AN ASSESSMENT OF THE CURRICULAR CHANGE PROCESS IN INITIATING CONTENT-BASED INSTRUCTION IN THE FIRST-YEAR ENGLISH PROGRAM AT BİLKENT UNIVERSITY AND ITS IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT: A CASE STUDY

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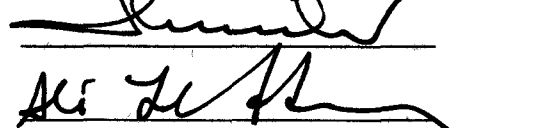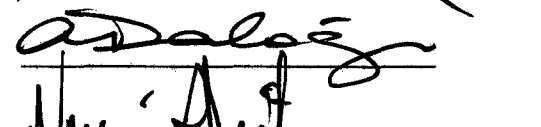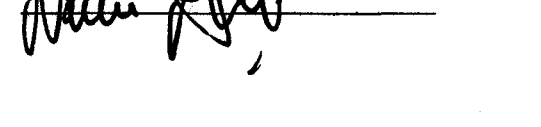Supervisor

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ABSTRACT

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STUDY

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This study attempts to describe and assess the initiation and implementation stages of the curricular change First-Year English Program (FYEP) went through during the second half of the 1998-1999 Academic year and the 1999-2000 Academic year. The data for this study was collected through individual semi-structured interviews with 15 instructors, the head of the Program and 7 coordinators. The data was analyzed qualitatively using content analysis.

Findings indicate that FYEP instructors and coordinators perceive the curricular change as mainly a shift from the collective skills-based course design process into an individual content-based course design system. Instructors reported highly positive feelings about the change process. However, certain difficulties, such as lack of quality time both to explore the change process in depth and to prepare for the changes, lack of sufficient structured support during the process, and lack of sufficient resources to

design and implement quality materials and tests were reported among the major concerns. In addition, the major areas FYEP instructors expressed need for professional development or support were categorized under the main headings of course design, classroom methodology, research and interpersonal skills. Furthermore, the results of the study revealed FYEP instructors' preferences for professional development activities. These were categorized under three major headings of type of professional development activities, nature of professional development activities and other areas. The researcher's conclusions include a list of suggested principles for initiating curricular change and three sample frameworks for professional development activities for FYEP.

Keywords: Curricular change, educational change, Turkey, English language teaching, higher education, professional development, content based instruction, qualitative research

ÖZ

BİLKENT ÜNİVERSİTESİ İNGİLİZCE BİRİMİ ÖĞRETİM
PROGRAMINDAKİ DEĞİŞİM SÜRECİNİN DEĞERLENDİRİLMESİ VE
MESLEKİ GELİŞİM ÖNERİLERİ

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Bu nitel araştırma, Bilkent Üniversitesi, İnsani Bilimler ve Edebiyat Fakültesi, İngilizce Birimi öğretim programındaki değişim sürecinin değerlendirilmesi ve bu değişimle beraber öğretmenlerin gereksinim duydukları konularla ilgili mesleki gelişim önerileri saptamak amacıyla yürütülmüştür. Konu alınan kurumda daha önceden beceriye dayalı İngilizce öğretimi yapılmaktaydı; yeni öğretim programı içeriğe odaklı öğretim yaklaşımını benimseyerek, öğretmenlerin kurslarını bireysel olarak belirli bir içeriğe odaklayarak geliştirmelerini ve böylece dil becerileri ile içeriğin birleştirilmesini öngörmektedir. Bu çalışmada veriler yarı yapılandırılmış görüşme formu tekniğine dayanan birebir görüşmelerle toplanmıştır. Örneklem 15 İngilizce öğretmeni ve 8 yöneticiden oluşturulmuştur. Veriler betimsel veri analizi yöntemi kullanılarak incelenmiştir. Araştırma sonuçlarına göre İngilizce Birimi öğretim elemanları sürdürülen öğretim programı değişikliğini büyük çoğunlukla olumlu olarak karşılamışlar; ancak yine de bazı konularda karşılaştıkları bir takım sıkıntıları ve/veya güçlükleri

dile getirmişlerdir. Yeni programın uygulanmasıyla ortaya çıkan zorluklar: artan iş yükü, yetersiz zaman, kaynak ve araç-gereç, değişimin aşamalarının açıkça belirtilmemesi ve değişim süreci boyunca yeterli mesleki desteğin sağlanmaması. Buna ek olarak, öğretmenlerin bu değişime ayak uydurabilmeleri için gereksinim duydukları bilgi ve beceriler de dört ana grupta değerlendirildi: kurs geliştirme, öğretim yöntemleri, araştırma teknikleri ve iletişim becerileri. Araştırma sonuçları ayrıca öğretmenlerin yararlı olarak gördükleri ve İngilizce Birimi'nde uygulanmasını istedikleri mesleki gelişim aktiviteleri de üç ana başlık altında ele alındı: mesleki gelişim aktivitelerinin özellikleri ve tipleri ile diğer alanlar. Araştırmanın sonuçları öğretim programı değişiminde dikkat edilmesi gereken noktaları ve örnek mesleki gelişim aktivitelerini özetler.

Anahtar kelimeler: Öğretim programında değişim, eğitimde değişim, Türkiye, İngiliz dili eğitimi, yüksek öğretim, mesleki gelişim, içerik odaklı öğretim, nitel araştırma

To my mother

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CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter consists of five sections. The first section provides the background to the study in terms of its theme and its context. The second section introduces the aim of the study and the research questions it seeks to answer. The third section discusses the significance of the study. The next section presents the scope and limitations of the study. Finally, the last section provides definitions of some of the terms used throughout the study.

1.1 Background of the Study

The aspiration of all educational institutions has always been and surely will continue to be to offer the highest quality of education to their clients, the students. To achieve this mission requires great care and effort in designing appropriate systems of instruction. In this sense, however, curriculum development is never complete, because every institution has to keep up with the ever-changing demands and innovations in order to be able to renew its curricula. As change is at the heart of our daily lives now, and the greatest challenge is to be able to respond to its dynamic needs, so are teachers at the heart of the curriculum change process. As many scholars have pointed out, unless teachers are actively engaged in the change

process and appreciate the philosophy and rationale behind change, it is highly unlikely that change will take place effectively (Bishop, 1985; Pennington, 1989; Cusworth, 1992).

Engaging teachers in the process of change is one thing. Preparing them effectively for the new curriculum is also a crucial aspect of curriculum design and change required by the institutional circumstances. As Pennington (1989) suggests, faculty development accompanying a curricular change not only involves recruiting good teachers for the new program, but also structuring the current staff as a whole to achieve the best possible match with the new program objectives and structure. First of all, this requires understanding of the reasons behind change, then being able to outline the overall goals of the new curriculum, and following this, specifying the course objectives and generating appropriate materials. Once all of these conditions are met, it is time for faculty development that responds to their needs.

Following this brief background, it is essential to give some basic information about the case institution, Bilkent University, First-Year English Program (FYEP). In this Program, English courses are offered to five different faculty groups, namely: the Faculty of Art, Design and Architecture; the Faculty of Business Administration; the Faculty of Engineering and the Faculty of Science; the Faculty of Economics and Social Sciences (Department of Economics only); and the Faculty of Humanities and Letters (Departments of English and American Literature). The unit offers not only first-year courses, but sophomore, junior and senior year courses as well.

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FYEP has a unit-based structure; hence, teachers work in five different units, each attached to a faculty and each unit having its own coordinator.

Until the 1999-2000 Academic Year FYEP tried various instructional approaches including English for Academic purposes (EAP) and English for Specific Purposes (ESP)--based curricula. During the Spring semester of the 1998-1999 Academic Year, the Provost's Office, which is responsible for the academic affairs of the University, issued a mandate which stated that first-year English courses would be based on a core curriculum aiming to improve university students' English language skills, as well as their knowledge base in various subject areas other than their majors; their critical and creative thinking skills; and artistic and literary appreciation. Therefore, the impetus for the proposed research study originates from the curricular change that is taking place in FYEP.

As a result of the University's decision, FYEP was faced with the new challenge of being able to meet these demands. During that semester, a committee was formed of volunteer FYEP instructors to clearly define and put forward the goals and objectives of this new curriculum. The broad goals set out by the Provost's office were:

- ♦ to help students improve their general and academic use of English
- ♦ to broaden students' perspectives concerning intellectual and artistic traditions
- ♦ to encourage students to connect what they learn to local and global contexts
- ♦ to engage students in their own critical, creative and reflective learning process
- ♦ to advocate professional development in the First-Year English Program

(1999, FYEP Broad Goals Document. A more detailed version of this document can be found in Appendix A)

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The committee first met to discuss and come to a common understanding of what these goals meant for them. Later they divided into smaller teams to work on the broad goals. These small teams produced a detailed list of objectives suggesting how each broad goal could be realized in both ENG 101, English and Composition 1 (Fall Semester course), and ENG 102, English and Composition 2 (Spring Semester course). Following this, the committee members met to share their suggestions. After this, the documents were collated by the Head of the Program and the coordinators and then were sent to each unit for comments. Each unit discussed the goals and objectives in their unit meetings and provided comments and suggestions. Finally, the Head and the coordinators revised the document in the light of these comments and suggestions. By May 1999, a full working document was ready. This document consisted of goals and objectives pertaining to the "Writing/Research", "Reading" and "Listening/Speaking" strands of the curriculum. In addition, the document provides "Principles and Suggestions" for critical thinking goals, local and global connections goals and professional development goals (The document can be found in Appendix B.).

The new curriculum was implemented as of September 1999. FYEP decided that in order to realize the goals and objectives outlined in the new curriculum, the best approach would be to adopt Content-based Instruction (CBI). In simple terms, CBI can be defined as the integration of a particular content with language teaching aims. Brinton, Snow and Wesche (1989)

define CBI more specifically in the context of post-secondary education. In this context, CBI refers to the teaching of academic subject matter and second language skills at the same time. Thus, as they suggest, in CBI the focus for the students is on:

> . . . acquiring information via the second language and, in the process, developing their academic language skills. Ultimately, the goal is to enable students to transfer these skills to other academic courses given in the second language. Thus, both in its overall purpose and in its implementation, content-based instruction aims at eliminating the artificial separation between language instruction and subject matter classes which exists in most educational settings (p. 2).

FYEP was well aware of the fact that to be successful with a content-based program their students need to be able to use English for academic purposes and critical thinking purposes in a variety of content areas. Thus, they chose CBI as their approach since it provides an appropriate framework for the realization of the goals and objectives discussed above. As Kasper (2000) argues:

> Through planned, purposeful and academically based activities that target linguistic and critical thinking skills and engage students in meaningful and authentic language processing, CBI fosters a functional language learning environment that goes beyond simply presenting information in the second language. This . . . offers ample opportunities for students to use English to gather, synthesize, and evaluate information . . . (p.3).

To summarize, the impetus for this research study stemmed from the needs of the case institution – FYEP's needs throughout this major curricular change. Thus, the researcher decided to focus on what this curricular change meant for the instructors and the coordinators in the program and

their needs in terms of professional development to be able to better cope with the demands of the change.

1.2   Purpose of the Study

The aim of this study is to describe and assess the initiation and implementation stages of the curricular change FYEP went through during the second half of the 1998-1999 Academic year and the 1999-2000 Academic year.

Therefore, the study sought answers to the following research questions:

1. How did FYEP staff perceive the curricular change in its initiation and the first year of implementation?

    1.1   What did the instructors understand from the change and how did they feel about it?

    1.2   What did the head of the program and the unit coordinators understand from the change?

    1.3   What were the similarities and differences (if any) between the instructors' and coordinators' understandings of change?

2. What were the professional development needs of FYEP instructors during the initiation and the first year of the implementation of the curricular change?

2.1   What did the instructors think they need to be able to cope with the change?

2.2   What did the head of the program and the unit coordinators think the instructors needed to be able to cope with the change?

2.3   What were the similarities and differences (if any) between the instructors' and administrators' perceptions of professional development needs?

1.3   Significance of the Study

This research study was designed to explore the curricular change process through its initiation and the first year of its implementation in FYEP and its implications for professional development. The need for this study became apparent when the unit was faced with the challenge of initiating a new curriculum. The head of the program and many instructors in FYEP expressed that they felt there was a need for research into the change process and its implications for professional development.

The researcher proposes that this research study could help both the instructors and administrators adapt to the demands that are posed by the curricular change at the case institution. Through the findings of this study, FYEP staff will have a chance to reflect on their experiences during the past two years of the change process and consider acting on the implications. The results of the study will also be valuable in that they will give an opportunity to the higher administration of the University (mainly, the Provost

Office, who initiated the change) to see the implementers' picture of the curricular change process. It is hoped that the difficulties the instructors and coordinators will be better understood by the higher administration through the results of this study.

Furthermore, the study will contribute to the ELT field by describing the change process involved in adopting a new approach to first-year English curriculum design which is a relatively new design for English courses offered in English medium universities' post-preparatory English courses in Turkey.

1.4 Scope and Limitations

The research study is primarily a case study of the change process in FYEP. It was undertaken to explore in full detail the stages this particular institution went through during the initiation and the first year of implementation of the curricular change. As Stake (1995) argues, "A case study is expected to catch the complexity of a single case . . .. We study a case when it itself is of very special interest" (p. xi). Thus, this research study aims at describing this case in its full complexity. Therefore, the findings may not apply specifically to other ELT institutions in Turkey and abroad. Because of this, the study may appear to be quite limited in its scope. However, the researcher believes that such a case study has the potential to aid other researchers and similar institutions and guide them in similar contexts.

The main limitation of the study is its inherent characteristic: being exploratory. As the new curriculum model for the FYEP courses (CBI) is still

in the exploratory stage, the study encountered various unknowns. Change is a dynamic process; all the aspects of this process were changing as this research study was being carried out. Indeed, the new curriculum has been through a number of minor modifications since the researcher collected her data. Therefore, the researcher described and assessed the change process in its initiation and the first year of implementation only. .

A second limitation of the study could be the professional experience of the informants within the FYEP at the time the new curriculum was first implemented. The head had been directing the program since September 1998, i.e. for only one year. Of the seven coordinators, only one had been working in FYEP for longer than two years. Similarly, among the 15 instructors involved in this study, eight had been teaching in FYEP for only one or two years. In short, of the 23 informants more than half (14) had been working in FYEP for less than two years. This situation may have been a disadvantage for the researcher when trying to gather data about the current program and the desire for the proposed change since most of the informants were not involved in and thus may not have had much knowledge of the history of the department.

A third limitation of the study is related to the selection of the informants involved in the study. The total number of instructors involved in the change was 19 at the time of the data collection. The researcher was able to contact all of them, but was able to interview only 15 of them. Therefore, the selection process was based on the voluntary participation and availability of the instructors. The total number of coordinators involved

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in the change process at the initial data collection was eight. The researcher was able to interview all of the informants from this group as part of initial administrator interviews. However, when the time came for the final interviews with the coordinators, of the original eight administrators, three had left FYEP and had been replaced by two other instructors and one unit coordinator (all of whom the researcher had already interviewed during the first set of interviews). Given this complex situation, the researcher decided not to include the new coordinators in the final administrators' interview group. The researcher concluded that since these informants had instructor roles during the initial interviews, changing their roles to administrator ones would have damaged the validity of the data collected.

A final limitation of the study is related to the data sources. The data sources may seem limited for the following reasons: The researcher used three sources of data, namely interviews with the instructors and the administrators during the initiation stage and the first two months of the implementation; and interviews with the administrators at the end of the first year of implementation. As the instructors were on summer vacation during the final interviews, the researcher could not interview them.

Another reason for limited data could be related to the fact that the course outlines and other instruction materials were not available to the researcher for analysis. Such a document analysis could have provided a valuable perspective to the study in terms of understanding the curricular change.

In addition, the researcher could have interviewed members of the higher administration, namely the Provost Office, to better understand their perspective on the curricular change. Such data could have provided a richer picture of the change process since it would have involved the initiators of the change in data collection.

Finally, the researcher could have included the students' perspective in the data by surveying or interviewing some students who were involved in the change and by observing classes. At the time, there was a limited number of repeating students who had been attending English courses with the new curriculum. These students had failed English in the previous semester and had been repeating the course. Their view could have been a good source of data in comparing the two curricula. However, because of the possible negative attitude of this group of students[1], the researcher chose not to include them. Classroom observations could have been a possibility for the researcher to see the implementation of the new curriculum in action and provided her with valuable data. However, as the researcher had no longer worked in the case department, FYEP, it was not feasible for her to observe the classes.

1.5   Definition of Terms

Curriculum: In this research study the term should be understood as "all of the learning experiences that individual learners have in a program of

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[1] Repeating students are perceived to be rather negative towards English courses by the FYEP instructors. The researcher thought that they would have added an additional variable to data collection and they would not have reflected a valid picture of the new curriculum since they would have been prejudiced against English courses in the first place.

education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional experience." (Hass 1987, p. 5)

Core curriculum: Throughout the study the term should be understood as an example of a content-based curriculum which comprises of a body of knowledge and skills that would be taught to all the students. This knowledge and skills of various modes of experience are believed to be central to education and human development (Bishop 1985). The term also suggests that whatever learning experiences the students are engaged in there are certain ones that are essential to the development of educated individuals. Hence, the core is made up of these. On the other hand, the term also implies that this core will constitute just one part of students' total education program at the university. (Kirk 1986)

Faculty development and professional development: Throughout the research project the term was used together with "re-training," "staff development," and "professional development." The term should be understood in two dimensions: (1) the recruitment of appropriate teachers for the new program and (2) structuring the current faculty members to respond to the needs of the curricular change. In other words, it refers to the process of "reorient[ing] teachers to cope with changing conditions . . . which affect the priorities and objectives . . . of the program." (Pennington 1989, p. 92) This process will include not only pre-service but also in-service training and development activities for the instructors.

Change and Innovation   In the related literature these two terms are sometimes treated differently; the former being an "ongoing and almost unconscious process" whereas the latter "being a willed intervention" (Markee 1997, p. 47). Some other researchers, however, use the terms interchangeably. This research study follows the latter trend for the purposes of convenience and ease.

CHAPTER II

REVIEW OF LITERATURE

2.0   Presentation

This chapter provides a review of literature on educational change and professional development issues relevant during educational change processes, the two major themes this study explores. The first section consists of theoretical background on educational change along with some relevant research studies. The other section looks at professional development in education and in ELT and discusses issues related to educational change. It is believed that this review will help set the thematic context for the study.

2.1   Educational Change

2.1.1 Frameworks for educational change

To understand a complex process like educational change, undoubtedly a framework is essential. In this review of literature, the researcher will briefly summarize three of the most well known and most commonly cited models in the field of education.

The first one is Fullan's staged model. Fullan (1982, 1997) identifies a series of stages in the management of educational change. They are as follows:

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1. Initiation, mobilization or adoption: This refers to the process which leads up to and includes a decision to adopt or proceed with a change.

2. Implementation or initial use: This usually covers the first 2-3 years of use. It includes the first experiences of attempting to put an idea or program into practice.

3. Continuation, incorporation, routinization, or institutionalization: This is related to whether the change gets built in as an ongoing part of the system or disappear because of a decision to discard or through attrition.

Outcomes do not appear as a major part of the framework, but nevertheless they still come into the picture. They refer to the results of the change effort and are generally seen as the degree of school improvement in relation to given criteria. For example, improved student learning and attitudes, new skills, attitudes or satisfaction on the part of teachers and other school personnel.

According to Fullan (1982), this model

> presents only the general image of a much more detailed and snarled process. First, there are numerous factors operating at each phase. Second, . . . it is not a linear process but rather one in which events at one phase can feed back to alter decisions taken at previous stages, which then proceed to work their way through in a continuous interactive way (p. 40).

The strength of Fullan's model is that he explores the full complexity of educational change. In addition, he considers all the parties involved in the

process – from individual teachers to administrators. Therefore, he attempts to address multiple realities of all the parties involved. The major criticism Fullan's model receives is that in practice the change process is not as staged and linear as the model suggests.

The second model is Eveard and Morris's (1985, cited in James and Connoly 2000) systematic approach. It involves the six stages briefly summarized below:

1. A preliminary diagnosis: This initial stage involves the calculations to be made about the implications of the proposed change (in terms of its scale, its requirements, and its feasibility).

2. Determining the future: In this stage the future status of the organization is described (a description of how the to-be-organization).

3. Characterizing the present: This stage involves describing the present in terms of the future picture of the organization. In a way, this is when the gap between the current conditions and the future dreams is determined.

4. Organizing the transition from the present to the future: This is when the people to be involved as the change agents are appointed.

5. Drawing up plans: This stage involves specifying all the activities and tasks to be undertaken, clarifying target dates, ensuring that the plan is cost effective in terms of time and resources, and monitoring and evaluation.

6. Evaluating the change: The final stage involves monitoring and evaluating the change process.

Similar to Fullan's model, this model provides a secure and clear path for action during the change process. However, it shares its shortcomings as well, viewing change as a linear and rational process.

The final model to be reported is Lewin's unfreezing-moving-refreezing model (James and Connolly 2000). This model consists of three stages, briefly outlines below:

1. Unfreezing the present: This stage involves some kind of a justification for the change. This justification comes in the form of an illustration of the inadequacy of the current system and imitates a need for change.

2. Moving into a new situation: This stage involves a move to the new, desired situation.

3. Refreezing: In this part of the change process, the changes that take place are to become institutionalized.

The major criticism of this model is that institutions are too complex to be frozen at instances. Although they may seem frozen from outside, they may still continue to change from within.

2.1.2 Nature of educational change

Educational change is seen as a complex phenomenon. To be able to assess a change process, it is essential to understand that the change process involves the interplay of various factors. Fullan (1993, 1999) identifies them as "forces."

Fullan (1982) asserts that change is a process, not an event. What happens at one stage strongly affects subsequent stages, but new determinants also appear.

In the same way, Reid (1994) also suggests that significant change is not an event, it is a process with several stages and it requires time, patience and resources. Similarly, Houston (1998) argues that innovation is a process rather than an event. It includes skills in communication, partnerships and trust building.

Another very important characteristic of educational change is its being an ever-changing cyclical process. As opposed to some of the linear models suggested above, change process is not linear and constant, but cyclical. This means that different stages throughout the process feed into one another and continuously affect each other. The causal relationships might extend both directions.

Although his model is often criticized as being too linear to accommodate all the complexities of the change process, Fullan (1993) claims that change is a journey not a blueprint. Change is non linear, loaded with uncertainty and excitement and sometimes perverse. One individual's version of the change could be different from the one that should or could be implemented. Successful implementation consists of some transformation or continual development of initial ideas.

Because the change process does not have a constant form and frame of operation, an all-fitting theory of change is not possible. For example, Fullan (1999) denies the possibility of a "definitive theory of

change." In his words, "it is a theoretical and empirical impossibility to generate a theory that applies to all situations. . . . . Theories of change can guide thinking and action, . . . but . . . each situation will have degrees of uniqueness in its history and makeup which will cause unpredictable differences to emerge" (p. 21).

Similarly, Markee (1997) emphasizes that innovations are dependent on the context in which they are initiated in. In his words ". . . it is most unlikely that the specific solutions devised to solve problems in one particular project will be directly transferable to other contexts of implementation" (p. 180).

Due to all the complexities involved in this unique and dynamic process, a process of change cannot actually be planned since planned intervention may not produce the expected outcomes. The multiple complexities create reactions and this is normal because unplanned factors will dynamically interfere and effect plans (Senge 1990 cited in Fullan 1993). One of the participants in Fullan's (1993) research group defines change as ". . . a planned journey into uncharted waters in a leaky boat with a mutinous crew" (p. 24).

Fullan (1997) suggests that planning to change fails because decision-makers of change are unaware of the situations that potential implementers are facing. "They introduce changes without providing a means to identify and confront the situational constraints and without attempting to understand the values, ideas and experiences of those who are essential for implementing any changes." (p. 206)

No amount of knowledge will ever make it very clear what action should be taken. During the perplexing process of change, decisions are based on knowledge, on-the-spot decisions, and intuition.

Because of its inherent complexity, unplannedness, and dynamic qualities change process is often experienced with a considerable amount of tension and crisis. As Fullan (1993) put it: "Problems are our friends. Problems are inevitable and you cannot learn without them" (p. 27). Conflict and disagreement are integral parts of successful change. Smooth implementation is often a sign of not much changing.

To summarize, educational change is a complex, cyclical phenomenon involving a great deal of uncertainty, thus frustrations, which cannot be predicted in advance.

2.1.3 Factors affecting educational change

Educational changes or innovations are influenced by the personalities and previous experiences of participants as well cultural, social, political, economic and institutional variables. In order to understand the change process better and to be able to address the issues necessary for the success of innovations, a critical look at these factors is essential.

Jenlink et al. (1998) suggest that collaboration, community (open honesty and a deep commitment by people to learn together and make each other's conditions their own), vision (shared values, beliefs and ideal of what something can be), wholeness (a change in one part necessitates changes in all parts), shared language, conversation (not arguments or debate) and

democracy (active participation of all involved) are the most important factors in facilitating change.

Fullan (1982) emphasizes that the factors affecting implementation and institutionalization should be considered as an interrelated system. Effective implementation and continuation depends on the harmonious combination of all these factors. He provides a list of 15 factors (under three headings) enhancing successful educational change attempts: The characteristics of change (the need, clarity, complexity, quality and practicality of change), local characteristics (the context – including the history of innovative attempts, support from involved parties, professional development, time and resources) and external factors (factors outside the institution) (p. 56).

In the following parts of this section, the key factors which seem to be most pertinent to the success of educational innovations will be discussed in relation to implementation of change efforts.

Perhaps the most important factor to be considered when assessing a change process is the presence of a common understanding among the participants as to the purpose, definition and future of change efforts. This can be referred to as "shared vision" (Senge 1990, cited in Fullan 1993). It is essential that such a common understanding be built together with all the parties involved in the change process (i.e. organizational members and leaders). The evolving of such a vision takes time and effort.

Another key factor in successful implementation of change efforts is the extent to which the participants are involved in the process. Fullan

(1993) claims that "change is too important to leave to the experts" (p. 39). He also argues that the most difficult part of the change process is the fact that individuals need to develop their own subjective meaning of change (their new meaning). Change is a process of coming to terms with the multiple realities of people, who are the main participants in implementing change. If the leaders fail to be patient, fail to listen and fail to alter their realities according to the participant's realities, then change fails (Fullan 1982).

Similarly, Rudduck (1992) argues that change involves the adaptation and/or abandonment of familiar and comfortable practices. Change should not be seen as the denial of a teacher's professional history. It is important that those who are involved in change are helped to see that there is continuity in experience and in the professional knowledge that experience creates. Teachers should also feel that they are not outsiders but they are partners in the change process. They must feel that they own, and are in control of the change. Therefore, interaction and collaboration among staff is essential.

In the same way, White (1991) suggests that change agents should understand what the receivers' viewpoint of the innovation is. Failure to do so will certainly result in difficulties because in the process of innovation, certain information will need to be disseminated and receivers will have to reassess, or even renew, their perspectives in the light of what they are presented with by the change agent. Therefore, understanding and

negotiation are essential throughout the process and these happen through communication.

In order to cope with the disorientation and upheavals that threaten professional status and confidence, individuals need to feel that change is not something that happens to them and which they cannot control but instead, something which they are, in principle, seeking and welcoming.

The main reason for failure is the fact that some developers consider only their meaning of change and do not allow teachers to work out their own meaning of the change. Fullan (1982) asserts that "success . . . depends on people. Understanding the orientations and working conditions of the main actors in schools and school systems is a prerequisite for planning and coping with educational change effectively" (p. 104). Markee (1997) suggests " . . . the best way of meeting these concerns [increased recognition of change attempts] is to ensure that teachers feel they *own* the innovations they implement" (p. 179).

Reid (1994) suggests that educational change occurs in individuals first. It is a personal experience. Similarly, Teberg (1999) argues that change is a very personal process and teachers are known to be at varying readiness to accept educational change. If the change is going to take place, teachers need to be involved in decision-making regarding the implementation of the new curriculum. Understanding the practices and concerns of those who will be involved in the implementation is the first step to effective change.

Cusworth (1995) suggests that change is a multidimensional process and it is important for teachers to have some control over the change process itself rather than simply being expected to change.

Sometimes teachers are involved in the decision making scheme during a change process. They are in a curriculum development committee, for example. In this case, the way they approach their fellow colleagues is important. According to Fullan (1982)

> Too often teachers on curriculum development teams fail to recognize that they have benefited from a process of learning which others have not experienced. If these teachers try to sell the product without recognizing that it may not be the most important thing on teachers' minds, and without being sensitive to the need for other teachers to come to grips with the sense of the innovation, . . . they will be doing exactly what most developers . . . do. (p. 125)

Churchill and Williamson (1997) report on the findings of a study they conducted in Australia. In their article, they discuss the new and increasing demands teachers face, and thus the necessity to change. As a result of their interviews, they conclude that teachers are more favorable to change which is internal rather than external and in which they feel more involved.

Teachers need real support, more than just survival skills to be able to operate in such a rapidly changing climate. It is much better if teachers are involved in their own development since the quality of teaching and learning can only be improved from within the system. Teacher educators can only help teachers if they are aware of the "new realities" of the teachers and if they can "use and impart appropriate theories" for the teachers. (p.14)

Carless (1997) reports on the problematic attempts to renew the curriculum in Hong Kong primary schools. He analyzed the change process

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in terms of five key factors: practicality, ownership, teacher attitudes, teacher training and resources. As for ownership, he argues that teachers need to have a feeling of ownership if they are to implement innovations. The Hong Kong situation did not allow for much teacher involvement in the decision making process as it is highly centralized. Many teachers felt that the existing system was working well and did not understand the rationale behind the proposed change.

For teachers to be able to share a common vision about their institution as well as be involved in the change process, they need to be clear about what this change actually involves.

According to Fullan (1982), implementation is more effective when relatively focused or specific needs are defined and made known to all the parties involved. Clarity seems to be a major problem in implementation. Unclear and unspecified changes can cause great anxiety and frustration among the participants.

Yukl (1994, cited in James and Connolly 2000) argues the necessity of telling teachers about the progress of change:

> Telling people what is happening can help to maintain commitment to the change, especially if work on the change process is going on behind the scenes. It can also help to reduce anxieties that may be the result of fantasies created by not knowing what is going on. (p. 29)

Carless' (1997) study in the context of Hong Kong reports that teachers needed to be clearer about the change process. The language of the relevant documents was "somewhat academic and abstract" for teachers

to understand; thus leading to feelings of alienation and disempowerment (p. 357).

Another key issue frequently referred to in the literature is the concern of time. Fullan (1982) argues that during the implementation of change, time is generally ignored, because, for many cases, it is a problem that cannot be solved. Furthermore, unrealistic timelines add to the burdens of implementation. On the other hand, open-ended timelines are also problematic. The timeline needs to be neither "unrealistically short nor casually long" (p. 28).

Collinson and Cook (2000) in their qualitative study explored 10 secondary school teachers' perceptions of factors which fostered or inhibited their learning. Time was found to be a key factor. The teachers identified various aspects of time: Feeling overwhelmed, lack of discretionary time to learn, lack of discretionary time to share their learning with other teachers, lack of common time with other teachers, lack of time designated specifically for sharing, lack of uninterrupted time, lack of unpressured time, *and* lack of renewal time.

Therefore, it is worth arguing that teachers need time for both individual and shared learning. In their study, Collinson and Cook (2000) found that teachers and managers perceive time in different ways. Managers see time in a more linear sense and try to reallocate time within the given timetables whereas teachers see time as being multifaceted, complex, dynamic and nonlinear. They call for "a radical rethinking of time that includes more flexibility in teachers' schedules and employment contract,

allows more teacher-directed time for learning and sharing, reconsiders expectations and needs of teachers as learners" (p.279).

