seating arrangements'	'Planning/Organizing seating' or 'Number of participants'
'Using different visuals'	'Materials'
'Outer appearance', 'Whole body'	'Body language'
'Considering different learning styles'	'Different learning styles'

On the other hand, five Mental Mode Categories were transferred from six Content Categories. These were all 'reflection' codes that had been misplaced under the label Content Category. These labels have been depicted in Table 6:

Table 6. Content Categories replaced by Mental Mode Categories

Content Category	replaced by Mental Mode Category:
'Comparing self to other two TEDs', 'The other two trainers'	'Reflection: On other two TEDs'
'Other presenters'	'Reflection: Another presenter'
'Reflecting about learners'	'Reflection: On learners'
'Reflecting about teachers/tutors'	'Reflection: On teachers/tutors'
'Reflecting about administrators'	'Reflection: On administrators'

Two Mental Mode Categories were replaced by three other Mental Mode labels as summarized in Table 7. One of these was 'Reflection: On being analyzed', which labelled entries about the TED's thoughts on being analyzed on videotaped presentations or through questionnaires. This category occurred rarely and was therefore replaced by 'Reflection: Positive/Negative' or 'Little/Some improvement in questionnaires/feedback' depending on the contents of the particular entry. The other Mental Mode Category that was discarded was 'Reflection: On effects', which was replaced by 'Reflection: Positive/Negative' depending on the entry.

Table 7. Mental Mode Categories replaced by other Mental Mode Categories

Mental Mode Category	replaced by other Mental Mode Category:
'Reflection: On being analyzed'	'Reflection: Positive/Negative' or 'Little/Some improvement in questionnaires/feedback'
'Reflection: On effects'	'Reflection: Positive/Negative'

In this way, the practicality of the Content and Mental Mode labels was ensured and duplication of content through different code labels was avoided. This resulted in yet another revised list of codes.

3.6.2.7 Reviewing coding in journals

Each journal was reviewed by this researcher one more time to recode sections labelled by categories that either had been merged and now had a different name or no longer existed because they were labels for rather rare instances as has been explained in 3.6.2.6 (p. 57).

3.6.2.8 Cross-checking

The new coding was explained to the other two TEds, who then cross checked the latest labelling using the new categories. The two TEds were asked to compare and check categories in only those parts of the entries where the coding indicated revision. No discrepancies were discovered by the TEds at this stage.

3.6.2.9 Final revision

This researcher conducted a final check of all the categories in all three journals to ensure consistency prior to the analyses to trace change. This included reading all the entries and the code descriptions again. In the process, some code descriptions were further refined to add clarity to the wording or to avoid accidental overlap in meaning across codes.

3.7 An overall view of the actions

The study started with the TEds deciding to focus on themselves as TEds and, retrospectively, analysis has revealed that they went through three main types of actions (c.f. Figure 4). This section describes the progression of the research actions in order to provide an overall view of the actions and a background to the data analyses that follow. The course of the study has been described in detail in the Chapter 4.

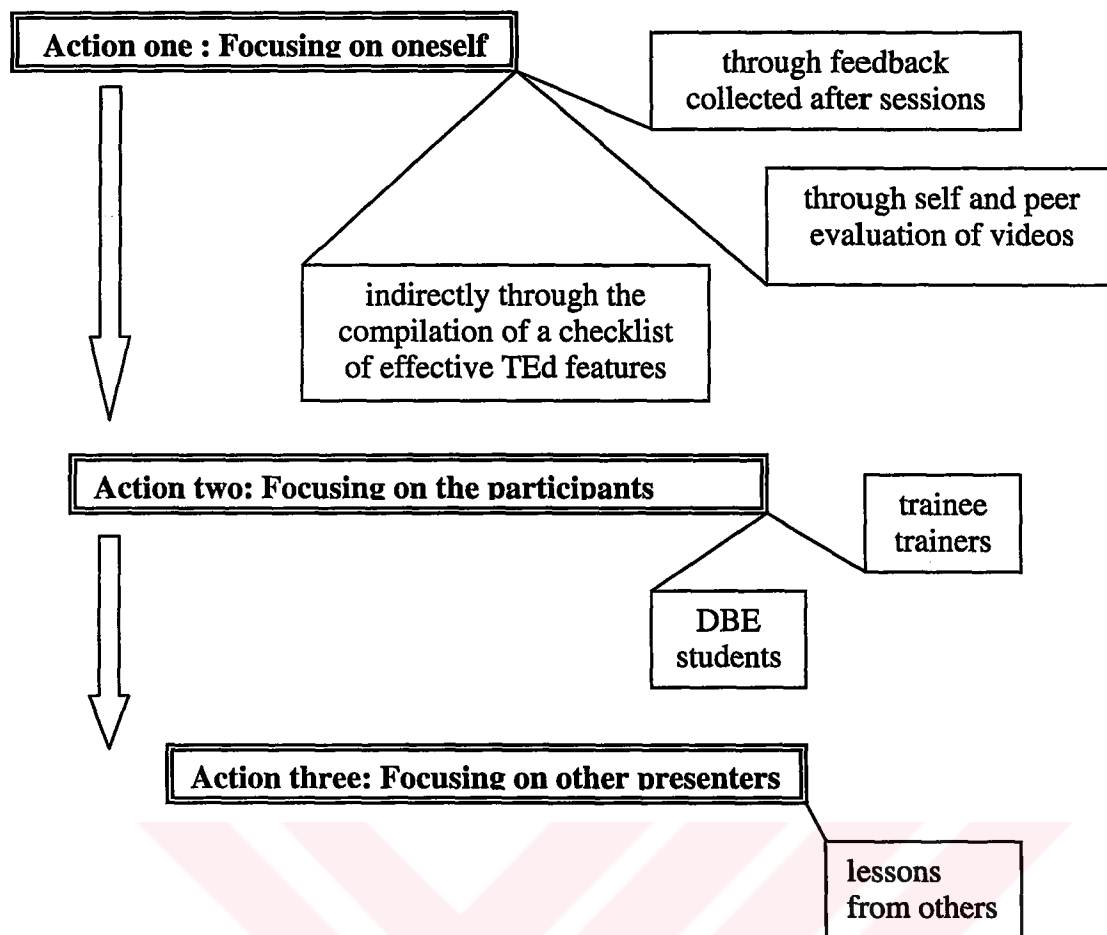


Figure 4. The actions in the study

The steps in the action research were designed as the research progressed; in other words, the steps that were taken were not predetermined. When these were viewed on the whole upon completion of the research, the following sequence of four phases, named 13 MPOM, emerged. MPOM is the acronym for the four stages and 13 is derived from the number of steps involved in the first phase.

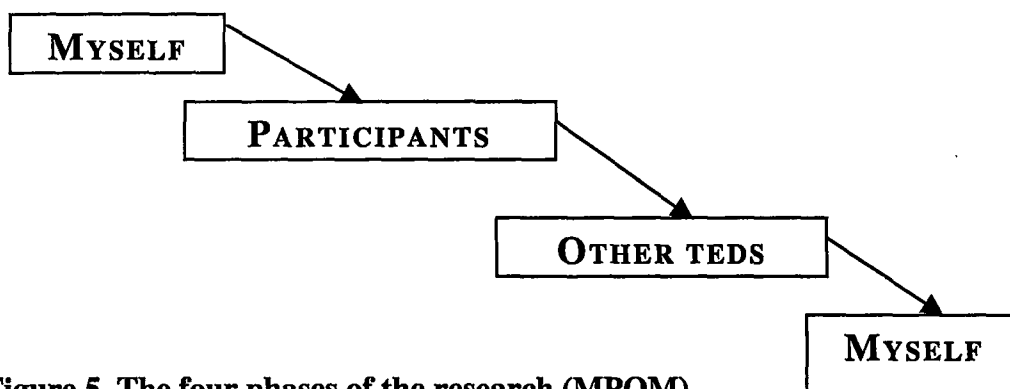


Figure 5. The four phases of the research (MPOM)

Figure 5 above illustrates the four phases of the research and Table 9 (p. 65) shows the 13 steps in Phase One.

3.8 Limitations

The proposed study is a detailed description of change and reflection processes. In other words, it is a qualitative study. Therefore, the researcher does not aim to compare any groups nor does she aim to make any groups or individuals equal as in quantitative studies where researchers plan for limitations and variables because they have to show that the groups selected for the experiment and for the control group are of compatible status or nature. There is no desire on the part of the qualitative researcher to try and achieve this. Nevertheless, it is possible to address limitations in this study:

1. The study is limited to the three current TEds, the randomly selected teachers some of whom had also attended the actual session/s, and the newly hired teachers in June 1998, all of whom are employed by DBE, METU.
2. The commitments selected by the TEds are limited to the observations and comments made by the participants of the pilot study.
3. The data is limited by the lack of regular meetings with all three TEds, recording on tape or in a log book their thought processes or their thoughts about their thoughts, and discussions during the investigation.
4. The data analysis is limited to the commitments that were made by the TEds; it does not include all the journal entries.
5. The features listed are limited to what has been perceived by the observing parties and to features of a TEd.
6. The INSET sessions are limited to the sessions on videotape, which served as the only source for those teachers who had not attended their 'live' versions.
7. The journal entries, which formed the main data in the study, may not reflect all the thoughts, reactions, feelings or impressions of the TEds due to a possible feeling of restricted privacy in the journals. This may have occurred on a conscious or subconscious level at some or all times with all or some TEds. Similarly, the reflections in the journals are limited by the

fact that they are private and may be difficult to both verbalise and also share.

Despite the limitations, the main strength of this study is for the TEds to have actually experienced the process itself. The fact that they accepted to be part of the investigation and that they continued to participate was sufficient. Their main aim was to focus on themselves at a time in their lives when they were ready to do so despite the difficulties.



CHAPTER 4

DATA ANALYSIS AND RESULTS

This chapter describes in detail each of the actions and phases of the action research undertaken, the main data collected, the steps followed in the coding of the data, the codes themselves; this chapter also introduces the manner in which the TEds reflected in their journals, the analyses conducted by coding and classifying each TEds' journal entries, and the final structured interviews with the TEds.

4.1 An overview of the actions

The study started out by the TEds focusing initially on themselves in order to become aware of their strengths and weaknesses as presenters. As time progressed, the TEds added new steps and enriched the study. After focusing on themselves, they altered the focus and concentrated on students and trainee trainers. Upon completing this stage, the TEds started to change their focus once again, moving it to other presenters. The stages and the described shift in focus can be seen in Figure 6 below.

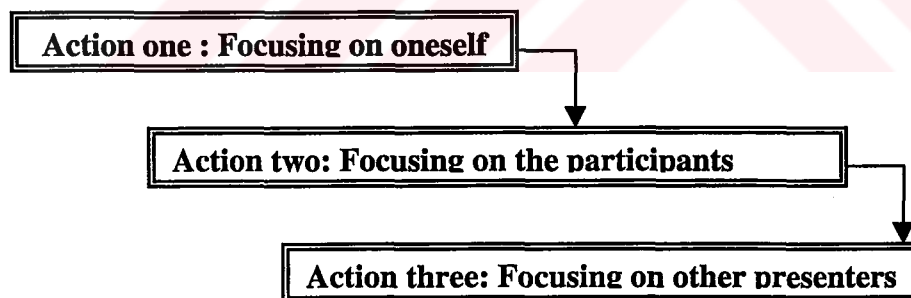


Figure 6. An overview of the actions

4.2 Description of MPOM: the four phases in the action research

The acronym MPOM consists of the first letters of the names of each phase in the study: Myself, Participants, Other presenters, Myself. "Myself" covered all the actions taken while the three TEds were focusing on themselves through the video evaluations at METU. "Participants" covered the series of workshops that the TEds designed and conducted for DBE students and the sessions that they designed and

conducted for the Ministry of Education trainer training course in Bolu. “Other TEds” covered the observation, reflections and discussions concerning the presentation styles of presenters at the Bilkent conference. The final “Myself” covered the evaluation of, reflections and discussions on two sources: the questionnaires collected from the DOTE teachers at the end of their two-year course and the checklist resulting from the final taping of the TEds.

During these four phases in the project, the actions listed above occurred generally in the listed order but sometimes with some actions overlapping. For example, during both of the “myself” phases, the TEds focused mainly on themselves but also on each other. During the “participants” phase, the TEds’ main concern was the students or the trainee trainers, yet they simultaneously did self-evaluation after collecting daily feedback from the participants as well as provided peer feedback to each other. During the “other TEds” phase, the three TEds concentrated on the conference presenters’ styles but reflected on the effects of their observations on their own presentation styles. In other words, the actions in MPOM have occurred in mixed order throughout the research. However, the starting and ending points are the same: Myself.

Table 8: Summary of the action research

PHASE #	WHO WAS INVOLVED	WHAT WAS DONE
PHASE 1	MYSELF	video evaluations at METU
PHASE 2	PARTICIPANTS	a. DBE students at workshops b. Ministry of Education teachers at trainer training course in Bolu
PHASE 3	OTHER TEDS	observation, reflections, discussions concerning presentation styles of conference presenters
PHASE 4	MYSELF	evaluation of, reflections and discussions on: a. questionnaires collected from DOTE teachers b. checklist data from final video evaluations

4.2.1 Phase One: Myself

Table 9 chronologically describes the steps, the parties involved and the dates when the action took place in the first phase of MPOM: Myself. Each step has been explained in detail together with the justification of each action in the following section.

Table 9. Summary of the stages in Phase One: Myself

	WHAT	WHO	WHEN	
STEP 1	Selecting of videos and viewing	TEds	10-13 May 97 13-14 May 97	P
STEP 2	Reflecting in journals on first video viewing	TEds	14 May 97	I
STEP 3	Preparing for DBE Ts' video viewing	Researcher (Rr)	13-14 May 97	L
STEP 4	Video viewing by Ts	16 DBE Ts	14 May 97	O
STEP 5	Compiling individual strengths and weaknesses lists for each TED based on TEDs' viewing	TEd	14-26 May 97	T
STEP 6	Compiling findings from DBE Ts' feedback, wording lists of positive and negative features, reliability checking with Ts, discussing the lists with TEDs	Rr Rr 16 DBE Ts TEDs	20-27 May 97	S T U
STEP 7	Preparing for new in-service workshop	Rr, TEDs	23-27 May 97	D
STEP 8	Finalising checklist	Rr	25-27 May 97	Y
STEP 9	Reflecting on, selecting strengths & weaknesses for workshop	TEds	27 May 97	
STEP 10	Evaluating live workshop	New DBE Ts	28 May 97	
STEP 11	Tallying own checklists data, reflecting on findings	TEds	29 May 97	
STEP 12	Refining checklist for final version	Rr	29-30 May 97	
STEP 13	Evaluating workshop video using checklist, reflecting on this stage	TEds	30 May, 2 June 97	

Step One: Selection of videos (10-13 May 1997) and viewing (13-14 May 1997):

In order to establish where to start with the action research and what aspect of training to select, the TEds decided to view the video tapes of their recently taped in-service workshops. These sessions had originally been taped in order to compile a videoteque of sessions for DBE so that some in-service sessions would not have to be repeated live for only a small number of newly hired teachers. These videos and the accompanying task sheets could then be used by individual or groups of instructors who had a specific need or who had not attended a particular workshop but wished to do so now. The TEds viewed several of their videos and picked one that they wanted to use in this piece of research. Each of them selected a video where

the TEd could be seen and heard clearly presenting an activity in the 'best' manner. They started by viewing and discussing Su's video.

Justification of Step One:

Firstly, because no existing checklists for desirable TEd behavior could be located, a subjective list by observers, TEds in this case, was compiled. The second reason for starting the investigation in this manner with a blank sheet of paper was that TEds and teachers are often very subjective when they attend sessions. They experience whatever it is that is being presented as themselves; i.e., subjectively. Therefore, it was thought that the initial features should not be "guessed" at by this researcher and put into a list but should be compiled from the participating parties. These parties should include the TEds with teachers being the other party because they are the 'customers', as it were. The sessions aim at them; thus, they form the main body of participants. Teachers from other institutions could have been involved but this was not possible at the time due to time constraints and due to the fact that this study aimed to establish the perceptions of DBE teachers and TEds. In brief, this investigation started out with a tabula rasa aiming to collect data with no preconceived categories or notions. In this way, the desirable TEd features within the workplace were targeted to be captured.

Tapes of recent teacher education sessions were chosen as opposed to doing live sessions because even the brief discussion of what to do and how to find areas to improve in might have influenced the TEds' performance and thinking. They would have been self conscious about their styles and perhaps would have acted differently during the live TEdn session because they would be aware of the observation. This was not an issue with the videos since they had already been made. The video taping purpose had been to build a videoteque and not to evaluate TEd performance; therefore, the TEds had been under stress of being filmed but this had lasted briefly. In any case, the TEds had chosen a video of their liking. In order to assure reliability in the evaluation that followed, videos were preferred to live sessions.

Taking notes:

During the viewing on 13 and 14 May 1997, each TEd noted down very subjectively what aspects they liked in the viewed session and what they did not like about for example the steps in the procedure, behaviors of the TEd, and English language aspects pertaining to the TEd. Some of these might be 'good' on this TEd

but not easily replicable by other TEds; these items were still to be listed. During the same viewing, also all steps and behaviors that the observer personally did not like, including features that could be labelled 'bad', 'weak yet improvable'; personality features; vague steps in the procedure and behavior of the TEd; and English language aspects pertaining to the TEd on tape were listed. In other words, each TEd subjectively listed what they liked and what they did not like about each videotaped TEd including their own tape. The procedure was the same for the viewing of the videos of the other two TEds.

Justification:

The aim was to concentrate on individual preferences; therefore, each TEd wrote down freely and subjectively what they thought about the presentation and TEd. It had been agreed on that this would be done for each TEd and that the purpose was to give and receive honest feedback from each other and the discussion was to stay within the group. The three TEds all agreed to give and receive feedback in this manner. The existing professional and sincere relationship between the three TEds made this openness and willingness to expose one's vulnerabilities possible.

Comparing and discussing each item:

Once the video of the TEd was viewed, the other two TEds started reading out each item on their list one by one, comparing whether the said item existed in the other two TEds' notes, discussing all together if this item was indeed a strength or weakness. If the item being discussed had not been noted by the other two TEds, but if during the discussion and almost always after watching that portion again, the others came to an agreement that this item was indeed a strength or weakness, then this item was added to the list. Otherwise, if the three TEds did not agree on a feature observed or noted by one TEd as being a strength or weakness, then this feature was removed from the list. An interesting result that emerged concerning strengths was that the TEd whose video was being discussed was often surprised by the points that the other two TEds mentioned as strengths because she had not been aware that these points in her conduct were actually 'strengths'; she seemed to take her behavior for granted. In other words, often features that the TEd was not necessarily consciously aware of as a being a strength had been pointed out to her by the other two TEds as a strength during the video viewing.

Justification:

Checking whether a strength or weakness noted by one TED had also been perceived by the other TEDs was done in order to assure that this strength or weakness was not a personal quirk or a rather minor point. If no one else had noted it nor agreed that it was present, then it was assumed that the said point was not worth mentioning. The discussion as to what the point was and why it was worth listing as a strength or weakness if it had not been listed by the others or by one other TED helped raise awareness regarding different levels of perception and regarding the point in question. Frequently, what initially seemed inconsequential was revealed and accepted as a focal feature thus introducing a different perspective for the other TEDs.

Step Two: Reflecting in journals on the first video viewing (14 May 1997):

Each TED reflected in her journal about her own and the other two TEDs' performances' on video after they experienced the above procedure. This reflection was loosely guided in that the TEDs were asked to reflect on the video viewing that they had just experienced; no other guidance was provided (see 3.4.2.2, p. 48 on how guidance was provided). The TEDs set aside time at home to internalise what they had experienced and elaborated on their realisations in their journals. This type of reflection followed almost each step and any other major event in the professional lives of the TEDs during the action research.

Justification of Step Two:

This stage was extremely important because in the busy daily life of these TEDs, the details of what they thought about viewing themselves and their colleagues would have easily been lost if they had not reflected on them in their journals. The written reflection stage ensured that certain details and impressions were written down thus captured and also that the TEDs took time to rethink the event. Reflecting on their own styles, on that of their two colleagues, or on the styles of other TEDs and presenters from different institutions helped them become aware of what they were doing themselves in TEDn sessions and what else they could be doing. These reflections later led to each TED making commitments in order to improve selected weaknesses and continue with certain strengths that they displayed.

Step Three: Preparations for the DBE teachers' video viewing (13-14 May 1997):

This researcher, in the meantime, made an announcement in the department to invite as many volunteer teachers as were free; i.e. not teaching at the announced hours, in order to view the selected TEDn videos and evaluate them. In addition, she also prepared a form for these teachers to fill in during their viewing. Each teacher would receive three copies of this form to fill in for each one of the TEDs. These forms were basically blank sheets containing minimal information (c.f. Figure 7).

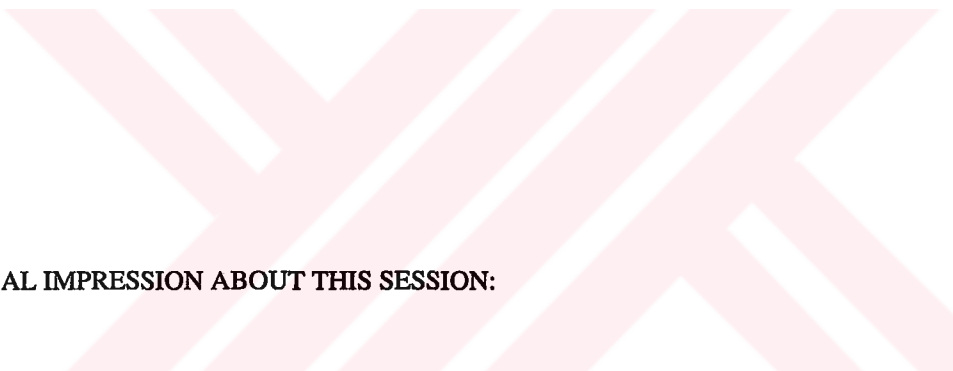
NAME OF TEd	:	
TITLE OF SESSION	:	
NOT/ATTENDED SESSION	:	
	:)	:(
		
MY GLOBAL IMPRESSION ABOUT THIS SESSION:		

Figure 7. Video viewing form for teachers

The teachers were asked to write down the name of the TED that they were evaluating, the name of the video or session title that this TED conducted, whether they had been present at the live session during which this video had been made or not. They were then provided with two columns headed by a smiling face for all the features that they liked in the TED and another headed by an unhappy face for all the features that they did not like in that TED. At the bottom of the form, there was a section for overall comments on the presentation of the TED.

Justification of Step Three:

The evaluations by teachers were intended to be anonymous; therefore, there was no section on the forms for the names of the teachers who filled them in. This point regarding anonymity was also stressed in the written and verbal directions given to the teachers before the viewing so as to encourage teachers to be as open in their evaluations as possible. Volunteer teachers were invited because almost all DBE teachers teach 15-20 hours per week in department classes but they also instruct students enrolled in courses for post graduate students, Ministry of Education bursary students, and other courses contracted by the department. Consequently, it was extremely difficult finding teachers who had free time to attend. Nevertheless, 16 teachers volunteered for the task.

In addition to the form (Figure 7), this researcher prepared explanations that she distributed to each teacher and read out before the viewing of the videos. The researcher also explained to the teachers that the purpose of the phrase “be as subjective as you like” was for the teachers to be as open and frank as possible in their feedback. Handouts with the following instructions were given to the teachers and also read out loud prior to the teachers’ watching the videos:

INSTRUCTIONS

We have video taped all the in-service teacher education sessions that we conducted at DBE during the second semester this year. Now we will show you parts of three of these sessions and we would like you to put on your teacher's hat and watch them. While doing so, for each trainer, on the provided paper, please list all the features that you think were good/ enjoyable/appropriate/ pleasing to the audience/motivating. Also please list all the trainer features that you think were NOT very good/enjoyable/ appropriate/pleasing to the audience/motivating. While doing this, BE AS SUBJECTIVE AS YOU LIKE. WE WON'T BE OFFENDED because this is exactly the type of data that we are after.

Don't worry if you can't hear the comments of your colleagues on the video; in fact, fast forward those sections with the PLAY BUTTON ON to skip these sections, to save time.

AT THE END OF THE VIEWING: Put down your global impression of the sessions using terms and references as specific as possible.

ABOUT THE SESSIONS

VIDEO 1: "Short & Quick" is about teaching ideas that require almost no teacher preparation. (If need be: Use HANDOUT 1 while watching the first activity in this video.) **View: 0000-1622.**

VIDEO 2: "Picture Mixture" is about the use of pictures in teaching. (If need be: Use HANDOUT 2 to see sample pictures used in this session.) **View: 3591-4604**

VIDEO 3: "Imagine your Partner" is about how teachers can apply a creative writing idea. **View: 0000-0835.**

Step Four: Video viewing by 16 DBE teachers (14 May 1997):

Just after the TEds had completed their joint evaluation of the last video, the DBE teachers’ viewing and evaluating was conducted. This was a random group

consisting of 16 DBE teachers, who had volunteered to participate with some having been present at the live in-service session during the taping of the videos, and some who were going to experience these sessions for the first time because they had not been at the live sessions. They were asked to view the same tapes and note down, on provided sheets, the features that they liked and the features that they did not like for each TEd that they viewed. These instructions were distributed to them on paper and verbally explained in order to stress that this was an anonymous and subjective task. They were told not to write their names on the paper and to be as partial and sincere as they wished to be. In other words, the same procedure used by the TEds was applied to these teachers. Their forms were collected and stored until work on the features listed by the TEds in the first video viewing was completed.

Justification of Step Four:

The reason for involving DBE teachers at this point was to collect the strengths and weaknesses of each TEd as perceived by the teachers in the department. The features of each TEd as perceived by the TEds had already been listed. This researcher aimed to discover if the TEds and teachers used the same or similar criteria for evaluating desirable TEd features. Therefore, a similar procedure was implemented with the volunteers. The teachers were not given any features or criteria to tick because the purpose of the research was to establish what the teachers perceived as desirable and what they found undesirable. If a checklist or the like had been used, the features there would then have limited the teachers' responses. By asking them to freely, subjectively and anonymously list all that they liked and disliked, it became possible to collect DBE teachers' perceptions of the TEds and in-service sessions. The features collected from the teachers guided the TEds in forming even more accurate lists of their strengths and weaknesses. The teachers were asked to list the features subjectively because their impressions and personal views were being sought. The data was collected anonymously because it was the aim of this researcher to collect data without teachers fearing or worrying about anything or feeling ashamed perhaps to state certain negative features for the TEds. The aim was to obtain true feelings.

Step Five: Compiling an individual strengths and weaknesses list for each TED based on the TEDs' viewing (14-26 May 1997):

Using the data from the TEDs' viewing, after comparing items on each TED's list and collectively agreeing on each strength and weakness, each TED compiled her own personal list of strengths and weaknesses (c.f. App. A and Table 10). The features that were common to all three TEDs and those specific to each of the three TEDs have been listed below:

Table 10. Desirable features common to all three TEDs as listed by the TEDS:

- * Briefly and modestly explains contents & aims of session
- * Uses mimics & gestures to accompany instructions & explanations
- * Gives instructions first; gets teachers (Ts) into groups later
- * Always models before getting Ts to start an activity
- * Gives examples while giving instructions
- * Reflects back instructions (RBI)
- * Listens during RBI
- * Provides the materials necessary for Ts
- * Involves Ts in preparatory steps of the activity
- * Knows & uses Ts' names
- * Tries to make eye contact with all Ts
- * Tries to make sure everyone sees what she is doing
- * Moves about in the empty space between the whiteboard and the Ts
- * Mingles with Ts during pair/group work
- * Walks about and among and comments during activity
- * Has low TrTT (trainer talking time)
- * Is fluent
- * Elicits/Provides justification of aim of activity
- * Gives Ts time to prepare/reflect
- * Doesn't waste Ts' time/doesn't keep Ts waiting unnecessarily; i.e., distributes/elicits Ts' help to distribute materials efficiently, has materials ready, has data already on bb
- * Insists, in a friendly manner, on whole-hearted teacher-participation in activities
- * Accepts arrival/departure of late comers/early leavers
- * Smiles
- * Makes jokes
- * Is comfortable in her skin
- * Seems to enjoy what she is doing
- * Is open to Ts' comments/ideas
- * Offers/Elicits variations
- * Accepts variations/ideas; is not defensive
- * Uses body language that whole-heartedly supports acceptance during accepting Ts' ideas
- * Encourages and guides Ts via her questions
- * Refers to own teaching
- * Praises/Gives positive feedback to Ts

Table 10 (continued)

- * Is genuinely interested in Ts' comments/ideas
- * Follows up activity
- * Talks about possible follow up ideas
- * Talks about different variations for different levels of ss
- * Invites reflection
- * Gets Ts to reflect without interrupting them if Ts voice opinions
- * Deflects Ts' questions and comments to Ts
- * Gets back to own agenda gently
- * Sets time limits
- * Distributes material efficiently
- * Is calm; not rushing through a plan
- * Uses bb
- * Puts complete examples on bb
- * Writes up titles of activities on bb
- * Writes up all elicited ideas (not selective)
- * Re-uses information on bb
- * Uses body language that signals acceptance, attention, interest
- * Uses complete sentences in explanations
- * Credits colleague who came before
- * Personalises optimistically (gets Ts to personalise; personalises activity to self)
- * Uses music in session
- * Carefully calculates and matches up number of Ts with materials
- * Marks end of a section via intonation and special phrases
- * Stops activity gently

Desirable features displayed only by Su as listed by the TEds:

- * Doesn't look at notes during instruction giving/explaining
- * Refers to notes for specific details/variations
- * Pre-thinks and plans for the possible reactions of Ts during activities and to the activities
- * Acts as part of the group whenever possible

Desirable features displayed only by Ege as listed by the TEds:

- * Treats Ts like equals/acknowledges Ts' experience
- * Sets context for activities
- * Sticks to instructions she gives

Desirable features displayed only by Ada as listed by the TEds:

- * Elicits ideas from Ts without nomination/putting Ts on the spot
- * Groups Ts efficiently and politely
- * Elicits justification of activity

Justification of Step Five:

The TEds' revealing what they perceived to be their colleagues' strengths and weaknesses, the comparing and talking about each item in detail, then finalising individual lists helped each TEd become aware of and understand what exactly it was that she had done well and what she could improve, what other ways and options

there were. Working on individual lists of strengths and weaknesses also helped TEds get specific feedback to some of their suspicions. For instance, Su stated in her journal that she had suspicions about some of her idiosyncratic behavior such as using Turkish words in between her speech. After the list compilation she was relieved to find out that this was perceived as a positive feature in her. In other words, these lists provided feedback to the TEds about not only features that they themselves were aware of but also, in some cases, features that they were not aware of at all. Su mentioned that she was not aware of how she used her voice to indicate, for example, that she intended to close a topic; she also had not been aware of the pleasant way in which she welcomed late arrivals or how she distributed materials without wasting any time. Ada, on the other hand, stated in her first journal entry, that she realised that managing the teachers was an issue much more difficult than she had initially anticipated.

Additionally, hearing and discussing the strengths and weaknesses of their colleagues aided in raising awareness even if the items being discussed, especially weaknesses, had not been an issue for the TEd who was witnessing her colleagues' list being analysed. Ada, for instance, stated that she noticed the feature of tactfulness, which she thought was lacking in her style. She felt that she needed to show the teachers that she appreciated their ideas more and that their feedback and contributions were important. In other words, the above two stages not only assisted the TEd whose strengths and weaknesses were being discussed, it also provided the other two TEds with practical ideas and bases for reflection on effective TEd features that either they did not possess or features that simply had not been revealed in their workshop.

It is important for TEds and teachers to receive confirming feedback to their behavior even when they strongly suspect that it is appropriate. TEds can sometimes feel as if living in a cocoon isolated from the outside, the staff in this case. Conducting any kind of feedback activity such as the one being described helps TEds gain self-confidence as well as improve some aspects in their style of conducting a session. This was discussed at various times among the three TEds with a strong emphasis placed on the fact that the described self-reflection procedure was painful because they were allowing their TEdn behavior to be thoroughly analysed and they were putting themselves on the line, as it were. Yet, they added that the outcome,

even the weaknesses, were welcomed because all led to improvement after all. The TEds noted that the weaknesses were openly and honestly expressed with no hind motives, which made it easy to accept the weaknesses and work on them. In other words, the TEds showed confidence in their group and respected their perceptions because it was all open, honest and sincere.

Step Six: Compiling findings from the forms collected from the 16 DBE teachers, wording lists of positive and negative features, cross checking with the teachers for reliability and discussing the lists with the TEds (20-27 May 1997):

The forms collected from the 16 volunteer teachers were evaluated by this researcher. A list for each TEd of all the features that the 16 teachers found desirable was compiled paying special attention to how the original entries had been worded. All items for each TEd under the smiling face symbol on the form were listed in the first half by retaining as much as possible the original wording of the teachers. A similar list for all the negative or undesirable features was made from all items under the unhappy face symbol on the same form with these undesirable features being placed in the second half of the new list below the positive features. In other words, lists were compiled by this researcher indicating desirable and undesirable features for each TEd as perceived by the 16 DBE teachers. Then, two reliability checks were conducted in order to check if the new wording of features accurately reflected what these teachers had originally meant. First, the new list of positive and negative features for each TEd was reviewed by the other two TEds for internal reliability. 100% reliability was achieved in this check. Secondly, to ensure that the features in the new checklist captured all the various features that the teachers had written down anonymously, photocopies of the original subjective handwritten lists were sent to the teachers who had participated. A copy of the new list of TEd features compiled by this researcher was attached with the instruction for each teacher to first find their subjective list in order to remember what they had written down, then to locate each one of their positive and negative points in the new list and finally to decide if the new wording accurately captured what they had meant when they had listed the subjective features. The teachers were asked to indicate if there were features not transferred to the new list or changes that they wanted to make. All teachers reported that they could locate their own items in the new checklist and that they were satisfied with the wording. In other words, a 100% match was found between the

subjectively stated items and the new list of desirable TEd features. This step was long and tiring because of the care shown to try and understand or interpret the teachers' impressions. The wording of the items on the new list also required extreme care and patience. The thorough work was rewarding in that the TEds gained further insights into their TEdn styles from the point of view of the customers, the teachers. Moreover, the checklist of desirable teacher features was thus ready. (c.f. Table 11) All three TEds then came together to study these features and discuss how they corresponded to the features that they had perceived during the TEds' viewing.

Table 11: Individual teacher educator features as perceived by 16 teachers

N.B. The first half lists those features that these teachers perceived as positive and the second half lists the features that they perceived as negative

FEATURES	Su	Ege	Ada
Introduces what session will be about	5	1	3
Presents a lively & interactive session			
Presents idea smoothly & in an interesting way	1		2
Presents idea clearly	2		
Presents a good warm up		4	1
Passes on to new activity smoothly	2	2	
Presents appropriate & applicable ideas	6	5	5
Presents interesting ideas	4	2	8
Gets Ts interested via interesting examples	1		
Plans a well-prepared/planned session	1	2	3
Presents an enjoyable session	8	8	8
Gives detailed instructions	1		1
Gives clear instructions	8	5	10
Gives examples of instructions	1	1	
RBI	11	6	6
Gets Ts to respond to each other's ideas/answers	2		
Gets Ts to concentrate on activity	2		
Gets Ts' attention/Arouses curiosity	1	7	1
Has friendly interaction/communication with Ts		3	
Encourages Ts to participate in activity	1	2	5
Stops activity in friendly way	1		
Gives clear explanations	3		
Is friendly/warm/open in approach to Ts	4		2
Involves whole class/group	1	1	1
Offers variations	4		1

Table 11 (continued)

Offers opportunity to discuss results/contents of activity			3
Gets feedback to activity	6	1	
Invites/Gives Ts opportunity to discuss/share ideas for variations/comments	3	3	5
Refers to own application of activity	1	1	
Personalises task		7	
Takes into consideration different learning styles	1		
Asks challenging Qs		1	
States the level of ss the activity is for	1		
Pays attention to/Is interested in what Ts say	3	3	3
Is interested in what Ts produce during activity			5
Responds to Ts' Qs enthusiastically	1		
Maintains eye contact with Ts constantly thus keeping Ts attentive	1		1
Indicates when she is finished/starting	1	1	1
Motivates Ts through use of visuals			1
Motivates Ts through use of music		3	
Motivates Ts by giving funny examples	2		
Encourages Ts to take risks in class	1		
Organises seating in conformity with task	1		
Is aware of number of chairs and Ts in room	1		
Reforms pairs/groups		1	
Puts titles of activities on bb	2		
Distributes materials efficiently	1		
Uses bb to show how to do activity	3		
Uses bb during activity		1	1
Pays attention to/Welcomes late comers without interrupting lesson	7		
Has perfect English		1	
Has good, pleasant tone of voice	1	2	1
Uses Turkish words in a sweet & fun way	5		
Makes appropriate jokes/Is humorous	7	5	1
Encourages Ts to make jokes			1
Paces the activities appropriately/ making it enjoyable	2	1	1
Gives time limits		3	3
Uses appropriate/helpful/nice body language	6	2	2
Moves among Ts during group work/Monitors ss/Ts' work		1	1
Moves while presenting/eliciting		1	
Is lively	2	5	
Is calm			1
Is enthusiastic		2	

Table 11 (continued)

Is cheerful/Smiles		5	
Is pleasant/friendly		5	2
Is polite		2	
Is professional	2	1	
Is formal at times	1		
Has informal attitude	1		
Is in charge of the session	1	2	
Seems knowledgeable, and down-to-earth	1	1	
Feels comfortable/confident throughout session	3	4	
Creates a relaxed & friendly atmosphere	3	3	1
Creates a competitive atmosphere			1
Stands in middle of room not approaching right or left too much	1		
Doesn't walk around during group work			2
Has a blind spot (right)		1	
Uses hand gestures that stm confuse Ts	1		
Lifts foot			1
Lacks body language	1		1
Uses too much hand/body language (esp while explaining)	2		
Moves too much stm	3	4	
Doesn't move around much			2
Loses eye contact during bb work/Turns her back to class			2
Talks fast		1	
Seems to be in a hurry stm	2		
So lively and fast that stm is hard to follow her	2		
Lacks liveliness	1		2
Loses liveliness towards end		1	
Seems shy/unconfident			3
Doesn't seem relaxed		1	5
Doesn't seem warm			1
Has same expression on face throughout session			1
Doesn't smile			1
Doesn't seem interested in Ts' work			1
Is not motivating			3
Session: not enjoyable (S has done more interesting & colorful sessions before)	1		
Uses inappropriate seating arrangement		1	
Spends too much time to prepare materials for distribution			3
Doesn't provide blank sheets for activity			3
Chooses inappropriate material		1	
Lacks brisk pace			1

Table 11 (continued)

Says "OK" "Alright" too often	1	3	4
Gives instructions too fast	2		
Gives vague/hesitant/incomplete/unplanned instructions	1	6	9
Gives too compact instructions stm for a too abstract topic	1		
Gives long instructions	1		
Spends too much time while giving & checking instructions	3		
RBI with few Ts	1		1
Doesn't check instructions stm		1	1
RBI mechanically			2
Lacks warm up			2
Manages time poorly		1	
Gives too little time to Ts during T-T interactions	1		
Gives Ts no thinking/quiet time initially	1		
Gives little opportunity for TTr-T interactions			1
Gives no aim for some activities	2	2	2
Talks a lot (stm)	2	1	
Doesn't discuss variations			1
Doesn't discuss timing of activity in clrm application			1
Doesn't comment on Ts' ideas			1
Forces herself to be cute	1		
Doesn't respond to Ts' jokes			1
Presents ideas not applicable in our classes	1	1	1
Doesn't discuss levels of ss			1
Can't hear Ts on tape	1		1
Camera is unable to follow place/person to be recorded	1		
Camera filmed bb from too far away	1		

Justification of Step Six:

It was important for the TEds to see how the teachers in the department evaluated them. The TEds were aware of their strengths and weaknesses in the taped presentations as perceived by each other but they did not know how the teachers had evaluated them in the same videos. All three TEds were curious whether their own evaluations of their own and of their colleagues' presentations matched with those of the teachers' and if so in which areas.

Another reason why this stage was important was that, in the final analysis, it is the teachers whose opinion counts the most in the in-service world because if they

do not think that a presentation is worthy, they will not attend further sessions. In that case, it does not really matter what the TEds think about the same presentation. If the TEds feel that the content was appropriate and the delivery was of high quality but if the teachers do not attend because they do not agree, then what is the meaning of the TEds' evaluations? For this reason, it was necessary for the TEds to discover what the teachers really thought. This was precious feedback. The joint discussions about the features in this list and the ones previously compiled helped further raise the TEds' awareness regarding their presentation styles.

Photocopies of the 16 teachers' original lists were sent to the teachers in order not to rely on teachers' memories but for them to find their own lists and remember what they had listed. In this way, a more reliable comparison of what they had meant and the new list items could be made. The original lists had not been signed by teachers to assure anonymity; therefore, each teacher was requested first to locate their own list among all. The reasoning behind the double-checking with teachers at this stage was exactly the same as that behind the previous stage: Reliability checking. An additional minor point was to provide indirect feedback to the teachers who had participated in the evaluation task by showing them that their feedback was being put to use and what their evaluation had led to.

Step Seven: Preparing for the new in-service workshop (23-27 May 1997):

During this whole process so far all three TEds constantly received feedback to their techniques and styles and were reflecting on themselves as TEds both in their journals and in daily discussions. At this point, it must be emphasised that all three TEds had become extremely self-aware and eager to go in and conduct another in-service workshop. However, the last session had already been conducted and even a little farewell show had been performed by the TEds. It became apparent, however, that all three TEds wanted to conduct another workshop now that they had become so tuned in to their strengths and weaknesses. A new in-service session was therefore devised to which the nine new teachers hired this year were invited. The TEds decided to plan a joint workshop before the academic year came to a close. They designed a joint workshop that aimed to present three revision activities that DBE instructors teaching at all three levels in the department could use in their classes to recycle vocabulary and language structures since it was almost the end of the semester. Each TEd decided on presenting one of these activities in the workshop. In

the meantime, this researcher also worked on finalising the checklist described further down.

Justification of Step Seven:

Having received all this feedback to their presentation styles and having become aware of a variety of aspects in an effective presentation, the TEds were eager, at this point, to do a presentation to see how the reflection had influenced their styles. They were ready firstly to see if they had undergone any change in the past two weeks following the evaluations and discussions and secondly if they could present a session incorporating the features that they had reflected about in their journals.

This time, no random sampling was carried out because it was close to the last midterm exam of the year; all classes were busy preparing for the upcoming midterm exam and the proficiency test that would follow soon afterwards. The new group of teachers was a good option to invite, because of the existing good rapport; they would attend the workshop. The good rapport, on the other hand, would not mean that these teachers would evaluate the TEds' performance unfairly. They were told that the TEds were yet again collecting data but this time just for themselves and that the teachers' honest opinions were welcome. This group of new teachers consists of 12 teachers but only 9 participated because two teachers had doctors' reports and one teacher had a prior engagement on the day that fit everyone else.

Step Eight: Finalising the checklist to be used in the in-service session: The end of the pilot study (25-27 May 1997):

In the meantime, the positive and negative features that had been agreed on by the TEds and by the 16 teachers as explained previously were converted into one list of desirable features by this researcher (c.f. App. F for the final version of this list). In other words, all the separate lists for the TEds were merged into one list. These lists contained redundancies and common features. Therefore, first, each item on the lists was reread with the intention of arriving at global categories under which this item would come as a subcategory and merging some items perhaps. This stage produced the following four main categories of TEd features:

1. training techniques,
2. personality, language use, knowledge regarding teacher education,
3. paralinguistic features,

4. the session as a whole.

The first category could be further divided into aspects of 'planning'; the TEd's way of executing the session or their 'manner'; the TEd's 'instructions'; the TEd's 'use of aids'; the manner of the TEd's 'interaction'. Briefly, then, the categories and subcategories were:

- Training techniques
 - Planning
 - Manner
 - Instructions
 - Use of aids
 - Interaction
- Personality, language, knowledge
- Paralinguistic features
- The session as a whole

In the process, all negative points were reworded positively, some points were merged and worded so as to be inclusive of the separate but closely related items, and the features were grouped into sections under subtitles. Finally, an evaluation band was added to each section.

The evaluation band or scale was a means of getting users of this list to express their opinions while marking each item. For most items, three answer columns sufficed: YES, NO, SOMETIMES (STM). Users could agree completely with what the item said and mark 'yes'; disagree with it because that particular feature was not observed because it was missing and mark 'no'; or mark 'sometimes' if that feature was observed somewhat, at some point and it was difficult to mark 'no' because that particular feature had actually occurred but not as completely or intensively as to deserve a 'yes'. Although this worked for most items, some items such as 'instructions' under the 'training techniques' category required different answers because of what the teachers had originally noted down on the provided lists. Thus, four answer options were provided for such categories. These answer options were: YES JUST RIGHT, YES BUT TOO MUCH, NO BUT IT DOESN'T MATTER, NO AND IT DOES MATTER. In this way, users of the checklist could provide more detailed information and express their opinions more exactly. A simple 'yes' is sometimes hard to mark for a user; a feature may be observed and therefore

the 'yes' answer may be required but the observer should have the option to state whether a behavior was over-performed. The same is true for a 'no' answer. If a feature is not observed, does this absence actually matter to the observer? For this reason, two 'yes' options 'yes just right', 'yes but too much', and two 'no' options 'no but it doesn't matter', 'no and it does matter' were devised. Before the workshop, an explanation of what the two 'yes' and 'no' answers meant was provided for the teachers who were going to try out the checklist.

The final list (Table 16, App. F) was reviewed by the other two TEds for reliability purposes. At this point, it was found that certain subcategories could be shortened because some of the items that they contained were not necessary. Certain items were modified and Table 14 (p. 90) was the result.

In the 'Planning' subcategory under 'Training Techniques', two items were removed, one was reworded, and one was shortened. 'Planning' originally contained these seven items:

Table 12. The 'planning' subcategory

Planning	YES	NO	STM
1 Presents a good warm up			
2 <u>Sets</u> * context for activities			
3 Plans for different learning styles			
4 <u>Plans</u> for the possible reactions of Ts during activities and to the activities			
5 Gets Ts interested via interesting examples			
6 Personalises task (refers to own life/gets Ts to do same in activity)			
7 Organises seating in conformity with task			

Item 2 "Sets context for activities" and item 4 "Plans for the possible reactions of Ts during activities and to the activities" were removed. Item 3 "Plans for different learning styles" was reworded to read "Takes into consideration different learning styles". Item 6 "Personalises task (refers to own life/gets Ts to do same in activity)" was shortened by leaving out the part in brackets.

'Manner' under 'Training Techniques' underwent changes in that three items were removed and two were reworded. Items 10 "Forms groups/pairs efficiently", 25 "Gives instructions/Explains without referring to notes", and 26 "Refers to notes for specific details" were discarded. Items 9 and 17 were changed. Item 9 was shortened

* The underlined items were features that only the TEds had listed; these features had not been found in the teachers' lists.

to “Passes on to new activity” by omitting the second half and item 17 was reworded from “Paces herself appropriately” to “Paces the activity appropriately”. The subcategory “Instructions” was modified by omitting item 4 “Sticks to her instructions “. A new item was added: “Gives sufficiently detailed instructions”. The next subcategory “Use of Aids” was also changed. Item 4, which read “Uses bb” became “Uses bb to show how to do activity” and another blackboard item was added: “Uses bb during activity”. The “Interaction” subcategory underwent big change. Five items were removed; these were items 2 “Treats Ts like equals/acknowledges Ts' experience“, 3 “Elicits without putting Ts on the spot“, 12 “Acts as part of the group whenever possible“, 13 “Checks what went on in pr/grp work as if in class“, and 19 “Knows & uses Ts' names”. One new item was added: “Gets feedback to activity as if in class”. In the next category, two items were slightly changed and one was totally reworded. Item 5 “Is calm as opposed to hurried” and item 8 “Has good command of English (good vocab + fluency + pronunciation)” were both shortened. Item 10 was reworded into a more positive version from “Avoids overuse of certain words/expressions” to “Uses a variety of expressions”. The purpose of this item was to determine if the TEd continuously used words such as ‘OK’ and ‘all right’. Three new items were added to this section: “Encourages Ts to make jokes”, “Responds to Ts’ jokes”, and “ Uses Turkish words in a sweet & fun way”. The category “Paralinguistic features” was not modified at all. The last category “The Session as a Whole” was altered by removing item 4 “An element of challenge at some point”.

After these changes, the first list of desirable TEd features to serve as a questionnaire was made ready by this researcher. This also marked the end of the pilot study.

Justification of Step Eight:

The purpose was to finalise the list and arrive at features of an effective TEd as perceived not only by the three TEds but also by DBE teachers. This was also the reason why the pilot study ended at this step. Initially, the TEds were not sure if they could gather enough teachers to attend the last workshop because it was the busiest time in the semester for all teachers and TEds. In addition, this researcher was not sure if conditions and the TEds’ motivation the following year would allow for the investigation to go beyond this step. The main aim so far had been to experience the

process and arrive at a product, the steps and the finalised checklist respectively. The former was a worthy experience that had left its marks on each TEd in a personal manner. The steps of the process had been established and could always be re-applied in the future with new TEds. The latter contained useful features that a TEd could always benefit from. New TEds could also refer to the various lists that had been compiled while working towards the finalised checklist. Consequently, the steps up to this point had served their purpose as piloting. If the study could go no further for certain reasons, the procedure and product were valuable enough for the TEds and this researcher. If the study continued, all the experience and all the findings pertaining to the pilot study would guide the next steps, which they did because the investigation progressed in the following academic year.

The reason for grouping the features under separate subtitles was to facilitate the use of the final list as a checklist. If features had been left in random order, the list would have been difficult to use by the TEds themselves and also by teachers. While compiling the checklist, care was taken with the final wording of the features. Duplication of features that had initially been worded differently but actually pointed to the same feature was avoided through merging similar or same items. The wording of the list was positive; it would have been possible to include features that TEds should avoid but this researcher preferred to compile a list of desirable TEd features because thinking positively is generally helpful and provides a person with a broader perspective on the issues at hand whereas negative ideas may limit visions and lead to no solutions. Conversely, positive features are statements of what to do thus providing solutions.

The changes included removal of items and rewording. The reason for removing items was that these items had been covered through other items thus being redundant. The reason for rewording items was to be more concise. Some items were shortened by leaving out the expressions in brackets or the explanations that had been included as alternatives. The overall idea in modification was to make the checklist shorter and more concise.

The lists were turned into checklist form in order to be able to test the individual features, the grouping of the features in sections, the subtitles, and the evaluation band for each section. Then, the checklist could be adapted for its final form. Using a checklist has its drawbacks in that teachers responding are guided

rather strictly by the items on the list. The wording of the items may also lead responders to one type of answer or may accidentally be misleading. That is the reason why this researcher first collected the features freely, so to speak, by asking the TEDs and teachers to simply state what they liked and what they did not and then cross checked the wording, grouping and subtitles for reliability purposes. The list in its form at this stage was thought to reflect the views of TEDs and teachers in an adequate manner.

The evaluation band items were created for easy use; they were picked for their user friendliness and simplicity. Using five-point scales such as 1 to 5 or VERY GOOD to VERY BAD or ALWAYS to NEVER was an option but it was feared that teachers might get confused by the values in the middle of the scale and that the resulting data would not be helpful for this researcher. The checklist was incomplete with only the features. The features that the TEDs and teachers had put down on the blank lists contained shades of meanings. For instance, what answer option could a teacher mark if their impression was "A little too fast giving the instructions" and the feature read "Delivers instructions at appropriate speed"? A straight 'no' would be too strong yet a 'yes' answer would not be possible. There were a number of such features on the TED and teacher lists. Therefore, these shades of impressions were captured through the supplied shades of 'yes' and 'no' options. The meanings of the options were explained to the users of the checklist because they were not the usual options that teachers were used to on checklists. The sections and subtitles for each section included the following evaluation bands:

Table 13. The evaluation bands

A. Training techniques	YES – NO - SOMETIMES
Planning	YES – NO - SOMETIMES
Manner	YES – NO - SOMETIMES
Instructions	YES just right -YES but too much -NO but it doesn't matter -NO and it does matter
Use of aids	YES – NO - SOMETIMES
Interaction	YES – NO - SOMETIMES
B. Personality, language, knowledge	YES just right -YES but too much -NO but it doesn't matter -NO and it does matter
C. Paralinguistic features	YES – NO - SOMETIMES
D. The session as a whole	YES – NO – SOMETIMES

Step Nine: Reflecting on and selecting strengths and weaknesses to work on as aims in the live presentation (27 May 1997):

The TEds continued thinking about their presentation skills and the features that they had discussed together. Then they decided on strengths and weaknesses to concentrate on. They picked features of presentations which they had become aware of in the previous stages of the action research. These features were a mixture of strengths and weaknesses that they had become aware of through self-observation and through the comments of their colleagues. This was a crucial point because it indicated that the TEds reflected not only on self-observed aspects but also on those noticed by the other TEds. Consequently, they each chose to address several features in order to force themselves to change their style of session delivery at the new in-service workshop the next day. They decided to perform differently. Among the features that they selected for themselves, there were three types:

- features that they were not good at and needed to improve in;
- features that they normally did not display but which they wanted to try and incorporate into the presentation;
- features that they were already good at and aimed to display again.

They reflected on these strengths and weaknesses committing themselves to incorporating these selected features into their future in-service sessions. (For each TEd's commitments, see Section 4.5.2)

Justification of Step Nine:

The reason for picking weaknesses to work on was to achieve improvement and change thus aiming to become a more effective TEd in the selected aspect. The reason for picking strengths was as follows: In some cases, the TEd consciously behaved in a certain manner because she already knew that what she was doing was effective. In other cases, the same TEd was not aware that a certain way of presenting information or treating participants was a strength; she only realised this after the three TEds discussed that particular point. Therefore, this researcher suggested it and the others agreed to choose strengths to work on as well in order for the TEds not to lose those features. The reason why these features to focus on were selected at this time was to allow for time for the TEd to reflect on them and to try to work on them in the in-service sessions that they were conducting in the meantime. Change is a process that requires time but mainly commitment to it. Overnight

change in deep-rooted beliefs and behavior is not probable nor is it lasting. For this reason, the TEds spent time internalising the discussion points. This reflection on what aspect each TEd wished to improve had been going on since they first watched themselves and their colleagues on tape. The actual seeing of oneself served as a trigger that started self-reflection; then receiving feedback from trustworthy colleagues provided direction. The three TEds, from then on, reflected on their behavior and through self-direction set aims for themselves, which they listed in their journals. The act of putting down their personal aims not only served as a means for carefully collecting their thoughts, it also served as a commitment to the aims.

Step Ten: Evaluation of live workshop by new DBE teachers (28 May 1997):

An in-service workshop on three revision ideas was presented by the three TEds to the small group of 'new' teachers as part of their in-service TEdn program. Each TEd focused on some strengths and some weaknesses that the two features lists had yielded for them. The latest version of the checklist was used during the workshop to evaluate each TEd. After each TEd completed their section, the tape was stopped and the teachers were given the new checklist. They were asked to evaluate that TEd using the checklist and then to comment on the user-friendliness of the list in order for this researcher to discover if the list covered everything that teachers would like to express as part of evaluating the in-service session. This workshop was videotaped in order for the TEds to watch it later and evaluate their presentations using the same criteria or checklist as did the teachers who attended the live session.

These teachers were all newly hired that academic year. They had attended an intensive three-week pre-service course in September 1996 and they had then attended the weekly in-service workshops specially designed for only new teachers after the semester began. These teachers were asked to attend this workshop as usual; additionally they were requested to use the checklist to evaluate each TEd separately. The teachers were given three checklists each and told not to write their names on them.

Justification of Step Ten:

This group of teachers was selected primarily because they were available. It was extremely difficult getting a group of teachers together at a designated time due to their teaching schedules and in this particular case because it was very close to the

end of the semester with all teachers being very busy. The new teachers were used to evaluating each other in workshops. When asked about it, they stated that they did not feel intimidated by evaluating their TEds. In the pre- and in-service sessions, the TEds had frequently presented ideas in microteaching situations and then asked the teachers to criticise the idea that was presented or the steps in the procedure or the manner of the presenter. Therefore, the TEds decided to try out the checklist with this group of teachers.

Step Eleven: Tallying own checklists and reflecting on findings in journals (29 May 1997):

Each TEd tallied the results of the checklists for themselves (c.f. Table 14). The results were discussed jointly comparing them with the previous results. In the evening, each TEd reflected in her journal on the events of the day.

Justification of Step Eleven:

It was near the end of the second term and time was very limited. In order to save time, each TEd tallied her own checklist that the new teachers had filled out the previous day. Consequently, the TEds individually became aware of their presentation styles as perceived by these teachers. The checklist served as an immediate feedback instrument. This researcher additionally gained an overall impression of the checklist and performances of the other two colleagues.

Table 14 contains all the features mentioned by these teachers and the total number of times each feature was mentioned about each TEd. This table is significant in that it lists features of effective presentations as perceived by a group of DBE teachers and it also provides feedback to each TEd on her presentation style at that particular point in her development.

Table 14. TEd features as perceived by the new Ts

TEd A : Su
 TEd B : Ada
 TEd C : Ege
 ø : Not answered

A. TRAINING TECHNIQUES

	TEd A (8)				TEd B (9)				TEd C (9)			
	YES	NO	STM	ø	YES	NO	STM	ø	YES	NO	STM	ø
Planning:												
1 Presents a good warm up	8	-	-	-	8	1	-	-	9	-	-	-
2 Takes into consideration different learning styles	8	-	-	-	3	2	1	1	4	1	1	3
3 Gets Ts interested via interesting examples	8	-	-	-	5	2	-	2	8	-	-	1
4 Personalizes task	8	-	-	-	4	-	-	5	6	1	-	2
5 Organizes seating in conformity with task	8	-	-	-	7	2	-	-	7	-	-	2
Manner												
1 Arouses curiosity/Gets Ts' attention	8	-	-	-	6	2	1	-	9	-	-	-
2 Presents idea clearly	8	-	-	-	9	-	-	-	9	-	-	-
3 Discusses aim of activities	8	-	-	-	8	1	-	-	9	-	-	-
4 Discusses variations of activities	8	-	-	-	8	1	-	-	8	1	-	-
5 States the level of ss the activity is for	7	-	-	1	7	-	1	1	7	1	1	-
6 Gets Ts to concentrate on task at hand	8	-	-	-	9	-	-	-	9	-	-	-
7 Stops activity in friendly way	8	-	-	-	8	1	-	-	8	1	-	-
8 Gives clear explanations	8	-	-	-	8	1	-	-	9	-	-	-
9 Passes on to new activity smoothly	7	-	-	1	4	-	1	4	6	-	2	1
10 Reforms pairs/groups	8	-	-	-	8	-	-	1	7	-	-	2
11 Has open/friendly/ warm approach to Ts	8	-	-	-	9	-	-	-	9	-	-	-
12 Encourages Ts to take risks in class	7	-	-	1	4	1	-	4	7	-	-	2
13 Is aware of number of chairs and Ts in room	7	-	-	1	8	-	-	1	6	-	-	3

Table 14 (continued)

14 Uses appropriate seating arrangement	7	-	-	1	8	1	-	-	7	-	-	2
15 Welcomes late comers without interrupting lesson	7	-	-	1	2	-	-	7	1	-	-	8
16 Paces the activities appropriately	8	-	-	-	3	2	1	3	9	-	-	-
17 Maintains liveliness	8	-	-	-	2	1	4	2	9	-	-	-
18 Gives time limits	8	-	-	-	2	5	1	1	9	-	-	-
19 Is polite	8	-	-	-	9	-	-	-	9	-	-	-
20 Is professional	8	-	-	-	7	-	1	1	9	-	-	-
21 Is appropriately formal	5	-	1	2	6	1	1	1	7	1	-	1
22 Is appropriately informal	5	-	1	2	-	1	-	8	8	-	-	1
23 Is in charge of the session	8	-	-	-	7	-	2	-	9	-	-	-

Instructions	YES; just right	YES but too much	NO but it's OK	NO and it matters	Ø	YES; just right	YES but too much	NO but it's OK	NO and it matters	Ø	YES; just right	YES but too much	NO but it's OK	NO and it matters	Ø
1 Gives clear instructions	8	-	-	-	-	7	2	-	-	-	9	-	-	-	-
2 Gives sufficiently detailed instructions	8	-	-	-	-	7	2	-	-	-	9	-	-	-	-
3 Delivers instructions at appropriate speed	8	-	-	-	-	6	2	1	-	-	8	-	-	1	-
4 Gives examples of instructions	5	-	-	-	3	3	-	-	1	5	6	-	-	1	2
5 RBI	3	-	2	-	3	6	1	-	-	2	9	-	-	-	-

Table 14 (continued)

Use of Aids		YES	NO	STM	Ø	YES	NO	STM	Ø	YES	NO	STM	Ø
1	Motivates Ts thru use of visuals	4	-	-	4	7	-	-	2	-	-	-	9
2	Motivates Ts thru use of music	8	-	-	-	-	3	-	6	-	-	-	9
3	Puts titles of activities on bb	5	1	-	2	5	-	-	4	6	-	-	3
4	Uses bb to show how to do activity	8	-	-	-	7	1	-	1	8	-	-	1
5	Uses bb during activity	8	-	-	-	3	2	1	3	4	1	-	4
6	Distributes materials efficiently	4	-	-	4	1	-	-	8	9	-	-	-
7	Provides necessary materials	4	-	-	4	5	-	-	4	9	-	-	-
8	Chooses appropriate materials	5	-	-	3	6	-	1	2	9	-	-	-

Interaction		YES	NO	STM	Ø	YES	NO	STM	Ø	YES	NO	STM	Ø
1	Has friendly interaction/ communication with Ts	8	-	-	-	9	-	-	-	9	-	-	-
2	Involves whole class/group	8	-	-	-	9	-	-	-	9	-	-	-
3	Pays attention to/Is interested in what Ts say	8	-	-	-	9	-	-	-	9	-	-	-
4	Is interested in what Ts produce during activity	8	-	-	-	9	-	-	-	7	-	1	1
5	Responds to Ts' Qs enthusiastically	8	-	-	-	8	-	-	1	9	-	-	-
6	Responds to Ts' ideas, comments	7	-	1	-	8	-	-	1	9	-	-	-
7	Refers to own application of activity	8	-	-	-	-	-	-	9	7	1	-	1
8	Asks challenging Qs	7	-	1	-	2	4	1	2	5	2	2	-
9	Encourages Ts to participate in activity	8	-	-	-	7	1	-	1	9	-	-	-
10	Gets feedback to activity as if in class	8	-	-	-	7	1	-	1	6	1	1	1
11	Gets Ts' impressions about activity	8	-	-	-	9	-	-	-	9	-	-	-
12	Gets Ts to respond to each other's ideas, comments	8	-	-	-	9	-	-	-	7	1	1	-
13	Gives Ts opportunity to discuss/ share ideas for variations/comments	8	-	-	-	8	-	1	-	8	-	-	1
14	Gives sufficient time to Ts during T-T interaction	8	-	-	-	8	-	1	-	9	-	-	-
15	Gives sufficient time to T-Tr interaction	8	-	-	-	7	1	-	-	8	-	-	1

Table 14 (continued)

B. PERSONALITY, LANGUAGE, KNOWLEDGE

	YES; just right	YES but too much	NO but it's OK	NO and it matters	∅	YES; just right	YES but too much	NO but it's OK	NO and it matters	∅	YES; just right	YES but too much	NO but it's OK	NO and it matters	∅	YES; just right	YES but too much	NO but it's OK	NO and it matters	∅
1 Is lively	8	-	-	-	-	6	1	-	-	2	8	1	-	-	-	8	1	-	-	-
2 Is pleasant/friendly	8	-	-	-	-	7	1	-	-	1	8	1	-	-	-	8	1	-	-	-
3 Is enthusiastic	8	-	-	-	-	6	1	-	-	2	9	-	-	-	-	9	-	-	-	-
4 Is cheerful/Smiles	8	-	-	-	-	7	1	-	-	1	8	1	-	-	-	8	1	-	-	-
5 Is calm	7	-	-	1	-	4	2	1	-	2	5	-	4	-	-	5	-	4	-	-
6 Feels comfortable/confident thruout session	8	-	-	-	-	7	-	-	-	2	9	-	-	-	-	9	-	-	-	-
7 Makes appropriate jokes/Is humorous	8	-	-	-	-	2	-	3	1	3	9	-	-	-	-	9	-	-	-	-
8 Encourages Ts to make jokes	8	-	-	-	-	2	-	4	-	3	7	-	-	-	-	7	-	2	-	-
9 Responds to Ts' jokes	8	-	-	-	-	3	-	1	-	5	9	-	-	-	-	9	-	-	-	-
10 Uses Turkish words in a sweet & fun way	7	1	-	-	-	-	-	5	1	3	-	-	-	8	1	-	-	8	1	-
11 Has good command of English	8	-	-	-	-	8	-	-	-	1	9	-	-	-	-	9	-	-	-	-
12 Talks at appropriate speed	8	-	-	-	-	6	1	-	-	2	8	-	-	1	-	8	-	1	-	-
13 Uses a variety of expressions	8	-	-	-	-	3	-	1	1	4	9	-	-	-	-	9	-	-	-	-
14 Uses TyTT (trainer talking time)	8	-	-	-	-	5	2	-	-	2	8	-	-	-	-	8	-	-	-	1
15 Seems knowledgeable	8	-	-	-	-	7	-	-	-	2	8	-	-	-	-	8	-	-	-	1

C. PARALINGUISTIC FEATURES

	YES	NO	STM	Ø	YES	NO	STM	Ø	YES	NO	STM	Ø
1 Moves among Ts during group work/ Monitors Ts' work	4	1	-	3	7	-	-	2	8	-	1	-
2 Moves while presenting/eliciting	7	-	-	1	6	1	2	-	9	-	-	-
3 Uses appropriate/helpful/nice body language	7	-	1	-	5	1	3	-	9	-	-	-
4 Has good, pleasant tone of voice	8	-	-	-	9	-	-	-	9	-	-	-
5 Indicates when she is finished/ starting	8	-	-	-	8	-	-	1	9	-	-	-
6 Maintains eye contact with Ts	8	-	-	-	8	-	1	-	9	-	-	-
7 Uses facial expressions effectively	8	-	-	-	7	-	2	-	9	-	-	-

D. THE SESSION AS A WHOLE

	YES	NO	STM	Ø
The following were introduced:				
The overall aim	7	-	-	1
Interesting ideas	7	-	-	1
Appropriate & applicable ideas	7	-	-	1
The session was:				
Well-prepared/ planned session	7	-	-	1
Enjoyable	7	-	-	1
Lively & interactive	7	-	-	1
Motivating	6	-	1	1
The atmosphere was:				
Competitive	6	1	-	1
Relaxed & friendly	7	-	-	1

Step Twelve: Refining the checklist: The final version (29-30 May 1997):

At this stage, two main lists had been compiled in addition to each TEd's own personal lists: One list of desirable TEd features after the work with the TEds and a similar list obtained after the work with the DBE teachers. Both lists contained the same or similar features, which were carefully merged or reworded by this researcher. Then, these positively worded features were grouped together according to the different types of teacher education sessions or under session subsections. This researcher revised and refined the checklist so that all features were expressed clearly and all situations were catered for. One of the aims of comparing items on the lists was to discover if TEds and teachers both noticed and mentioned the same features as strengths or weaknesses. The analyses showed that, for the most part, both parties had mentioned the same features, albeit in different words. The differences were in the TEds' lists. The TEds had expressed nine features that none of the teachers had noted. These features occurred in four of the sections: planning, manner, instructions, and interaction (c.f. Table 15). It seemed natural that some of these features were only mentioned by the TEds because they were training aspects that only the presenters would be aware of. The feature "Plans for the possible reactions of Ts during activities and to the activities" in the Planning section is one example.

Table 15. Features expressed only by the teacher educators

PLANNING

Sets context for activities

Plans for the possible reactions of Ts during activities and to the activities

MANNER

Forms groups/pairs efficiently

Explains without referring to notes

Refers to notes for specific details

INSTRUCTIONS

Sticks to her instructions

INTERACTION

Elicits without putting Ts on the spot

Acts as part of the group whenever possible

Knows & uses Ts' names

This researcher reread the lists of desirable TEd features and decided that the longer version (Table 16 in App. F) was more detailed and therefore more

informative. The shortened version (Table 14, p. 90) had been used with the new teachers but the longer version would be more helpful for the TEds. As a result, in the following step, when the TEds viewed the videos and they jointly evaluated their performance, this longer version of the checklist was used.

Following the refining procedure, the checklist of features was finally ready (see Table 16, App. F). This list contained all the impressions of the teachers and TEds involved in this process. In other words, the resulting list of criteria was a summary of what some teachers and all the TEds at DBE perceived as the characteristics that a TEdn presentation or TEd needs to possess. In the meantime, the three TEds planned a joint presentation for the final workshop, where they would be evaluated by the teachers and also by each other.

Justification of Step Twelve:

This adjustment was necessary and was made as a result of the verbal feedback from the teachers and also the TEds. This was in harmony with the primary reason for developing a list tailored for local needs instead of directly taking one from other sources or adapting one: for the TEds to experience the process itself. In other words, the process was more important than the end product because noticing certain features, describing and discussing the event in which they occurred, categorising the features, wording them appropriately, discussing whether a certain meaning had been captured in a certain wording, cross checking to ascertain that the intended meaning and resulting item coincided were all invaluable stages in the process. The end product, or the checklist, on the other hand, was of secondary significance. This researcher hoped that participation in the process would help bring about change in the TEds; not the fact that the TEds were being evaluated or that a checklist of desirable TEdn features was obtained.

This was the first time in DBE history that the opinions of teachers and TEds were sought and then incorporated into a checklist for evaluating the success rate of TEdn sessions at the department, which was therefore a measure of local standards by local participants.

Step Thirteen: The TEds' evaluation of the new workshop using the checklist and reflecting on this stage (30 May, 2 June 1997):

Two days after the workshop, the TEds sat down together to view the videos. The three TEds first jointly evaluated Ada's presentation from the video by using the

checklist in its previous form. They placed a tick in a column if all three TEds agreed that this feature had been present or observed. The first meeting ended with a joint discussion of the findings. The TEds reflected in their journals on this event. They wrote about their insights regarding the features that emerged and how the checklist findings applied to themselves. The same procedure was applied during the second meeting when the remaining two videos were evaluated and discussed. The results of the three TEds' evaluations were compiled and discussed once again (Table 16).

That evening, the TEds made journal entries about their reflections on this step.

Table 16. Features of an effective presentation in the final workshop as perceived by the teacher educators

A: Su

B: Ada

C: Ege

ø: Not applicable

Underlining: Items that only the TEds had mentioned

•: General answers concerning the session as a whole

A. TRAINING TECHNIQUES

Planning	YES	NO	STM
1 Presents a good warm up	A B C		
2 <u>Sets</u> context for activities	A B C		
3 Plans for different learning styles	B C		A
4 Plans for the possible reactions of Ts during activities and to the activities	A C		B
5 Gets Ts interested via interesting examples	A B C		
6 Personalises task (refers to own life/gets Ts to do same in activity)	A		B C
7 Organizes seating in conformity with task	A B C		
Manner			
1 Arouses curiosity/Gets Ts' attention	A		B C
2 Presents idea clearly	A B C		
3 Discusses aim of activities	A B C		
4 Discusses variations of activities	A B C		
5 States the level of ss the activity is for	A C	B	
6 Gets Ts to concentrate on task at hand	A B C		
7 Stops activity in friendly way	A B C		
8 Gives clear explanations	A C		B
9 Passes on to new activity/next step smoothly	A B C		
10 <u>Forms</u> groups/pairs efficiently	A B		C
11 Reforms pairs/groups	B C	A	

Table 16 (continued)

12 Has open/friendly/ warm approach to Ts	A B C		
13 Encourages Ts to take risks in class	A	B C	
14 Is aware of number of chairs & Ts in room	A B C		
15 Uses appropriate seating arrangement	A B C		
16 Welcomes late comers/Sees off early leavers without interrupting lesson		Ø	
17 Paces herself appropriately	A		B C
18 Maintains liveliness	A C		B
19 Gives time limits	A C	B	
20 Is polite	A B C		
21 Is professional	A B C		
22 Is appropriately formal	A B C		
23 Is appropriately informal	A B C		
24 Is in charge of the session	A C		B
25 Gives instructions/ <u>Explains</u> without referring to notes	A B C		
26 <u>Refers</u> to notes for specific details	A B C		

Instructions	YES; just right	YES but too much	NO but it's OK	NO & it matters
1 Gives clear instructions	C		A B	
2 Delivers instructions at appropriate speed	A	C	B	
3 Gives examples of instructions/Models	A C			B
4 <u>Sticks</u> to her instructions	A B C			
5 RBI	B C		A	

Use of Aids	YES	NO	STM
1 Motivates Ts thru use of visuals	A B	C	
2 Motivates Ts thru use of music		A B C	
3 Puts titles of activities on bb	A C	B	
4 Uses bb	A C	B	
5 Distributes materials efficiently	Ø Ø C		
6 Provides necessary materials	A B C		
7 Chooses appropriate materials	A B C		

Interaction	YES	NO	STM
1 Has friendly interaction/ communication with Ts	A B C		
2 Treats Ts like equals/acknowledges Ts' experience	A B C		
3 <u>Elicits</u> without putting Ts on the spot	A B C		
4 Involves whole class/group	A B C		
5 Pays attention to/Is interested in what Ts say	A B C		
6 Is interested in what Ts produce during activity	A B		C
7 Responds to Ts' Qs enthusiastically	A B C		
8 Responds to Ts' ideas, comments	A B C		

Table 16 (continued)

9 Refers to own application of activity	A B		C
10 Asks challenging Qs		A B C	
11 Encourages Ts to participate in activity	A B		C
12 Acts as part of the group whenever possible		A B C	
13 Checks what went on in pr/grp work as if in class		Ø Ø Ø	
14 Gets Ts' impressions about activity	B	C	A
15 Gets Ts to respond to each other's ideas, comments	A B C		
16 Gives Ts opportunity to discuss/ share ideas for variations/comments	A B C		
17 Gives sufficient time to Ts during T-T interaction	A B C		
18 Gives sufficient time to T-Ted interaction	A B C		
19 Knows & uses Ts' names	A B C		

B. PERSONALITY, LANGUAGE, KNOWLEDGE

	YES; just right	YES but too much	NO but it doesn't matter	NO and it matters
1 Is lively	A B C			
2 Is pleasant/friendly	A B C			
3 Is enthusiastic	A B C			
4 Is cheerful/Smiles	A B C			
5 Is calm as opposed to hurried	A B		C	
6 Feels comfortable/confident throughout session	A B C			
7 Makes appropriate jokes/Is humorous	A B C			
8 Has good command of English (good vocab + fluency + pronunciation)	A B C			
9 Talks at appropriate speed	A C		B	
10 Avoids overuse of certain words/ expressions	A C			B
11 Uses TrTT (trainer talking time)	A B C			
12 Seems knowledgeable	A B C			

C. PARALINGUISTIC FEATURES

	YES	NO	STM
1 Moves among Ts during group work/ Monitors Ts' work	B	A	C
2 Moves while presenting/eliciting	A B C		
3 Uses appropriate/helpful/pleasant body language	A B C		
4 Has good, pleasant tone of voice	A B C		
5 Indicates when she is finished/ starting	A B C		
6 Maintains eye contact with Ts	A B C		
7 Uses facial expressions effectively	A B C		

D. THE SESSION AS A WHOLE

	YES	NO	STM
The following were introduced:			
1 The overall aim	•		
2 Interesting ideas	•		
3 Appropriate & applicable ideas	•		
4 An element of challenge at some point			•
The session was:			
5 Well-prepared/planned	•		
6 Enjoyable	•		

Table 16 (continued)

7 Lively & interactive	•		
8 Motivating	•		
The atmosphere was:			
9 Competitive			•
10 Relaxed & friendly	•		

Justification of Step Thirteen:

The workshop had been videotaped for the TEDs to be able to conduct an evaluation of the same workshop. This was an assurance for reliability and for the TEDs to receive further feedback to their presentations. The reason why the previous form of the checklist was preferred was that this form contained several more items and these made the evaluation more specific as explained in the previous step.

This was the last stage in Phase One: Myself. The second phase focused on the participants.

4.2.2 Phase two: The participants

This phase in MPOM consisted of two sets of participants: The teachers from the Ministry of Education at the trainer training course in Bolu (the trainee trainers) and the students at DBE, METU voluntarily attending a series of workshops (the DBE students).

4.2.2.1 Trainee trainers

The trainer training seminar for the Ministry of Education (ME) in Bolu and delayed reflections on the feedback collected from participants there:

On 20 – 31 July 1998, the Ministry of National Education, the English Language Teachers' Association in Turkey, INGED, and the British Council (BC) jointly conducted a nation wide trainer training course for two weeks in Bolu. The course participants were teachers who had applied to participate and who had been selected by the ME for the course. Their teaching experience varied as much as their reasons for attending. Some did not know what the term 'trainer' entailed; some wanted to become a trainer because they thought it was a prestigious position or a power position. Some had asked the director of their school about the course but had only been informed of the dates and venue and that the course would be beneficial for them. Some knew exactly what TEDn involved and were highly motivated. These were the trainee trainers attending the course.

This researcher was the course coordinator; therefore, she was present during the two weeks, the first of which was conducted by two BC staff and the second by the three TEds from METU together with a free lance trainer. The role of this researcher as coordinator aided in the set up of the second week as she had attended each session in the first week and as she knew what areas the participants needed help in. During the second week of the course, the TEds created a program based on the needs that the participants voiced. Their needs were established through an activity and incorporated into input sessions conducted by the TEds and workshops in which the trainee trainers practised adapting tasks and effectively delivering instructions. During the second week, the TEds collected daily feedback about themselves, the progress and contents of the course in the form of free notes on posters for each TEd and specific feedback through three or four questions on the particular session. This feedback helped them plan and design the next sessions more effectively and additionally aided the three TEds in self-development. The three TEds wrote journal entries about this experience and about how they benefited from the course on the whole at later dates.

The feedback was generally very positive; the main complaint was related to having to perform before their peers in the workshops everyday. A set of criteria for effective instruction delivery had been devised by the TEds and these had been introduced to the trainees. The trainees were divided up into small groups that changed daily for the workshops. Each afternoon, participants worked with one of the four tutors receiving feedback guided by the set criteria to their performance from different peers. The participants stated that they were unaccustomed to this method. Most of them found the workshops and criteria very helpful and clear.

The feedback led this researcher to believe that a course in teaching methodology to precede the trainer training course would have been appropriate because a large number of the teachers needed basic assistance in adapting tasks and delivering clear and effective instructions. However, the course focus was on how these future trainers could deliver some TEdn issues to the teachers in their schools or areas. The second week took into consideration these teachers' basic teaching needs and therefore mainly revolved around session delivery techniques, materials adaptation, and management skills with all teachers conducting microteaching in small groups every afternoon.

Justification:

The feedback from these participants was considered important because the TEds viewed the course as a series of presentations and decided to find out if their presentations had been effective. For this reason, they collected and reflected on the feedback and also on their own perceptions of the week. Reflection guidance was provided so that the TEds would focus their reflection on the feedback that they had received from the trainee trainers on the course and the Bolu trainer training event in general and not perhaps on peripheral issues concerning the Ministry of Education, secondary teachers in Turkey and the like. The reason for placing the trainees in small groups was to enable each one to actually practice. The reason for changing these groups and the tutors was to offer the trainees a variety of peer and tutor feedback to their performance. The criteria were announced and introduced in advance so that the workshop aims would be open to all and there would be no surprise. Peers evaluated each other in order to practise using positive feedback language, which the trainees would need in the future as trainers. Tutors also provided feedback to finalise the evaluation and clarify vague comments.

4.2.2.2 Department of Basic English students**The student workshops (December 1999 - February 2000) and reflections on the feedback collected from the ss:**

The TEds conducted a series of workshops for students on a variety of topics such as learning styles, study skills, self-editing one's own essays spread over approximately two months. All DBE teachers were also invited to attend. Due to the large numbers of students, each workshop was repeated six times so that all volunteering students in all the different shifts could attend. After each workshop, the students were asked to give their written feedback to the contents and the presenter by writing down on the provided color coded strips what they liked and what they did not like in the workshop. They liked the content of the workshop and the presenters very much but they thought that the workshops should have been longer, started early in the semester and that there should have been a break. The feedback was similar in these aspects but there were many individual comments about each TEd. The TEds summarised the feedback that they received and then reflected on the contents in their journals. (c.f. App. G for samples of student feedback)

Justification:

The TEds decided to organize these workshops in order to help students become aware of their learning styles, possible ways of studying and writing more effectively; in other words, to make them independent learners. The workshops had to be conducted at the end of the semester and not before due to the busy time schedules of the TEds. The workshops could not be longer, as the students requested in their feedback due to the lack of availability of the rooms used. The shortage of time was the reason why there was no break in these events. The TEds collected feedback after each session since these workshops were also presentations and because the TEds wanted to see how effective their styles were. Had they been able to change in certain areas or not? Reflection guidance was provided to the extent that the TEds were requested to reflect on the feedback from the students. The reason was to keep the TEds focused on themselves rather than other potential issues that might be associated with these workshops.

This was the end of the second phase concentrating on the participants. The point of focus in the next phase was the other TEds, namely, the presenters at the Bilkent conference.

4.2.3 Phase three: Other teacher educators

The international ELT conference at Bilkent and reflections on the styles of presenters there:

During the conference on 18 – 20 February 1999, each TEd started to take notes on the presenters whose sessions they attended. At two brief meetings, the TEds shared their findings and discussed the effectiveness of the presenters. Two of the TEds later reflected on effective and ineffective presentation features as observed at the workshops or plenary speeches of these presenters in their journals.

Justification:

It was a welcome change to observe other presenters and evaluate their presentation styles. It was also very striking actually to witness a feature emerging during a workshop or plenary especially if the TEds had previously discussed it in detail in their video evaluation meetings. The reflection guidance, as before, aimed to provide the TEds with a focused opportunity for reflection that would prevent straying from the topic.

This was the only event in this phase in MPOM. The final phase brought the action research around in a circle by one more time centering on 'myself'.

4.2.4 Phase four: Myself

This phase in MPOM was a time when the TEds once again focused on themselves. It consisted of two parts: questionnaires collected from the DOTE teachers and evaluation-reflection-discussion on the final videos.

4.2.4.1 Questionnaires from DOTE teachers

Collecting feedback from DOTE candidates and reflecting on it:

In June 1999, the 1997 - 1999 DOTE course at METU came to an end. Before the candidates took the final methodology examination sent to the center at DBE from UCLES, these teachers were asked to respond anonymously to a detailed questionnaire, which was prepared by this researcher and which sought the teachers' responses to issues related to the sessions and workshops, assignments and the tutors' feedback to the assignments, the project that the teachers carried out in their classes and reported on, the class observations evaluated by the tutors and the feedback provided, and the tutors (c.f. App. B). The TEds collected these and reflected on them in their journals.

Justification:

This sort of feedback collection had been part of the DOTE course and therefore it was done once again at the end of the course for this group of participants as well. The questions aimed to give the participants a chance to evaluate, among a variety of topics, the course contents, frequency of the workshops and sessions, the quality of the preparation; the tutors and their preparation, delivery styles, attention to participants, knowledge of the subjects; the peers and their contribution to the course. The TEds read all responses and reflected on the answers. This was yet another opportunity for the TEds to discover how their styles had been and how they had been perceived by the DOTE participants over the two years.

4.2.4.2 The final videos

Testing the TEds and the new list, and reflecting on the feedback:

In June 1999, the TEds had become thoroughly aware of effective and desirable TEdn features by watching their own and other presenters' video tapes, jointly discussing the observed features and reflecting on the whole process in their journals. The TEds agreed that it was time to see if the awareness raising, discussing

and reflecting had actually brought about any change in them because they were curious about this. Consequently, they decided to conduct a workshop, which would be videotaped, to test themselves in order to see if their style had stayed the same or changed after having experienced the above stages of the action research. It was jointly decided when to conduct this in-service workshop, what topic to pick and in what order the TEds would present their ideas in the workshop. During this workshop, the TEds decided to focus on the strengths and weaknesses that they had previously decided to work on. It was also jointly decided that the new list of desirable TEd features would be tried out at the same workshop.

In order to find out whether the TEds had undergone any change and whether the final list of effective TEds features was user-friendly and covered all features that teachers might need, a group of volunteer teachers were invited to a live in-service session at which each TEd conducted one part of a workshop. This workshop was also videotaped so that the TEds could later evaluate themselves and each other using the new list. The teachers at this event were asked to evaluate the workshop presenters by ticking the appropriate columns in the checklist. The teachers were also invited to evaluate the checklist itself: They were asked to write an anonymous note about whether the list allowed them to mark all the points that they had on their minds regarding each TEd, if any other feature/s should be added, and if the list was user-friendly. All teachers stated that the list was easy to use and that it included everything that they wished to express regarding each TEd. They also stated that the wording needed no change.

Justification:

It was important for this researcher to discover if the TEds had changed in any way and if the list was useable. The TEds had stated on several occasions that the action research cycle had influenced their way of thinking and acting. Now was the time to see if the change manifested itself in real behavior. On the other hand, the features had been compiled completely based on perceptions of the TEds and DBE teachers but there was no proof that the features in the list form could serve as a checklist for the evaluation of desirable and effective TEd features. This final workshop served the dual purpose of probing for change in the TEds and the useability of the compiled list.

Jointly watching the videos and peer evaluating:

The TEds got together immediately after the workshop and watched each portion of the video to give feedback to each other by using the list in the process. They also decided to see if the checklist covered all that they had observed. Therefore, they first took 'free' notes as before and then transferred these items to the checklist. In the process, they found that the notes that the TEds had taken while they were watching the final video and the features in the list formed a match and that they did not need to make any adjustments with the list.

Justification:

The TEds wanted to see how much progress they had made during this time. The list served as the basis for evaluating TEd behavior. It was essential to conduct this evaluation session because two years ago, in May 1997, the first video viewing had been the 'before' photo, so to speak, and this final video viewing served as the 'after' photo. The table below summarizes the four phases of MPOM in the work described above.

Table 17. Summary of the main stages of the action research

PHASE 1: MYSELF Step 1 Step 2 Step 3 Step 4 Step 5 Step 6 Step 7 Step 8 Step 9 Step 10 Step 11 Step 12 Step 13	13 May 1997 to 2 June 1997	Video evaluations at METU Selecting of videos and viewing Reflecting in journals on first video viewing Preparing for DBE Ts' video viewing Video viewing by Ts Compiling individual strengths and weaknesses lists for each TEd based on TEds' viewing, Compiling findings from DBE Ts' feedback, wording lists of positive and negative features, reliability checking with Ts, discussing the lists with TEds Preparing for new in-service workshop Finalising checklist Reflecting on, selecting strengths & weaknesses for workshop Evaluating live workshop Tallying own checklists data, reflecting on findings Refining checklist for final version Evaluating workshop video using checklist, reflecting on this stage
PHASE 2: PRTS	20-31 July 1998 Dec 1998 to Jan 1999	a. Ministry of Education Ts at trainer training course in Bolu b. DBE students at workshops
PHASE 3: OTHER TEDS	18-20 Feb1999	Observation, reflections, discussions concerning presentation styles of conference presenters
PHASE 4: MYSELF	June 1999	Evaluation of, reflections and discussions on: a. questionnaires collected from DOTE teachers b. checklist data from final video evaluations

4.3 The codes

It was found, while conducting the procedure described in 3.6 (P. 51), that the journal entries consisted mainly of data that could be categorised as:

- **Mental Mode:** Information regarding the general mode of the TEd's thinking, answering the question "how"; for instance, a reflective mode or an impartial listing mode.
- **Content:** Details about the types of TEdn topics being discussed, answering the question 'what'; for instance, comments about personalising the contents or about being lively or defensive.

4.3.1 Mental Mode Categories

The Mental Mode coding aimed to tell the reader about what type of mental process the TEd seemed to be involved in while writing that particular entry. For example, did this entry indicate that the TEd was thinking about a solution to a problem or reflecting on an aspect of un/desirable training or committing herself to make a change in one of her training behaviors or attitude? This category attempted to reveal HOW the TEd viewed the content that she was discussing. Was she just making an observation or was she thinking deeply about it with the possibility of committing herself to change in this area? The mental processes involved in such reflections were grouped under 'Mental Mode Categories'.

The following are the Mental Mode categories and their explanations. Care has been taken to avoid overlapping categories in order to attain reliability. The only overlap, albeit an unavoidable situation, is that all categories are, in fact, reflections. The TEds spent time thinking about issues in teaching and teacher education while writing their journal entries; therefore, all entries coded as, for example, 'realizations' are the result of reflection. The same is true for each of the other categories. This piece of action research is based on reflection. For practical purposes, this overlap has been taken as a must. One of the major concerns that this researcher had was related to the overlap among categories. In order to avoid this undesirable situation, a series of actions were taken.

The following are the Mental Mode Categories and their explanations (See App. H for examples):

Realisation (RZ): All entries that indicate that the writer has arrived at an understanding of the situation being discussed and sometimes beginning with

expressions such as 'I realised', 'I didn't know', 'I didn't think' as well as thoughts that seem new to the writer about the TEd herself or the teaching/training situation have been labelled as 'realisation'. "I think the most important thing was that I came across as a very strict & serious person" (Ada, p.25 after watching herself on video for the first time) "I learned that I should continue to plan sessions so that even the most boring sessions are packaged to look like a sequence of games & activities." (Ege, pp.82-83 after reading through the end-of course-questionnaire answers that DOTE participants filled in) "I became aware of a whole lot of things because my colleagues pointed out some things that I never even thought about. For instance, I now realise that I use my voice to indicate various things; ..." (Su, p.1 after watching herself on video for the first time and discussing strengths and weaknesses with her two other colleagues).

Reflection: Negative (R-): All entries that indicate overtly or through implication a general dislike whereby the writer did not like an event or situation, did not perform well, was concerned, or was not sure about the effectiveness of an issue, mostly of her own performance, and often beginning with simple expressions such as 'I hated', 'I didn't like', 'I was concerned', 'I was worried', 'I'm not sure if ...' have been categorised as 'negative reflection'. The last expression carries meaning different from the rest; the expression 'I'm not sure if ...' is perhaps more related to self-awareness and doubt rather than dislike. Nevertheless, it has been included in the mode 'Negative Reflection' because the context in which this expression occurred was one of dislike, disagreement with the observed behavior. These entries are judgemental expressions of what the writer considers undesirable, inappropriate classroom behavior or professional attitude in herself or in others. They may introduce deep reflection on an issue or just a fleeting comment on an event. All of these entries have been gathered under the same label. "I hated my posture _ I stayed in one position most of the time, I didn't move enough, & through my body lg. I somehow gave the signal that I was distant & cold. I didn't like that at all." (Ada, p.26 after having watched herself train teachers on video for the first time) "I have ice cold hands & am pretty anxious. I'm not quite sure about my presentation, let alone the features that I want to work on ... {writer's own punctuation} I'm not terribly excited but I can't say I'm calm! Anyway... {writer's own punctuation}" (Su, p.7 reflecting negatively on her session quality and delivery to come just prior to

leading this TEd session in which she aimed to focus on some of her strengths and weaknesses as observed on the video recently) “I believe that no matter how well a TEd has planned a session, if s/he doesn’t have the right attitude, the session will either drag or fail. When I first started as a TEd, I found it difficult to loosen up.” (Ege, p.41 reflecting on general change in herself as a TEd throughout the past three years).

Reflection: Positive (R+): All entries that indicate a general positive attitude or preference towards an event or situation, be the reflection of deep or superficial nature, have been grouped under the category ‘positive reflection’. These include entries stating that the writer liked an event or situation, consciously tried to perform in a certain way or actually did perform in a way that seemed appropriate, and all statements that depict her belief in a certain way of behaving or a specific manner of teaching as being a preferable/desirable way. These types of statements often contained the following simple expressions: ‘I liked’, ‘I did ... well’, ‘I did ... OK’, ‘... should be done’, ‘... is right’. These entries all are also judgemental in that they reflect what the writer considers appropriate teaching or training behavior in herself or in others. The last two expressions have not been categorized separately or elsewhere because they too indicate actions and ideas that are preferable or desirable in some way. This category on the whole marks sections in the journals that are about good training or teaching ideas and applications according to the three TEDs. “On the whole, I think I always displayed a helpful attitude.” (Ada, p. 83 reflecting positively on the issue of helpfulness, an item on the questionnaire given to the DOTE participants) “I thought that the session contents were good in that they were about issues these ss’ Ts had not touched upon at all or v. v. little ...” (Su, p. 39 on the student workshop content.) “I encourage the Ts to participate by “mostly” accepting their ideas, comments and/or variations.” (Ege, p. 21 after viewing her first video.).

Reflection: On Reasons (RR): This category includes all entries that indicate that the writer is elaborating on or explaining the reasons underlying a previous entry, usually a negative reflection. Following negative reflection on how little she involves participants in sessions: “I think that my main aim is to say what I want to say & get my message across. I want to do what I’ve planned to do in the time that I have.” (Ada, p.76 explaining why she neglects to involve participants in her sessions).

Following negative reflection on the TEd quality of being open and accepting, not being defensive, reflecting on possible reasons why some TEds may lack some TEd qualities: “Often Trs do not accept Ts’ ideas bec they are after a predetermined ans! Or they are vague in their response to the T about the issue. Or Trs answer all Qs & comments instead of deflecting them!” (Su, pp.4-5). Following negative reflection on her slowness in giving instructions during the session in which she had planned to focus on some strengths and weaknesses: “This might have occurred since I was extremely self-conscious and was trying hard to make the instructions crystal clear.” (Ege, p.30 explaining why she spoke rather slowly this time although she always tends to speak fast).

Reflection: In General Terms (RG): These are entries that are non-judgemental observations of an event or situation whereby the writer simply tells it as she sees it without evaluating it. “Then there are the issues of interest & motivation. There must be ways to make the sessions more interesting & motivating. (Ada, p.77 reflecting on the issue of interesting sessions.) “Another point I’d like to bring up is related to the music I played as a way of managing time. The music indicated the start of the pair/group work activities and the ending of the music, the end.” (Ege, p. 55 after the student workshops.) “I would like to reflect in two ways: my immediate impressions (the ideas I have in my head- no reference made at my notes or the program) and carefully thought out reflections after rereading notes & handouts.” (Su, p.44 reflecting on the Bilkent conference presentations.).

Reflection: Another Presenter (RAP+/-): This category includes all entries about another presenter or TEd at a seminar, workshop or conference. The judgement is indicated with the positive or negative sign. “When he announced that he was actually going to “read’ his paper, I couldn’t believe my ears. He actually read through the entire paper. No jokes, no smiles, no spirit! Ha had only a few OHTs which he put down towards the end.” (Ada, p. 64 at the Bilkent conference reflecting on Rod Ellis and his presentation style.) “Another change that has occurred is that now I pay attention to the styles pf presenters rather than just concentrate on the content of the presentation.” (Ege, p. 38 reflecting in general on how she has changed.) “I really liked the way Ada did this.” (Su, p. 12 reflecting after watching Ada’s first video on her use of her body language.).

Reflection: On Administrators (R+/- adm): These are entries about the role/s of administrators. "... and perhaps more so for administrators who keep them on despite their reluctance to change & develop." (Ege, p. 68 after the student workshops regarding realizing that some students had not learned or practised how to skim or scan texts.) "... The admin had forgotten to notify us about these dates & so when we announced the workshop days, some Ts told us about them... It is extremely discouraging AND annoying to find out that ss won't be able attend stg that they would bec the admin forgot to tell us stg that all the Ts knew." (Su, p.27 about the workshop dates clashing with the exam days.).

Reflection: On Teachers/Tutors (R+/- T/Tr): This category is for all entries about teachers and teacher educators. "At those moments, I remember feeling anger for teachers who do not realize that their knowledge is limited and seek no horizons..." (Ege, p. 68 about teachers who are not doing their teaching jobs well.) "This is like cheating! A lazy shortcut! Ts are unwilling to adapt. They find excuses not to try and adapt..." (Su, p. 43 about the TEds having to design workshops with practical ideas mainly based on the textbooks being used.)

Reflection: On Learners (R+/- Lrs): All entries about what learners do or need or want have been included under this heading. "We need to focus on the bad Lr and on the bad T." (Su, p. 47 after the Bilkent conference.).

Reflection: On Other Two TEds (R+/-/RG TEds): These include all entries in which the writer reflected on the other two TEds and what they did or said in a judgemental (R+/-) or non-judgemental manner (RG). This category also includes references made to the writer comparing herself and another TEd. "To tell the truth, watching myself & Su & Ege was a frustrating experience for me." (Ada, p. 26 after the TEds jointly watched the first videos.) "I'm VERY proud of all of us bec we managed VERY WELL under all this stress." (Su, p. 13 reflecting on the process of collecting the feedback of the teachers at the department.)

Solution (S): These are all entries that indicate the writer is offering her own answer to anything that she considered negative or problematic in her own teaching or training. The solution may be one that she implemented in the past or one that she believes that she can use to solve a problem in the future. These statements are not commitments but the writer's way of solving a problem. "I need to remember that criticizing so/stg is so much easier than praising s.o./stg. (at least for the majority of

the people)” (Ada, p.30 after having realized how important it is not to be defensive and not to take criticism personally.) “We should have started right at the beginning but we were extremely occupied with the new Ts & inservice sessions & DOTE.” (Su, pp. 35-36 regarding the students’ complaint that the workshops should have been conducted earlier in the year.) “Well, I’d much rather replan the session so that I wouldn’t have to change things so drastically.” (Ege, p. 41 about a solution to avoid having to deviate from the plan.).

Commitment (C): These include entries that indicate clearly that the writer is planning or intending to do what she is writing about, that she is, as it were, making a promise to herself that she will do what she says. Commitments are different from solutions in that they are expressed in a strong manner. They also indicate a ‘new’ behavior or attitude, an intention; not an act that the writer is already performing nor one that she wishes to perform more of, which has been labelled as ‘commitment to do more of’. “In future sessions I will definitely try to use my body lg in a more positive way, try to smile more often & through my body lg. will try to give more positive messages to the Ts.” (Ada, p. 32 making a commitment.) “This is an item I want to focus on in the future. We/I often go thru several activities & let the Ts experience stg but I need to put aside time for Ts to discuss the aims & variations & digest the new activity/approach.” (Su, p. 79 after having watched her video.) “Another area that I should work on is the way I accept ideas. Although I generally accept, I should learn to accept every single idea unless it’s a joke. I should never appear critical. After all, who am I to pass judgement?” (Ege, P. 23 making a commitment.).

Weak Commitment (C~): All entries that lack strength to some degree but qualify as a commitment because the writer clearly aims to carry out what she has written about are weak commitments. “Of course, there are several areas I need to work on. I need to stop parroting. I ask the Ts to RBI then for some strange reason, God knows what, I repeat what they’ve just said. This has to go!” (Ege, p. 23 reflecting on her presentation style at the beginning of the study.).

Commitment Realised (C[✓]): These are entries that indicate that the TEd has fulfilled a commitment. “So, I think my first aim was accomplished to a great extent.” (Ada, p. 37 after reflecting on the feedback to her commitment regarding clear instruction giving.).

Commitment to Do More of (Cm): These are entries indicating that the writer is already performing this behavior or that she is already aware of this idea or situation but that she wishes to increase its frequency.

“-Provide model language

-Model the activity

-Surprise the prts” (Ege, p. 28 listing items of commitment; these she subtitled as ‘I already do these.’).

Improvement as Indicated in Questionnaires or Feedback (IQ/IF): This category and the two following variations have been used to label those parts in the journals where the writers listed questionnaire or feedback results with no interpretation or reflection. The listed results are what the teachers who responded to the questionnaires and feedback forms think; these entries do not compare past and present behavior or performance; they merely state the questionnaire and feedback results. The writers are in a non-judgemental listing mode. These sort of entries have been categorised under Mental Mode because they indicate a neutral state of mind about questionnaire or feedback results. This particular label includes all entries indicating that either questionnaire or feedback results show that a behavior or situation was liked by those who filled in the forms. If totals for a certain question in the questionnaire or feedback sheet are high, this category was used to label the entry describing the issue covered in the question. “Most ss said they liked the techniques & they were going to try some of them.” (Ada, p. 52 after reading through the students’ feedback.) “All the feedback re. the project work was positive. This was something I had expected as I was happy with the assistance we had given the Ts during project work.” (Ege, p. 77 after having read the DOTE teachers’ questionnaire responses.) “good manner/style of teaching/explaining/talking” (Su, p. 23 on the students’ feedback).

Little Improvement as Indicated in Questionnaires or Feedback (LIQ/LIF): If the entry was about a point not liked much by those who filled in the questionnaire or feedback, this label was used. “...; however one student said it was too loud.” (Ada, p. 56 reading through the students’ feedback on the issue of playing a tape in the background.) “As for the feedback to the assignments, it was interesting to see that while 5 Ts marked ‘quite’ to “were useful’ only 3 marked ‘very much so’!” (Ege, p. 76 on the DOTE teachers’ feedback to the assignments.) “Encouraged me to

try new ideas: 2 'quite' 1 'not really'." (Su, p. 59 on the DOTE teachers' questionnaire responses.).

Some Improvement as Indicated in Questionnaires or Feedback (SIQ/SIF): If the entry was about a point liked by just a few of those who filled in the questionnaire or feedback, this label was used. "One person said "Quite" to the first item; "Being available when needed"." (Ada, p. 81 after the DOTE teachers' feedback via a questionnaire.) "Almost all prts were pleased with these. One person marked 'quite' (the 2nd best) for 'well planned in terms of content' ..." (Su, p. 49 commenting on the teachers' feedback in the questionnaire to a question on planning a session/workshop.) "What was the T who had marked 'quite' for "well-planned in terms of content" thinking of when she ticked that column?" (Ege, p. 73 on the DOTE teachers' feedback.).

4.3.2 Content Categories

The following are the categories and explanations of the types of topics that the writers mentioned in their journal entries (c.f. App. I for an alphabetical listing of the codes). 'Content' is any issue that comes up in the life of a TEd from preparing a workshop to being able to handle questions that teachers may ask but for which the TEd does not have the answer.

The Content coding aims to tell the reader which specific TEdn issue is being reflected upon. What is the TEd concentrating on? Each issue mentioned in the entries, be it viewed positively or negatively, or be it discussed in detail or just briefly, is an indicator of what is on the mind of the TEd. The Content Categories attempt to reveal what it is that the TEd has on her mind. Together with the Mental Mode, the Content coding will depict the TEdn topics and how the TEd relates them to herself.

These categories are separate entities but there have been instances when a journal entry has been coded using more than just one Content Category. Each Content Category has been briefly explained below and sample entries have been provided. The Content Categories have been grouped according to the teacher education event under the following supercategories: Preparing a session, instructions, while-session events, additional TEd responsibilities, TEd features, TEd's language, comparing, participants, miscellaneous.

4.3.2.1 Preparing a session

Preparation/Planning for session (prp): All entries about preparing or planning have been included in this category. For example: “In the daily humdrum, I only plan things into a schedule; I don’t have much time to refine the ‘how’ of the delivery.” (R- prp, t) (Su, p. 16), and “If I’m going to prepare a new session, I should start reading about the topic long before like I did with the phonology session ...”(S prp, knw) (Ada, p. 75),

Objectives (prp-obj): All entries about session objectives have been categorised under this title. For instance, “In 1995, I started by writing down my objectives and determining the points/issues I wanted to get across to the teachers.” (R- prp-obj) (Ege, p. 36),

Session content (cnt): Remarks on what the content of a session should be, whether the contents of a particular session were practical or liked and general comments regarding the contents of a session have been included under this category. This is a more general category than ‘materials’. For instance, “It’s also true that I tend to prepare those sessions that I like with more enthusiasm...” (R+ cnt) (Ada, p. 86),

Materials (prp-m): This category is about entries that refer to the particular materials used in sessions and classes. All reading and listening texts, sample paragraphs and essays, dialogs and example sentences or exchanges provided by the teacher or TEd have been included under this category. For instance, “In this last workshop I used ss’ own compositions as examples. To the intermediate group, I showed an int. paper, to the Prep, a Prep. paper.” (RG prp-m) (Su, p. 29),

Presessional practice (pp): Entries that mention the TEd’s practising conducting, before the session, a certain part or all of the session or references made to this type of home-practice have been included in this category. For example, “Rehearsing in front of the mirror is a good idea.” (S pp) (Ada, p. 86),

Personalization (prp-pers): Instances of the TEd planning for opportunities to give participants time in a session to adapt an idea or activity to their own specific teaching or personal situations and to discuss variations of the presented idea have been grouped under this heading. For example, “Although I generally do try to personalise the task, this time I failed to do so.” (RR prp-pers) (Ege, p.32),

Start and end with a story (prp-cycle): Entries that discuss a session delivery technique that involves planning doing something memorable at the beginning of a

session and then referring to this memorable event, usually the telling of an anecdote or story, when ending the session. H. D. Brown demonstrated this technique in his plenary talk at the 5th METU Convention in 1998 at METU, Ankara; all three TEds were impressed by the way he started and ended with an anecdote and have remembered this as an effective delivery technique. For example, “While planning the workshop, I had used a tactic I had first observed H. D. Brown use and had tried several times before, starting with a story and referring back to it eventually.” (RG prp-cycle) (Ege, p. 54),

Connecting new to old (prp-con): These are references made to the TEd during or after the planning of a session whereby the TEd based the theory or ideas in this session on familiar, previous theory or ideas. For example, “Planning the sessions so that they are presented in a way that is not overwhelming, frightening for the Ts is also something that I’ve started to pay more attention to.” (R+ prp-con, imprv) (Ege, p. 39).

Training idea = teaching idea (prp-2birds): This category includes entries that mention how a training idea or activity can be adapted to be used in class with students. For instance, after the trainer training course in Bolu, one TEd wrote: “I had difficulty in planning the sessions because I was trying to kill two birds with one stone – show them activities that they could use in their own classrooms w/ their own ss or pass onto their trainee Ts and take step back to go over the steps of a training session.” (RR prp-2 birds) (Ege, p.33).

Copiable/Practical ideas (prp-pr): These are entries on the practicality of the introduced ideas; whether the activity demonstrated to participants can actually be transferred, as is or after adaptation, to the classroom situation and be used with students; if the presented idea has already been tried out in class by the TEd. For instance, “How to achieve this? Openly discuss which aspects of the course might be adapted to their clrm situation/s. Get prts to write an assignment on how to give ‘guiding fdbk’ to their own ss.” (S prp-pr, w) (Su, p. 57),

Planning/Organising seating (prp-st): This refers to all entries about the way the participants sit or are asked to sit; the role that the seating arrangement plays in the execution of an activity and in enhancing interaction among participants. For example, “I know that I’m not very good at that kind of organisation – I get confused

& mix things up sometimes when there are pairs & then groups & then again pairs, etc.” (RR prp-st) (Ada, p.93),

Giving a break (prp-brk): This category includes references made to dividing a session with a break in the middle to keep the energy and interest levels of participants high. To illustrate, after the student workshops, one TEd reflected on this issue following feedback from the participating students: “For example, in the 2nd workshop, in the introduction, I stressed the fact that this was a 1.5 hr meeting, that it was long so to tell their nicotine & tea levels to stay put for 90 min.” (S prp-br, impr) (Su, p. 24).

Different learning styles (prp-sty): These include entries about how and if the TEd has addressed visual, auditory, kinesthetic learners, the right brain and the left brain or discussions related to this topic. For example, Su listed what the students attending her workshop on learner styles wrote as negative feedback. Among these items, two students mentioned that they did not like the idea of categorizing learners according to learning styles: “-Not right to categorize learner types; everyone has a little of everything (2 ss)” (SIQ cnt, prp-sty) (Su, p. 21).

Plan a challenge (pl c): These are related to entries referring to the TEd planning a question, activity or task that will somehow stimulate the participants and challenge them intellectually. For instance, one of the TEds reflected on features of a TEd that were significant for her and mentioned this category: “-ask challenging Qs= v.v. important → keeps prts alert + awake + motivates them to work on” (RZ pl c) (Su, p. 73).

Surprise (prp-sr): Entries that discuss if and how a TEd has planned or introduced a surprise, a twist, an unexpected element into the session have been grouped under this heading. For example, Ege mentioned planning a surprise as a feature that she will attempt to do more of in future sessions: “-Surprise the prts” (Cm prp-sr) (Ege, p. 28).