Cambone (1995) argues that there is a potential for conflict or for problems arising because of teachers' constructs of time as "polychronic," that is, doing many different things concurrently (p. 515). He lists for example some tasks teachers perform all at the same time: relationships with pupils, asking and answering questions, making decisions, setting tasks etc. On the other hand, the administrators organize time through a "monochronic" time frame, that is a linear model (p. 515). First of all, he claims if teachers are to be involved in change in their institutions they need special time to do it; it needs to be separate from teaching time. Such a separate time can be created with retreat activities during summer for example.

Secondly, Cambone (1995) believes that a thorough investigation of the time structures in schools before implementing change is essential to determine how different cycles of time operate (such as teachers' time, students' time, administrators' time). Thirdly, he claims teachers need time to learn new strategies and innovations brought by the change process. Finally, he suggests that administrators should take teachers' multi-task constructs of time into consideration when initiating change and should understand that simply reallocating some time in the schedules will not necessarily bring about the intended change.

Adelman and Pringle (1995) report on a survey study on 14 American schools undergoing some sort of restructuring. They found that lack of time is a major concern that all schools share. Some schools overlooked the

need for time to be considered as a factor in the change process. On the other hand, other schools, tried to address the need for time during the restructuring efforts by allocating extra time needed for the innovations. However, in all cases they found that school reform took more time than was allocated.

In like manner, Moffett (2000) highlights the importance of providing "adult learning time" for teachers during change implementation. She claims that change agents "attempt to implement new instructional innovations, yet fail to provide teachers with the time to study, reflect on, and apply new research and to learn new skills" (p. 37).

Teachers have different interests and needs. That is why, it is impossible to expect all of them to be interested in change or to participate in it in the same way. Change must be a part of the job. More time for teacher-teacher communication, planning, skills training and trying out should be built into the regular timetables of the teachers. Additional time needs to be created and more resources need to be provided.

One of the key concerns raised with regard to the issue of time in educational change is the necessity of time for teachers to share and reflect on their experience. Thus, collaborative efforts in the change process are seen as another key factor in implementing successful change.

Fullan (1982) sees implementation of change as a process of "resocialization," and communication among members of the community is the most crucial aspect of this resocialization. For this reason, teachers need many opportunities to promote this kind of interaction. As Fullan puts it:

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"learning by doing, concrete role models, meetings with resource consultants and fellow implementers, practice of the behaviors, the fits and starts of cumulative, ambivalent, gradual self-confidence all constitute a process of coming to see the meaning of change more clearly" (p. 67).

Because change is a social process, the interaction between fellow teachers is crucial and affects the quality of working relationships which is closely related to implementation. Fullan (1982) lists the qualities of good working relationships as: "collegiality, open communication, trust, support and help, interaction and morale" (p. 72).

In the same way, Houston (1998) argues that collaboration among staff members is crucial and essential. Trust and ownership among faculty is essential. A relationship must be built in which all staff can be open and candid without feeling threatened.

Fullan (1982) argues that teachers especially need opportunities to communicate with their peers about what the change means. This would help them to create the indispensable shared vision of change within the institution. If teachers can have some time to review their practices and interact with their colleagues about them, they will be more likely to bring about improvements that they identify as necessary.

The final factor, which will be outlined in this section is the necessity for staff development. However, training can be greatly misapplied unless it is understood in relation to the meaning of change and the change process as a whole. This factor will be discussed in more detail in section 2.3.

2.1.4 Responses to (or Attitude towards) educational change

The initiation and implementation change will require certain responses to it. People and institutions may react to change both in logically and emotionally.

Fullan (1982) asserts that educational change depends on teachers' actions, thoughts and reactions and the quality of their working conditions is a determining factor for their performance and attitudes. Change is highly personal. Teachers need time to think through their experiences and calculate the rewards and costs. Generally, if the change works the individual teacher gets little of the credit; if it does not the teacher gets most of the blame.

To assess a change, teachers use the following criteria:

1. Need – congruence: Is this change needed? Why is it needed?

2. Clarity – instrumentality, procedural contents of the change. What am I going to proceed with this change? Do I have enough guidance? Am I clear about the expectations?

3. Outcomes / affects on time, energy, new skills. What am my students or I gain from this change? How much am I going to have to work? Is it worth it?

When these criteria are considered, it can be clearly seen that teachers are mostly concerned with the gains and costs of the situation. For teachers to be willing to change, personal costs in time and energy and

benefits need to be balanced. Teachers generally get the worst of all the three criteria. Benefit and clarity are low but the costs are high. The gap between the benefits promised and those received is usually very large.

Frequently, changes do not work because the change agents or promoters derive the change process from their own realities and conditions instead of those of the teachers.

Lee (2000) reports on a study which examines teacher receptivity to the curriculum change embodied in the new environmental education guidelines in Hong Kong. A survey questionnaire, based on a "receptivity to change" instrument, was distributed and case studies conducted. The analyses revealed that such variables as the perceived non-monetary cost-benefit of implementing the guidelines, perceived practicality, perceived school and other support, and issues of concern were predictors for teachers' behavioral intentions towards promoting environmental education. The qualitative part of the research also found that, in addition to the factor of perceived non-monetary cost-benefit, the dominance of organizational factors may work to shape teachers' receptivity to environmental education.

In Carless' (1997) study on the primary school teachers' receptivity to the change process in Hong Kong, teachers' attitudes towards the proposed change was highly negative at the initial stage since the new curriculum seemed to them to be complex and impractical. This was partially caused by the piloting experience conducted before the implementation. Initial piloting of the new curriculum for an academic year was carried out too hastily and the teachers who were involved in the piloting were supplied with insufficient

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teaching materials. What is more, there was no rigorous evaluation

mechanism. This experience led to negative reaction towards the new

curriculum.

Because participants in innovations respond to change not only

logically, but also emotionally, change agents may face resistance to change.

James and Connolly (2000) list the main reasons for resisting change as:

- *Lack of trust*: People resist the change because they do not trust the motives of those proposing it. . . .
- *Belief that change is unnecessary*: If there is no clear evidence that the need for change is high, then resistance will also be high. . . .
- *Belief that change is not feasible*: . . . . Resistance . . . may be justified on the grounds that the proposed change will not work. . . .
- *Economic threats*: Proposed change is likely to be resisted if it threatens the job security of those affected by it. . . . .
- *The relatively high cost*: . . . . The cost / benefit equation can be used to resist change.
- *Fear of failure*: Change requires a new way of working. The anxieties that people have about their capability to adapt may cause resistance to change. . . .
- *Resentment of interference*: Some people will resist change if they see it as an attempt to be controlled by others. . . . (pp. 19-20)

To cope with resistance to change and to help teachers in the process

of innovation, professional development seems to be suggested as the key

factor (Fullan, 1982; Fullan 1993; Fullan 1997; Markee, 1997; Jenlink , 1998;

James & Connolly 2000; Lee, 2000). The following section discusses

professional development, both in general and specifically relating to change

efforts.

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2.2   Professional Development

2.2.1 Teacher Training and Development in Teaching

Richards (1989) outlines two main approaches which can be used to develop theories of effective teaching and to derive principles for teacher education: the micro approach and the macro approach. The former is an analytical approach which looks at teaching in terms of directly observable characteristics and involves looking at what the teacher does in the classroom. The macro approach, however, is more holistic and less fragmented in that it involves inferring what goes beyond the quantifiable classroom processes. Activities and learning experiences in the first approach reflect the *training* view which sees teaching as broken down into discrete and trainable skills. On the other hand, the activities in the second approach constitute the *education* view which focus on "clarifying and elucidating the concepts and thinking processes that guide the effective second language teacher. Activities and experiences are needed that help the novice teacher understand and acquire the means by which the effective teacher arrives at significant instructional decisions" (p. 14).

Likewise, Freeman (1989) suggests first a descriptive model of teaching and then, based on this model, he outlines a framework of professional development activities based on two different educating strategies: training and development. In his model, he sees language teaching as a decision-making process based on four constituents: knowledge, skills, attitude, and awareness.

> Knowledge [the *what* of teaching], for the teacher, includes
> what is being taught (the subject matter); to whom it is being

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taught (the students, their backgrounds, learning styles, language levels, and so on); and where it is taught (the sociocultural, institutional, and situational contexts). Skills [the *how* of teaching] define what the teacher has to be able to do. . . (p. 31).

With the awareness of his/her own teaching, the teacher develops an attitude that is, "a stance toward self, activity, and others that links intrapersonal dynamics with external performance and behaviors" (p. 36).

For both Freeman (1989) and Richards (1989) *training* is a strategy for direct intervention by the trainer, the peer, the supervisor, the teacher educator, the mentor or the colleague. The aim of training is to work on specific aspects of the teacher's teaching. Therefore, it is structured so that it follows a sequence of clearly identified steps leading to specified outcomes. The aspects of teaching that can be seen as part of training are "discrete chunks, usually based on knowledge or skills, which can be isolated, practiced and ultimately mastered" (p. 39). On the other hand, Freeman's *development* which Richards (1989) terms *education,* is a strategy that has an indirect intervening influence on integrated aspects of teaching. Of course, these aspects are not generic as they are in training; on the contrary, they are individual. Development aims at changing the teacher through building up or redirecting his/her awareness. Thus, development is a far less structured and pre-packaged strategy than training.

Freeman (1989) concludes by asserting that the process of language teacher education demands differing strategies depending on which of the constituents in his descriptive model are to be focused on. He sees training

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and development as two basic strategies which aim at the same target but have different methods.

The question of having two distinct strategies and the possibility of integrating them is taken up by Wallace (1991). In his model of the acquisition of professional expertise, he advocates "reflective teaching" which combines "received knowledge" and "experiential knowledge." Derived from Schön (1983, as cited in Wallace 1991) received knowledge consists of the theories, facts, data often related to some kind of research. However, experiential knowledge (or knowing-in-action) consists of the professional's ongoing experience and reflection on this experience. Based on these concepts suggested by Schön, Wallace puts forward the reflective model of teacher education. In this model, it is observed that the trainee comes into the professional education situation with his/her existing conceptual schemata or mental constructs. During his/her education, the individual experiences the interplay of his/her received knowledge and experiential knowledge and through practice, and reflecting on this practice, s/he gains professional competence.

Reflective teaching has been seen as a crucial part of teacher education processes by Richards and Lockhart (1996) as well. For them the "process of reflecting upon one's own teaching is viewed as an essential component in developing knowledge and theories of teaching and is hence a key element in one's professional development. The process is one which continues throughout a teacher's career. Formal programs of teacher education represent only an initial, though essential, first phase in teacher

development." (p. 202)   As Zeichner (1992, as cited in Richards and Lockhart 1996) points out teacher educators must try to guide teachers to internalize techniques and skills to study their own teaching and help teachers to take responsibility for their own development.

Pennington (1989) asserts that at the heart of every educational program is the teachers. It is the teachers who make the program a success or a failure. Therefore, setting up and developing a good faculty is an indispensable part of every program. She analyzes the faculty development process from both the pre- and in-service perspectives and claims that holistic approaches to pre-service teacher preparation would be more suitable since they focus on the development of the individual teacher in personal dimensions that are relevant to his/her professional choices. Such programs might include increasing teachers' potential for syllabus and materials design, assessment, planning and conducting lessons, learning to adapt to change and different demands of the teaching situations. On the other hand, in-service or on-going faculty development for teachers might include modules focused on new techniques or materials. In addition, such programs might help teachers "reorient [themselves] to cope with changing conditions in the field or in the society at large which affect priorities and objectives of the school or which require changes in the language program" (p. 94). However, such a re-orientation might go beyond the "what" and "how" of teaching; the prerequisite in such change situations might be for attitude adjustment. "For trainees as well as teachers already in service, work on attitudes may be as essential as work on methods, and may in fact

be a prerequisite to any successful program to improve teaching. . ." (p. 94).

Based on this premise she suggests a four-stage framework of faculty

development:

> (1) Educational awareness: A basic introduction to the interface of language, culture and education.
> (2) Self awareness: Teachers being aware of their own needs within the new environment
> (3) Student awareness: Teachers being aware of their students' needs and wants.
> (4) Methods and Materials: Teachers developing their skills concerning methodology and materials production (p. 95).

The American Federation of Teachers (AFT) (1995) put forward a set

of guidelines for professional development. They believe that there is a great

need to ensure that teachers understand and are committed to reforms which

are underway in national education in the USA. Professional development

for this reason needs to be designed carefully to prevent it from failing.

> Professional development is a continuous process of individual and collective examination of practice. It should empower individual educators and communities of educators to make complex decisions, identify and solve problems, and connect theory, practice and student outcomes. It should also enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work (p. 4).

The Guidelines are:

1. Professional development makes sure that teachers need deep

   knowledge about the content area they are teaching. That is,

   professional development must have a purpose of deepening the content

   knowledge of the teachers.

2. Professional development should have a strong basis in developing teachers' knowledge of the pedagogy of that particular content area. That is teachers need also know how to teach that content as well.

3. Professional development should develop teachers' general knowledge about the teaching and learning processes and about schools as institutions, because teachers need to learn a lot about how to manage a classroom.

4. Effective professional development is based on relevant research. This requires that teachers' practice needs to examined and/or changed in the light of research.

5. Professional development should help students improve their achievement. Higher student achievement is the central goal in education.

6. Effective professional development requires teachers to be "intellectually engaged with ideas and resources" (p.11). Too often teachers are excluded from decision-making processes. In the in-service training programs, they are told to teach in a certain way but never given opportunities to prepare for complex problems they encounter while teaching. Therefore, good professional development should engage teachers in thinking about tough issues.

7. Effective professional development provides sufficient time, support and resources to help teachers to learn new content and methodology as well as incorporate these in their teaching. Professional development is a process and that is why it needs time. Time is especially essential for

reflective meetings, networking and observations. Teachers also need to discuss their experiences with other colleagues. "Essential time should be built into a teacher's workday" (p. 8).

8. Professional development should be designed by participants themselves in collaboration with experts in the field. Teachers who are not involved in the design of professional development programs feel isolated and frustrated. They even feel cynical about it since they think their realities have not been considered. That is why participants need to be actively involved in planning professional development.

9. Professional development should take a variety of forms, even ones that have not been considered. People learn in a variety of ways. Therefore, teachers need this variety.

2.2.2 Professional Development in Educational Change

Fullan (1982) claims that the amount of training does not make a difference in the effectiveness of the implementation of change, but it is very important that whatever training is given, it should combine pre-implementation training with during implementation training and use a variety of trainers. One-off workshops prior to or even during implementation are not very effective and helpful to the teachers. Teachers say they learn best from other teachers. When teachers are trained as staff developers, they can be very effective in working with other teachers. Teachers also say that they need direct outside help -- if it is practical and concrete.

Similarly, Carless (1997) found that Hong Kong teachers were not satisfied with the one-off workshops that were organized to train them for the new curriculum. They felt overwhelmed by the materials presented during the workshops and expressed a strong need for ongoing developmental professional development support systems.

Most forms of in-service training (INSET) are not designed to provide the "ongoing, interactive, cumulative learning necessary to develop new conceptions, skills and behavior" (Fullan, 1982, p. 66). Teachers have very specific concerns and questions when they try to implement the new program. Therefore, it is essential that they get appropriate support during this most critical stage.

Successful teacher training programs:

- are effective when they combine concrete teacher-specific training activities with ongoing support during implementation and regular meetings with peers and others involved in the change process.

- involve decisions about the details of the implementation. That is, teachers' participation in decision-making is essential. When a change process is initiated, certain decisions have to be made at the initial phase. However, many programs require further clarifications and changes throughout their implementation. Therefore, teachers' participation in this decision-making is indispensable.

Fullan (1982) asserts that three types of knowledge are essential for educational change: (1) technical expertise related to the content area, (2) interpersonal skills (the ability to communicate, listen, motivate), and (3)

conceptual and technical skills which relate to the ability to understand and organize the educational change process.

Change is unpredictable, so it is important to understand and modify actions throughout this dynamic process and effectively respond to any problems that may arise. We need knowledge and skills about change because we need to plan ahead. These skills and knowledge help us to identify which factors need to be considered and how. All three types are essential but often number one is given priority and the others are neglected.

To implement educational change teachers need to assess the need for the change, have certain skills in a range of teaching methods, planning and evaluation and be able to modify classroom activities as necessary to meet students' needs and the needs of the new program.

Having surveyed the literature in the field, Fullan (1982) puts forward five factors common to successful programs:

1. Professional development should concentrate on teachers' job related tasks.

2. Professional development programs should incorporate Joyce and Showers' five components in their scheme: theory, demonstration, practice, feedback and application with coaching.

3. Follow-up is very important. Teachers need some breaks in between sessions to be able to try out the ideas and practices suggested in the sessions. Then, they can come back with their experiences.

4. A variety of forms of training need to be involved. Workshops, teacher meetings, and tutorials.

5. Professional development should be continuous. As the implementation is going on more professional development needs will arise and it will be necessary to address these needs as they arise.

According to Fullan (1979) in-service teacher education fails for the following reasons:

1. One-off workshops are widespread but ineffective.
2. Topics are frequently selected by people other than those for whom the in-service is intended.
3. Follow-up support for ideas and practices introduced in in-service programs occurs only in a very small minority of cases.
4. Follow-up evaluation occurs infrequently.
5. In-service programs rarely address the individual needs and concerns.
6. . . . . There is a profound lack of any conceptual basis in the planning and implementing of in-service programs that would ensure their effectiveness (as cited in Fullan 1982, p. 263).

Curriculum change makes incredible demands on the teachers and as Clair (1998) asserts, changes and innovations in the field of education require English as a Second Language (ESL) teachers to develop professionally in ways that they have not experienced before. She believes that teachers require professional development to meet the enormous demands of reform but traditional forms of development such as one-shot workshops, pre-packaged seminars, are inadequate and insufficient for enabling teachers to develop professionally during the process of change. On the contrary, she claims that they need time and space to explore, critique and place their work within the context of change and goes on to outline the most important qualities of effective professional development :

It is authentic--embedded in the reality of school life and participatory-- and is designed and directed with teachers' input. It reflects principles of adult learning and shared decision making. It is focused on individual and organizational learning,

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coherent and long range; rigorous, sustained, and adequate to facilitate growth, critical reflection, and change; site based; and integrated with an articulated vision for students (pp. 466-467) (Hawley & Valli, 1996; Lewis, 1997; Little, 1993; Renyi 1996; Sykes, 1996, as cited in Clair 1998).

2.2.3 Suggested professional development activities

In addition to the general approaches and guidelines suggested for professional development when coping with change, a number of specific activities seem to be most commonly used and found beneficial.

The first of these is the idea of teachers working in groups, in other words working in close collaboration. As mentioned earlier, the change process is seen as a new way socialization and close communication among the parties involved is essential.

Underhill (1992) suggests that teachers develop their self-awareness and teaching strategies better in groups. He makes four proposals about teacher development that are quite similar to Clair's (1998) suggested qualities:

> (1) Teacher development is primarily a version of personal development.
> (2) The tacit or overt questions that we ask of our practice can help or hinder our development.
> (3) Self-awareness is an essential prerequisite for such development
> (4) People in groups can . . . provide a facilitative climate that is strongly conducive to the development of such self-awareness (p. 71).

Underhill (1989) especially focuses on the help of groups in the professional development process. He claims that the climate of the group is a caring and sharing one. All the members of the group are volunteers and they genuinely care for their development; they are committed to the process.

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Therefore, he concludes, this atmosphere helps the participants to be honest both with themselves and with the others involved. Moreover, this supportive environment enables them to take risks and make the necessary effort that is essential for deepening their awareness. Finally, he concludes that "teacher development is no different form of personal development, and as such can only be self-initiated, self-directed, and self-evaluated. No one else can do it for us, though other people can be indispensable in helping us to do it" (p. 79).

Kennedy and Kennedy (1996) conclude that " in any change process it is important to involve respected/powerful groups that may influence teacher behavior" (p. 360).

Similarly, Anderson (1995) argues that teacher collaboration is the most influential factor in implementing the change process. He reports that in his studies it was seen that teachers "when given the opportunity to develop materials together, to plan together, to share teaching ideas with one another, and to help one another make new connections with content, teachers did reform their teaching" (p. 35).

Darling-Hammond and McLaughlin (1995) also focus on the need for collaborative experiences among teachers through innovation attempts. They advise:

> . . . to serve teachers' needs, professional development must embrace a range of opportunities that allow teachers to share what they know and what they want to learn and to connect their learning to the contexts of their teaching. Professional development activities must allow teachers to engage actively in cooperative experiences that are sustained over time and to reflect on the process as well as on the content of what they are learning (p. 599).

Lieberman (1995) criticizes the traditional view of professional development activities provided for teachers. She claims "in the traditional view of staff development, workshops and conferences conducted outside the school count, but authentic opportunities to learn from and with colleagues *inside* the school do not" (p. 591). Instead of this traditional view of professional development, she proclaims activities which involved more teacher collaboration, discussion and reflection:

> If reform plans are to be made operational . . ., then teachers must have opportunities to discuss, think about, try out and hone new practices. This means that they must be involved in learning about, developing, and using new ideas with their students. They can do this in a number of ways: by building new roles (e.g. . . . peer coach. . .), by creating new structures (e.g. problem-solving groups . . .), by working on new tasks (e.g. . . . analyzing or writing case studies of practice), by creating a culture of inquiry . . . (p. 593).

Lieberman (2000) further refines her views and puts forward the idea of collaborative teacher development in the form of networks, research groups, school-university partnerships and professional communities in schools.

Novick (1996) argues that "professional development activities will need to help teachers balance the inevitable tension between preparing children for the world of work and viewing education as lifelong learning and enquiry" (p. 6). However, in teacher development the one-shot workshop is still the preferred method for professional development. Besides, teacher training is generally based on the "transmission model of learning." How can teachers teach in ways they have seldom or never experienced? Training is not related to what happens in the classroom. Instead of this traditional

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model, she lists a number of innovative methods for professional development.

- Teaching for understanding: New approaches in teaching mean that teachers need to reflect more on their practice. "To facilitate higher order thinking in children, teachers too must have ample opportunities to construct their own understandings and theories" (p. 8). In a study of nine Northwest schools in the U.S.A., Novick (1995) found that in these schools the staff did not feel that implementing other people's ideas of "best practices" led them to "a sense of competence, purpose and commitment" (p. 8).

- Peer coaching and mentoring: Teachers find ongoing peer coaching better than typical in-service workshops, because it enables more time to talk to people who are also changing. One teacher said, "If a teacher trainer had come into my room and done a couple of workshops and said 'OK this is the way to teach,' I would not have changed. However, because this is now ongoing for several years, I really am seeing changes in myself " (p. 8).

- Teacher networks *(discussed in detail below)*

- Collaborative activities in general.

Novick's thesis is that as teaching approaches change, teachers need to be able to be "actively involved in their own learning process" and professional development is "intricately interwoven with the daily life of the classroom" (p. 13).

Clair (1998), also views teacher study groups (referred to by Lieberman and Novick as *teacher networks*) as one of the most useful activities in coping with change. These groups are sustained experiences for teachers during which they explore together the issues and demands that are directly related to their teaching or to their students' learning. As they are formed by the teachers themselves, they do not have a set format or operation; everything involved is decided on together within the group based on the needs and wants of the participants.

According to Parker (1997, cited in Lieberman 2000), the key characteristics of networks are a strong sense of commitment, a sense of a shared purpose, information sharing and psychological support, facilitation, voluntary participation, equal treatment, and an egalitarian ethos. Successful networks are involved in negotiating contradictions to find solutions, focusing on practical concerns, and keeping the balance of inside and outside knowledge. They are flexible, responsive to participants' needs, and encourage learning and improving continually.

Similarly, Darling-Hammond and McLaughlin (1995) propose that teacher networks are highly beneficial tools for professional development because they

> engage . . . [teachers] in collective work on authentic problems and bring them face to face with other . . . [teachers] and possibilities. They provide "critical friends" to examine and reflect on teaching and opportunities to share experiences associated with efforts to develop new practices . . . (p. 599).

Lieberman (2000) reports on a sample case, the National Writing Project, involving the use of such a teacher network for professional

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development purposes. It consisted of a 5-week workshop held on a university campus. Teachers wrote, and shared their writing, and gave feedback to each other. They also taught model lessons, discussed, and constructively criticized each other. "The experience of being teacher and learner, novice and expert, group member and individual, writer and audience, opens teachers to new possibilities and opportunities" (p. 224).

The impact of networks on the classroom was reported to be very positive. Observations show that teachers incorporated the strategies, activities, and philosophical understandings they learned from the training workshops into their lessons. "The support teachers had found and continued to enjoy in the . . . project had renewed their excitement about teaching, contributing significantly to their connection to their students and to their effectiveness as classroom teachers" (p. 225). Some teachers were appointed or took up leadership positions to involve other teachers in the process of teacher development.

Farrell (1998) reports on a research study conducted in Seoul, South Korea, with three experienced EFL teachers who networked with each other through forming a group. The teachers had weekly meetings to reflect in discussion. In addition, they also observed each other and kept a professional journal. Farrell collected data through field notes, written logs, group meetings, individual meetings, observations, participants' written reaction journals, and written artifacts. The study sought to answer three questions: What was the content of teachers' discussions in reflection

sessions?, What was the level of their reflection (critical or descriptive)? and Did reflection develop over time?

Farrell found that the teachers discussed group process most, and teaching second. Personal theories and problems generated a lot of discussion. The teachers met regularly to reflect on their teaching. Their reflection did not greatly develop over time. The teachers said that they joined this reflective group because they wanted and needed to share their experiences. One teacher said she wanted to become a better teacher. The reactions to the teacher development group were quite positive. The teachers thought that others would benefit from belonging to such a group. They had more confidence but were not immune to outside pressures (mainly time). They felt that one semester is too short to expect any major development. Farrell argues that while discussing their work teachers will not necessarily become more critically reflective. The discussions in this study stayed mainly at the descriptive level.

Farrell makes five suggestions: Join a group of ESL/EFL teachers; build in some ground rules; provide for 3 types of time (individual, development, time frame); provide external input to avoid inhibiting change; provide for a low affective state some anxiety will be inevitable (in fact necessary) but too much will impede critical reflection. "If you, as a teacher, are not thoughtful about your professional work, how do you expect your students to be thoughtful about their learning" (Henderson 1996, cited in Farrell, 1998, p. 23).

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CHAPTER III

METHOD OF RESEARCH

3.0 Presentation

This chapter discusses the method of data collection and analysis used in this study. The first section presents the overall description of the research design. The second section describes the informants involved in the study. The third section provides a description of data collection instruments and procedures. The final section describes the data analysis procedures.

3.1 Research Design

This research was designed as a qualitative case study to investigate the curricular change process FYEP is currently undergoing and its implications for professional development. As presented earlier in Chapter I, the study seeks to answer the following research questions:

1. How did FYEP staff perceive the curricular change in its initiation and the first year of implementation?

    1.1 What did the instructors understand from the change and how did they feel about it?

    1.2 What did the head of the program and the unit coordinators understand from the change?

1.3   What were the similarities and differences (if any) between the instructors' and coordinators' understandings of change?

2. What were the professional development needs of FYEP instructors during the initiation and the first year of the implementation of the curricular change?

2.1   What did the instructors think they needed to be able to cope with the change?

2.2   What did the head of the program and the unit coordinators think the instructors needed to be able to cope with the change?

2.3   What were the similarities and differences (if any) between the instructors' and administrators' perceptions of professional development needs?

Although researchers in anthropology and sociology have long used qualitative methods in research, the term "qualitative research" was not used until the late 1960s (Bogdan and Biklen, 1992). Various other terms such as "ethnography", "case study" and "descriptive research" have all been used when describing qualitative inquiry. As Bogdan and Biklen (1992) argue, whatever term is used, "qualitative research" is currently used as an umbrella term to refer to research strategies that share certain common features: rich and thick descriptive research data, non-operationalized research questions

without any controlled variables, an effort to understand events in their own complexity and naturalistic settings.

Qualitative research looks for answers to questions examining various social settings and the people who live in these settings. According to Berg (1989), qualitative researchers are most interested in how people organize themselves and their settings and how they make sense of their environment through symbols, rituals, social structures and social roles. Qualitative techniques allow researchers to share the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives. Tuckman (1994) states that ethnography relies on observations of interactions and interviews of participants to discover patterns and their meanings. In view of this, the present study seeks to discover the patterns of behavior during the change process and their implications for the case institution.

The characteristics of qualitative research are listed by various scholars in the field (Patton, 1990 cited in Tuckman, 1994; Bogdan and Biklen 1992; Berg 1989). Although different categorizations are used, most of them tend to share five common features. Below is a brief description of each feature accompanied with a discussion of how they relate to the present study.

Firstly, qualitative researchers study *real-world situations* in their *natural settings*. The techniques used are nonmanipulative, unobtrusive, and do not control the environment. Qualitative researchers are open to whatever emerges in the field. Thus, they do not have any predetermined

ideas on the outcomes of their inquiry (Patton 1990, cited in Tuckman 1994). The aim of this study is to describe the change process as it is naturally happening. The researcher carried out the interviews without any manipulation of informants' experiences. What is more, the researcher did not have any pre-determined ideas about these experiences before the data collection.

Secondly, qualitative research is *descriptive*. The data collected by qualitative methods are full of detailed description. Qualitative researchers are interested in the phenomena in depth. Because of this, they employ many direct quotations that reflect people's experiences and perspectives (Patton 1990, cited in Tuckman 1994). "Qualitative research tries to establish an empathetic understanding for the reader, through description, sometimes thick description, conveying to the reader what experience itself would convey" (Stake 1995, p. 39). This research study is also highly descriptive in nature. The sole purpose of the researcher is to attempt to describe the reality of the informants as they went through this change process and thus reflect their experiences to the reader. The descriptions quite often include quotations to best illustrate the perspectives of the informants.

Thirdly, qualitative researchers are concerned with process rather than outcomes and causal relationships. They do not form hypotheses or try to explain how and why certain elements or people are different from one another (Bogdan and Biklen 1992). Another reason why qualitative researchers attend to process rather than outcome is that they believe change is constant and ongoing (Patton 1990, cited in Tuckman 1994). In

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relation to this attention to process, qualitative researchers are open to adapting their inquiry according to changing situations. They avoid adhering to rigid research designs. This particular study is concerned more with the process than with any possible outcomes. As the research study was advancing, so was the change process. The researcher was there to obtain a picture of how the informants perceive this dynamic change process. The experiences of the informants were processes in themselves, as well as the whole experience of change. As a natural characteristic of such a dynamic setting, the researcher had to make some minor changes in her design to be able to best reflect the experiences of the participants. These changes, with the underlying reasons, are described in detail in section 3.3 of this chapter.

Another key feature of qualitative research is that "meaning" is highly crucial to qualitative researchers. They are mostly interested in how people assign meaning to their lives or, as Bogdan and Biklen (1992) refer to it; "participant perspectives" (p. 32). In this way, qualitative research unravels inner processes of events and situations. Such dynamics are not obvious from outside. The present research study is a good example of this characteristic of qualitative research as the aim of the whole study is to describe the meaning that participants assign to the change process that they are going through. Hence, what is essential for the researcher is to try to depict the meanings and values that informants assign to their experiences as accurately as possible.

The final important characteristic of qualitative inquiry is that researchers analyze qualitative data inductively. Qualitative researchers go

into the details and specifics of their data in order to discover categories, patterns and relationships. They begin their research from open questions rather than closed hypotheses (Patton 1990, cited in Tuckman 1994). In the same way, inductive inquiry is a part of this particular research study since its aim is to describe and assess the change process. The questions it seeks to answer are all exploratory; they do not try to establish causal relationships, but merely attempt to describe the experiences.