Providing handouts (ho): Entries about the need for as well as the use and content of handouts provided in a session have been included in this category. For example, “Handouts at the end of a section: to encourage ss to pay more attention to me than to note taking (I tell them there will be handouts), to provide ss with stg concrete from the session to look at, perhaps, later and reflect.” (RR ho, tt-ltr) (Su, p. 34),

4.3.2.2 Instructions

Instruction giving (instr): All comments about how the instructions were given or about the way instructions should be delivered are included under this heading. For instance, after looking through the questionnaire responses of teachers, one of the TEEds wrote: “My instructions were found to be OK...” (IQ instr) (Ege, p.32).

Instruction clarity (instr cl): This is about whether the given instructions were clear to the TEEd herself or to the participants. For example, “I felt that my instructions were a little clearer.” (R+ instr-cl) (Ege, p.30),

Instruction speed (instr sp): Entries regarding the speed of the delivery of the instructions have been collected under this label. To illustrate, “Although I tend to speak fast in general, I felt that I was too slow while giving instructions not just slow for me slow for everyone!” (R- lang, sp, instr-sp) (Ege, p.30).

Checking instructions (RBI): RBI refers to “Reflect Back the Instructions”, a phrase used by Sheelagh Deller during her Trainer Training Course that she conducts at Pilgrims in Canterbury, UK for a routine that involves several participants in a class or seminar room. The presenter tries to involve as many different people as possible and generously uses gestures with little or no speaking; s/he does not echo back what the group members reflect; nor does the presenter concentrate much on grammatical accuracy unless the reflected information is difficult or impossible to understand. The justification behind the RBI procedure is that the class and the teacher interact in as natural a way as the classroom environment allows with students focusing on comprehensibility rather than accuracy. In addition, students often decide to take a quick mental break during class and this usually coincides with the teacher’s instruction giving because students know from past experience that teachers always repeat their instructions several times. RBI takes a little longer but directly and indirectly involves a large number of the students. An example is “Also, if my instructions are clear & relatively simple, I shouldn’t RBI too much as it may be quite irritating for some people.” (S instr, RBI) (Ada, p.37).

Instruction detail (instr dtl): This is a category about the details provided within the instructions including examples. For instance, “I was mainly aiming at three things yesterday. The first one was my instructions, & according to the Q results, 7

out of 9 people said I gave clear & sufficiently detailed instructions- the other 2 said that the instr. were “too clear” & “too detailed”. “ (IQ instr cl, instr dtl) (Ada, p.36).

4.3.2.3 While-session events: Interacting with teachers

Treating teachers (tt): These are comments about the TEd’s attitude to the whole class, a particular group or to individuals, what sort of manner the TEd adopts when working or dealing with teachers. It includes the way the TEd interacts with the teachers, communicates with them, views them as teachers or people, encourages and motivates them, shows interest in their ideas, treats them all equally, respects all of them, avoids putting them on the spot, interacts with them as colleagues and ‘knowers’, and listens to what they have to say. It is about rapport with the teachers or audience. For instance, “... I should plan things like “Ask x what she thinks about the issue” or “Ask x what the situation is like in her school” & put these in my LP.” (S tt) (Ada, p. 76).

Let teachers talk (tt-ltt): These include entries about how the TEd listens to participants (teachers or students) without interrupting them, respects the teachers’ or students’ ideas, provides opportunities for pairs or groups of participants to discuss a theory or activity that was presented and its variations or follow up ideas, allows teachers to participate in discussions, or lets teachers or students express their views. These are also entries concerning the amount of talking that the TEd did: did she lecture or allow for interaction and elicitation? In the following example, one of the TEds reflected on her way of conducting the workshop that was videotaped and wrote: “I also felt that there should have been more discussion after the activity- I tended to move on very quickly & in a hurried manner so even if people wanted to say sth there wasn’t an opportunity. There were a few words & comments but they weren’t exploited well enough.” (R- tt-ltt; RR tt-ltt) (Ada, p.93).

Let teachers reflect (tt-ltr): These include references made to opportunities for participants to have time to think about what has gone on previously. Su wrote about the importance of getting teachers to reflect on issues during sessions saying: “Most Ts have a v. busy schedule and little time to concentrate on issues around teaching; issues directly related to teaching are always on Ts’ minds but teacher education involves more.” (R+ tt-ltr, cnt) (Su, pp.53-54).

Addressing teachers by name (tt-name): Entries discussing the notion that TEds and teachers should know the names of the people they instruct and that they should

address participants by name especially when doing exercises in class. To illustrate, “Yet another point I should keep in mind is addressing people with their names. Although no one came up with this while giving me feedback, I felt that I didn’t use names enough and this somehow affected the atmosphere.” (C tt-name) (Ege, p 24).

Provide language for teachers (tt-lang): This is about whether the TEd has supplied the necessary language for teachers before starting an activity in order not to put them on the spot or appear to be testing their language knowledge in public. Ege listed this item among items that she would try to do more of in future sessions: “Provide model language” (Cm tt-lang) (Ege, p.28).

Being open/accepting (o): Entries about the TEd’s attitude to participants’ ideas, including the issue of accepting ideas even if the TEd does not full-heartedly believe in the underlying principles of an idea, and accepting with the appropriate accompanying paralinguistics have been grouped together here. The entry that said “Don’t pretend to know what you don’t know” (R+ o) (Su, p. 19) is an example of this category.

4.3.2.4 While-session events: Actual delivery of session

Session delivery (dlv): These are entries about actually conducting the session/s; how the session and its delivery, via input, elicitation or discovery, or the style of the TEd were perceived. To illustrate, “Overall, I think I have come a long way but I still have a long way to go. I know I will never get to the ultimate point where I’ll have nothing to improve on. I don’t think that would be healthy for professional development.” (RG dlv) (Ege, p.94).

Warm up (wu): All entries about warmers and their effects have been included under this category. One of the TEds reflected on her presentation style in the student workshops and wrote about warm up activities: “An introduction: for ss to meet me & each other, to warm up the ss, to relax the ss, to find out what type of ss ... there are...” (R+ dlv, RR dlv, wu, rlx) (Su, pp. 34-35).

Transitions within a session (trn): This is related to how the TEd moves or has planned moving from one part of the session to the other smoothly connecting each stage to each other, or how the TEd refers to a part of that session or to previous sessions. For example, “I know that at times I need to sort of figure out how to move on from one stage to another within the session ...” (R- trn) (Ada, p. 85).

Timing (t): These are instances of references to the timing of activities or the session or time as a factor in planning or executing the session as well as whether the TED was hurried or paced an activity appropriately while conducting the session. here is what one of the TEDs wrote in her journal concerning time and timing: “I would’ve liked to have the luxury of being able to afford to spend more time on what individual Ts had to say on sth. Nevertheless, next time I have an audience, I’ll try to plan sessions so that the Ts have at least 5 min to talk about how the idea applies to them and their ss.” (R- t; C t, tt-ltt) (Ege, pp.89-90).

Music (m): This is connected to the use and role of music in a session. One of the TEDs reflected on her use of music to stop group work and wrote the following: “Another point I’d like to bring up is related to the music I played as a way of managing time. The music indicated the start of the pair/group work activities and the ending of the music, the end.” (RG m) (Ege, p.55).

Use of OHP (OHP): All entries about the use of an OHP have been included under this heading. Ada reflected on a conference presenter and his use of the OHP: “When he was showing sth on the OHT, he placed a pen on that specific thing (number, line, etc) & he moved away from the machine. I liked that; you’re not blocking somebody’s view & you’re not stuck in one place, but you can focus pp’s attention on what you want.” (RAP+ OHP) (Ada, p.70).

Blackboard use (bb): These are references made to the use of the black or white board as for example when Ege reflected on her presentation style and wrote: “I make good use of the bb and then refer back to it.” (R+ bb) (Ege, p. 21).

Ending an activity (end): Entries discussing how an activity is terminated, how the end of an activity or stage in the session and the beginning of the next are indicated to the participants have been grouped under this category. For instance, one TED reflected on how she ends a session or part of a session: “I also think I’m pretty gentle when bringing the activity or part of an activity to a close. I don’t ask people to stop doing what they’re doing abruptly which I guess is good.” (R+ end) (Ege, p. 22).

Stating aims (a): These are entries that mention the aims of the session or activity or the participants’ expectations regarding these or in-session discussions of aims. The following entry is part of a list of items that the TED would do differently in other

student workshops: “Posting the aims when announcing the sessions” (R- a) (Su, p. 36).

Justifying idea/activity (j): Entries about how the TEd explained the reason behind an idea or activity, why a particular procedure consists of certain steps or why a step in an activity should be conducted in a specific manner. For instance, “I need to probably justify each assignment topic to the prts. In that way, they may see a closer relationship bt the assignment & their classes.” (S cnt, j) (Su, p. 51).

Being part of participants (dlv-prt): Entries about how the TEd can merge with the group and become a group member as if she were a participant and how she can signal equality, collegiality. For instance, “I think I would feel more comfortable if, for example, we were conducting a problem solving session or stg., when I could actually sit down w/ them & be “one of them”. “ (S bl, dlv-prt) (Ada, p.27).

Referring to own experiences (ref): These are instances of the TEd referring to her general personal experience, own teaching, application of an idea or activity to her own class. Su, for example, lists this feature as something that she became aware of among about her presentation style: “... that I base my ideas on practical ideas that I’ve tried in class ...” (RZ prp-pr, ref) (Su, pp. 1-2).

Sticking to plan/Improvising (dlv-improv+/-): These are instances when the TEd refers to either keeping to the plan (improv-) or deciding to change part of the plan while conducting the session (improv+), its effects and/or reasons for this decision. For example, Ege wrote in her journal “It was no longer necessary to say things in exactly the same way as I had planned to.” (R+ imprv, dlv-improv+) (Ege, pp. 40-41).

Interesting (int+/-): Entries discussing whether a topic, a session, an activity or TEd were perceived to be boring (int-) or interesting (int+) have been collected here. In one of Su’s entries, she wrote: “If a T can see why they’re doing stg, & how this is actually related to their own teaching, then the assignment will hold the prt’s interest.” (RR, S int-, a) (Su, p.52).

Re/Forming pairs, groups (prgr): These entries are about pair and group formation, the need for it, and its effects. For instance, Ege explained her use of pair and group work in the student workshops that she conducted: “That’s why I tried to incorporate the pairwork where they discussed their individual study habits and the

group work activity where they designed a self-study page.” (S prp-pers, prgr, tt-ltt) (Ege, p.64).

Practise what you preach (pwp): This is the group of entries about the TEd telling or modelling teachers one thing but not following her own advice in the session/s.

Does the TEd do as she is telling her participants? For example, “... & it was clear that she was practising what she preached.” (RAP+ pwp) (Ada, p. 72),

Is aware of number of chairs & teachers (#ch): This category refers to the entries mentioning the TEd’s awareness regarding the available number of chairs and the number of participants present. The category ‘Planning/Organising seating’ (prp-st) explained above concerns the planning for the seating depending on pair or group work whereas this category concerns the fact whether the TEd has counted the actually present chairs and participants and matched them according to the planned seating. For example, “...when Ts come in (late or on time), there are enough chairs for all OR when some stand up & go s.whr, they can sit down in their new place without having to crouch/bend etc (unless they choose to do so).” (RZ #ch) (Su, p. 75).

4.3.2.5 Additional teacher educator responsibilities

Project guidance (prj): This category refers specifically to the required project component of the University of Cambridge Local Examinations Syndicate/Royal Society of Arts - Diploma for Overseas Teachers of English conducted by the three TEds at DBE, METU. Entries discussing the TEd’s guidance and assistance during project execution and the following report writing by the DOTE candidate have been included in this category. For instance, Ada reflected on projects in the following entry: “I felt that I could have done a better job with the project tutoring. Maybe I should have pushed ... more so that she could’ve handed in her work earlier. I honestly felt that it wasn’t my responsibility, however I’d told her many times that I only had so much time to read it & that her project was going to suffer due to her tardiness.” (R- prj) (Ada, p. 88).

Feedback/Feedback getting/collecting/giving to observed teachers (fdbk): These include all entries about the concept of feedback, ways of collecting feedback to pre-service and in-service sessions and to the TEd’s style as a presenter, conducting post-observation conferences and giving feedback after observed lessons and the effects have all been grouped under this category. For example, one TEd wrote: “Before I

even read any, I was v. excited & a bit nervous to read what ss had written down anonymously. I felt that they would have written down their honest opinions & so I was both glad for the honesty but also a little afraid to find stg negative or shocking or unpleasant about my presentation style, me personally or the topic.” (RG fdbk, -cnf) (Su, p. 39).

Negative feedback comments (-fdbk): Entries about the concept of negative feedback and issues that feedback providers have listed as undesirable, inappropriate or lacking in a particular aspect have been categorised under this label. For instance, “It may be a very unprofessional attitude especially after four years of training and receiving negative feedback alongside the positive but I still take it personally and to heart when I read negative comments.” (R- -fdbk) (Ege, p. 70).

4.3.2.6 Teacher educator features: Paralinguistics

Body language (bl): These are entries about the TE_d’s overall use of paralinguistic features including her posture, clothing “nice color of scarf” (SIQ bl) (Su, p.23) or general appearance “pretty teacher” (SIQ bl) (Su, p.24) during presentations or feedback meetings. Entries about the general impression that the TE_d has left on participants such as appearing serious, or comfortable with what she is doing have been included in this category. “Somehow, when I stand up there I have this air of “teacher” around me...” (R- bl) (Ada, p.27) “When somebody doesn’t turn in an assignment or cancels an observation or does something in a careless way, (RR tt) I don’t like it & I think I make it too obvious.” (R- tt bl) (Ada, p.80) All the categories below have been classified as separate categories only because the writers chose to specify these paralinguistic features and discussed each in isolation; otherwise, these are closely related features.

Moving about (bl m): These cover instances referring to the use of space by the TE_d and her overall movement during a session, whether she tends to stand in one place or walk among the participants, whether she moves about slowly, fast, too much, too little as perceived by herself or the participants. For instance, Su made this into one of her commitments: “-walk among the Ts” (C bl m) (Su, p.5).

Arms and hands (bl a & h): These entries are mainly about the TE_d’s use of her arms and hands accompanying explaining, the telling of an anecdote or story, or giving instructions as for instance when Ada reflected on her use of her arms and

hands: “No, really I must make a conscious effort to use my arms, hands more & to bend more.” (C bl a&h) (Ada, pp.38-39).

Facial expressions (bl fe): Entries focusing only on mimics and eye contact have been grouped under this category. To illustrate, one of the TEds reflected after watching her video and wrote in her journal: “I feel I need to make eye contact with the grp while I give instructions.” (R- bl-fe) (Su, p. 12).

Smile (s): All entries referring to only smiling on the part of the TEd have been included here. Answers to questions such as does she smile at all, does she smile enough qualify for this category. Ege reflected on things that she did automatically without planning and wrote: “... they just happen automatically probably because these are traits that I have in me. I mean smiling & using body language ...” (R+ s; RR s, bl) (Ege, p. 89).

Voice (v): This category covers references made to the presenter’s tone of voice, loudness, projection, variety in appropriate tones and pitch. Upon reflecting on the first video viewing, one of the TEds became aware of several aspects and wrote: “For instance, I now realise that I use my voice to indicate various things ...” (RZ v) (Su, p.1).

4.3.2.7 Teacher educator features: Psychology

Privacy/Tactfulness (qlt-priv): Entries making references to how the TEd made an effort to respect the participants’ right to privacy or handled a sensitive issue, such as naming people to respond without giving them much time to think and thus putting them on the spot, with tact have been placed under this heading. For instance, in the entry below, Su remembers how she first became aware of this concept. “I distinctly remember being impressed by the notion of ‘privacy’ i.e. the fact that Ts should be careful about asking ss to announce some things regarding their lives/families bec they may not want to ∴ I say ‘Turn to your partner & tell them what you want them to know’/‘Tell the class stg that you think they should know.’ “ (RAP qlt-priv; RR qlt-priv; S qlt-priv) (Su, p.4).

Confidence (conf+/-): These are entries mentioning the feeling of confidence in the TEd. For instance, “I don’t feel very secure because usually I end up with a totally new session.” (R- conf-) (Ege, p.79),

Relaxed (rlx): Entries about how relaxed the TEd felt conducting a session or how relaxed participants felt have been included here. One TEd reflected on the reasons

why some teachers stated in the questionnaire that there was stress between them and their ss during observed lessons: “This is not surprising bec we expect a lot in an observed lesson bec of the DOTE/6 form. Ts have to adjust their teaching to the obs & ss feel/know about this.” (RR rlx-) (Su, p.60).

Defensiveness (def): This is the category that evaluates an entry as appearing defensive as when Ada responded to some teachers’ feedback stating that she did not move about while presenting: “That’s because I needed to stay close to the words posted behind me, to point at them when necessary.” (R- def) (Ada, p. 39) or (‘def’) labels entries that discuss the issue of defensiveness itself or whether or not to defend an idea as for example when Ada wrote “Also I’ll try not to be defensive when someone asks me a ques. or comments on stg.” (C, ‘def’) (Ada, p.32).

Liveliness (l): Entries about the degree of liveliness and energy exuded by the TED have been included under this label. The following is an example of an entry reflecting on another TED regarding liveliness: “Observing how people liked Ege’s liveliness was eye-opening.” (RAP+ l) (Ada, p.35).

Friendliness (frnd): This is about how the TED establishes a pleasant and friendly relationship with the participants, the level of formality between them. For example, Ege reflected on the qualities of a good TED and wrote about friendliness: “A good TT should: Be friendly when providing, responding, accepting, i.e. at all times. Friendliness can be conveyed via a smiling face, a joyful & friendly tone of voice (body language)” (RZ qlt-frnd, qlt-tt, s, v, bl-fe) (Ege, p.25).

Quick thinker (qt): All entries about the TED’s ability to make a timely response to questions or comments from participants have been grouped here. For example, “You also need to be a very quick thinker to be able to handle unexpected problems & I’m afraid I’m not like that at all. When stg unexpected happens, I usually freeze & my mind goes blank & I look around in desperation.” (Rz qt; R- qt) (Ada, p. 33).

Humor (h): This is about the TED’s or participants’ sense of humor and the inclusion of humor in sessions. Entries mentioning laughing and jokes have been labelled as such. “Make jokes, it contributes to the atmosphere-lightens it.” (RZ qlt h) (Ege, p. 26).

A positive attitude to life in general (+): Entries about the TED’s general philosophy of life have been included under this category. For example, Ada reflected on the quality of humorousness or joking with participants and decided on

the following solution for herself: “I think I can start by being more positive about the things around me – I have a tendency to look at things negatively & I think this is also reflected in my interaction w/ the Ts during sessions. (getting defensive when asked qs, frowning, becoming too serious, etc.).” (S +) (Ada, p. 44).

Feel good/bad (f+/-): All entries concerning the way the TEd or participants were feeling at a particular moment while engaging in a certain activity or how the TEd feels about an individual or group have been placed in this category. For instance, according to one TEd, a good TEd should: “ENJOY WHAT S/HE’S DOING & REFLECTS THIS” (RZ qlt f+) (Ege, p.26).

Taking risks (rsk): This is a category that groups all entries about risk taking and whether the TEd has encouraged participants to try a new way to teaching or learning. For instance, “ ... I will conduct pre-conf. meetings and openly encourage new ideas to be tried out.” (S rsk) (Su, p. 59).

4.3.2.8 Teacher educator features: General

Professionalism (prf): All entries mentioning professional behavior have been included under this title. Only two of the TEds have reflected very briefly on this topic when it came up as an item in the questionnaire given to the DOTE participants at the end of their course. For example, Su refers to professionalism as she lists the qualities that describe how the DOTE participants perceived her. “I’m especially glad that I was perceived as professional, helpful, cooperative, treated the prts (participants) as colleagues & was constructive in my comments.” (p.61) On the other hand, Ada reflected on the issue in her entry somewhat deeper. “One person ranked my professionalism as ‘quite’ rather than ‘very much so’ & I wonder what in my behavior/attitude gave that person that idea. Why was I perceived that way? I don’t know. There’s sth about me that I’ve realised with this group...” (Ada, pp.79-80).

Knowledge of subject (knw): These are the entries discussing the TEd’s knowledge of the content of a session or references made to knowledge of content in general. for example, “I think I need to research that topic [the one she was introducing] more & find more up to date & interesting info.” (S knw) (Ada, p. 75).

Younger TEd’s age & experience (a& e): All entries discussing the effects of the young age of a TEd and her experience have been grouped here. To illustrate,

“During the trainer training at Bolu, many of the prts were older and more experienced than I was so in a way it was a test for me.” (RG a&e) (Ege, p.34).

Older TEd’s age & experience (oa & e): All entries discussing the effects that an older and more experienced TEd has on participants have been grouped here. To illustrate, “I guess it’s easier to work with people who are younger because then the relationship is established on the fact that I just happen to have a head start.” (RZ oa&e) (Ege, p.34).

4.3.2.9 Teacher educator’s language

TEd’s language (lang): This category is about the language of the TEd, whether she speaks with or without monitoring her output, whether she makes mostly complete utterances as opposed to half-formed sentences with frequent restarts, if there are particular idiosyncratic terms or expressions such as ‘ok’, ‘right’, ‘really’ that the TEd frequently uses and if the TEd has a habit of ‘parroting’ participants’ speech. For instance, in the following entry, a TEd became aware of her overuse of the word okey while watching her own video and is reflecting: “One thing that irritated me a lot was my excessive use of “OK” & when I read back my previous journal entries, I realised that the same thing was a problem then too.” (R- lang) (Ada, p. 91).

(Frequent) L1 use during session (L1): Entries referring to the TEd sprinkling her speech with L1 words and its effects have been included under this heading. One of the TEds reflected on the feedback that she received from the new teachers: “My use of L1: I wasn’t doing this in this session until one Turkish expression slipped out. Then I went on doing it- like contagious... 7 Ts think it’s OK, 1 T thinks I do it too much.” (SIQ L1, imprv) (Su, p.11).

TEd’s language speed (lang sp): These include entries on how fast or slowly a TEd is speaking and if there is hesitation or fluency in the speech. Ege reflected on her speed and wrote: “Although I tend to speak fast in general, ...” (R- lang sp) (Ege, p. 30).

4.3.2.10 Comparing

Comparing own presentations (cf-pres): These are entries in which the writer has referred back to another session that she conducted and is comparing her own performance in different workshops or seminars. For example, “When I compare the two workshops in my mind’s eye, I tend to consider the 2nd session as the more

successful one which makes me think that perhaps next time ..." (RG cf-pres) (Ege, p. 65).

Joint presentation (jt): Entries discussing or evaluating the concept of a joint presentation/training session by these three TEds, other TEds or speakers have been included under this title. For example, this is what one TEd wrote in her journal after coordinating a two-week trainer training program: "If a number of trainers are going to work in separate parts of the program, at least one of them should be there from start to end. If possible, all should be there but not inactively, waiting for their turn! Or the second grp should come at the end of the first week so that all are together at some point perhaps." (RG jt) (Su, p.17).

Difference/Similarity between students & teachers/class & TEd session

(diff/sim): Entries about how teaching and training or the position of teachers in seminars and students in our classes are different (dif) or similar (sim). For example, one TEd reflected about the sequencing of parts of the instructions and when the teacher should tell participants to get into pairs or groups: "The final point I want to mention is the positioning of the management. It should come last. Actually this is something that I always do in the classroom, i.e. give instructions and then pair/group ss. I should carry this into my training sessions or else the prts sit down to the activity leaving me there giving instructions to deaf ears." (C sim, instr, prgr; RR instr, prgr) (Ege, p.24).

4.3.2.11 Participants

Participants' background (bck): Entries about the writer's thoughts on the background of participating teachers or students as in the entry that read: "It felt awkward discussing "basics" with people who had a great deal more experience in teaching than I did ..." (R- bkg (Ege, p.33).

Participants' enthusiasm (enth): This category brings together entries about the level of motivation and enthusiasm of the participants as exemplified by the following entry: "Something that I really liked during the seminar was the enthusiasm some of the pp showed. They were really eager to learn sth new & were really harsh on themselves. They weren't afraid to be criticised; they wanted to improve themselves & they tried to do the best that they could. So, working with such colleagues was inspiring." (R+ enth) (Ada, p. 62).

Number of participants (#): All references made about the size of the participating group have been labelled as such. “Very crowded (6 pp)” (LIQ #) (Su, p. 21) is an example referring to the feedback collected from the students after a student workshop. These are entries focusing on the size of the class or group whereas “Planning/Organising seating” (prp-st) refers to entries about what type of seating arrangement has been or should be planned and/or executed.

4.3.2.12 Miscellaneous

Qualities of a good teacher educator/session (qlt): All entries in this study, directly or indirectly, are qualities of an educator; however, this category refers to those entries in which the writers have made specific reference to the qualities of an educator or have listed features of an effective educator. To illustrate, “... I was also able to form an idea of how a “good” teacher trainer should be, what s/he should do and not do. The qualities a “good” teacher trainer should have can be listed as follows...” (RZ qlt) (Ege, pp.24-25),

Meta reflection (meta): These include all the entries about reflection itself and the process of applying this piece of action research on the whole. Here are several example entries: “Unfortunately, I’m realising this only now, because I’m consciously thinking about it,” (RG meta) (Ada, p.58); “When actually going thru the process, I became v. aware of myself as a presenter/TEd. I focused on specific skills & concentrated v. hard on how I was doing the session...” (R+ meta) (Su, p.15); “First of all I realised that I was right in assuming that I wouldn’t mind having my session watched “critically” to extract points worth commenting on. I wanted to look inside and see if I was in fact a little offended although externally I claimed not to be. As things turned out I didn’t take the negative comments personally and they didn’t break my heart...” (RZ R+ meta) (Ege, p.19),

Questionnaire & results (qr): Entries about the questionnaire that was given to DOTE participants at the end of the second year of the course, on the questionnaire items and their use, the general contents of the questionnaire have been placed under this title. Entries that mention how many DOTE participants, teachers or students at workshops have evaluated the TEd in a certain way have been grouped under the Mode category “IQ/IF” or “LIQ/LIF” or “SIQ/SIF” depending on the degree of improvement on the part of the TEd or liking on the part of the DOTE participant,

teacher or student. For example, “I got a response/criticism: the session was rather shallow/unscientific!” (LIQ cnt) (Su, p. 26),

Self improvement (imprv): Entries that mention that the TEd feels she has improved in a particular area of teacher education or entries that discuss the concept of (self) improvement have all been grouped under this category. For example, “Parroting, I have overcome! I had even forgotten that I had that problem. This is such a sweet feeling.” (R+ tt-ltt, imprv) (Ege, p. 93),

Reading (R): These are entries about teaching or training teachers in reading and its sub-skills or about reading as is. For instance, one TEd wrote about the students attending the student workshop on reading and said: “The ss in question had been at DBE for at least a semester (the Prep ss for 3 semesters) and although they had heard of the two words ‘skimming’ & ‘scanning’, they did not know how to practise them.” (R- fdbk, r) (Ada, pp. 67-68).

Writing (w): These are entries about teaching or training teachers about writing, usually academic writing such as when a TEd reflected on the feedback collected from DOTE participants: “This time, too, almost all prts learned how to write a formal paper” (RR, R+ w) (Su, p.54).

Choice of course book (cb): Entries about the selected course book as well as the process of evaluating and choosing a text book have been included under this title. In one of her entries, Ada wrote about what one trainee trainer said to her during the course in Bolu: “I was shocked when one participant & he was in an administrative position in his school- asked me which coursebook I suggested for them to use. Obviously some publisher had persuaded them to buy three coursebooks- all at the same level- & he told me that they were using one as the main coursebook & the other two as skills books! I didn’t quite know what to say & when I talked about a syllabus & the ss’ needs etc. he just stared at me in amazement!” (R- cb) (Ada, pp.60-61).

(Academic/Physical) Environment (env): Entries about what the TEd feels about the venue she is training in or is observing teachers or presenters in have been placed in this category. This category also includes references made to how the TEd feels about participating in the event she has mentioned. “The auditorium is not desirable because there is a platform & it is v. difficult for the spkr to mix with the

participants. The same rooms in D Block were not always available but at least we were in D Block all the time.” (RR env, prp-st, bl-m) (Su, p. 35).

Secondary schools (ss): These last two categories arose during the trainer-training course conducted in Bolu for the Ministry of Education. Teachers there frequently commented on life in secondary schools as opposed to life at METU. All entries about life in secondary schools have been placed here. The following is an example for both this category and the next one: “The Bolu experience was in fact very useful for me because I was faced w/ the real life- what was really happening in the secondary schools around Turkey. There, I also felt that we, the METU people, were in a shell, & weren’t really in touch with our colleagues in different parts of the country.” (RZ ss, METU) (Ada, pp. 59-60)

Life at METU (METU): All entries about life at DBE, METU have been grouped under this title.

4.4 How the teacher educators reflected

The three TEds have reflected and gone through change in their own ways; as the Turkish saying states, “each ‘yigit’ [person] has eaten their yoghurt in their own style.” In other words, each individual reflected on issues in their own personal manner. Here then is the background to the manner in which the reflection procedure was conducted and what it means in this study.

4.4.1 Event-related

The TEds were requested to reflect on events such as a video viewing, training trainers for the Ministry of Education, being evaluated at the end of the two-year DOTE course, but no specific guidance was provided as to how to reflect. The purpose was to provide the TEds with freedom to chose the direction that they wanted to reflect in and ultimately to follow their change. This researcher thought that the key word ‘reflection’ would be enough. The analyses of the entries revealed that the reflections often were a description of what happened and very briefly the reasons and implications. In other words, the TEds summarised those parts of the event that they connected to themselves in some way. For example, they chose to explain specifically what happened in a session that they conducted or they described their feelings regarding a specific part of a workshop or they listed items that had been said by the participants in the feedback to the session. The TEds, this researcher included, had written about events and their own impressions but in a rather shallow

manner; that is to say, all three TEds reflected on the reasons or implications of the areas that they discussed only at times and not on a regular basis. When discussing this issue later on, they all stated that there had been pressed for time and that they had concentrated on the presentation style so much that they related their impressions about these rather than going deeper into the implications and reasons. They also added that they were concerned with remedying their weaknesses on the practical level. This seemed to be the reason for the focus on events instead of on reasons.

4.4.2 The focus in the reflections: style versus content

The TEds jointly decided that their main focus would be their presentation styles rather than the content of the presentations as mentioned earlier. They agreed that finding topics and developing content for a presentation was a matter of time and hard work; it could be achieved by referring to library or internet sources whereas feedback to presentation style was more difficult to obtain. In addition, the feedback received from participants also was in this direction: participants made more comments on style and very few remarks on content. The TEds' focus had also been on mainly style during talks prior to the action research. The point of concentration in this piece of action research was the presenter's style. Consequently, the journal entries were going to center around reflection on presentation style.

4.5 Journal analyses

In this section, the journal analyses have been provided. In order to clearly describe the journals, the general entry areas of the TEds' reflections and their dates have been listed. Following these, each TED's journal entries have been analysed by tracing the coded entries in the journals. This was possible by using the categories developed specifically for these journal entries and described previously in this work (c.f. Sections 4.3.1, p. 107 & 4.3.2, p. 114 for a detailed description of the categories, App. H & I for alphabetical lists).

4.5.1 Journal entry areas

The entry areas are the events that triggered reflection for the TEds. In general, these were the academic events that the TEds actively participated in and, in one instance, it was a conference that the TEds attended. These events were the starting point for reflection in the journals. The common event that initiated the reflection was the joint watching of the in-service session video in mid May 1997.

After watching the video and discussing it amongst themselves, the TEds wrote their first journal entries. In this entry, they also made commitments for themselves; they mentioned several areas of training on which they decided to focus in their next presentation. In the next entry that all three TEds made on the same date several days after the first one, they formally wrote out their commitments, which formed the backbone of the analyses.

The analyses of each TEd's entries were made by following the issues that each TEd listed in the commitments entry on 27 May 1997 after the first viewing of the videos at the beginning of this action research project, which was the first stage in the series of actions.

The TEds wrote into their journals starting on the same date: 14 May 1997. From then on, however, they wrote entries at different times, lengths, depths and on areas or themes that were the same for all three at times and on completely different areas or themes at other times. The entry areas for each TEd differ because each TEd had time and energy for reflection at differing times; thus, they picked several entry areas of their own. Most of the listed entry areas, however, were common. To illustrate, reflections on the areas below were common in all three journals:

Common reflection areas:

- The first entry: Post video viewing on various dates in mid-May 1997,
- Pre session commitments on 27 May 1997,
- Post session checklist results on 29 or 30 May 1997,
- Post Bolu trainer training course at different dates ranging from September 1998 to early January 1999,
- Post student workshops ranging from one entry on all aspects of the workshops to three separate entries from Dec 1998 to February 1999,
- Post DOTE feedback either in a single entry or in two entries in June 1999,
- Post video viewing in two entries by all TEds on various dates in early July 1999.

Journal entry areas that only one or two TEds wrote about were as follows:

Areas only found in Su's journal:

- My gains in the last year on 6 May 1998,
- Problems in TEd sessions on 15 February 1999,

- Reflections on the writing workshops in September on 16 November 1999.

Areas only found in Ege's journal:

- How I have changed? 21 Sep 1998,
- Presentations for TEd, no date given but before the end of the second semester in 1999,
- Overall reflection on the effects of this action on 5 July 1999.

Areas only found in Su's and Ada's journals:

- Reflections on Ada's video on 30 May 1997,
- Post Bilkent conference on 20 February 1999.

4.5.2 The description of the entries

The journals contain entries on a variety of issues that the TEds felt were significant for them at the time. Due to time limits as well as the scope of this piece of research, all entries have been coded but not analysed. For the focus of the analyses, only those areas that the TEds committed themselves to have been analysed.

This section describes the journal entries of each of the TEds by following the areas that the TEd decided to commit herself to change in the journal entries. While tracing what the TEd thought about these areas, or 'commitments' as they have been referred to in this study, the purpose has been to understand if there was any change in the TEd's performance and way of thinking. The TEds have been given false names to protect their identities.

4.5.2.1 Su's journal analysis

Su's journal entries regarding her reflections on the training described in this report start on page 1 of her journal and end on page 91, thus totalling 90 pages. She reflected on 17 separate occasions. The following are the entry areas, dates, and their page references.

Su's journal entry areas and dates:

1. Post video viewing: 14 May 1997, pp.1-6
2. Pre session commitments: 27 May 1997, pp.7-8
3. Post checklist: By new teachers: 30 May 1997, pp.9-12
4. Reflections on Ada's video: 30 May 1997, pp.12-14
5. My gains in the last year: 6 May 1998, pp.15-16

6. Post Bolu trainer training course: 17 Dec 1998, pp.17-19
7. Post student workshop number 1: 14 Dec 1998, pp.20-27
8. Post student workshops: 19 Jan 1999, pp.28-30
9. Post student workshops: on my presentation style: 20 Jan 1999, pp.31-38
10. Post student workshops: On feedback: 29 Jan 1999, pp.39-41
11. Problems in TEd sessions: 15 Feb 1999, pp.42-43
12. Post Bilkent conference: 20 Feb 1999, pp.44-48
13. Post DOTE feedback: 12 June 1999, pp.49-61
14. On DOTE participants: June 1999, pp.62-68
15. Post video viewing: 1 July 1999, pp.69-76
16. Reflections on my own video: 3 July 1999, pp.77-87
17. Reflections on the writing workshops in September: 16 Nov 1999, pp.88-91.

Su's commitments

The following are Su's selected commitments. The abbreviations that follow the commitments are the codes used in the journal analysis. In her reflection, Su grouped her commitments in two.

Su's commitments for her presentations:

Aims as a TEd:

1. Present a good warm up that arouses curiosity (wu) (int)
2. Get Ts to personalise a task (prp-pers)
3. Use bb during activity (bb)
4. Give time limits (t)
5. Give instructions & RBI economically therefore have lower TrTT (instr) (RBI) (tt-ltt)

Aims as a person:

6. Move less but keep friendly gestures (bl m) (bl)
7. Not be hurried/too fast (in actions & instruction giving) (dlv) (t) (instr sp) (tt-ltr)
8. Smile a lot & keep joking (s) (h)
9. Be polite yet friendly (qlt-priv) (tt)
10. Get Ts to interact (less TEd talking time) (tt-ltt)

Su's commitments have been analysed by tracing them throughout her entries in her journal. Before making the commitments, in her journal she reflected on the

videos that the three TEds had watched together and the feedback that she gave and received during the video viewing. Several of the issues that she chose as commitments in her next entry came up in these reflections. They tended mostly to be on areas that she labelled as personal development; there was only one area from the technical aims among her reflections. The following analyses list each of Su's commitments and provide a description of her reflections. The same descriptions have been summarised in Table 18 (p. 158).

Su's Commitment 1. Present a good warm up that arouses curiosity (wu) (int)

14 May 1997: Post video viewing

No comments were made on this issue on this date.

27 May 1997: Pre session commitments

The first commitment that Su chose to write down was presenting a good warm up that aroused curiosity in teachers (p. 7).

30 May 1997: Post video

The teachers filled out the checklist while and after they observed the in-service presentations. According to the results obtained from the checklists, all of the teachers thought that Su had presented a good warm up activity (p.9).

30 May 1997: On Ada's video

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

14 Dec 1998: Post student workshops I

19 Jan 1999: Post student workshop s II

20 Jan 1999: Post student workshops III: On my presentation style

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

1 July 1999: Post video viewing

No comments were made on this issue on these dates.

3 July 1999: On my video

As she was reflecting on her own video of a DOTE session that had been conducted and taped recently, Su reviewed her original commitments one by one.

She evaluated her aim concerning a good warm up activity that aroused curiosity. She felt that she had been successful in this aim in the last workshop because she had started her presentation with a story that she left unfinished until the end of the session. She asked the participants what endings they had created and then she told them the original ending thus bringing the whole four-hour session around, so to speak (p. 83).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In summary, this commitment was fulfilled early on in the action research. That may be the reason why Su did not reflect on the warm up issue for a long time. Her own evaluation of this aim after she watched the tape of one of her final DOTE sessions was that she had achieved this aim. On the whole, she thought that she was able to present a warm up activity that engaged teachers and created curiosity in them.

Su's Commitment 2. Get Ts to personalise a task (prp-pers)

14 May 1997: Post video viewing

No comments were made on this issue on this date.

27 May 1997: Pre session commitments

The second commitment in Su's list was getting teachers to personalise workshop tasks (p. 7).

30 May 1997: Post video

All attending teachers indicated in the checklist that they filled in that the task that Su presented at the workshop was personalised (p. 9).

30 May 1997: On Ada's video

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

No comments were made on this issue on these dates.

14 Dec 1998: Post student workshops I

Su conducted the first of the five workshops for students at DBE on learning styles. She repeated the first workshop six times in the same week so that all the students in the different shifts who had volunteered to attend could be there after or before class. In her reflections, she first listed all the comments that students had written on the feedback sheets for negative feedback. Among these, only a few

students mentioned that the ideas related to the left and right brain, part of the content of that workshop, were interesting but that they were not of use to them or for their English (pp. 20-21). Among the students' responses, there were no direct comments on whether the activities or ideas presented at the workshops were personalised or not.

19 Jan 1999: Post student workshops II

20 Jan 1999: Post student workshops III: On my presentation style

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

No comments were made on this issue on these dates.

12 June 1999: Post DOTE feedback

Su wrote out a brief summary of what the DOTE participants (a total of eight teachers) expressed as their feedback to the two-year diploma level course and their tutors. In the section about the sessions and workshops in the end-of course questionnaire, all participants stated that they were pleased in general. Specifically, concerning the topic of personalising DOTE sessions and tasks, three out of the eight participants thought that all workshops and sessions involved them 'quite' personally. This was the second best answer. The rest of the teachers stated they were personally involved, the top ranking answer (p. 49). This meant that all but three teachers on the course were completely pleased with all three tutors in the way that they personalised ideas or created situations for participants to personalise the DOTE sessions and workshops.

June 1999: On DOTE participants

No comments were made on this issue in this entry.

1 July 1999: Post video viewing

Su reflected on some TEd features in this entry. She briefly commented on some general points and then moved on to reflect on features of a TEd that struck her as significant after having watched and discussed the videos. She classified these features as 'planning', 'manner', 'instructions', 'use of aids', 'interaction', 'personality', 'paralinguistics', and finally 'the session as a whole'. Under the subtitle 'interaction', she commented on the importance of personalization. She realised that it was important to get teachers' impressions about how an activity or

idea presented in a session or workshop would work with their students in their classes and stated that personalising a task in a session would thus help participants adapt the ideas (p. 73).

3 July 1999: On my video

Su evaluated each one of her commitments in this entry. Regarding Personalization, she thought that she had achieved this by getting the participants to create their own versions of the ending of the warm up story. In a later activity in which they had to list statements about the tutor and then detect those that were not true, there had also been personalising of data (p. 83). There had been opportunity for teachers to personalise session content.

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In conclusion, personalising ideas and activities was a commitment that Su felt that she had achieved. The feedback from teachers early on was in this direction; so was the DOTE participants' response to the questionnaire. The three teachers who had marked 'quite' a lot of Personalization having taken place in sessions had also indicated that there had been Personalization; only they did not think that it had occurred as much as the rest of the participants thought it had. Nevertheless, this result was positive. Personalization of activities was a theme present in Su's mind and in her reflection in her journal because she tried to connect the students' feedback responses to this issue and she reflected on its significance in her entry after having watched all three TEDs' videos later in the action research. She continued to state in the journal her belief that it was important to give teachers opportunity to think about how the ideas or activities presented in the session could be applied in their own particular teaching situations. In her entries, similar thoughts were repeated concerning giving teachers opportunity to interact, the final commitment of this TED. Briefly, then, Su believed that she had achieved her aim of getting participants to personalise ideas presented in sessions.

Su's Commitment 3. Use bb during activity (bb)

14 May 1997: Post video viewing

No comments were made on this issue on this date.

27 May 1997: Pre session commitments

Blackboard use during activities was the third commitment in Su's list made on this date (p. 8).

30 May 1997: Post video

In this entry, Su first listed the feedback results that pleased her. Then she reflected shortly on some issues that were not clear in her mind. Finally, she wrote about areas that she would continue to think about in future sessions. In the first part of this entry, Su noted that all the teachers who attended the in-service session had stated that she used the blackboard during her activity (p. 9). In the part of the entry where Su wondered about certain topics, she asked herself why 63% and not 100% of the teachers said that she had written up the title of the activity that she was presenting whereas she had actually written the title above the grid that she had drawn on the board (p. 11).

30 May 1997: On Ada's video

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

14 Dec 1998: Post student workshops I

19 Jan 1999: Post student workshops II

No comments were made on these issues on this date.

20 Jan 1999: Post student workshops III: On my presentation style

As Su was revising her style in the two different student workshops that she had conducted, she reflected on her blackboard use. She had used the blackboard for writing up items such as references to sources or the steps in the procedure that she was presenting. She felt that having kept these on the blackboard during the workshop was useful (p. 32). Later on in the same entry, she referred to continuing to improve her blackboard use as a commitment for future sessions (p. 37).

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No comments were made on this issue on these dates.

1 July 1999: Post video viewing

While reflecting on her own video, Su mentioned the importance of always finding a way to write on the blackboard. One item that could always be written up was the title of an activity. Directly writing up titles or eliciting from participants the titles of activities that she was presenting would involve blackboard use (p. 71). She also noted that in order to address visual teachers or students, it was necessary to use the blackboard for other purposes including listing items, drawing the plans for how to do something and for listing the steps of instructions (p. 72).

3 July 1999: On my video

When she thought back about her blackboard use in this particular session, Su stated that she used the blackboard for writing up the statements that the teachers volunteered for an activity. She did not use the blackboard during the warm up activity/story, which she thought she could have done (pp. 83-84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In brief, although she received positive feedback from teachers on her ability to use the blackboard during the session, Su did not seem completely satisfied with the achievement of this aim. It seemed in the reflection that she was pleased with herself in this area to some degree but that she wished to continue focusing on incorporating blackboard use into her sessions. Her last comments in her journal support this view in that she wrote that she 'could have' used the blackboard in the story telling segment. To sum up this aim: Su was successful in her blackboard use but she believed that there was room for still further improvement.

Su's Commitment 4. Give time limits (t)

14 May 1997: Post video viewing

No comments were made on this issue on this date.

27 May 1997: Pre session commitments

One of the shortest commitments in the list was giving time limits during the workshop (p. 8).

30 May 1997: Post video

All teachers at the session said that this TED gave time limits during the activity (p. 9).

30 May 1997: On Ada's video

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course
14 Dec 1998: Post student workshops I
19 Jan 1999: Post student workshop s II
20 Jan 1999: Post student workshops III: On my presentation style
29 Jan 1999: Post student workshops IV: On feedback
15 Feb 1999: Problems in TEd sessions
20 Feb 1999: Post Bilkent conference
12 June 1999: Post DOTE feedback
June 1999: On DOTE participants

No comments were made on these issues on this date.

1 July 1999: Post video viewing

Su mentioned giving time limits while doing activities as a feature that is significant for a TEd. She found giving time limits helpful because then groups knew and no teacher had to wait very long for the others to finish. The disadvantage was that it entailed lockstep teaching (p. 71).

3 July 1999: On my video

Su stated in her reflections that she gave teachers a time limit in the warm up to come up with a story ending of their own and then to discuss it with their partners. She also gave participants a time limit for thinking up relevant and true statements in the later activity (p. 84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In conclusion, Su listed giving participants time limits as one of her commitments but she did not reflect much on it. This researcher thinks that perhaps the reason for this was the fact that teachers responded in their feedback that she did this in her sessions. In her last entry where she commented on this issue, she stated she had given participants time limits; it can therefore be said that this aim was also achieved throughout this action research.

Su's Commitment 5. Give instructions & RBI economically → less TrTT (instr) (RBI) (tt-ltt)

14 May 1997: Post video viewing

There was no reference to instruction giving in this entry but a brief comment about RBI was made at the end where she listed the features that she wanted to

address in future workshops. She stated that she wanted to RBI without ‘parroting’, or repeating what the teachers said (p. 6).

27 May 1997: Pre session commitments

Su committed herself to giving and checking her instructions economically; i.e. talking little at this phase of a session (p. 8).

30 May 1997: Post video

All teachers present thought that Su gave the instructions for the activity economically yet with sufficient detail (p. 9).

30 May 1997: On Ada’ s video

6 May1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

14 Dec 1998: Post student workshops I

19 Jan 1999: Post student workshop s II

20 Jan 1999: Post student workshops III: On my presentation style

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No comments were made on these issues on this date.

1 July 1999: Post video viewing

Su reflected on the fine line that existed between giving instructions clearly and giving the instructions with overabundant detail. She sought a solution to this paradoxical situation and thought that perhaps using gestures while giving instructions, holding up the visuals that would be distributed or used, doing one or two examples of the task or activity, and finally picking fun and enjoyable contexts and content for the activity would be of help for presenters (p. 71).

3 July 1999: On my video

Giving and checking teachers’ comprehension of instructions via RBI was a commitment that Su considered in her reflection on this date. She felt that she definitely still needed to focus on this. She discovered that when she was conducting a new activity that she had previously not done in class with her students, she felt

that her instructions were not concise and that she kept adding information during the RBI stage (p. 84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

To sum up this commitment, it can be said that Su achieved her aim of giving and checking the teachers' comprehension of instructions economically. She received feedback from the teachers in this direction but she stated in her journal that she had to continue working on this aspect especially when she was delivering the instructions of a task that she had not yet tried with her class. There was no mention of 'parroting' or repeating teachers during the checking stage. This part of the commitment seemed to have been fulfilled to the TEd's satisfaction.

Su's Commitment 6. Move less but keep friendly gestures (bl m) (bl)

14 May 1997: Post video viewing

Body language and moving about was one of the commitment topics that Su addressed in her initial entry. Her first reference to moving was related to self-criticism. She did not like the way she continuously walked in the narrow area between the whiteboard and the table during her presentation. She connected this limited movement to the horseshoe seating arrangement of the teachers. In this seating arrangement, the TEd could easily lose eye contact with the teachers sitting on either end if she walked into the empty middle part of the horseshoe. She would then have to walk back to the whiteboard to write on it (p. 2). One solution to the teachers' seating arrangement was to seat them in a block-like arrangement for the TEd not to have to run from one end to the other or from the middle to the whiteboard. In this way, the TEd would also be close to the first row of teachers (p. 2). One of the issues that Su included in her future list of aims was to walk among the teachers (p. 5).

27 May 1997: Pre session commitments

About her movement and gestures, Su wrote down the commitment to move less but to keep the friendly gestures (p. 8).

30 May 1997: Post video

The checklist results showed that half of the teachers thought that Su's body language and movement was fine; 12% did not like it and about 38% gave no answer at all to this question. The TEd herself reflected on this issue and said that

she consciously tried to move from group to group at times but that she should do more of this (p. 11).

30 May 1997: On Ada' s video

Regarding Ada's video, Su said that she also wanted to wear trousers so as to be able to crouch next to the participants while they were working. She liked the idea of being near the teachers during group work (p. 12).

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

No comments were made on this issue on these dates.

14 Dec 1998: Post student workshops I

The feedback comments that students made at the end of the first of the five workshops included rather vague expressions such as "You are a monkey" ("maymunsunuz") on the negative feedback sheet from one student (p. 22) and this was taken to mean that the student found the teacher's style entertaining, funny although it was on the negative feedback sheet. The students were very surprised when they were asked to provide their feedback after the workshop; for most of them, this was the first time that a teacher was asking their opinion on the presentation. Many students wrote what was unmistakably positive feedback on the negative sheets probably because they were unfamiliar with the application. Several direct references to body language were made by some students who stated that they liked the teacher's mimics and gestures (p. 23) and found her to be very lively (p. 24).

19 Jan 1999: Post student workshop s II

No comments were made on this issue on this date.

20 Jan 1999: Post student workshops III: On my presentation style

While reflecting on her presentation style in the student workshops, Su mentioned having walked among the students when possible. She then explained that she thought that being able to walk among participants in a workshop was important because she needed to see if the students were alert, to encourage them, to be able to observe their body language better and get messages such as a student wanting to ask a question or make a comment, to provide students with interaction opportunities (p. 33). A little while later, she also said that she used body language herself in order to accentuate what she was saying, to help weaker students comprehend better what she was saying, and for students to relax (p. 34). Later, she referred to body language

again when reflecting on the seating arrangement. The students had sat in two groups with an aisle in the middle. There were five or six rows seating 10 students per row on either side. Su explained that this was appropriate because it enabled her to walk down the middle, to pair up or group the students easily, and to distribute handouts quickly (p. 35). When reflecting on the venue where these workshops were held, she also commented on the issue of the teacher walking around in the room. She said that there had been no other choice for a venue. It was not an ideal place but it was better than the auditorium, where the teacher had to confine herself to a narrow, elevated platform by the blackboard and could not mix with the audience (p.35). The last instance in this entry where Su mentioned body language was as a commitment for future sessions. She stated that she aimed to keep her body language for the most part but that she would not exaggerate it in future sessions (p. 37).

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No comments were made on this issue on these dates.

1 July 1999: Post video viewing

Su listed some of her realisations regarding the use of body language in TEdn sessions. She thought that paralinguistic features were very powerful mainly because they supported what the TEd was saying and they helped keep participants alert, motivated and attentive. She also found that body language was effective in indicating the beginning and end of an activity or phase if accompanied by tone of voice, pausing and appropriate gestures (p. 74).

3 July 1999: On my video

This commitment was mentioned only very briefly as an aim that had been fulfilled (p. 84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In conclusion, Su felt that she had achieved her aim of concentrating on her body language with special effort on moving less but keeping the friendly gestures.

The feedback from the teachers and also from the students as well as the TEd's own evaluation indicated towards this result.

Su's Commitment 7. Not be hurried/too fast (in actions & instruction giving) (tt-ltt, tt-ltr) (instr sp)

14 May 1997: Post video viewing

No direct comments were made on this issue on this date. However, Su stated that she became aware of some of her strengths. Among these, she listed being a patient listener and that she was able to wait for participants to gather their ideas despite the fact that she was an impatient person in her personal affairs (p. 2). These were indirectly related to Commitment 7.

27 May 1997: Pre session commitments

One of Su's personal aims for the next day's workshop was not to be hurried or too fast in her actions in general and also during her instruction giving (p. 8).

30 May 1997: Post video

The checklist results indicated that there was improvement in this area. All teachers found that she did not seem hurried, paced her activities properly, gave teachers sufficient time to reflect as well as interact with each other and that she was calm. They all also thought that she spoke at the right speed (p. 9).

30 May 1997: On Ada's video

Su noted that there was too little time allocated to each TEd for their presentation at this workshop. She found that it would be easier for all TEds to meet the criteria on the checklist if there were more time for each of them to do a full presentation instead of having to share one workshop. She reflected on why they felt hurried: they each only had fifteen minutes for their workshop ideas. They also had had little time to prepare for this presentation. More time to prepare for the presentation would have been better. She also felt that it had been stressful before and during the workshop because they had all become self-conscious, worried and anxious because they wanted to fulfil the aims that they had set for themselves and because they wanted to make sure and fit into the time allocated to them in this workshop (p. 13).

6 May 1998: My gains in the last year

While reflecting on what her gains from all the filming, evaluations and reflections so far in the action research were for herself, Su mainly reflected on the

process of reflecting but she also commented on the time factor. She stated one more time that she felt that she had little time to put aside for planning sessions and that she could not refine her workshop ideas well because of being pressed for time (p. 16).

17 Dec 1998: Post Bolu trainer training course

14 Dec 1998: Post student workshops I

19 Jan 1999: Post student workshop s II

20 Jan 1999: Post student workshops III: On my presentation style

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

1 July 1999: Post video viewing

No comments were made on this issue on these dates.

3 July 1999: On my video

Very briefly, Su stated that she felt that she had achieved this aim (p. 84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In brief, time was a major issue in two different senses: time during the session and time to prepare for the session. Su's aim had been to conduct herself and the workshops without appearing to be hurried and without hurrying the participants. This aim was achieved as the teachers' feedback at the early stages of this piece of action research indicated. Su pondered on the time factor afterwards again because she stated in her reflection that she felt hurried while preparing for the shared session and worried about her two colleagues also being very time conscious. Nevertheless, conducting a session without hurrying seemed to have been achieved as an aim.

Su's Commitment 8. Smile a lot & keep joking (s) (h)

14 May 1997: Post video viewing

While reflecting on her TEdn behavior, Su reflected on several aspects about herself. For example, she wondered about what effect her joking had on the teachers. She stated that joking was one of the things that she did as part of her personality and that she was the same person as a TEd as she was outside the sessions (p. 3). Among

the aims for her future sessions that she listed at the end of this entry, she included smiling and joking (p. 5).

27 May 1997: Pre session commitments

Among her personal aims for the next day's session, Su committed herself to smiling a lot and continuing to make jokes (p. 8).

30 May 1997: Post video

In their evaluation of the session, all teachers stated that Su joked appropriately (p. 9).

30 May 1997: On Ada's video

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

No comments were made on these issues on these dates.

14 Dec 1998: Post student workshops I

The "maymunsunuz" ('you're a monkey') comment from one student (p. 22) was later on interpreted by colleagues and this researcher to mean that this student had found the presenter funny in terms of her body language and her sense of humor. One student directly said that the teacher made them smile during the workshop (p. 23); another said that the teacher herself smiled (p. 24) and a large number stated that the workshop had been enjoyable (p. 23).

19 Jan 1999: Post student workshop s II

No comments were made on this issue on this date.

20 Jan 1999: Post student workshops III: On my presentation style

In her entry about the general features of her presentation style in the two student workshops that she conducted, Su mentioned humor several times. The first time she stated that the anecdotes that she told the students about her son and his learning style had been effective to help students relate to the issue that she was discussing, to get the message across and to enable students to enjoy themselves. A little while later in her entry, she referred directly to jokes and joking about herself explaining that humor helped students to relax, to enjoy themselves and to start participating in the discussion (p. 32). Su also commented on the role of her smiling saying that it encouraged students, that it signalled to students that the teacher knew what she was doing and was enjoying what she was doing (pp. 33-34).

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No comments were made on this issue on these dates.

1 July 1999: Post video viewing

Su commented on joking and the use of humor in sessions. She stated that these depended on the teachers that she was working with. She thought that joking and encouraging humor in the DOTE sessions was easy because of the nature of these teachers: they were always receptive to all sorts of ideas and that they enjoyed being at the sessions (p. 73).

3 July 1999: On my video

Su briefly mentioned that she had succeeded in this aim in this presentation (p. 84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In summary, Su chose to concentrate on smiling a lot and making jokes during her presentations. The feedback that she received from teachers and students all pointed towards these features. In short, she felt that she had achieved this aim in the sessions that she conducted.

Su's Commitment 9. Be polite yet friendly (qlt-priv) (tt)

14 May 1997: Post video viewing

Reflecting on her video, Su stated that she could see the influence of past seminars and courses that she had attended and liked. She mentioned having learned from Sheelagh Deller, for example, to be aware of the notion of people's right to privacy as a result of which she became careful about asking her students to publicly talk about their families or lives. They may not want to reveal certain aspects of their lives. Consequently, Su stated that she started to encourage her students to tell their partners only that which they wanted the partner to know in pair work (p. 4). Among her reflections on the qualities of a good TEd, Su mentioned not putting teachers on the spot during sessions but to nominate those that seemed to have the right answer. She stated that TEds should elicit from those teachers that are likely to provide the needed information in order not to put anyone on the spot (p. 5).

27 May 1997: Pre session commitments

Su openly stated as an aim for the coming session to be polite yet friendly during her presentation (p. 8).

30 May 1997: Post video

All participants in the in-service workshop said that the TEd was polite and friendly (p. 9).

30 May 1997: On Ada' s video

6 May1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

14 Dec 1998: Post student workshops I

19 Jan 1999: Post student workshop s II

20 Jan 1999: Post student workshops III: On my presentation style

29 Jan 1999: Post student workshops IV: On feedback

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

No comments were made on these issues on these dates.

12 June 1999: Post DOTE feedback

On the questionnaire distributed to the course participants at the end of the second year of the course, there was no direct reference to most of the commitments of this TEd. In the section about the DOTE tutors, the part about the tutor being helpful or not was the only related section. All teachers marked Su as being helpful and treating the participants as a colleague (p. 61).

June 1999: On DOTE participants

No comments were made on this issue on this date.

1 July 1999: Post video viewing

While Su was reflecting on the videos, she did not make any direct reference to her commitment relating to treating teachers politely and in a friendly manner. She did, however, mention the fact that she thought it was important to pay attention to and show genuine interest in what the teachers had to say or what they did by directly looking at them, going near them and repeating a word from their response or comment thus signalling to the teacher that this was the key term that the TEd had been looking for. Other ways of letting teachers know that she was interested in their message included asking the other teachers' opinion or comments on what the first

teacher had just said, alerting the other teachers to what had just been said or the issue that had just been raised by their colleague. She added that a TED who displayed this behavior would also be interpreted as enthusiastic and motivating (p. 72).

3 July 1999: On my video

This commitment was mentioned in this entry as an aim that was achieved in this presentation (p. 84).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In conclusion, this commitment did not appear directly in the entries but indirectly through other TED features. The teachers' responses in their feedback signalled that this TED had been helpful in attitude and had treated them as colleagues.

Su's Commitment 10. Get Ts to interact (less TrTT) (tt-ltt)

14 May 1997: Post video viewing

In her first entry, Su listed the qualities of a good TED and reflected on why TEDs are sometimes defensive and not open to ideas suggested by participants. As a possible explanation of the reason for this sort of defensiveness, she commented on the talkativeness of some TEDs and trainer talking time (TrTT) saying that some TEDs may respond to all the questions or all the comments in a session instead of deflecting them to the participants (pp. 4-5). In the same part of her journal, she also commented on the importance of eliciting, that it should include everyone and that it should be done at every possible opportunity (p. 5). In the final section where she listed her aims for future sessions, she included eliciting and involving as many teachers as possible, reducing her talking time while explaining issues (p. 5), getting teachers to talk about variations of the introduced ideas, especially for students with different language levels (p. 6).

27 May 1997: Pre session commitments

Su chose as an aim to get teachers to interact, which would aim at reducing TrTT (p. 8).

30 May 1997: Post video

In their evaluation, all teachers at the workshop stated that the TED's talking time was appropriate and that she did not talk too much (p. 9).

30 May 1997: On Ada' s video

Su thought that it was important for TEds to be able to follow discussions as well as be able to take control when a teacher seemed to take over the whole discussion (p. 12).

6 May 1998: My gains in the last year

17 Dec 1998: Post Bolu trainer training course

No comments were made on this issue on these dates.

14 Dec 1998: Post student workshops I

The students' feedback to the workshops were often very open and sincere. Related to this commitment, one student said that s/he expected to talk more in English at the workshop. Perhaps s/he had expected this to be a speaking lesson but it was a workshop in which the teacher provided some input via a test on right versus left brain activities and got students to do group work on the topic. Another student said that there should be more discussion of topics. Yet another student said there was not enough time to 'shoot the breeze' ("geyik muhabbeti") (p. 21). One other student said that s/he wanted to talk more (p. 22). All these comments were made on the negative feedback sheets.

19 Jan 1999: Post student workshop s II

No comments were made on this issue on this date.

20 Jan 1999: Post student workshops III: On my presentation style

Su commented in this entry that she paired up the students in the workshop in order to get them to talk and exchange ideas and opinions, to pool ideas, to get feedback from each other, to relax by diverting their attention from the teacher to their partners, to make the session less teacher-centered, and for the students to think and co-operate with each other. There also was teacher-to-whole class type of input to get the main points across to the group (p. 32). Su mentioned that she had asked students questions in order to involve them, to encourage them to think, to signal to them that she was aware of their issues, to give students a chance to ask for clarification or explanation, to discover if she was on the right track and if the students were following what she was saying or doing. At other times, she encouraged questions and comments from the students so that they could get clarification and so that she could signal to the students that they were also shareholders or equal partners and that their ideas were valued (p. 33). In another

place in this entry, the TEd reflected on why she gave students the handouts at the end of the session. She went on to list the reasons and mentioned that she thought that perhaps students would focus more on the workshop than on note taking as well as read these handouts at home and reflect on them later (p. 34). She thought about possible changes if she repeated these sessions in the future. She commented that she would incorporate more interaction into future student workshops (p. 36). What she would keep in future sessions was elicitation and pair work (p. 37). Finally, she pondered on the workshops globally and was pleased with her overall performance because she was able to transfer to these students the contents that she had aimed for within the tight time limit and that she had done so by getting students to think or work together in pairs or individually. Their feedback had been very positive to her style and the sessions themselves (p. 38).

29 Jan 1999: Post student workshops IV: On feedback

In this entry, Su reflected on the students, the feedback that they provided, and the workshops that she conducted for them. She commented on several issues regarding TEdn, including interaction or giving students at these workshops opportunities to participate. She felt pleased about the fact that she had designed the workshops so that students would participate and that the sessions had actually worked out so that pairs of students had interaction opportunities. They had also had been able to make comments on the issue being presented and had asked her questions when they needed to (p. 39).

When she read through the feedback comments made by the students in her workshops, Su reacted in three ways: Some comments she aimed to address immediately in the following workshops; some comments she could not respond to immediately but she would do so later; all remaining comments, she tried to understand the writers' point of view to better comprehend the complaint being voiced. Among the feedback comments that she decided to address immediately, the only one that matched the commitments of the TEd was about interaction and participation. One of the students had stated that pair discussions were not logical. Su stated that she would address this issue in the next workshops and provide the rationale for paired discussion. The issue of students wishing to talk more or one student saying that there was not enough opportunity to 'shoot the breeze' came up

among the feedback items that Su grouped under those that she would keep in mind and respond to later (p. 41).

15 Feb 1999: Problems in TEd sessions

20 Feb 1999: Post Bilkent conference

No comments were made on this issue on these dates.

12 June 1999: Post DOTE feedback

The questionnaire results indicated that the DOTE teachers were generally pleased about their participation in the sessions and workshops conducted over the two years. Two out of eight teachers found their participation opportunities 'quite' good (second best option) with the remaining teachers being completely pleased with their interaction opportunities. In addition, regarding participants' thoughts on how well they learned from each other in sessions and workshops, only two teachers thought that they learned 'quite' well and the rest learned from colleagues very well. (p. 49).

Su wondered about possible solutions to receive top evaluation from all DOTE teachers in the areas in which some teachers said 'quite', which was the second best answer; in other words, she reflected on what she could do to get full marks, as it were, on these items on the questionnaire. Regarding involving participants more so that those two teachers who rated this item as 'quite' would mark involvement fully, she suggested addressing each teacher, their teaching situation or institution in sessions, referring to their students or types of lessons, organising the practical parts of the sessions so that each teacher worked on tasks that they actually could directly use in their classes, planning sessions based on input from the participants concerning the context (pp. 49-50). The other area of improvement that she commented on was how to get all teachers to learn from each other very well and not just 'quite well'. One participant had learned 'quite' well and all others had done so very well. In order to get all participants learning from colleagues, Su suggested planning the grouping of participants so that those teachers who knew about a topic and those who did not were placed together in groups for information exchange. Another possible solution was for the TEds to develop an attitude to praise teachers for any input that they provided. Su thought that they had been doing this all the time but that perhaps it was not enough. She decided to

encourage teachers more to participate in discussions and to praise them more when they participated or volunteered information (p. 50).

June 1999: On DOTE participants

No comments were made on this issue on this date.

1 July 1999: Post video viewing

Among the comments that Su made after watching the workshop videos, she included her thoughts on getting teachers to interact with each other, the materials, and tutor. Su stated that she found it important to give teachers time and opportunity to discuss the aim and possible variations of an activity that she presented to them. By doing so, participants were able to internalise the input and adapt the activity or idea later on to their own situation. If there was no time or opportunity for this type of reflection, the teachers would perhaps only remember the particular context of the activity and try to use the exact same procedure instead of understanding and adapting its framework (p. 70). Su reiterated that giving teachers time to discuss an idea was crucial in their internalising process (p. 73).

3 July 1999: On my video

In this entry, Su discussed this commitment a little lengthier than she did the rest of topics in this section of her journal. She stated that she had fulfilled this aim only partially. She wanted to focus on this commitment further in future sessions. She felt that she should give teachers more time to discuss the procedure that she had presented, the steps that were involved, possible variations thus getting the teachers to interact more (pp. 84-85).

16 Nov 1999: On the writing workshops in September

No comments were made on this issue on this date.

In short, the teachers and students were pleased with the amount of interaction that they had opportunity for in the sessions but Su did not feel completely satisfied and thought that she would continue to focus on this area in her future sessions. On the whole, however, all participants stated that there had been enough time given to interact with each other and that they had learned from peers.

To summarise all of her commitments, Su's entries indicated improvement in her commitments about planning and executing warm up activities that arouse curiosity in the participants, getting teachers to personalise ideas or activities, giving teachers time limits during tasks, moving about less in the room but keeping the

friendly gestures, conducting a session without seeming or acting hurried, smiling a lot and making jokes during her presentations, and being polite and friendly. There were three commitments that Su improved in yet she thought that this was not sufficient and that she wished to focus on these further. These included using the blackboard during an activity, giving and checking instructions economically, getting teachers to interact. Using the blackboard while doing an activity was a commitment that was fulfilled but Su thought that she should focus on it in future sessions nevertheless. The commitment regarding giving and checking instructions economically, or with little trainer talk, was fulfilled but Su thought that she should concentrate on her instructions for activities that she had not done with her students. The commitment about getting teachers to interact or reducing trainer talking time was achieved but it seemed to be an issue that always needed to be considered when planning TEdn sessions.

Table 18: Summary of Su's commitment analyses

(For the explanations of the codes in the tables, see 4.3.1 and 4.3.2 or Appendices H and I; for the abbreviations, see the List of Abbreviations)

1. Present a good warm up that arouses curiosity (wu) (int)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: Presenting good warm up (w up) that aroused curiosity (p. 7);	C wu
30 May 97 Post video	All Ts liked warm up (p. 9);	IQ wu
3 July 99 My video	Felt she fulfilled commitment re. warm up that aroused curiosity, Reason: Left w up story unfinished till end of session, asked Ts for their versions then telling them original ending (p. 83);	R+ wu RR wu

2. Get Ts to personalise a task (prp-pers)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: getting Ts to personalise tasks (p. 7);	C prp-pers
30 May 97 Post video	All Ts thought task was personalised (p. 9);	IQ prp-pers
14 Dec 98 Post st wrk	Few ss found workshop interesting but ideas not useful (pp. 20-21);	SIQ prp-pr, prp-pers
12 June 99 Post DOTE	Positive feedback: all prts were completely pleased re. TEEds' personalization of session and workshop contents; three teachers were almost completely pleased (p. 49);	SIQ prp-pers
1 July 99 Post video	Realised significance of: getting Ts' impressions of ideas and letting them adapt these to their own Tg situations/personalise ideas (p. 73);	RZ prp-pers, tt-ltr
3 July 99 My video	Got Ts to personalise ending of story and statements in another activity (p. 83);	R+ prp-pers

Table 18 (continued)

3. Use bb during activity (bb)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: using bb during activities (p. 8);	C bb
30 May 97 Post video	All Ts stated that Su used bb during activity (p. 9); Wondered: why 63%, not 100% said she wrote on bb when she did write on bb (p. 11);	IQ bb R- qr bb, def
20 Jan 99 Post st wrk	Wrote on bb & kept steps of procedure she was presenting & which would be needed throughout session there (p. 32); Commitment: using bb in future as she did in this workshop (p. 37);	R+ bb C bb
1 July 99 Post video	Realised significance of: always writing on bb and writing up or eliciting from prts titles of activities (p. 71); For visual Ts/ss: use bb to list items, to draw plans for procedures, list steps of instructions (p. 72);	RZ bb R+ bb RZ bb RG bb
3 July 99 My video	Used bb for listing Ts' statements, Could have used bb in w up (pp. 83-84);	R+ bb R- bb

4. Give time limits (t)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: Giving time limits (p. 8);	C t
30 May 97 Post video	All Ts said TED gave time limits during activity (p. 9);	IQ t
1 July 99 Post video	Realised significance: giving time limits, These were helpful bec Ts didn't have to wait long for others to finish, Disadvantage: too lockstep in Tg (p. 71);	RZ t R+ t R- t
3 July 99 My video	Gave time limits in w up for prts to create own ending & to discuss these with pairs and in activity to think up true statements about tutor (p. 84);	R+ t

5. Give instructions & RBI economically → less TrTT (instr) (RBI) (tt-ltt)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Aim: RBI without parroting (p. 6)	C RBI
27 May 97 Commnt.s	Commitment: less TED talking time during instruction giving & checking (p. 8);	C instr, RBI, tt-ltt
30 May 97 Post video	All Ts found instructions detailed enough & given economically (p. 9);	IQ instr dtl
1 July 99 Post video	Realised: importance between giving instructions clearly versus in too much detail, Solution: to use body language, to display visuals to be used, to do one or two examples of task, to pick enjoyable contexts and content (p. 71);	RZ instr S instr
3 July 99 My video	Still needed to focus on giving instructions & RBI, Reason: She knew what to say but with new activity untried previously in class, her instructions weren't concise & she added info during RBI (p. 84); Commitment to focus on in future sessions (p. 85)	R- instr, RBI RR instr, RBI C instr, RBI

Table 18 (continued)

6. Move less but keep friendly gestures (bl m) (bl)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Disliked: moving in corridor between whiteboard and TEd's table (p. 2) and Horseshoe seating arrangement of Ts, which left big empty space in middle; if TEd walked in, she lost eye contact with ends (p. 2); Solution: seat Ts in block so TEd could cover both ends and there was small empty space between self and front row (p. 3); Commitment: walk among Ts (p. 5);	RZ, R- bl-m R- prp-st, bl-m S prp-st, bl-m C bl-m
27 May 97 Comm.t.s	Commitment: move less but keep friendly gestures (p. 8);	C bl-m
30 May 97 Post video	50% said OK, 12% said no, 38% said nothing on issue (p. 11); Overall movement: 88% liked it, rest said they liked it sometimes (p. 12);	LIQ bl-m SIQ bl-m
30 May 97 on E's video	Liked: idea of TEd crouching next to prts during group work (p. 12);	R+ bl-m
14 Dec 98 Post st wrk	Feedback from one st: entertaining, funny T (p. 22); Positive feedback from several ss: good mimics, gestures (p. 23) and Very active T(p. 24);	SIQ bl, h IQ bl-fe, bl SIQ dlv
20 Jan 99 Post st wrk	Liked: walking among ss when possible, Reason: to see if ss were alert, to encourage ss, to observe ss' body language & respond to it, to provide interaction opportunities for ss (p. 33), Used body language herself Reason: to accentuate her message, to help weaker ss comprehend, to get ss to relax (p. 34); If ss are seated in rows with aisle down middle, T can walk among ss as was done in workshops, In auditorium, T can't mix with ss at all (p. 35); Commitment: keep body language (p. 37);	R+ bl-m RR bl-m, tt-ltt, int R+ bl RR bl RR bl-m RR bl-m C bl
1 July 99 Post video	Realised: powerful in supporting message and in keeping prts awake, interested and attentive; effective to indicate beginning and end when accompanied by tone, pauses, gestures (p. 74);	RZ bl
3 July 99 My video	Fulfilled as aim (p. 84);	R+ bl, bl-m

7. Not be hurried/too fast (in actions & instruction giving) (dlv) (t) (instr sp) (tt-ltr)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Awareness re. listening patiently to Ts and giving Ts time to gather their thoughts despite being impatient in personal life (p. 2);	RZ tt-ltr
27 May 97 Comm.t.s	Commitment: not be hurried/too fast in actions & instruction giving (p. 8);	C dlv, instr, t
30 May 97 Post video	All Ts thought: she didn't seem hurried, paced activities properly, let Ts reflect and interact; All Ts found her to be calm and speaking at right speed (p. 9);	IQ t IQ tt-ltt IQ tt-ltr IQ rlx IQ lang sp
30 May 97 on E's video	Didn't like: lack of time to prepare and allocated time per TEd Reason for feeling hurried: having little time for preparations and for presentation, Reason for feeling stressful: became self-conscious, anxious, worried re. fulfilling aims and fitting into allocated time slot within workshop (p. 13);	R- dlv, t RR dlv, prp, t RR dlv, a, rlx-, t

Table 18 (continued)

6 May 98 My gains	Doesn't like: lack of time during planning of sessions (p. 16);	R- prp, t
3 July 99 My video	Achieved as aim (p. 84);	R+ t

8. Smile a lot & keep joking (s) (h)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Wondered about effect of her jokes (p. 3); Commitment: smiling and joking in future sessions (p. 5);	R- h C s, h
27 May 97 Commt.s	Commitment: to smile a lot & keep joking (p. 8);	C s, h
30 May 97 Post video	All Ts: appropriate joking (p. 9);	IQ h
14 Dec 98 Post st wrk	Feedback from ss: 'monkey' (p. 22); 'T made me smile' (p. 23); 'T smiled' (p. 24); 'enjoyable workshop' (p. 23);	SIQ bl, h SIQ h SIQ s IQ cnt, div, int+
20 Jan 99 Post st wrk	Told anecdotes about her son's learning experience, Reason: to get ss to relate to topic, for ss to enjoy session, to get point across, Made jokes about herself, Reason: to get ss to relax and participate in discussions (p. 32); Smiling, Reason: to encourage ss, to signal to ss that T knows what she is doing and is enjoying it (pp. 33-34);	R+ h, ref RR h R+ h RR h R+ s RR s
1 July 99 Post video	Realised: joking and encouraging humor in TEdn sessions depended on type of Ts; DOTE prts were very open to ideas & enjoyed being at sessions so it was easy joking with them (p. 73);	RZ h
3 July 99 My video	Achieved as aim (p. 84);	R+ s, h

9. Be polite yet friendly (qlt-priv) (tt)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Liked and learned from TEd S. Deller: notion of privacy in class and not to demand of ss to publicly share info on their lives Reason: ss may not want to do so Solution: get ss to share with pair only what they want to reveal (p. 4); Awareness about: Importance of not putting Ts on the spot (p. 5); Solution: Nominating/Eliciting from Ts who definitely have right answer/s (p. 5);	RAP+ qlt-priv RR qlt-priv S qlt-priv RZ tt S tt
27 May 97 Commt.s	Commitment: to be polite yet friendly (p. 8);	C frnd
30 May 97 Post video	All Ts: TEd is polite & friendly (p. 9);	IQ frnd
12 June 99 Post DOTE	Positive feedback: all DOTE prts found her helpful (p. 61);	IQ tt

Table 18 (continued)

1 July 99 Post video	Realised importance of showing interest in and paying attention to what Ts were saying or doing, How to do this: by looking at them, going near them, repeating some of their words as key terms, inviting other Ts' opinions on colleague's ideas, drawing others' attention to what has just been said (p. 72);	RZ tt RG tt
3 July 99 My video	Achieved as aim (p. 84);	R+ frnd

10. Get Ts to interact/less TEd talking time (tt-ltt)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Awareness about: TEds handling all questions and comments and not deflecting these over to prts (p. 4); Awareness: Importance of eliciting from everyone at all times (p. 5); Commitment: eliciting, involving Ts, reducing TEd talking time during explanations (p. 5) encouraging Ts to discuss variations for different ss (p. 6);	RR qlt tt-ltt RZ, R+ qlt tt-ltt C tt-ltt
27 May 97 Commnt.s	Commitment: Getting Ts to interact (p. 8);	C tt-ltt
30 May 97 Post video	All Ts: TEd talking time was appropriate (p. 9);	IQ tt-ltt
30 May 97 on E's video	Important: to follow and sometimes control discussions in order to avoid letting certain Ts take over (p. 12);	R+ tt RG tt-ltt
14 Dec 98 Post st wrk	Feedback from individual ss: wanted to talk more in English, wanted more discussion (p. 21), wanted to talk more (p. 22), wanted to 'shoot the breeze' (p. 21);	SIQ tt-ltt SIQ cnt, tt-ltt
20 Jan 99 Post st wrk	Paired up ss, Reason: to get ss to interact, get feedback from each other, to relax by switching attention from T to their partners, to think, to co-operate with each other (p. 32); Inputting via T-class, Reason: to get main points across to class (p. 32); Asked ss questions, Reason: to involve ss, to encourage them to think, to signal that she was aware of their issues, to provide opportunity for clarification and explanation, to discover if she was on right track and if ss were with her, to denote value of their presence and ideas (p. 33); Distributing handouts at end of workshop, Reason: to engage ss more in workshop than on note taking and for ss to reflect on at home (p. 34); Commitment: more interaction (p. 36), elicitation and pair work (p. 37); Liked overall: her performance in sessions, Reason: Succeeded in covering planned content within time limits via student interaction; student feedback was very positive regarding her style and sessions (p. 38).	R+ tt-ltt RR tt-ltt R+ tt-ltt, dlv RR tt-ltt, dlv R+ tt-ltt RR tt-ltt R+ ho RR ho, tt-ltr C tt-ltt C tt-ltt, dlv R+ dlv RR dlv, tt-ltt
29 Jan 99 Post st wrk	Liked: ss participated as had been planned, commented and asked her questions when necessary (p. 39); Commitment: addressing st feedback that pair discussion in not logical (p. 40); St wishes re. workshops to be addressed later: there wasn't enough time to chat or talk (p. 41).	R+ tt-ltt C tt-ltt R- cnt, tt-ltt

Table 18 (continued)

12 June 99 Post DOTE	Positive feedback: 2 Ts 'quite' pleased, rest of Ts completely pleased re. their participation opportunities in DOTE sessions & workshops; 1 T learned 'quite' well, rest very well from colleagues (p. 49); Solution to getting top evaluation from prts re. involvement: address each T, their teaching situation/institution, their ss/types of lessons, get Ts to work on tasks for their own classes, plan sessions based on input from prts re. context (pp. 49-50); Solution to increase peer learning among prts: plan mixed groups and develop praising attitude in self; Thought & found inadequate: TEds' praising Ts a lot (p. 50);	SIQ tt-ltt S tt-ltt S tt-ltt, fdbk R- tt-ltt, def
1 July 99 Post video	Realised importance of giving prts time & opportunity to discuss aim and possible variations of activity, thus internalising input and framework of activity or idea; if no time or opportunity was given, prts would perhaps only remember context and replicate activity as is instead of adapting its framework (p. 70); Realised significance of giving Ts time for discussion for internalising idea (p. 73);	RZ tt-ltt, tt-ltr, a RR tt-ltt, tt-ltr, a RZ tt-ltt
3 July 99 My video	Partially achieved as aim, wanted to focus on it in future sessions (p. 84, 85), Needed to give prts more time to discuss procedure ans steps involved, variations (pp. 84-85)	R-, C tt-ltt S tt-ltt

In her journal, Su wrote that she was very pleased about the final workshop and the feedback results. She wrote in her entry that she had planned her part so as to be able to incorporate the features that she had aimed for and that she had succeeded. One weakness in her part was that she had not gotten teachers to reflect back the instructions (RBI); in response to this issue on the checklist, two teachers out of eight marked "NO but it doesn't matter", three teachers said "YES just right" and three teachers left the answer blank. Regarding leaving unmarked answers, the instructions to the teachers before filling in the first set of checklists had been to fill in everything; if a feature was irrelevant, they should leave it blank. This was especially true for the item about welcoming latecomers; if a feature did not occur, the answer was to be left blank. In the RBI item, the three teachers who left it blank for Su probably thought the RBI stage was redundant. It would have been interesting to ask these teachers why they left a blank there but this was not possible because the checklists were filled in anonymously. In fact, teachers were encouraged to be extremely open and honest because their answers would be anonymous. In addition, the evaluation and reflection on the issue were all made later when it would have been too late to ask the teachers because they would probably have forgotten the details by then.

Table 19. Realization of Su's commitments according to the new teachers at the last workshop

COMMITMENTS	CORRESPONDING ITEM IN THE CHECKLIST	NEW Ts' EVALUATION
1. Arouses curiosity	Manner 1	All: YES
2. Task Personalization	Planning 6	All: YES
3. Uses bb	Use of aids 4	All: YES
4. Gives a time limit	Manner 19	All: YES
5. Talks less	Personality 12	All: YES
6. Moves less	Paralinguistic 2	All: YES
7. Doesn't hurry	Personality 5	All: YES
	Manner 17	All: YES
	Interaction 17, 18	All: YES
8. Smiles & jokes	Personality 4, 7	All: YES
9. Is polite	Manner 20	All: YES
10. Gets Ts to interact	Interaction 4, 11, 16	All: YES
		All: YES
		All: YES

On the whole, Su felt that there was room for improvement in features such as 'planning for different learning styles', getting teachers to reform pairs or groups and not stay in the same formation, incorporate music and more visuals into her part, act as part of the group and not as the TE_d, and ask teachers what they thought about the activity. In specific, concerning her commitments, she received very positive feedback indicating that she had achieved her aims (c.f. Table 19 for a summary).

4.5.2.2 Ege's journal analysis

Ege's journal entries concerning this study began on page 19 of her journal and ended on page 113, comprising a total of 94 pages. She wrote entries on 15 separate occasions as listed below. Here are the entry areas, which started the reflection for Ege, their dates, and page references in her journal.

Ege's journal entry areas and dates:

1. Post video viewing: No date given but mid-May 1997, pp.19-29
2. Pre session commitments: 27 May 1997, p.29
3. Post session: Checklist: 30 May 1997, pp.30-33
4. Post Bolu trainer training course: no date given, probably Sep 1998, pp.33-35
5. How I have changed? 21 Sep 1998, pp.36-42
6. Post student workshops: Student feedback listed: No date given, mid-to late Dec 1998, pp.43-49

7. Post student workshops: Reflections on student feedback: 2 Jan 1999, 50-56
8. Post student workshops: Presentation style (question 1): 29 Jan 1999, pp.57-66
9. Post student workshops: Reflection on students' feedback (question 2): 6 Feb 1999, pp.67-70
10. Presentations for TEd: No date given, pp.71-72
11. Post DOTE feedback: 12 June 1999, pp.73-83
12. On DOTE participants: June 1999, pp.84-87
13. Post video viewing: on past reflections and teacher training: 1 July 1999, pp.88-95
14. Post video viewing: on the checklist: 4 July 1999, pp.96-108
15. Overall reflection on the effects of this action: 5 July 1999, pp.109-113.

Ege's Commitments

Ege wrote down the following on page 29 of her journal on 27 May 1997 where she listed her aims for the coming workshop:

Before the session:

I intend to work on

- * My instructions & RBI \Rightarrow put on bb (tied outcome in fdbk 6 - not satisfied/5 - satisfied)
 - * My use of "OK" & "Alright" - try to reduce it
 - * State the aim of the activity.
1. I'll keep up the smiling, liveliness etc.
 2. Give Ts the opportunity to share comments/ ideas/ variations.

Therefore, these topics were taken as the main areas of commitment for Ege and have been followed throughout her journal entries.

Ege's commitments have been reworded, itemised and listed below. The abbreviations that follow the commitments are the codes used in the analysis of the journal.

Ege's commitments for her presentations:

1. Better instruction giving and checking (instr) (RBI),
2. Writing the instructions on the bb (bb),
3. Reducing her use of "OK" and "Alright" (lang),

4. Stating the aims of activities (a),
5. Continuing to smile (s),
6. Continuing to be lively (l),
7. Continuing to give teachers opportunities to discuss ideas and make comments. (tt-ltt) (tt-ltr).

Each of Ege's commitments has been pursued in her journal and described below. For a summary of the same data, refer to Table 20 (p. 177).

Ege's Commitment 1. Better instruction giving and checking (instr) (RBI)

No date given but mid- May 1997: Post video viewing

On instruction giving:

Ege stated that she received positive feedback on her way of preparing teachers for the activity during instruction giving and that she provided the teachers with a model of what to do in the activity. She was also praised by her fellow TEds for her way of giving instructions and setting a time limit. However, she complained that when she felt pressed for time in a session, her management of the stages of a session did not run smoothly (Ege, p. 22). At another point, Ege said that the instructions should be given first and then the pairing or grouping should be done. This was what she always did in her classes. She decided to focus on this aspect of instruction giving in TEdn sessions as well because otherwise, teachers sit together and do not listen to the instructions (p. 24). Later on, Ege listed the qualities of a good TEd, what a good TEd should never do and what she was definitely going to do or try. Among the latter, she mentioned modelling the activity while giving instructions as a feature that she already possessed but that she would continue to display (p.28). She listed pairing/grouping participants before giving the instructions as something that she would avoid doing (p. 29).

On checking instructions:

The main problem according to this TEd was the fact that she was repeating what the teachers were saying during the reflecting back of the instructions phase; i.e. that she was parroting the teachers. She could not give any justification for this and stated in clear terms that she needed to cease the repetition (Ege, p. 23). She added that improving her RBI was among her commitments (p. 29).

Regarding her checking of instructions, she felt, after her presentation, that she had improved because she did not repeat the teachers' sentences as before but

that she was not completely sure about this improvement until she watched herself in the video (p. 31).

The teachers' feedback indicated that her instructions had been clear. Two teachers did not respond to the question on the way that she gave examples whereas one teacher said she did not give any examples (p. 32). One teacher disliked her speed of delivery but there was no indication whether she found it too fast or too slow (p. 33).

27 May 1997: Pre session commitments

One of her commitments was to focus on her instruction giving, checking and writing up the instructions on the bb (p. 29).

30 May 1997: Post session: Checklist

Ege reflected on her part of the shared workshop immediately after the session before the TEds watched the video tape and after she had watched the part of the video showing her presentation. In her comments immediately following the workshop, she stated that her instruction giving had improved in clarity especially because she gave examples. She worried about her slow delivery of the instructions, which she thought was not just slow according to her standards but was really slow. This surprised her, she stated, because of her general tendency to speak rather fast. According to her, the reason for her slowness might have been her high level of self-consciousness and effort to be very clear (p 30). She wrote in her journal that her solution was to rehearse the instructions without memorising the exact words because otherwise, during the delivery, she searched for the exact words of the rehearsal (pp. 30-31).

No date given, probably Sep 1998: Post Bolu trainer training course

21 Sep 1998: How I have changed?

No date given, mid-to late Dec 1998: Post student workshops: Student feedback listed

2 Jan 1999: Post student workshops: Reflections on student feedback

29 Jan 1999: Post student workshops: My presentation style (question 1)

6 Feb 1999: Post student workshops: Reflection on students' feedback (question 2)

No date given: Presentations for TEd

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No entries were made on the issue of instruction giving and checking on these dates.

1 July 1999: Post video viewing: on past reflections and teacher training

After a very long period of silence on this issue, Ege returned to her first commitment in her journal. She reflected on how her instruction giving had become clearer but how her delivery speed had been slow. She remembered that her reason for talking very slowly during instruction delivery had been over-rehearsing. She found that this time at the workshop, her instructions had been clear and she was pleased with them in general (p. 92). The reason for the improvement, according to her, was that she never memorised instructions anymore, nor did she rehearse them very much in order not to search for the wording that she had devised while rehearsing. This search in her memory for those perfect words slowed her speech down. In addition, she wrote that she was happy that she had stopped parroting teachers. In fact, she said that she had forgotten that this had been a problem once. She enjoyed feeling very good about it (p. 93).

4 July 1999: Post video viewing: on the checklist

5 July 1999: Overall reflection on the effects of this action

No entries were made on this issue on these dates.

To summarise Ege's reflections on her instruction giving and checking, she stated in her entries that she started out with the problems of need for clarity and slow delivery but improved in these almost as soon as she reflected on them. She also discovered during the video viewing that she was parroting teachers during the checking of instructions. This had not been a commitment because she became aware of it after making the commitments. Repeating the teachers' sentences was also remedied early in the action research. Ege's reflections indicate that she showed improvement in her commitment regarding instruction giving and checking.

Ege's Commitment 2. Writing the instructions on the bb (bb)

No entries were made on this issue in Ege's journal.

It was interesting to note that although she listed writing the instructions on the blackboard as part of her first commitment, there were no entries at all on this issue.

Ege's Commitment 3. Reducing her use of "OK" and "Alright" (lang)

No date given but mid- May 1997: Post video viewing

No entries were made on this issue on this date.

27 May 1997: Pre session commitments

Ege stated that she intended to reduce the frequency of her use of the fillers "OK" and "alright" (p. 29).

30 May 1997: Post session: Checklist

Ege reflected on her own impressions of her presentation first and then on the feedback data collected from the teachers. Among her own reflections, she mentioned her use of fillers stating that she made a serious effort to avoid the overuse of "OK" and "alright" but that these fillers still occurred. As an explanation as to why she could not avoid them, she said that they had become a part of her language, that they were "stuck". She was aware that she had used them repeatedly during her presentation but she wondered if there had been a small decrease in their occurrence nevertheless. For this, she needed to view the video (p. 31).

No date given, probably Sep 1998: Post Bolu trainer training course

While reflecting on the issue of working with teachers who have more experience than herself, Ege said that she felt confident in that situation despite having less experience but that some experienced teachers questioned this situation at times. As a result, Ege felt more self-conscious and monitored her speech more than usual (not to sound over-confident or even arrogant. Added by Ege while proof reading for reliability) (p. 34).

21 Sep 1998: How I have changed?

No date given, mid-to late Dec 1998: Post student workshops: Student feedback and reflection

2 Jan 1999: Post student workshops: Reflections on student feedback

29 Jan 1999: Post student workshops: My presentation style (question 1)

6 Feb 1999: Post student workshops: Reflection on students' feedback (question 2)

No date given: Presentations for TED

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No entries were made on the issue of focusing on her speech on these dates.

1 July 1999: Post video viewing: on past reflections and teacher training

Ege reread her past reflections and commented on them in this entry. Regarding her use of a variety of expressions as opposed to the two specific fillers “OK” and “alright”, she stated that, during the time that passed, she had added several other expressions to her repertoire. These included “So far clear?” and “Have I made myself clear?” in place of “Is it clear?”, which she preferred to use with her students. On the whole, she thought that she needed to continue working on this commitment because she felt that overuse of fillers could irritate some teachers (p. 93). At the end of this set of reflection, she set herself goals for her next sessions. Using a variety of expressions was among them (p. 95).

4 July 1999: Post video viewing: on the checklist

5 July 1999: Overall reflection on the effects of this action

No entries were made on this issue on these dates.

In general, about the frequent use of certain fillers as opposed to a variety of expressions, Ege thought that she had shown improvement because initially she discovered that she overused two fillers but then succeeded in adding others to her repertoire so that she did not seem to be using the same two fillers constantly. Despite this improvement, she thought that she should continue concentrating on her use of fillers in the future. In the entry that she made after the trainer training course in Bolu, reflecting on her self-consciousness due to some teachers having more experience than she did, she said that she monitored her output more than usual*.

Ege’s Commitment 4. Stating the aims of activities (a)

No date given but mid- May 1997: Post video viewing

No entries were made on this issue on this date.

27 May 1997: Pre session commitments

Stating the aims of an activity was one of the items in Ege’s list of commitments albeit one added later on, it seemed from the notation style (p. 29).

30 May 1997: Post session: Checklist

Ege’s thought that she definitely stated the aims but that sometimes one thought having done so without actually having done the stated thing (p. 31).

No date given, probably Sep 1998: Post Bolu trainer training course

* This researcher feels that her age may have been a subconscious reason for her overuse of fillers because she is an extremely fluent speaker of English with native-like proficiency and appropriate use of fillers in English.

21 Sep 1998: How I have changed?

No date given, mid-to late Dec 1998: Post student workshops: Student feedback and reflection

2 Jan 1999: Post student workshops: Reflections on student feedback

29 Jan 1999: Post student workshops: My presentation style (question 1)

6 Feb 1999: Post student workshops: Reflection on students' feedback (question 2)

No date given: Presentations for TEd

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No entries were made on this issue on these dates.

1 July 1999: Post video viewing: on past reflections and teacher training

Ege found her way of stating the aims of the activity that introduced in a workshop had improved but it still needed further work. She decided to get the teachers to state the aims rather than herself in future sessions (pp. 93-94).

4 July 1999: Post video viewing: on the checklist

5 July 1999: Overall reflection on the effects of this action

No entries were made on this issue on these dates.

In summary, overtly stating the aims of an activity was a commitment that Ege had selected to work on. She did not reflect on it very frequently but showed progress although she was not completely satisfied with this progress. She stated in one entry that she decided to continue focusing on getting teachers to become aware of what the aims of the activity presented in the session were.

Ege's Commitment 5. Continuing to smile (s)

No date given but mid- May 1997: Post video viewing

Ege reflected on her general attitude towards teachers and was pleased with the friendly atmosphere that her smiling and joking created in the workshop (pp. 20-21). In the same entry, towards the end, she listed features that a good TEd should avoid. Among these, she included sulking and looking too serious as undesirable features (p. 27). Among things that she would definitely do or try to do in future sessions came being friendly and smiling, which she noted that she already did (p. 28).

27 May 1997: Pre session commitments

Ege mentioned smiling as one of her commitments (p. 29).

30 May 1997: Post session: Checklist

No date given, probably Sep 1998: Post Bolu trainer training course

21 Sep 1998: How I have changed?

No date given, mid-to late Dec 1998: Post student workshops: Student feedback and reflection

2 Jan 1999: Post student workshops: Reflections on student feedback

No entries were made on this issue on these dates.

29 Jan 1999: Post student workshops: My presentation style (question 1)

When reflecting on the traits that she liked in the student workshops, smiling was mentioned as one that she was going to keep (p. 66).

6 Feb 1999: Post student workshops: Reflection on students' feedback (question 2)

No date given: Presentations for TEd

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

No entries were made on this issue on these dates.

1 July 1999: Post video viewing: on past reflections and teacher training

Among her general reflections on her past commitments, Ege remembered having mentioned the importance of smiling (p. 88). She stated that she smiled and that she did not need to incorporate this into her sessions anymore because she did it automatically; she had this trait in her (p. 89).

4 July 1999: Post video viewing: on the checklist

5 July 1999: Overall reflection on the effects of this action

No entries were made on this issue on these dates.

In brief, Ege chose smiling as a commitment but reflected very little on it. In her final comments, she stated that she smiled automatically and no longer needed to plan or aim for it; in other words, she felt that this commitment had been realised.

Ege's Commitment 6. Continuing to be lively (I)

No date given but mid-May 1997: Post video viewing

Ege mentioned the features of a good TEd, who should never stand glued in one place (p. 27). Among her future plans, she listed moving around in future sessions (p. 28).

27 May 1997: Pre session commitments

Liveliness was listed as a feature that she possessed and wanted to continue to display in her TEdn sessions (p. 29).

30 May 1997: Post session: Checklist

No date given, probably Sep 1998: Post Bolu trainer training course

No entries were made on this issue on these dates.

21 Sep 1998: How I have changed?

While thinking about how she changed over the past year, Ege mentioned the change in her position in relation to the desk. In the beginning of the TEdn sessions, she used to stand behind the desk to keep her eyes on her lesson plan and to be able to follow it. She felt nervous and needed the comfort of the desk but with experience, she did not need to stand near the desk all the time (p. 40).

No date given, mid-to late Dec 1998: Post student workshops: Student feedback and reflection

2 Jan 1999: Post student workshops: Reflections on student feedback

29 Jan 1999: Post student workshops: My presentation style (question 1)

6 Feb 1999: Post student workshops: Reflection on students' feedback (question 2)

No date given: Presentations for TEd

12 June 1999: Post DOTE feedback

June 1999: On DOTE participants

1 July 1999: Post video viewing: on past reflections and teacher training

4 July 1999: Post video viewing: on the checklist

5 July 1999: Overall reflection on the effects of this action

No entries were made on this issue on these dates.

To summarise this commitment that Ege had been displaying before the action research, she listed it as an aim that she wanted to continue to focus on in her TEdn sessions. She did not mention it directly again throughout the journal. Moving about was also analysed in her entries because this feature seemed related to liveliness and could help in understanding what Ege did in her sessions. Liveliness through 'moving around' was an issue for Ege but not a strong one, according to her reflection in her journal, probably because she was already a lively TEd and she was aware of it. She indicated that she wanted to make sure and continue to be perceived as such. Her last entry about eventually being able to move away from the teacher's desk showed that she had focused on the issue and had also improved in it.

Ege's Commitment 7. Continuing to give teachers opportunities to discuss ideas and make comments. (tt-ltt) (tt-ltr)

No date given but mid- May 1997: Post video viewing

Ege reflected on the feedback that she received from her peers and described some of the things that she always did. Among these, she mentioned that she always tried to allocate time in sessions for teachers to discuss variations, follow up ideas and for them to express themselves without being interrupted (p. 22). When describing the features of a good TEd, she mentioned the same features again: allowing teachers to reflect on the presented ideas, discussing variation and follow up ideas, different application options; encouraging teachers to participate, listening patiently and without interrupting them, showing genuine interest in their ideas (p. 26). Ege also touched on this topic when listing features that good TEds should avoid: doing all the talking (p. 27).

27 May 1997: Pre session commitments

Giving teachers the opportunity to share their comments, ideas, and variations was one of the commitments that Ege listed on page 29.

30 May 1997: Post session: Checklist

No date given, probably Sep 1998: Post Bolu trainer training course

21 Sep 1998: How I have changed?

No date given, mid-to late Dec 1998: Post student workshops: Student feedback and reflection

2 Jan 1999: Post student workshops: Reflections on student feedback

No entries were made on this issue on these dates.

29 Jan 1999: Post student workshops: My presentation style (question 1)

Ege described in detail the contents of this student workshop and how she dealt with each step of the workshop without reflecting very deeply on the reasons (pp. 57-63). In the first part of the entry, before going into the specific stage descriptions, she reflected a little on the session saying that although she tried to make the session as interactive as possible by asking pairs of students to discuss their study habits with each other, which they did, she still did most of the talking. The reason was that she wanted to cover a certain amount of material and had limited time at hand (p. 57). Later in the same entry, she reflected in general on the two ways in which she conducted the two workshops. In Workshop One on 'How to study for

grammar', mostly she explained and demonstrated what students could do. There was little pair and group work. During the planning of this workshop, she had been aware of that it was going to be a teacher-centered session; therefore, she incorporated pairwork into it (pp. 63-64). In Workshop Two, there was more of a balance in the interaction with the students expressing their feelings after having experienced the presentation. Ege felt that the second workshop was the better of the two. She stated that in the future, when doing Workshop One again, she would present the new language point and then get students to build the study page for it with her help instead of pretending to have presented the language and going over a page that she had prepared earlier (p. 65).

6 Feb 1999: Post student workshops: Reflection on students' feedback (question 2)

No entries were made on this issue on this date.

No date given: Presentations for TEd

In this entry, Ege commented on some of the issues that she found difficult. For instance, she mentioned planning a session that was teacher-centered instead of trainer-centered when there was a heavy load of theory in the session (p. 71).

12 June 1999: Post DOTE feedback

The DOTE participants' feedback data indicated that only three teachers found the assignment feedback 'very' useful and five teachers found it 'quite' useful. This was not as high an evaluation as Ege had expected. In order to make participants more aware of the assignment feedback, her solution was to get the teachers to reflect on their gains from the assignments the next time (p. 76). The participants' feedback about Ege as a DOTE tutor was very favorable. The teachers liked discussing issues and learning from each other in her presentations, among other things (p. 82).

June 1999: On DOTE participants

No entries were made on this issue on this date.

1 July 1999: Post video viewing: on past reflections and teacher training

Among the issues to be considered while planning a session, Ege mentioned letting teachers comment on and internalise ideas (p. 89). After reflecting on similar problems, she made a commitment to try to plan sessions in the future for teachers to have time to discuss how the idea applies to their teaching situation (p. 90).

4 July 1999: Post video viewing: on the checklist

Ege took the opportunity at this point in her journal, to reflect on herself by going through the checklist items. On the issue of allowing teachers to discuss ideas, she said that in an input session (a session where there is a lot of new theory to be covered. Researcher's note) the TED could plan it so that with the help of cues/cards teachers would be able to come up with the points to be covered in that session. She gave an example for this from her input session on pair work and group work. She gave teachers cards through which they came up with the do's and don'ts of pair and group work (p. 100). On the issue of Personalization, Ege stressed the importance of letting teachers think about how the idea applies to their classes and of involving teachers in the inputting (p.101).

5 July 1999: Overall reflection on the effects of this action

No entries were made on this issue on this date.

To sum up Ege's last commitment, for her, the issue of getting teachers to discuss ideas seemed to be an important idea. She frequently mentioned this idea in her reflections. She wrote that she was successful in terms of allowing her teachers this opportunity in her workshops. With students, she thought that she was aware of the need to do the same but felt that it would have taken more time than she had; therefore, she opted to be more teacher-centered with the students. Her entries pointed towards her awareness of the importance of this issue while planning especially an input session. On the whole, she reflected on the issue in general terms. There was no overt improvement in this area but this researcher felt that the aim was accomplished at least on the awareness level because it was an area of constant focus for the TED in question.

To sum up all commitments, Ege's reflection in her entries indicated that she showed immediate improvement in the clarity and delivery speed of her instructions and also in her checking of instructions. Her journal entries indicated that she was also successful in three aspects that were not completely new foci; she had been doing these previously and she wished to continue to display them. These were commitments concerning smiling, being lively and giving participants opportunities for discussing ideas. Ege's reflection made it clear that there were two commitments that were fulfilled but she wished to continue to focus on these in future sessions. One of these was her use of fillers although she indicated that she had added variety to her language in the process. The second one was overtly stating the aims of an

activity. Finally, the interesting thing about her commitment concerning writing the instructions up on the blackboard was that she made the commitment but never reflected on it.

Table 20. Summary of Ege's commitment analyses

(For the explanations of the codes in the tables, see 4.3.1 and 4.3.2 or Appendices H and I; for the abbreviations, see the List of Abbreviations)

1. Better instruction giving and checking (instr) (RBI)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
Mid May 97 Post video	<p>Instruction giving</p> <p>Other TEDs liked her way of preparing Ts for and modelling the activity, giving the instructions, setting time limits (p.22);</p> <p>When time was tight: she panicked, lost control (p. 22);</p> <p>Commitment: first instructions, then pairing/grouping of Ts; she always did this in her class and wanted to do it with Ts too (p. 24);</p> <p>Reason: Ts did not listen to the instructions once they were in pairs/groups (p. 24);</p> <p>What good TEDs should avoid: parroting</p> <p>Commitment to do more of: modelling the activity (p. 28);</p> <p>Commitment: avoiding pairing/grouping prts before instructions (p. 29);</p>	<p>R+ instr</p> <p>R- instr, t</p> <p>C instr, sim, prgr</p> <p>RR instr, prgr</p> <p>RZ qlt tt</p> <p>Cm instr</p> <p>C instr</p>
27 May 97 Commt.s	Commitment: improving instruction giving (p. 29);	C instr
30 May 97 Post video	<p>During workshop</p> <p>Liked her instruction clarity, examples (p.30);</p> <p>Didn't like her slow delivery (p.30);</p> <p>Reason: Extreme self consciousness and aiming to be very clear (p. 30);</p> <p>Solution: Not to over-rehearse, because she then tended to seek same words used in rehearsal, so to rehearse without memorising (pp. 30-31);</p> <p>Feedback data</p> <p>Ts liked instructions (p. 32);</p> <p>2 Ts left question on examples blank, 1 T said she didn't give examples (p. 32), 1 T didn't like delivery speed (p. 33);</p>	<p>R+ instr cl</p> <p>R- instr sp, lang sp</p> <p>RR instr sp</p> <p>S instr sp, pp</p> <p>IQ instr</p> <p>SIQ instr, SIQ instr sp</p>
1 July 99 Post video	<p>Reread entries on 30 May 97 regarding instruction clarity improving but delivery speed being too slow (p. 92);</p> <p>Pleased: instructions were clear during last workshop and good in general (p. 92);</p> <p>Learned: not to memorise instructions and not to rehearse too much because during delivery, she searched for perfect wording devised during rehearsal thus slowing her speech (p. 93);</p>	<p>RG instr sp, instr cl, cf.-pres</p> <p>R+ instr cl, imprv</p> <p>RR instr sp</p>
Mid May 97 Post video	<p>Instruction checking</p> <p>Wanted to change: repeating Ts' words during RBI (p.23);</p>	C, S RBI
27 May 97 Commt.s	Commitment: improving RBI (p. 29);	C RBI, instr
30 May 97 Post video	Pleased during workshop: thought that she didn't parrot Ts (p. 31);	R+ RBI, lang, imprv
1 July 99 Post video	Pleased: she stopped repeating Ts' words after them, even forgot that this was an issue for her (p. 93).	R+ tt lt, imprv

Table 20 (continued)

2. Writing the instructions on the bb (bb)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: to write instructions, RBI on bb	C instr, RBI

3. Reducing her use of “OK” and “Alright” (lang)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: to reduce her use of “OK” and “alright” (p. 29);	C lang
30 May 97 Post video	Still used these fillers despite effort to reduce occurrence, wanted to view video to determine if there was some decrease (p. 31); Reason: They seemed ‘stuck’ to her language (p. 31);	R- lang RR lang
Sep 1998 Post Bolu	Training Ts with more experience than herself made her self-conscious, she felt that she monitored her speech (p. 34);	R- a&e RZ lang
1 July 99 Post video	Varied her expressions adding, e.g. “so far clear?” and replaced “Is it clear?” that she used in class with “Have I made myself clear?” with Ts. She felt she needed to continue focusing on this area (p. 93); Set goals for next workshops: using variety of expressions (p. 95).	RG lang C lang

4. Stating the aims of activities (a)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commnt.s	Commitment: to state aim of activity (p. 29);	C a
30 May 97 Post video	Was sure: she stated aims but needed confirmation from video (p. 31);	R+ a, imprv
1 July 99 Post video	Pleased: there was some improvement in stating aims (pp. 93-94); Still needed: to draw more of Ts’ attention to what she was doing (p. 94); Commitment: getting Ts directly involved in stating aims (p. 94).	R+ a R- a C a

5. Continuing to smile (s)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
Mid May 97 Post video	Liked: friendly atmosphere created by her smiling and joking (p. 21); Good TEDs must avoid: sulking, looking too serious (p. 27); Aimed: smiling in future sessions, which she already did (p. 28);	R+ s, h RZ s Cm s
27 May 97 Commnt.s	Commitment: smiling (p. 29);	C s
29 Jan 99 Post st wrk	Pleased: regarding her smiling (p. 66);	R+ s imprv
1 July 99 Post video	Remembered: reflecting on smiling (p. 88); Pleased: smiled among other issues without having to focus on it any more (pp. 88-89); Reason: it happened automatically, she had smiling in her (p. 89).	R+ s R+ s, imprv RR s

6. Continuing to be lively (l)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
Mid May 97 Post video	Feature for good TED to avoid: standing glued (p. 27); Will definitely do: move around, which she already did (p. 28);	RZ qlt bl m Cm bl m

Table 20 (continued)

27 May 97 Commnt.s	Commitment to continue doing: liveliness (p. 29);	C 1
21 Sep 98 Change	In past sessions: she stood behind desk to follow lesson plan on desk, for comfort, to ease nervousness (p. 40); With more experience: moved away from desk (p. 40).	R- dl v bl m R+ bl m, imprv

7. Continuing to give teachers opportunities to discuss ideas and make comments. (tt-ltt) (tt-ltr)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
Mid May 97 Post video	Pleased about: allocating time for Ts to discuss variations, follow up ideas and to state their opinions (p. 22); Features of good TEds: letting Ts reflect, discussing variations, follow ups, different application options; encouraging Ts to participate, listening patiently without interruption, showing genuine interest (p. 26); Good TEds avoid: doing all talking (p. 27);	R+ tt-ltt, t RZ qlt tt-ltr RZ qlt tt-ltt RZ qlt tt-ltt
27 May 97 Commnt.s	Commitment: allowing Ts to share their comments, ideas, variations (p. 29);	C tt-ltt
29 Jan 99 Post st wrk	Presented ideas to ss mainly by telling them about it, e.g. first part of session (p. 57); Reason: nature of contents and time limit (p. 57); Tried to make it interactive via some pair work, still she did most of talking (p. 57); Reason: to cover certain topics (p. 57); Rest of session: talked re. technique for self-studying grammar (pp. 57-58); In workshop 1: explained, demonstrated (p. 63); aware of its T-centered nature during planning stage (p. 63); therefore planned pair work for interaction (p. 64); In workshop 2: more balanced interaction, ss expressed feelings after task (p. 65); Solution: next time, in workshop 1: present language point and get ss to build up study page for that point (p. 65);	RG tt-ltt RR tt-ltt, cnt, t R- tt-ltt, prgr, def RR tt-ltt, def RG tt-ltt, cnt RG tt-ltt RG prp tt-ltt S1 tt-ltt, prgp, prp-pers RG tt-ltt S tt-ltt
No date 99 Presntn	Difficult: planning teacher-centered as opposed to trainer-centered session when theory load is heavy in that session (p. 71);	R- tt-ltt
12 Jun 99 Post DOTE	Solution to why DOTE Ts didn't find DOTE assignment feedback as helpful as she expected: next time, get prts to reflect on their gains through assignments (p. 76); Ts' feedback to Ege as tutor: favorable. They liked discussing issues and learning from each other (p. 82);	S tt-ltt IQ tt-ltt
1 July 99 Post video	Problem during planning: letting prts comment on and internalise ideas (p. 89); Commitment: While planning, aiming to allocate time for Ts to discuss ideas and applicability to their classes (p. 90);	R- tt-ltt C tt-ltt, t
4 July 99 Post video	TEds can get Ts to talk more by planning for Ts to come up with some ideas/main points to be covered in that input session (p. 100); Believes that Ts should have opportunity to reflect on applying idea to own class and they should contribute to input of session (p. 101).	RG tt-ltt R+ tt-ltt, prp-pers

Ege reflected on the results of the feedback from the last workshop (c.f. Table 21 below for a summary) and thought that her forte was her paralinguistic features but that the other aims and features needed improvement.