To sum up, as Fetterman (1989) points out, qualitative research is the "art and science of describing a group or culture" (p. 11). Qualitative researchers or ethnographers are interested in understanding and describing a social and cultural scene from the "insider's perspective." They assume a holistic perspective in research to gain a comprehensive, complete and detailed picture of a group of people, culture or phenomenon. The insider's perspective of reality is of utmost importance and is necessary for an understanding and accurate description of situations and behaviors. Insiders' perspectives may not conform to an objective reality, but qualitative researchers do not strive to put forward such an objective reality. Instead, they try to understand why members of a social group do what they do or why a phenomenon happens in the way that it does.

When seen in the light of the five features of qualitative research described above, the qualitative case study design selected for this study is appropriate and meaningful. Although the study is mainly qualitative, quantitative data in the form of descriptive statistics will add depth to the rich descriptions provided by the extensive data.

3.2 Informants

There are two informant groups involved in the study: instructors and administrators – the head of FYEP, unit coordinators and other coordinators. In qualitative research, sampling, choosing the informants to collect data from, is different from the probabilistic approach of quantitative research. As Patton (1987) argues, it is essential for the qualitative researcher to choose a sample purposefully. According to him, the criteria for choosing the sample should be "information-rich cases for study in depth" (p. 52). In other words, people from whom the researchers know they would be able to learn a great deal about the issues under consideration. Following Patton's suggestion, in the present study the researcher attempted to choose a purposeful sample.

Patton (1987) lists a number of different strategies for purposeful sampling: extreme or deviant sampling, maximum variation sampling, homogeneous samples, typical case sampling, critical case sampling, snowball or chain sampling, criterion sampling, confirmatory and disconfirming cases, sampling politically important cases, convenience sampling. In addition, he clarifies that these categories are not mutually exclusive and a possible combination of more than one strategy is also possible. For this research study, the researcher wanted to include the total population, i.e. all the instructors who were working in the Program during the previous curriculum (a total of 26 participants). However, she was able to interview only 23 since the other three were not available. Thus, an example of opportunistic sampling.

3.2.1 Instructors

Instructors constitute the main informant group in this study. There are 15 teachers, all of whom have worked in FYEP for at least one year, but their total experience in teaching is between 2.5 and 23 years. In terms of experience and nationality, this group constitutes a heterogeneous mosaic. Nine of the instructors are Turkish, three of them American, two British and one Azerbaijani. The group also has a variety of academic qualifications. Among the 15 instructors, only two of the instructors have terminal bachelor's degrees while all the remaining have graduate degrees. Two of the participants have PhD studies in progress. In addition, many of the Turkish instructors in the group have attended various teacher training and development activities such as methodology courses (e.g. CertELT and DipELT), short courses (e.g. Drama in ELT, Testing, the Lexical Approach) and trainer training courses (e.g. the Certificate in Teacher Training) offered by the British Council, Ankara. Other instructors have international teaching certificates. Apart from these qualifications, the group has also proven their commitment to professional development by expressing an ongoing interest in other teacher development activities, such as attending in-house workshops, seminars, symposiums and local conferences.

The instructors were selected based on voluntary participation and availability. At the time of data collection, the number of instructors who were involved in the curricular change was 18. The researcher proposed to involve the whole population. However, of the 18 instructors, the researcher was able to contact and collect data from 15. The remaining three instructors

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were unfortunately not available.

These instructors were involved as informants through semi-structured interviews. Two of the initial interviews were used as pilot tests to finalize the interview guide. For purposes of enriching the data, the results of these two interviews were used in data analysis as well.

3.2.2 Administrators

The other group of informants consists of the head of FYEP, the professional development coordinator, the BilWRITE[1] coordinator and five unit coordinators, all of whom have had at least one year's teaching experience in FYEP. The total teaching experience of this group of participants ranges from five to 26 years. In terms of nationality, five of the eight administrators are American, two are Turkish and one is Canadian. Six of them have MA degrees; two have PhD degrees and one has PhD studies in progress. Among this group of eight, five hold the Bilkent University School of English (BUSEL) Diploma in Teacher Training[2].

All eight administrators were involved in the first round of semi-structured interviews. However, one unit coordinator, the BilWRITE coordinator and the professional development coordinator left the program at the end of the 1999-2000 Academic Year. A unit coordinator and two other instructors from the initial interviewee group replaced these coordinators'

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[1] BilWRITE is Bilkent University's writing center operated by FYEP. It gives support to all students of the university through an appointment based and/or drop-in tutorial system and other learner training and support activities and facilities.

[2] The Bilkent University School of English Language Diploma in Teacher Training is awarded to the successful participants of the in-house trainer training course.

posts. Therefore, only the head of FYEP and four of the unit coordinators were involved in the second round of semi-structured interviews.

As with the first group of informants, the first interviews in each round were used as pilots. However, due to the limited number of participants they were also included in the data analysis.

3.3   Data Collection Instruments and Procedures

The data in this study was collected through two sets of individual semi-structured interviews with instructors and administrators of FYEP. The initial set of interviews was held during the Summer semester of the 1998-1999 Academic Year and the Fall semester of the 1999-2000 Academic Year. As part of these initial interviews, the researcher interviewed 15 instructors and seven coordinators, as well as the head of FYEP. The second set of interviews –the final interviews-- took place during the summer semester of the 1999-2000 Academic Year, that is, after the completion of the first year of the new program's implementation. During this set of interviews, the researcher interviewed four coordinators as well as the head of the Program.

Originally, the researcher had planned to collect data about the initiation and the initial implementation stages of the change process in FYEP through just one set of interviews, that is, during the summer semester of the 1998-1999 Academic Year and the first few months of the 1999-2000 Academic Year. The reason behind this plan was simple: the researcher had the aim of describing the participants' initial reactions to the new curriculum.

However, after this initial period of data collection and preliminary informal data analysis, the researcher concluded that although the initial data provide much useful information about the initiation stage (the preparatory semester before the actual run of the new courses), it would not be sufficient in describing the participants' experiences during the implementation. Therefore, the researcher decided to collect more data about the implementation stage of the change process at the end of the first year of implementation of the new courses.

For this reason, the researcher kept in contact with the Program and the people working in it. Through this on-going communication with the Program, the researcher was able to inform herself about the events and processes taking place in the Program. At the end of the Academic Year, the researcher contacted the coordinators and the head of the Program and held the second set of semi-structured interviews –the final interviews.

3.3.1 Development of the Interview Guide

The following are the stages the researcher went through in order to develop the interview guides used during the data collection process throughout the study:

Stage 1: Building a Framework

To construct the interview questions and to analyze the data collected, the researcher worked on formulating a framework for the change process under study. For this purpose, the researcher first reviewed the relevant literature in the field of educational change. This helped the researcher to

choose a theoretical framework to understand the change process FYEP

staff are undergoing. Then, the researcher matched this framework with the

research questions.

Below is the framework developed by Fullan (1982) and the way it

corresponds to the FYEP curricular change process:

CHANGE PROCESS (Fullan 1982)

STAGE 1: INITIATION – ADOPTION	
Description of the Stage	This stage includes the process which leads up to the decision to adopt a change and the preparation which goes into the development of the new program.
FYEP reference	• The announcement from the Provost office – beginning of 1998 - 1999 Academic Year Spring Semester • Development of the goals and objectives of the new program – by the end of May 1999 • Course and Materials Design: 1998-1999 Academic Year Summer semester and September 1999.

⇩

STAGE 2: IMPLEMENTATION – INITIAL USE	
Description of the Stage	This stage involves the first experiences of attempting to put the new idea or program into practice. It usually covers the first 2-3 years of use.
FYEP reference	• Started during the 1999-2000 Academic Year. Ongoing.

⇩

STAGE 3: CONTINUATION – INSTITUTIONALIZATION	
Description of the Stage	This is the final stage in the process and it is the decision of whether the new idea or the program gets built in as an ongoing part of the system or disappears.
FYEP reference	• UNKNOWN

↙ ↓ ↘

OUTCOMES   OUTCOMES   OUTCOMES

Outcomes refer to the results the change is expected to produce. They generally are seen as the degree of school improvement within a given criteria. For example, better student learning and attitudes, better teacher satisfaction and attitudes, etc.

With the help of this framework, the researcher was able to prepare

the main questions to explore instructors' perceptions referring to all three

stages of the framework. The three stages in the framework formed the

backbone of the interview questions. The researcher generated her questions to correspond to the stages in the framework.

Stage 2: Selecting an Interview Type and Questioning

Interviewing is a form of questioning which employs verbal questioning as its major technique of data collection. Interviews are conducted by people in everyday life, but, as a method of data collection, interviewing is different in that it is prepared and executed in a systematic way; it is controlled by the researcher to avoid bias; and it is related to specific research questions and a specific purpose. Interview is employed as the method of data collection in most research studies, irrespective of the underlying approach.

As suggested by Patton (1990, cited in Tuckman 1994), there are mainly four types of interviews, which range from the totally informal, conversational type to the highly structured and closed, fixed-response type. The type chosen will depend on the context of the study and kinds of questions to be asked. For this research study, a combination of standardized open-ended interview and the interview guide approach is used. In the former method, the interviewer determines the wording and sequence of questions before the interview and asks the same basic questions in the same order; however, the questions are completely open-ended. The latter approach, however, involves determination of the topics and issues in advance in an outline format and allows for changes in wording and expression according to the course of the interview.

Thus, the researcher chose to adopt a semi-structured interviewing method based on an interview guide for the following characteristics as

defined by Sarantakos (1993):

- Only open questions are used; that is, questions without fixed response categories.

- They are generally single interviews; that is, one person at a time.

- The question structure is not fixed or rigid; it allows change of question order, even addition of new questions where necessary.

- They offer interviewers freedom in presenting the questions, changing wording and order, and adjusting the interview so that it meets the goals of the study.

Stage 3: Preparing the Questions and Choosing a Recording Method:

Various scholars classify the types of interview questions. Patton (1987) classifies interview questions into six categories: experience/behavior, opinion/belief, feeling, knowledge, sensory, and background/demographic. On the other hand, Spradley (1979, cited in Goetz & LeCompte 1984) classifies questions into three groups: descriptive questions, structural questions and contrast questions, while Berg (1989) provides another typology which is slightly different from the previous two and concentrates on the style of questions: essential questions, extra questions, throw-away questions and probing questions.

The guides for all the interviews consisted of essential and probing questions. The researcher employed Patton's (1987) categorization and asked background/demographic, experience/behavior, opinion/belief and feeling questions.

<u>Stage 4: Pilot Testing of the Interview Questions:</u>

The researcher prepared open-ended questions and possible probing questions based on the framework given in Stage 1 and piloted them with four interviews. Two of the pilot interviews were held with instructors and the remaining two were held with coordinators; one for the initial and one for the final interviews. The outcomes of the pilot experience are as follows:

a) It was found that there were too many questions and some of them were redundant.

b) The questions needed some other type of organization since the interviewees found it difficult to concentrate on the questions.

c) Some of the questions overlapped with others. The interviewees answered some of the questions even before the researcher asked them.

d) It took 30 – 40 minutes to conduct each interview.

As a result of the piloting process, the researcher came up with three main changes to the interview guides. Some of the questions were combined and thus the number of questions was reduced from 10 to five, thus allowing for more concentration on issues with relevant probing questions. In addition, the order of the questions was also changed. The details will be discussed in the following stage.

<u>Stage 5: Sequencing the Interview Questions:</u>

In order to be able to gather the necessary information through interviewing, special attention should be given to question sequencing. This

is crucial, since if questions are asked in the wrong order, it will be very difficult to make up for possible losses or missed information. Patton (1987) suggests beginning interviews with questions about noncontroversial present behaviors and experiences. Later on, questions eliciting interpretations and opinions of such activities can be introduced. He states that it is preferable to ask questions about the present before those about the future and past, because it is easier for respondents to answer questions about their current experiences, and will therefore tend to produce good results.

Following Patton's (1987) advice, the researcher designed the interview guides opening with demographic questions[1], then moving into the present situation description, following with the changes happening (experience/behavior) and the instructors' feelings about these (opinion/belief) and finally moving into the instructors' needs and preferences in terms of professional development activities for the future (experience and opinion).

During the pilot testing of the interview guides, the questions about the change process and preferences about professional development activities were combined. With the feedback from the pilots, the researcher sequenced the questions so that the guide opened with questions about the present situation of the instructors, and then moved into the change process and the instructors' opinions and feelings about this change. Finally, the guide included questions and probes about preferred professional development activities. This seemed to provide a better flow to the interview

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[1] Only the two interview guides used in the first round of interviews included background questions. Since the participants were the same, the final interviews did not include any such questions.

structure.

3.3.2 Interview Guides

Initial Interviews

The interview guides for both instructor and administrator interviews have similar background questions. These questions are aimed at collecting information about the instructors' professional backgrounds. The second part of each guide consists of four main questions with accompanying probing questions. The questions in the interview guides aim at gaining an understanding of the change process, from initiation through the first experiences of implementation (as described in the theoretical framework explained in Stage 3.3.1). The initialization stage refers to the announcement of the change in the Spring semester of the 1998-1999 Academic Year and the period when the instructors were preparing to implement the change (throughout the Summer semester and the following September). The implementation stage refers to the period when the instructors actually went into their classrooms and taught the courses they had prepared.

Data collection through these initial interviews started in July 1999 and continued until mid-October. That is, the researcher mainly collected data on the initiation and first experiences of the implementation.

The questions in the instructor interview guide (Appendix D) and the ones in the administrative staff interview guide (Appendix E) are parallel. That is, in the former one the questions are asked to the instructors directly;

in the latter the administrative staff's perceptions of instructors' opinions and experiences are sought. The first and the second questions are related to research question 1. Their aim is to collect information about how instructors view the change process and how they feel about it. The last two questions concentrate on their professional development needs throughout this change process and how informants would like these needs to be met. The guide closes with a final invitation to add any further comments and an expression of appreciation.

Final Interviews

The guide for the final interviews included only content questions. This time the researcher's aim was to collect information regarding the first year of the implementation stage of the change process. The questions in this guide were very similar to those of the initial interviews. However, this time the researcher aimed to collect data about both the implementation process that FYEP went through for a year and the possibility of the continuation process (Appendix F).

The first two questions were essentially the same as those asked in the initial interviews. However, the researcher also asked probing questions, the purpose of which was to focus the interviewees on the implementation process and what they had observed during their classroom observations and appraisal meetings. In this way, the researcher sought to explore what had happened during the first year of implementation. The third question, which concentrated on professional development preferences, was also the same as in the initial interviews. However, in addition, the researcher asked

the interviewees to assess the success of the training and development workshops that were held during the previous academic year. The researcher's aim was to examine the instructors' preferences. The final question in the guide was a completely new one. Its purpose was to find out the interviewees' opinions about the future of the change process; whether they think this change would be institutionalized.

Data collection through these interviews took place during July and August 2000.

3.3.3 Data Collection Procedures

The researcher first contacted all the instructors, coordinators and the head of FYEP, explained the aims of the study and asked them whether they would like to participate. Then, the researcher made appointments with the available participants.

The researcher adhered to the following procedure for all the interviews:

1. Giving Information about the Interview: All the interviewees were given information regarding the following: (1) preliminary information regarding the purpose of the interviews, (2) the aim of the research study, (3) expected outcomes of the interviews, (4) interview procedures (taping and question types) and (5) the researcher's sensitivity to confidentiality. The researcher obtained the consent of participants by providing them with an information sheet and having them sign consent forms (Appendix C).

2. <u>Carrying Out the Interview</u>: During the interview, the researcher's primary role was to listen to the interviewees' responses to her questions. At appropriate times, she probed for further detail and depth on a particular issue. At times, the researcher rephrased what the participant said so as to confirm she had understood their views and to prevent any misunderstandings. In addition, at times she also asked for clarification. Since the researcher tape-recorded all the interviews, she was able to maintain eye contact and a body posture which allowed her to communicate with the interviewees in a positive and encouraging manner. The participants' subsequent expressions of their positive feelings about the interview which especially emphasized the researcher's approach and behavior throughout the interview, indicated that this had been quite useful. Each interview took approximately 30 to 45 minutes.

3. <u>Conclusion</u>: At the end of the interviews the researcher informed the interviewee that her questions were finished and asked whether they had any other points they would like to add. Following this, the researcher thanked the interviewees for their cooperation and asked how they felt about the interview.

3.3.4 Validity and Reliability Issues during Data Collection

Firstly, the researcher chose interviewing as the method of data collection to enable her to understand what the participants really think and

feel about the change process. As Seidman (1998) points out, "At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience" (p. 3). In this respect, it can be assumed that the study attempted to collect valid data from the participants.

Secondly, the questions were open-ended, which allowed the interviewees to share the range of their experiences, opinions and feelings freely without imposed limitations. There were not any leading or limiting questions. Therefore, it can be argued that the interview guide helped to capture the participants' own reality from their personal perspectives.

Thirdly, the interview questions were piloted with four participants before they were used with the rest of the participants. This procedure helped to ensure the validity of the data collection since the questions were further clarified through this piloting in order to collect data of the utmost truth and clarity.

Another point that ensured the validity of the data collected was the fact that the interviewees felt at ease during the interviews, because the researcher had worked with the informants for varying amounts of time during the nine years she had been involved with the Program. Some of them even expressed feelings of appreciation of the researcher in the process of this research study. There were several positive comments expressed about the significance of such a research study. Many said that the findings of this research study would be helpful to them in their work.

Finally, all the interviews were recorded for purposes of validity. By

recording the interviews, the researcher was able to record what the participants said, word for word. By recording the interviewees' own words, the researcher was able to have original data. In this way if something was not clear, the researcher was able to go back to the tape recording and check for clarification. According to Seidman (1998), tape recording also helps the interviewees: "The assurance that there is a record of what they have said to which they have access can give them more confidence that their words will be treated responsibly" (p. 97). Although the transcription of the recordings was time consuming, the researcher believes this is outweighed by the benefits gained because it ensures validity.

As far as the issues regarding reliability are concerned, the interviews were conducted with a semi-structured interview guide in which all the questions and the sequence were fixed, allowing only for rephrasing and/or probing. Thus, nearly all the interviews followed the same routine, which contributed to the reliability of data collection.

Furthermore, the researcher describes all the steps she went through during data collection in a very detailed way to provide a clear understanding of the design process of the research study. In this way, she aims to assist any other researchers who would like to carry out a similar study.

3.4   Data Analysis Procedures

Data collected from the two sets of interviews were analyzed both qualitatively and quantitatively. Qualitative data analysis of this study was conducted using the content analysis method. As described by Patton

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(1987), content analysis "involves identifying coherent and important examples, themes, and patterns in the data" (p. 149). Descriptive statistics were used in the quantitative data analysis.

The researcher went through the following steps during the analysis of the data collected:

1. Transcribing the data: First of all, the researcher transcribed the interview tapes word for word using a word processing program. Having the interviews in computer files proved to be highly efficient and labor saving when later analyzing data (Seidman 1998). It took 2 to 3 hours to transcribe a 30-45 minute tape. The recordings generated approximately 100 word-processed pages of raw data. (See Appendices G, H and I for samples of transcription)

2. Creating an initial broad list of categories: The researcher followed one of the methods of code creation suggested by Miles and Huberman's (1994): "a priori method." Before starting to analyze the transcribed data, the researcher created a list of general categories (codes), which were inherent in the interview questions (See Appendix J for the initial categories). Miles and Huberman identify these initial codes as "provisional start list of codes" These codes are "descriptive . . .; they entail little interpretation." Instead, the researcher used them to "attribute a class of phenomena to a segment of text" (Miles & Huberman, 1994, pp. 57-58).

Having the start lists codes in hand, the researcher started reading the text and reducing it to what was of most importance. As Seidman

(1998) argues, this can be done inductively rather than deductively. That is, "the researcher must come to the transcripts with an open attitude, seeking what emerges as important and of interest from the text." However, at the same time, no interviewer can enter into the study as a blank slate. In this case, the start list of codes helped the researcher to initially annotate the transcripts (p. 100).

After annotating and coding the data by hand using the start list of codes, the researcher made use of Microsoft Word word-processing program to make the data accessible and more organized for future classification. To organize the data, the researcher created one MS Word file with tables for each interview and transferred all the coded data (the summarized version) onto the tables. (See Appendices K, L and M for samples of coding sheets). This can be considered as "second-level coding", because during this transfer some initial broad categories merged into others. Below is a sample taken from one of these merged tables in Table 3.1:

Table 3.1: First-level coding sample

Q4: Instructors' perceptions of professional development and their preferred activities

INTERVIEW QUESTION	CODING DATA / FIRST LEVEL CODING
Definitions of professional development *CODE: DEF PD*	Having certain skills and abilities to cope with problems while teaching. Ongoing
Professional development activities *CODE: PD ACTVS*	Workshops Observations PhD Research conferences
Useful / preferred / beneficial development activities *CODE: + PD ACTVS*	Observations -- because feedback afterwards Workshops PhD Research Conferences
Not so useful / not preferred development activities *CODE: - PD ACTVS*	Discussion groups -- because no tangible or concrete outcomes
Preferred activities for FYEP *CODE: FYEP*	Expertise at content areas An expert in the Program, someone to go and ask questions and get answers Workshops Peer observations
Anything else that would make them feel comfortable *CODE: ELSE*	Not want to have huge changes every year. Want to try out a course a couple of times.

3. <u>Revising codes</u>:

During the first- and second-level coding, the start lists of codes were continuously revised. Seidman (1998) suggests that during this process of analysis the researchers should keep their categories quite tentative since they may later decide to change them. Thus, the categories are constantly being revised throughout the process. Categories that seemed distant from each other may become closer and merge into one another in the end. However, other categories

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may still remain quite distinct from one another until the end. In addition, Seidman also recommends that in addition to labeling the text, the researcher should use a notation system in order to maintain a record of the original place in the transcript. As the researcher had a MS Word file for each interview data, this allowed her to access the data easily.

The researcher found that Seidman's description of data analysis proved to be applicable in this study. Some categories were merged into others while others were split into two or more sub-categories.

4. Merging categories: After completing the second-level coding of the data and preparing individual tables of summarized data, the researcher merged all the informants' perceptions into one for each interview question. This process generated three sets of tables: (1) instructor interviews, (2) initial administrator interviews, and (3) final administrator interviews. The researcher kept these separate intentionally since one of her research questions sought to find out if there were any differences between instructors' and administrators' perceptions. Table 3.2 is a sample from the merged version of coded data:

Table 3.2: Second-level coding sample – Merged Coding

Question 4: Instructors' perceptions of professional development and their preferred activities

INTERVIEW QUESTION	FREQUENCY n= 15*	CODING DATA / SECOND - LEVEL CODING
Definitions of professional development *CODE: DEF PD*	• 8 • 3 • 2 • 2	• improvement, furthering career, moving forward, never staying the same • reading and research • ongoing • degree work , i.e. PhD, MA studies
Professional development activities *CODE: PD ACTVS*	• 9 • 8 • 8 • 8 • 6 • 5 • 2 • 2	• seminars, conferences, lectures • reading and research • workshops • collaborative work – working with a group, informal discussions, meetings, peer reviews, team teaching • observations • presenting at conferences and/or publishing research • degree work , i.e. PhD, MA studies • course design process

This system of regrouping allowed the researcher to see the recurrent patterns and she noted the frequencies next to each of the categories. Following this combination, the researcher further coded the summarized data to generate more general categories for most of the data. Generating these broad divisions assisted the researcher in making sense of her data.

Table 3.3, below, shows a sample of this final version of summarized data, which the researcher used to write up the results:

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* The total number of informants is 15 in this set of interviews. However, the frequency results here do not indicate the number of informants who mentioned the relevant data. Instead, they indicate the number of mentions.

Table 3.3   Final-level coding sample

Summarized data: Instructors' interviews question 3: Instructors' perceptions of their needs in relation to the change (n=15)

ASPECT OF INSTRUCTORS' NEEDS	GENERAL CATEGORY	SPECIFICATION	f[1]
Related to course design	Knowledge related to course design	Course design in general – how to design a course	6
		Integrating language and content and various disciplines in the courses	5
		Linking materials, texts – establishing threads	5
		Assessment, especially how to assess content	4
		Background about CBI	2
	Support during the process	Clear guidelines, knowing what to do	4
		Time, not having enough time, time management problems	4
		Limited resources, in terms of books, video materials etc.	4
		Having a model, a real example to see	2
		More feedback on the process	1
Related to classroom methodology	Lesson planning and preparation	Designing classroom activities	7
		Dealing with long texts	6
		Teaching not testing	2
		Timing and pacing	1
		Lesson planning	1
	Lesson management and execution	Motivating and engaging students	5
		Adding variety to the lessons	2
		Analyzing students' needs	1
		Different models of interaction in the lesson	1

3.4.1 Validity and Reliability Issues in Data Analysis

To ensure a valid description of the informants' opinions and feelings,

the data was analyzed using a set of start list of codes. However, as the

process continued this list was refined, and revised according to the

demands of the data. Therefore, the researcher tried to eliminate any bias;

she focused on the informants' views based on the codes which were

created using the interview questions as a foundation.

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

In addition, to avoid confusion the researcher chose to present the data and the coding in the form of a table. In this way, the researcher was able to access the data in an objective manner.

Finally, the researcher described the stages she went through in the data analysis explicitly and clearly to enable other researchers to have a clear picture of the procedures adopted.

The reliability of the researcher's coding and analysis was ensured through inter-rater reliability check with the help of a colleague familiar with qualitative research. Initially, two interview transcripts were coded by the two coders using the start list of codes. Then, the coders compared their coding and discussed the differences. The raters agreed on approximately 75% of the transcripts. Following this discussion, two more interviews were coded and this time the agreement went up to 85-95%. Thus, the researcher concluded that her coding was reliable and continued with the analysis herself.

After the first-level coding, the researcher asked help from the informed colleague again when she was conducting second-level coding and merging the tables. During this process, the two coders started off by re-coding or merging the data of two interviews. Following this, the coders compared their agreement; the inter-coder agreement rate was around 75%. The coders discussed their coding and merging categories and continued with coding two more interviews. The results of the second comparison yielded up to 85% inter-coder reliability. The researcher found this level appropriate and continued with her second-level coding analysis on her own.

CHAPTER IV

RESULTS

4.0 Presentation

This chapter discusses the findings of the research study in five

sections corresponding to the interview questions and the research questions

of the study. In each section, the responses given to the relevant questions

from the three sources of data (the instructor interviews, the initial

administrator interviews and the final administrator interviews) are discussed.

In addition, throughout the discussion, instructors' and administrators'

responses are compared. The first section discusses instructors' current job

description with in the light of the new curriculum, the second section

highlights instructors' perceptions of the change taking place, the third

section brings out instructors' needs in relation to this change and the fourth

section puts forward their preferred professional development activities. The

final section discusses administrators' perceptions about the sustainability of

the change.

4.1 Instructors' current job description with the introduction of the new curriculum

The first question in the instructor and the initial administrator

interviews sought to find out about instructors' and administrators' general

perceptions of instructors' current work with the introduction of the new curriculum.

4.1.1 Instructor interviews

The instructors' responses on their current job description are coded into five categories: "teaching", "tutorials", "course design", "service to the department", and "research/conferences".[1] It was found that, the instructors perceive their current work in very similar ways. Teaching 15 hours and tutoring for five hours a week were the most common responses in the "teaching" category. They also perceive their main job to be teaching content and language skills in an integrated manner. In the words of one instructor:

> As far as I know, I am neither completely a language teacher nor a department teacher. So, I'm in between the two, so this is something totally new for me. I'm supposed to teach content to a certain extent but I'm also supposed to get students [to] practice their language skills. I think I've got two roles to accomplish in the classroom. So, this is how I get it. (I-4)

Almost all the instructors think designing their courses individually is the main aspect of the "course design" criterion. Some of the most frequent responses included the following:

> "I'm expected to prepare a content-based course on my own" (I-1).

> "I prepare the course myself" (I-2).

> "We have to prepare a course with all assessments, activities, finding the texts, establishing connections, and then prepare exams, all types of assessment" (I-6).

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[1] These categories are the same ones that are used in the annual "Faculty Evaluation Program" of Bilkent University. All instructors are expected to evaluate their performance according to these criteria. The researcher chose to use the same headings as probing questions, because the staff were already familiar with the terms.

The third category was service to the department. Some instructors did not comment on this aspect at all. Some others said: "I don't know what this means." Among the instructors who mentioned service, the most common responses were participating in professional development activities, such as in-house workshops and meetings, as well as being available for office hours.

The last category, doing research and being published, proved to be quite provocative for instructors. The researcher felt that she had touched a very sensitive point when the instructors started pouring out their frustrations.

Most of the instructor informants felt they were under a certain pressure to do research and to get published. Examples of responses are: "It's always repeated how important it is to do research and get published" (I-1). "They're forcing us to do research" (I-3). However, they all shared the same concern that their workload was too heavy to conduct research and they had neither the time nor the energy to spend on research projects:

> "We are expected to do research and publish, but there's no time or energy for that. In fact we're doing research all the time" (I-4)

> "They expect us to do research and get published to get academic credit, but we can't publish anything with this workload" (I-6).

> "If they would like is to take part in all of this [doing research, presenting at conferences and getting published], time should be provided" (I-8)

In addition to lack of time and energy, teachers had another frustration; the course design process, which they were heavily engaged

with, was not accepted as research in the faculty performance evaluation scheme. They reacted bitterly to this:

> They're expecting us to do research but actually what we're doing is, for example, while preparing 101[1] course and 102[2] course, we're also doing intensive research, a lot of reading, sometimes I feel like I'm writing a dissertation. I read all those things. We had a meeting a month ago and some people were saying what we're doing now, can't this be considered as research because we don't have time to do the kind of research a kind of presentation. The answer was negative. That's not what the university means by research. You have to write a paper or present somewhere. (I-3)

Instructors felt that they had used all the time available in designing the new courses and could not understand the reason behind the dismissal of this major part of their work as "not research":

> Doing research. But the teaching is too much. So there's really not enough time for research. And some of the things that we do as research aren't counted as research. To design this course for 101 let's say. I spent at least 3 or 4 months reading around this topic. Finding the materials, it's research in the end. I came up with a course and not a paper. In that time I could have written a paper and that could have gone into my evaluation. Whereas a course design process doesn't, which I think they should give some credit for. (I-13)

All in all, the responses of instructors to the first question in the interview show general agreement in terms of what they see as the most important aspect of their work: teaching, tutoring, course design and doing research. However, instructors do not seem to consider service to the department as a high priority.

Table 4.1 below summarizes instructors' responses and the frequency values. The first column lists the six aspects of instructors' work and the

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[1] The code refers to ENG 101, English and Composition I, Fall semester course.
[2] The code refers to ENG 102, English and Composition II, Spring semester course.

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second column specifies the details of the summarized data in terms of these

aspects.

Table 4.1: Summarized data: Instructor interviews question 1: Instructors' perceptions of their current job in the light of the new curriculum (n=15)

ASPECT OF WORK	SPECIFICATION (f)
Teaching related duties	• 15 hours teaching (6) • Integrating language and content (4) • Teaching academic skills (2) • Teaching first year and fourth year support courses (2) • Teaching 16 hours • Teaching 18 hours • Teaching critical thinking
Tutorials	• Tutoring for 5 hours (6) • Having some tutorials (4) • Tutoring for 2 hours
Service to the department	• Participating in developmental activities (3) • Working in a group (2) • Being available for office hours (2) • Taking an active part in everything that happens in the unit.
Course design	• Designing a course individually (12) • Designing a content-based course (3) • Preparing own materials (2)
Research, conferences, publishing	• Compulsory to do research, pressure to do research, "forcing us to do research" (9) • No time or energy for research, too busy, overworked (4) • Course design process not accepted as research (4) • Strong encouragement to pursue PhD studies
General work atmosphere related issues / other	• Supporting new teachers (2) • No official job description for teachers • Evaluation at the end of the year.