Table 21. Realization of Ege's commitments according to the new teachers at the last workshop

COMMITMENTS	CORRESPONDING ITEM IN THE CHECKLIST	NEW TS' EVALUATION
1. Gives clear instructions & RBI	Instructions 1, 5	All: Yes All: Yes
2. Avoids "OK", "Alright"	Personality 11	All: Yes
3. States aim of activity	Manner 3	All: Yes
4. Smiles & is lively	Personality 4 1	Yes: 8 Yes but too: 1 Yes: 8 Yes but too: 1
5. Gets Ts to share ideas	Interaction 16	Yes: 8 ø: 1

She did not feel content just because most teachers marked her main aims "yes"; she wondered about unanswered items such as her blackboard use, her giving examples after giving instructions and about cases when even one teacher marked "no" as for getting feedback to the activity as if in class, asking challenging questions, getting teachers to respond to each other's ideas. She wrote about other issues in her entry after the new session. She reflected on her instruction giving speed. She stated that she became really conscious of all these features. In the previous feedback, she had been evaluated as talking a little fast by some teachers and this made her talk more slowly this time but, she felt, she talked too slowly. She had also rehearsed at home and this might have been another reason why she delivered the instructions too slowly. She wrote, "I know that when I over-rehearse I tend to slow down because I try to come up with the exact words I used while rehearsing". She continued to reflect on this issue concluding that she must practise at home but that she should avoid memorising the actual words.

4.5.2.3 Ada' journal analysis

Ada's journal entries referring to the training described in this report started on page 25 and ended on page 99, a total of 74 pages in her journal. She reflected on 10 separate instances.

Ada's journal entry areas and dates:

The general reflection areas, dates, and their page references are as follows:

1. Post video viewing: 14 May 1997, pp.25-33
2. Pre session commitments: 27 May 1997, pp.34-35
3. Post session: checklist: No date given, probably 29 May 1997, pp.36-44
4. Reflections on Ada's video: 30 May 1997, pp.45-49
5. Post student workshops: 30 Dec 1998, pp.50-58
6. Post Bolu trainer training course: 3 Jan 1999, pp.59-62
7. Post Bilkent conference: 20 Feb 1999, pp.63-72
8. Post DOTE feedback: June 1999, pp.73-90
9. Post video viewing I: 1 July 1999, pp.91-94
10. Post video viewing II: 2 July 1999, pp.94-99.

In her first entry, on 14 May 1997, Ada reflected on a variety of classroom and training issues without making any commitments. Then, she chose the following as commitment items that she wished to focus on during the in-service session immediately following the video viewing. These same items were chosen for this analysis as threads through which Ada's path of change was traced. She listed the issues below as her short term commitments in her entry dated 27 May 1997 on pages 34-36 (number two entry in the above list):

Ada's commitments

The following are the areas that Ada chose to focus on in future presentations. The abbreviations that follow the listed commitments are the codes used in the journal analysis.

Ada's commitments for her presentations:

1. Clear wording of instructions using complete sentences (instr) (instr cl),
2. More accompanying body language, movement, and smiles (bl) (bl m) (s),
3. Friendly treatment of late arriving teachers (tt),
4. Avoidance of overuse of fillers (OK, Right), speaking fluently (lang),
5. Acting more lively, moving around more (l) (bl m),
6. Avoiding feeling nervous and unconfident (conf).

The last two items were also listed among her commitments but these were expressed as reflections rather than commitments; her wording of these issues indicated a lack of conviction in her abilities to carry out these commitments; therefore, these were taken as reflections, not commitments. However, since she included them in her list of commitments, she emphasised their importance for her

and displayed her awareness regarding these points. For this reason, they have been included in the present list of her commitments.

Ada's Analyses

The history of Ada's thoughts regarding her commitments has been traced throughout the journal entries but in particular, by analysing the following:

- Ada's reflections after watching the videos and prior to choosing six points to be her commitments afterwards,
- Her reflections on the teachers' feedback regarding the commitments,
- Her reflections throughout the action research regarding the commitments,
- Her reflections on the teachers' evaluations after the final video viewing regarding the commitments.

Each one of the six commitments was analysed individually by following the comments Ada made in the above mentioned reflections. Table 22 (p. 196) summarises these commitments.

Ada's Commitment 1: On clear wording of instructions with complete sentences:

In her reflections prior to having made the commitments in her first entry on 14 May 1997, Ada commented on most of the same issues that later became her aims or commitments in this piece of action research. The analyses below take each commitment individually and follow them through her journal to display her development in each issue.

14 May 1997: Post video viewing

After watching the videos on each other for the first time, her reflections on the clear wording of her instructions with complete sentences were as follows: This issue was not deeply reflected upon in the entry made immediately following the watching of the videotapes. It came up very briefly twice: once at the beginning of the entry and once at the end. At the beginning of the entry, Ada mentioned instructions while reflecting on the reason why she came across as a serious person. In the journal entry, she stated that she was perceived as a serious person because she concentrated on what she would do next, how she would manage and so she concentrated on herself, the instructions and the procedure forgetting about the teachers. This was the reason for her serious appearance (pp. 25-26). At the end of

the reflections in this entry, instructions were mentioned as a realisation and Ada stated that aspects related to session procedures such as instruction giving were easier to improve than aspects related to personality and management (p. 32). In other words, instructions were mentioned as an example and not an issue in her reflection.

29 May 1997: On the DBE teachers' feedback to her instruction giving on the video:

In order to obtain the participants' evaluation of the issues that Ada had chosen as her focus for improvement in that in-service TEd session, the participants were requested to fill out a checklist. The attending teachers' feedback and Ada's reflection summary regarding instruction giving was as follows:

Ada indicated that 7 (out of 9) of the participating teachers felt that she gave clear and sufficiently detailed instructions; 2 teachers thought that the instructions were too detailed and too clear. In addition, 2 teachers found her to be too slow in her instruction delivery. 1 person found that she reflected back the instructions too much (p. 36). On the whole, her instruction giving improved with clarity of instructions showing a definite improvement. Ada reflected on the reasons for this change and stated that the fact that she had practised instruction giving in front of a mirror the night before seemed to have helped (p. 37). She reflected on her instruction giving further and stated that since her instructions were very clear and relatively simple, she should not reflect back the instructions to check participants' comprehension of instructions (RBI) too much because she thought this might be irritating for some teachers. She liked the way she had done the RBI during the session because it came naturally and the teachers had responded well. Consequently, Ada felt that her first commitment to change regarding improving her instructions was fulfilled in this session (p. 37).

30 May 1997: Reflections on Ada's video

Regarding her instructions during the workshop, Ada was pleased with the way that she had given and checked them and she stated that this belief was confirmed by the checklist data as well. One point that she did not like was related to the fact that in the first part of her instructions she had neglected to give an example. She thought that if she had used an example, the task would have been made clearer. She still thought that her pace in delivering the instructions had been slow and that she needed to increase her speed in the future (p. 45).

30 Dec 1998: Post student workshops

3 Jan 1999: Post Bolu trainer training course

20 Feb 1999: Post Bilkent conference

June 1999: Post DOTE feedback

No comments were made regarding instruction giving or checking among her entries on the dates.

1 July 1999: Post video viewing I

Ada was not pleased with her instructions on the whole. She complained that probably she was never going to be completely satisfied about her way of instruction giving. She said that instructions continued to be an issue for her and that she was too slow in delivering them. As a reason why her instructions had not been totally satisfying she mentioned an explanation that one of the other TEds had offered: giving teachers an option had only made it confusing for the teachers; it had not been a good idea. Ada thought that she should have indicated to one of the groups of teachers that they were to start the task first (p. 92). She also added that she should have given teachers a time limit. She ended her thoughts on instructions by saying that several aspects were missing and that this should not have happened at this stage (p. 93).

2 July 1999: Post video viewing II

No comments were made regarding instruction giving or checking among her entries on this date.

To sum up, Ada's instruction giving and checking became a focal point for her in her presentations. She did not, however, concentrate on them in each of her reflections. They were mentioned in the reflections that followed the TEds' presentations but not, for example, in the reflections regarding the trainer training course in Bolu or the presenters at the Bilkent conference. She seemed to have shown overall progress in instruction clarity according to the feedback of the teachers who watched her in the workshop on 28 May 1997. She consequently thought that her commitment regarding improving her instruction giving skills had been realised. However, her speed in delivering instructions and clarity sometimes seemed to be a problem even in the final workshop according to her journal entries. Thus, it could be said that although she improved only partially in this aspect, her awareness about her speed and clarity increased greatly.

Ada's Commitment 2: On more accompanying body language, movement, and smiles

This commitment is related to paralinguistic features and body language but also to class management to some degree. Therefore, entries related to these aspects were chosen for analysis.

14 May 1997: After watching the videos on each other for the first time, on her use of her body language:

On her body language in general:

She felt that she came across as “a very strict & serious person” (p. 25). She thought that this was interesting because although she is a more reserved type of person, she was not aware that she seemed as serious as she did on the video (p. 25). She explained that the possible reason could be that she had concentrated on herself rather than on the participants because she was thinking about what to do in the next step in the presentation thus forgetting about the participants in the process (pp. 25-26). She felt that she gave participants the image that she was cold and distant through her general body language. She also noticed that she did not have a good posture (p. 26). At the end of this group of reflections, Ada made a series of commitments, which included the better use of her body language in future sessions (p. 32).

While reflecting on this point, Ada also stated that she was reminded of her advisor at Penn State University who accepted and welcomed ideas brought up by the students in her class, indicated that she appreciated the fact that they mentioned the idea, asked other students what they thought about this idea thus making students feel good about themselves and giving them the feeling that their contributions were valued. However, later on when Ada became her assistant, she realised that the same tutor said all these things to her students but that she was not really listening to their ideas nor was she actually concerned with the content. Ada reflected in her journal on this puzzling behavior and stated that perhaps a TEd had to learn how to give the impression that they were listening and accepting in order to encourage teachers to attend sessions and to be popular with the teachers (pp. 28-30).

On her moving about in the room:

After having watched herself and the other two TEds on the video, Ada observed that she had a tendency to remain in one place and did not move around

frequently enough, that she did not physically approach participants enough (p. 26), and that she did not sit down together with or near the teachers but instead stood before the whole group (p. 27).

On her facial expression:

She observed that she should smile much more than she actually did on the video (p. 26). She also stated, as part of the commitments that she made in this group of reflections, that in future sessions she was going to smile more (p. 32).

29 May 1997: On the DBE teachers' feedback on her body language on the videos:

Regarding her moving around the room and the participants, the feedback results showed that 7 (out of 9) teachers indicated that she moved around. Regarding the main focal point of using body language, 5 (out of 9) teachers stated that she always used appropriate/ helpful body language, 3 teachers said she sometimes did so, 1 teacher responded that she did not at all (p. 38). Ada felt that she needed further concentration on her use of body language and that she needed to use more paralinguistic features. She felt that some teachers thought that she did not use much or enough body language perhaps because the task that she demonstrated to the teachers involved her miming a story to half of the teachers while the other half of the teachers were outside the room. This meant that only half of the teachers actually saw her tell a story using body language. That may have been the reason for the low score that she obtained from some of the teachers (p. 38). Another paralinguistic feature that Ada was interested in was her use of her facial expressions. 7 out of 9 teachers stated that she used her facial expressions effectively; 2 said that she did so sometimes (p. 39). Regarding this point, Ada made a commitment to change the expression on her face more frequently, be more expressive, and smile more (p. 39). She reflected on her practising in front of the mirror and that this had given her the opportunity to become aware of her appearance. She stated that she did indeed look very serious. She concluded this part with her solution to the problem: to work on her body language (p. 40).

30 May 1997: Reflections on Ada's video

Ada was pleased that she looked less strict/serious while she was responding to the teachers' comments. This was an improvement on her previous appearance (p. 47). Regarding her use of her body language, facial expressions and eye contact, on the whole she was pleased (p. 49).

30 Dec 1998: Post student workshops

Ada stated that she consciously tried to smile and use gestures during the student workshops. She reiterated that she was aware that she appeared rather serious because she concentrated on what she was doing thus forgetting to look comforting and cheerful. She added that this also applied to situations when she answered questions. She frowned due to her concentration on the content (p.53). She felt that she had improved in this respect because she had started to smile while answering questions in in-service sessions as well as in her own class (pp. 53-54).

3 Jan 1999: Post Bolu trainer training course

No entries were made on this issue on this date.

20 Feb 1999: Post Bilkent conference

Regarding the various presenters at the Bilkent conference, Ada started by writing about her shock regarding a well-known speaker simply reading his paper without any humor, smiles or spirit. She stated earlier that this speaker underestimated the audience, that the subject matter was not new and that he did not present the contents very well (p.64). She wrote about another presenter whose facial expression she initially liked but, for some reason, found irritating after a while (p.65). She thought that perhaps the reason for her dislike was the speaker's overly gentle tone of voice that gave the impression that she was talking to children (pp.65-66). She also disliked the same presenter being stationed behind a table in the same position throughout her talk. The presenter did use her hands but did not move at all otherwise (p.66).

Later, Ada briefly summarised what she had gained from her observations. Among these, she mentioned keeping a pleasant facial expression without overdoing it. She continued that in the future she should try and overdo the facial expression because then perhaps her expression would be normal since she only smiled rarely (pp.67-68). Another insight that she gained was to move about (p 68). Ada mentioned two presenters who moved around and used their gestures (p. 69) and mimics well (p. 70).

June 1999: Post DOTE feedback

Reading the evaluations of the DOTE participants in the questionnaires that they filled out, Ada explained that she showed her feelings of impatience and dissatisfaction when DOTE participants cancelled observations or were late with

their assignments; that was why, she thought, one participant rated her professionalism low: because Ada made her feelings obvious (p. 79-80). She continued and once again commented on how she sometimes came across as a strict person, like a 'cadı' or 'başöğretmen', because she could not hide her feelings when she got upset. Teachers on the DOTE course did not like this because they wanted to be treated as equals but they, in fact, acted like students at times (p. 80). The solution, according to Ada, was to relax and take things on the lighter side (p. 81). On the issue of treating participants as colleagues, the probable reason why one person evaluated her relatively low in the questionnaire was her tendency to get serious about what she was doing and therefore seem serious (p.83).

Ada also reflected on what she felt she did well as a DOTE tutor and this was giving feedback to teachers after an observation. However, she found that one candidate was hard to handle because she always had a questioning or disagreeing expression on her face during post-observation conferences (p.87).

1 July 1999: Post video viewing I

After the final workshop, which was videotaped, the TEDs watched the video for evaluation with the final version of the checklist and for reflection. Ada was pleased with her performance because there were various commitments that she had improved in. One of her areas of improvement was her increased use of her body language especially when she compared it with her first video. She also smiled more (p.91).

2 July 1999: Post video viewing II

No entries were made on this issue on this date.

In summary, Ada indicated in her reflection that she started out with little use of her body language; i.e. few gestures, mimics, and smiles but ended with improvement in all these aspects.

Ada's Commitment 3: On friendly treatment of late arriving teachers

14 May 1997: After watching the videos on each other for the first time, on her treatment of late teachers :

There were no comments related to this issue among the reflections made immediately following the video viewing.

29 May 1997: On the DBE teachers' feedback on her treatment of late teachers on the videos:

There were no latecomers. Consequently, she did not reflect on this issue.

30 May 1997: Reflections on Ada's video

No entries were made on this issue on this date.

30 Dec 1998: Post student workshops

Ada noted a change in her behavior towards late arrivers. Initially, she used to get annoyed and show her disapproval through her facial expression. During the student workshops, she noticed that she became more accepting and friendly towards late comers even smiling and briefly summarising what had been done until then for them not to feel left out (pp. 54-55).

3 Jan 1999: Post Bolu trainer training course

20 Feb 1999: Post Bilkent conference

June 1999: Post DOTE feedback

1 July 1999: Post video viewing I

2 July 1999: Post video viewing II

No entries were made on this issue on these dates.

In brief, the issue of treating late comers in a friendly manner became a commitment for Ada after she felt impressed by Su's style of welcoming late arrivers. She wrote about getting annoyed by them in the past but improving in this area as well because she no longer felt upset. She stated in her journal that she had changed; she accepted late people with a smile and brief summary of events.

Ada's Commitment 4: On avoidance of overuse of fillers (OK, Right), speaking fluently

14 May 1997: After watching the videos on each other for the first time, on her fluency and use of fillers:

She stated that she should talk much faster than she did on the tape (p. 26). She also observed that she needed to indicate to the participants that their ideas were valued and appreciated, that their contributions and feedback were important (p. 27).

29 May 1997: On the DBE teachers' feedback on her fluency and use of fillers on the videos:

Ada reflected on the speed of her speech and felt that she still needed to focus on this issue because she was speaking rather slowly; not only when delivering instructions but in general (p. 37). This feature was her third point of focus for this session. The feedback collected from participants was as follows: 3 teachers said

Ada used a variety of expressions; 1 teacher said she did not but that this did not matter and 1 teacher said it did matter (p. 40). Ada felt that she was not sure whether teachers understood the same thing that the TEds had intended with this feedback item. The TEds had intended to get the participants' impressions on the frequency of the use of terms such as "OK", "All right", "I mean" and so forth. Ada did not think that teachers marked this questionnaire item with this particular interpretation in mind (p. 40). When reflecting back on the session, she believed that she used such expressions more frequently than she wished to, especially during the giving and checking of instructions (p. 41). She was aware of this, however, and stopped herself from uttering "OK" in several instances. On the whole, she thought that she had showed some progress in this area but not as much as she wanted to (p. 41).

30 May 1997: Reflections on Ada's video

Upon viewing herself on the video, Ada felt shocked at how often she used the fillers "umm" and "so". She thought that especially her overuse of "umm" was very irritating (pp. 45-46). She stated that she did not really know the reason for this. It was not because she was thinking of what to say next. Perhaps, she thought, she was overly conscious of her language and monitoring it thus using these fillers. Her solution was to speak faster without many pauses (p.46). Another realisation on her part regarding her language use was that she should not talk to teachers as if they were students (p. 48). She should present teachers with a challenge and talk faster (p. 49).

30 Dec 1998: Post student workshops

She noted that she did not focus on her fillers during the student workshops perhaps because she thought that this was not an urgent need. She felt that this was a weakness (p. 55).

3 Jan 1999: Post Bolu trainer training course

No entries were made on this issue on this date.

20 Feb 1999: Post Bilkent conference

Reflecting on the presentation style of one of the speakers, Ada said that she did not like the speaker's hesitations, starting a sentence, stopping and starting a new sentence and then going back to the previous sentence. It gave the impression that she did not know her topic and Ada did not find this very good (p.66).

While listing what she had gained during the observations, Ada mentioned language use. She said that complete sentences and finishing what one started saying were important. She felt that this was a weakness in her, too (p. 68).

June 1999: Post DOTE feedback

No entries were made on this issue on this date.

1 July 1999: Post video viewing I

After viewing the final video, Ada was still displeased with her overuse of fillers. This time she mentioned “OK” as a filler that she repeated. She also stated that she had reread her past entries and found that fillers were still a problem and that there was no improvement in this aspect. The improvement that did occur in her language use, however, was in her using few fillers and making complete sentences (p. 91). She felt that the reason why she did not use different fillers or any incomplete sentences may have been a coincidence. She may have used them in her other sessions but not in this taped workshop, which was only one instance in her life (p. 92).

2 July 1999: Post video viewing II

No entries were made on this issue on this date.

To sum up her language use, it may be said that improvement to a great extent took place. Ada’s reflection in her journal indicated that she had gained awareness regarding her overuse of fillers and incomplete sentences. Her entries describe her as avoiding the use of fillers; she stated that she found that she left none of her sentences incomplete in the last workshop. She wrote that this may have been a coincidence and that she may still be weak in this area*.

Ada’s Commitment 5: On acting more lively, moving around more

14 May 1997: After watching the videos on each other for the first time, on her liveliness:

There were no direct comments regarding this issue in the entry after the video viewing. However, in her final comments in this group of entry, she reflected on the need to be a quick thinker. She added that she usually froze and that her mind went blank when anything unexpected happened in the session. This was one of the issues that she did not know how she could change in future sessions (p. 33).

29 May 1997: On the DBE teachers' feedback on her liveliness on the videos:

The feedback in the personality section indicated that teachers perceived her as being lively. 4 out of 9 of the teachers who participated in the feedback indicated that Ada was able to maintain liveliness throughout the session; 1 said that she could not maintain liveliness throughout the hour. Ada thought that the latter was due to her use of her body language and that the two went hand in hand (p. 42).

Indirectly related to liveliness was the issue of humor. According to the feedback collected from the teachers who attended the session, 3-4 teachers did not see Ada as being humorous and that she did not make enough jokes but that this did not matter; 1 teacher said that it mattered. 2 teachers said that Ada made enough jokes (pp. 42-43). While reflecting on the topic of humor, Ada said that she was not sure how she would change in this aspect since she did not make jokes outside TEdn sessions either. She felt that this aspect was closely tied in with one's personality and general manner. She also stated that it was very difficult to walk around smiling when one did not feel that way. She reflected on herself and stated that she tended to see the negative side of things in life and that she needed to change this side in herself. It affected her TEdn sessions and her interaction with teachers. For example, she became defensive when someone asked a question, frowned, or became too serious. Instead, she should try to be more open and accepting of different ideas first and not look for the dark side immediately (p. 44).

30 May 1997: Reflections on Ada's video

30 Dec 1998: Post student workshops

3 Jan 1999: Post Bolu trainer training course

20 Feb 1999: Post Bilkent conference

June 1999: Post DOTE feedback

1 July 1999: Post video viewing I

2 July 1999: Post video viewing II

No entries were made on this issue on these dates.

To summarise, the issue of liveliness was probably closely related to the use of body language, humor, and language speed. Ada chose liveliness and moving around together as a commitment although she had also selected body language as an

* This researcher believed that this commitment was realized although the doubts of the TEd herself could not be ignored. It was up to her whether to ignore her language use or not. Time would tell.

area of commitment. Therefore, these were treated separately. It is the belief of this researcher that use of movement, humor and language speed should be evaluated together in order to evaluate liveliness. When this is done, it can be said that Ada improved in her use of gestures, mimics and smiling, as mentioned previously. Her entries showed that she had also improved in her language use in that she spoke in complete sentences. There was no reflection on her language speed in her final remarks. According to this researcher, this may have been an area that she still needed to develop in. The awareness may have been present but more practice was perhaps needed. Her comments in her journal about the importance of humor for a good TEd (p. 43) show her awareness in this area. She further stated that being humorous was closely related to one's personality and that it was difficult to learn to be humorous (p. 43). She added that if a person was outgoing, cheerful and humorous in their daily life, then they would be like that in their TEdn sessions as well (p. 43). Later she admitted that she did not know what to do about being humorous and making jokes (p. 44).*

Ada's Commitment 6: On avoiding feeling nervous and unconfident

14 May 1997: After watching the videos on each other for the first time, on avoiding feeling nervous and unconfident:

Upon watching herself on the video tape, Ada commented in her journal that she would have felt more comfortable if she had been conducting a problem solving task together with the teachers and if she could have sat down together with them and "be one of them" rather than standing before them. She felt that the latter role forced her into acting like a teacher and not a colleague (p. 27). She also felt that she had to be able to answer all questions that teachers asked but then she would feel like a "know-it-all" and "answer giver" (p. 27). These also added to her feelings of discomfort. At another point in her journal, Ada observed that she should have learned not to be defensive and not to take criticism personally. She felt that the development of these two characteristics would require time (p. 30) and she included

* According to this researcher, all these remarks may have been a silent admission to not possessing this feature and not knowing how to develop it. On the whole, liveliness was an area that Ada needed to develop mainly through faster movement and speech. More humor could be beneficial for everyone but it would suffice if Ada improved in the former aspects since not all TEds need to be the same. A TEd can be successful with or without jokes.

among her commitments for future sessions that she was going to be less self-defensive (p. 32).

29 May 1997: On the DBE teachers' feedback on her confidence on the videos:

Closely connected to the above topic, Ada believed that if she could change and see the positive side of an issue first, then she would not frown, become defensive so quickly. If she could become more open and accepting of different ideas, she stated in her entry, then she could feel and seem more confident (p. 44).

30 May 1997: Reflections on Ada's video

30 Dec 1998: Post student workshops

3 Jan 1999: Post Bolu trainer training course

20 Feb 1999: Post Bilkent conference

June 1999: Post DOTE feedback

No entries were made on this issue on these dates.

1 July 1999: Post video viewing I

After the final workshop, Ada commented that she felt that she had been relaxed and confident during the delivery of her part (p.91).

2 July 1999: Post video viewing II

No entries were made on this issue on this date.

In brief, Ada commented rarely on her feelings of confidence or lack of it in her entries. In fact, there were very few comments on this topic. In the beginning, Ada stated that she felt unconfident and a little intimidated by the two other TEDs' models and by the fact that she was conscious of these issues. Later, she wrote that she felt nervous about the students before conducting any sessions with them because of what she had heard from the other two TEDs about some of the students. However, in her last set of reflections, she briefly mentioned the fact that she was pleased because she felt confident. This was proof of her improvement. The topic of confidence did not surface in the journal entries until the end when it was mentioned openly. It was probably an issue dealt with indirectly in the sessions. For example, when commenting on the DOTE participants' feedback, at one point, Ada stated that the reason why one person marked her low in the area of treating them as colleagues may have been that she became serious when focusing on what she was doing. She

also felt that she may have come across as too bossy or too much like a know-it-all (p. 83)*.

To sum up all commitments, Ada concentrated on her commitments during the in-service sessions. The feedback from the attending teachers indicated, and Ada agreed in her journal entries, that she had shown improvement in giving clear instructions. She became aware of her instruction delivery speed, which she found to be slow. She was perceived by the teachers as being lively, using body language, moving around the room and smiling more than before. There also was improvement in her feeling more confident than before. She stated that she needed further focusing on her speech in terms of its speed and her overall confidence. She received no comments on her treatment of late arrivals because no one arrived late at the sessions but her awareness regarding treating late people in a friendly manner increased.

Table 22. Summary of Ada's commitment analyses

(For the explanations of the codes in the tables, see 4.3.1 and 4.3.2 or Appendices H and I; for the abbreviations, see the List of Abbreviations)

1. Clear wording of instructions using complete sentences (instr) (instr cl)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Focusing on instructions as reason why she seemed serious (p. 25); Learning procedure related aspects e.g., clear instruction giving, was easier than learning personality and management related issues (p. 32);	RR bl RZ instr cl
27 May 97 Commit.s	Decision to give clear instructions at the following day's workshop (p. 34);	C instr
29 May 97 Post wrk	Feedback results: about 78% Ts: instructions were clear, 22% Ts: too detailed, 22% Ts: too slow, 11% Ts: too much RBI (p.36); Improvement (p. 37); Reason: practising before mirror (p.37); Had to increase her language speed (p. 37); Result: not much RBI would be needed (p.37); Liked: her instruction checking done naturally (p.37); Thinks instructions commitment was realised (p.37)	IQ instr cl, dtl, sp, RBI R+ instr cl, imprv RR instr cl, pp R- instr sp S instr RBI R+ instr RBI Cv instr, imprv
30 May 97 Post video	Improvement: Ts' and TEds' feedback indicated better instruction giving and checking in second part/pairing task (p. 45); No improvement in first set of instructions (p. 45); Solution: giving an example (p. 45); Speed: too slow (p. 45); Solution: speeding up (p 45);	RZ IQ instr R- instr S instr R- instr sp S instr sp

* She seemed to suspect that underneath the 'bossy' TEd, there may be an unconfident person hiding. Perhaps, this was a subconscious camouflage technique on her part, perhaps not.

Table 22 (continued)

1 July 99 Post video	Overall, not pleased (pp. 92, 93), instruction problems mentioned frequently in entries, was slow and repetitive in video (p. 92); Reason: giving Ts an option confused them (p. 92); Solution: telling Ts which group will start first and giving time limits (pp. 92-93);	R- instr RR instr S instr
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2. More accompanying body language, movement, and smiles (bl) (bl m) (s)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	STRICT/SERIOUS APPEARANCE Coming across as strict & serious (p. 25); Surprised at this (p. 25); Reason: concentrating on self, instructions, procedure (p. 25); Appear distant, cold (p. 26); Solution: smile more (p. 26);	RZ bl RG bl RR bl R- bl S s
30 May 97 Post video	Improvement: looked less serious while listening and responding to teachers (p. 47); Liked her appearance (p. 47);	RZ bl, imprv R+ bl
30 Dec 98 Post st wrk	Made effort to smile (p. 53); Stated awareness re. her serious appearance (p. 53); Reason: her concentration on what she was doing and forgetting about her appearance (p. 53); Used to frown when faced with questions from Ts (p. 53); Now aware that she responded positively and smiled at Ts and smiled at ss in class (pp. 53-54);	R+ bl, s, imprv R+ bl, s RR s R- bl, s R+ tt, bl fe, s, imprv
20 Feb 99 Post B. conf	Shocked about presenter just reading his paper with no body language or smiles or spirit (p. 64); Another presenter: Pleasant expression (p. 65); Expression later got on her nerves (p. 65); Reason: not sure, perhaps presenter's condescending tone added to negative effect (pp. 65-66); Awareness after presentations: keeping a pleasant expression without exaggerating (p.67); Commitment: aiming to exaggerate her smiling (p. 67) Reason: to arrive at a normal expression because she smiled little (pp. 67-68); Another presenter used gestures well (p. 69); Yet another presenter had pleasant facial expression (p.70);	RAP- bl s, h, r, OHP RAP+ bl fe RAP- bl fe RR v RZ bl fe, s C bl s RR bl s RAP+ bl fe RAP+ bl fe
June 99 Post DOTE fdbk	Reason why a prt evaluated her as not treating them as colleagues exactly: she got too serious at times (p. 83); Felt uneasy with a prt during post observation feedback because prt always had questioning/disagreeing expression although she didn't word these feelings (p.87);	RR bl R- bl fe
1 July 99 Post video	Smiled more (p.91);	R+ s, imprv
14 May 97 Post video	MOVING ABOUT Disliked staying fixed in one place (p. 26); Solution: moving faster (p. 26)	R- bl mv S bl mv
27 May 97 Commit.s	Decision to move more, use gestures and mimics, smile at the following day's workshop (p. 34);	C bl m, bl fe, s

Table 22 (continued)

29 May 97 Post wrk	Feedback results: about 78% Ts: moved around Ts and monitored (p.38); 67% Ts: moved around while presenting, 22% Ts: only sometimes, 11% Ts: did not move while presenting (p. 39); Reason: moved about while presenting but not much during the story telling because needed to stay near words posted on wall (p. 39);	IQ bl m SIQ bl m RR bl m R- def
20 Feb 99 Post B. conf	Absence of movement in presenter (p. 66); Only some hand gestures in same presenter (p.66); Same presenter stood fixed behind table (p. 66); Awareness after presentations: moving about was important (p. 68); Another presenter moved around a lot (p. 69);	RAP- bl m RAP+ bl m RAP- bl m RZ bl m RAP+ bl m
14 May 97 Post video	BODY LANGUAGE USE Standing with air of 'T' (p. 27); Solution: sitting down with prts (p. 27); Reason: standing up causes her to become 'T' not colleague (p. 27); Standing before Ts: role of 'answer giver' (p. 28); Solution: learning to listen to Ts (p. 28); Her MA advisor: accepting Ts' comments with smile (p. 28); Discovered later, advisor was pretending while nodding and smiling, didn't really care about ss' ideas (p. 29); There were skills to be learnt and be made part of one's personality to show people you were listening, accepting, valuing (p.29); Perhaps good TEDs need to pretend (p. 29); Solution: pretending in order to be popular among Ts (p. 30); Commitment: using body language better, smiling more, giving more positive messages through body language (p.32);	R- bl S bl RR bl R- bl S bl RAP+ bl, s RAP- bl, s RG bl, tt, o RZ bl, s S bl C bl, s
29 May 97 Post wrk	Feedback results: 6% Ts said she generally used helpful/ appropriate body language; 33% Ts: she did so sometimes; 11% Ts: she did not do so (p. 38); Solution: needed to use more body language (p. 38); Reason: half the Ts were outside the room during her story telling (jigsaw): they did not see her body language use during narration (p. 38); Decision to use more gestures (pp. 38-39); Feedback results: 78% Ts: she generally used mimics effectively, 2% Ts: only sometimes (p.39); Solution: using different mimics more often, being more expressive, smiling more (mentioned twice p.39); Liked: practising instruction giving before mirror at home (p. 40); Became aware of: her appearance while talking and serious expression (p. 40); Thought: she had improved some but still needed to work on use of body language (p. 40, 41);	SIQ bl S bl RR bl, fe R- def C bl, a & h IQ bl fe S bl fe, s R+ pp instr, bl RZ bl R+ imprv bl S bl
30 May 97 Post video	Pleased with her use of body language, eye contact and mimics (p. 49);	R+ bl, fe
30 Dec 98 Post st wrk	Made conscious effort to use gestures and smile (p. 53);	R+ bl, s, imprv

Table 22 (continued)

June 99 Post DOTE fdbk	Stated that she showed her feelings when people didn't take their jobs seriously or prts didn't turn in an assignment or cancelled an observation; she didn't like this and made it obvious (p.80); Felt that she came across "as a 'cadi' or 'başöğretmen' (p.80); Felt that she couldn't hide her feelings easily and that DOTE prts didn't like to see her reaction because they wanted to be treated as equals despite their student-like behavior (p. 80); Solution: learn to unwind and take it easy (p. 81);	R- tt, bl R- bl, tt RR bl, tt R- T S tt
1 July 99 Post video	Used more body language than before especially when compared to first video (p.91);	R+ bl, imprv

3. Friendly treatment of late arriving teachers (tt)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commit.s	Impressed by other TEd's accepting latecomers (p.34); Decision to welcome late comers, not show she felt disturbed by tardiness at the following day's workshop (pp.34-35);	RZ tt R+ TEds tt C tt
30 Dec 98 Post st wrk	Used to get annoyed at late arrivers and frowned (p. 54); Now: more accepting of late arrivers with a smile, briefly summarising events (p. 54);	RZ tt, bl fe R+ tt, s, imprv

4. Avoidance of overuse of fillers (OK, Right), speaking fluently (lang)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 Post video	Solution (fluency): speaking faster (p. 26)	S lang sp
27 May 97 Commit.s	Decision to avoid overuse of fillers and to speak more fluently at the following day's workshop (p. 35);	C lang, lang sp
29 May 97 Post wrk	Must speak faster, 11% Ts in feedback: she speaks slowly (p.37) Feedback results: about 33% Ts: she used a variety of expressions, 11% Ts: she did not do so but it did not matter, 11% Ts: she did not do so and it did matter (p.40); Doubts: perhaps Ts misinterpreted feature "Avoids overuse of certain words/ expressions" which was intended to check TEds' excessive use of OK, all right, etc. (p. 40); Stated that she overused these fillers especially during instruction giving and RBI (p.41); Some improvement because of self-restraint from overuse at other times (p. 41); However, she needed to do more of this (p. 41); Solution: trying to improve in fillers and speed (p. 41):	R- lang sp IQ lang R- T, lang R- lang R+ lang, imprv R- lang S lang, sp
30 May 97 Post video	Shocked at her overuse of "umm", "so" (pp. 45-46); Couldn't think of a reason for doing this, perhaps being conscious of her language use and so monitored own speech (p. 46); Solution: speeding up without pauses (p. 46); Needed to avoid talking to teachers as if they were children, not underestimate them (p. 48);	RZ lang RR lang S lang sp S lang
30 Dec 98 Post st wrk	Weakness: Didn't focus on language (p. 55); Reason: didn't think it was important (p. 55);	R- lang RR lang

Table 22 (continued)

20 Feb 99 Post B. conf	Didn't like presenter's hesitations, seemed like she didn't know her topic (p.66); Awareness after presentations: speaking in complete sentences (p.68);	RAP- lang RZ lang
1 July 99 Post video	Still overuse of "OK" (p. 91); Now made complete sentences, avoided unnecessary fillers (pp. 91, 92); Reason for absence of fillers: perhaps still used them but none in this video by coincidence (p.92);	R- lang, imprv- R+ lang, imprv RR lang

5. Acting more lively, moving around more (l) (bl m)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
14 May 97 post video	Solution: moving and speaking faster (p. 26); Necessary to be cheerful, energetic and smiling (p. 31);	S bl mv, lang sp RZ l, s
27 May 97 Commit.s	Impressed by audiences' liking Ege's liveliness (p. 35); Wondering if she could do it (p.35); Reason: didn't move around much (p.35); All reflections in this section: indirect decision to try to be more lively at following day's workshop (p.35);	RAP+ l R- l, bl m RR l, bl m C l, bl m
29 May 97 Post wrk	Some improvement perceived in personality section (p. 42); Little improvement: 44% Ts stated she was lively only sometimes, 11% Ts stated she did not (p. 42); Liveliness was related to accompaniment of body language, gestures appropriate to session content (p. 42);	IQ l LIQ l RZ l, bl

6. Avoiding feeling nervous and unconfident (conf)

DATE OF ENTRY	REFLECTION SUMMARY	M & C MODES
27 May 97 Commit.s	How to avoid feeling nervous or unconfident? (p. 34); Solution: preparing for session (p. 34); Worry: two models before her and present consciousness of "all these things" (p. 35);	R- conf- S conf R- TEds
29 May 97 Post wrkp	Thought she would feel and seem more confident if she could be more open to Ts' ideas (p. 44);	R+ conf
30 Dec 98 Post st wrk	Felt nervous initially (p. 50); Reason: didn't know what to expect, other TEds' comments re. some ss (p. 50); Solution: convinced self, ss were there voluntarily to learn (p. 50);	R- conf- RR conf- S conf-
1 July 99 Post video	Pleased with overall interaction with Ts, felt relaxed and confident (p.91);	R+ tt, imprv

Ada reflected on the feedback findings after the final workshop (see Table 23, p. 201) and wrote that she thought that her instruction giving had improved. She explained in her journal that she had practised giving instructions at home before a mirror. She felt that she should work on increasing her speed of delivery. She

explained, in her entry, that she felt good about how she checked the teachers' comprehension of the instructions and that she had done this in a natural manner.

Ada felt that her second aim regarding improving her body language was not as successfully realised as was the first aim. She had chosen an activity in which half of the participants waited outside while the other half watched and listened to her act out a story. This meant that half of the teachers had missed the facial expressions and gestures that the TED employed. This showed itself in the results. She felt disappointed with the results because she had made a thorough effort to use her body, especially her arms and to bend her torso a lot more than usual. This investigator felt that Ada's performance was very good and that the set up of the activity was appropriate, too. The results should not be discouraging because of the jigsaw principle built into the task; Ada really acted out the story well and beyond her usual body language limits. This opinion was shared by Ege as well and the TEDs discussed this matter with Ada. In her journal, Ada reflected on what the results meant by comparing results and the sequence of the activity that she presented to the teachers. She concluded that she still needed to concentrate on her body language and facial expression.

Another area that Ada found she had to continue focusing on was her overuse of certain expressions. Out of the five teachers who checked this item, three thought that she did not overuse any expression. Ada wondered why four teachers did not check any item and left it blank. This was an issue that could not be remedied later mainly because it was an anonymous questionnaire. If this had been a structured interview, there would probably have been fewer teachers involved but these questions would have been answered.

As for her last two aims: The checklist results indicated that Ada did quite well in terms of liveliness and appearing confident although she was not directly aiming to improve these. Ada felt that there were several other aims that she could take up in the future. On the whole, this investigator felt that Ada showed undeniable improvement because she became aware of her strengths and weaknesses and had an opportunity to discuss these with sincere and friendly colleagues. During a discussion of the three TEDs, Ada mentioned that she had not expected that a TED had to watch out for so many things. All three TEDs agreed that when one started looking carefully at what went on in a TEDn session, it was very complicated,

challenging and much more involved than outward appearances indicate. Following are the results for Ada's commitments as perceived by the attending teachers:

Table 23. Realization of Ada's commitments according to the new teachers after the last workshop

COMMITMENTS	CORRESPONDING ITEM IN THE CHECKLIST	NEW TS' EVALUATION
1. Gives clear instructions	Instructions 1	Yes: 7 Yes but too ..: 2
2. Moves more	Paralinguistic 1 3 7 2	Yes: 7 ø: 2 Yes: 5 Stm: 3 No: 1 Yes: 7 Stm: 2 Yes: 6 No: 1 Stm: 2
3. Welcomes latecomers	Manner 16	Did not occur
4. Avoids "OK", "Right"	Personality 11	Yes: 3 No, not matter: 1 No, matters: 1 ø: 4
5. Is lively	Personality 1	Yes: 6 Yes but too: 1 ø: 3
6. Feels relaxed & confident	Personality 6	Yes: 7 ø: 2

4.6 The structured interview

At the end of the action research, the three TEDs were interviewed on issues that arose from the journal analyses and on their general outlook on life as a TED. According to Silverman (1993), interview questions aim to provide answers to six types of topics: Facts, beliefs about facts, feelings and motives, standards of action, present or past behavior, and conscious reasons. In the interview conducted with the TEDs, The following were the main questions used in the interview (for the complete interview schedule that was followed, refer to Appendix E). The questions arose mainly from the data analysis; certain issues surfaced during the analyses and needed to be clarified by each TED. An example for such an issue was the fact that a TED made a commitment but never or rarely reflected on it. If this issue was linked strongly enough to the TED for her to make it a commitment, then why did she not think about it in her entries? Did she simply forget it or did she consider it insignificant? Perhaps she had a different explanation. The interview questions were,

therefore, concerned more with beliefs, past actions, and conscious reasons. Each TEd's responses have been summarised below.

The main interview questions:

1. What type of thought modes were activated with the journal entries?
2. Generally speaking, your reflections describe events. There are only very few details and explanations given. Why is that so?
3. Why have you heavily focused on 'presentation style' in your reflections/in this action research?
4. What is a 'presentation'?
5. Do you feel you have fulfilled your commitments now that you have reread your entries and have thought about the commitments that you made then?
6. What commitments have you picked for yourself now if any?
7. What exactly goes through your mind when reading feedback?
8. What do you do today as a TEd that you have learned through the action research?
9. Have you changed?

4.6.1 Thought modes activated with the journal entries

Su: She was curious and wanted to discover what she had done during the presentation or what the teachers thought. She really thought about what the other two TEds had said about her and also about each other. She could not think as deeply about the issues as she wished to because there was little time at home for entry writing. She always focused on the positive feedback but was alert and paid very close attention to the negative points because these were the items that she felt would help her change.

Ege: She did not question what she did; she reflected mainly on the negative aspects and the steps in procedures. She sometimes asked herself questions such as: "Why did I focus on the content and fit in the activity or structure of the activity later?" or "Why was I slow in instructions?" (p. 30 in the journal) She answered her own questions as when she asked herself: "How have I changed?" on page 36 of her journal.

Ada: She tried to remember the overall session that she conducted and viewed it like a film. She then compared it to previous sessions and her behavior in them.

Then she picked on gestures, body language, etc. and reflected on how she developed in these aspects (c.f. pp. 53-55 in her journal).

4.6.2 Reason/s for describing events rather than details

Su: She became aware of this once she started rereading the entries. At the time of writing, she did not realise that she was just describing the events. She added that as a TEd, she often had to write down procedural descriptions to be kept in the files for future use; therefore, she was used to writing descriptions of steps and events. She had not written journal entries before; she felt that this may have been another reason. She complained of lack of time to write at home.

Ege: The main reason for her was lack of time. The planning and the execution of sessions in addition to the observations took up a lot of time. Writing journal entries also consumed a lot of time at home.

Ada: She agreed with both TEds and added that reflecting in a journal was not something that she had done on a regular basis; consequently, she was not sure what to write down and with how much detail.

4.6.3 Reason for the focus on ‘presentation style’

Su: The way presenters act had interested her for a long time before the study. She generally observed presenters at conferences and seminars and tried to understand what they did well and how they achieved this effect. Therefore, she concentrated on the style of presentations in her entries. She thought that the content of a session was an easy issue because there were plenty of sources to refer to but that style was a difficult issue because talking about aspects of style was not very effective and relatively difficult because it would be imaginary or a description relying on one’s memory of how the real event took place; actually observing these aspects in real situations was much more effective.

Ege: The content of a presentation, especially the ones done by the three TEds, was not a major issue because any one of the TEds would be able to prepare herself well in terms of content so the content issue was the same for each TEd. However, the TEds’ styles were different. She referred to her entries and pointed out that she had taken the good aspects of a presenter and reflected on it as on pages 109-110. She felt that the weaknesses of the TEds rarely overlapped and that they served as models for each other. She thought that there was a danger in this: inbreeding.

Ada: Presentation style was a general concept that she found significant for a TEd. Consequently, she reflected on aspects of style in her journal.

4.6.4 Description of a ‘presentation’

Su: The minute someone stands before at least one other person, this is a presentation. The ‘presentations’ that were an issue in this piece of research are those conducted before an audience, who are sometimes present only because it is compulsory, where certain topics or issues need to be covered in limited timeframes. An effective presentation captures the listeners, involves them, injects motivation in them, is relevant to them and manages to cover the planned topic. The types include everything from lecturing to demos, participant-centered sessions to workshops. They can be one-off or on-going.

Ege: She listed her favorite types of presentations as loop-input, demo, buzz groups, and guided discovery. The degree of effectiveness of a presentation depended on the level of the audience. If the level was high, then more elicitation and problem solving and fewer demos and loop input. When the level was low, she found presentations that are TEd-centered were more effective.

Ada: Her favorite types included presentations that incorporated the jigsaw principle and games. The most effective type of presentation, according to Ada, was learner/participant-centered presentations.

4.6.5 Thoughts on the fulfilment of commitments

Su: When she looked back at her entries and the commitments, she felt that she had gained a lot from the action research both as a TEd and also as a teacher. She thought that technically she had achieved all of her aims but that she really wanted to continue to keep some of the commitments as her aims in future sessions. She was especially referring to using the blackboard and involving the teachers or getting the teachers to interact. The latter was especially important because she believed that involvement and interaction greatly assist in learning and internalising. These two aspects had probably become part of her style now because she had been aware of them during the whole action research. In future sessions or lessons, these aspects and most of the other commitments would be addressed mainly through careful planning.

Ege: Her instruction giving had improved not only as a TEd but also as a teacher. She had not reflected on writing the instructions on the blackboard because

she had thought that this was important initially but during the sessions, when her instruction giving improved, writing them on the blackboard became redundant. Therefore, she did not consider it or reflect on it in her journal. It was no longer an issue on her mind. Her use of 'OK' had decreased. She also stated the aim of an activity but from time to time, she felt that she neglected telling teachers the aim. She did not feel that doing this was a priority; therefore, she sometimes did it and sometimes did not state the aims of an activity. When the latter occurred, it was not because she had forgotten but probably because she thought that it was unnecessary. After having read the data analysis, she realised that this was obvious to her but not to others. What she thought about this commitment also reflected on her journal entries; she did not reflect much on this issue.

Ada: She thought that her aims related to instruction giving, use of her body language and movement in the room were all achieved. She felt that the last two and smiling while conducting a session were all interrelated. They were also connected closely to enjoying the job, liking what one was doing. She added that she used to be angry with late arriving students and teachers deep down and that she ignored them in the past. Observing her colleagues in this study and the way one of them dealt with the late teachers had been striking for her and had changed her opinion about latecomers. About her use of fillers, Ada felt that she still needed to concentrate on these because she was not completely satisfied about her use. She thought that she could vary her fillers even more.

4.6.6 Possible future commitments

Su: She stated that she wished to incorporate more individualised work into her sessions and classes because of the different types of learning styles that the participants had. Her future commitment was to design sessions or lessons that allowed participants with different learning styles or intelligences to work on different materials.

Ege: Her future commitment was related to timing herself better. The more she discovered and learned, the more time she felt that she needed in her sessions. In the process of doing a session, one issue led to another and extra time was needed. She added that she learned to set aside the last activity as an if-time activity but she did not really like this because then the end of a session was not connected to the

beginning. If it was a two-hour session, she planned for one and a half hours, leaving the rest of the time for discussion.

Ada: She said that her future commitments would vary depending on the type of session that she was doing. The main aims would be planning to make the session interesting and interactive with pair and group work, counting the teachers who are present carefully for pairing/grouping, and planning to fit into the time slot. Although she felt that she did not talk very much in general, she wanted to reduce her talking time, for example, she thought she should not read out loud what is on an OHT or refrain from explaining what has already been stated on the OHT. These could be taken as signs of underestimating the teachers. She also wanted to be careful not to repeat herself.

4.6.7 Thoughts when reading feedback

Su: She thinks that feedback is absolutely necessary because when doing a session or lesson, the participants almost always go along with the session leader and all seems to be well. She feels that the real picture can only be obtained through anonymous feedback, which allows participants to voice their genuine thoughts and feelings. It helps if it is immediate because then problems may be remedied for the next time. Therefore, she read teachers' and students' feedback with great eagerness. She enjoyed reading the positive comments but paid most of her attention to the negative or 'not so good' remarks. If it was a session that went well according to her, she read the comments with happiness but if she felt that parts of the session were problematic, she felt anxious and worried that there would only be negative feedback.

Regarding how she decided what to focus on: She would have liked to know what certain participants had written because she respected their views or thought that if these participants liked something, then all was well. This was not possible because feedback was anonymous so she selected striking comments or remarks on issues that she had not considered much. Sometimes she picked comments that reinforced her suspicions about herself.

Ege: She was curious as to what the participants had written down. Most of the positive comments seemed to simply "fly away" because she did not concentrate much on these perhaps because she already suspected or knew what had gone well. She said that she concentrated on the negative feedback. Her first reaction often was

being defensive. Then she reflected on what had been said and what she had done in the session, why she had done it in that particular way in which part of the session. This helped her incorporate the remedy into the next session.

Regarding how she decided what to focus on: She tried to decide what was crucial and focused on these comments. She also selected any comment that would affect the outcome; in other words, she picked remarks that had direct and practical relevance for her.

Ada: She agreed with these points stating that her main feeling also was curiosity. When reading the feedback comments, she asked herself why something had not worked well and reflected. After collecting the teachers' and students' feedback, she made lists of her strengths and weaknesses at home. She found that she forgot about her strengths but reflected mainly on the weaknesses trying to discover the reason for these. She found some feedback comments vague; she wished that teachers would be more specific in their feedback and that they would give concrete examples of a behavior, idea or event.

Regarding how she decided what to focus on: She read through all comments and selected those comments that were about the main issues of the session. Major issues were generally more important than minor points.

4.6.8 Gains from this action research as a teacher educator

Su: She became aware of her presentation style and added new aspects to her style. For example, she now tries to connect the end of her session to what she did or said in the beginning; she tries to start off with a warm up that arouses curiosity; she always checks her activities to see if there is an element of challenge in them. Overall, she gained confidence in what she is doing and she really became acquainted with two wonderful colleagues, who were extremely co-operative, helpful, patient and always willing to try new ideas.

Ege: From this experience, she learned what type of activity and presentation is needed for a session, where to speak more in a session and where to speak less and how important fillers are especially in longer sessions.

Ada: She learned how to plan differently for different presentations, how to vary the input style, how important it is to get participants to communicate with each other, how to give clear instructions and also check the participants' comprehension of instructions. She added that her most important gain was confidence in herself and

the way she started to use her body language. She said that she moved about the room more than she did before, used more gestures and mimics and much more effectively. Her main gain out of the study was self-confidence.

4.6.9 Thoughts on personal change

Su: She stated that she definitely changed although this was perhaps on a more subtle level. She started to view a session or lesson in a different light. She planned not just the content but also the way she would conduct the session considering mainly how learning occurred and what type of participants would be attending. She became aware of the role that the TE_d or teacher played in a session. Because her planning focus shifted from content to the learning process, her style of presentation also changed. This piece of action research developed her already existing feeling of independence but really improved her sense of cooperative teamwork with the other two TE_ds.

According to Su, the greatest change among the TE_ds occurred in Ada. She improved her use of body language, gestures, smiling greatly. She changed dramatically in self-confidence. She felt that Ege and herself had started out with more experience than Ada, that their personalities were quite similar and that their change was on the level of awareness.

Ege: She thought that she had changed through the action research because there had been communication. She became aware that change did not necessarily mean something positive; it could also involve negative aspects. She felt that initially by selecting commitments for herself she had started to change.

According to Ege, the greatest change occurred in Ada. She had acted rather unsure and seemed to be on shaky grounds when she first started. She was defensive and often reacted angrily; this was quite obvious in her behavior but, in time, she learned to overcome these feelings and to replace them with confidence.

Ada: She also felt that the strong communication helped in the change process. She believed that she had changed in a variety of aspects. One of these was her talking speed; initially, she spoke very slowly and signalled a lot of thought, which also gave the impression that she was unsure of what she was saying and doing. Later, as her confidence in herself and in what she was doing increased, her talking speed also increased. Another aspect of change, therefore, was that she started to conduct sessions with greater consciousness and confidence. Greater

confidence also improved the quantity and quality of her body language. She agreed that the greatest change among the TEds had taken place in her. She also remarked that looking back at the beginning of the action research, she thought that she had been really brave to set out to do what she had done.

4.7 Interpretation of the analysis findings

There are numerous ways of extracting meaning from data. In this study, the main data was coded and then groups of data were interpreted establishing how the different groups related to each other and the aim of the study. In this section of the report, the findings will be interpreted by analysing firstly how they relate to the concepts described earlier in Chapter 2 and finally, to what degree the research questions have been answered.

4.7.1 Findings related to reflection, self-direction, action research, and effective presentations

Reflection was a central theme in this piece of action research. The reflective model of professional education that Wallace proposed (1991) comprises the pre-training stage and the professional education and development stage. The TEds who took part in this study rapidly went through the pre-training stage. They had come to the study with certain mental constructs regarding the teaching profession, or preconceptions and conceptual schemata, which served as a filter, as it were, through which they perceived themselves and their colleagues during the initial video viewing. It is probably because of these mental constructs that each of the TEds chose various points to comment on in their journals. In other words, the TEds evaluated the sessions and perceived events according to their own priorities. The first journal entries are a good example of this. Su, for instance, focused on presenting a warm up that aroused curiosity, getting teachers to personalise a task, using the blackboard during activities as much as possible, giving teachers time limits, giving and checking instructions economically in order to reduce her teacher talking time, moving less but keeping the friendly gestures, not being hurried or too fast in actions and instruction giving, smiling a lot and continuing to make jokes, being polite yet friendly, getting teachers to interact in order to have less TEd talking time. On the other hand Ege reflected on giving and checking instructions better, writing the instructions on the bb, reducing her use of “OK” and “Alright”, stating the aims of activities, continuing to smile, be lively and give teachers opportunities

to discuss ideas and make comments. The third TEd, Ada, chose to concentrate on the following areas: wording instructions clearly in complete sentences, using more accompanying body language, movement, and smiles, treating late arriving teachers in a friendly manner, avoiding the overuse of fillers such as 'OK', 'right', and speaking fluently. Each TEd put their mental constructs to work while deciding on what to focus. They made their selection of reflection topics by using their existing conceptual schemata. Some of the points of reflection were common because of shared concepts and schemata related to having worked together. The different commitments indicated what each TEd was preoccupied with at that point in time.

Each TEd showed individuality as well as co-operative behavior during the study. The commitments that the TEds formulated for themselves, the decisions regarding the choice of video tape to analyse, the type of workshop content, the reflection topics in the journals were examples of the TEds' self-directed behavior. They made their own decisions and faced the consequences themselves in Knowles' (1976, p. 40) terms. Co-operation occurred throughout the study and mainly in agreeing to participate in the investigation, the reliability checks, the observations and evaluations, the reflection in journals. Teamwork was needed to plan and conduct the joint workshops for teachers and students. On the whole, the TEds worked individually at times and co-operatively at other times in order to reflect on their TEdn behavior and to achieve development or change.

The analyses indicate that reflection and action research interacted to initiate change in the TEds. The following is a summary of the commitments of each TEd and to what degree they felt that these were achieved. Su was pleased with her performance in all but two commitments. The participants who evaluated her or gave feedback on these felt that she had fulfilled her aims in all including these two commitments. Su, however, thought that she should continue to focus on them.

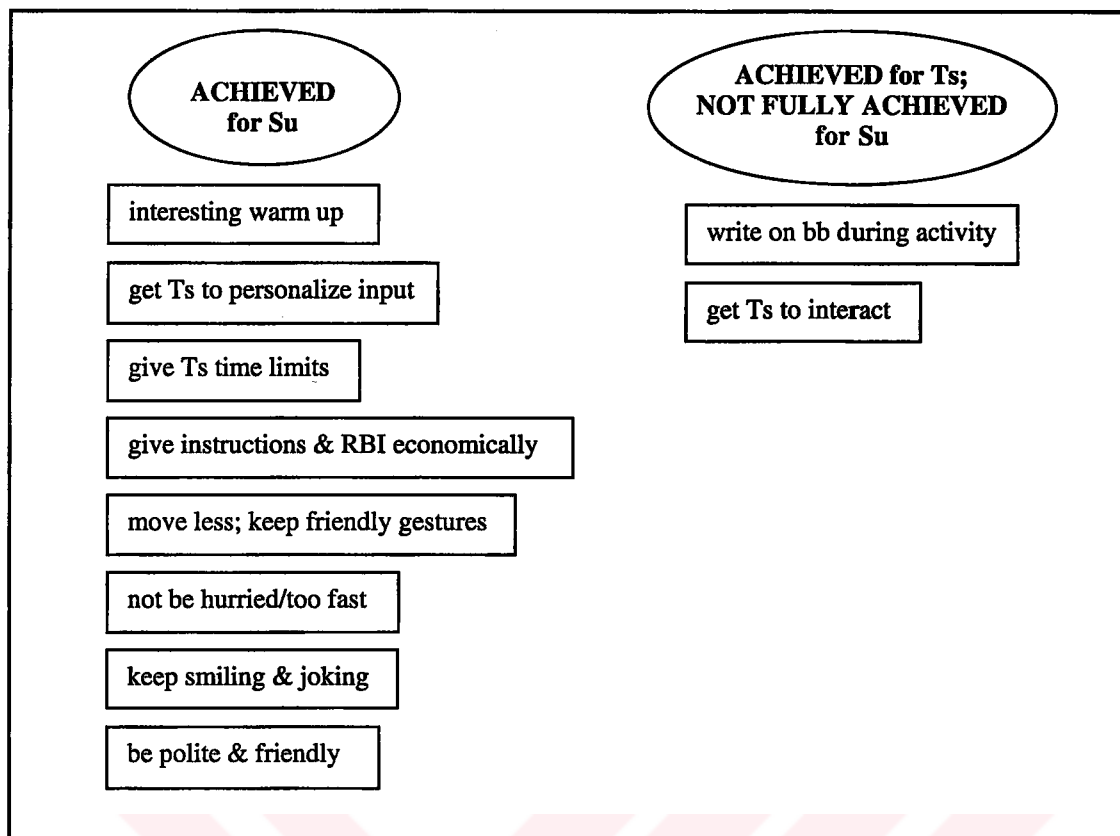


Figure 8. Summary of Su's commitment achievement

For Ege, six out of seven of her aims were achieved but she wanted to continue to focus on three of them in future sessions; one commitment was made but not addressed in her journal. These can be seen in the figure below (Figure 9).

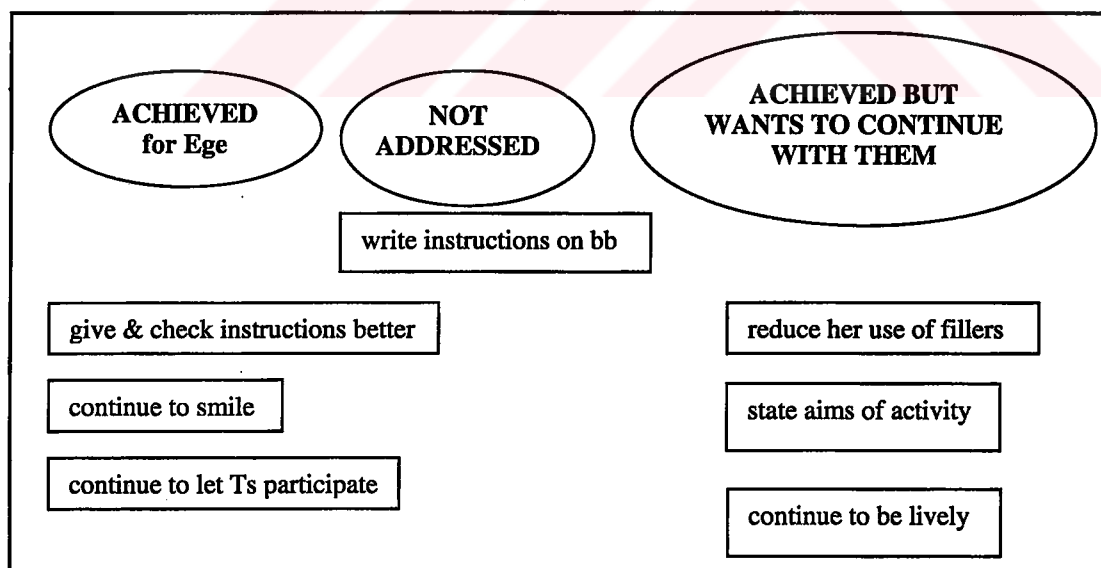


Figure 9. Summary of Ege's commitment achievement

For Ada, there were six commitments. On the whole, it can be said that she achieved all of her aims. These have been summarised in Figure 10 below.

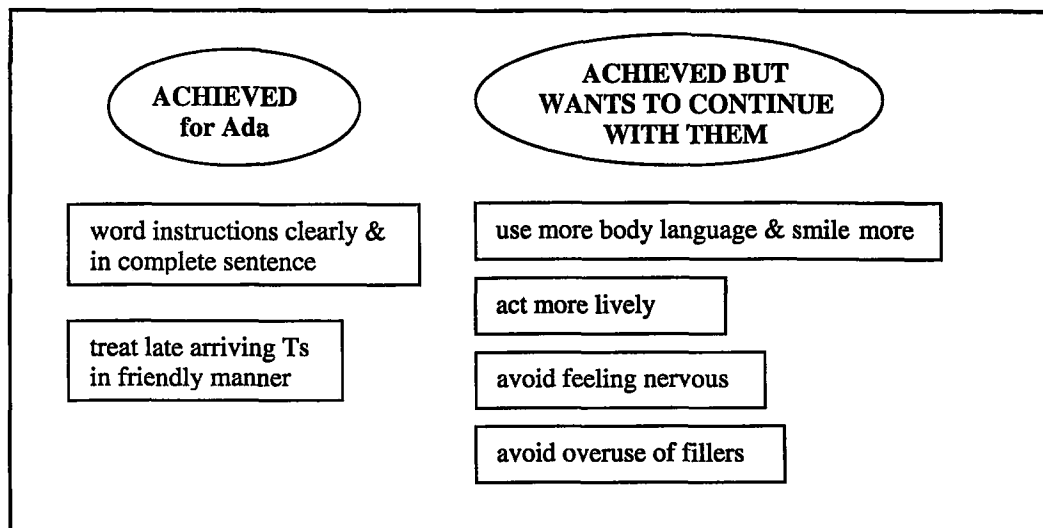


Figure 10. Summary of Ada's commitment achievement

When viewed one by one, the results are as follows: Ada fulfilled four of her commitments completely, namely, more body language, friendly treatment of late comers, avoidance of overuse of fillers, and avoiding feeling nervous. She partially fulfilled two commitments: clearly wording instructions and acting more lively. Ada felt, however, that she needed to continue focusing on making more use of her body language, avoiding fillers and feeling nervous in addition to acting more lively.

On the whole, the three TEds reflected on their own as well as on their colleagues' styles of session presenting. They raised their awareness and continued to focus on the commitments. This is what Wenden (1986) suggested for learners: that they should first become aware of their beliefs regarding learning. The TEds have become aware of their own learning styles in a sense through the evaluations and feedback. They processed the feedback by reflecting and then taking action. This piece of action research was a joint effort that allowed each TEd to seek her own direction. The TEds were free to choose their commitments, set their goals and carry out workshop ideas. Each of the components of self-direction that Holec (1981) lists could be observed: Each TEd decided on her own aims or commitments setting the boundaries of each aim herself, choosing the manner in which she conducted herself and her workshop ideas. Furthermore, each TEd continually followed her own progress and evaluated her own change through the reflection in the journals. The meetings that they conducted mainly served to share insights, ask for advice when

needed and decide when to conduct a workshop or evaluation procedure. The self-direction and action research became so much of these TEds' lives that they all decided to continue focusing on themselves. For this reason, each of the TEds selected some of their commitments as future aims (see 4.6.3, p. 203).

The broad aim of the study was to determine if reflection and action research procedures would initiate change in TEds and if so, how. The analysis findings indicate that change took place in each of the TEds as they searched for answers to the research questions set at the beginning of the study.

4.7.2 Answer to Research Question 1: What stages do the teacher educators go through while reflecting on their presentations?

The key terms in this question are 'stages' and 'reflecting on their presentations'. 'Reflecting on their presentations' may be considered an abstract concept; it has been made observable in this study through the journal entries and the coding. In order to arrive at the 'stages' of reflection, the commitments that each TED made have been analysed. Initial analyses revealed the occurrence of patterns of reflection. It then also became clear that certain modes of reflection co-occurred together with others. These have been named 'consecutive reflections' in this study. What is meant by 'consecutive reflections' is sections of entries where there were multiple codes including any one of the reflection categories and where certain reflection modes occurred in sequence. Further analyses were conducted in order to find consecutive reflections within entries. In order to follow the upcoming analysis findings with ease, the reflection categories in this study and their symbols have been listed below (see App. H for all Mental Mode categories). This will be followed by an example of a consecutive reflection pattern taken from one of the TEds' entries and the findings of the data analyses for each TEd's reflection patterns describing their consecutive reflection.

Table 24. Reflection categories in the study

Reflection	(R+)
Reflection	(R-)
Reflection:	In general terms (RG)
Reflection:	On administrators (R+/- ADM)
Reflection:	On another presenter (RAP+/-)
Reflection:	On learners (R+/- Lrs)
Reflection:	On other two TEds (R+/- TEds)
Reflection:	On reasons (RR)
Reflection:	On teachers/tutors (R+/- T/Tr)

The concept of ‘consecutive reflection’ has been exemplified below. An example from Su’s journal containing three sets of positive reflection (R+) followed by reflecting on the reason (RR):

Table 25. A ‘consecutive reflection’ sample

20 Jan 99 Post st wrk	Told anecdotes about her son’s learning experience,	R+ h, ref
	Reason: to get ss to relate to topic, for ss to enjoy session, to get point across,	RR h
	Made jokes about herself,	R+ h
	Reason: to get ss to relax and participate in discussions (p. 32);	RR h
	Smiling,	R+ s
	Reason: to encourage ss, to signal to ss that T knows what she is doing and is enjoying it (pp. 33-34);	RR s

Here, the TEd first reflected positively on her anecdote telling. Then she thought about why she had told the students this short story and listed some of her reasons. Then she positively reflected on the way she made jokes about herself during the presentation. Then again she explained why she had joked about herself. In this small sample, the two modes were reflecting positively and reflecting on reason/s. These two seemed to be paired in that order within this sample. The consecutive reflections for each TEd have been listed below by first providing lists of the consecutive reflection patterns found for each TEd, then examples for these patterns from corresponding journal entries and finally a summary of the main consecutive reflection patterns for each TEd.

The consecutive reflection patterns for Su: Table 26 below displays Su’s consecutive reflection patterns by themselves; their frequency and positions can be established in this way. Table 27 (p. 215) includes Su’s consecutive reflection patterns as well as the related journal entries, which may assist in understanding the sequences of patterns and the contexts in which they occurred. Each group of entry has been given a number, placed in the lower right corner in the table. These have been referred to in the following explanations as ‘examples’. These numbers also correspond with those in Table 26 below. Table 28 (p. 219) summarises the main patterns of reflection found in Su’s entry analyses. The same tabulation has been applied to each TEd in the following pages.

Table 26. Consecutive reflections in Su's commitments

1. R+ RR	Abbreviations: C Commitment IQ Improvement as indicated in questionnaires or feedback R+ Reflection: positive R- Reflection: negative RAP+ Reflection: positively on another presenter RG Reflection: in general terms RR Reflection: on reason/s RZ Realisation S Solution SIQ Some improvement as indicated in questionnaires or feedback
2. IQ R-	
3. R+ C	
4. RZ R+ RZ RG	
5. R+ R-	
6. RZ R+ R-	
7. R- RR C	
8. RZ R- S C	
9. R+ RR R+ RR RR RR C	
10. R- RR RR	
11. R- C	
12. R+ RR R+ RR R+ RR	
13. RAP+ RR S RZ S	
14. RZ RG	
15. RR RZ C	
16. R+ RG	
17. R+ RR R+ RR R+ RR R+ RR C C R+ RR	
18. R+ C R-	
19. SIQ S S R-	
20. RZ RR RZ	
21. R- C S	

Table 27. Consecutive reflections in Su's commitments with entries**Commitment 1. Present a good warm up that arouses curiosity (wu) (int)**

3 July 99 My video	Felt she fulfilled commitment re. warm up that aroused curiosity, Reason: Left w up story unfinished till end of session, asked Ts for their versions then telling them original ending (p. 83);	R+ wu RR wu	1
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Commitment 3. Use bb during activity (bb)

30 May 97 Post video	All Ts stated that Su used bb during activity (p. 9); Wondered: why 63%, not 100% said she wrote on bb when she did write on bb (p. 11);	IQ bb R- qr bb, def	2
20 Jan 99 Post st wrk	Wrote on bb & kept steps of procedure she was presenting & which would be needed throughout session there (p. 32); Commitment: using bb in future as she did in this workshop (p. 37);	R+ bb C bb	3
1 July 99 Post video	Realised significance of: always writing on bb and writing up or eliciting from prts titles of activities (p. 71); For visual Ts/ss: use bb to list items, to draw plans for procedures, list steps of instructions (p. 72);	RZ bb R+ bb RZ bb RG bb	4
3 July 99 My video	Used bb for listing Ts' statements, Could have used bb in w up (pp. 83-84);	R+ bb R- bb	5

Commitment 4. Give time limits (t)

1 July 99 Post video	Realised significance: giving time limits, These were helpful bec Ts didn't have to wait long for others to finish, Disadvantage: too lockstep in Tg (p. 71);	RZ t R+ t R- t	6
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Table 27 (continued)

Commitment 5. Give instructions & RBI economically → less TrTT (instr) (RBI) (tt-ltt)

3 July 99 My video	Still needed to focus on giving instructions & RBI, Reason: She knew what to say but with new activity untried previously in class, her instructions weren't concise & she added info during RBI (p. 84); Commitment to focus on in future sessions (p. 85)	R- instr, RBI RR instr, RBI C instr, RBI 7
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Commitment 6. Move less but keep friendly gestures (bl m) (bl)

14 May 97 Post video	Disliked: moving in corridor between whiteboard and TEd's table (p. 2) and Horseshoe seating arrangement of Ts, which left big empty space in middle; if TEd walked in, she lost eye contact with ends (p. 2); Solution: seat Ts in block so TEd could cover both ends and there was small empty space between self and front row (p. 3); Commitment: walk among Ts (p. 5);	RZ, R- bl-m R- prp-st, bl-m S prp-st, bl-m C bl-m 8
20 Jan 99 Post st wrk	Liked: walking among ss when possible, Reason: to see if ss were alert, to encourage ss, to observe ss' body language & respond to it, to provide interaction opportunities for ss (p. 33), Used body language herself Reason: to accentuate her message, to help weaker ss comprehend, to get ss to relax (p. 34); If ss are seated in rows with aisle down middle, T can walk among ss as was done in workshops, In auditorium, T can't mix with ss at all (p. 35); Commitment: keep body language (p. 37);	R+ bl-m RR bl-m, tt-ltt, int R+ bl RR bl RR bl-m RR bl-m C bl 9

Commitment 7. Not be hurried/too fast (in actions & instruction giving) (dlv) (t) (instr sp) (tt-ltr)

30 May 97 on E's video	Didn't like: lack of time to prepare and allocated time per TEd Reason for feeling hurried: having little time for preparations and for presentation, Reason for feeling stressful: became self-conscious, anxious, worried re. fulfilling aims and fitting into allocated time slot within workshop (p. 13);	R- dlv, t RR dlv, prp, t RR dlv, a, rlx-, t 10
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Commitment 8. Smile a lot & keep joking (s) (h)

14 May 97 Post video	Wondered about effect of her jokes (p. 3); Commitment: smiling and joking in future sessions (p. 5);	R- h C s, h 11
20 Jan 99 Post st wrk	Told anecdotes about her son's learning experience, Reason: to get ss to relate to topic, for ss to enjoy session, to get point across, Made jokes about herself, Reason: to get ss to relax and participate in discussions (p. 32); Smiling, Reason: to encourage ss, to signal to ss that T knows what she is doing and is enjoying it (pp. 33-34);	R+ h, ref RR h R+ h RR h R+ s RR s 12

Table 27 (continued)

Commitment 9. Be polite yet friendly (qlt-priv) (tt)

14 May 97 Post video	Liked and learned from TEd S. Deller: notion of privacy in class and not to demand of ss to publicly share info on their lives Reason: ss may not want to do so Solution: get ss to share with pair only what they want to reveal (p. 4); Awareness about: Importance of not putting Ts on the spot (p. 5); Solution: Nominating/Eliciting from Ts who definitely have right answer/s (p. 5);	RAP+ qlt-priv RR qlt-priv S qlt-priv RZ tt S tt	13
1 July 99 Post video	Realised importance of showing interest in and paying attention to what Ts were saying or doing, How to do this: by looking at them, going near them, repeating some of their words as key terms, inviting other Ts' opinions on colleague's ideas, drawing others' attention to what has just been said (p. 72);	RZ tt RG tt	14

Commitment 10. Get Ts to interact/less TEd talking time (tt-ltt)

14 May 97 Post video	Awareness about: TEds handling all questions and comments and not deflecting these over to prts (p. 4); Awareness: Importance of eliciting from everyone at all times (p. 5); Commitment: eliciting, involving Ts, reducing TEd talking time during explanations (p. 5) encouraging Ts to discuss variations for different ss (p. 6);	RR qlt tt-ltt RZ, R+ qlt tt-ltt C tt-ltt	15
30 May 97 on E's video	Important: to follow and sometimes control discussions in order to avoid letting certain Ts take over (p. 12);	R+ tt RG tt-ltt	16
20 Jan 99 Post st wrk	Paired up ss, Reason: to get ss to interact, get feedback from each other, to relax by switching attention from T to their partners, to think, to co-operate with each other (p. 32); Inputting via T-class, Reason: to get main points across to class (p. 32); Asked ss questions, Reason: to involve ss, to encourage them to think, to signal that she was aware of their issues, to provide opportunity for clarification and explanation, to discover if she was on right track and if ss were with her, to denote value of their presence and ideas (p. 33); Distributing handouts at end of workshop, Reason: to engage ss more in workshop than on note taking and for ss to reflect on at home (p. 34); Commitment: more interaction (p. 36), elicitation and pair work (p. 37); Liked overall: her performance in sessions, Reason: Succeeded in covering planned content within time limits via student interaction; student feedback was very positive regarding her style and sessions (p. 38).	R+ tt-ltt RR tt-ltt R+ tt-ltt, dlv RR tt-ltt, dlv R+ tt-ltt RR tt-ltt R+ ho RR ho, tt-ltr C tt-ltt C tt-ltt, dlv R+ dlv RR dlv, tt-ltt	17
29 Jan 99 Post st wrk	Liked: ss participated as had been planned, commented and asked her questions when necessary (p. 39); Commitment: addressing st feedback that pair discussion in not logical (p. 40); St wishes re. workshops to be addressed later: there wasn't enough time to chat or talk (p. 41).	R+ tt-ltt C tt-ltt R- cnt, tt-ltt	18

Table 27 (continued)

12 June 99 Post DOTE	Positive feedback: 2 Ts 'quite' pleased, rest of Ts completely pleased re. their participation opportunities in DOTE sessions & workshops; 1 T learned 'quite' well, rest very well from colleagues (p. 49); Solution to getting top evaluation from prts re, involvement: address each T, their teaching situation/institution, their ss/types of lessons, get Ts to work on tasks for their own classes, plan sessions based on input from prts re. context (pp. 49-50); Solution to increase peer learning among prts: plan mixed groups and develop praising attitude in self; Thought & found inadequate: TEds' praising Ts a lot (p. 50);	SIQ tt-ltt S tt-ltt S tt-ltt, fdbk R- tt-ltt, def 19
1 July 99 Post video	Realised importance of giving prts time & opportunity to discuss aim and possible variations of activity, thus internalising input and framework of activity or idea; if no time or opportunity was given, prts would perhaps only remember context and replicate activity as is instead of adapting its framework (p. 70); Realised significance of giving Ts time for discussion for internalising idea (p. 73);	RZ tt-ltt, tt-ltr, a RR tt-ltt, tt-ltr, a RZ tt-ltt 20
3 July 99 My video	Partially achieved as aim, wanted to focus on it in future sessions (p. 84, 85), Needed to give prts more time to discuss procedure and steps involved, variations (pp. 84-85)	R-, C tt-ltt S tt-ltt 21

Some sequences in the above entry analyses seem to repeat themselves either as a sequence by itself (c.f. R+ C in example 3 above) or within another sequence (c.f. RZ RG in example 4) or the same sequence may occur as a chain (c.f. R+ RR in example 17). These have been listed below in Table 28 (p. 219).

Su's main reflection sequences or patterns seem to consist of thinking about an event or behavior positively and commenting on what she liked and then reflecting on the issue further by considering the underlying reasons (R+ RR) or by making the decision to include this behavior or event in her own presentation style (R+ C); i.e. making a commitment to incorporate this issue into her sessions. The second pattern is the same as the main one except that it concerns a negative event or behavior (R-) as the starting point. She thought critically about an issue and then decided to incorporate this point into her sessions by making it a commitment (R- C); in other instances, she thought further about it by considering the underlying reasons (R- RR). The other patterns were related to the type of reflection called realisation. Su commented on issues that she noticed in a particular way and then reflected positively on these (RZ R+) or reflected objectively about them (RZ RG). These patterns have been schematised in Table 28 below.

Table 28. Su's main consecutive reflection patterns

Pattern	R+ RR	R+ C	R- C	R- RR	RZ R+	RZ RG
Example	1,9,12,17	3,9,17,18	7,8,11	7,10	4,6	4,14

Legend: C:Commitment

R+:Reflection:Positive

R-:Reflection:Negative

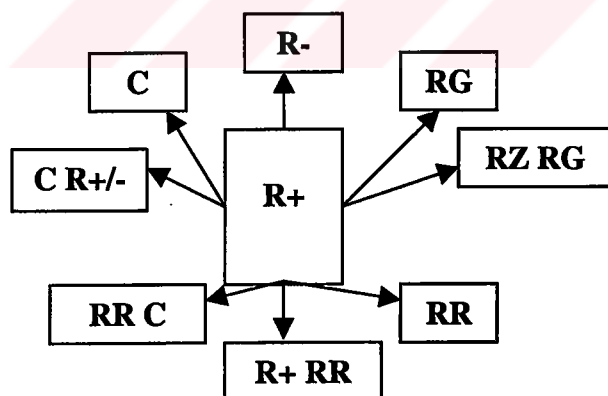
RR:Reflection:On reason/s

RG:Reflection:In general terms

RZ:Realization

The same entry analyses may be viewed from a different angle: A reflection category, such as positive reflection or reflection on reasons, may be analysed for the categories that follow it. This type of analysis has been conducted for three categories, namely positive reflection, negative reflection and realisation (c.f. Figures 11-13 below). These categories were selected because they are the main reflection categories and may provide a clear pattern. A category may also be analysed for the categories that precede it. This has been applied to the categories solution and commitment (c.f. Figures 14-15, pp. 221, 222) in order to discover how Su arrived at a solution to a problem or made the decision to commit herself to a topic. Finally, the categories occurring in final position have been listed in Figure 16 (p. 223) in order to see how consecutive reflections ended.

During the analysis, it was discovered that positive reflection may be followed by a variety of categories (see Figure 11). These include negative reflection (R-)(see example 5 in Table 27 p. 215), reflecting on reasons (RR) (see example 9), commitment (C)(see example 3), realisation (RZ) (see example 4), reflection in general (RG) (see example 16) and some of their combinations as can be seen in the figure below.



Legend: C:Commitment

R+/-:Reflection:Positive/Negative

RG:Reflection:In general terms

RR:Reflection:On reason/s

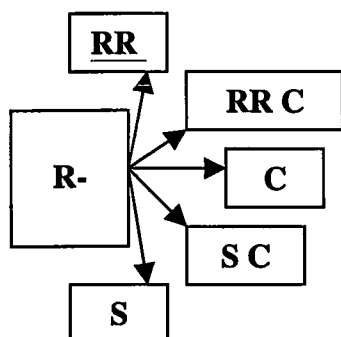
RZ:Realization

Figure 11. Su's reflection patterns: Positive reflection and categories that follow

The research question was about the stages in reflection; therefore, an effort has been made to establish the sequences and patterns that seem to occur. Some of these sequences may occur more frequently than others within the analysed entries.

This TEd's main reflection patterns or sequences have been displayed in the following figures. The direction of the arrows indicates the sequence; the grouping of the arrows aims to visualise which categories are closely related.

Figure 12 displays the categories or combinations that followed negative reflection in Su's entries.

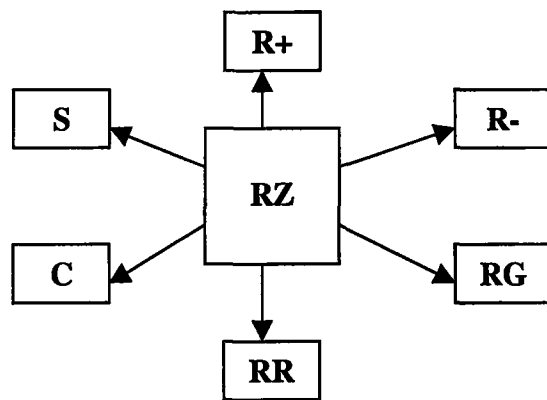


Legend: C:Commitment R-:Reflection:Negative RR:Reflection:On reason/s S:Solution

Figure 12. Su's reflection patterns: Negative reflection and categories that follow

Su made a statement about her dislike regarding a topic (R-) and then reflected on the reason for her displeasure or disapproval (RR), first thought about the reason and then made a commitment (RR C), directly made a commitment (C) or suggested a solution (S) or first discussed the solution and then made a commitment (S C).

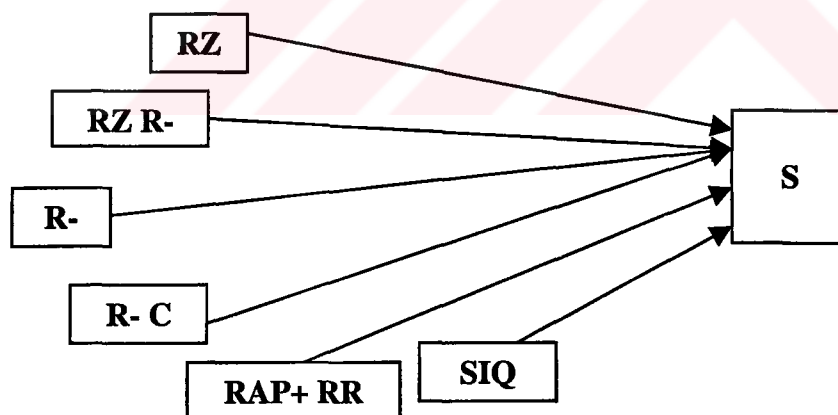
In Figure 13 (p. 221), the category of realisation has been displayed with the co-occurring categories. When there was a realisation, this was followed by positive (R+) or negative reflection (R-) in a sense with Su weighing the pros or cons, a more general thought (RG) or a reflection on the reasons (RR) with the TEd thinking deeper about the causes underlying the topic of realisation. A realisation was sometimes followed by a solution (S), a possible application, or a commitment (C) on the part of the TEd to look into the issue in future sessions.



Legend: C:Commitment R+/-:Reflection:Positive/Negative RG:Reflection:In general terms
RR:Reflection:On reason/s RZ:Realization S:Solution

Figure 13. Su's reflection patterns: Realisation and categories that follow

The categories of solution (S) and commitment (C) were further analysed by turning the perspective around and tracing the categories that preceded them. Su arrived at a solution (S) in four ways: Following directly a realisation (RZ), Su described a solution, or reflected on the negative aspects (R-) of an issue and found a solution or realised something and then thought about the cons (RZ R-) and arrived at her solution or reflected on the feedback results that showed some improvement in an area (SIQ) and then derived a solution, often to improve the aspect mentioned in the feedback. Figure 14 summarises these possibilities schematically.

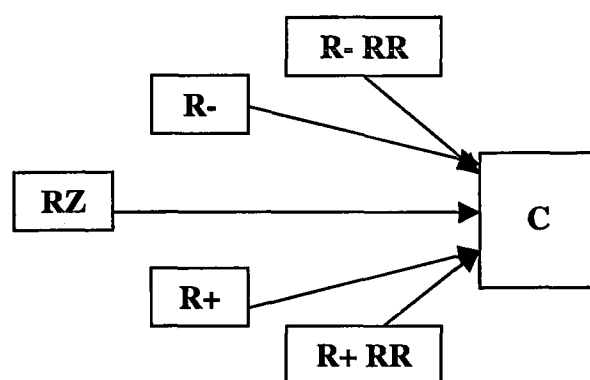


Legend: C:Commitment R-:Reflection:Negative RAP:Reflection:On another presenter RR:Reflection:On reason/s RZ:Realization S:Solution
SIQ:Some improvement as indicated in questionnaires or feedback

Figure 14. Su's reflection patterns: Solution and preceding categories

How did Su make commitments? According to the entry analyses, she made critical comments (R-) about an issue or made these negative comments first and then thought about the reasons why she criticised the topic and decided that this was

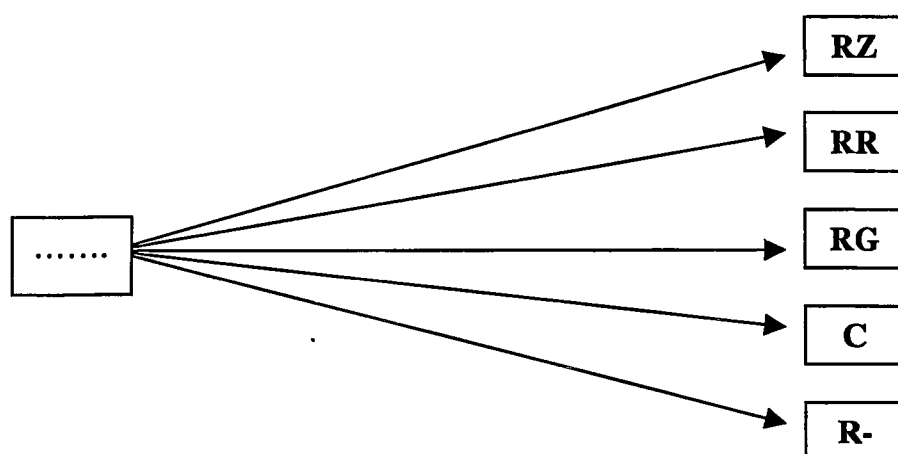
an area to take up as a commitment (C) for future sessions. When she liked a behavior or issue, she reflected positively (R+) on it first and then thought about the reasons for her support and made it a commitment or directly after commenting on the positive features, she decided to take up the topic as a commitment and work on it herself in her sessions. In some other instances, when she realised the importance of an issue (RZ), she then made a commitment (c.f. Figure 15).



Legend: C: Commitment R+/-: Reflection: Positive/Negative RR: Reflection: On reason/s
RZ: Realization

Figure 15. Su's reflection patterns: Commitment and preceding categories

How did Su's consecutive reflection patterns end? What were the final categories? Did she always resolve an issue? The analysis shows that there were five types of end categories and that four of them were of final nature. The four 'final' categories were realisation (RZ), reflection on the reasons (RR), reflection in general (RG) and a commitment (C). These are possible ways of ending a chain of thoughts. The fifth category was negative reflection (R-), which did not seem to be of final nature to this researcher mainly because critical comments are the beginning of unearthing truths about oneself or others. These were usually followed by reasons or other modes of thought as was mentioned earlier (c.f. Figure 12, p. 220). In brief, it can be said that Su mostly ended her consecutive reflection in a mode that indicated relative finality (c.f. Figure 16 on the following page).



Legend: C:Commitment R-:Reflection:Negative RG:Reflection:In general terms
RR:Reflection:On reason/s RZ:Realization

Figure 16. Su's reflection patterns: Final position categories

The consecutive reflection patterns for Ege: Ege's consecutive reflection patterns included some reflection patterns that were common with Su; for instance, negative reflection followed by reflecting on the reasons (R- RR) or making a commitment (R- C), and positive reflection followed by reflecting on the reasons (R+ RR). Reflecting first positively, then negatively and in certain instances making a commitment as the third step (R+ R- C) was a reflection pattern unique to Ege. Another unique pattern was reflecting positively to be followed by a realisation (R+ RZ). These reflection patterns can be found in the tables below.

Table 29. Consecutive reflections in Ege's commitments

1. R+ R- C RR RZ Cm C	Abbreviations:
2. R+ R- RR S IQ SIQ SIQ	C Commitment
3. RG R+ RR	Cm Commitment to do more of
4. R- RR	IQ Improvement as indicated in
5. R- RZ	questionnaires or feedback
6. RG C	R+ Reflection: positive
7. R+ R- C	R- Reflection: negative
8. R+ RZ Cm	RAP+ Reflection: positively on
9. R+ R+ RR	another presenter
10. R- R+	RG Reflection: in general terms
11. R+ RZ RZ RZ	RR Reflection: on reason/s
12. RG RR R- RR RG RG RG S RG S	RZ Realisation
13. R- C	S Solution
14. RG R+	SIQ Some improvement as
	indicated in questionnaires or
	feedback

Ege's main reflection sequences or patterns seem to be triggered by negative reflection (R-). Ege first criticised an event or behavior (R-) and then either thought about the reasons for this issue (RR) or decided to further focus on it by making it one of her commitments (C). This seemed to be what she said in the interview about how she viewed feedback: She tended to ignore the positive comments that she received about her presentations focusing instead on the negative aspects that the participants mentioned (see Ege's thoughts regarding feedback in Section 4.6.7, p. 206). She also took positive thoughts (R+) as her starting point and then became critical again (R+ R-). The last sequence was succeeded by a commitment in some instances. In example entries 1 and 7 (in Table 30), she first made positive comments, then criticised the event and then made a commitment (R+ R- C).

Table 30. Consecutive reflections in Ege's commitments with entries
Commitment 1. Better instruction giving and checking (instr) (RBI)

Mid May 97 Post video	<p>Instruction giving Other TEds liked her way of preparing Ts for and modelling the activity, giving the instructions, setting time limits (p.22); When time was tight: she panicked, lost control (p. 22); Commitment: first instructions, then pairing/grouping of Ts; she always did this in her class and wanted to do it with Ts too (p. 24); Reason: Ts did not listen to the instructions once they were in pairs/groups (p. 24); What good TEds should avoid: parroting Commitment to do more of: modelling the activity (p. 28); Commitment: avoiding pairing/grouping prts before instructions (p. 29);</p>	<p>R+ instr R- instr, t C instr, sim, prgr RR instr, prgr RZ qlt tt Cm instr C instr</p> <p style="text-align: right;">1</p>
30 May 97 Post video	<p>During workshop Liked her instruction clarity, examples (p.30); Didn't like her slow delivery (p.30);</p> <p>Reason: Extreme self consciousness and aiming to be very clear (p. 30); Solution: Not to over-rehearse, because she then tended to seek same words used in rehearsal, so to rehearse without memorising (pp. 30-31); Feedback data Ts liked instructions (p. 32); 2 Ts left question on examples blank, 1 T said she didn't give examples (p. 32), 1 T didn't like delivery speed (p. 33);</p>	<p>R+ instr cl R- instr sp, lang sp RR instr sp S instr sp, pp IQ instr SIQ instr, SIQ instr sp</p> <p style="text-align: right;">2</p>
1 July 99 Post video	<p>Reread entries on 30 May 97 regarding instruction clarity improving but delivery speed being too slow (p. 92);</p> <p>Pleased: instructions were clear during last workshop and good in general (p. 92); Learned: not to memorise instructions and not to rehearse too much because during delivery, she searched for perfect wording devised during rehearsal thus slowing her speech (p. 93);</p>	<p>RG instr sp, instr cl, cf.-pres R+ instr cl, imprv RR instr sp</p> <p style="text-align: right;">3</p>

Table 30 (continued)

Commitment 3. Reducing her use of “OK” and “Alright” (lang)

30 May 97 Post video	Still used these fillers despite effort to reduce occurrence, wanted to view video to determine if there was some decrease (p. 31); Reason: They seemed ‘stuck’ to her language (p. 31);	R- lang RR lang	4
Sep 1998 Post Bolu	Training Ts with more experience than herself made her self-conscious, she felt that she monitored her speech (p. 34);	R- a&e RZ lang	5
1 July 99 Post video	Varied her expressions adding, e.g. “so far clear?” and replaced “Is it clear?” that she used in class with “Have I made myself clear?” with Ts. She felt she needed to continue focusing on this area (p. 93); Set goals for next workshops: using variety of expressions (p. 95).	RG lang C lang	6

Commitment 4. Stating the aims of activities (a)

1 July 99 Post video	Pleased: there was some improvement in stating aims (pp. 93-94); Still needed: to draw more of Ts’ attention to what she was doing (p. 94); Commitment: getting Ts directly involved in stating aims (p. 94).	R+ a R- a C a	7
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Commitment 5. Continuing to smile (s)

Mid May 97 Post video	Liked: friendly atmosphere created by her smiling and joking (p. 21); Good TEds must avoid: sulking, looking too serious (p. 27); Aimed: smiling in future sessions, which she already did (p. 28);	R+ s, h RZ s Cm s	8
1 July 99 Post video	Remembered: reflecting on smiling (p. 88); Pleased: smiled among other issues without having to focus on it any more (pp. 88-89); Reason: it happened automatically, she had smiling in her (p. 89).	R+ s R+ s, imprv RR s	9

Commitment 6. Continuing to be lively (l)

21 Sep 98 Change	In past sessions: she stood behind desk to follow lesson plan on desk, for comfort, to ease nervousness (p. 40); With more experience: moved away from desk (p. 40).	R- dlv bl m R+ bl m, imprv	10
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Commitment 7. Continuing to give teachers opportunities to discuss ideas and make comments. (tt-ltt) (tt-ltr)

Mid May 97 Post video	Pleased about: allocating time for Ts to discuss variations, follow up ideas and to state their opinions (p. 22); Features of good TEds: letting Ts reflect, discussing variations, follow ups, different application options; encouraging Ts to participate, listening patiently without interruption, showing genuine interest (p. 26); Good TEds avoid: doing all talking (p. 27);	R+ tt-ltt, t RZ qlt tt-ltr RZ qlt tt-ltt RZ qlt tt-ltt	11
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Table 30 (continued)

29 Jan 99 Post st wrk	<p>Presented ideas to ss mainly by telling them about it, e.g. first part of session (p. 57); Reason: nature of contents and time limit (p. 57);</p> <p>Tried to make it interactive via some pair work, still she did most of talking (p. 57); Reason: to cover certain topics (p. 57); Rest of session: talked re. technique for self-studying grammar (pp. 57-58); In workshop 1: explained, demonstrated (p. 63); aware of its T-centered nature during planning stage (p. 63); therefore planned pair work for interaction (p. 64);</p> <p>In workshop 2: more balanced interaction, ss expressed feelings after task (p. 65); Solution: next time, in workshop 1: present language point and get ss to build up study page for that point (p. 65);</p>	<p>RG tt-ltt</p> <p>RR tt-ltt, cnt, t</p> <p>R- tt-ltt, prgr, def</p> <p>RR tt-ltt, def</p> <p>RG tt-ltt, cnt</p> <p>RG tt-ltt</p> <p>RG prp tt-ltt</p> <p>S1 tt-ltt, prgp, prp-pers</p> <p>RG tt-ltt</p> <p>S tt-ltt</p> <p>12</p>
1 July 99 Post video	<p>Problem during planning: letting prts comment on and internalise ideas (p. 89); Commitment: While planning, aiming to allocate time for Ts to discuss ideas and applicability to their classes (p. 90);</p>	<p>R- tt-ltt</p> <p>C tt-ltt, t</p> <p>13</p>
4 July 99 Post video	<p>TEds can get Ts to talk more by planning for Ts to come up with some ideas/main points to be covered in that input session (p. 100); Believes that Ts should have opportunity to reflect on applying idea to own class and they should contribute to input of session (p. 101).</p>	<p>RG tt-ltt</p> <p>R+ tt-ltt, prp-pers</p> <p>14</p>

In example 2 (Table 30 above), following the positive and negative evaluations, Ege reflected on the reasons for criticising the event and suggested a solution. In other words, this TEd tried to view a behavior or event in such a way that she internalised it by reflecting on it and committing herself to change in that aspect. A summary of Ege's reflection patterns can be found in Table 31.

Table 31. Ege's main consecutive reflection patterns

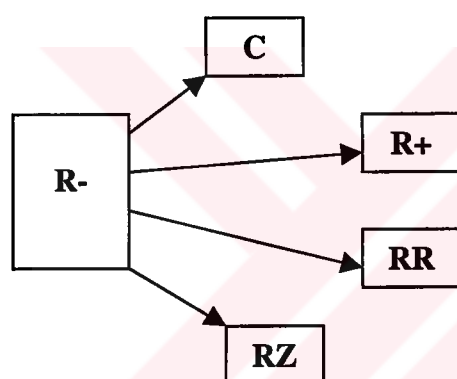
Pattern	R- RR	R- C	R+ R-	R+ R- C	R+ RR	R+ RZ
Examples	2,4,12	1,7,13	1,2,7	1,7	3,9	8,11

Legend: C:Commitment R+/-:Reflection:Positive/Negative RR:Reflection:On reason/s RZ:Realization

The same entry analysis viewed from the angle of succeeding and preceding categories yielded the figures below. Ege's positive and negative reflection and realisation categories were analysed for the categories that followed (c.f. Figures 17-19 on the following pages). These were selected because the first two, positive and negative reflection, were part of her main reflection patterns; realisation was added

because this is a main reflection category and had also been selected for Su. Keeping the same categories may assist in comparing the three TEDs' reflection. In addition, Ege's solution and commitment categories were analysed to discover which modes of reflection preceded them (c.f. Figures 20, 21, pp. 228, 229). Finally, the end position categories in the entries with multiple categorisation, as was done with Su's final categories in Figure 16 (p. 223), were listed (c.f. Figure 22, p. 229).

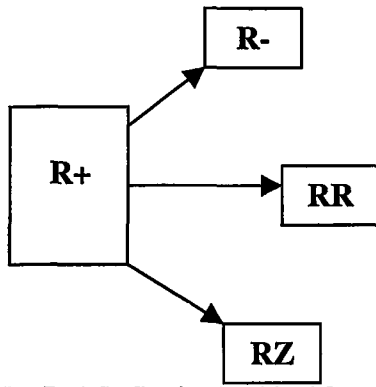
Ege's reflections started mainly by critical reflection. Therefore, negative reflection has been chosen as the first category to be analysed. The analysis yielded that Ege's critical reflection (R-) was followed by her making this item a commitment for her future sessions (C), turning the issue around and viewing it for its positive aspects (R+), reflecting on the reasons for the negative evaluation (RR), or arriving at a realisation regarding the issue at hand. Figure 17 displays these categories.



Legend: C:Commitment R+/-:Reflection:Positive/Negative RR:Reflection:On reason/s
RZ:Realization

Figure 17. Ege's reflection patterns: Negative reflection and categories that follow

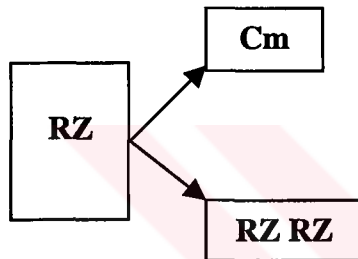
Ege's positive reflection (R+) was succeeded by three types of reflection: negative reflection (R-), reflecting on reasons (RR), realisation (RZ). Figure 18 serves to show this relationship.



Legend: R+/-:Reflection:Positive/Negative RR:Reflection:On reason/s RZ:Realization

Figure 18. Ege's reflection patterns: Positive reflection and categories that follow

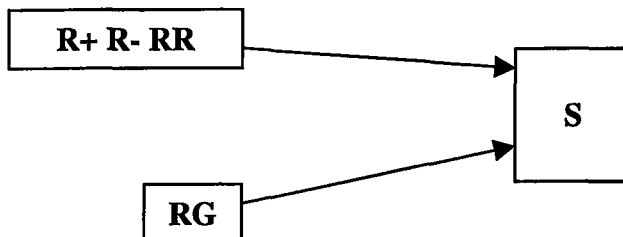
Ege's realisation was followed by two types of reflection categories: She either made a commitment to do more of the issue at hand or the first realisation triggered more realisation. These can be seen in Figure 19 below.



Legend: Cm:Commitment to do more of RZ:Realization

Figure 19. Ege's reflection patterns: Realization and categories that follow

Figures 20 and 21 aim to show the reflection categories preceding solutions and commitments respectively. It was interesting to trace the patterns that led to these two categories in the TEDs. Ege had arrived at solutions in two ways:



Legend: R+/-:Reflection:Positive/Negative RG:Reflection:In general terms
RR:Reflection:On reason/s S:Solution

Figure 20. Ege's reflection patterns: Solution and preceding categories

Ege's analyses indicated that she made a commitment in one of four ways: She reflected on a topic in general (RG) or realised a fact about the issue (RZ) or reflected critically about it (R-). If she was critical in her reflection, she either

directly made the commitment following the negative reflection or she first considered the positive side (R+), then the negative side (R-) and made her commitment after evaluating the topic from both aspects (c.f. Figure 21).

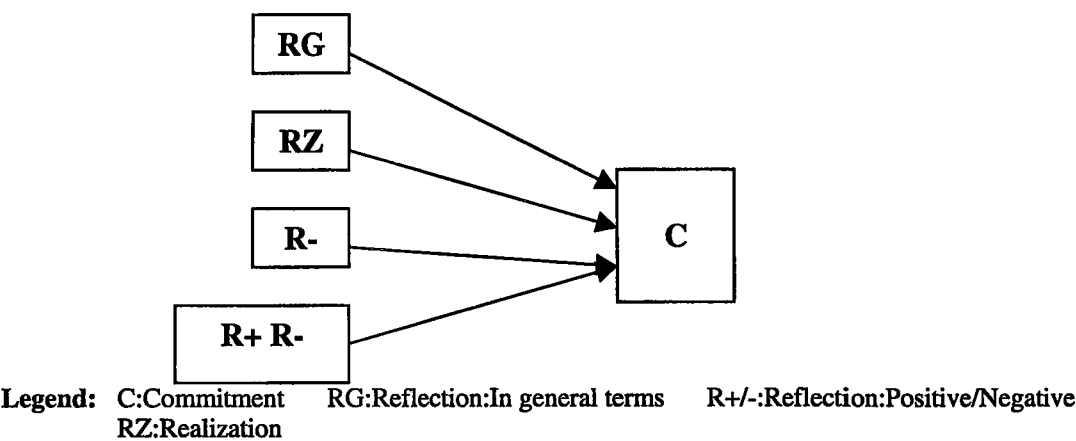


Figure 21. Ege’s reflection patterns: Commitment and preceding categories

What were the final position categories in Ege’s consecutive reflection?

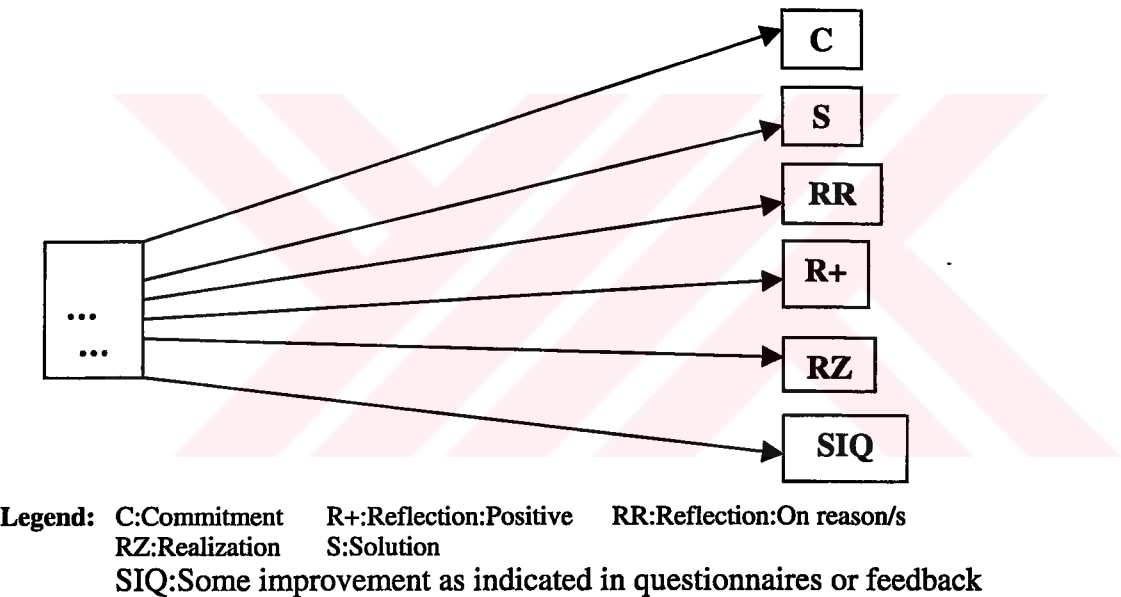


Figure 22. Ege’s reflection patterns: Final position categories

Figure 22 displays the categories with which she ended her reflection sequences in the chosen examples. These were a commitment, a solution, reflection on reasons, positive reflection, realisation, and the aspects in which she showed some improvement according to the feedback (SIQ).