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

4.1.2 Administrator interviews and comparison of instructors' and administrators' perceptions

The administrators' responses to the first question on instructors' current job description are coded in the same six categories as the instructors' responses.

As with the instructors, the administrators perceive teaching 15 hours and tutoring for five hours are the key duties of the instructors. In terms of service to the department, they perceive taking part in committees, both in the department and in other parts of the university, as the most important form of service. However, this type of service was not mentioned by the instructors at all. For instructors, the most common form of service was participating in developmental activities. The administrators also feel that such activities are important.

One other category, which the instructors did not mention, but was raised by the administrators, was tutoring in BilWRITE.[1] The administrators see tutoring in BilWRITE as part of instructors' duties whereas instructors do not mention this.

The issue of doing research and getting published, which provoked strong responses from the instructors, was also provocative for the administrators. They, too feel that there is a definite pressure on the instructors to conduct research studies: "Research: they're highly required to conduct some sort of a research. You are asked to publish papers in recognized journals. It's not an easy process" (C-3(1)). Like the instructors,

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[1] BilWRITE is Bilkent University's writing center operated by FYEP. It gives support to all students of the university through an appointment based and/or drop-in tutorial system and other learner training and support activities and facilities.

the administrators perceive this job as being difficult and highly demanding due to heavy workload and insufficient time:

> Those things. Trying to get something published. But we recognize that this is actually something very difficult having 15 hrs teaching and 5 hrs tutorial load. This is very difficult (C-8).

> I just see it as impossible because their teaching load is so high that if people want to move up in the department I guess there's a chance for them to get that position, they have to do research. (C-2)

Although administrators share instructors' concern about the lack of time and energy to carry out research, they do not seem to understand instructors' frustrations about the fact that instructors' investigations and research during the course design processes are not recognized as research in the performance evaluation scheme.

Table 4.2 below summarizes the administrators' perceptions of instructors' work and the frequency values. The first column lists the six aspects of instructors' work and the second column specifies the details of the summarized data in terms of these aspects.

Table 4.2: Summarized data: Administrators' initial interviews question 1: Administrators' perceptions of instructors' current job description with the introduction of the new curriculum (n=8)

ASPECT OF WORK	SPECIFICATION (*f*)
Teaching related duties	• 15 hours teaching (4) • teaching • reflecting on their job
Tutorials	• tutoring for 5 hours (4) • having some tutorials
Service to the department	• taking part in committees (4) • participating in developmental activities (2) • BilWRITE tutoring
Course design	• designing a course individually (5) • designing a content-based course (4)
Research, conferences, publishing	• compulsory to do research, pressure to do research, highly required to do research (3) • too difficult, no time, too busy, overworked (2)
General work atmosphere related issues / other	• no official job description for teachers • working in a group

4.2   Instructors' perceptions of the change

The second set of questions in the instructor interviews and initial administrator interviews as well as the first set of questions in the final administrator interviews sought to explore instructors' perceptions of the curricular change in FYEP. The interviewees were asked to describe the change process by comparing the previous curriculum with the newly introduced one. The probing questions explored instructors' feelings related to the change process and their perceptions of the similarities between the

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[1] The total of the frequency counts might exceed the number of informants (n=8) due to the multiple responses from informants.

previous attempts at change and the current one. The responses were coded under five main categories: "definitions of change", "comparisons with the previous curriculum", "positive feelings about the change", "negative feelings about the change" and "comparison with the previous attempts at change in FYEP".

4.2.1 Instructor interviews

When the instructor informants were asked to describe the change they were going through, the most frequently mentioned issue was the challenge of designing their courses individually. Most of the instructors suggested that the change of work habits, moving from collaborative course design to individual course design, is the most important change they were experiencing:

> The biggest change is going from working as a group to produce one course to being on an individual basis which basically I'm very happy about. It's nice to have the freedom to work on what I want. And not have to keep it in line with what somebody else is doing (I-13).

Instructors were content with this change in the level of their responsibility for courses; they felt that they had more freedom as well as more responsibility. The same instructor said:

> If I decide to do an assignment in a certain way I don't have to put it to the group. You can make decisions when you want to make the decisions. And you don't have to wait to get everybody's feedback on that decision. People can work at different speeds, which is good. You have the freedom to make changes. If the course is not going well, you can make changes as you go along, which is not so easy when you have a whole group of people (I-13).

Another instructor likened this new autonomy to being set free from captivity:

> We're not doing exactly the same things... We're not handcuffed to one another, expected to do exactly the same. It's much more like 'what are you doing, oh that looks interesting' (I-9)

Some instructors defined the change in terms of the change in the approach to course design. For them content-based instruction (CBI) was the change.

> Activities, assignments, presentations have changed. All are based on the content now. All the activities have to be prepared in more detail than last year. Because everything has to be based on the content and related to the skills. (I-1)

> Our focus is still on language but to a certain extent. Let's say 50% is on language and 50% is this time on content. We are focusing on one subject. Let's say our subject is "XXX" and we teach them some of the key terms and some kind of information basically the content. That's the major change. (I-4)

The prevailing feeling of freedom in the opening question was also expressed when instructors were asked to compare the previous curriculum with the newly introduced one; they felt that the main difference between the two curricula was that in the former one instructors were expected to work in a small group to design a skills-based curriculum. However, with the introduction of the new curriculum, the instructors were asked to design content-based courses individually. They expressed feelings of contentment with this autonomy. For example:

> The change is good for me because I'm more independent. It all seems like less work rather than trying to get my head round somebody else's ideas. (I-9)

Similarly, instructors described how their individual responsibility has increased with the introduction of the new curriculum. They felt that designing a course on one's own brings an incredible amount of responsibility which they were not familiar with before. Some instructors were highly positive about this new responsibility:

> Last year we took all the decisions in the small group and one class was like all the classes. And I don't agree with that approach and I don't think it works. It wasn't working well, there was a lot of anger and arguments about what we should do. As things started to change, to design my class all on my own. I got to design my own class and I got to make my own mistakes. For me, having all the rules set up for me, when I made a mistake they weren't my own mistakes. I didn't know how to correct them and I had to come running back to ask, "so how do I correct this?" My students are going "do you know what you're doing?" (I-9)

In spite of giving a positive welcome to this new kind of responsibility, some instructors felt that individual responsibility in course design may be risky. This is because they are on their own when designing the course and if things go wrong, they would be the only one to blame. In other words, they would be held accountable for everything that goes into the courses:

> Yes a radical change is, up to now we were giving the same course, following the same instructions, giving the same exam. Now we're given our independence, finally, we can work individually and design our courses. We can do whatever we want. But that means it's a great responsibility. If you fail, this is only your own fault. So that's a great risk for me. (I-4)

When instructors compared the previous and the new curricula, they had mixed feelings; they saw the positive side of having total control of a course they are going to teach as well as the negative side of being buried under a huge workload. One instructor's words summarize all this:

The major difference is that we are given the chance to prepare our course, the materials on our own. It has its advantages and disadvantages. Its advantages, I can use my creativity, I'm flexible with the material I can see how it works; maybe I can substitute a text. I can do whatever I want. And this is really good. The previous years, it was very prescribed. This makes you a prisoner of your own teaching. That's why this kind of approach is really good. But it also involves some extra load of work. Because now you are on your own. You don't have any help. Even the technical side. So, it's challenging, it's creative I find it very exciting and this was a very big change, big transition. (I-8)

When instructors were asked how they felt about the change, they had both positive and negative things to say. Their responses were coded as "positive" and "negative" feelings. Having had more freedom and responsibility in course design, some instructors felt very positive about the change. They appreciated the autonomy they were given and they explained that they were much more comfortable since they could be creative and experiment with the materials in the way they liked. They felt that preparing courses on their own is also less time consuming:

I'm happy about that, I like it. I'm happy about, pretty about the whole thing. It's exciting; it gives people a chance to work on things they are happier with. And to explore certain things, to experiment and try new things. (I-13)

I'm always in favor of designing my own course. I like collaborative work, that's something different. I can go and ask questions to my colleagues. But, for example, if I go and ask to design a course with a lot of people it seems to be difficult, it is a time consuming thing. I have a heavy workload. So, it requires a lot of meetings. For example, instead of having six meetings I, myself, can have a meeting with myself and can find the answer. More freedom. But, that freedom is a kind of shortcut for me to the target. For example, I can design my own course in five weeks but if we were a group then we would design our course in ten weeks I'm sure. Because it's a problem of finding each other. So we have to be in close contact with each other and we have to share our ideas maybe

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you agree maybe you disagree maybe you don't want to teach my article maybe I want to teach that article, so you see it's a kind of problem. (I-5)

Other positive responses to this question included the perception of the change as being enjoyable, challenging for the professional career, more meaningful and creative. However, there were some negative feelings associated with the attempts at change. The major concern the instructors had was related to the amount of work they were asked to do. They were uncomfortable about the heavily demanding and tiring process they were going through:

> The change is more workload.. . . If I have time like summer break for example it's not a problem. But when you have to teach, tutor, read papers, do your PhD as well. They want me to do research as well. This course design turns out to be a burden (I-6).

> Of course too much work. I mean beyond my energy. Last year's course was prepared collaboratively. This year I had to do it all on my own. I have to consider every detail on my own. Every possible aspect of that topic. Now literally I have no time I'm expected to repeat the same things with a very different topic. Plus I have to grade; I have to give feedback to a couple of drafts. Plus I have an extra course for literature students (I-7).

One other concern instructors had related to heavy workload was that they were asked to work on the design of a completely new course while they were simultaneously teaching another newly designed course for the first time. Instructors were asked to design their first content-based course during the Summer semester of the 1998-1999 Academic year; just before the implementation of the new style of courses. They felt that they had plenty of time during summer to prepare their materials for this course. However,

when they were teaching this newly designed course, they were also asked to design a new course for the Spring semester. Instructors were complaining about the lack of time as well as additional stress created by this scheduling:

> The only thing is that it's a bit quick. There are certain things that haven't worked out in 101 for example the 150 pages reading. There's no time for that to get the feedback from 101 and adjust that for 102. So we're going to go straight into 102 with a limit that we know impossible to do. It just needed to be staggered a little bit more. Or have time or maybe I know that we need to have concrete feedback and feedback from students and feedback from colleagues. (I-13)

> I want to teach the revised version of my course in the second term. I can improve my course. Opportunity for revision. More time to do things. I don't want to feel stuck with time. (I-1)

The instructors' next concern is closely linked to this issue of heavy workload: not having enough time to prepare or change being too fast. Most of the instructors felt that the change process was too fast and they had to change everything so suddenly. They also felt that there were too many things they needed to adjust and adapt to. That is why they voiced the concern that they did not have enough time to prepare and internalize what was going on:

> I only want this department to be stable. That's the only problem really. Everything's changing so fast. There's always turmoil. I don't know when we're settling down. Of course all the changes are for the better but maybe they're too much. How far is this going to get? I really adore my job, I am quite motivated in the classroom but because I live through so many changes I really need to adapt. (I-7)

> I complained because the things were too fast. One week we were supposed to do this, next week we were supposed to do that. . . . . But time was very important for me. So everybody needs time to internalize things. It'll take time. (I-2)

> It's a bit difficult, [a] burden for us in a way. My only concern is this was a very sudden change. Maybe we needed more time to think about this and prepare ourselves for what's coming. They told us we had to choose a subject for the coming year. We were a bit confused. Which subject to choose, how to choose it, how to design the exercises etc. (I-4)

One other negative feeling the instructors had about the change process was that they did not have a clear idea about the whole process due to their lack of experience in course design as well as their confusion about the change process. Some instructors felt the change was difficult for them, because they had not had enough experience in course design beforehand:

> It was difficult for me. I don't know about the experienced teachers but as an inexperienced teacher, it was difficult for me. Even though I had a Literature background. We had to prepare a course from those materials. Syllabus, curriculum. I had no idea about them before. I don't have any methodology background. Activities, assignments, presentations have all changed. (I-1)

Others felt that they were confused about the whole process of course design since there was ambiguity about the expectations; they were not clear about the process:

> There are too many unknowns. Something's said today but denied tomorrow. We're stressed so much. Because of all the things that happened in the past,[1] there's some sort of uncertainty. (I-7)

Finally, other negative feelings about the change process expressed by the instructors included the heavy stress, pressure and feelings of frustration. However, when the instructors compared the current change with

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[1] Here, the instructor is referring to the previous attempts at change in FYEP. .

previous curricular changes, they felt that this change was definitely much better than those, because it seemed clearer, more explained and more structured.

> One thing I like about the present change: at least we knew long in advance about this. The people and the provost came and talked to us. We had some time. . . . we knew it was coming. Psychologically we prepared ourselves. It was told six months before. Before it was just let's do it. No preparation. Or anything. Before we had 1 or 2 weeks to prepare a course. . . . We had some time to talk to each other. We had real access to each other. This is much better. Before, the change was not really explained and described. The people introducing the changes didn't really know what they were doing. They were experimenting. . . . This year there are some shortcomings but at least people know what they want. I'm not sure if they know how to achieve that but they know what they want (I-8).

> This change is more — and less structured. Designing the course is more structured but implementing it is less structured (I-11).

To sum up, in their responses to the second question in the interview, the instructors described the change in terms of the increase in their autonomy and responsibility in course design and CBI. They had mixed feelings about the process: on the one hand, they were highly positive about the change, because it brought more freedom and a higher level of teacher autonomy which led them to be more involved and interested in their job. The instructors who were teaching in FYEP during previous changes also felt positive about the current change because it seemed more structured and more explained. On the other hand, overall, instructors were concerned about the heavy workload, sudden and fast changes and ambiguity in the process. Table 4.3 below presents a summary of instructors' perceptions of change and the frequency values. The first column lists the five aspects of

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change and the second column specifies the details of the summarized data

in terms of these aspects.

**Table 4.3: Summarized data: Instructor interviews question 2:
Instructors' perceptions of the change (n=15)**

ASPECT RELATED TO CHANGE	SPECIFICATION (f)
Definitions of change	• Individual course design, designing own courses (6) • More independence, more autonomy, freedom (4) • Content-based courses, CBI approach (4) • More workload (2)
Comparison with the previous program	**Previous program:** • Courses were prepared by the group (9) • Courses were prescribed; we were told what to teach (4) • Skills-based courses (2) • Theme-based courses • Not so serious texts, short texts • Faculty specific • Mass exams • Too broad objectives **New Program:** • Prepare courses individually (7) • More freedom (4) • More responsibility (4) • Content-based courses (3) • Global, more substantial texts (2) • No mass exams • Clear objectives
Positive feelings about the change	• Happy, positive (9) • More freedom, authority, flexibility (9) • Involved, participating, individual choices, ownership (5) • More comfortable because of individual preparation (4) • Less time consuming because of individual preparation (2) • More responsibility (2) • Receiving more respect from students (2) • More enjoyable (2) • more meaningful • challenging • learning a lot • creative

[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

Table 4.3 cont.

Negative feelings about the change	• too demanding, too much work, too much preparation, tiring, teaching and designing a new course at the same time (8) • too fast, too sudden, not enough time to prepare and to internalize (7) • not having enough experience in course design and/or CBI; a bit confused about the whole process (6) • stress, frustration, pressure (3)
Comparison with the previous changes[1]	**Previous changes:** • a lot of stress and anxiety due to the exam[2] (2) **Current change:** • knowing what's going to happen in advance, more clear, more explained, more structured (3) • more training opportunities • more secure • better

4.2.2 Administrator interviews and comparison of instructors' and administrators' perceptions

The administrators' interview results were coded in the same categories as instructors'. In general, administrators' responses match the instructors' opinions. In the same way as the instructors, the administrators described the change process mainly in terms of designing courses individually as opposed to the collective course design in the former curriculum:

> I would see a greater personal responsibility in course design compared to a more collaborative sort of responsibility for courses there were before. Change of content, the idea that moving from faculty specific to non-faculty specific and content based as opposed to theme based. So, and for a lot of people, I think most people are working independently and so there's more independent work I suppose. (C-6)

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[1] Of the 15 instructors involved in this research study, only seven were teaching in FYEP when the previous curricular change had taken place. Therefore, for this question n=7.
[2] During one of the previous curricular changes, FYEP instructors were asked to sit a language skills and methodology exam to prove their level of proficiency and expertise in English and ELT. Those who were not up to the standard or refused to sit the exam were dismissed from their job.

> I think the biggest change is having more individual responsibility for course design. Previously they were working in groups and there's so much varying experience among teachers they used to get support from each other within the group. But now there's so much they have to do on their own. (C-2)

> The main change is the degree of autonomy and responsibility that they've got. I mean these two are strongly connected to one another. They were told to go and find a topic that turns them on and fits with the goals and objectives of the program. That means that if that doesn't work or if that doesn't come up to the standards you're the one held responsible for that. That they can't blame someone else. And I believe this is really very positive. It helps to create a better environment. If something doesn't work in these circumstances it's less easy to put the blame on someone else. (C-8(1))

Similar to the instructors' perceptions, the administrators expressed both positive and negative views about the instructors' having greater responsibility in course design. They understood the enthusiasm and excitement the instructors felt due to the autonomy introduced with the new curriculum, as well as the instructors' feelings about their lack of experience.

> Because you're on your own and the deadlines would depend only on yourself. Because you're responsible for all the negotiations and mediations that need to be done during the process. You've got so many decisions to make. In this unit, people are meeting weekly to share ideas and things but still there are so many individual decisions to make and that creates a certain amount of stress. Part of it is because some instructors don't have enough experience in course design. I think people appreciate the freedom to design courses. And yet they are still a bit overwhelmed. (C-5(1))

Administrators also share the instructors' views when they were asked to compare the new curriculum with the previous one. Like the instructors,

they felt that changing the course design procedure and having a more content-based focus were the main differences.

What is different from the instructors' perceptions in this set of responses is that administrators saw the individual way of working mainly as bringing more responsibility. The instructors themselves also perceived this greater responsibility, but they felt that it was this new freedom they had which brought it about. It was interesting to observe that none of the administrators mentioned this feeling of freedom, which many of the instructors talked so positively about.

As far as the administrators' perceptions of the instructors' positive feelings about the change are concerned both parties had highly similar opinions. In the same way as the instructors, administrators felt that instructors were happy and positive about the change process, because it brought individuality and authority.

> From the group that I'm teaching in I know that they're very positive about this change. That they have control over their own courses. They are excited about their materials. (C-8)

> [The] majority of XXX [a faculty group] instructors think that it is much better to design your own course than teaching one that was designed by somebody else. They really love it. No matter how difficult the process is, it is really wonderful why? Because it's your baby, it's your design. You say I can design my own course, people trust me. (C-3(1))

In the same way as the instructors, the administrators thought that instructors had some negative feelings in addition to all their positive ones about the change process. They shared instructors' concern about heavy workload and demanding and tiring process.

I think there are two schools [of thought]. There's those [who] welcome the change because they found the material sort of stultifying or boring or whatever, so like the idea of designing their course according to what they think their students need. And then there's the other group who feel quite strongly about this is one more thing being added on to an already big plate (C-6).

So what you need to do is, you need to research to design your course. You need to get an idea first and then you can't sit on your idea because the goals and objectives are quite bulky, idealistic and demanding. In an ideal world sure they look quite striking and fancy and wonderful, fabulous. But in reality it's not easy to deal with all the requirements. Designing process and procedure to me is very time consuming and energy consuming. I remember instructors talking about how depressing it was even just thinking about the content. And components of the content. . . . they also say that it's too much work and especially when they're implementing 101 and they're asked to design 102. The requirements are really high. To meet them you have to work really very hard (C-3(1)).

In addition to the heavy workload, which the new curriculum demanded, some administrators shared instructors' concerns about "time" and "experience" issues; administrators felt that instructors were unhappy because they thought the change was taking place too fast, they did not have enough experience in course design and they lacked clarity about the change process:

Several feelings: confusion, rush. The speed of things changing. . . . . I think they [instructors] feel rushed and confused. (C-1)

Confusion about having to do with communication, what are the changes, what do these really mean? Their [instructors'] understanding of them. I think there's still a lot going on with that. And also another point might be discussion about why we're doing this. That level of changes are still taking place. (C-1)

They're [instructors] not really happy about the change because most of us don't feel confident about designing a CB course on our own. This is kind of background. They find it difficult. We all got frustrated. Working in a team and designing a course together was easy. (C-3(1))

The administrators' perceptions of instructors' feelings during the initial interviews can be observed in Table 4.4 below. The first column lists the five aspects related to change and the second column specifies the details of the summarized data in terms of these aspects.

Table 4.4: Summarized data: Administrators' initial interviews question 2: Administrators' perceptions of instructors' feelings about the change (n=8)

ASPECT RELATED TO CHANGE	SPECIFICATION (f)
Definitions of change	• Individual course design, designing own courses (6) • Content-based courses, CBI approach (4) • More responsibility (3)
Comparison with the previous program	**Previous program:** • Courses were prepared by the group (4) • Theme-based courses • Faculty specific **New Program:** • Prepare courses individually (3) • More responsibility (2) • Content-based courses • Not faculty specific
Positive feelings about the change	• Happy, positive, excited (7) • More freedom, authority, flexibility (4) • Learning a lot • Easier
Negative feelings about the change	• Too much work, too much preparation, tiring, teaching and designing a new course at the same time (9) • Frustrated, stressed (5) • Too fast, too sudden, not enough time to prepare and to internalize (3) • Not having enough experience in course design and/or CBI; a bit confused about the whole process; not clear (2)

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[1] The total of the frequency counts might exceed the number of informants (n=8) due to the multiple responses from informants.

Table 4.4 cont.

Comparison with the previous changes	Previous changes: • No control and involvement • Lots of resentment

The administrators had similar perceptions of the instructors' feelings about the change process during the final interviews as well. They felt that after one year of implementation, instructors were still happy and positive about the change process to a certain extent. What is more, they thought that instructors were more involved in the process because a number of committees had been set up which instructors were members of; namely the curriculum committee, the merit committee, the budget committee and the conference committee:

> I think one thing that led to people having less anxiety is all these committees. More people are involved at more levels of decision making in the department in general. There's a curriculum committee; we met and we revised the goals and we continue to meet. There's a budget committee. Conference committee for awarding grants to people for conferences. It makes people more responsible for what happens. It's in a way; there isn't anybody to blame. Director isn't standing up at the top; when people complain they have to complain about themselves. This way you are responsible for your complaints. (C-4(2))

> I guess it seems like it's mostly positive. I think things are becoming easier, there's a lot less anxiety. Because they've had some experience. People are more interested in their teaching now. That really helps. I think I think some things are becoming clear. (C-4(2))

In addition, to the positive feelings of involvement, administrators also reported that instructors felt much more confident about the course design process, probably due to having more experience in course design and knowing more about the process:

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At the moment, I can say that the instructors feel much more confident about this change. Because when we started the new program none of us really knew what we were talking about, what the expectations were. We had some training but there were so many questions. Although we tried to answer those questions in formal and informal meetings still we were unsure about several things. But at the moment at least we can see the direction we're moving to. (C-7(2))

What I can gather is that teachers have a lot more confidence about doing this [designing a course on their own] themselves now that they've done it. (C-5(1))

However, according to two administrators, although some of the instructors' negative feelings had changed by the end of the first year of implementation of the new curriculum, they still complained about enormous workload, which caused a lot of frustration and stress. According to one coordinator, the main source of this pressure came from the fact that they were asked to design a completely new course while they were teaching another newly designed or revised course for the first time:

I think that they're satisfied with this approach that we're taking but if there was a concern and what people are concerned about, what's stressful is in the Fall: you're teaching a course, either new or being revised for the first time, and you're designing or revising a course for the Spring. In that period in Fall there's often a lot of stress. Like pressure to perform professionally (C-5(2)).

According to another coordinator, the main reason of the frustration was having too much to prepare and not having enough time to spend with family.

I think they're probably feeling positive about it [the change] and more comfortable because they have gone through, they have designed a course several times now. There might be a sense of considering the pros and cons. I think the people like the fact that they can design their own course. But I think for most people it meant a lot more work and now questions especially people who are married with children, how do I juggle all these

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things. How do I design a good course and spend quality time with my family? The feedback we got from people say positive things. (C-8(2))

The administrators' perceptions of instructors' feelings about the change by the end of the first year of implementation can be seen in Table 4.5 below. The first column lists the three aspects related to change and the second column specifies the details of the summarized data in terms of these aspects.

Table 4.5: Summarized data: Administrators' final interviews question 1: Administrators' perceptions of instructors' feelings about the change at the end of its first year of implementation (n=5)

ASPECT RELATED TO CHANGE	SPECIFICATION (*f*)
Positive feelings about the change	• Happy, positive, satisfied (3) • More confident • Less anxiety • Interested in their teaching • Easier • More comfortable
Negative feelings about the change	• More work, too tiring • Frustrated, stressed, especially teaching and designing at the same time • A lot of questions, not clear about things, not enough standardization
Improved aspects	• Course design process clearer for teachers (2) • Teachers are more confident (2) • Research is easier • Teachers more involved – committees • Teachers more responsible • Teachers are more experienced, because they designed two courses.

[1] The total of the frequency counts might exceed the number of informants (n=5) due to the multiple responses from informants.

4.3   Instructors' needs in relation to the change

The third question in the instructor interviews and initial administrator interviews, as well as the second question in the final administrator interviews sought to explore instructors' needs in relation to the curricular change in FYEP. The interviewees were asked to list the skills and strategies they believe instructors should have in order to be able to cope with the demand of the curricular change. The probing questions further explored the difficulties instructors had during the initiation and implementation stages of the change. All three sets of data were coded under four main categories: needs "related to course design", "classroom methodology", "research" and "interpersonal issues."

4.3.1 Instructor interviews

The first category of analysis was aspects related to course design. Most instructors expressed some concern about their performance during the course design process. Instructors' concerns about course design issues were summarized under two main categories: knowledge of course design and support during the process of course design.

Some instructors felt that they had a general difficulty in designing their courses since they had not had any experience with course design until then. Therefore, they expressed strong feelings about the necessity of developmental activities relating to this particular need:

> I need some training in course design as well. Some
> methodology as well. I don't think my teaching is scientific
> enough. It's more like based on intuition. I'm doing it well but
> still I need some support. Activities and tasks for example.
> Some variety. Assessment as well. (I-6)

First of all content, background knowledge about content-based instruction and also knowledge and probably training in designing a course. Also designing teaching material. (I-1)

Other instructors had problems with finding ways to make sense of the course program as a whole; namely, integrating content and language goals. With the introduction of the new curriculum, FYEP instructors were expected to design courses incorporating both content goals and language skills goals (See Appendix 1A and 1B for detailed lists of goals and objectives). This change demanded two main types of integration: First, language skills needed to be synthesized into content area teaching, and second, in order to meet the intellectual, aesthetic and artistic goals, a minimum of three academic disciplines needed to be incorporated into the materials. Informants expressed concern about both elements:

> How to deal with the course program as a whole. How to sequence activities and themes. How to integrate content and language skills. The time given was too short, everything happened so fast. I need time to internalize things. This work is so demanding. (I-2)

> Last year we were using simple materials, not too complex ones. But this year we have to use a substantial material[1] which has intellectual, aesthetic and philosophical qualities. So, we have to be knowledgeable about that area. So there's a great big difference. And I don't know how to handle such philosophical, intellectual issues, how to integrate these different disciplines. (I-14)

For the instructors this problem of integration had another dimension as well: linking or relating materials, activities and assignments throughout the course program. FYEP instructors found it difficult to establish a

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[1] FYEP goals and objectives mandated the use several pieces of reading materials; at least one being a primary text, like a novel or play. The phrase used by the informants, "substantial material," refers to this primary text.

coherent course design with all its materials and activities. They claimed that having longer and more complex reading materials was a factor for this difficulty:

> We found lots of texts and we include all of them in our booklets but finding and establishing the links. Of course, we knew them. But designing activities to get the students realize those links are difficult. Writing skillfully designed activities and establishing the links. (I-4)

> Finding materials, having time to read them knowing when to stop reading, this is one of the biggest ones [difficulties]. And then I don't know how my course fell into place. I liked the texts and somehow they fell into place. But knowing how to get a point out of the texts, how to link them. (I-13)

The final area instructors had difficulty with was that of assessment; especially the ambiguity in the assessment of content. Because instructors were expected to teach content along with language skills, they were expected to assess it as well. They found this quite daunting:

> How to adapt content material to each class hour? and assessment. How to assess content? (I-1)

> For specifically for the new program: assessment, how am I going to assess content and how am I going to balance language and content. These are things I still think about. (I-15)

Dealing with the knowledge base of course design was one thing. However, the process the instructors went through was also another issue. Some informants were concerned about the way of introducing the new curriculum. They felt that they were not provided with clear guidelines as to what to do and how to approach the course design process. Therefore, they were confused. The first instructor below was talking about how she felt

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during a feedback meeting with her unit coordinator and professional

development coordinator:

> They [coordinators] had maybe some different idea. And I had my own. I thought that was interference [with] my freedom. But of course they were trying to help me. After they interfered with my course, I got more demotivated about it. In the beginning, they didn't give me clear guidelines. They themselves weren't very clear about it as well. (I-7)

> I wanted basically some understanding of how people were planning to go through it. I wanted someone at the very beginning to let us know. Tell me what he expects me to do. When those things were clear they helped a lot. (I-10)

Other instructors talked about ways this ambiguity could have been

avoided. For them, having a sample applicable to the FYEP context would

have been very useful. They stressed the importance of having a clear idea

about the course design process by analyzing this sample course:

> I want a single thing. I want a model [a sample course]. I want a perfect model from a perfect person. I don't think any of the courses designed here are perfect. I don't think so. [I need a perfect model, because] if there's a perfect model, it'll give me some guidance. For example, if I say that A is a very bad boy, will you believe this? No. When you see A and he's a bad boy, you'll say "yes you're right." . . . . So, you have to see it first of all. We need a model to reach that target and that model [will] provide answers to many questions [about] design and everything. How [is his] content design? How [did] he start to present his topic and how did he end? If I see that model, I'll feel more comfortable, because when I see that model, I can evaluate my course myself before students evaluate my course. (I-5)

> In the preparation stage one of the things I needed I think was I wanted as many examples as I can get. How it was going to work here. My background was all in American system, a mixture of L1 and L2 really. I wanted examples, that's why. (I-10)

Another concern instructors had about the process of change was related to one of their negative feelings (as expressed in responses to the previous question): "lack of time" and "time management problems." It can be concluded that this issue was a major concern for instructors since it was mentioned in questions 2, 3 and 4. (The issue of time is discussed in more detail in section 4.4.1 below.) In terms of the course design process instructors felt that they were hampered by time constraints. As one instructor stated:

> Time limitation is my greatest problem. I wish we had more time to prepare our courses. But I don't know how we can solve this problem. (I-4)

The final problem FYEP instructors had was lack of sufficient resources. Instructors stated that they were not able to find enough books, video materials and other such resources when they were designing their courses. One instructor was very unhappy about the situation and he said:

> For example, photocopying things for students. We're expected to do high quality things for our students, but there are so few and limited resources. . . . If this book [substantial material for the course] is in the library, you're lucky you can use it. OK, the library brings books for you but last year I ordered one and it took about four months. If I were using it in my course, it was going to be impossible. The university doesn't want to pay for the books that you order through other means, for example, the Internet. The university demands are for the ideal but they don't provide the necessary resources. (I-6)

The second category of instructors' perceptions of their needs was aspects "related to classroom methodology." Informants' responses in this category were coded into two main general categories: "lesson planning and preparation" and "lesson management and execution." In terms of lesson

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preparation, the most common problem instructors had was related to
designing classroom activities. Many of them stated that although they were
comfortable with the texts and other input materials, they found it difficult to
design activities or tasks to teach those materials to their students.

> I think I need support in designing activities and most of the
> time I present it here like products but I need classroom
> activities (I-2)

> Because the class has to be run a lot differently I mean we
> have to, we need to figure out strategies of not to test reading
> but teach reading. What innovative ways to use a text. How
> can we direct the class and create a class environment that
> allows us to get at these texts and think critically and work with
> skills. For me [what] I think I'm going to want is different
> models of classroom interaction, ways of using texts in class.
> (I-10)

When instructors voiced their concerns about activity design, one of
the most common aspects was dealing with long reading texts in the
classroom. With the introduction of the new curriculum, instructors were
expected to incorporate long, substantial reading material into their courses.
They felt comfortable with the materials on the comprehension level.
However, they did not feel competent in designing instructional materials to
accompany these complex reading materials:

> How to get activities from them [long reading texts]? Instead of
> just reading them, because I enjoyed them what are the
> students going to get at with it? Finding a way for them to get
> into a difficult text? Getting them to read the material? They
> need to read a lot because it's new content. They can't have a
> discussion without knowing about the content. With the shorter
> texts last year it was easy to do that, but this year, I'd like to find
> ways of dealing with long texts. (I-13)

> Dealing with the novel for example. We don't know how to deal
> with these long texts in class. We don't have a clear idea about
> all these. It's a process which is not yet completed. I have to

go home every night and read and think about classroom activities. (I-4)

Dealing with long texts how to encourage and motivate them. How to engage them?. . . . For example, how to prepare critical questions? I know a lot of theory about critical thinking for example. But what I need is practical guidance on how to do that in the classroom. (I-2)

The other main aspect of instructors' responses related to classroom methodology was the concern for student motivation. Some instructors were worried that the demanding materials in the new courses might demotivate students. Therefore, they would have to develop strategies to engage students and motivate them in the classroom.

How to deal with their [students'] motivation? Their motivation will be horrible when they compare the classes to the previous years' classes. I think the expectation of their reading level is going to be much higher. It's going to be like an academic class. It's going to be less like an English class and a lot like a university course. They're going to react. Their motivational level with their first year English classes is already bad. I think I need strategies in how to create that classroom environment so that it doesn't become read, discuss – read, discuss --- and read, discuss. (I-10)

How can I motivate my students? The challenge of creating an active dynamic class. And the activities. You don't have one-page, two-page articles anymore; you have 40 pages of a novel. How to adapt content material to each class hour? (I-1)

Issues related to "doing research" and "finding materials" was the third category in instructors' perceptions of their needs. Informants' responses in this category were coded into three general categories: "finding sources", "having knowledge in a content area" and "evaluating sources."

Instructor informants stated that they had great difficulties in finding and choosing sources when designing their courses. Some instructors claimed that their difficulties were caused by not having enough knowledge about a content area. They thought if they had had a comprehensive knowledge on a certain content area, it would have been easier for them to do research, find and choose sources for teaching materials.

> You should know a subject well enough to prepare a course on it; that is, worth studying but that's not possible for everyone. Someone just doesn't need to have special interests. For the second course I was really stuck. I frankly believe that this is impossible for some people. Not everybody can do it. I was lucky once. To have the expertise in a content area. (I-6)

> One of the most useful skills is being familiar, knowing a content area. Just being familiar with how a content area works and going to the library and finding books and working with large question... organizing question. (I-9)

Other instructors felt that finding materials, especially the substantial reading material, was the biggest of their problems during the preparation period. They stated that they did not know where to start their research and when to stop and design the course with the materials they already had at hand.

> Knowing how to do research as well. Knowing how much research to do. When to stop reading and start to plan. (I-9)

> Trying to choose the right substantial material was a concern. It's a problem to decide whether that book is the most relevant book, whether you can fit it in your course. Also incorporating the academic skills materials into our course. We have the goals and as a unit we decide that we have to include certain things in the course. But sometimes it's difficult to find the suitable topics to include these. (I-3)

Another related concern instructors had was that they did not feel competent enough to be able to evaluate the materials they had found.

> OK the topic was clear and you can search about it anywhere. You can search in the Internet. There are many books in the library. But which books to take? How to link them? How to adapt them to teaching? My main difficulty in the preparation period was about materials. Which material to take? Am I taking the right material? That is material selection and evaluation as I didn't have enough background about the topic myself. It was just my interest area. (I-1)

> It seems that I still have questions in mind. Can I find a better article for Chapter 6, for example? I'm not sure if I have found the best and the most appropriate article for my book. According to the midyear evaluation all the students are happy. But am I? No. I still have questions in mind. Can I do better? How? How can I find the most appropriate source? We have page limitations. Sometimes I feel I'm locked in a birdcage (I-5)

A final difficulty instructors had was the limitation mandated on material selection. According to the course requirements, students should not be studying texts of their own departments in their first-year English courses. For example, instructors designing courses for Engineering students are not allowed to choose texts from Engineering or Science related sources. This concern was especially voiced by instructors from the Literature group since they were not allowed to use any texts from English or American literature, which seemed unfair to them. One of them said:

> Another difficulty peculiar to our group: we can't use texts from English or American literature. This forces us a bit. For example, I chose a novel from Jamaican literature but I don't know about this literature. Why not study British culture and literature. I know them very well. I came to this group because I'm interested in English and American literature. (I-4)

The last aspect related to the change was "interpersonal issues." The instructors' responses in this category centered mainly on the issue of "feedback." Instructors would like to have feedback on their courses on time and they would like to have more encouragement from the administrators.

> Actually I can say that everybody was innocent, it was a new thing; we had a lot of workshops and we tried to understand what it is. And we went through a process and throughout that process some of the steps were not useful for me. For example, I was supposed to finish the course design within 8 weeks and most of us received the approval [from the unit coordinator and head of FYEP] in the fifth week. And we had to revise the course, find sources and re-design it in a week. It was not very useful. [Researcher's probing question: *So you mean the feedback was a little late.*] Yes, it was quite late. (I-5)

Table 4.6 below summarizes instructors' perceptions of their needs in relation to the change and their frequency values. The first column lists the four aspects of instructors' needs and the second column specifies the details of the summarized data in terms of these aspects.

Table 4.6: Summarized data: Instructors' interviews question 3: Instructors' perceptions of their needs in relation to the change (n=15)

ASPECT OF INSTRUCTORS' NEEDS	GENERAL CATEGORY	SPECIFICATION	f
Related to course design	Knowledge related to course design	Course design in general – how to design a course	6
		Integrating language and content and various disciplines in the courses	5
		Linking materials, texts – establishing threads	5
		Assessment, especially how to assess content	4
		Background about CBI	2
	Support during the process	Clear guidelines, knowing what to do	4
		Time, not having enough time, time management problems	4
		Limited resources, in terms of books, video materials etc.	4
		Having a model, a real example to see	2
		More feedback on the process	1
Related to classroom methodology	Lesson planning and preparation	Designing classroom activities	7
		Dealing with long texts	6
		Teaching not testing	2
		Timing and pacing	1
		Lesson planning	1
	Lesson management and execution	Motivating and engaging students	5
		Adding variety to the lessons	2
		Analyzing students' needs	1
		Different models of interaction in the lesson	1
Related to research	Finding sources	Finding and choosing sources – especially the substantial material, limitation on course content (not being able to use the source chosen)	9
	Knowledge of a content area	Not having enough expertise in the content area	5
	Evaluating sources	Evaluating sources	2
Interpersonal issues	With peers/colleagues	Getting feedback from colleagues	1
	With administrators	Getting feedback on time	1
		Getting feedback and encouragement from administrators	1

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

4.3.2 Administrator interviews and comparison of instructors' and administrators' perceptions

Administrators' responses to the third question in their initial interviews and to the second question in their final interviews were coded according to the same categories as instructors' responses: "related to course design", "related to classroom methodology", "related to research" and "interpersonal issues."

Administrators' perceptions of instructors' needs related to course design largely match with the instructors' perceptions. Administrators also felt that knowledge related to course design, with all course design considerations, the integration of language and content, as well as assessment are crucial areas for instructors to develop.

> Another thing is that you have an interesting idea but the next step is the design issues. How do you design the course so that your students see how fascinating this subject is (C-8(1)).

> And what do they understand and how much do they know about the theoretical information? Like we referred to some of the curriculum design stages a week ago. Were they sufficient? They need to have some kind of basic information about course design. For them to understand the change and the approach we're taking. What does CBI mean? (C-7(1))

Administrators mentioned the same feeling of instructors' not having enough experience as one of the major concerns instructors had during the course design process. They empathized with instructors' difficulties:

> I think maybe individually the biggest was how to develop a course that you haven't done before. And a lot of the ways we showed to people. It's very difficult (C-2).

> . . . if you're not used to it, if you're not experienced in designing your own course, you need some kind of support like INSET [in-

service training] type of support. But it was just one workshop that we were given and later on we had informal brown bag series discussions. We discussed and shared exchanged ideas our frustrations we had gone through. (C-3(1))

Administrators perceived dealing with assessment issues as an important aspect of instructors' needs during both the initial and final interviews. In the same way as instructors, the administrators, during their initial interviews, administrators felt that achieving standardization and assessing content were major issues instructors needed to cope with.

> Assessment is going to be a biggy. Because it hasn't been agreed that people are assessing content. How much will our assessment be focusing on content? And should it be focusing on content? This should be a unit wide thing. Most of us have language assessment things but what about content? There's still talk about standardization. I don't know whether that's possible or at all desirable. When all of us are teaching different courses. Different things. So we're all measuring probably different things (C-6).

> Defining the assignments and assessing the content. Coming up with relevant assignments to the content is the most difficult bit (C-3(1)).

> Also they need support in preparing exams and tests and assignments. How much language, how much content? What's the balance? Should there be a balance? If yes, how and what? (C-7(1))

When the administrators were interviewed again, after the first year of implementation, they still had the same feelings about the issue of assessment. They explained how they tried to find solutions to the problem of standardization. Since everybody was concerned about this issue of not having standardized assessment, each faculty group was asked to produce a set of generic criteria, which would be used by all the instructors teaching in the same group.

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And then looking at assessment things. What are they assessing the students on? That's necessary. This time we included a lot of work to be done at unit level to come to standardized assessment scales. In terms of percentages, in terms of what types of things are being tested. Let's say 50% is going to writing but then looking and saying that for 101 we'd like all our students to know something about compare contrast essay. So everyone needs to do a compare contrast essay. How it connects to your topic whatever that's up to you. But then coming up with a generic criteria sheet is also essential. So that people are giving students similar skills even though the content is different. (C-8(2))

Assessment has always been an issue. Most of our work this summer as a group was in developing standardized criteria for the assignments. We had meetings together in pairs which we then share the results in the group. (C-5 (2))

How much should we ask from the content? Since we're not the content instructors are we going to be too demanding or challenging if we ask questions regarding the content or what is the biggest area we still need to work on? (C-7(2))

Like the instructors, the administrators perceived the problem of language-content integration as a major issue. In the same way as the instructors did, they thought instructors were having problems of integration on three levels: integrating language and content goals on the course program (the balance between the two), integrating multiple disciplines and integrating input texts into a coherent whole:

People were trying to find threads and themes trying to incorporate all those more airy fairy sort of things like broadening perspectives, the multi disciplinary approach, all those critical thinking sort of things, how to incorporate all those. They found these difficult. How does all this hang together? It was all too much work for people. (C-6)

Another issue is getting so much into the content that you forget about the skills. Or, vice versa. (C-8(1))

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The same concerns were reported in the final interviews as well. The administrators felt that "integrating language and content" was still a major issue by the end of the first year:

> Another issue is the question of integration. A lot of people saw these goals and imagine a list of goals and [they were] overwhelmed. They're [the goals] overwhelming if you look at them as discrete skills. So, you go to a classroom [for the purposes of observing] someone would have, let's say some sort of writing skill. For example, summary. So, they would bring in a text for that day, and they design an activity and they want the students to read that text and want them to do some sort of a summary. But, when you look at it, [you say] "Wait that text isn't connected to your topic!" . . . . They're [students] going to read this text for content but when they come into a language goal or a skills goal then they said "let me pick something else for that." How can you integrate them? You have two goals there, but can you make them work together so that you can kill two birds with one stone? They should go hand in hand. (C-8(2))

> We had a workshop on the whole blending of language and content. It was kind of useful. It was a swap shop thing. . . . A lot of useful things came out of that. Also it came out that there's still a lot of confusion and a lot of uncertainty about what it means teaching language and content and how integrated they are, how explicit you are about your language goals (C-4 (2))

> The balance between content and language. We're trying to implement content-based courses inserting all basic language skills but when it comes to assessment especially how to balance the content with the skills is always a question mark. (C-7(2))

> Balancing the disciplines we need to combine is another issue. In the goals and objectives it has been mentioned that we have to use at least three different disciplines. So, I mean how to balance those disciplines so that we don't deal with content as it is. (C-7(2))

In terms of the other aspects in the "course design" category, the administrators had similar opinions to the instructors' as well. In particular, they understood "time" was an important issue for the instructors:

> Although this change was announced to be a 5-year [thing], everything was imposed on us within a very short period of time. That time constraint was a big big issue. And some of us even couldn't figure out what to do [with] some aspects of the course. (C-3(1))

> This isn't a skill. But I think it's something that teachers need. Time. Time. It has to slow down because during this process we have to get a clearer understanding of people's backgrounds and then think about ways to develop them in the relevant bits. But there's so much going on at the same time. If we plan some developmental things for teachers, there are so many other deadlines for them to meet. I don't think people have the time and the energy to take part in increasing their skills and knowledge base. That's why for me the most important thing is this slowing down a bit. Otherwise, I could try and coordinate a dozen sessions this semester but if people are overwhelmed with so many other things, they're not going to take it up. And actually they can't. It's unrealistic. For this reason, I think time is what they need. (C-1)

Although administrators agreed with the instructors largely in terms of instructors' needs related to course design, they still had some different perceptions. The lack of necessary background in CBI was raised as a major concern by some administrators whereas instructors did not mention this aspect as having priority. In the words of a coordinator:

> The teachers didn't have the necessary background information regarding course design and CBI. This change requires that we design a CBI course. It is a new concept for all of us. The teachers have to fulfill all the demanding goals and objectives. This is very difficult task. We felt kind of confused and exhausted. We had two things to cope with CBI and the goals and objectives. Everyone should fulfill all the goals and objectives, no exceptions. (C-3(1))

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Another difference between the two parties' responses was about the support during the process of change. Instructors felt that having clear guidelines about the course design process, preferably in the form of a sample or model, was essential for them to be able to understand the change process. However, this issue was not raised as a major issue by the administrators during their initial interviews.

Nevertheless, when administrators were interviewed again after the first year of implementation, they commented that having a clear understanding of the change process and expectations was a crucial aspect of instructors' needs. It was obvious from their comments that a number of problems had arisen due to this lack of common understanding and standardization:

> First of all the instructors are to be aware of this change. Awareness level is really important. I might sound a bit stupid at this stage but not every instructor is at the same level of awareness. They know the change. Every instructor knows that there's a change but understanding the change is a different issue. They know the direction but do they really understand the reason behind this change? Do they know where this change will end? How? I mean that's really important. I still question these in my mind. Are these things really clear in everybody's mind? . . . . A common understanding is another concern of mine. So each instructor needs to make sure that they have this common understanding. (C-7(2))

> Page limits for writing skills is a problem as well. When we take a look at the implementation of this goal, we see [a] big discrepancy. Some units interpreted this component in a very bizarre way. They assigned this page limit to groups of students, so [there is] this kind of dilemma among units. We need a better understanding of the goals and objectives. The reading of the goals and objectives varied between units and it posed a big problem. I mean if I expect XXX [a faculty group] students to turn in an 8-page research paper whereas some

YYY [another faculty group] students were asked to turn in an
8-page group research project paper. This is not fair. (C-3(2))

A coordinator had the same suggestion that instructors had for a

solution to this problem of clarity: acquiring a model course from somewhere

so that the instructors could analyze it and understand the expectations

better:

> I'd like to see, for example, some other curricula or programs
> designed in an ESL situation using a CBI model. Some
> samples. Because if you're experimenting [with] something
> new and if you have a similar situation it provides good
> background information. What do the others do? At least we'd
> feel empathy. That'd be really useful for the teachers. (C-7(2))

As far as instructors' needs related the classroom methodology are

concerned, the most frequently mentioned issue by the administrators were

"designing classroom activities." They perceived this aspect of lesson

planning and preparation to be a major problem, both during the initial and

final interviews, since they felt that the length and complexity of the reading

materials would inhibit the students, and instructors might have difficulty with

"teaching" the text:

> I think people are going to face a number of issues while they're
> implementing the courses: inability of students to cope with the
> reading material. It's longer; it's heavy, dense vocabulary, no
> mediation at all. People haven't had time to develop strategies
> and ways to tackle the readings. It maybe very stultifying read,
> discuss -- read, discuss -- read, discuss --. Which could be
> stultifying no matter how interesting the material is, because
> there's not enough approaches there. There's not enough time
> to create these different approaches. I think students could
> totally burn out reading this long stuff unless we find ways to
> deal with all of these problems. (C-6)

> The one that is kind of carved in our minds is these high-order
> thinking skills, critical thinking and that goal of aesthetic and
> intellectual thinking. How to achieve these? That part still

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needs some further attention. Teachers find it difficult to realize these objectives. Especially designing materials and activities to meet these goals. They know what it is but the establishment in practice is very complicated and challenging. (C-3 (2))

Another issue related with classroom methodology, which was raised by the administrators, and shared by the instructors as well, was the concern about student motivation. Administrators seemed to relate student motivation to activity design. For them the most important aspect of student motivation is engaging students during class time by setting up meaningful and challenging tasks:

> I guess, I think what people need [to] know: how do you teach longer texts; so support with getting through 200 pages [of] something in a matter of a couple of weeks. How do you motivate your students and how do you find ways to integrate this into your course. (C-5 (2))

> Using long texts is an issue. To handle the texts in an exciting manner in the classroom for the students and the teachers. For example, at the end of the semester one instructor tried to go back to the beginning of the novel and tried to make the students analyze all the chapters in the final session. That seemed quite difficult though. Some of the students got lost but again it's difficult to generalize. Again, in terms of implementation keeping 15 students' attention at the peak level regarding that primary text seems to be bringing some difficulty for the instructor. (C-7(2))

> There area lot of classroom management issues. A lot of wasted time. People still are not quite sure who they are in the classroom and how they can manage activities. How to deal with long texts in the classroom is a big issue as well. (C-8(2))

In terms of the third aspect related to instructors' needs, "research", administrators, once more agreed with instructors, in that they thought finding and evaluating sources for teaching materials was the most important issue

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in this category. Both in their initial and final interviews, they felt that the challenge of choosing texts from three different disciplines as well as choosing the substantial material were difficult for the instructors:

> Communication of the vision of what we think education is all about here has been difficult... For example, we told people to choose texts from three different disciplines. They go ahead and choose texts from 101 Psychology textbooks, for example. These texts aren't really the ones that would turn students on and they aren't really from respectable writers. So, how to find such texts from different disciplines has been a real issue. (C-8(1))

> Two of my teachers found it very difficult to find a substantial text. That substantial text has to be serious, not too philosophical but it should not be an easy text. (C-3(1))

> Some of us are still having difficulty in finding the substantial text that covers all of the theme components that is going to be molded in one semester. (C-3 (2))

The issue of "restricted content," which was raised by the instructors was also a concern for the administrators. They felt that this restriction of text selection made life even more difficult for instructors. One coordinator explains why instructors felt frustrated by this:

> The design of the program before was like this. If you had an interest in literature for example you were put in that group and now with the new program one of the goals is broadening students' perspectives and you're not supposed to teach literature students literary texts. For some people this is extremely difficult. (C-8(1))

Another coordinator considers the issue of using translations from other literature, but feel that it would not be as challenging:

> Choosing the substantial text as always. Especially regarding my group, we can't use English or American literature based texts. We have to use translations. Or any other literature other than these two. That means we have to use translations. Those texts may not be as interesting as the literary ones.

They might be more sophisticated but they may not be as challenging as the literary texts. (C-7(2))

The final issue in this category was the instructors' concern of lacking expert knowledge in a content area. As with the instructors, some administrators felt that this was an important issue and knowing how to do research on the Internet might help them to fill this gap:

> There was a fair amount of difference between individual instructors regarding their mastery of content. So to what degree do you need to know the content that you're teaching. I think that there's a room to talk about that. (C-8(2))

> They need to know how to use the Internet well, evaluate sources quickly, read through a lot of sources quickly and make decisions. And then sequence things in an intelligent way (C-5 (2))

Table 4.7 and Table 4.8 below summarize administrators' perceptions of instructors' needs in relation to the change and their frequency values. In each table, the first column lists the aspects of instructors' needs and the second column specifies the details of the summarized data in terms of these aspects.

Table 4.7: Summarized data: Administrators' initial interviews question 3: Question 3: Administrators' perceptions of instructors' needs in relation to the change (n=8)

ASPECT OF INSTRUCTORS' NEEDS	GENERAL CATEGORY	SPECIFICATION	f[1]
Related to course design	Knowledge related to course design	Assessment, especially how to assess content	6
		Course design in general – how to design a course	4
		Integrating language and content and various disciplines in the courses	3
		Background about CBI	3
		Linking materials, texts – establishing threads	2
		Meeting aesthetic and intellectual goals	2
	Support during the process	Clear understanding of the change process and expectations	2
		Time, not having enough time, time management problems	2
		Limited resources	2
		Multitasking	1
		Having a model or an example to see	1
		Being flexible	
		Being patient	1
Related to classroom methodology	Lesson planning and preparation	Designing classroom activities	5
		Dealing with long texts	5
		Motivating and engaging students	2
	Lesson management and execution	Classroom management	1

[1] The total of the frequency counts might exceed the number of informants (n=8) due to the multiple responses from informants.

Table 4.7 cont.

Related to research	Finding sources	Finding and choosing sources – especially the substantial material, limitation on course content (not being able to use the source chosen)	5
	Knowledge of a content area	Not having enough expertise in the content area	2
Interpersonal issues	With peers/colleagues	Working in a group	1
	With admin	Open to feedback	1

Table 4.8: Summarized data: Administrators' final interviews question 2: Administrators' perceptions of instructors' needs in relation to the change taking place (n=5)

ASPECT OF INSTRUCTORS' NEEDS	GENERAL CATEGORY	SPECIFICATION	*f*
Related to course design	Knowledge related to course design	Integrating language and content and various disciplines in the courses	5
		Assessment, especially how to assess content	4
		Background about CBI	1
		Meeting aesthetic and intellectual goals	1
		Critical thinking skills	1
		Dealing with vocabulary	1
		Teaching speaking	1
		Teaching writing	1
		Linking materials, texts – establishing threads	1
	Support during the process	Clear understanding of the change process and expectations	3
		Better understanding of goals, standardization, common understanding about the expectations	2
		Time, not having enough time, time management problems	1
		Heavy workload	1

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[1] The total of the frequency counts might exceed the number of informants (n=5) due to the multiple responses from informants.

Table 4.8 cont.

Related to classroom methodology	Lesson planning and preparation	Dealing with long texts	5
		Adding variety	1
		Reading strategies	1
	Lesson management and execution	Motivating and engaging students	3
		Classroom management	2
		Timing and pace – efficiency	1
Related to research	Finding sources	Finding and choosing sources – especially the substantial material, limitation on course content (not being able to use the source chosen)	3
		Using the Internet efficiently	1
	Evaluating sources	Evaluating sources	2
	Knowledge of a content area	Not having mastery of a content area	2
Interpersonal issues	With peers/colleagues	Working in groups	1

4.4 Instructors' perceptions of professional development and their preferred activities

The last question in the instructor interviews and initial administrator interviews, as well as the third question in the final administrator interviews sought to explore informants' perceptions of professional development in relation to the curricular change in FYEP. The interviewees were first asked to describe what they believe professional development is. Then, they were asked to talk about specific professional development activities, which they prefer and they think would benefit FYEP. The probing questions further explored in informants' reasons. All three sets of data were first coded under three main categories: "definitions of professional development ", "professional development activities " (useful and not so useful), and "other kinds of support".

4.4.1 Definitions of professional development

Informants' responses for this aspect were categorized into three: "meaning", "nature or quality" and "activity mode."

Instructor interviews

Instructors' definitions of professional development were quite similar; most instructors mentioned some sort of "advancement" or "furthering" in their definitions. In short, whatever aspect of development they were talking about – learning new skills, developing personally, learning new ideas –– they mostly perceived professional development as being "ongoing improvement."

> Having people in a working environment share their ideas and give people an opportunity to learn new things. So that they never stay the same. They don't settle in their position. (I-13)

> Professional development is developing my skills about teaching, about preparing lesson plans, about preparing in-class activities, improving my methodology about teaching, improving my present information about teaching. (I-14)

> Doing things that basically further your career. (I-9)

> When a teacher doesn't stay the same and moves forward (I-8).

> It is actually can be anything that would make me a better teacher and a better person too. Any knowledge, any books, any sources, any experience. (I-15)

Yet, for some other instructors professional development work meant working on degree studies like a PhD. In the words of one instructor:

> First of all the person should develop himself in MA in PhD so that that person can feel more qualified and this gives the teacher a reason to conduct research, to do scientific things within an academic environment. (I-5)

When instructors were asked to list the types of activities they consider as professional development activities, they mentioned a variety of

activities. These were categorized into four types: one-off activities, solitary activities, collaborative activities and structured activities.

Among all the activities, the most frequently mentioned type of activity was attending conferences and seminars. However, instructors also thought that collaborative activities, workshops, reading, and research could also be used for professional development.

Table 4.9 below summarizes instructors' perceptions of professional development and the frequency values. The first column lists the two aspects related to professional development, the second column presents the general categories and the last two columns summarize the details along with the frequency indications.
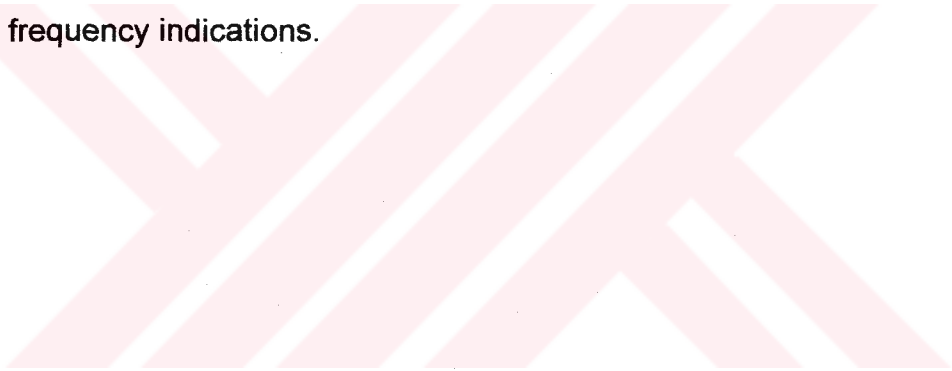
Table 4.9: Summarized data: Instructors' interviews question 4: Instructors' perceptions of professional development (PD) (n=15)

ASPECT RELATED TO PD	GENERAL CATEGORY	SPECIFICATIONS	f[1]
Definitions of professional development	Meaning	improvement, furthering your career, moving forward, never staying the same	8
	Nature or quality	ongoing	2
		having certain skills to cope with problems as they arise	1
	Activity mode	reading, research	3
		degree work like PhD studies	2
Professional development activities	One-off activities	Seminars, conferences, lectures	9
		workshops	8
		observations	6
	Solitary activities	Reading, research	8
		presenting at conferences and getting published	5
		Degree work like PhD studies	2
	Collaborative activities	Working within a group, discussion groups, informal sharing groups, team teaching	8
	Structured activities	Staged course design process	2
		Formal courses	1

Administrators' interviews

As with the instructors, administrators also defined professional development as an ongoing process of improvement.

> My view of professional development is what you do to develop yourself within your career. Learning in whatever form it takes. We're constantly learning, hopefully. (C-2)

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

Whenever I hear that word, I think of a process not a product, because it has a continuity issue in itself that's my understanding. So, professional development provides a setting where people who are involved in this process will be able to improve themselves, broaden their perspectives regarding different situations, different people, different administrators, and different students (C-7(1))

To me it is how do you get people from here to there so that they're coming with the program. How do you help them keep up with the changes? (C-8(1))

Any kind of opportunities that I have that helps me do my job better. In any aspect of my job. Unit wide or individual opportunities for teachers looking back and reflecting on classroom (C-5(1))

However, administrators did not define professional development in terms of activities. For example, some instructors thought that pursuing graduate degrees, like a PhD, was professional development for them. It is interesting to observe that although administrators perceived the pressure on instructors to do research as part of their job, they did not see such graduate work as part of professional development.

Table 4.10 below summarizes administrators' perceptions of professional development and the frequency values. The first column lists the two aspects related to professional development, the second column presents the general categories and the last two columns summarize the details along with the frequency indications.

Table 4.10 Summarized data: Administrators' initial interviews question 4: Administrators' perceptions of professional development (PD) (n=8)

ASPECT RELATED TO PD	GENERAL CATEGORY	SPECIFICATIONS	f
Definitions of professional development	Meaning	Improvement, furthering your career, moving forward, never staying the same	5
		Reflecting on knowledge and then making changes accordingly	1
		Keeping up with changes	1
	Nature or quality	Ongoing	1
Professional development activities	One-off activities	Seminars, conferences, lectures	4
		Workshops	4
		Observations	3
	Solitary activities	Reading, research	3
	Collaborative activities	Working within a group, discussion groups, informal sharing groups, team teaching	8
	Structured activities	Formal courses	1

4.4.2 Professional development activities

To find out which professional development activities informants prefer in order to cope with the demands of the change they were undertaking, all three sets of interviews had three main questions: "activities informants prefer in general", "activities informants do not like" and "activities informants would like to see implemented in FYEP." In the analysis, the responses to these questions were categorized into three main categories: "type of activity", "nature of activity" and "other types of support."

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[1] The total of the frequency counts might exceed the number of informants (n=8) due to the multiple responses from informants.

Instructor interviews

The instructors' most preferred activity type was observations and workshops. For some instructors, observations were useful and beneficial because they were very supportive and the reflection afterwards was useful for them:

> They're useful in terms of teaching techniques. Observing someone means that you have a notion of how a teacher has to act in the classroom. So that you can critically examine his or her teaching. This is good if someone is more experienced than you. You can benefit from her past experience. But it's also good to have somebody of your equal. Then you can share ideas, exchange your views as well (I-4).