The consecutive reflection patterns for Ada: The third TED’s, Ada’s, consecutive reflections were as follows: Ada seemed to reflect on a single issue longer than the other two TEDs. This can be witnessed in Table 32 below in

examples 2, 3, 5, 7, 8, 11, 12, 13, 14, 15, 18, 19, and 23, where each example has been coded with several categories.

Table 32. Consecutive reflections in Ada's commitments

1. RR RZ	Abbreviations:
2. IQ R+ RR R- S R+ C√	C Commitment
3. RZ R- S R- S	C√ Commitment realised
4. R- RR S	IQ Improvement as indicated in questionnaires or feedback
5. RZ RG RR R- S	R+ Reflection: positive
6. RZ R+	R- Reflection: negative
7. R+ R+ RR R- R+	RAP+ Reflection: positively on another presenter
8. RAP- RAP+ RR RZ C RR RAP+ RAP+	RAP- Reflection: negatively on another presenter
9. RR R-	RG Reflection: in general terms
10. R- S	RR Reflection: on reason/s
11. IQ SIQ RR R-	RZ Realisation
12. RAP- RAP+ RAP- RZ RAP+	S Solution
13. R- S RR R- S RAP+ RAP- RG RZ S C	SIQ Some improvement as indicated in questionnaires or feedback
14. SIQ S RR R- C IQ S R+ RZ R+ S	
15. R- R- RR R- S	
16. RZ R+ C	
17. RZ R+	
18. R- IQ R- R- R+ R- S	
19. RZ RR S S	
20. R- RR	
21. RAP- RZ	
22. R- R+ RR	
23. RAP+ R- RR C	
24. R- S R-	
25. R- RR S	

The main pattern of reflection seemed to be negative reflection followed either directly by a solution (R- S) or first by deeper thought on the reasons and then a solution (R- RR S). The pattern of negative reflection followed by reflecting on the reasons was another frequent occurrence in Ada's reflections. These were patterns unique to Ada. The next most common type of reflection sequence was common to all three TEds. It started with positive reflection and an analysis of the reasons (R+ RR). Realising succeeded by positive reflection (RZ R+) was a pattern that was also observed in Su's reflections. Critically evaluating another presenter followed by reflecting on positive aspects (RAP- RAP+) was another sequence that was only found in Ada's entry analysis. She also made commitments following positive reflection on an issue (R+ C). These patterns have all been displayed in different

ways in the tables below. Table 32 shows only the codes of the consecutive reflections and Table 33 displays the context for these patterns by including the entry analyses. Table 34 (p. 234) summarises the main reflection patterns described above.

Table 33. Consecutive reflections in Ada's commitments with entries
Commitment 1. Clear wording of instructions using complete sentences (instr)
(instr cl)

14 May 97 Post video	Focusing on instructions as reason why she seemed serious (p. 25); Learning procedure related aspects e.g., clear instruction giving, was easier than learning personality and management related issues (p. 32);	RR bl RZ instr cl 1
29 May 97 Post wrk	Feedback results: about 78% Ts: instructions were clear, 22% Ts: too detailed, 22% Ts: too slow, 11% Ts: too much RBI (p.36); Improvement (p. 37); Reason: practising before mirror (p.37); Had to increase her language speed (p. 37); Result: not much RBI would be needed (p.37); Liked: her instruction checking done naturally (p.37); Thinks instructions commitment was realised (p.37)	IQ instr cl, dtl, sp, RBI R+ instr cl, imprv RR instr cl, pp R- instr sp S instr RBI R+ instr RBI C√ instr, imprv 2
30 May 97 Post video	Improvement: Ts' and TEds' feedback indicated better instruction giving and checking in second part/pairing task (p. 45); No improvement in first set of instructions (p. 45); Solution: giving an example (p. 45); Speed: too slow (p. 45); Solution: speeding up (p 45);	RZ IQ instr R- instr S instr R- instr sp S instr sp 3
1 July 99 Post video	Overall, not pleased (pp. 92, 93), instruction problems mentioned frequently in entries, was slow and repetitive in video (p. 92); Reason: giving Ts an option confused them (p. 92); Solution: telling Ts which group will start first and giving time limits (pp. 92-93);	R- instr RR instr S instr 4

Commitment 2. More accompanying body language, movement, and smiles (bl) (bl m) (s)

14 May 97 Post video	STRICT/SERIOUS APPEARANCE Coming across as strict & serious (p. 25); Surprised at this (p. 25); Reason: concentrating on self, instructions, procedure (p. 25); Appear distant, cold (p. 26); Solution: smile more (p. 26);	RZ bl RG bl RR bl R- bl S s 5
30 May 97 Post video	Improvement: looked less serious while listening and responding to teachers (p. 47); Liked her appearance (p. 47);	RZ bl, imprv R+ bl 6
30 Dec 98 Post st wrk	Made effort to smile (p. 53); Stated awareness re. her serious appearance (p. 53); Reason: her concentration on what she was doing and forgetting about her appearance (p. 53); Used to frown when faced with questions from Ts (p. 53); Now aware that she responded positively and smiled at Ts and smiled at ss in class (pp. 53-54);	R+ bl, s, imprv R+ bl, s RR s R- bl, s R+ tt, bl fe, s, imprv 7

Table 33 (continued)

20 Feb 99 Post B. conf	Shocked about presenter (Rod Ellis) just reading his paper with no body language or smiles or spirit (p. 64); Another presenter: Pleasant expression (p. 65); Expression later got on her nerves (p. 65); Reason: not sure, perhaps presenter's condescending tone added to negative effect (pp. 65-66); Awareness after presentations: keeping a pleasant expression without exaggerating (p.67); Commitment: aiming to exaggerate her smiling (p. 67) Reason: to arrive at a normal expression because she smiled little (pp. 67-68); Another presenter used gestures well (p. 69); Yet another presenter had pleasant facial expression (p.70);	RAP- bl s, h, r, OHP RAP+ bl fe RAP- bl fe RR v RZ bl fe, s C bl s RR bl s RAP+ bl fe RAP+ bl fe 8
June 99 Post DOTE fdbk	Reason why a prt evaluated her as not treating them as colleagues exactly: she got too serious at times (p. 83); Felt uneasy with a prt during post observation feedback because prt always had questioning/disagreeing expression although she didn't word these feelings (p.87);	RR bl R- bl fe 9
14 May 97 Post video	MOVING ABOUT Disliked staying fixed in one place (p. 26); Solution: moving faster (p. 26)	R- bl mv S bl mv 10
29 May 97 Post wrk	Feedback results: about 78% Ts: moved around Ts and monitored (p.38); 67% Ts: moved around while presenting, 22% Ts: only sometimes, 11% Ts: did not move while presenting (p. 39); Reason: moved about while presenting but not much during the story telling because needed to stay near words posted on wall (p. 39);	IQ bl m SIQ bl m RR bl m R- def 11
20 Feb 99 Post B. conf	Absence of movement in presenter (p. 66); Only some hand gestures in same presenter (p.66); Same presenter stood fixed behind table (p. 66); Awareness after presentations: moving about was important (p. 68); Another presenter moved around a lot (p. 69);	RAP- bl m RAP+ bl m RAP- bl m RZ bl m RAP+ bl m 12
14 May 97 Post video	BODY LANGUAGE USE Standing with air of 'T' (p. 27); Solution: sitting down with prts (p. 27); Reason: standing up causes her to become 'T' not colleague (p. 27); Standing before Ts: role of 'answer giver' (p. 28); Solution: learning to listen to Ts (p. 28); Her MA advisor: accepting Ts' comments with smile (p. 28); Discovered later, advisor was pretending while nodding and smiling, didn't really care about ss' ideas (p. 29); There were skills to be learnt and be made part of one's personality to show people you were listening, accepting, valuing (p.29); Perhaps good TEs need to pretend (p. 29); Solution: pretending in order to be popular among Ts (p. 30); Commitment: using body language better, smiling more, giving more positive messages through body language (p.32);	R- bl S bl RR bl R- bl S bl RAP+ bl, s RAP- bl, s RG bl, tt, o RZ bl, s S bl C bl, s 13

Table 33 (continued)

29 May 97 Post wrk	<p>Feedback results: 6% Ts said she generally used helpful/ appropriate body language; 33% Ts: she did so sometimes; 11% Ts: she did not do so (p. 38);</p> <p>Solution: needed to use more body language (p. 38);</p> <p>Reason: half the Ts were outside the room during her story telling (jigsaw): they did not see her body language use during narration (p. 38);</p> <p>Decision to use more gestures (pp. 38-39);</p> <p>Feedback results: 78% Ts: she generally used mimics effectively, 2% Ts: only sometimes (p.39);</p> <p>Solution: using different mimics more often, being more expressive, smiling more (mentioned twice p.39);</p> <p>Liked: practising instruction giving before mirror at home (p. 40);</p> <p>Became aware of: her appearance while talking and serious expression (p. 40);</p> <p>Thought: she had improved some but still needed to work on use of body language (p. 40, 41);</p>	<p>SIQ bl</p> <p>S bl</p> <p>RR bl, fe</p> <p>R- def</p> <p>C bl, a & h</p> <p>IQ bl fe</p> <p>S bl fe, s</p> <p>R+ pp instr, bl</p> <p>RZ bl</p> <p>R+ imprv bl</p> <p>S bl 14</p>
June 99 Post DOTE fdbk	<p>Stated that she showed her feelings when people didn't take their jobs seriously or prts didn't turn in an assignment or cancelled an observation; she didn't like this and made it obvious (p.80);</p> <p>Felt that she came across "as a 'cadı' or 'başöğretmen' (p.80);</p> <p>Felt that she couldn't hide her feelings easily and that DOTE prts didn't like to see her reaction because they wanted to be treated as equals despite their student-like behavior (p. 80);</p> <p>Solution: learn to unwind and take it easy (p. 81);</p>	<p>R- tt, bl</p> <p>R- bl, tt</p> <p>RR bl, tt</p> <p>R- T</p> <p>S tt 15</p>

Commitment 3. Friendly treatment of late arriving teachers (tt)

27 May 97 Commit.s	<p>Impressed by other TED's accepting latecomers (p.34);</p> <p>decision to welcome late comers, not show she felt disturbed by tardiness at the following day's workshop (pp.34-35);</p>	<p>RZ tt R+</p> <p>TEds tt</p> <p>C tt 16</p>
30 Dec 98 Post st wrk	<p>Used to get annoyed at late arrivers and frowned (p. 54);</p> <p>Now: more accepting of late arrivers with a smile, briefly summarising events (p. 54);</p>	<p>RZ tt, bl fe</p> <p>R+ tt, s,</p> <p>imprv 17</p>

Commitment 4. Avoidance of overuse of fillers (OK, Right), speaking fluently (lang)

29 May 97 Post wrk	<p>Must speak faster, 11% Ts in feedback: she speaks slowly (p.37)</p> <p>Feedback results: about 33% Ts: she used a variety of expressions, 11% Ts: she did not do so but it did not matter, 11% Ts: she did not do so and it did matter (p.40);</p> <p>Doubts: perhaps Ts misinterpreted feature "Avoids overuse of certain words/ expressions" which was intended to check TEDs' excessive use of OK, all right, etc. (p. 40);</p> <p>Stated that she overused these fillers especially during instruction giving and RBI (p.41);</p> <p>Some improvement because of self-restraint from overuse at other times (p. 41);</p> <p>However, she needed to do more of this (p. 41);</p> <p>Solution: trying to improve in fillers and speed (p. 41):</p>	<p>R- lang sp</p> <p>IQ lang</p> <p>R- T, lang</p> <p>R- lang</p> <p>R+ lang, imprv</p> <p>R- lang</p> <p>S lang, sp 18</p>
30 May 97 Post video	<p>Shocked at her overuse of "umm", "so" (pp. 45-46);</p> <p>Couldn't think of a reason for doing this, perhaps being conscious of her language use and so monitored own speech (p. 46);</p> <p>Solution: speeding up without pauses (p. 46);</p> <p>Needed to avoid talking to teachers as if they were children, not underestimate them (p. 48);</p>	<p>RZ lang</p> <p>RR lang</p> <p>S lang sp</p> <p>S lang 19</p>

Table 33 (continued)

30 Dec 98 Post st wrk	Weakness: Didn't focus on language (p. 55); Reason: didn't think it was important (p. 55);	R- lang RR lang 20
20 Feb 99 Post B. conf	Didn't like presenter's hesitations, seemed like she didn't know her topic (p.66); Awareness after presentations: speaking in complete sentences (p.68);	RAP- lang RZ lang 21
1 July 99 Post video	Still overuse of "OK" (p. 91); Now made complete sentences, avoided unnecessary fillers (pp. 91, 92); Reason for absence of fillers: perhaps still used them but none in this video by coincidence (p.92);	R- lang, imprv- R+ lang, imprv RR lang 22

Commitment 5. Acting more lively, moving around more (l) (bl m)

27 May 97 Commit.s	Impressed by audiences' liking Ege's liveliness (p. 35); Wondering if she could do it (p.35); Reason: didn't move around much (p.35); All reflections in this section: indirect decision to try to be more lively at following day's workshop (p.35);	RAP+ l R- l, bl m RR l, bl m C l, bl m 23
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Commitment 6. Avoiding feeling nervous and unconfident (conf)

27 May 97 Commit.s	How to avoid feeling nervous or unconfident? (p. 34); Solution: preparing for session (p. 34); Worry: two models before her and present consciousness of "all these things" (p. 35);	R- conf- S conf R- TEds 24
30 Dec 98 Post st wrk	Felt nervous initially (p. 50); Reason: didn't know what to expect, other TEds' comments re. some ss (p. 50); Solution: convinced self, ss were there voluntarily to learn (p. 50);	R- conf- RR conf- S conf- 25

Table 34. Ada's main consecutive reflection patterns

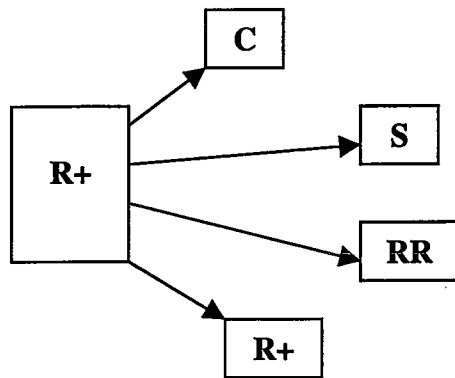
Pattern	R- S	R- RR S	R- RR	R+ RR	RZ R+	RAP- RAP+	R+ C
Example	2,3,5,10,1 3,15,18,24	4,15,25	4,15, 20,23,25	2,7,22	14,16,17	8,12	16, 2

Legend: C:Commitment R+/-:Reflection:Positive/Negative RAP:Reflection:On another presenter RR:Reflection:On reason/s RZ:Realization S:Solution

The same data may be analysed from the point of view of what succeeded positive reflection, negative reflection and realisation; what preceded solutions and commitments; with what did reflection sequences end. These categories were arrived at as important for the other two TEds and also for Ada. The following figures summarise these data.

Figure 23 below displays the where positive reflection led Ada. When she thought about a behavior or event that she liked, she then made a commitment to incorporate this into her sessions, or she reflected on her awareness regarding an

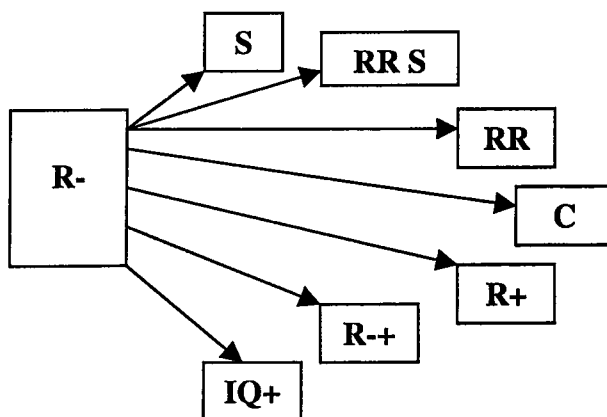
aspect of presenting and found a solution, or she thought about the reasons underlying the issue that she liked. In certain cases, her positive reflection was followed by more positive evaluation.



Legend: C:Commitment R+:Reflection:Positive RR:Reflection:On reason/s S:Solution

Figure 23. Ada's reflection patterns: Positive reflection and categories that follow

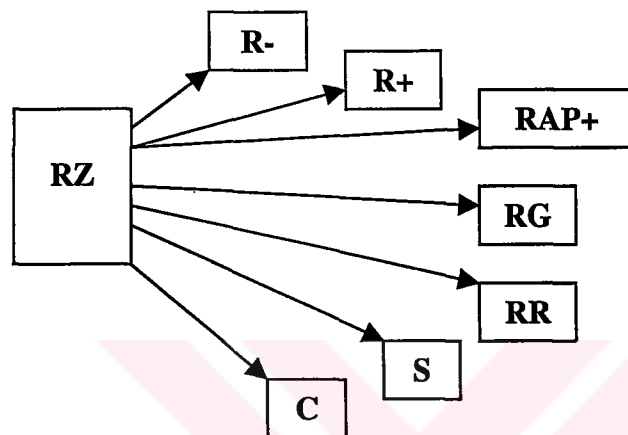
Ada's reflection patterns concerning negative reflection have been summarised in Figure 24. When she was critical about a presentation aspect or any TEDn issue (R-), she thought about this point and immediately tried to suggest a solution (S) or reflected on the reasons first and then made a solution (RR S) or just reflected on the reasons (RR). In other instances, she made a commitment (C) thus reflecting on the issue further, or she made further critical comments (R-), or evaluated the topic positively (R+), or she mentioned the improvement that participants had indicated in their feedback (IQ) as can be seen below.



Legend: C:Commitment R+/-:Reflection:Positive/Negative RR:Reflection:On reason/s S:Solution IQ:Improvement as indicated in questionnaires or feedback

Figure 24. Ada's reflection patterns: Negative reflection and categories that follow

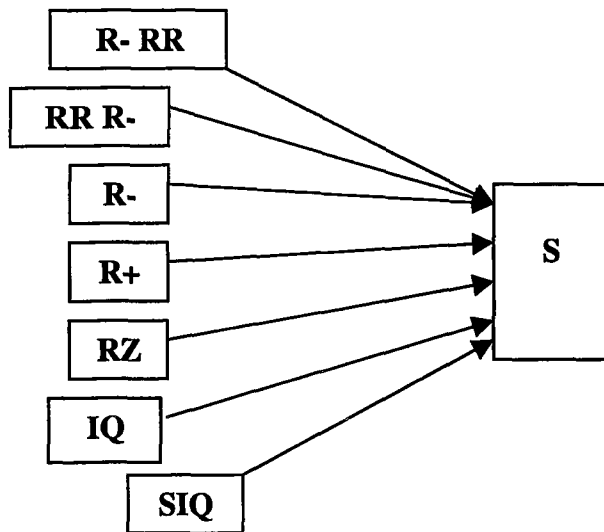
Ada's realisation was succeeded by a variety of reflection categories. Upon realising the importance of an issue, Ada considered the negative aspects (R-) or positive features (R+) of the topic or she turned to what another presenter did (RAP+). She sometimes reflected on the realisation topic in general terms (RG) or about the reasons underlying the issue (RR). In some cases, she made a commitment (C) regarding the realisation topic or she thought about a possible solution (S) that she could personally apply to the realisation topic. Ada's realisation sequences have been summarised in the figure below.



Legend: C:Commitment R+/-:Reflection:Positive/Negative RAP:Reflection:On another presenter RG:Reflection:In general terms RR:Reflection:On reason/s S:Solution

Figure 25. Ada's reflection patterns: Realization and categories that follow

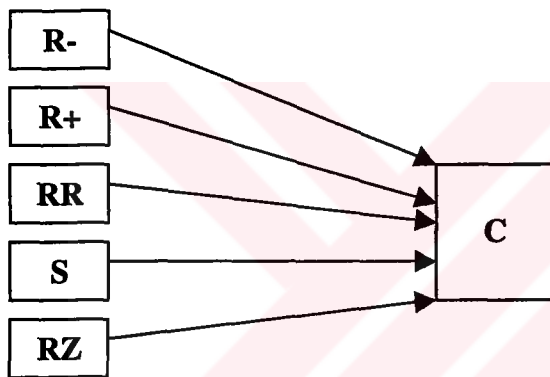
Figure 26 (p. 237) summarises how Ada reflected and arrived at solutions. This occurred in several combinations involving negative reflection: after first criticising a behavior or event and then reflecting on the reasons (R- RR) or after the reverse: first reflecting on the reasons and then reflecting on negative aspects (RR R), or after negative reflection (R-). Ada also arrived at solutions after she reflected positively on an issue (R+) or upon a realisation (RZ). Feedback from participants indicating improvement in an aspect (IQ) or a little improvement (SIQ) also led to a solution.



Legend: R+/-:Reflection:Positive/Negative RR:Reflection:On reason/s RZ:Realization
S:Solution SIQ:Some improvement as indicated in questionnaires or feedback

Figure 26. Ada's reflection patterns: Solution and preceding categories

Figure 27 depicts how Ada decided on making commitments.

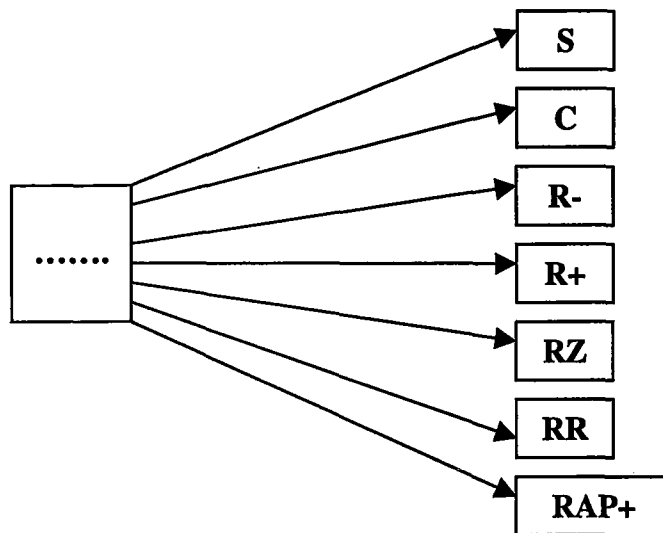


Legend: C:Commitment R+/-:Reflection:Positive/Negative RR:Reflection:On reason/s
RZ:Realization S:Solution

Figure 27. Ada's reflection patterns: Commitment and preceding categories

This occurred following critical thought (R-) or positive evaluation (R+). It was also found after she thought about the reasons behind an issue (RR) or made a realisation (RZ). In some cases, Ada reached a commitment after she suggested a solution (S).

Figure 28 (p. 238) summarises how Ada ended her consecutive reflections. Her end position categories included solutions and commitments as the most common types of categories. She also ended her reflection with critical or positive comments and less frequently with realisation, reflecting on reasons, or positively thinking about another presenter.



Legend: C:Commitment R+/-:Reflection:Positive/Negative RAP:Reflection:On another presenter RR:Reflection:On reason/s RZ:Realization S:Solution

Figure 28. Ada's reflection patterns: Final position categories

The analyses revealed that each TEd had her own reflection pattern but also that some of these patterns were shared. All three TEds reflected on an issue, positively or negatively, thinking deeper about reasons related to these issues (R+/R- RR). They took up as commitments some of the topics that they criticised (R- C). In some cases, they regarded a topic from both positive and negative aspects (R+ R-). Thinking about an issue that they liked sometimes led to realisation (R+ RZ). These were the patterns shared by all three TEds. The consecutive reflection patterns that seemed to occur most frequently for each TEd indicated that each had her own favorite way. For example, Su preferred to think positively and then reflect on reasons. Her negative reflection led to commitments in some cases. Ege, on the other hand, tended to reflect negatively, as she had indicated in the interview, and thought about the reasons or decided to make the said issue a commitment. Her positive reflection also led to thinking about reasons or realisation. The third TEd, Ada, strongly preferred reflecting negatively on an issue and then either searching for solutions or thinking about the reasons. Many of her solutions were preceded by reflecting on reasons. When she thought about a topic positively, she also considered the reasons. The general tendency was for the TEds to take an issue and reflect on why they thought about it in a certain way. Although the journal entries seemed to be more descriptive of events, these analyses show that the TEds' reflection went beyond the event; they reflected on the reasons, tried to suggest solutions or made

the issue into one of their commitments. This means that they tried to internalise the events or behavior that they focused on.

Each TED's patterns, the shared patterns (framed between double lines), and patterns unique to each TED with their references to the examples of entries have been revealed in the table below. The examples assist in displaying the frequency of each pattern.

Table 35. Su, Ege and Ada's main consecutive reflection patterns

Pattern	Su's Examples	Ege's Examples	Ada's Examples
R+ RR	1,9,12,17	3,9	2,7,22
R- RR	7,10	2,4,12	4,15,20,23,25
R- C	7,8,11	1,7,13	14
R+ R-	5	1,2,7	18
R+ RZ	4	8,11	14
R+ C	3,9,17,18	-	16,2
R- S	8	-	2,3,5,10,13,15,18,24
RZ R+	4	-	14,16,17
R- RR S	-	2	4,15,25
RZ RG	4,14	-	5
R+ R- C	-	1,7	-
RAP- RAP+	-	-	8,12

Legend: C:Commitment presenter R+/-:Reflection:Positive/Negative
 RG:Reflection:In general terms RAP:Reflection:On another
 RZ:Realization S:Solution RR:Reflection:On reason/s

In summary, the data analyses conducted for the consecutive reflection patterns of each TED revealed that each TED had her own way of reflecting and her own stages of reflection. A common finding is that the TEDs reflected on reasons after positive or negative reflection. In other words, whether they liked or disliked an issue, they reflected on it. Another common sequence in reflection was negative reflection followed by making the issue into a commitment. Negative reflections were effective because they were followed by deeper reflection through reflecting on reasons or by commitments whereby the TEDs decided to continue focusing on this issue. Another pattern that emerged concerning negative reflection was that it led to solutions; the TEDs tried to think about ways to solve the problem or improve the situation that they had reflected on negatively.

Answer to Research Question 2: What are the stages of change involved?

The analyses indicated that the TEds had all changed and that they showed some variation in their ways of change. The stages that the TEds experienced were closely related to the steps in the whole process. The initial stages of change took place on the awareness level of the TEds. They did not actually change their behavior because they were basically just reflecting on issues and themselves. In the later stages when they actually delivered sessions, there was traceable behavior change. The study roughly consisted of video or live performance viewing and evaluating with reflecting following afterwards. Video viewing comprised the TEds watching and evaluating themselves perform; live performances included TEds evaluating themselves as based on the collected feedback from workshops that they conducted. Both of these two types of performances were always followed by discussion among the three TEds and then private reflection in journals. The stages of change described below have been observed in video viewing and live performance viewing. The stages of change in the three TEds were as follows:

The first stage in change – Verbalising: All three TEds jointly discussed how they each perceived the problem. Putting their feelings about and desire to develop as TEds into words was the first stage. Each TEd tried to state what it was that they perceived as lacking or as a problem. This discussion yielded the TEds' problem: They were changing other people but there was no regular means of developing themselves as TEds. This was the beginning of change because the TEds became aware of the problem in specific terms; it was no longer a feeling that something was missing but the problem had clearly emerged when they talked about it.

The second stage of change – Solution finding: The TEds discussed ways to solve the above stated problem. Each one described their own solution and eventually they agreed on focusing on themselves as TEds while conducting a TEdn session. They decided to select a video of their choice and view it to discuss what they observed. This was another stage on the awareness level that was closely tied to the previous stage. The discussions on potential ways to address their problem made them aware of options. Agreeing on the same solution came by itself as a cooperative decision. It was not imposed and therefore each TEd internalised the decision; in other words, there was ownership of the problem and the solution at this point.

The third stage of change – Private reflection: Reflecting on the discussions privately in journals was a second exercise in verbalising but this time in writing. The TEds spent time expressing themselves to the best of their abilities. The initial reflections were different in that they were the first ones and the writers felt unsure what to write. In time, reflecting in journals became part of life and the only issue was allocating time to writing. The recording of private reflection in writing helped the TEds clarify issues, notice events on the conscious level, think about specific personal features and solutions to problems. The deep involvement in words, at this stage, raised awareness levels and prepared the TEds for the following actions that they were getting ready to take.

The fourth stage of change – Focusing on features and aims: This was another stage involving awareness. The TEds read through compiled lists of features of the TEds' individual strengths and weaknesses or participated in creating these lists and selected aims for themselves for future sessions. Working with these features and aims, which they may have displayed themselves or observed in their colleagues, helped raise their awareness regarding the features of effective presentations. This was another stage that did not involve active behavior change because the TEds were analysing features and aims rather than performing; therefore, it affected the TEds' way of thinking.

The fifth stage of change - Performing: Each of the TEds conducted a part of a workshop and they tried to perform in a way different from their usual manner as much in line with their new aims as was possible. The actual performing of new behavior formed the essence of this stage. All the preceding reflection that occurred on the awareness level had contributed to the change at this stage. The previous stages served as preparation and this stage as the performance. The aims that each TEd had set for themselves was their focus; therefore, they were aware of their strengths and weaknesses as well as aims set for this workshop. The effort to try and behave differently in order to change was the challenge and the target for each TEd; this also was awareness of the situation. Actually performing differently was the concrete change.

The sixth stage of change – Post-performance reflection: After each of the sessions that were part of this study, the TEds spent time discussing the session, evaluating themselves and each other, reflecting on their own and the other two

TEds' performance, reflecting on their aims. This was a very active stage involving change in awareness. The first four stages of change occurred at the awareness level but in a much more passive way because the awareness either left deep traces or was only shallow, depending on the TEd's psychological state of openness or reception to what was being said or read at the time. It is possible to say that stage six marked the relative end of the cycle of the stages; it may be taken as a 'relative end' because for some TEds the action research may end here. For others, it will continue in one of two ways: either private reflection follows and the cycle continues in much the same order or, if a new problem or issue arises, the TEd will go back to thinking about the problem and verbalising. The cycle with the optional route has been depicted in Figure 29 below.

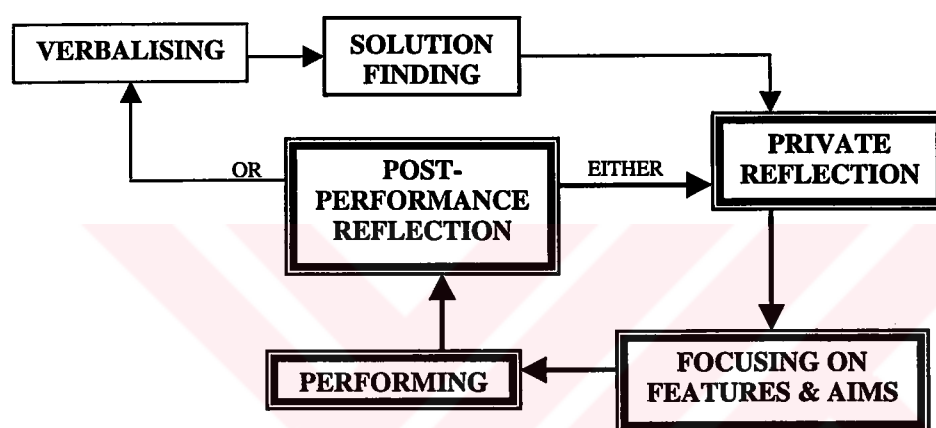


Figure 29. Stages of change

Change, in this investigation, occurred as a cycle beginning with abstract issues and moving toward concrete ideas and then arriving at other abstract ideas. Abstract issues were made tangible by verbalising abstract feelings and intuitions in terms of solid needs or problems. This helped to raise awareness about the issues in the TEds. Moving from awareness raising to actual performance provided the opportunity to display or attempts at change. In other words, moving from reflecting on what the problem and solutions are on the awareness-raising level to performing brought the cycle around to another potential new abstract issue or further private reflection and more performing and possible change. Thus the cycle continued.

The change that took place in this study was traced in the TEds' reflection regarding the fulfilment of the aims or commitments that the three TEds had made at the start of the action research. The three tables below summarise the types of achievement for each TEd concerning their commitments as stated in the journal

entries. A commitment was said to have been achieved mainly if the feedback received from teachers regarding this area” was favorable. The purpose of analysing the achievement types of the commitments is to discover the degree of change in the TEds. These commitments were mostly new aspects for the TEds. The TEds set out to discover if they would be able to succeed in changing in these areas. As Fullan and Hargreaves (1992, p. 1) point out, “Successful change involves learning how to do something new. As such, the process of implementation is essentially a learning process.” The three TEds’ learning and degree of change were as follows:

Table 36. Su’s types of achievement in commitments

COMMITMENT	TYPE OF ACHIEVEMENT
1. Warm up arousing curiosity:	Immediate
2. Ts’ Personalisation of task:	Immediate
3. Bb use during activity:	Achieved & continued focus
4. Giving time limits:	Achieved
5. Economic instruction giving & checking:	Achieved & continued focus
6. Moving less, keeping friendly gestures:	Achieved
7. Not being hurried/too fast:	Achieved
8. Smiling & continuing to joke:	Achieved
9. Being polite yet friendly:	Achieved
10. Getting Ts to interact/less TrTT:	Achieved & continued focus

Table 37. Ege’s types of achievement in commitments

COMMITMENT	TYPE OF ACHIEVEMENT
1. Better instruction giving & checking:	Immediate
2. Writing instructions on bb:	Achieved
3. Reduction of fillers:	Achieved & continued focus
4. Stating aims of activities:	Achieved & continued focus
5. Continuing to smile:	Immediate
6. Continuing to be lively:	Achieved
7. Continuing to get Ts to interact:	Achieved

Table 38. Ada’s types of achievement in commitments

COMMITMENT	TYPE OF ACHIEVEMENT
1. Clear instruction giving in complete sentences:	Immediate; new dimension for future (delivery speed)
2. Increasing body language, movement, smiles:	Achieved
3. Friendly treatment of late arrivals:	Increased awareness/Achieved
4. Reducing fillers:	Achieved & continued focus; new dimension for future (language speed)
5. Acting more lively:	Achieved
6. Reducing nervousness & inconfidence:	Achieved

Overall, the journal entry analyses revealed that the TEds had developed in their selected areas of commitment. What Adrian Underhill (1991) said about change

in teachers and staff development can be adapted to change in TEds. He suggested that development meant change, a process of becoming better, a realising of one's true and full potential. He added that staff development was the process which enabled ELT teachers to become the best possible teacher they personally could be and that it was successful if the gap narrowed between the teacher they were and the one they wanted to become (p. 2). In this study, the three TEds also tried to achieve the best possible TEd that they could be aiming to narrow the difference between how they perceived themselves after the first video viewing and the TEd that they aspired to be.

The analyses of the process of 13MPOM revealed not only the stages of change but also that there were two main types of change in this investigation (see Figure 30, p. 246):

- Change in behavior
- Change in awareness only

Change in behavior seemed to dominate the findings in this study. This was not surprising since the three TEds had originally set out to analyse and change themselves or their actual manner of presentation. Change in behavior concerned all instances where there was concrete or observable change in the presentation style of the TEd. In this piece of research, this type of change occurred in two ways in terms of time:

- Change that took place as soon as the study was initiated,
- Change that was achieved over time.

The following were further variations of change in behavior:

1. Change that took place as soon as the study was initiated:
 - a. Immediate change in behavior (as indicated by "Immediate" in the tables above),
 - b. Immediate change in behavior accompanied by a new awareness regarding an aspect of the selected commitment (as indicated by "Immediate; new dimension for future"),
2. Change that was achieved over time:
 - a. Full achievement of aims over time (as indicated by "Achieved" in the tables above),

- b. Achievement of aims but change that the TEd is still dissatisfied about and will therefore continue to focus on (as indicated by “Achieved & continued focus”),
- c. An achieved aim that will continue to be a future focus with an additional awareness about an aspect of the selected commitment (as indicated by “Achieved & continued focus; new dimension for future”).

Change in awareness was the second type of change. Change in awareness is the underlying layer of change in behavior. The individual first needs to select and focus on a target, notice the “gap” as Schmidt and Frotta refer to a stage in learners’ interlanguage continuum (1986) or differentiate between the features of their own performance and those of the target behavior, decide what exactly it is that they want to improve and begin the process. In some cases, working alone may prove to be effective; in others, collaborating is essential to obtain or collect results. Change may occur after the individual notices events or undergoes a change in awareness, but there is no guarantee that change will in effect occur. Change in awareness as opposed to behavior was expected by this researcher. Awareness was built into the study as it was an implicit assumption that can be traced in the overall order of events: The TEds first viewed videos in order to ‘see’ or notice what was happening. This was in line with what Schmidt and Frotta (1986) discovered regarding learners first noticing a “gap” between their own performance and the target behavior and then attempting to change their behavior. Similarly, the TEds seemed to be at varying points on an awareness continuum, much like the learners’ interlanguage continuum in Schmidt and Frotta’s study. The TEds were on, what could be called, an ‘interperformance continuum’. Discussing the features that they liked or found effective raised their awareness levels regarding themselves, their colleagues and the features of effective presentations. Then the TEds selected aspects for themselves that they wished to commit themselves to during the study. Change in awareness was thus a phase for everyone; change in awareness followed by change in behavior was what happened when commitments were realised. In one instance, there was an increase in awareness only in one TEd because no opportunity occurred for the potential behavior change to display itself. The chosen commitment was about the friendly treatment of late arriving people but this did not happen with the teachers in the observed sessions because they all arrived on time; therefore, the TEd (Ada) did

not have the opportunity to display her new behavior but she reflected on the issue enough to warrant a change in awareness level. There is a strong possibility that there will be change in her attitude towards late teachers or students in future sessions or lessons.

The types of change in this study were unique to the action research and the involved individuals. Therefore, the types of change found in this investigation were different from the types of change found in other studies. To illustrate, Imel (2000), who found four types of change in her study, namely change by exception, incremental change, pendulum change, and paradigm change, conducted a more quantitative study whereas this investigation was qualitative. The findings are therefore of a different nature. In this study, the manner in which the commitments were realised guided the researcher to the above types of change, which do not reflect frequency of behavior. In brief, change manifested itself mainly in behavior; change in awareness levels was implicit in each stage. The findings regarding the types of change described above can be summarised in the following way:

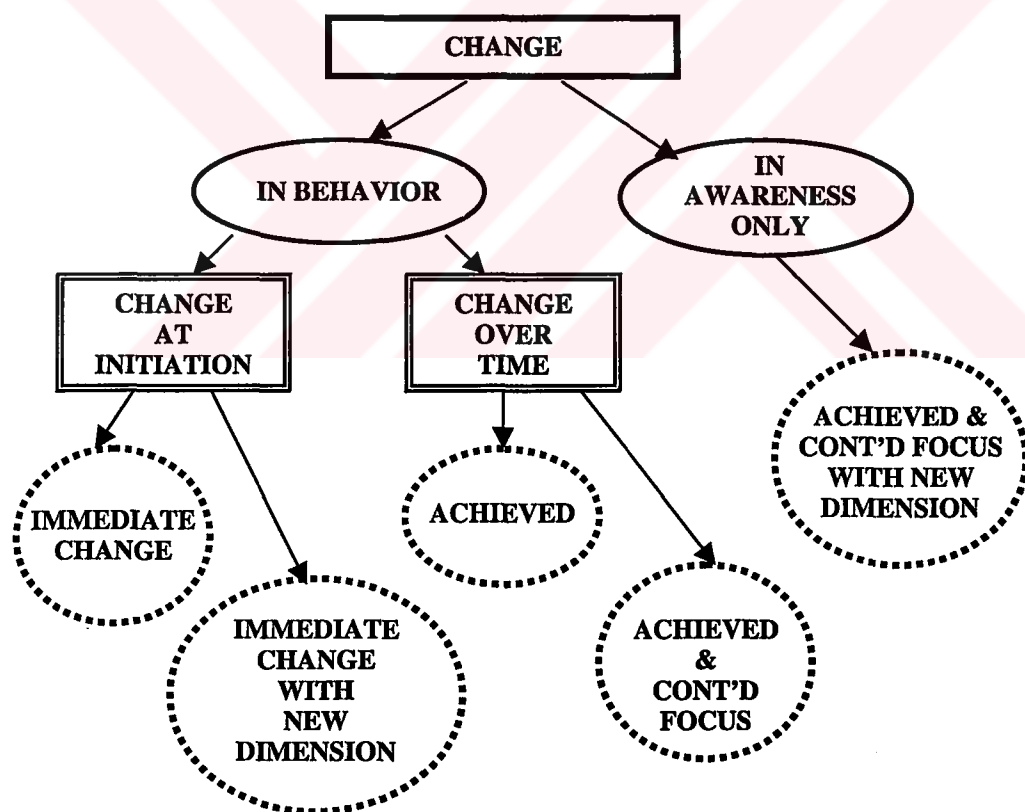


Figure 30. Types of change found in the study

Each TEd displayed change in behavior in all of their areas of commitment except for one of Ada's commitments. However, there were individual variations in the ways of change in behavior. Su and Ege's types of change in their commitment areas were parallel; for both of the TEds, change occurred in three ways:

- immediate change at the beginning of the study,
- full achievement,
- full achievement yet a plan to focus on the commitment still further.

Ada's change was slightly different; she displayed three ways in her change in behavior and one in her change in awareness:

- immediate change at the beginning of the investigation with her gaining an awareness of a new aspect of the topic that she concentrated on,
- full achievement,
- full achievement yet a plan to focus on the commitment still further as well as additional awareness regarding one aspect of the commitment,
- change in awareness only.

Table 36 (p. 243) shows that Su changed thoroughly in all areas of commitment but that she needed time for most of the change. The two areas in which she changed at the beginning of the action research were areas concerning the planning of a TEdn session. As soon as she became aware of these areas, she started planning her sessions so that these two topics would be addressed. The three areas in which she changed but wished to focus on in the future concern in-session behavior. She received positive feedback for these aspects but decided that the development that she showed was not enough. She wanted to treat these areas as further commitments so that she would continue to think about them in her sessions. It is possible to sympathise with this TEd's concern regarding these three areas because it is easy for a TEd to concentrate on the content and planned activities and forget about the blackboard and trainer talking time. In summary, Su was influenced by the action research strongly and changed in two aspects immediately. She needed time to incorporate the other aspects into her presentation style so that she would perform in the manner that she aimed for.

Table 37 (p.243) shows that Ege also changed thoroughly in all areas. She also changed in two areas as soon as she decided to focus on them at the onset of the

action research. She had been aware of their significance before the study began; these two areas were not completely new aspects in Ege's presentation style. The wording of the commitments indicates that she had been displaying these features before but that she wanted to improve in them. Her instruction giving and checking as well as her friendly gesture of smiling were areas concerning in-session behavior. She was able to improve in these aspects immediately. The rest of the areas developed over the whole of the action research. There were two areas among these that Ege was successful in but she wanted to focus on them further in future TEDn sessions. These were about the way she used her language and about telling participants the aims of the activities. This is another area of sympathy: TEDs may often plan a session very carefully but in the process of delivering the instructions or ideas may neglect to tell the teachers the aim. It often seems very obvious to the presenter and therefore unnecessary to announce the aims overtly. In summary, Ege, was also strongly influenced by the action research. She changed in two areas immediately but needed time to change in the rest of the aspects.

Table 38 (p.243) shows that Ada also changed thoroughly during the action research. She changed in the way she delivered her instructions as soon as she became aware of the need to change at the beginning of the study. Additionally, as she worked on clear instruction giving, she discovered that her speed of delivery became a focal point. She decided to concentrate on speaking faster while giving instructions in future sessions. In other words, she was initially concerned with the wording of her instructions but then changed her focus to her speed. This change in aspect, or new dimension, in the same commitment had not been observed in the other two TEDs. Similar to Su and Ege, Ada changed in the rest of the areas over time. This was understandable in that she had decided to work on her body language in general, her use of her language, and her feelings. These were all areas that have deep roots and require time in order for change to occur. She was successful in all these areas in time. Another area in which Ada's change was different from the other two TEDs' was about her use of English. She started out by focusing on her overuse of certain fillers; she overcame this problem but then decided that her speed in speaking, once again, was a problem. She decided to speak faster in general as a result of the awareness that she gained while she was working on her fillers. She was progressing on her own 'interperformance continuum'. Treating late people in a

friendly manner was the commitment in which she developed awareness only with no possibility to display change in behavior. In summary, Ada also needed time, just like the others, for most of the change to take place. In the process of analysing two of her commitments, she realised that the main issue was her slow speed in speaking.

Overall, all three TEds made beneficial use of the time available and developed in all areas. Different stages of change were involved depending on the TEd and commitments. The TEds all changed in certain aspects as soon as the action research began. The change occurred probably in areas that were comparatively 'easy' to change. Nevertheless, the three TEds achieved change in behavior mainly because they were extremely willing to develop and improve; they were equally unafraid to expose themselves to each other and more importantly to the staff. They were ready to take risks and try new ways. Hargreaves and Fullan point out that

... [t]here is an important tension in the change and improvement process between *vision* and *voice*. The development of a common vision, commitment to shared goals, or developing clarity in and understanding of the goals being implemented by others, are commonly advocated components of the change and improvement process. (1992, p. 5)

The above change was possible through the procedure applied in the study: MPOM. This involved change in focus from the individual TEd to the participants to other presenters and finally back to themselves (as depicted in Figure 5, p. 60). These affected the main stages of change (Figure 29, p. 242) within which the above types of change were observed. The TEds first verbalised the problem and reflected on solutions; then they privately reflected in their journals. At this point, they looked within in order to be able to see the picture, as it were. Through these analytical stages, the TEds became aware of their own presentation styles on the individual level. Simultaneously, they gained new insights into the way their colleagues performed in similar situations. Watching themselves and each other on the videos as well as observing other presenters conduct sessions was a striking experience and effective in getting the TEds to realise what was a strength and what was less desirable in TEdn. At the time when the TEds were conducting workshops for the trainee trainers in Bolu and DBE students, they shifted their attention to the participants. This was considerable improvement and a sign that they were confident enough to focus on the performance of the students or teachers, instead of worrying

about how they were performing as TEDs. The reflection indicated that these observations and the awareness of which features make a presentation effective helped the TEDs glean information about how their performance was perceived by the receivers. The students' feedback comments (see App. G for examples) showed them how the learners viewed the sessions. Participating as the audience at the conference gave the TEDs the opportunity to experience being on the receiving end of TEDn. They could view live performances of others, instead of their own videos, and evaluate the effectiveness of particular presentation styles as the audience. By the end of these sessions and after private reflection on the features of these sessions, the TEDs' pictures of a presentation was more or less complete: they had viewed it from within and from outside, as a presenter and as a 'presentee'.

The stages of change following private reflection were focusing on the features of an effective presentation and on the commitments that each TED had made, conducting a workshop and receiving feedback, reflecting on the performance and feedback. This stage then either led to more private reflection or to verbalising a new problem and formulating a solution with the cycle of change continuing. In summary, change, in this study concerning the three DBE TEDs, started with abstractions and moved to concrete thinking and actual performance on the one hand and from change on the awareness level to change in behavior on the other hand; in other words, change manifested itself as a cycle starting with converting abstract issues into a tangible starting point in the form of a need or problem and moving from reflecting on what the problem and solutions are on the awareness-raising level to getting up and performing the change that was aimed at on the performance level thus ending at the initial starting point of a new abstract issue or further private reflection that led to more performing and attempts at change.

These stages of change were basically the same but their individual effects were varied. Each TED gained insights. Each TED was completely alone at times as when standing before the teachers or students, and each TED was part of a team at times as when evaluating the performances or when planning a session. Su, Ege, and Ada cooperated with each other because the aims of the study were clear and relevant to their needs and also because they had a common vision to develop as TEDs. The significance of a common vision or shared aims has been stressed by Hargreaves and Fullan (1992) who point out that

... [t]here is an important tension in the change and improvement process between *vision* and *voice*. The development of a common vision, commitment to shared goals, or developing clarity in and understanding of the goals being implemented by others, are commonly advocated components of the change and improvement process. (p. 5)

These were the reasons why the three TEds were successful. The stages of reflection and change were individual but the goals that Su, Ege, and Ada aimed to achieve were shared.



CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

This chapter will provide a summary of the study, implications for practice and for research. The pedagogical implications are for TEds and also presenters mainly in the field of ELT.

5.1 Summary of the study

The present study aimed to find a way for the three TEds at DBE, METU to develop themselves and improve their presentation styles on a regular basis in the midst of their intensive TEdn program. The TEds found the available seminars, conferences, publications helpful but insufficient for their needs. They were searching for an opportunity, in a friendly environment where no formal self or peer evaluation usually took place, to do some self-development work mostly in a totally self-directed fashion and to benefit from their colleagues' experience and views in a systematic manner. A qualitative approach was selected in order to be able to describe in detail the procedure that developed as the study progressed. The action research cycle was chosen to pinpoint the problem, find a solution, try it out, observe the outcome, pinpoint other problems, and so forth.

The study began with the TEds focusing on themselves via the videos that they had made of their in-service presentations. They evaluated themselves and each other, compiled lists of desirable TEd features or presentation criteria (see Appendices A and F), arrived at Mental Mode and Content Categories (see Appendices H and I) through the coding of the data, decided on specific areas for self-improvement and made these into their 'commitments' for the coming TEdn sessions, and re-evaluated their performance especially in the commitment areas in videotaped in-service workshops using the criteria that were developed in the meantime. This cycle continued several times.

5.1.1 Findings on reflection

Throughout the study, each TEd reflected on each phase of the action research in the journals which they kept (see App. C) and became aware of their own strengths and weaknesses as well as those that they observed in their other two colleagues. It was difficult for them to verbalise all of their impressions and ideas in these reflections; nevertheless, they wrote in their journals their comments, feelings and solutions. One of the findings was related to the reflection patterns observed in the TEds. Certain types of reflection modes were sequential. Reflecting on reasons and negative reflection played important roles. Reflecting on reasons was what often followed any reflection. Reflecting negatively on an issue often led to making this issue into an aim to be pursued in the coming workshops (see Table 35, p. 239). Private reflection played a key role in the TEds' change process.

The three TEds showed differences in their reflection because their preferred modes of reflection varied. They experienced the same events but in their own ways. There were also great similarities in some of their thought processes. These similarities and differences made this investigation informative, successful and fruitful.

5.1.2 Findings on research design

Action research was chosen for this qualitative study. The researcher was able to participate in the investigation and also the TEds were able to benefit from the cyclical nature of the design. The study yielded a particular procedure, various lists and clear answers to the research questions.

The procedure: This study yielded a procedure consisting of a series of steps, none of which had been pre-determined. As part of these steps, the TEds selected aims for future TEdn presentations; conducted workshops to incorporate their aims or new behavior; reflected on the feedback that they regularly collected from the participants – teachers, trainee trainers, students; and observed other TEds as they presented sessions. Each step in the study developed out of the previous step with nothing being pre-cast. The sequence of events was the result of collaborative decision-making as to what to do next.

The multiple roles of the researcher: As a result of selecting action research, this researcher fulfilled multiple roles: researcher, participant in the action research, TEd, and observer. However, this did not interfere with reliability because special care

was taken in the data analyses to crosscheck findings. In fact, if the researcher had been an outsider, these findings may not have been the same because reliability may have been affected. It was an asset that the researcher was also a participant both for the reliability and also the design. As the researcher was a participant in the action research, she was able to design each new step in the long process with relative ease because she had experienced the previous step herself and therefore could make accurate and appropriate decisions regarding the design of the process. She was part of the team and could understand the day to day problems that the TEds may have experienced; she could then design a next step to address these particular problems.

The research questions: This piece of action research aimed to answer two research questions: one about the stages of reflection and the other about the stages of change that the TEds went through. The action research addressed both aims. The TEds have reflected on themselves, the other two TEds and other presenters in their journals as well as in discussions. The analysis conducted on the collected data has provided insights into processes such as the manner in which individual TEds reflected on their training methods and their overall style of presentation. One of the main findings regarding reflection was that the TEds seemed to share certain sequences of reflection such as reflecting positively or negatively on an issue and then reflecting on reasons, reflecting negatively first and then making the issue into an aim or commitment, reflecting positively and then realizing something related to the issue. In addition, the TEds went through stages of change; these were verbalising the problem, finding a solution, reflecting on the issue privately, focusing on features of presentation and aims, conducting a workshop or performing, and finally, reflecting on the performance or workshop. It was interesting to note that sometimes although a TEd made a commitment, she did not reflect on it at all in her journal yet there was change in her presentation style concerning this commitment. The whole process played a significant role in the TEds' change; the individual steps in the procedure helped but it was the whole process that made the difference. One of the key words in the study was 'initiating' change and this has been fully achieved through the above mentioned stages of change. As a result of all the evaluations, a group of criteria or list of standards of desirable TEd features for DBE (see Tables 14 and 16, pp. 90, 97) has been compiled. These are a set of features that are viewed as significant at DBE because they reflect both the teachers' views and the TEds'

perceptions of features of effective presentations. Moreover, as a result of the data evaluations, sequences of reflection and types of change have been derived from the analyses. In this study, change emerged as a cycle that started with abstractions and moved to concrete thinking and actual performance and from change on the awareness level to change in behavior.

Silverman (1993, p.29) mentions that social phenomena that are investigated involve procedures thus leading the researcher to search for procedural reasons in on-going events. This encourages the investigator to look for procedures that may explain why certain events continue to occur rather than why an event occurred in the first place. This study has globally aimed to derive procedures and their underlying reasons. The main finding has been that the process described in this investigation has played a major role in bringing about change. The criteria and checklists that were derived in the meantime were only means.

5.2 Implications for practice

The study has yielded several groups of findings that may have implications for educators and presenters in general and the future TEds at DBE and DML, METU. The main findings include:

- the procedure for self-improvement for TEds,
- the list of criteria for effective presentations,
- the lists of Mental Mode and Content Categories
- the sequences of reflection,
- the types of change.

5.2.1 Procedure for self-improvement for teacher educators

In this study, the most significant element is the process. The fact that the TEds underwent each step in the 13MPOM process is the main reason that this piece of action research enabled the TEds to reflect on themselves bringing about change. The various 'products' such as the criteria and checklists are of secondary importance; they serve as guidelines and reminders. The way that the TEds reflected and arrived at their commitments and eventually change played a major role in this study. In summary, 'process over product' was the outcome.