> I'm impressed with the observations here. Before, all the observations I had were like inspections. The inspector comes into the college and if he's not happy with the teaching the college closes down. There's that pressure. Whereas here the observations do seem supportive. I learned a lot from that. Just to get little things from somebody else is nice. Just getting a new way of thinking about classroom issues. (I-12)

When instructors' preferences for activities in FYEP are considered, observations, again, take the priority. More than half of the instructors mentioned observations as a desirable type of professional development activity in FYEP. One example:

> Peer observations will be nice. The themes of courses are different but we deal with the same goals and long texts. I think it'll be nice to see other teachers' activities, assignments, methodologies, and assessment procedures. (I-2)

The other highly ranked professional development activity, workshops, were perceived as beneficial since they provided the key staff development opportunity during the preparation stage of the change. Some instructors in FYEP ran a series of workshops on CBI and course design when instructors

were working on the design of their first courses. The researcher believes that this immediate feedback is a key factor for this popularity:

> I think most useful workshop was the basics of CBI and the things along that line. Something that is both theoretical and practical. Why you're doing it and how you can do it in the classroom. That really hits the nail on the head. (I-9)

However, when instructors' suggestions for activities for FYEP are considered, a further type of workshop was mentioned by them. Although instructors still welcomed the in-house workshops, some of them felt that other kinds of workshops given by "outside experts" could also be very beneficial. One instructor voiced her reasons:

> Experts are useful. I think we should invite some people knowledgeable in the field. I know that we have to use our own potential here. But, I have a feeling that we, we're too much fixed with our own potential here. I still believe that there are people who have already achieved something. Why not them? We can invite some experts. I want professionals not for a long time, but we need consultants from time to time. Workshops by expert people. . . . . I don't want this to be long and time consuming. I want to have this from somebody who is best in the field. I know that this person is good in this and I take what he says. I don't want to waste my time. I want experts. (I-8)

In addition to workshops and observations, instructors found collaborative activities very useful. They felt that activities like informal sharing in groups, working within a group, discussion groups and even discussions on the e-mail list, were quite beneficial, because they allowed them to share their ideas and problems.

> A lot of productive collaboration is really useful. We share ideas and problems we have. Communicating within and across units. Keeping that kind of teacher training all throughout the year not just during summer. Keep it on. You really need it when you're teaching. (I-10)

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I like to share ideas. That's what we do here; we tell each other the things we try out. The atmosphere is quite friendly. I don't feel bad when I say, "I need help". I know my friends will tell me their ideas. This is like informal but still useful (I-2)

For the reasons mentioned above, most instructors thought that informal sharing activities needed to be an indispensable part of professional development in FYEP. They felt that they could not only share ideas, but also materials as well.

It's good for exchanging not only ideas but also texts. We should always be in contact with each other although we're doing something different in terms of content. Maybe we should have small group meetings. Some of us are doing subjects which are very close to each other. Maybe we can find similar ideas. (I-4)

One common quality that was raised by some instructors about such group activities is the necessity of having a structure; somehow, instructors felt that there should be some kind of organization or an inherent structure to these group activities. Some instructors suggested:

We can have group discussions. We can meet once in a while, in turns each of us could read an article and present that article to the group and then we can discuss it as a group. This makes people go and do research. This saves time because not everybody can go to the library all the time. We take turns. It can take different forms. Like sharing activities or Internet sites. But I think more importantly we need articles, in this way we develop a theoretical background. To make people know what's happening. (I-8)

The regular meetings in the department is useful. Also just chatting with other colleagues about courses is also useful. But I guess we can have it in a more structured manner. This can be better. (I-14)

Maybe informal meetings. "Next week we're discussing this, come along if you're interested" but they need to be, kind of, structured. It needs to be voluntary too. People should be using the e-mail list more as well. (I-13)

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Another popular professional development activity among the instructors were structured activities like formal courses, action research projects and the structured course design procedure, which was followed in the Unit. Among those who mentioned these as beneficial, the most common reason was that it sounded "more professional" and "more concrete." That is why they would like FYEP to run structured courses:

> I would prefer formal ones. I didn't attend the brown bag discussions[1]. Because I didn't have time and it wasn't formal. . . . [Courses] sound more professional. (I-2)

> If the aim is professional development, we need some concrete suggestions at the end of it. Professional development courses I can take part in. Definitely a kind of training going on while you're teaching according to the needs of the people. A development course for new teachers and probably for experienced teachers as well. We had a lot of workshops that were supposed to be supporting and helping us I wouldn't consider all of them useful. They were time consuming. (I-1)

> I think I need an on the job training course. . . . I'd like to attend courses given either in Bilkent or at the British Council (I-14).

In addition to courses, some instructors perceived the course design process in stages (scaffolding each stage) very useful. They thought the structure gave them a direction and helped them to manage their time better:

> Designing this course has been extremely useful for professional development. All the research it involves. And the collaboration it involves. This has been probably the most useful professional development related to teaching I've ever had . . . . Designing this course. We had to do reading, we had workshops and we had discussions. This seemed like a very informal course. It was useful for me, because I was involved in the designing of the goals so that made me involved. Then we had these couple of workshops to slowly take us through. It is step by step. That aspect of getting into groups and sharing what we have. It really helped a lot. (I-10)

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[1] A series of informal discussion sessions held during lunchtime by voluntary instructors. The topics of such sessions were announced on the e-mail discussion list and voluntary instructors joined the discussions.

One final structured activity some instructors mentioned was doing research in the classroom. Some instructors would prefer such "action research" projects since it would allow them apply the findings immediately in the classroom.

> Doing research as well. Things like action research and exploratory teaching will be very useful as well. It's really good to have ongoing research while you're teaching. Us reading and conducting research and then applying it to our classes. (I-10)

In addition to various type of activities, instructors described the qualities of professional development activities they would preferred and would like to see implemented in FYEP. The most frequently mentioned characteristic was "being practical." Instructors thought that, at times, they felt that some workshops or meetings were not beneficial since they thought they were not practical. One instructor explained why he were not happy with some workshops:

> To be honest when I go into a workshop I feel like I'm supporting my colleagues rather than developing myself. I want to get something as well. If I can apply the theory bit to my own teaching that's really nice too. The ideas should hook together really rather then listening to this activity and then listening to another activity. They really need to stick together. (I-12)

It can be concluded that the instructor informants would like the professional development activities, in this case workshops and meetings, to have a practical side with clear aims and outcomes. They felt that because they had such a heavy workload and because they were constantly under time pressure, the professional development activities which they "were able

to" attend needed to be worth attending. Some instructors gave examples of external activities they had attended earlier.

> [*The instructor is referring to an in-house workshop.*] OK we were put into groups and we were supposed to exchange ideas. We were doing it anyway without the workshop. There's automatically exchanging ideas, suggestions anyway. We weren't doing anything different in the workshops. There weren't concrete aims and outcomes. No concrete questions or suggestions. If I can get something – something concrete at the end of the workshop something, [which] I can use in my course and also if I had done something concrete during the workshop, then it is useful. They [the session leaders] could give the steps of course design if they want to help us during the process before I start preparing the course. The brainstorming [about choosing a theme for the courses] came after we decided [on] our topics. (I-1)

> [The] British Council's CertELT[1] program is a very good one. That 1 year program provided me the opportunity to put my theory into practice how can I reflect linguistic competence into performance simply. It taught me that how can I produce interesting classroom activities. It was practical. (I-5)

In addition to these qualities, some instructors also mentioned having a "variety of activities." They thought, because FYEP had a wide mosaic of teachers with varying levels of knowledge and experience, a single, "one-fits-all" professional development program would not cater for the variety of needs. They also felt that if such a variety existed, this would make it possible for instructors to choose the professional development activity, which best suits their needs. This concern was closely linked to having an on-going needs analysis of the professional development needs of FYEP instructors.

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[1] Certificate in Teaching English: A pre- or in-service teacher training certificate course offered by the British Council Turkey. It aims to give inexperienced teachers of English a basic methodological knowledge base in ELT.

I don't think we need a single program for all the instructors because people have different needs. For example, well, FYEP needs [a] teacher training course you have to take for four months. Or, let's say that the instructors need to attend the CBI design course for 4 months. It won't be very good. I may not have problems with course design but I may have problems with other things. So I don't think we should have a single unique program. (I-5)

If I have options, which I can choose from, then I can gain a lot. But if somebody forces me to go into something then I can't benefit much from it. All experiences give me something. But if I have a choice then it's better. Plus in in-service professional development opportunities needs assessment is essential. There have been instances in the past where I was forced into an in-service workshop series which I know most of the stuff. Then it wasn't useful at all. It was just a waste of time. Maybe we were a mixed group then. Some people didn't know the things the session leader was giving, but then we need needs analysis. Then such things should be geared towards those people. . . . People should be asked what they need support in and then those needs should be catered for. It is essential to have such needs analysis. (I-15)

In addition to describing various useful professional development activity types and qualities, instructor informants put forward other suggestions for professional development in FYEP. In relation to the nature of the department, instructors felt that "having stability, certainty and clarity," were essential. As discussed in section 4.2.1, some FYEP instructors reported that they were tired of the "too frequent" curricular and managerial changes, which had happened in the past.

If I believe that, [if] I'm confident about this is going for about 5 years, I don't want to have huge changes every year. This is something really discouraging for the instructors. [It] creates lack of motivation. If I'm happy about my course, it's going really well, then I shouldn't be changing my course next time all over again. I want to teach this next year as well. (I-3)

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In the same way, the issue of not having sufficient time for preparation and development was repeatedly brought up as well. Instructors felt that they deserved more decent resources, in the form extra time, better salaries, a wider range of resources.

> It seems that this year we're under a lot of pressure to do extra things. But we weren't really given any extra time for that. Same money but more work. (I-12)

> More pay, more photocopy, more support for conferences. More resources would be really nice because our library in ESL and composition isn't that great. If we could have our own place which we keep specific books [in]. Maybe we can pass around the books or other resources among us. (I-10)

> We need time. Preparing a course and teaching at the same time. That drives me crazy. A better salary. More resources. I don't want to spend money on something personally really. Other fringe benefits. (I-6)

Finally, some instructors raised the concern of not getting positive encouragement or a type of appreciation of all the hard work they were doing. Despite all the stress and frustration, instructors thought they were still performing really well within this new curriculum. Therefore, they thought they needed some "concrete" recognition of this achievement. "Thank you" letters and positive feedback were suggested as examples:

> Maybe we want some appraisal. If we have done well, we should receive a letter which says "Thank you for your hard work!" Some sort of encouragement or a reward. (I-4)

> The only thing I can say is we need positive reinforcement. That they're doing a good job. Looking at the positive rather than the negative. (I-11)

> For all of these I think we need some sort of rewarding at the end. To motivate us, I think we need such encouragement. (I-15)

Table 4.11 below summarizes instructors' perceptions of preferred professional development activities and the frequency values. The first column lists the aspects related to professional development, the second column presents the general categories and the last two columns summarize the details along with the frequency indications.

Table 4.11: Summarized data: Instructors' interviews question 4: Instructors' perceptions of preferred developmental (PD) activities (n=15)

ASPECT RELATED TO PD	GENERAL CATEGORY	SPECIFICATION	f [1]
Preferred professional development activities	One-off activities	Workshops	7
		Observations	7
		Conferences	3
	Solitary activities	Reading, research	3
		Presenting at conferences and getting published	
		Degree work like PhD studies	3
	Collaborative activities	Informal sharing groups, discussions	4
	Structured activities	Formal courses with a certificate at the end	3
		Course design process in stages	3
		Action research	1
	Nature of preferred activities	Practical activities	3
		Activities with concrete and clear aims and outcomes	2
		Having a variety and having a choice	1
Not so useful / not preferred development activities	Nature of activities	Not having clear aims or outcomes	4
	Type of activities	Workshops – sharing all the time but not getting much out of it	3

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

Table 4.11 cont.

Preferred professional development activities for FYEP	One-off activities	In-house workshops	9
		Observations	9
		Workshops by experts	3
	Solitary activities	Reading	3
	Collaborative activities	Informal sharing activities, study groups, discussions, sharing and getting feedback, e-mail discussion list	1 2
	Structured activities	Formal courses, more structured support	5
	Nature of preferred activities	Based on needs analysis	1
		Variety	1
Other kinds of support	Nature of FYEP	Stability, certainty clarity	6
		Cooperation and collaboration	4
		Appreciation of hard work encouragement	3
		Proper observation cycles with pre-conferences	2
	Resources	More time	4
		More resources e.g. photocopying facilities, books, videos	3
		Pay rise	2
	Nature of course design process	Revise the same course and teach it again, not design a new course	2

Administrator interviews

As with the instructors, the administrators' perceived collaborative types of activities, such as informal discussion groups, an e-mail discussion list[1], and meetings where instructors share ideas, as quite useful for professional development.

> I think just knowing more about each other's courses would be a helpful strategy. Because if you're only doing your own course design and if you haven't done this thing before it's really easy not to have a large pool of resources and vision. Having to see that you have 20 different options for doing something. Just teacher training perspective. The more options you know the more you can choose from. More idea sharing is useful. (C-2)

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[1] A discussion list (forum) set up on the e-mail for FYEP instructors.

For this reason, they thought having more of this kind of "sharing" activities in FYEP would benefit the instructors throughout the change process. They felt that there was great potential among Unit members themselves for working on professional development and this should be utilized.

> Maybe more sort of swapping ideas within and across units. Workshops as well. Getting practical ideas through idea sharing. Everybody has ideas. That's what is nice about it. We have how many teachers? 35 maybe, I'm sure every one of them has a good idea to share. It seems we should find ways to take advantage of the experience. (C-2)

> A communication between [groups of instructors in FYEP] is really important. Each group has knowledge which can benefit all the teachers. It's a matter of finding out how much each knows and then finding a way to get them share. There are people here who have experience in planning content courses and teaching them and there are ELT focused people. They both have things to offer to each other. If that knowledge is more shared, interpretations of this change and what it means and what we are expected to do will be more shared as well. (C-1)

Suggested collaborative activities by administrators were similar to the ones suggested by the instructors: informal gatherings to discuss issues, an e-mail discussion list and more social activities for FYEP members.

> Informal group chats to discuss an issue or to talk about ideas [are useful], because sometimes people's ideas can trigger other people's ideas. I like that, it's a mixture of formal and informal. I like to pin down why we're doing what we're doing. That happens in the small chat groups. I also like to have specific topics for such meetings. Different people like different things. This is my preference, informal chat groups and team teaching as well. (C-6)

> Social things, trying to get people more active on the list [e-mail discussion list], for discussion. C-4 (2)

. . .types of activities that seem to benefit people are ones where you bring in your own stuff and you bring in your issues to talk about. (C-5 (2))

In the same way as the instructors, some administrators perceived structured activities as being highly beneficial for FYEP instructors.

My favorite is organized course in-service. You're asked to read the appropriate materials so that you have time to digest it. Then you come to the session with some background information and during the session, what you can do is to exchange ideas. And after those sessions you apply them. That's my favorite. (C-3(1))

In a way I'm talking about a series of courses, sessions at least at the beginning. Then they can gradually become less frequent. (C-7(1))

Some administrators understood instructors' desire to attend courses which could be run in FYEP. They thought that the instructors needed the extrinsic motivation of "certificates" or "diplomas." However, they felt that FYEP, unfortunately, had neither the necessary staff nor the relevant resources to be able to set up such courses.

Of course, some people are suggesting that we should have a course. That'd be great but we don't have the resources for that. We don't have people [=staff] for that. . . . . I guess people would like to have a course because they need recognition, like extrinsic motives certificates, money. (C-4 (2))

They wanted to have a kind of a series of structured workshop series where they would end up having a certificate in the end. They'd like to have ongoing development rather than one off workshops. They'd like to have, for example, an 8-week long 2-4 hours per week input sessions. They'd like to have these sessions during the teaching time, but they'd like to have reduced timetable. If it happens during summer time, they'd like these not to be completely compulsory. (C-7(2))

Another useful structured type of professional development activity for administrators was "the course design process." Like the instructors, they

thought that instructors benefited from the "step-by-step" procedure of course design.

> We put them [the series of tasks in course design] in steps. I think, looking back at it now, with the second course design I think it was a good strategy. Giving people this in steps. Start big and then get down to the 15-week idea [a syllabus template]. It was painful but it was helpful. (C-2)

In addition to formal courses and a staged course design process, administrators also agreed with the instructors in that they thought instructors would like to have opportunities for classroom research. Two coordinators commented:

> Maybe, when they're [instructors] teaching the course, they can be asked at the end of first unit to develop an action research [project] to investigate the major problem they're facing during the implementation. In this way, all the professional development you're [=they are] doing is relevant to your [=their] teaching and useful to you [=them]. (C-5(1))

> Then, we can also encourage teachers to do some action research, even collaboratively. They can experiment some techniques in their classrooms. It can be part of their professional career as well. They can present it elsewhere. (C-7(1))

Besides, all these types of activities, both during the initial and final interviews, two coordinators agreed with some instructors' suggestions of having "outside consultation." They felt that consulting "outside experts" would greatly aid the course design and evaluation process:

> If experts could come and talk to us after a full year is over, like counseling, this would be really nice. How to modify, how to revise? (C-3(1))

> And also, if there's a person who has experience in CBI in an ESL context, why not bring that person here and we can ask our questions to this person and share our experiences (C-7(1)).

Providing a structured support is essential, I think. It would be very wise to invite an expert that has a lot of experience in this critical thinking. . . .Outsider support, a week or two weeks training session would be of great value. I mean it's worth affording [=paying for] such support. (C-3 (2))

All in all, it can be concluded that the administrators' and instructors' perceptions of preferred professional development activities match very well as far as the various types of professional development activities are concerned. When the nature of developmental activities is considered, there is also agreement between the two parties. As with the instructors, the administrators also felt that having "practical" and "a variety" of activities along with "ongoing needs analysis" were important qualities of effective professional development activities.

> Being ready to try something new today, that element of being ready to risk something is the biggest thing. And I think professional development opportunities which don't encourage or require you to do that don't make a change. Professional development activities have to have a doing thing. OK, workshops and sessions are nice but do something with them. Apply them. . . . They have to do something and they should be willing to do it. I. . . . personally believe that the change comes by doing. It depends on people's impetus. (C-1)

> I addition in all types of PD activities participants should be actively involved. They shouldn't be passive listeners or input receivers, but they should be actually active who'll be the implementers (C-7(1))

> To have ongoing needs analysis and ask people look you need to do this and that what do you need in terms of professional development and then providing them with that. (C-8(1))

> Conducting ongoing needs analysis is very beneficial. This is how you can determine professional development needs. (C-3(1))

When administrators were asked to assess the success of professional development sessions provided in FYEP during the first year of implementation, most of them, again, referred to the "practicality" issue.

> But I guess they liked the sessions . . . [given in the beginning of course design process]. People thought they were useful. And probably anything that was practical. Things which can make practical difference. Something concrete. (C-8(2))

However, some administrators had one concern which the instructors had not voiced: instructors' not being willing to take an active role in such practical workshops or meetings. One coordinator thought that the reason behind this unwillingness, might be related to instructors' heavy workload and the time constraints they were working under:

> We need to convince people that they should be excited about going to workshops and doing something over there; putting their heart and soul into it, instead of just sitting there. When we try to do workshops during the semester people are too busy and overworked, when we try to do them over summer, they start to disengage, I don't know. And also you have to work against the idea that people wanted to be handed something instead of creating something C-4 (2)

> With workshops, it has so much to do with people's energy level the time of the year and the day. It's like teaching: it's tough -- teachers become students immediately. They turn off and they expect things to be done for them. It seems it's dependent on their psychological condition. Trying to break this seems to be the key issue. . . . .Like sometimes when I really think that good things are happening, they walk away thinking that nothing's happened. But teaching can't be that way. Nobody can give your teaching, nobody can hand it to you. You have to do it yourself. The closer things are connected to what people are actually doing seems to be better as well. C-4 (2)

The same coordinator reflected on one of the workshops she had given and explained why instructors thought it was beneficial. She

highlighted the problem of ownership and responsibility. According to her, just having a core group of people in the department having the full responsibility of professional development is not possible as far as the workload is concerned.

> One workshop . . . was really successful. It took a lot of planning and preparation. . . . I took most of the responsibility of what will happen in that session. It ended up pretty well and people were involved in it. But you can't do that all the time; I can't do that all the time. Nobody can do that all the time. Because I guess it's too much work. Sometimes in a workshop you feel this disturbing thing from teachers that they think will I get enough of this session? But it can't be that way. It can't be giving all the time. [*Researcher's probing question: "Why do you think they liked your workshop?"*] Because it was about CBI and the first part of it. Because it brought some theory and research into it. It brought some contradictory views as well. And people's inner beliefs. We have people with experience in training and they should take responsibility of what they know. One person can't do it all. Each group is going to be responsible for doing a workshop next year. C-4 (2)

Another coordinator shared the same concern about instructors' energy level and commitment when assessing the professional development activities in the Unit. His comments highlighted the dilemma administrators had about whether to make workshops mandatory, thus forcing instructors to attend, or to make them voluntary, thus running the risk of poor attendance. A solution to this problem was suggested:

> In practice when you're teaching, when you're tutoring, when you have all sorts of other commitments, it's very difficult to attend. What theoretically sounded something good and what people practically can do: there's a huge gap. So . . .we felt uncomfortable [with instructors' attendance to the workshops.] We talked about it; [about] what to do. Maybe we can make it partly mandatory, suggesting you have to attend X number of workshops. One of the things that's changed this year is that we've got a merit pay system. And so, right now, there's work going on about how people would be evaluated. It fits with the University's plan of evaluating people according to their

research, teaching and service. That might be a way to say to people: "OK we're keeping records of who had attended which session. This is one of the things we'll be looking at during evaluation. If you do it, you can benefit." (C-8(2))

Besides the issue of "practicality" and "involvement," having a "variety" of activities was suggested by administrators. They felt that because everybody has different learning styles as well as different needs, it was essential that FYEP had a "variety" of professional development activities.

>Everybody learns differently. Some people might learn in a more structured way, others might read and others may just discuss. (C-2)
>
>Everybody's so different, everybody's got different learning styles (C-6)

The final category for this interview question was the "other kinds of support" in FYEP. In the same way as the instructors had, administrators pointed out having "stability" in the department and achieving a "common understanding" for standardization as two of the key concerns:

>Because in this program people have undergone different changes, they have seen three different directors, three different expectations, three different approaches and programs. So, people are really fed up with this change and they'd like to see continuity. (C-7(2))
>
>Getting an idea about what's coming in the future. This [general dissemination of information] is essential. Not everybody knows the same information [and] that's not good. And then a couple of rumors start because of that. . Maybe in the beginning of the process you don't expect everybody to know why, but now they have to. They have to be involved. (C-2)
>
>We need a better understanding of the goals and objectives. The reading of the goals and objectives varied between units and it posed a big type of problem. (C-3 (2))

In addition, the "time constraints" and "heavy workload" issues were raised by the administrators in this question, once again. As with the instructors, they felt that instructors' workload was very heavy and more time needed to be spent on reflecting on the work done and evaluating it before progressing to working on a new course:

> Another point of concern is the workload. In the future maybe the university will see that, yes, you're publishing, and you're doing research, so let's cut your teaching load so that you can do more research. I hope we can keep up the morale so that we can prove this to the university. (C-8(1))

> Lots of opportunities for choice of development and a release of some of the pressure. I think there's too much pressure and people we can't deal with everything all at once. So slow down, let's examine what we're doing here. Take more time for analysis take more time for evaluation of differing programs. It's still a pilot I think. It's a mass pilot. But no evaluation terms have been set in place. Take it easy it can't all be done in a day. This is a huge change. And it requires different thinking skills, it involves different mental capacities for people and I mean even for me. I can't continue here because the expectations are too high. I know that pressure is high. Presenting and publishing. (C-6)

In the same way as the instructors, some administrators referred to the promise, which they had been given in the initiation stage that this change was going to be a 5-year project. They were desperately asking for reassurance that this initial promise would be kept:

> I need to hear that this is a 5-year change. If we can get this kind of reminding, then it'd be a big relief on behalf of [the]. This is just a trial year. So that we know we can make mistakes. We need to learn from the mistakes. Give us some time. It's my main concern. Right now we don't have time for lunch. That's a lot!!! (C-3(1))

Another suggestion for achieving this certainty was to reduce instructors' teaching load so that they can have more time to reflect on their

new courses and give feedback to the administrators for the future running of the program:

> All XXX [a faculty group] instructors feel that it'd be really nice if we could teach 10 hrs instead of 15 for example. Less hours is to me an important issue to be taken into account. (C-3(1))

> Slow down, get feedback. It's something I've been pushing. Before we go into [the] 102[1] course, for example talk about what happened with 101[2]. And there needs to be more formal plans of getting feedback from the teachers about the change. Getting feedback from the teachers is really really important. And it must be acted upon. There has to be some sort of teacher input in how the process is changing according to their feedback. (C-1)

In addition to "more time" and "less work," like the instructors, administrators mentioned the need for having more resources in FYEP. Besides this, they also brought up the concern for academic rank, which the instructors had not raised:

> I think monetary benefits [are essential.] But, in terms of one [other] problem is that people have the academic rank [of] instructor. And they're not happy with that. The amount of work they do and the quality of the work that they do. That isn't fair. It might be possible that in the future, the base rank won't be instructor and people with PhDs might be eligible to go up the scale. (C-8(1))

Finally, some administrators also felt that receiving positive encouragement is crucial for instructors. As far as the workload instructors were dealing with was concerned, administrators felt they should be given constructive feedback on how well they were performing:

> People need to keep hearing that they're doing a good job, assuming they're doing a good job. But when you gather the whole group and tell them that they're doing a good job. Maybe it's not a good thing. People need to get information on how well they're doing. (C-5(1))

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[1] ENG 102, Spring semester course.
[2] ENG 101, Fall semester course.

Positive reinforcement. Like, for example, we don't do that very often; something like a written and oral appreciation of hard work. People would like to have it. Not only from the coordinator but from the director as well. Something formal I mean. Even an e-mail message at the end of the year congratulating everybody is a good idea. (C-7(2))

Table 4.12 and Table 4.13 below summarize administrators' perceptions of preferred professional development activities and the frequency values. The first column lists the aspects related to professional development, the second column presents the general categories and the last two columns summarize the details along with the frequency indications.

Table 4.12: Summarized data: Administrators' initial interviews question 4: Administrators' perceptions of preferred professional development (PD) activities (n=8)

ASPECT RELATED TO PD	GENERAL CATEGORY	SPECIFICATION	f
Preferred professional development activities	One-off activities	In-house workshops	3
		Observations	2
		Workshops by experts	1
	Solitary activities	Reading, research	3
	Collaborative activities	Informal sharing groups, discussions, email list	5
	Structured activities	Formal courses with a certificate at the end	2
		Course design process in stages	1
	Nature of preferred activities	Practical activities	1
		Activities with concrete and clear aims and outcomes	1
		Systematic follow up to activities	1
Not so useful/not preferred development activities	Nature of activities	Group activities	1
	Type of activities	Workshops – sharing all the time but not getting much out of it	1
		Conferences – too limited	1

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[1] The total of the frequency counts might exceed the number of informants (n=8) due to the multiple responses from informants.

Table 4.12 cont.

Preferred professional development activities in FYEP	One-off activities	Workshops	2
		Observations	1
		Symposium, other conferences	1
	Solitary activities	Reading	1
	Collaborative activities	Informal sharing activities, study groups, discussions, sharing and getting feedback, e-mail list	2
	Structured activities	Formal courses, more structured support	1
		Action research	2
	Nature of preferred activities	Ongoing needs analysis for developmental activities	3
		Variety	3
		Voluntary activities, not compulsory	1
		Practical things	1
Other kinds of support	Nature of FYEP	Stability, certainty, clarity	1
		Cooperation and collaboration	2
		Lowering workload	2
		Getting academic rank	1
	Resources	More time	3
		More resources e.g. photocopying, books, videos	1
		Pay rise	1

Table 4.13: Summarized data: Administrators' final interviews question 3: Administrators' perceptions of preferred professional development (PD) activities (n=5)

ASPECT RELATED TO PD	GENERAL CATEGORY	SPECIFICATION	f
Preferred professional development activities	Type of activity	In-house workshops	3
		Symposium	2
		Informal collaborative activities, sharing	1
	Nature of activity	Activities with concrete outcomes	2
		Activities with clear aims	2
		Ongoing developmental activities	1
Not so useful/not preferred development activities	Nature of activities	One-off workshops	1
		Compulsory workshops	
		Instructors too busy, no time for professional development	
Preferred professional development activities	One-off activities	Workshops	1
		Observations	3
		Evaluation or counseling by an outside expert	2
	Solitary activities	Reading	1
	Collaborative activities	Informal sharing activities, study groups, discussions, sharing and getting feedback, e-mail discussion list	3
	Structured activities	Formal courses, more structured support	3
		Action research	1
	Nature of preferred activities	Ongoing needs analysis for developmental activities	1
Other kinds of support	Nature of FYEP	Stability	1
		Availability of the professional development coordinator	1
		Social gatherings	1
		Encouragement for conferences	1
	Resources	More time	2

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[1] The total of the frequency counts might exceed the number of informants (n=5) due to the multiple responses from informants.

4.5   Administrators' perceptions of the sustainability of the change

When administrators were asked about the possibility of sustainability of the change in FYEP, they responded as "It depends," unanimously. They thought that under certain conditions the attempts at change could be sustained. These conditions were: "stability and continuity" in the department and "commitment of the University in terms of financial support and resources."

> There are two answers to that. If the institution continues to support it, I think it'll be sustained. But that really depends on the institution. It depends on the salaries going up, we must be hiring more qualified people. It depends on the director staying as well. I think it's a Bilkent thing. Things don't get institutionalized because people don't stay there pushing for the things to happen. Because how many times this department had changed in the last 10 years. The way this change is done I think it's sustainable. Because it's done fairly systematically, carefully and slowly. Step by step. Also getting people involved in decision-making. If the turnover stays good, then it all depends on the institution (C-4(2))

> It fulfills the needs of the students, the instructors, the administrators and the Provost office. But people who are knowledgeable about this topic need to stay in this unit. We're 40 instructors 20 are non-native speakers of English. If we want to see a sustained level of program we need to accept that people will be staying here for a while at least. We don't need another director for example (C-7(2))

> Will this become institutionalized? Here's what I think that depends upon: will the market support such a program? Are there enough teachers who want to do this kind of work? And that's both teachers from overseas and teachers locally. And I think in both cases that depends on salary increase. Because I think there are teachers out there and it's not easy to find them, who want to design their own courses, work in a group and do this kind of demanding job. I think that now we're stretched beyond our means for staffing. I think there are people who are qualified out there. But there aren't many of them. And we're competing with other private universities. Actually we're not competing. Right now we're not competitive at all. So I hope

this would be something that doesn't get rolled back. But I don't know. (C-5(2)).

Table 4.14 summarizes administrators' perceptions of sustainability of change. The first column refers to the two categories and the second column presents the specification with the frequency values.

Table 4.14: Summarized data: Administrators' final interviews question 4: Administrators' perceptions of the sustainability of the change (n=5)

CATEGORY	SPECIFICATION (f)
YES or NO	• depends (5)
CONDITIONS	• stability and continuity (5) • commitment of the institution in terms of monetary support, salaries going up, resources • turnover staying good • if market supports it • wish

To sum up, this chapter discussed the findings obtained from the three sets of data, namely the instructor interviews, the initial administrator interviews and the final administrator interviews in the light of the main issues in the research questions: "instructors' perceptions of the change", "instructors' feelings about the change" and "instructors' professional development needs." In the following chapter, Chapter V, conclusions are drawn in the light of these results.

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[1] The total of the frequency counts might exceed the number of informants (n=5) due to the multiple responses from informants.

CHAPTER V

CONCLUSIONS

5.0 Presentation

This chapter presents the conclusions obtained from the study in two sections: The first section discusses the implications for practice. In this section, the nature of the change process and the factors affecting the implementation of change are discussed in the light of the findings. The second section discusses the implications for further research. Where applicable, reference is made to specific literature reviewed in Chapter II.

5.1 Implications for practice

In this section, the issues related to the nature of the change process and the factors involved in the successful implementation of change are discussed with reference to the findings of the research study and relevant literature.