This study heavily relied on the feedback mainly from the teachers. It was interesting to discover that there were differences in perception between the TEds

and the teachers. These differences can be seen in Table 16 (Appendix F) where the underlined features are those that only the TEds mentioned with the rest of the features having been mentioned both by the TEds and the teachers as desirable presentation characteristics. The feedback from the teachers guided the TEds in their direction and choice of action as well as reflection. It was noticed that the interpretation of the feedback comments, at times, was difficult because they were made anonymously. The TEds wondered about the origin of the feedback or the background and purpose of the teacher who wrote the comment. Was this a remark made by a novice teacher? Did the teacher intend to criticise or make a suggestion? What exactly did the teacher mean? These questions could only be answered indirectly at the next workshop or meeting with the teachers. The TEds wrote their questions or comments on the feedback and asked participants to find their own papers to reply, confirm or correct the TEd. The implication in this issue is for other researchers to be aware of it and perhaps devise a way to overcome this difficulty.

A further point regarding awareness is that the TEds compared their own behavior with that of their colleagues. This was unintentional; nevertheless, it occurred. It was beneficial at times in that the TEds learned from each other through the comparisons and increased their awareness about features of effective presentation. The study involved three people; consequently, the three TEds formed the whole world, as it were. They observed each other live and on tape and discussed what they perceived. Naturally, this led to heightened awareness. For example, Su became aware of the impact of adding a challenge to activities and incorporating a story or event into the introduction so that she could refer back to it at the end of the session; Ada became aware of her sense of humor and her treatment of late teachers. In this sense, Wallace's 'craft model' was significant. The process used in the study helped the TEds raise their awareness of each other.

The process that has been named 13MPOM (for a summary of the stages see Table 17, p. 106) has implications for educators in general. TEds, teachers and administrators could benefit from the steps described in 13MPOM because the process is self-adjusting in that it can be applied to any institution as long as the people who are participating are willing. It is self-adjusting because the procedure described in this study will yield criteria specific to the institution because the features and categories are born out of the particular institution or situation. They

may resemble the ones described in this study; they may be different. It will all depend on the individuals and their perceptions. The greatest advantage of conducting 13MPOM has been that all the data, lists and perceptions that have been found are original or local; they have not been taken from another source and been made to fit. They reflect the local situation. If particular features are or are not part of the criteria, it is because that was what the teachers and TEds perceived as significant and not what an external expert suggested. External lists prepared as the outcome of long research have great value in other aspects of education. The point with the criteria and all data obtained in this investigation is that the TEds have gained confidence because they have been working within the perception limits of the department. Expanding on these is the next step but the advantage of knowing exactly how the staff views presentations is a firm starting point.

The implication of the process in this study is that it can be applied at all institutions. Alternatively, if there is less time or if desired for other reasons, some of the findings of this study can be adapted to institutions. The adaptation process will be a valuable learning process and will probably yield a set of other data that the institution may find helpful. For instance, Tables 14 or 16 (pp. 90, 97) could be viewed as lists of desirable presentation features or as a checklist in self or peer evaluation or could serve as the basis for the syllabus for a training course. The Mental Mode and Content Categories could be discussed in workshops. In brief, the procedure arrived at in this study can be duplicated or the products obtained in this action research can be adapted to specific situations.

A further implication concerns the fact that in the present study, the TEds were surprised when some of their performance features were underscored by their two other colleagues. They stated that they had not been aware that the particular feature was impressive or significant. The study thus revealed that the implemented procedure raised the TEds' self-awareness about issues that they were not conscious of or had not noticed before.

There is no TEd induction course when a new member joins the TEds at DBE. The new educator at DBE has to watch and follow the experienced TEd, try to understand why a certain activity is conducted in a certain manner, and notice a series of fine details, which is the most difficult of all the above. This is in line with one of the three teacher education models as suggested by Wallace, who calls this

particular one "the craft model" stating that the novice teacher learns from the experienced teacher with the aim of imitating them later when the time comes for actually practising what they have learned through watching and imitating. The new teacher gains mastery in training as the experienced 'master' shows how to do the training (1991, pp. 6-7). At DBE, the new TEd, similarly, has to take on the role of an apprentice with one of the TEds acting as a 'master' because there is no other option at the moment. This is not a very efficient and fruitful way for the induction of a new TEdn team member mainly because the new team member has, so far, always been urgently needed during the pre-service sessions but often, unfortunately, has not had enough time or information regarding the sessions and methods used during the course. The 'master' may be helpful in various ways but may lead to in-breeding in the institution. All new TEds will be variations of one 'master'. The limitations in ability, knowledge and experience of the master may have a restrictive effect on the new TEds.

The three TEds learned about TEdn through experiencing the events. When they became a TEd, each of them found herself plunged into pre-service training as soon as she joined the team; she had to be flexible, co-operative and willing to take risks. Otherwise, the pre-service courses, which they had to conduct as soon as they joined, would not have worked out. The daily and overall feedback from the new teachers on the courses indicated that the course and the tutors were well-received. During the following time, each TEd had the freedom to develop in any direction that she wished to. This was the way in which these TEds were initiated into TEdn. Nevertheless, it is clear that this is not the proper way for the induction of a new TEd. The present team of TEds feels that the pre- and in-service sessions should be set out and conducted in a standard manner so that any team member who takes on a session in any year, will cover issues relevant to the needs of the newly hired teachers and present a professional attitude. This is not to say that each TEd should be a replica of the first one or the 'master'. On the contrary, each TEd has unique characteristics and they should try to bring out these features. The TEdn team is as strong as the variety existing in the team members' skills, knowledge and interest. While doing so, at the same time, the new TEds could lead some of the sessions and tutorials in order to familiarise themselves with the procedures and criteria involved

with teacher observations and evaluation of written work making use of the process and products derived from this investigation.

5.2.2 Criteria for effective presentations

The compiled criteria (see Tables 14 and 16, pp. 90, 97) contain specific points for current and future TEds in general or TEds at METU. These criteria could be developed into workshops, papers, topics for research as self-development means for current TEds and in trainer induction/trainer training courses for new TEds. For example, in trainer training courses, each separate section in the compiled criteria may serve as a general heading that could be covered in several sessions and workshops; these could also serve as issues for peer observation. For current TEds, these criteria headings or the whole set of criteria may serve as effective trainer/presenter features for self-improvement. TEds could choose areas from the criteria to improve in or areas from the criteria that seem to be new areas for themselves or aspects that are less common in their presentation styles for development into their TEdn sessions. TEd personality types would play a role in these choices. TEds may select areas parallel to their personality or features that they feel are not their strength but they would like to develop. Alternatively, selected parts from each section in the list of criteria can be combined for the same purposes.

The list of criteria may be viewed as a checklist of desirable TEd features. It has to be born in mind that these criteria are not all inclusive because they are the product of DBE; in other words, they reflect what the teachers and TEds at DBE perceive as significant and effective in TEdn sessions. Each one of the items in this list has been derived from participating TEds and/or teachers. In other words, these are the impressions of observers. Some of these have been mentioned by several people; some only once by one observer. Teachers and TEds at other institutions may feel that features not mentioned in this list are important. The aim in developing these features in this piece of research had been to arrive at a set of criteria for DBE. Therefore, some features among the obtained criteria may appear very global, detailed, or even perhaps unnecessary. They are, nevertheless, a compilation of departmental perceptions. This list or set of criteria, as it stands, can be used by the DBE TEds for session evaluations and for each TEd to receive specific feedback to their TEdn behavior since it was developed at DBE. It could be adapted if need be and used by TEds and teachers at other institutions. Teachers participating in TEdn

sessions may not want to stay on after the session; they often have to hurry to the next class that they teach. Consequently, an instrument that is easy to understand and quick to fill in is suitable. This instrument also needs to cover enough detail so that the TEds upon reading the teachers' impressions or evaluations will be clear about what it was that teachers appreciated or did not like. The criteria developed during the study seem to fulfil this need as a whole or partial checklist.

Another beneficial application of the list of criteria will be at a time when a new TEd joins the TEdn group at DBE. The list may serve as the starting point for standardising some TEd features among the group. Until now, orientating a new TEd at DBE has been done superficially and in a hurried way as has been explained previously. With this piece of action research, having experienced the steps of arriving at these features and the criteria, this group of TEds has a feeling of solidarity among them because each member knows what the other TEds do and what the DBE staff is looking for. There will be two options available when a new TEd joins this group: One option is for the new member to start by looking at the features in the list with a following group discussion of what exactly a certain feature means and how it manifests itself in real life. For instance, the item "RBI" will initially mean very little to the new TEd. The group will explain to the new TEd the term and concept of RBI and rationale behind it.

A second option for using the criteria with new TEds is to explain the procedure of the whole process of 13 MPOM and make the new TEd go through steps similar to those explained in this report. In other words, the new member could watch in-service videos of herself or others first and construct lists of desirable and undesirable features. Then, she might compare her lists with the list of criteria. At some negotiated point, she could conduct a session or a part of a session, which would be videotaped, and the group of TEds or teachers at the session or both may use the checklist to evaluate the new TEd's features. Next, the new member could set aims and try to achieve these in yet another in-service session that she plans and conducts partially or completely. The sequence of the steps will have to be negotiated with the new TEd because a lot will depend on her teaching experience and openness to such a procedure.

While discovering this procedure, the new TEd will also have to be told about the rationale behind the grouping of the items on the list. For instance, an item such

as "has open/friendly/warm approach to teachers" (Manner - 12) may seem out of place to the new TEd under the category 'Manner'. In fact, she may wonder if this and perhaps other items would not be better placed under the category 'Personality' or vice versa. This investigator took care to place those features that a TEd can actually *learn* to perform under the 'Manner' category and others that relate more to the *nature* of a TEd in the 'Personality' group. The reliability check with the other TEds correlated in this aspect; the three TEds all agreed that certain features that seem idiosyncratic may after all be practised and learned. It could perhaps be argued then that all the features in the 'Personality' category could eventually be 'learned' and should therefore be placed in the 'Manner' category. It is the belief of this researcher, however, that TEds do not have to be trained in robot-like fashion with all of them displaying exactly the same features. Each TEd should and will have certain individualities in style and manner; this is unavoidable and also extremely desirable. Variety in style and manner is what creates an interesting team. A successful TEd does not necessarily have to be "lively" and "full of paralinguistics and jokes"! Nevertheless, each TEd can conduct a successful session within their personality boundaries. It is hoped that by working on the items in the lists, the present and future TEds at DBE will lead successful sessions without losing their individualities.

The study revealed that the features of an effective presentation were generally viewed in a similar way by the DBE teachers and TEds. There were, however certain features that only the TEds mentioned (see the underlined items in Table 16, App. F). This variance points to the features of TEds as opposed to teachers as perceived by the DBE teachers and TEds. The present study yielded the following:

- Sets context for activities
- Plans for the possible reactions of teachers during activities and to the activities
- Forms groups/pairs efficiently
- Refers to notes for specific details
- Sticks to her instructions
- Elicits without putting teachers on the spot

- Acts as part of the group whenever possible
- Knows and uses teachers' names

It may be argued that these are not necessarily features of only TEds; teachers may display these features as well. This researcher agrees with such a view because any of the above features may occur in class. Furthermore, there may be additional features that only TEds display. The significance of the above features is that the teachers who participated in this study did not mention these but the TEds did. Experiencing the process of 13MPOM and arriving at criteria or a checklist is significant because the whole process and the end products reveal various aspects of the TEds as well as the teachers in the institution.

The three TEds will continue using this list in the upcoming pre-service course. It will be interesting to discover if this list will serve its purpose at the pre-service course as well or if it is an in-service features checklist. Time will show this. What this investigation has revealed is that there is room for improvement for everyone and that private reflection in a journal even if there is little time to do it followed up by group discussion is helpful in providing concrete individual direction for improvement. Jarvis has stated similar thoughts about TEds who reflect on their work concluding that they then “reveal a heightened sense of their own responsibility for their learning and for changing their teaching.” (1996, p. 161)

Another implication arising out of the analyses has been that each TEd can be effective in their own way; there does not need to be a 'model' TEd (see App. A). Secondly, some of the features were common to two or all TEds (see Table 10, p. 72). This may lead to the idea that there seem to be individual features as well as common core features that effective presenters possess or display when they are conducting talks or workshops.

5.2.3 Mental Mode and Content Categories

The list of Mental Mode Categories (see section 4.3.1, p. 107) consists of the categories describing the mental processes found in the study. These have implications when combined with the reflection patterns and sequences discussed in 4.7.2 (p. 213). They may be used to code data in similar studies or analyse parts or complete sets of audio or videotaped sessions or lessons; they will then indicate the mental processes that those researchers are engaged in. For example, do they tend to focus more on the positive or on the negative, or what type of thinking precedes their

commitments, or what do they tend to do once they have made a commitment? These categories will help in tracing the thought patterns. On the other hand, The Content Categories (see section 4.3.2, p. 114) can be used to analyse teachers' classroom and TEds' training styles. The list could be used as a checklist to go through item by item or to conduct peer- and self-observation. It can also be used for summative evaluation as is or with adaptations to suit the needs of the particular educators. Another implication is for the Content Categories to be used in trainer training courses together with the criteria derived from this study (Tables 14 and 16, pp. 90, 97) or independently. Each section can be taken as a topic or parts of each section could be combined to serve as the starting point of trainer training session input or issues for workshops or assignments or observations. The same material could also be used with teachers to discuss lesson delivery styles and techniques. In brief, the contents of these lists could be used for discussions with TEds or teachers or for observation purposes. Whether they will be taken as they are or they will be adapted will depend on the users. All the findings can be implemented immediately or after changes.

5.2.4 Sequences of reflection

The reflection patterns that were found in the study can be seen in Tables 28, 31, and 34 (pp. 219, 226, 234) for each TEd separately and in Table 35 (p. 239) for all the TEds. These patterns have been derived following the coding of the entries and then analyses of commitments. It is possible to generalise these findings across other settings. These patterns could be taken as the bases of discussions in workshops for teachers or TEds in order to compare personal preferences regarding reflection patterns in general or to compare how different individuals respond to negative and positive reflection. Does reflection on reasons follow or do the participating teachers have other reflection patterns?

The patterns could serve as the starting point for further analyses of other people's thought processes in order to see how others arrive at solutions, commitments or what they do once they have reflected positively or negatively on an issue or what type reflection sequence is dominant in them. The fact that negative reflection led to solutions or commitments was not surprising; however, the fact that positive reflection also led to similar directions was significant. During observations, weaknesses seem to be the focus many times; noticing strengths as such and aiming

to incorporate these into one's sessions or lessons was one of the findings in the study. These could be further investigated in order to discover the relationship between the reflection sequence and the personality of the person involved. In addition, the issue of generating deeper reflection in the journals on reasons for events and implications could be investigated.

The reflection patterns could be tested in other settings to discover how generalizable the patterns are or if the patterns can be used for education in reflection. The latter is a significant implication as the present study has revealed to some extent, reflection rich in depth may require training. In order to obtain journal entries, for example, that contain deep reflection as well as reflection on events, the writers need to be guided or trained to encourage them to consider implications and reasons frequently during reflection.

5.2.5 The process of change

Fullan and Hargreaves (1992) mention the results of a study conducted by Stallings listing the conditions under which teachers change (Stallings 1989, pp.3-4). Although this researcher was not aware of these conditions at the start of this investigation, she arrived at similar conclusions. Stallings discovered that change may occur in teachers if:

1. They become aware of a need for improvement through their analysis of their own observation-profile.
 2. They make a written commitment to try new ideas in their classroom the next day.
 3. They modify the workshop ideas to work in their classroom and school.
 4. They try the ideas and evaluate the effect.
 5. They observe in each other's classrooms and analyse their own data.
 6. They report their success or failure to their group.
 7. They discuss problems and solutions regarding individual students and/or teaching subject matter.
 8. They need a wide variety of approaches: modelling, simulations, observations, critiquing video tapes, presenting at professional meetings.
 9. They learn in their own way continuing to set new goals for professional growth.
- (as cited in Fullan & Hargreaves 1992, pp. 2-3)

This study has yielded findings similar to those above and additional results. These can be generalised to other teaching and especially training situations. If TEds wish to change or be effective presenters, the following seem to be of significance:

Table 39. Implications for change

<ol style="list-style-type: none"> 1. What type of personality the TEds possess does not matter so much; whether they are ready or willing to take risks in order to change does; 2. How ambitious the TEds are does not matter so much; whether they are open to change does; 3. What type of products (e.g. criteria, checklists) they develop during the change process does not matter so much; whether they consciously go through the stages of the procedure/s does; 4. How many ideas they introduce in a workshop or session does not matter so much; whether they allow the participants to interact with the ideas and each other does; 5. How much the TEd like the presentation does not matter so much; whether the participants can connect the contents to their needs does; 6. How much body language the TEds use does not matter so much; whether they are sincere and honest does; 7. How many facts or ideas the TEds know does not matter so much; whether the participants feel that the presented facts or ideas are rooted in classroom experience or are practical does; 8. How much the TEds know about presenting does not matter so much; whether they can apply their knowledge as they conduct sessions does; or what the TEds say does not matter so much; whether they can actually do as they preach does; 9. What they present matters; whether the style is suitable to the TEd and the content to the participants, however, matters even more.

An overall implication lies in the answer to the question: What can TEds who are busily engaged in planning and conducting sessions or workshops, reading assignments, observing teachers and leading pre-observation and post-observation meetings with them, tutoring new staff on individual issues do in order to develop themselves as presenters? The answer is to devise some form of regular evaluation that is detailed enough for TEds to get specific feedback to their TEdn session. This will have a snowball effect because the TEds will thus be made to look at their behavior. The two prerequisites for the received feedback to be useful are that the TEd must be willing to participate in this process and that the TEd must believe that "The customer is always right" meaning that when teachers state something in the feedback or at face to face situations, they are right; the TEd must not discount what the teacher said and counter argue to prove the teacher wrong. This is defensive behavior and does not help the TEd in changing because it is an attitude that 'closes'

the TED's mind to other options. If, for instance, one teacher finds an in-service idea inapplicable, then the TED will have to respect this view and try to think about this comment through the framework of the mind of the teacher. In other words, the TED must not shrug off any comment by a teacher saying that it was only one teacher who thought like that or that the teacher probably had not paid close attention during the session. Even one such comment needs to be taken on board, because TEDs can never be sure if there was only one brave teacher in the group to voice this opinion or if there were more teachers present at the workshop, if not more than one such comment would have been received.

The method best suited for the TEDs working in the described situation is one that is part of their work routine or work program. TEDs usually do not have much free time; however, the method of collecting teachers' impressions fresh after a session and then self-evaluating TEDn behavior fits into the existing program. It does not require additional time. The practice of collecting regular feedback from attending teachers already existed as part of the three TEDs' applications at DBE but the feedback questions were simple and the following procedure consisted of reading and discussing the comments and possible remedies. Reflecting on one's performance does occur all the time anyway too but, with the investigated method, the TEDs had a concrete direction and feedback to start the reflection process. If the customer is always right, then what the customer says about a TED's TEDn behavior is not pointless even if only one teacher feels this way. The three TEDs have become accustomed to writing journal entries on realisations that they have gained. In the future, this practice may continue if the TEDs write entries in brief note form when the work load is heavy and in longer form when there is more time. The fact that an entry is made is a commitment to an idea that can no longer be ignored now because it has been recorded. This is what the TEDs felt was the advantage of the journals. This is how change was initiated by these TEDs.

5.3 Implications for further research

This study has covered various aspects of trainer development but there are still numerous areas that need careful investigating. One of these areas is to follow up the study and ensure that the procedure and products continue to address the needs of the TEDs. Future teachers and students may demand the addition or omission of steps, features or categories. Another area for future research is to take

any part of the lists, such as the list of features of an effective presentation or the Content Categories, and investigate how different TEds achieve these using individual means. This would mean that it would be a study of excellence aiming to describe effective practitioners. Further research could also be carried out on the effects of the number of TEds participating in the study: What is the effect of having only two TEds or more or just one TEd in such a study? The reflective approach as a means for change could be the focus of another study. This investigation could aim to describe the ways leading to deep reflection or compare different people who can reflect richly. Cultural comparisons regarding reflection patterns would be useful especially for educators wishing to incorporate journal keeping or portfolios into their courses; these educators would then be able to educate their students in the reflective approach and in deep reflection before journal writing or portfolio reflection commenced. One of the topics of reflection in the journals was reflection itself. This category was labelled 'metareflection' but was not pursued because it was not part of the commitments. A future potential area of study could be to analyse these entries or other teachers' or TEds' metareflection. How they view reflection could be the aim of such a study. One other area is to analyse teacher and TEd behavior in order to arrive at basic similarities and differences. Yet another study could be to explore the overall and/or specific needs of institutions and individuals in Turkey or in a broader geography in terms of TEdn and TEds. These could be expressed in terms of a series of questions:

- What responsibilities are expected of TEds?
- What skills do they need to possess?
- What areas of knowledge form the basis for TEdn?
- Should TEds be trained in knowledge areas or in skills; both or neither?
- Should TEds have a teaching background? How varied should their background experience be?
- How should TEds be accepted into a training program or how should TEds be selected?
- Should TEds work as a TEd for a limited time?
- How do/should TEds keep in touch with the realities of the classroom?

- What stages have current TEds in Turkey or elsewhere experienced before becoming a TEd or what type of educational background do current TEds possess?

Trainer training seems to be a relatively unexplored area in (English) language teaching. This study that concentrated on developing TEds on a regular basis has made the participating TEds aware of the importance of willingness: willingness to try new ideas, willingness to take risks and expose oneself, willingness to co-operate with TEds and teachers, willingness to face feedback that may contain surprising comments in it and finally willingness to allocate time and energy to reflect on issues that otherwise fly out of the mental windows. Some of the research findings concerning teacher training could be generalised to trainer training but there are areas and issues that are specific to TEds. To illustrate, one great lack is in publications. There are relatively few books in the market that a novice or comparatively new TEd could pick up and use as a guide for planning and implementing input sessions, workshops, tutorials, observations or setting up pre- or in-service programs. A handbook for TEds, be they experienced or new, will be beneficial for people who are considering becoming TEds and for practising TEds. It is time for trainer training to become part of education faculties at post graduate level so that training or TEdn becomes as established as teaching. Additionally, it is important that agents of change such as TEds start the change process with themselves as Mahatma Gandhi pointed out. Change starts from the individual; it is fruitless to expect change to occur unless action is taken.

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APPENDIX A

INDIVIDUAL TED FEATURES AS PERCEIVED BY THE THREE TEDS

(With strengths & weaknesses)

TEDS: Su, Ege, Ada
VIDEOS: "Short & Quick" by Su; "Picture Mixture" by Ada; "The Jigsaw Principle in a Reading Lesson" by Ege (each video was selected for this evaluation by the TED herself)
PROCEDURE: The TEDs separately listed all the positive/ motivating features of the TED on the video as well as all the features that were not so positive/ motivating while viewing each of the above mentioned inservice videos. All listed features were discussed by the TEDs. The following list comprises each teacher trainer's strengths and weaknesses that all three TEDs agreed on during post-viewing discussion.

INDIVIDUAL TED FEATURES

TED: SU

SU'S STRENGTHS:

- * Briefly and modestly explains contents & aims of session
- * RBI (reflects back instructions)
- * Provides the materials necessary for Ts
- * Knows & uses Ts' names
- * Tries to make eye contact with all Ts
- * Tries to make sure everyone sees what she is doing
- * Moves about in the empty space between the whiteboard and the Ts
- * Has low TrTT (trainer talking time)
- * Elicits/Provides justification of aim of activity
- * Doesn't waste Ts' time/doesn't keep Ts waiting unnecessarily; i.e., distributes/elicits Ts' help to distribute materials efficiently, has materials ready, has data already on bb
- * Doesn't look at notes during instruction giving/explaining
- * Refers to notes for specific details/variations
- * Insists, in a friendly manner, on whole-hearted teacher-participation in activities
- * Gives Ts time to prepare/reflect
- * Prethinks and plans for the possible reactions of Ts during activities and to the activities
- * Accepts arrival/departure of late comers/early leavers
- * Uses mimics & gestures to accompany instructions & explanations
- * Always models before getting Ts to start an activity
- * Smiles
- * Makes jokes
- * Acts as part of the group whenever possible
- * Is comfortable in her skin
- * Seems to enjoy what she is doing
- * Is open to Ts' comments/ideas
- * Offers/Elicits variations
- * Accepts variations/ideas; is not defensive
- * Talks about different variations for different levels of ss

APPENDIX A (continued)

- * Encourages and guides Ts via her questions
- * Refers to own teaching
- * Praises/Gives positive feedback to Ts
- * Is genuinely interested in Ts' comments/ideas

SU'S WEAKNESSES:

- * Doesn't mingle with Ts during pair/group work

Ted: EGE

EGE'S STRENGTHS:

- * Credits colleague who came before
- * Refers to own Tg re activity
- * Personalizes activity to Ts' lives and to own
- * Uses bb
- * Makes jokes
- * Smiles
- * Enjoys herself
- * Walks about while explaining
- * Walks about while Ts work
- * Writes up all elicited ideas (not selective)
- * Gives time limits
- * RBI
- * Listens while RBI
- * Gives examples while giving instructions
- * Uses music in session
- * Fluent
- * Groups Ts efficiently and politely
- * Stops activity gently
- * Gets Ts to reflect without interrupting them if Ts voice opinions
- * Elicits justification of activity
- * Accepts Ts' ideas
- * Gets back to own agenda gently
- * Talks about follow up ideas
- * Re-uses information on bb

EGE'S WEAKNESSES:

- * Doesn't match up number of Ts with materials
- * Writes incomplete phrases/sentences on bb
- * Groups Ts first, gives instructions later
- * Doesn't addresses Ts by name
- * Repeats instructions during RBI
- * Uses body language that signals semi-acceptance
- * Nominates Ts putting them on the spot
- * Comments on clrm application of activity implying it may not work too well

APPENDIX A (continued)

Ted: ADA

ADA'S STRENGTHS:

- * Puts examples of model language on bb
- * RBI
- * Listens while RBI
- * Smiles
- * Praises Ts
- * Enjoys activity
- * Makes jokes
- * Follows up activity
- * Invites comments
- * Invites variations
- * Invites reflection
- * Treats Ts like equals/acknowledges Ts' experience
- * Marks end of a section via intonation and special phrases
- * Accepts/Listens to Ts' ideas with interest & with a smile (not defensive)
- * Writes up titles of activities on bb
- * Supplies materials
- * Incorporates Ts' ideas/variations into instructions
- * Elicits Ts' ideas
- * Sets time limits
- * Walks about and among and comments during activity
- * Sets context for activities
- * Is calm; not rushing thru a plan

ADA'S WEAKNESSES:

- * Puts incomplete examples on bb
- * Changes instructions she gives
- * Uses body language that signals lack of acceptance, attention, interest
- * Gets Ts into groups first, gives instructions later
- * Uses incomplete sentences in explanations
- * Doesn't talk about different levels of ss while discussing variations
- * Answers all Ts' questions and comments, doesn't delegate; is defensive
- * Doesn't have materials ready for distribution; distributes material inefficiently
- * Doesn't supply blank paper for Ts
- * Doesn't get Ts' help in putting up pictures

APPENDIX B DOTE QUESTIONNAIRE

1997-1999 UCLES/RSA DOTE AT METU QUESTIONNAIRE

Please consider the whole of the two years that you have spent with us on the course and evaluate the following accordingly. Add ANYTHING that you would like to say under each category in the provided empty box. Thank you.

THE SESSIONS & WORKSHOPS

	Very much so	Quite	So so	Not really
were efficiently planned as a whole				
were well planned in terms of content				
were announced well in advance				
focused on pertinent topics & issues				
held my interest				
were too long				
were too infrequent				
involved me personally				
gave me the opportunity to participate whenever I wanted to				
encouraged me to share my ideas				
helped me learn from my colleagues				
motivated me to do further reading				

THE ASSIGNMENTS ON THE WHOLE

	Very much so	Quite	So so	Not really
were announced well in advance				
were useful				
were collected back after giving me enough time to review the areas commented on				
focused on pertinent topics & issues				
held my interest				
supplemented the sessions & workshops				
encouraged me to read up on topics				
made me think about issues that I normally don't have time to consider				
required further reading or implementation because my existing knowledge on the topic didn't suffice				
were presented to us clearly				
were marked fairly				
helped me gain/improved my awareness re. formal writing				
were easy to write due to the provided Style Sheet				
helped me improve my written style				
boosted my confidence re. the concept of formal writing				

APPENDIX B (continued)

FEEDBACK TO THE ASSIGNMENTS (Separately for each tutor)

	Very much so	Quite	So so	Not really
was provided				
was useful				
was read in detail each time				
was given to all aspects of my assignment				
in the form of a separate feedback sheet (FS) was a good idea				
was expressed clearly on the attached FS				
was based on fair criteria on the FS				
didn't come across as vital to me				
written onto each page of the assignment was helpful				
with the provided detail was stg that I expected on this course				
was helpful for my next assignment writing				
taught me some formal aspects of writing				
made me aware of my writing style				
gave me ideas for marking my own ss' written work				
reinforced my confidence in my writing skill (if you felt confident from the beginning) OR gave me confidence (if you initially lacked confidence in your writing skill)				

PROJECT WORK (Separately for each tutor)

	Very much so	Quite	So so	Not really
was useful				
encouraged me to survey the literature				
made me aware of the nature of research				
made me learn/become aware of new ideas				
made me aware of formal writing				
made me aware of the needs of my learners				
gave me confidence for further research				
was guided/supported/directed sufficiently by my tutor				
was provided with helpful feedback whenever I requested it				

APPENDIX B (continued)

THE OBSERVATIONS

	Very much so	Quite	So so	Not really
were announced well in advance				
were useful				
helped me focus on myself				
encouraged me to try out new ideas				
were a source of anxiety				
helped me improve my lesson planning				
has changed my teaching style compared to two years ago				
caused stress between me and my ss				

FEEDBACK TO THE OBSERVATIONS (Separately for each tutor)

	Very much so	Quite	So so	Not really
was provided				
was useful				
given immediately after the observation was a good idea OR given in the form of a letter or 'points to ponder' was a good idea OR given a few days afterwards was a good idea				
included my strengths as well				
gave me the opportunity to justify myself				
focused mainly on the weaknesses of the lesson				
guided me in my teaching				

THE TUTORS IN GENERAL (Separately for each tutor)

	Very much so	Quite	So so	Not really
were available when needed				
were helpful				
treated us as colleagues				
were co-operative				
were prepared for their tasks				
were punctual				
seemed to be enjoying their jobs				
had good command of the content				
had good command of the English language				
were professional				
were constructive in their comments				
were motivating				
used techniques which held my interest				

APPENDIX C SAMPLES OF JOURNAL ENTRIES

Sample from Su's journal: Entries regarding her impressions after attending the Bilkent conference

(12) POST BILKENT CONFERENCE

20 Feb 1999

Reflections on the three-day Bilkent Conference (18-20 Feb)

I would like to reflect in two ways: my immediate impressions (the ideas I have in my head - no reflecting at all) and my notes in the program and carefully thought-out reflections after reading notes or handouts.

My immediate thoughts:

...X... is plenty - (last one today at noon). Really got me thinking: he called attention to the fact that we learners should be central - such a simple & obvious comment but he's right. Ts., boys are central; the curriculum is central and the hrs are, in a way, ignored. OK - that's too harsh; maybe but definitely the hrs are NOT CENTRAL. In a way, I can see how that comes about. The adm. worries about the Ts., their numbers, the books in classrooms. They want to make sure that the school runs? The Ts., on the other hand, worry about the hrs in relation to keeping up with the fast weekly program, the prep work, finishing teaching before each

RG meta

RG+ cnt
hrs

RG adm

RG T

midterm, handing in CPGs and absenteeism. The coordinators want to make sure that certain books are covered. With the semester year scheduled a number of hours that they need for the program, fit in to the actual calendar in which there are some days just before or at the end of official holidays that may be lost because the govt way decide their off days. The testers want to keep their Ts happy and of course cover all the relevant materials in textbooks in a fair and square way. They focus on the types of pop Qs, when to give them, where some classes are during a pop Q. In the video rooms or in their regular classes, they need to ask for T questions re tests & make up ans. keys deciding what to give credit, what not to & how to tell Ts this. We trainers want to mainly 'help the new Ts' in preservice and pass on / cover / get ideas rolling on certain cultural issues at inservice sessions with new Ts, and present activities and ideas to promote insight at inset sessions open to all Ts. So the hr is never directly involved in central position. ^{morning glory}

RG adm

RG teds, Ts

RZ cnt
lrs

realized this, I felt ashamed of having missed such an important focus... How could we... But like I said, when the admin tells us there will be new Ts of mixed backgrounds, we focus on the new Ts - their past experiences, knowledge, how we should group them & how to cover certain topics.	R- cnt lrs
How what?	R- teds, Ts
Well, I can't pretend to know what I now know which is that we are off focus and we need to get our Ts, new and old, to look closely at the lrs and lg!	S RE cnt lrs
How?	
I don't know how exactly but we will need to look at our preserve sessions with the lrs on our minds & do these differently. This will mean collecting data now perhaps so that we can base activities then on this data or just a focus on the lrs with everything we discuss & do. Start out perhaps with how lrs behave, see the lesson, the types (in terms of lg styles) & then analyze each preserve (and later interview)	R+ ptp, cnt, lrs
	RE ptp, cnt, lrs

active in terms of types of Is & types of Ig. So we have to investigate the bad Is!! What do bad Is do? not do? think about? process info? How can a good T help this type of Is?

As for us IEDs

We need to focus on the bad Is and on the bad T. We still have most of the new Is

in our hands. We need to set up some sort of mini study to come up with T typology

Yes, like this. Just like Is types, there are T types. We have a feeling for this but I think

we can work on looking at T types in terms of IEDs & Education. Probably the starting

point could be "Who is a good T?" and ask ss, admin, Is here. Then we could ask IEDs

from various institutions about "who is a 'bad T' to train?" / "Which Is give you a hard time?"

personality / habit / background / response to you or yr sessions or yr Trg etc. let's see if the

bad Is are categorizable and if they have common features / features common among / within

institutions. Perhaps each institution focuses on morning glory

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R+ T, Is

R+ T

APPENDIX C (continued)

different features. Yes - this is an exciting idea - that I want to pursue :)	48
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APPENDIX C (continued)

Sample from Ege's journal: Entries regarding her immersions after conducting workshops for DBE students

POST ST WORKSHOP: SS) FDBK
9 (Q2)

6.2.99

2. After each workshop, I immediately read the feedback that the ss had given me. As usual, I first read the positive comments. I remember that I experienced mixed feelings when I read comments about the usefulness of the techniques I had shown the ss and how they would put them into practice. On the one hand, I felt great relief and felt like shouting "Yes!!" because I'd been able to get across my message and at least at that point they had "bought" the idea. I knew then and... I know now that the ideas/techniques/methods, whatever you want to call them, that I had presented were not just nice little fancy ideas but essential for student success so the fact that they had looked at it from my perspective gave me a sense of satisfaction. However, on the other hand, I felt a great sense of disillusionment. The ss in question had been at the DBE for at least a semester (the Prep ss for 3 semesters) and although they had heard

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of the two words 'skimming' & 'scanning', they
 did not know how to practise them. I felt
 so sorry for the ss. They'd spent 3 months
 working on reading but not really doing anything.
 At those moments, I remember feeling anger
 for teachers who do not realize that their
 knowledge is limited and seek no horizons and
 perhaps more so for administrators who keep
 them on despite their reluctance to change &
 develop. And in the meantime, the ones who
 suffer are the ss who have put their lives
 on the line just to become an "ODTÜ'lü".
 I don't want to sound stuck up & high'n'
 mighty but it crossed my mind that we
 (TEDs) had done a great job of at least
 informing the ss of what there was out
 there in terms of English language learning.
 As for the negative comments, as I said
 earlier, I always read them the last because
 they still make my heart sink. But, they are
 the ones to learn from and improve. Many of

R- T

R- adm

R+ teds

 Rth fbbk
 R+ fbbk
 Rth fbbk
 R+

the comments helped me see aspects of the workshop that I hadn't before and modify them for the next repeat.

When I first read the negative comments, I became defensive thinking that those ss had perceived it in the way they had and that in fact they had wrongly interpreted my ^{intentions} message. However, very soon, once I got over my emotions and thought about it, I realized that they were right. The sessions were long & they didn't like studying. So I started informing them of the length of the sessions and preparing them for it. I started sympathizing and showing understanding to the lack of desire to study. After all, it is natural to feel that way after a whole year of intensive studying. Those who thought that I wasn't as talkative as the previous T&P were also right so I tried to incorporate more anecdotes as I knew she had. But the truth still remains that when I first read the negative comments I tried very

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S -fbbk, tt

R+
R- -fbbk, h, cf

RE -fbbk, def

hard to justify myself, think up reasons for why I did what I did.

It may be a very unprofessional attitude especially after four years of training and receiving negative feedback alongside the positive but I still take it personally and to heart when I read negative comments. I raise my shields and done my armour and let a few minutes go by until I can look at the words impartially and finally agree with them. I guess this is not very unnatural because when I walk into a session, I think that I have done my best, what I am carrying under my arm is the best prepared session and it hurts when someone tells you that in fact there were occasions when the session didn't go as well as you thought it would.

Despite all this, I know that the negative comments are the most valuable comments because they are rarely forgotten and they are the ones that bring about change for the better - the ones that I keep in mind when preparing my next session.

APPENDIX C (continued)

Sample from Ada's journal: Entries regarding her impressions after receiving feedback from DBE teachers

4) Post - E's video (we watched together)

20.5.97

Well, here I am again in more reflections!

We watched the taped session only a few days ago & I now have different ideas about some aspects of my performance. Firstly, instructions I thought I gave from the 0 results I had the same impression that I had done a good job while giving & checking instructions but of course I was focusing on the second part of the activity, not the first - the pairing. If I'd given an example, I think it would have helped clarify the task. Again, I thought that I was too slow when delivering the instructions; I must speed up a little.

I think the most shocking part for me was to realise how

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#5

RZ: 10 instr ✓

R- instr ✓

S instr

R instr sp ✓

S instr sp ✓

RZ: long (files) ✓

Often I used the fillers "ummm"
 "so" etc. Especially the "ummm"
 is so irritating! I don't know
 why I do that it's not because
 I'm thinking of what to say.
 but maybe I'm overly conscious
 of my lg. I don't want to
 say stg. stupid & I'm constantly
 monitoring my lg. I should try
 really hard to speak faster
 & without unnecessary pauses

RR lang (selfcons & monitoring)

S lang sp (i.e. fewer pauses)

Another important realization
 came when I was watching
 how I handled the discussion
 part I need to learn how to
 deal w/ people who tend to
 talk a lot & who has mostly
 negative comments to make.
 However, I think I handled
 people's reactions much better
 this time than my previous

RZ tt
 (talkative, negat. Ts)

Rt: tt (def)
 imprv

session (Picture Nix) At least this time I didn't get defensive I jumped in to find an answer, but I tried to give others a chance to respond to the speaker which they did actually so, that was good. Also, I didn't look as serious as I did before when I was listening & responding to the Ts' comments. I liked that as well. However, there was so much more I wanted to say, but it was difficult for me to concentrate on what one person was saying, trying to formulate an appropriate response, check for the group's reactions, & lead the conversation to where I wanted at the same time! I have difficulty in writing all of this down even! So, I think I should learn how to cut off people

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RZ bl, impru
oa

R+ bl
oa

R- tt (leading discussion)

def

S- tt (interrupt Ti
politely)

9k-prv

politely & get back to my own agenda gently without letting one person hold the floor for long. That's hard. Also, as Sibel & Susan suggested, I should try to foresee the possible problems & prepare some qs or give them some ideas that could lead them to think about stg different that I want to talk about. I think being a discussion leader requires certain skills as well & I need to practise these.

S tt (leading discussion)
• foresee issues
• present Qs

RZ tt (leading disc)

RZ plc
RZ tt (underestim. Ts)

T S plc
sp lang
disc

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challenge them more, or at least speed up a little during the activity & leave more time for discussion.

Although I wrote down my reflections yesterday without having seen the video yet, most of my feelings were right. I was generally pleased w/ my body lg, facial expressions & eye contact which were things I'd aimed at. Some other things that I'd like to include in my sessions' from now on are: music, bb, visuals, some kind of a challenge & something that would awaken curiosity. Also I should try to give time limits & never forget to get feedback to the activity I carry out.

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morning glory

RG meta

R+ bl fe

C
pip: m
vis
music, bb,
visuals, challenge,
curiosity, time limit,
get fbbk
my!
= ope.
conf

APPENDIX D
SAMPLES OF IN-SERVICE FEEDBACK FORMS
DEMO FEEDBACK FORM

	YES	NO
THE PRESENTATION WAS CLEAR.		
THE EXAMPLES WERE CLEAR.		
THE IDEAS ARE APPLICABLE TO YOUR SITUATION.		

PRESENTATION FEEDBACK FORM I

	Clear presentation		Clear instructions		Applicable ideas		Comments
	YES	NO	YES	NO	YES	NO	
Warm up:							
Step 1:							
Step 2:							
Step 3:							
Step 4:							

APPENDIX E

INTERVIEW SCHEDULE

1. What type of thought modes were activated with the journal entries?
 - 1a. What kind of thinking was taking place as you were writing your entry?
2. Generally speaking, your reflections describe events. There are only very few details and explanations given. Why is that so?
 - 2a. Your entries are not so much about the reasons as about what actually happened. Why?
 - 2b. What factors led you to write descriptively? (Was it a matter of time and perhaps lack of habit to reflect deeply in a journal?)
3. Why have you heavily focused on 'presentation style' throughout your reflections/in this action research?
4. What is a 'presentation' for you?
 - 4a. What types of presentations are there for you?
 - 4b. Which ones are effective in your opinion?
5. Do you feel you have fulfilled your commitments now that you have reread your entries and have thought about the commitments that you made then?
 - 5a. Have you achieved your aims/commitments when you view these now?
6. What commitments have you picked for yourself now, if any?
 - 6a. Do you still set yourself commitments in TEdn sessions now?
7. What exactly goes through your mind when reading feedback?
 - 7a. How is it that you pick an area to focus on from the feedback/Why do you focus on x and not on y?
8. What do you do today as a TEd that you have learned through the action research?
9. Have you changed?
 - 9a. What kind of change would you say have the other TEds gone through?

APPENDIX F

FEATURES OF AN EFFECTIVE PRESENTATION (Table 16)

Table 16. Features of an effective presentation in the final workshop as perceived by the teacher educators

Underlining: Items that only the TEds had mentioned

A. TRAINING TECHNIQUES

Planning	YES	NO	STM
1 Presents a good warm up			
2 <u>Sets</u> context for activities			
3 <u>Plans</u> for different learning styles			
4 <u>Plans</u> for the possible reactions of Ts during activities and to the activities			
5 Gets Ts interested via interesting examples			
6 Personalizes task (refers to own life/gets Ts to do same in activity)			
7 Organizes seating in conformity with task			
Manner			
1 Arouses curiosity/Gets Ts' attention			
2 Presents idea clearly			
3 Discusses aim of activities			
4 Discusses variations of activities			
5 States the level of ss the activity is for			
6 Gets Ts to concentrate on task at hand			
7 Stops activity in friendly way			
8 Gives clear explanations			
9 Passes on to new activity/next step smoothly			
10 <u>Forms</u> groups/pairs efficiently			
11 Reforms pairs/groups			
12 Has open/friendly/ warm approach to Ts			
13 Encourages Ts to take risks in class			
14 Is aware of number of chairs & Ts in room			
15 Uses appropriate seating arrangement			
16 Welcomes late comers/Sees off early leavers without interrupting lesson			
17 Paces herself appropriately			
18 Maintains liveliness			
19 Gives time limits			
20 Is polite			
21 Is professional			
22 Is appropriately formal			
23 Is appropriately informal			
24 Is in charge of the session			
25 Gives instructions/ <u>Explains</u> without referring to notes			
26 <u>Refers</u> to notes for specific details			

APPENDIX F (continued)

Instructions	YES; just right	YES but too much	NO but it's OK	NO & it matters
1 Gives clear instructions				
2 Delivers instructions at appropriate speed				
3 Gives examples of instructions/Models				
4 <u>Sticks</u> to her instructions				
5 RBI				

Use of Aids	YES	NO	STM
1 Motivates Ts thru use of visuals			
2 Motivates Ts thru use of music			
3 Puts titles of activities on bb			
4 Uses bb			
5 Distributes materials efficiently			
6 Provides necessary materials			
7 Chooses appropriate materials			

Interaction	YES	NO	STM
1 Has friendly interaction/ communication with Ts			
2 Treats Ts like equals/acknowledges Ts' experience			
3 <u>Elicits</u> without putting Ts on the spot			
4 Involves whole class/group			
5 Pays attention to/Is interested in what Ts say			
6 Is interested in what Ts produce during activity			
7 Responds to Ts' Qs enthusiastically			
8 Responds to Ts' ideas, comments			
9 Refers to own application of activity			
10 Asks challenging Qs			
11 Encourages Ts to participate in activity			
12 <u>Acts</u> as part of the group whenever possible			
13 Checks what went on in pr/grp work as if in class			
14 Gets Ts' impressions about activity			
15 Gets Ts to respond to each other's ideas, comments			
16 Gives Ts opportunity to discuss/ share ideas for variations/comments			
17 Gives sufficient time to Ts during T-T interaction			
18 Gives sufficient time to T-Ted interaction			
19 <u>Knows</u> & uses Ts' names			

APPENDIX F (continued)

B. PERSONALITY, LANGUAGE, KNOWLEDGE

	YES; just right	YES but too much	NO but it doesn't matter	NO and it matters
1 Is lively				
2 Is pleasant/friendly				
3 Is enthusiastic				
4 Is cheerful/Smiles				
5 Is calm as opposed to hurried				
6 Feels comfortable/confident throughout session				
7 Makes appropriate jokes/Is humorous				
8 Has good command of English (good vocab + fluency + pronunciation)				
9 Talks at appropriate speed				
10 Avoids overuse of certain words/ expressions				
11 Uses TrTT (trainer talking time)				
12 Seems knowledgeable				

C. PARALINGUISTIC FEATURES

	YES	NO	STM
1 Moves among Ts during group work/ Monitors Ts' work			
2 Moves while presenting/eliciting			
3 Uses appropriate/helpful/pleasant body language			
4 Has good, pleasant tone of voice			
5 Indicates when she is finished/ starting			
6 Maintains eye contact with Ts			
7 Uses facial expressions effectively			

D. THE SESSION AS A WHOLE

	YES	NO	STM
The following were introduced:			
1 The overall aim			
2 Interesting ideas			
3 Appropriate & applicable ideas			
4 An element of challenge at some point			
The session was:			
5 Well-prepared/planned			
6 Enjoyable			
7 Lively & interactive			
8 Motivating			
The atmosphere was:			
9 Competitive			
10 Relaxed & friendly			

Kendisine forsetme digim. Özelliklerin forsetme verdiğim
 disingimim. Korumada: sınırlı disingimim verdim alone
 - fighitlarmın mütahid sınırlarını gerd
 - Her korumadında herde korumada van
 Uygulama: sınırlarınla sınırlar sınırlar sınırlar
 Herfor abacı ve her kor sınırlar sınırlar
 - Koruyucunun mütahid sınırlar abacı oraya forsetme sınırlar
 - Anlatışına sınırlar sınırlar sınırlar sınırlar sınırlar sınırlar
 - Herfor sınırlar

Kendisine forsetme digim. Özelliklerin forsetme verdiğim
 disingimim. Korumada: sınırlı disingimim verdim alone
 - fighitlarmın mütahid sınırlarını gerd
 - Her korumadında herde korumada van
 Uygulama: sınırlarınla sınırlar sınırlar sınırlar
 Herfor abacı ve her kor sınırlar sınırlar
 - Koruyucunun mütahid sınırlar abacı oraya forsetme sınırlar
 - Anlatışına sınırlar sınırlar sınırlar sınırlar sınırlar sınırlar
 - Herfor sınırlar

—inglucelucosin

— this quarter artificial.


— belita delia ten oluk

— Graz dane fante bigs verman

[illegible]

APPENDIX H
MENTAL MODE CATEGORIES
(in alphabetical order)

COMMITMENT (C)
WEAK COMMITMENT (C~)
COMMITMENT REALIZED (C√)
COMMITMENT TO DO MORE OF (Cm)
IMPROVEMENT AS INDICATED IN QUESTIONNAIRES OR FEEDBACK (IQ/IF)
LITTLE IMPROVEMENT AS INDICATED IN QUESTIONNAIRES OR FEEDBACK (LIQ/LIF)
SOME IMPROVEMENT AS INDICATED IN QUESTIONNAIRES OR FEEDBACK (SIQ/SIF)
REALIZATION (RZ)
REFLECTION: POSITIVE (R+)
REFLECTION: NEGATIVE (R-)
REFLECTION: IN GENERAL TERMS (RG)
REFLECTION: ON ADMINISTRATORS (R+/- adm)
REFLECTION: ON ANOTHER PRESENTER (RAP+/-)
REFLECTION: ON LEARNERS (R+/- Lrs)
REFLECTION: ON OTHER TWO TEds (R+/- TEds)
REFLECTION: ON REASONS (RR):
REFLECTION: ON TEACHERS/TUTORS (R+/- T/Tr)
SOLUTION (S)



APPENDIX I
CONTENT CATEGORIES
(in alphabetical order)

A POSITIVE ATTITUDE TO LIFE IN GENERAL (+)
NUMBER OF PARTICIPANTS (#)
STATING AIMS (A)
YOUNGER TED'S AGE & EXPERIENCE (A & E)
BLACKBOARD USE (BB)
PARTICIPANTS' BACKGROUND (BCK)
BODY LANGUAGE (BL)
ARMS AND HANDS (BL A & H)
FACIAL EXPRESSIONS (BL FE)
MOVING ABOUT (BL M)
CHOICE OF COURSEBOOK (CB)
COMPARING OWN PRESENTATIONS (CF-PRES)
IS AWARE OF NUMBER OF CHAIRS & TEACHERS (#CH)
SESSION CONTENT (CNT)
CONFIDENCE (CONF+/-)
DEFENSIVENESS (DEF)
DIFFERENCE/SIMILARITY BETWEEN STUDENTS & TEACHERS/CLASS & TED SESSION (DIFF/SIM)
SESSION DELIVERY (DLV)
STICK TO PLAN/IMPROVISE (DLV-IMPROV+/-)
BE PART OF PARTICIPANTS (DLV-PRT)
ENDING AN ACTIVITY (END)
PARTICIPANTS' ENTHUSIASM (ENTH)
(ACADEMIC/PHYSICAL) ENVIRONMENT (ENV)
FEEL GOOD/BAD (F+/-)
FEEDBACK/FEEDBACK GETTING/COLLECTING/GIVING TO OBSERVED TEACHERS (FDBK)
NEGATIVE FEEDBACK COMMENTS (-FDBK)
FRIENDLINESS (FRND)
HUMOR (H)
PROVIDING HANDOUTS (HO)
SELF IMPROVEMENT (IMPRV)
INSTRUCTION GIVING (INSTR)
INSTRUCTION CLARITY (INSTR CL)
INSTRUCTION DETAIL (INSTR DTL)
INSTRUCTION SPEED (INSTR SP)
INTERESTING (INT+/-)
JUSTIFYING IDEA/ACTIVITY (J)
JOINT PRESENTATION (JT)
KNOWLEDGE OF SUBJECT (KNW)
LIVELINESS (L)
(FREQUENT) L1 USE DURING SESSION (L1)
TED'S LANGUAGE (LANG)
TED'S LANGUAGE SPEED (LANG SP)
MUSIC (M)
META REFLECTION (META)
LIFE AT METU (METU)
BEING OPEN/ACCEPTING (O)
OLDER TED'S AGE & EXPERIENCE (OA & E)

USE OF OHP (OHP)
PLAN A CHALLENGE (PL C)
PRESESSIONAL PRACTICE (PP)
PROFESSIONALISM (PRF)
RE/FORMING PAIRS, GROUPS (PRGR)
PROJECT GUIDANCE (PRJ)
PREPARATION/PLANNING FOR SESSION (PRP)
GIVING A BREAK (PRP-BRK)
CONNECTING NEW TO OLD (PRP-CON)
START AND END WITH A STORY (PRP-CYCLE)
MATERIALS (PRP-M)
PERSONALISATION (PRP-PERS)
OBJECTIVES (PRP-OBJ)
COPIABLE/PRACTICAL IDEAS (PRP-PR)
SURPRISE (PRP-SR)
PLANNING/ORGANIZING SEATING (PRP-ST)
DIFFERENT LEARNING STYLES (PRP-STY)
TRAINING IDEA = TEACHING IDEA (PRP-2BIRDS)
PRACTISE WHAT YOU PREACH (PWP)
QUALITIES OF A GOOD TEACHER EDUCATOR (QLT)
PRIVACY/TACTFULNESS (QLT-PRIV)
QUESTIONNAIRE & RESULTS (QR)
QUICK THINKER (QT)
READING (R)
CHECKING INSTRUCTIONS (RBI)
REFER TO OWN EXPERIENCES (REF)
RELAXED (RLX)
TAKING RISKS (RSK)
SMILE (S)
SECONDARY SCHOOLS (SS)
TIMING (T)
TRANSITIONS WITHIN A SESSION (TRN)
TREATING TEACHERS (TT)
PROVIDE LANGUAGE FOR TEACHERS (TT-LANG)
LET TEACHERS REFLECT (TT-LTR)
LET TEACHERS TALK (TT-LTT)
ADDRESSING TEACHERS BY NAME (TT-NAME)
VOICE (V)
WRITING (W)
WARM UP (WU)

VITA

A. Suzan Öñiz was born in Ankara, Turkey on 21 March 1948. She received her B.A. in English Language and Literature and the Certificate of Education from Hacettepe University in June 1970, her B.A. in Teaching English as a Foreign Language from Brock University, Canada in 1985, and her M.A. in English Language Teaching from Middle East Technical University (METU). She has been working at the Department of Basic English, METU, since 1970. Between the years 1981 and 1985, she worked as a part-time English language instructor at the Multicultural Institute and Brock University, Ontario, Canada. Her employment at METU continued after 1985 and included English language teaching and testing, materials development, and curriculum design. Since 1987, she has been working as a teacher educator for the department, organizing pre- and in-service teacher training courses and student workshops as well as acting as the coordinator and tutor on the RSA/UCLES diploma and certificate courses. She has served as the vice president, editor, IATEFL and TESOL liason officers on the executive board of the English language teachers' association, INGED, for three consecutive years. Her main interests include learning styles, distance education, and academic writing.