5.1.1 Nature of the change process

Change should be understood as a *process*, rather than an *event* (Fullan 1982, 1997; Reid 1994). Such a flexible perception of the change process will allow the implementers to have a more comfortable approach to change. The findings of this study indicate that teachers prefer the change process to be seen as an ongoing process (as a pilot, not as an event). That is why many of the teachers expressed dissatisfaction with the sudden and

radical implementation of the new curriculum. They felt that dissemination of essential information and a clear vision of the change process were sometimes missing.

Therefore, it can be concluded that the change process needs to be implemented in a staggered mode – step by step. Since the circumstances change so often, an effective feedback mechanism needs to be built into the scheme. Continuous revision is inevitable. However, this needs to be built into the system right from the beginning.

In addition to this "fluid" scheme of the change process, the process also needs to be *context-specific*. Change should be defined not in terms of a blueprint, but in terms of contextual factors. As Fullan (1982) suggests, "One individual's version of change can be different from the others" (p. 54). Similarly, Markee (1997) also suggests that a context-specific and person-specific approach to change is essential. The results of this study show that even within the case institution there were different interpretations of the meaning of change and some teachers and administrators complained about the poor dissemination of information.

Therefore, it can be suggested that for a change scheme to be successful, all parties involved need to have both a shared vision of the meaning of change and a personal interpretation which would aid them in feeling part of the change process.

5.1.2 Factors affecting the initiation and implementation of change

Various factors have been identified as influential in the successful initiation and implementation of change processes (Fullan, 1982, 1997; Rudduck, 1992; White, 1991; Jenlink, 1998; Teberg, 1999). The first of these factors, and probably the most important, is the need for *active involvement* of the implementers of change in the change process. According to Fullan (1982), the most difficult part of the change process is the fact that individuals need to develop their own subjective meaning of change (their new meaning). Teachers should feel that they have control over change and that there is continuity in their experience. The findings of this research study indicate that teachers were happy to be involved in the major decisions taken for the new curriculum. The establishment of various committees allowed the instructors to take responsibility for their work. In addition, teachers also expressed positive comments about the collaborative activities that allowed them to express their opinions about the change and to learn others' ideas. Similar results were reported in Teberg's (1999) case study.

Therefore, it can be concluded that for the change process to work, the implementers need to be involved in the process as much as possible. Having teachers participate in committees where further work is done for the new program and creating opportunities for them to communicate with one another about their feelings regarding the change process would create a more participative environment for the change.

Secondly, creating a real need for the change is essential for the attempts at change to work best. If teachers understand the reason behind

the change, there will be a greater chance for them to participate in the change. Such a need could be generated by a comprehensive evaluative study of the current program and a needs assessment study for the stakeholders. In this way, teachers will feel that there is a "rationale" for the change. Some informants in the current study expressed concern over the absence of such analysis; they found it hard to believe that the change was necessary in the first place. Another concern indicated by this study's participants was the absence of a formal evaluation scheme. Teachers and administrators expressed concern over the absence of rigorous data collection opportunities for formative evaluation.

Therefore, it can be suggested that a key factor in the initiation of attempts at change should be an effective analysis of the needs of the clients, i.e. students. By conducting this needs analysis, change agents would communicate the real need for change to the implementers and thus clarify the reasons for the initiation of change for them. In addition, an appropriate scheme for evaluation should be planned and initiated simultaneously with the attempts at change. Such a system would ensure that data related to every stage of the change process is gathered from all the parties involved (i.e., teachers, administrators, higher administration, students) and acted upon. In other words, ongoing formative evaluation would feed the perspectives of all the parties into the change process and help the change agents to improve the process in the ways to best cater for the teachers' and students' needs. In this way, the implementers will feel that

they are *involved* in the change and they have *control* over what is happening to them.

Thirdly, *clarity* of the change process (and thus all parties' having a shared, common understanding of what the change means) is essential for the successful initiation and implementation of attempts at change. According to Fullan (1983) and Jenlink (1998), unclear and unspecific change attempts may create anxiety and unease. The findings of this research study seem to reveal a similar view for the informants concerned. Both the teachers and administrators felt the need for a common understanding of the meaning of change and the expectations. A number of respondents claimed that because there were no clear guidelines in the beginning, they felt "lost" or "confused" and thus could not adapt to the change process.

Therefore, it is possible to suggest that a clear presentation of the attempted change and what this demands of the teachers is highly critical to the successful implementation of change. In addition, the changes and revisions that may possibly be made to the expectations need to be conveyed effectively to all the parties involved. Dissemination of critical information like this is significant.

Another factor that affects the change process is the issue of time. This is two-fold: teachers need both individual and collaborative time. They need time to learn and time to think about and reflect on their teaching and learning. For this to take place, they need uninterrupted time. Moreover, if a

change is going to be implemented, additional (or special) time needs to be created for teachers (Cambone 1995).

The findings of the current study suggest that the major concern that the instructors had about heavy workload was related to insufficient time allocated for all the work they had to carry out. In particular, they expressed discontent with teaching and designing a new course at the same time. This result seems to bear out the findings of the research conducted by Collinson and Cook (2000). They report time as being a key factor in the implementation of change and contend that teachers need to have sufficient preparation and reflection time to enable them to cope with change. In addition, they highlight the importance of having both individual and shared learning time for teachers. Moffett (2000), likewise, argues for the necessity of providing "adult learning time" for teachers during implementation of change. She asserts that it is essential for teachers to have the necessary preparation, reflection and application time. The results of the present study appear to be notably similar to those of these two studies. It can be concluded that FYEP instructors need to have increased time for preparation, reflection and learning and that they favor collaborative reflection activities.

For this reason, it can be concluded that time is a key factor in implementing change. The implementers of change need sufficient preparation time as well as reflection time. There is a strong need to organize special time for change efforts; teachers should not be asked to implement new procedures in addition to their other responsibilities without the provision of additional time.

Another critical factor affecting the change process is the need for collaboration and effective communication among participants. As Teberg (1999) suggests, change is a personal process and teachers may vary in their readiness to accept change. Therefore, it is suggested that interaction among members could help teachers learn by doing, discussing and coaching (Fullan, 1982; Houston, 1998). The results of the present study indicate that FYEP teachers also expressed a strong need for reflection and sharing activities.

In like manner, Kennedy and Kennedy (1996) argue that " in any change process it is important to involve respected/powerful groups that may influence teacher behavior" (p. 360). Lieberman (2000) puts forward the idea of collaborative teacher development in the form of networks. Similarly, Darling-Hammond and McLaughlin (1995) propose that teacher networks are highly beneficial tools for professional development because they are both individual and collective ways of learning for teachers. The findings of Farrell's (1998) study suggest that joining a teacher network proved highly beneficial. FYEP instructors also thought that informal gatherings – in the form of networks – had proved very useful for them.

The last and the most important factor is the professional support that should be provided before and during implementation of change. For change attempts to succeed, professional development is essential and it should be provided in a certain mode. According to Fullan (1982), professional development activities should be relevant to teachers' job tasks; should include theory, demonstration, practice, feedback and application with

coaching; should have a structured follow-up procedure; should include a variety of activities to cater for the diverse needs of teachers; and should be ongoing. In addition to Fullan's factors, AFT (1995) guidelines assert that there is a need for sufficient time and resources as well as active teacher involvement. The findings of the current study suggest that FYEP teachers felt the same way: They expressed a strong need for ongoing and structured professional development support, stating that the lack of such support during the initiation and the first year of implementation led to numerous difficulties.
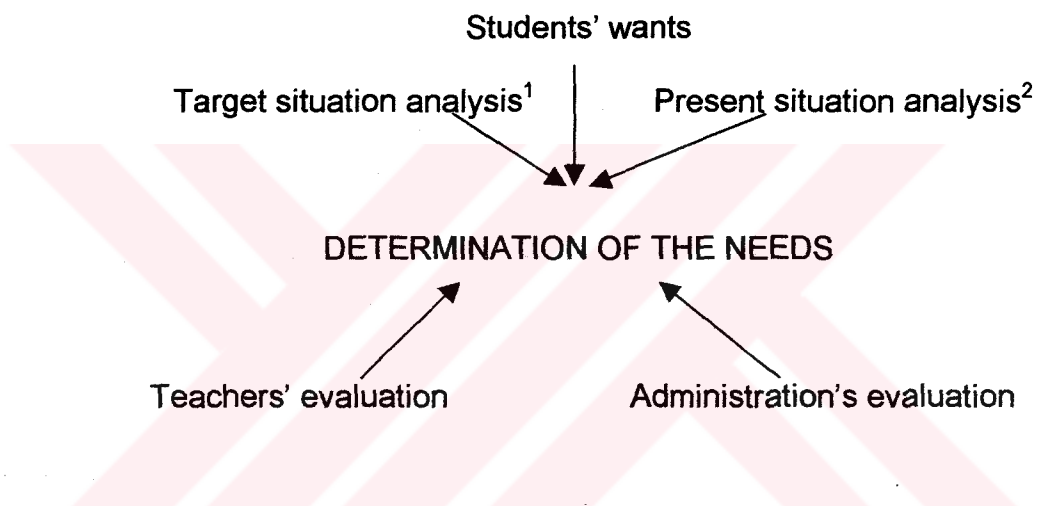
Therefore, it can be concluded that appropriate professional development support is the key factor affecting initiation and implementation. Considering the principles discussed above, the researcher suggests three sample frameworks for professional development activities in FYEP. These will be discussed in detail in 5.1.4 below.

5.1.3 A suggested framework for change initiation

Based on the discussion in the previous section in the light of the results of the study, the researcher proposes the following guidelines for institutions attempting to initiate change.

1. Needs analysis

    a. *Involving all the parties*: students, teachers, administrators, higher administrators

    b. *Systematic – triangulation of different sources of data*: It is essential that different sources of data be used during needs analysis to increase the validity of the results. In addition, it is crucial to consider all the parties' needs and wants.

Students' wants

Target situation analysis[1]   Present situation analysis[2]

DETERMINATION OF THE NEEDS

Teachers' evaluation   Administration's evaluation

2. Rough Planning & Initiation

    a. *Fluid, flexible, transparent*: Since change cannot be perceived as an end-product and since many changes might be experienced during this long process, the rough planning during the initiation should not be a rigid one. On the contrary, it should be fluid allowing for flexibility. Furthermore, the planning

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[1] Target situation analysis refers to the analysis of students' needs in their future lives. E.g. later, in their university studies or career (Weir, 1993).

[2] Present situation analysis refers to the analysis of students' current abilities and competence. This is used to define students' needs in comparison to target situation analysis (Weir, 1993).

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should be undertaken as transparently as possible so that important information is disseminated to all the parties involved.

b. *Involving all parties* – teachers involved in the decision making process. Teachers should feel that they have control over change and that they can contribute to the planning. For this reason, it is essential to involve teachers in decision-making.

c. *The trio effectively set up at the very beginning: curriculum – training and support – evaluation procedures.* For attempts at change to be successful, appropriate evaluation and professional development and support activities need to be set up, along with the curriculum. Just implementing a new curriculum without appropriate plans for professional support and evaluation, would inevitably fail since it cannot respond to the heavy demands of change. Therefore, it is essential for change agents to consider how they are going provide help and support to the teachers and how they are going to evaluate the new program.

CURRICULUM

TRAINING AND SUPPORT

EVALUATION
PROCEDURES
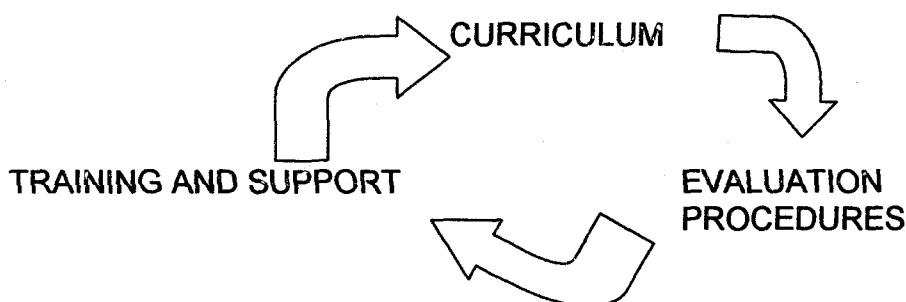
d. *Piloting with volunteers and experienced teachers* – staggered approach: piloting as a feedback & developmental mechanism. Teachers will inevitably be at varying degrees of readiness to accept the new program. Therefore, it is essential that the change is not undertaken all at once, involving all the teachers of the institution. The more piloting done and the more feedback collected the better for the successful implementation of the change. For this reason, a number of different piloting attempts should be conducted; each improved or revised based on the previous one's feedback.

e. *Piloting used as a training and support mechanism for inexperienced teachers.* In addition to being a feedback mechanism to improve the program, piloting could also be used as a training or support mechanism for less experienced teachers. If piloting attempts are conducted with experienced and voluntary teachers, they are more likely to succeed. Their experiences in turn can be used as training opportunities for other teachers. In this way, less experienced or less confident teachers will have a chance to see the new program in practice and learn from their colleagues' experiences. Such a system is outlined below:

INITIATION STAGE

Volunteers working on the piloting of the new program

↓

Collect systematic formative data from students, teachers, and administrators

↓

Share their experiences with other teachers
(in the form of peer observations, teacher networks, discussion groups etc.)

↓

Feedback and training for new or inexperienced teachers

↓

Revise the program together

↓

IMPLEMENTATION

3. **Implementation**

    a. Slow: As described above, staggered, allowing for flexibility.

    b. Well supported, allowing for learning and reflection: See below.

    c. Sufficient time and resources: Special time should be created for teachers to prepare new courses, reflect on their experience and learn from one another. This should be built into time tabling constraints.

    d. Evaluation – formative and summative (3-way: teachers, students, administrators). During the implementation of the new program two forms of evaluation data should be collected: (1) formative: ongoing, in due course with the purpose of improving the program during implementation; (2) summative: at the end of implementation, at a commonly agreed time

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during implementation with the purpose of deciding whether to continue with the new program. In other words, to judge institutionalization or continuation.

SUGGESTED FORMATIVE DATA COLLECTION METHODS

- Questionnaires to students every month (three times a semester)

- Questionnaires to teachers every month

- Interviews with a class representative from each class every month

- Interviews with all teachers twice a semester

- Class observations (of *volunteer* teachers) twice a semester

- Document analysis (course outlines, instructional materials, student writing etc.) once a semester

4. Continuation

    a. Summative data: see above.

    b. Final evaluation

SUMMATIVE DATA COLLECTION

- Student questionnaire

- Teacher questionnaire

- Teacher Interviews

- Document collation and comparison

5.1.4 Sample frameworks for professional development

Considering the results of the study, the researcher concludes that what FYEP needs in the short term is an initial framework for professional development. The results suggest that all FYEP staff find structured types of professional development activities beneficial and would like them to be implemented in FYEP.

For these reasons, the researcher proposes the following three sample frameworks for FYEP. The first is a suggestion for "formal courses" in FYEP. The suggestion is based on FYEP instructors' repeated references to courses, certificates, ongoing development and etc. The proposed courses are developmental in nature (not formally assessed like UCLES courses, but based on feedback), comprising input sessions, peer observations, an extended research project, discussion sessions and presentations of the research project at the end of the course. Possible topics for such a course could be: materials selection and production, assessment in CBI and so on. Table 5.1 contains the details of a suggested course.

The second framework is an "action research" project group. In this professional development activity, a group of instructors would get together to do classroom research on a common area of concern. Such a collaborative activity would give teachers an opportunity to participate in a collaborative activity, but in a structured manner. In this way, teachers would have the chance to allocate special time to think about their teaching and course design, as well as to reflect systematically on them with a view to

improvement. An action research cycle adapted from Wallace (1998), which is presented in Table 5.2, provides a possible framework for such a project.

The final suggestion pertains to the setting up of "teacher networks." These could be set up internally or externally. FYEP instructors could set up the network among themselves only or they could choose to set up the network on a wider basis, perhaps even internationally. The external network could be set up using the discussion lists or chat rooms (eg. Yahoo groups) on the Internet.

Such a developmental activity could help teachers in that it would not be as structured as formal courses or even the action research group. Still, however, it would have a certain structure, which would help them to stay in touch periodically. A sample framework can be found in Table 5.3.

Table 5.1: A sample framework for formal courses in FYEP

TYPE OF ACTIVITY	SUGGESTED ACTIVITIES	CRITERIA

Structured	**Developmental courses on specific topics** (i.e. not formally assessed, pursued for developmental purposes only)
	POSSIBLE TOPICS:
	• Materials selection and production (for long reading texts)
	• Assessment in CBI
	• Research methods / Action research, exploratory teaching
	COURSE COMPONENTS:
	• Input sessions by qualified instructors or external trainers
	• Peer observations
	• Research project: e.g. a portfolio of materials, a portfolio of assessment rubrics and criteria
	• Discussion sessions
	• Presentation of the portfolios
		• Instructors need to be given time off from teaching or other duties
		• Voluntary participation
		• Extrinsic reward at the end: certificate, merit pay.
		• Trainers or session leaders need to be given time off to set up the courses and to run them.
		• External support possible
		• Resources to be provided:
		  ○ Session room, with OHP and other equipment as necessary
		  ○ Input materials – resources books

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Table 5.2: A sample framework for action research projects in FYEP

TYPE OF ACTIVITY	SUGGESTED ACTIVITIES	CRITERIA

Structured	**Action Research Project Group**
	• A group of 2-4 instructors getting together to investigate a common issue of interest
	• A semester-long project
	• Meeting regularly once every two weeks to share ideas
	• Acting upon research findings; trying out ideas in the classroom
	Action research cycle based on Wallace 1998.
	   Choose an area of development.
	   ⇩
	Collect data about it. (e.g. get a colleague to observe your class.)
	   ⇩
	Decide what to change. (e.g. discuss your findings in the group meeting.)
	   ⇩
	Find out new ideas or techniques. (e.g. search on the Internet.)
	   ⇩
	Try out new ideas or techniques. (e.g. get the colleagues to observe your class again.)
	   ⇩
	Evaluate the effectiveness of the changes.
	   ⇩
	Make it public. ⇦ Start again. ☺
		• Instructors need to be given time off from teaching or other duties
		• Voluntary participation
		• Extrinsic reward at the end: Merit pay, encouragement to present at conferences
		  Place available at the annual Symposium
		• Resources to be provided:
		   o Meeting room
		   o Tape recorders / blank tapes
		   o Video camera / blank tapes
		   o Computers with Internet access
		   o Professional literature – books, journals and etc.

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Table 5.3: A sample framework for teacher networks in FYEP

TYPE OF ACTIVITY	SUGGESTED ACTIVITIES	CRITERIA

Structured	**Teacher Network**
	Version 1: Internal
	• A group of FYEP instructors come together to form a network and share ideas, problems, teaching activities and etc. using various channels. For example: e-mail lists, websites, meetings, poster presentations
	• Issues of interest posted on the Website. Teachers signing up voluntarily
	• Group members get together and elect a moderator
	• Group members meet every 2 weeks for group discussions
	
	Version 2: External
	• FYEP instructors contact teachers from overseas and proceed as Version 1, except for the meetings. This network is primarily intended to operate on a virtual basis.
		• Instructors need to be given time off from teaching or other duties
		• Voluntary or mandatory participation
		• Extrinsic reward at the end: merit pay, encouragement for conferences, posters displayed
		• Resources to be provided:
		    ○ Meeting room
		    ○ Computers with Internet access
		    ○ Website access for the moderator

5.2　Implications for further research

It is believed that the present study will make a necessary contribution to FYEP through its recommendations on effective implementation of change, as well as through the sample frameworks for professional development. It is also believed that the results of this study will offer insights to similar institutions planning to initiate change.

On the other hand, since this study has been conducted in FYEP only, it may not be possible to apply it more generally to other ELT institutions in Turkey and abroad. Therefore, the first implication of the study would be to explore the attempts at change in other institutions. In this way, comparative case studies might be set up.

Furthermore, as this study only focused on teachers' and administrators' perceptions of the new curriculum, the learners' perspective in the assessment of the change was necessarily somewhat limited. Therefore, the researcher believes that an evaluative study on student learning with the introduction of the new curriculum would be very useful.

A final implication for further research is to evaluate the sample professional development frameworks suggested in this study. It would be vital to explore and analyze how teachers would respond to such schemes in order to provide opportunities for ongoing improvement to them. Just as it is hoped that the FYEP instructors will persevere in their endeavors to develop their work on their new curriculum, so should researchers persevere in their endeavors to help teachers such as these succeed.

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APPENDIX A
FYEP BROAD GOALS DOCUMENT

This is the original document that was produced by Daren Hodson, Head of FYEP, during the 1998-1999 Fall Semester to aid the Goals and Objectives Committee work and was later revised and expanded by the Committee in May 1999. (An expanded version of the document can be found in Appendix 1B.)

The goals of the First-Year English Program are:

♦ to help students improve their general and academic use of English by:

- improving reading skills that will allow students to read and understand texts of various lengths and from various disciplines with greater accuracy and fluency, to analyze texts for main points and details, and to become more aware of their own vocabulary needs;

- improving aural language skills that will help them to identify with greater confidence main points and details after listening to English primarily in an academic context;

- improving processed-based written language skills that will prepare them to communicate more effectively in common academic genres, to learn about themselves and their world through writing, and to improve their ability to construct more nuanced and sophisticated research-based texts;

- developing basic research and documentation skills;

- improving oral language skills that will prepare them to participate more clearly and confidently in classroom discussion, to make oral

presentations before an audience, and to formulate and respond to questions, as well as to continue to improve through self-evaluation of speech;

- encouraging students to improve their study and computer skills.

♦ to broaden students' perspectives concerning intellectual and artistic traditions by:

- engaging students with substantial material (texts, individuals, films, art, etc.) that will broaden the education that they will receive within their faculty at Bilkent University (i.e., broaden in this context means to provide students with material that will not be discussed in their usual course of study);

- analyzing important intellectual, ethical and aesthetic issues from a multi-disciplinary perspective.

♦ to encourage students to connect what they learn to local and global contexts by:

- helping students to identify ramifications of course content for their local context (social, political, ecological, educational, religious, etc.);

- putting students in contact with local organizations, people, events, etc., through guest speakers, field trips, conferences, etc.

- putting students in contact with global organizations, people, events, etc., through email, WWW, international media, New York Live, etc.

♦ to engage students in their own critical, creative and reflective learning process by:

- allowing students to actively contribute to the course – both in terms of content, assignments, assessment, and feedback – in pedagogically sound ways;

- encouraging students to monitor their own learning processes;

- asking students to provide constructive feedback on the course and the instructor that will be used to change the course;

- promoting learner autonomy;

- designing courses and materials that may call into question beliefs and perspectives commonly held by students;

- encouraging students to make connections within and outside of class in creative, critical ways;

- designing materials that encourage students to articulate for themselves and others their own convictions and to reflect on how their thought changes throughout the course;

- creating a learning environment which validates students' ideas and encourages them to respect and engage each other;

- providing one-to-one and small group tutorials.

♦ to advocate professional development in the First-Year English Program, by:

- supporting and rewarding research;

- promoting better teaching through systematic reflection in the form of peer and/or other types of observation, action research, etc.;

- encouraging faculty to explore innovative approaches to course design either collaboratively or independently;

- insuring that faculty receive regular feed-back concerning their job performance;

- supporting faculty in course design and materials development.

♦ to establish a built-in evaluation system of the First-Year English Program so that both formative and summative evaluation of the new program will efficiently take place.

APPENDIX B

FIRST-YEAR ENGLISH PROGRAM GOALS AND OBJECTIVES

This is the original document that was produced by Daren Hodson, Head of FYEP, and the "Goals and Objectives Committee" members in May 1999. (A short version of the document can be found in Appendix 1A.)

Writing/Research Goals:

* ❖ **to help students improve their general and academic use of English by:**
  * improving process-based written language skills that will prepare them to communicate more effectively in common academic genres, to learn about themselves and their world through writing, and to improve their ability to construct sophisticated research-based texts;
  * developing basic research and documentation skills;
  * encouraging students to improve their study and computer skills.

Writing/Research Objectives:

By the end of English 101, students will be able:
1. to write at least 6-8 pages of revised essay writing;
2. to understand that writing is a process and be exposed to strategies/techniques for:
   * pre-writing
   * outlining and drafting
   * revising; negotiating, giving and acting upon feedback
   * editing/proofreading
3. to organize ideas in an appropriate manner for writer's audience and purpose;
4. to accurately and appropriately summarize work of others without plagiarising;
5. to write papers using basic word processing;
6. to complete one library-based research assignment (not necessarily a writing assignment).

By the end of English 102, students will be able:
1. to write at least an eight-page paper in which students cite, summarize, and synthesize research;
2. to increase student proficiency in process-based writing;
3. to continue to develop students' ability to organize ideas in an appropriate manner for writer's audience and purpose;
4. to evaluate and assess sources (written and electronic) to be used in writing;
5. to integrate and synthesize work/research of others into own writing;
6. to use a documentation style, including the following skills:
   * summarizing, paraphrasing and quoting
   * creating a reference list
   * avoiding plagiarism
7. to conduct a BLISS, Internet and electronic database research (such as *Yahoo* or *Uncover*);
8. to write papers using word processing.

❖ **to help students improve their general and academic use of English by:**
  • improving reading skills that will allow students to read and understand texts of various lengths and from various disciplines with accuracy and fluency, to analyze texts for main points and details, and to become aware of their own vocabulary needs.

Reading Objectives:

By the end of English 101, students will be able:
1. to evaluate a reading situation and select the most appropriate strategy (skimming, scanning, close reading);
2. to use common pre-reading strategies (accessing background knowledge, predicting, building context, etc.);
3. to read at least 150 pages (in total), in accordance with the following criteria:
  • at least one text should be a primary, substantial text, supported by numerous other texts
  • texts should come from at least three separate academic disciplines
  • texts should model writing tasks when feasible
  • texts should be within reach of students' intellectual and language abilities
4. to analyze texts critically by:
  • recognizing the importance of a text's context and purpose (audience, genre, message, and tone)
  • distinguishing main ideas from supporting ideas
  • distinguishing fact from opinion
5. to summarize texts;
6. to take notes on texts;
7. to increase their vocabulary implicitly through extensive exposure and explicitly through some instructed component (e.g., strategy training, vocabulary in context, practice exercises, etc.).

By the end of English 102, students will be able:
1. to evaluate and critique texts in terms of their claims and credibility;
2. to integrate and synthesize information gained from reading with their background knowledge;
3. to read at least 150 pages (in total), in accordance with the following criteria:
  • at least one text should be a primary, substantial text, supported by numerous other texts
  • texts should come from at least three separate academic disciplines
  • texts should model writing tasks when feasible
  • texts should be within reach of students' intellectual and language abilities
4. to analyze texts critically by:
  • recognizing the importance of a text's context and purpose (audience, genre, message, and tone)
  • distinguishing main ideas from supporting ideas
  • distinguishing fact from opinion
5. to summarize, paraphrase and cite texts;
6. to take informed stances toward texts through criticizing, interpreting, judging, appraising, confronting, and justifying one's own and other's values/opinions;
7. to take notes from reading for research-based writing purposes;
8. to increase their vocabulary implicitly through extensive exposure and explicitly through some instructed component (e.g., strategy training, vocabulary in context, practice exercises, etc.).

❖ **to help students improve their general and academic use of English by:**
   - improving aural language skills that will help them to identify with greater confidence main points and details after listening to English primarily in an academic context;
   - improving oral language skills that will prepare them to participate more clearly and confidently in classroom discussion, to make oral presentations before an audience, and to formulate and respond to questions, as well as to continue to improve through self-evaluation of speech.

Speaking/Listening Objectives:

By the end of English 101, students will be able:
1. to take notes on spoken English (lectures, films, radio broadcasts, etc.);
2. to orally summarize spoken and written material;
3. to present at least one oral presentation;
4. to listen actively and to ask questions and respond appropriately in classroom discussions.

By the end of English 102, students will be able:
1. to critically evaluate spoken English-language materials;
2. to summarize and incorporate spoken English-language materials into student research (documentaries, interviews, radio broadcasts, etc.);
3. to present at least two oral presentations
   - one assessed oral presentation (at least 10 minutes long)
   - one non-assessed presentation (summary of texts, summary of previous lessons, explanation of opinion, etc.)
4. to listen actively and to ask questions and respond appropriately in classroom discussions.

Intellectual/Artistic Traditions Goals:

❖ **to broaden students' perspectives concerning intellectual and artistic traditions by:**
  - engaging students with substantial materials (texts, individuals, films, art, etc.) that will broaden the education that they will receive within their faculty at Bilkent University (i.e., broaden in this context means to provide students with material that will not be discussed in their usual course of study);
  - analyzing important intellectual, ethical and aesthetic issues from a multi-disciplinary perspective.

In order for the program as a whole to more clearly interpret and accomplish these goals, certain terms must be defined.

"Substantial materials":
- ❑ Faculty should consider as primary texts for their courses works from noteworthy authors, artists, and scholars. In other words, a class on biology might use Stephen J. Gould – a recognized naturalist, biologist, and Harvard Professor – as a primary text rather than a biology textbook. However, these texts should be within reach of the intellectual and language capacity of students.
- ❑ These primary texts should be more conceptual and less news-based and pertain to philosophical, intellectual, and aesthetic issues. This does not necessarily mean, however, that students should read only "classics" or canonized texts and writers.
- ❑ In general, students should be exposed to texts they will not encounter in their faculty courses. The primary text(s) for literature students should not be literary. This does not absolutely exclude literature from the course, but literary texts should not be the focus for the course.
- ❑ The number of substantial primary texts should be at least one (1) in ENG 101 and ENG 102. The primary texts should be supplemented by a number of shorter texts.

"Multi-disciplinary perspectives":
- ❑ The courses should explore issues from at least three (3) disciplines by incorporating texts from various academic disciplines (i.e., history, literature, art, sociology, psychology, etc.).

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First-Year English Program Principles & Suggestions

Critical Thinking Goals:

❖ **to engage students in their own critical, creative and reflective learning process by:**
  - allowing students to actively contribute to the course – both in terms of content, assignments, assessment, and feedback – in pedagogically sound ways;
  - encouraging students to monitor their own learning processes;
  - promoting learner autonomy by broadening the focus of courses to include exploration and discovery as fundamental curricular goals;
  - designing courses and materials that encourage the consideration of perspectives different from those commonly held by students;
  - encouraging students to make connections within and outside of class in creative, critical ways;
  - designing materials that encourage students to articulate for themselves and others their own convictions and to reflect on how their thought changes throughout the course;
  - creating a learning environment which validates students' ideas and encourages them to respect and engage each other;
  - providing one-to-one and small group tutorials.

Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:
❑ allowing students to actively contribute to the course – both in terms of content, assignments, assessment, and feedback – in pedagogically sound ways.
  Content and feedback:
  - Giving student feedback on course content serious consideration in course revision.
  - Having students choose texts from a group selected by the teacher.
  - Designing courses that lead gradually to a unit in which content is entirely selected by the students.
  - Administering at least one mid and one end of semester written course evaluation that is specific to the course.
  - Having each unit compile, analyze and share feedback and use it in revising/redesigning courses.
  - Additionally, having student 'jam sessions' (e.g., informal brainstorm-like sessions) to collect more informal oral feedback, including using a class representative to present students' ideas, etc.

  Assignments:
  - Having students contribute to refining/defining assignments provided by the teacher.
  - Having students choose between several options of assignments.
  - Having students create/develop an assignment as a part of the assignment.

  Assessment:
  - Having students analyze and/or evaluate a given assignment criteria.
  - Having students create criteria for assessment.
  - Having students design quiz, reading test, or other assessment tools.

Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:
❑ encouraging students to monitor their own learning processes.
  - Including self-assessment in course design.
  - Incorporating reflective writing tasks that ask students to consider particular processes of learning they have experienced and how they have developed through them.
  - Having students write reflective diaries/journals.

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Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:

❑ promoting learner autonomy by broadening the focus of courses to include exploration and discovery as fundamental curricular goals.
  • Including student-initiated independent projects such as finding out about opera, for example, in Ankara and writing a report about it.
  • Asking students to research/explore topics around some type of independent study.
  • Including assignments that emphasize **discovery** and **uncertainty** in addition to traditional argument and problem/solution types of tasks.

Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:

❑ designing courses and materials that encourage the consideration of perspectives different from those commonly held by students.
  • Creating courses whose subject matter covers a variety of cultural backgrounds and perspectives.
  • Designing text-based assignments that ask students to examine how and why their own beliefs differ from others'.
  • Selecting content areas of local and global importance that students may not be very familiar with and that will challenge and complicate beliefs and values they may have developed throughout their lives.
  • Building into the course texts and activities that address the more general notion of "change" and human development (e.g., what is gained and lost by value shifts? Why are both tradition and change valuable to an individual and society?).
  • Adopting teaching practices that are intellectually challenging, but not emotionally threatening. For example, a sensitive role play activity ("What would you do if your best friend told you he/she was gay?") needs to be done in a tolerant atmosphere in which students know they will be listened to.

Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:

❑ encouraging students to connect classroom experience with social and personal experience in creative, critical ways.
  • Having students to invite speakers to the class.
  • Using materials that students bring to class
  • Having students do interviews and polling
  • Encouraging students to make use of Internet resources, such as chat rooms, listserves and email penpals.
  • Designing activities that use role-play
  • Relating discussion topics to the Turkish experience
  • Planning field trips

Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:

❑ creating a learning environment which values students ideas and encourages them to respect and engage each other.
  • Discussing classroom management and operation with the students
  • Addressing teacher/student expectations explicitly
  • Using the physical environment to maximize student/student interaction
  • Modelling and encourage active listening skills
  • Teaching functionally appropriate language forms (e.g., agreeing, disagreeing, clarifying, etc.).
  • Facilitating activities such as debate, discussion and presentation.

Bilkent First-Year English 101 and 102 will engage students in their own critical, creative and reflective learning process by:

- ❑ designing courses and materials that encourage students to articulate for themselves and others their own convictions and to reflect on how their thought changes throughout the course.
  - • Assigning and using for reflection pre- and post-unit writing tasks (or video mini-presentations, or audio recordings) where students express their positions on course content issues, and how their beliefs have been influenced by encounters with those who think differently from them.
  - • Having students keep Journals to reflect on how their thinking has changed throughout the duration of the term. Periodically, giving reflective assignments asking students to do the same.
  - • Perhaps, earlier in the term, using texts and activities which examine the value of self-reflection and how certain authors use writing to reflect on their lives (again, not to limit the medium, since could take forms other than writing).
  - • Using texts featuring characters who have undergone fairly dramatic changes (e.g., *The Autobiography of Malcolm X*, *Metamorphosis*, etc.).

First-Year English Program Principles & Suggestions

Local and Global Connections Goals:

❖ **to encourage students to connect what they learn to local and global contexts by:**
  - helping students to identify links between course content and their local context (social, political, ecological, educational, religious, etc.);
  - putting students in contact with local organizations, people, events, etc. through guest speakers, field trips, conferences, etc.);
  - putting students in contact with global organizations, people, events, etc, through e-mail, WWW, international media, NY Live, etc.

General suggestions:

- ❑ To help students become familiar with technologies such as the Internet, email, word-processing, etc., either through workshops, use of class time, or BilWrite visits.
- ❑ To expose students to at least one outside speaker/presenter each semester and/or take students on a field trip.
- ❑ To encourage students to compare how cultures differ in respect to particular issues.
- ❑ To have students connect classroom topics to contemporary issues where appropriate through classroom discussions, texts, writing assignments, out-of-class extension activities, etc.
- ❑ To encourage students to connect their research papers to local and global issues and to contact local and international organizations as they complete their research.To encourage students to complete original research in local community.

First-Year English Program Principles & Suggestions

Professional Development Goals:

❖ **to enhance professional development in the First-Year English Program by:**
- supporting and rewarding research
- promoting better teaching through systematic reflection in the form of peer and/ or other types of observation, action research, etc.
- encouraging faculty to explore innovative approaches to teaching and course design either collaboratively or independently
- to insure that faculty receive regular written feedback concerning their job performance
- to support faculty in course design, testing, and materials development through appropriate training and ongoing
- establishing and maintaining an up-to-date resource room
- promoting competence in using new and old technology

❑ supporting and rewarding research
- to establish a research interest group that will meet once a month to discuss ideas and draft materials as well as to provide support and training in research skills;
- to advocate release time for research studies;
- to develop increased financial support for presenting at conferences (national and international)
- to develop an equitable system for distributing funds for conferences.

❑ promoting better teaching through systematic reflection in the form of peer and/ or other types of observation, action research, etc.
- to support and train faculty in observation skills (lesson planning, conferencing, feedback, etc.);
- to introduce faculty to a variety of options for professional development (e.g., teaching logs, microteaching, discussion groups, workshops).

❑ encouraging faculty to explore innovative approaches to teaching and course design either collaboratively or independently
- to insure that faculty receive regular written feedback concerning their job performance
- to support faculty in course design, testing, and materials development through appropriate training and ongoing support
- to provide sufficient and relevant resources within budgetary constraints;
- to insure that sufficient documentation of courses are kept (materials, tests, syllabi, sample student papers);
- to monitor the quality of the designed courses and to provide constructive feedback.

❑ establishing and maintaining an up-to-date resource room
- to build a resource collection consisting of books on teaching methodology and techniques, classroom research, observation, teacher development, etc.
- to set up a proper maintenance system for the management of materials.

❑ promoting competence in using new and old technology
- to increase teachers' knowledge of the technical facilities available on campus (locations, operating times, etc.);
- to encourage faculty to improve their knowledge of technological resources by providing workshops and by promoting autonomous learning;
- to promote the use of the First-Year English Program email list by sharing questions from the research interest group and from unit staff meeting.

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APPENDIX C

INFORMED CONSENT FORM

Dear ....,

I am conducting a research project on designing a framework of professional development activities for the First-Year English Program faculty upon the introduction of the core curriculum as part of my Ph.D. in ELT dissertation. The purpose of the study is to develop a framework of professional development and support strategies and activities for instructors who are facing a major change in their program.

The interview we will have is a part of this study. Your participation is voluntary and there is no risk involved. All responses will be kept confidential. That is, nobody, except for me, will see or hear your responses, and your names will not be used in the reports. Therefore, do not hesitate to respond to the questions honestly.

If you have any questions about the study, you may contact either me or the study supervisor. Thank you very much for your cooperation.

Elif Uzel-Arısoy
elif@bilkent.edu.tr
X- 2268
The Study Supervisor:
Prof. Dr. Sabri Koç
Chairperson, Department of Foreign Languages Education
Faculty of Education
Middle East Technical University

INFORMED CONSENT FORM

I agree to participate in a research study on designing a framework of professional development activities for the First-Year English Program faculty upon the introduction of the core curriculum. I am aware that there is no risk involved in my participation. I understand that I may withdraw from the study at any time. I will take part in an interview as a part of this study. I know that this interview will be recorded. I understand that my participation is completely confidential and that my name will not be used in the reports.

Name : ....

Signature : ....

Date : ....

The Researcher:
Elif Uzel-Arısoy
elif@bilkent.edu.tr
X- 2268

The Study Supervisor:
Prof. Dr. Sabri Koç
Chairperson, Department of Foreign Languages Education
Faculty of Education
Middle East Technical University

APPENDIX D

INITIAL INSTRUCTOR INTERVIEW GUIDE

Preliminary Information

Hello, you know that I am a Ph.D. student in the Department of Foreign Language Education at METU and I am doing my dissertation study at the moment. As part of this study I am undertaking these interviews. I am here to talk to you about the curricular change we are undergoing, the demands this change make from you as an instructor and possible professional development activities which can be provided in the unit to support you during this transition period.

My hope is to understand our instructors' ideas about change, professional development and their preferences. So, I am really interested in what you have to tell me about your opinions on this subject.

What you say to me is completely confidential. I will not pass on anything that you tell me. And I will not use your name in anything I write.

I would like to tape our conversation since it will be very difficult for me to follow our conversation and take extensive notes. Moreover, I do not want to miss anything that you will tell me. Is it OK with you? Actually, I'd like to show you my transcription when I am finished with it.

The interview will take approximately 30 minutes. Do you have any questions? Shall we start then?

Questions

Interviewee: _____   Date: _____

A. Background Questions:

First I'd like to ask you a few background questions to get to know your

professional history better.

1. How long have you been teaching in general and specifically in the

   FYEP?

2. What are the degrees that you hold? Any additional certificates or

   diplomas?

3. Have you attended any other professional development activities before?

B. Content Questions:

1. Can you briefly talk about your present job description to me? As an instructor in the FYEP, what are you expected to do with the introduction of the new core curriculum program?

   PROBES:

   - Teaching

   - Research

   - Service to the department (course design)

2. What do you think/feel about the change that is taking place right now?

   PROBE: Compare your responsibilities/duties then and now. What are the changes you are living through?

   PROBE: Have you ever lived through such a curricular change before in the FYEP? If so, can you compare them? Different? Similar? Easier? More difficult?

3. As an instructor, what skills and strategies do you think you should have in order to be able to cope with these changes and with the new program?

   - **PROBE**: What are the difficulties you are living through right now during the course design process? Any problems you face?

   - **PROBE**: Implementation Stage: What are the difficulties you are living through during the implementation of the course? Any problems?

4. Every instructor has different ideas about "professional development". When I say "professional development" to you, what does it mean to you personally?

Alternative: Can you describe what you believe professional development is?

> **PROBES**:
>
> - What are some of the activities that you can think of as part of professional development? Useful ones? Not so useful ones? Why do you believe so?
>
> - What would be some of the professional development activities that you see as necessary and useful to cope with the changes right now -- in the course design process? (When? Where? How?)
>
> - Implementation Stage: Any PD activities to cope with the changes during the implementation stage?
>
> - **ALTERNATIVE**: What would you like to see happen so that you can feel good and comfortable about this change?

5. My questions are finished. Do you have any other comments that you would like to add?

Thanks a lot for your cooperation!!! I appreciate it a lot....

APPENDIX E

INITIAL ADMINISTRATOR INTERVIEW GUIDE

Preliminary Information

Hello, you know that I am a Ph.D. student in the Department of Foreign Language Education at METU and I am doing my dissertation study at the moment. As part of this study I am undertaking these interviews. I am here to talk to you about the curricular change we are undergoing, the demands this change make from you as an instructor and possible professional development activities which can be provided in the unit to support you during this transition period.

My hope is to understand our instructors' ideas about change, professional development and their preferences. So, I am really interested in what you have to tell me about your opinions on this subject.

What you say to me is completely confidential. I will not pass on anything that you tell me. And I will not use your name in anything I write.

I would like to tape our conversation since it will be very difficult for me to follow our conversation and take extensive notes. Moreover, I do not want to miss anything that you will tell me. Is it OK with you? Actually, I'd like to show you my transcription when I am finished with it.

The interview will take approximately 30 minutes. Do you have any questions? Shall we start then?

Questions

Interviewee: _____   Date: _____

A. Background Questions:

First I'd like to ask you a few background questions to get to know your

professional history better:

1. How long have you been teaching in general and specifically in the

    FYEP?

2. How long have you been a coordinator / the head in the FYEP?

3. What are the degrees that you hold? Any additional certificates or

    diplomas?

B. Content Questions:

1. Can you briefly talk about the present job description of the instructors in the FYEP to me? As instructors in the FYEP, what are they expected to do with the introduction of the new core curriculum program?

    PROBES:

    - Teaching

    - Research

    - Service to the department (course design)

2. What do you think the instructors think/feel about the change that is taking place right now?

    - **PROBE**: Compare their responsibilities/duties then and now? What are the changes they are living through?

    - **PROBE**: Do you know if any of them have lived through such a curricular change before in the FYEP? If so, can you compare them? Different? Similar? Easier? More difficult?

3. As a coordinator, what skills and strategies do you think instructors should have in order to be able to cope with these changes and with the new program?

    - **PROBE**: What are the difficulties they are living through? Any problems they face?

    - **PROBE**: Implementation Stage: What are the difficulties they are living through during the implementation of the courses? Any problems?

4. Every teacher has different ideas about "professional development". When I say "professional development" to you, what does it mean to you personally?

Alternative: Can you describe what you believe professional development is?

   PROBES:

   - What are some of the activities that you can think of as part of professional development? Useful ones? Not so useful ones? Why do you believe so?

   - What would be some of the professional development activities that you see as necessary and useful for the instructors to cope with the changes right now? (When? Where? How?)

   - Implementation stage: Any PD activities that are useful for the teachers during the implementation?

   - **ALTERNATIVE**: What would you like to see happen so that the instructors can feel good and comfortable about this change?

5. My questions are finished. Do you have any other comments that you would like to add?

Thanks a lot for your cooperation!!! I appreciate it a lot....

APPENDIX F

FINAL INTERVIEW GUIDE

Preliminary Information

Hello, you know that I am a Ph.D. student in the Department of Foreign Language Education at METU and I am doing my dissertation study at the moment. As part of this study I am undertaking these interviews. I am here to talk to you again about the curricular change you are undergoing, the demands this change make from your instructors and from you as a coordinator and possible professional development activities which can be provided in the unit to support the staff during this transition period.

My hope is to understand our instructors' ideas about change, professional development and their preferences when they have completed one academic year with the implementation of the new program. So, I am really interested in what you have to tell me about your opinions on this subject.

What you say to me is completely confidential. I will not pass on anything that you tell me. And I will not use your name in anything I write.

I would like to tape our conversation since it will be very difficult for me to follow our conversation and take extensive notes. Moreover, I do not want to miss anything that you will tell me. Is it OK with you? Actually, I'd like to show you my transcription when I am finished with it.

The interview will take approximately 30 minutes. Do you have any questions? Shall we start then?

Questions

Interviewee: _____   **Date:** _____

1. What do you think the instructors think/feel about the change as one year with the implementation of the new program is over:

   - PROBE: Overall, how do they feel now as they have had two experiences with course design and are heading for a third?

2. What skills and strategies do you think instructors should have in order to be able to cope with the change and with the new program during the next academic year?

   - PROBE: What are the difficulties they have lived through?

   - PROBE: Were there any particular difficulties they were faced with during the second trial of course design? (i.e. Spring Semester)

   - PROBE: I believe you did some appraisal meetings with the instructors and observed their lessons. What conclusions can you draw from these sources as far as the instructors' needs are concerned?

3. What would be some of the professional development activities that you see as necessary and useful for the instructors to cope with the changes at this stage?

   - PROBE: Assessment of the 1st year of Implementation:

     o Which PD activities that were held last year do you think instructors benefited from the most? (and were happy with?) Why?

     o Which ones do you think they did not benefit so much from? Why not?

- PROBE: What would you like to see happen so that the instructors can feel good and comfortable about this change?

4. Do you think this change would be a sustained one? That is, one that will be institutionalized in the future. If yes, by when do you envision it happening?

  - PROBE: What can be done to increase the likelihood (or possibility) of institutionalization (continuation)?

5. My questions are finished. Do you have any other comments that you would like to add?

Thanks a lot for your cooperation!!! I appreciate it a lot....

SAMPLE TRANSCRIPT

INSTRUCTOR INTERVIEWS

INFORMANT CODE: I-3

RESEARCHER'S QUESTIONS, PROBES AND COMMENTS IN CAPS.

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1. **CAN YOU BRIEFLY TALK ABOUT YOUR PRESENT JOB DESCRIPTION TO ME? AS AN INSTRUCTOR IN THE FYEP, WHAT ARE YOU EXPECTED TO DO WITH THE INTRODUCTION OF THE NEW CORE CURRICULUM PROGRAM?**

I'm expected to teach a content area together with academic skills like writing, speaking reading all those things. Preparing my own course, exams and grading criteria as well. I also teach a grammar course. RESEARCH? They're forcing us to do research. They're expecting us to do research but actually what we're doing is for ex while preparing 101 course and 102 course we're also doing intensive research a lot of reading sometimes I feel like I'm writing a dissertation. I read all those things. We had a meeting a month ago and some people were saying what we're doing now can't this be considered as research because we don't have time to do the kind of research a kind of presentation. The answer was negative. That's not what the university means my research. You have to write a paper or present somewhere.

2. WHAT DO YOU THINK/FEEL ABOUT THE CHANGE THAT IS TAKING PLACE RIGHT NOW?

I'm kind of happy with the changes because we're also teaching content and we're also learning a lot. We're able to improve ourselves. This year what I realized is that we received more respect from our students they pay more attention to what we're doing in class before we were just doing materials. For ex in the writing class we were mainly focusing on rhetorical patterns. When I talked to my students about this course, they told me that they really feel that they're learning something even though they find this course a bit more demanding challenging when compared to previous courses. WHAT ABOUT YOU AS AN INSTRUCTOR? WHAT ARE THE CHANGES FOR YOU? Of course we have to get an idea about the content area that we're teaching. This requires a lot reading and a lot of research. And sometimes it requires expertise. Sometimes we can't be sure about certain material we're dealing with. And we don't want to go to class without being sure about the material. Sometimes we try to fill in the gaps by asking colleagues. I'm happy because we'll be dealing with the same topic next year as well and of course we'll do some slight changes but our course is going fine. So I think we have to come up with a topic that is controversial that the students can do some critical thinking about. It makes students think. The problem is sometimes the content may overweigh the academic bit so sometimes we can get into such kind of a trap but on the whole satisfied. I feel secure about what I'm teaching. But I feel a bit tired. I can't find enough time.

3. AS AN INSTRUCTOR, WHAT SKILLS AND STRATEGIES DO YOU THINK YOU SHOULD HAVE IN ORDER TO BE ABLE TO COPE WITH THESE CHANGES AND WITH THE NEW PROGRAM?

Trying to choose the right substantial material was a concern. It's a problem to decide whether that book is the most relevant book, whether you can fit it in your course. Also incorporating the academic skills materials into our course. We have the goals and as a unit we decide that we have to include certain things in the course. But sometimes it's difficult to find the suitable topics to include these. There might be a problem with the timing. Actually we have prepared 2 booklets. And now we have to delete some of them. We can't cover everything we prepared. ANYTHING ELSE? ARE YOU COMFORTABLE WITH EVERYTHING ABOUT THE CONTENT BASED INSTRUCTION? Of course not really. I need to know a lot of content information. We have a colleague who knows a lot about our topic. She helps us a lot. If she weren't there our course would have had some problems. We would have had some gaps. She helps us to fill in those gaps. SO CAN WE SAY THAT YOU FIND IT DIFFICULT TO RELATED MATERIALS, TOPICS TO ONE ANOTHER? Yes certainly

4. **EVERY INSTRUCTOR HAS DIFFERENT IDEAS ABOUT "PROFESSIONAL DEVELOPMENT". WHEN I SAY "PROFESSIONAL DEVELOPMENT" TO YOU, WHAT DOES IT MEAN TO YOU PERSONALLY?**

You should have certain professional skills, abilities to cope with the problems while you're teaching. WHEN DO YOU FEEL YOURSELF PROFESSIONALLY DEVELOPED? You acquire all the skills and abilities. This's an ongoing process. For ex when I first started teaching here I wasn't professional at all. I had to go to class without knowing much, may be we should have some workshops. ANY ACTIVITIES AS PART OF PROFESSIONAL DEVELOPMENT? Workshops, being observed. That helps sometimes it can be stressful but that helps because the person who observes you comes up with a list of points that you can think about so you can improve yourself. WHAT ABOUT WORKSHOPS, DO YOU FIND THEM USEFUL? Yes they're useful. ANY OTHER ACTIVITIES? May be you can do your PhD and doing research. WHAT ABOUT CONFERENCES? Yes certainly. WHAT ABOUT SITTING IN TEACHER GROUPS AND DISCUSSING ISSUES? Sometimes they might not be that useful. WHY NOT? Sometimes I mean if you actually expect to get a result out of what you're doing that can be useful. If you're discussing something that is not tangible that might be a problem. I prefer to have more seminars, workshops and being observed rather than getting together in small groups. ACTIVITIES FOR FYEP? We should have expertise. For example, we should try to approach this content area from different multidisciplinary perspectives

but again we need expertise. From history, anthropology, psychology and etc, these are broad areas which require expertise but I haven't studied history or anthropology. HOW DO YOU THINK WE CAN SOLVE THIS PROBLEM? XX suggested that we can actually go and talk to people who have had education in these fields. But that seems not to be too relevant. There should be a person who is knowledgeable in that field in our department. Like now we have X she is of great help. Resource people. If I don't have enough knowledge about the content area I'm trying to teach, my course will be a failure. What about the student here? The students will suffer. And I don't want them to suffer. And I don't want to be embarrassed in front of my students. Some workshops and peer observations are useful. TOPICS FOR WORKSHOPS how to prepare course material. How to find material. Design activities that can actually get most of the students participate. How to deal with long reading. ANYTHING ELSE THAT CAN MAKE YOU FEEL COMFORTABLE ABOUT THIS CHANGE? If I believe that I'm confident about this is going for about 5 years. I don't want to have huge changes every year. This's something really discouraging for the instructor. Creates lack of motivation. If I'm happy about my course, it's going really well, then I shouldn't be changing my course next time all over again. I want to teach this next year as well. YOU WANT TO TRY IT OUT A COUPLE OF TIMES.

COMPARE THIS CHANGE WITH THE ONES PREVIOUS? This is better I think. It's really demanding. You're asked to do a lot. May be take people who have majored in philosophy, history. as well. But they

should provide other instructors with help. "If you're doing this course you can consult this person, he's knowledgeable in this field" sometimes we wanted to consult someone last year but there was nobody to consult. We need people with different backgrounds. COMPARE this's better. The previous change we were in a panic because of the exam. And we weren't feeling secure about it. To feel secure in a place that you're working is very important. If you don't feel that, then it's a problem. This change is better.

INFORMANT CODE: C-1

RESEARCHER'S QUESTIONS, PROBES AND COMMENTS IN CAPS.

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1. **CAN YOU BRIEFLY TALK ABOUT THE PRESENT JOB DESCRIPTION OF THE INSTRUCTORS IN THE FYEP TO ME? AS INSTRUCTORS IN THE FYEP, WHAT ARE THEY EXPECTED TO DO WITH THE INTRODUCTION OF THE NEW CORE CURRICULUM PROGRAM?**

That's a really interesting question. I mean we need a solid teacher description; we don't' have one actually. Not having that raises lots of issues and questions both for teachers are supposed to do on a daily basis and thinking about development. My sense is that people have different expectations of what teachers are supposed to be doing. I think there are some things that are shared among some people and among the unit as a whole but there's quite a bit of variation as well. WHAT ARE YOUR EXPECTATIONS? Teachers teach, tutorials, grading, designing their own course. A new thing is assessment and assignments. It's a big lack that we don't have such a document. HOW ABOUT RESEARCH AND OTHER SERVICES TO THE DEPARTMENT? They're there. They need to be doing that. Whether that's completely fair with a teaching load

of 20 hrs a week. And whether teachers feel that they need to be doing research. I don't know as I understand it's part of their job description.

2. WHAT DO YOU THINK THE INSTRUCTORS THINK/FEEL ABOUT THE CHANGE THAT IS TAKING PLACE RIGHT NOW?

Several feelings: confusion, rush. The speed of things changing. Confusion about having to do with communication, what are the changes, what do these really mean? Their understanding of them. I think there's still a lot going on with that. And also another point might be discussion about why we're doing this. That level of changes are still taking place. I think they feel rushed and confused. ARE THEY HAPPY? I will not use the word "happy" I think it'll be optimistic. I don't believe that they're under these circumstances. It'd be really nice. But to date there hasn't been much of that. I feel that they feel there's a change and that change is more working. A lot of things related to course design are new. This new evaluation scheme is new too. Working more and a bit more difficult work. The speed is a bit part of it. Speed is huge and perhaps and as part of it the management of that change I mean for whatever reasons that change is happening really fast that just adds to the feelings of confusion. It's more. THEY USED TO WORK IN GROUPS BUT NOW THEY WORK ON THEIR OWN. Sure it's a burden for them. HOW ABOUT HISTORY? My understanding is that there have been curricular changes in the past. Most of the comments I've heard have been a lot of negative repercussions about the changes. A lot of people leaving or

were told to leave. Again it was rushed and the teachers weren't involved in the process.

3. **AS A COORDINATOR, WHAT SKILLS AND STRATEGIES DO YOU THINK INSTRUCTORS SHOULD HAVE IN ORDER TO BE ABLE TO COPE WITH THESE CHANGES AND WITH THE NEW PROGRAM?**

This isn't a skill. But I think it's something that teachers need. Time. Time. It has to slow down because during this process we have to get a clearer understanding of people's backgrounds and then think about ways to develop them in the relevant bits. But there's so much going on at the same time. If we plan some developmental things for teachers there are so many other deadlines for them to meet. I don't think people have the time and the energy to take part in increasing their skills and knowledge base. That's why for me the most important thing is this slowing down a bit. Otherwise I could try and coordinate a dozen sessions this semester but if people are overwhelmed with so many other things, they're not going to take it up. And actually they can't. It's unrealistic. For this reason I think time is what they need. WHAT DO THEY NEED? AS A SKILL OR STRATEGY? I think we have at least 2 very different groups of teachers in this program: there are those who have ELT background and teaching certifications and there are those who have advanced degrees and doctorates in humanities and social sciences and have some experience with teaching EFL students. And there's another group of teachers which as far as I know all are Turkish and have BAs some of them have done some bit of ELT work outside, some courses and things

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like that. But some haven't. A communication between 3 is really important. Each group has knowledge which can benefit all the teachers. It's a matter of finding out how much each knows and then finding a way to get them share. There're people here who have experience in planning content courses and teaching them and there're ELT focused people. They both have things to offer to each other. If that knowledge is more shared, interpretations of this change and what it means and what we are expected to do will be more shared as well. MORE SPECIFIC ISSUES. Within each of these groups, there are different issues to consider. Assessment, classroom management, motivating students, how to handle long readings. But I can't. Long texts is common, assessment is common across. Meeting those fuzzier goals, like aesthetic and intellectual is also difficult.

4. **EVERY TEACHER HAS DIFFERENT IDEAS ABOUT "PROFESSIONAL DEVELOPMENT". WHEN I SAY "PROFESSIONAL DEVELOPMENT" TO YOU, WHAT DOES IT MEAN TO YOU PERSONALLY?**
Professional development for me is reflecting on and getting new knowledge and then making changes related to any of the things I do. What I think of professional development is centering around what I believe our job description as an instructor is. But I think that I believe that that's closely connected to how you perceive yourself. I see myself as a teacher. Some people see themselves as a poet. In which case there's a different relationship going on. I believe this year especially with the new position that I get it's going to mean training and administration.

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USEFUL PROFESSIONAL DEVELOPMENT ACTIVITIES I definitely benefited from observation, more from observing than from being observed. Really observing other people. You learn so much from seeing other people. Working on extended projects that are dealing with classroom or teaching data issues. That if a constant element of reflection is there. It's constantly feeding back. HOW ABOUT WORKSHOPS, CONFERENCES, TEAM TEACHING. Team teaching I have done. In my mind it's in observation. Conferences, no! You take a couple of ideas away but not so essential. Small groups. LIKE TEACHER STUDY GROUPS. I have done that with extended research if research is there may be useful. Reading is a really big thing but again reading and getting ideas and putting them into practice is the greatest thing. Being ready to try something new today that element of being ready to risk something is the biggest thing. And I think PD opportunities which don't encourage or require you to do that don't make a change. PD actvs have to have a doing thing. OK workshops and sessions are nice but do something with them. Apply them. FYEP TEACHERS WOULD BENEFIT. They have to do something and they should be willing to do it. Giving up time. This is the thing I'm concerned about, given the time element I don't' know how much doing can be done. I personally believe that the change comes by doing. It depends on people's impetus. May be somebody wants to give a workshop because she wants to experiment with things. That's fine. I believe what is essential is creating activities and environments for people to do that. WHAT CAN BE CONCRETE ENVIRONMENTS IN FYEP? Encouraging observations. Encouraging

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reading and discussion in groups. Workshops but perhaps including something at the end encouraging people to say what are you going to do. I'm thinking like at the end of a post conference the question is what are you going to do? When you have a session or a workshop that it has that element to it. That the teachers get to that point to think what can I actually do in my class to try out. Sometimes that's left out. There are different focuses but the emphasis should be there. Whether that's followed up with. I still don't know. Personally that's enough for me. To get to that point and try it out. The other part of me is saying what if I follow her and sit down and talk about how she did the try out and what she experienced. For peer observations there has to be a trust thing there. It's got to be a spontaneous thing as well. I'm coming into your class to see what this means for my class. If the trust thing isn't there, people will see it as a supervisory thing. Sometimes people feel that they have to look at negatives in observations and it's not like that. WHAT WOULD YOU LIKE TO SEE HAPPENING SO THAT THE TEACHERS CAN FEEL COMFORTABLE, ANYTHING ELSE? Slow down, get feedback. It's something I've been pushing. Before we go into 102 course for ex talk about what happened with 101. And there needs to be more formal plans of getting feedback from the teachers about the change. Getting feedback from the teachers is really really important. And it must be acted upon. There has to be some sort of teacher input in how the process is changing according to their feedback.

SAMPLE TRANSCRIPT

FINAL ADMINISTRATOR INTERVIEWS

INFORMANT CODE: C4(2)

RESEARCHER'S QUESTIONS, PROBES AND COMMENTS IN CAPS.

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1. **WHAT DO YOU THINK THE INSTRUCTORS THINK/FEEL ABOUT THE CHANGE AS ONE YEAR WITH THE IMPLEMENTATION OF THE NEW PROGRAM IS OVER. OVERALL, HOW DO THEY FEEL NOW AS THEY HAVE HAD TWO EXPERIENCES WITH COURSE DESIGN AND ARE HEADING FOR A THIRD?**

I guess it seems like it is mostly positive. I think things are becoming easier, there's a lot less anxiety. Because they've had some experience. People are more interested in their teaching now. That really helps. I think I think some things are becoming clear. You know we had started getting people with PhDs from other fields. Now I think it's a very very bad idea. I don't support it at all. If your concentration is in the content area and you haven't got the pedagogical formation how do people learn and what it means to learn things then it seems that you just caught up in the content and there's it looks like a lecture class. It's like anything that comes along. There's a certain fear at first you don't know what's going to happen. I think one thing that led to people having less anxiety is all

these committees. More people are involved at more levels of decision making in the department in general. WHAT COMMITTEES? There's a curriculum committee; we met and we revised the goals and we continue to meet. There's a budget committee. Conference committee for awarding grants to people for conferences. It makes people more responsible for what happens. It's in a way; there isn't anybody to blame. Director isn't standing up at the top; when people complain they have to complain about themselves. This way you are responsible for your complaints.

2. **WHAT SKILLS AND STRATEGIES DO YOU THINK INSTRUCTORS SHOULD HAVE IN ORDER TO BE ABLE TO COPE WITH THE CHANGE AND WITH THE NEW PROGRAM DURING THE NEXT ACADEMIC YEAR?**

I think I mean I have few strong opinions on this. Things like teaching writing, giving feedback, what it means what exactly are you trying to get a student do when they're writing an essay. I think there're some problems. People are coming from different backgrounds where writing was much more limited in length and depth.   They emphasize grammar, superficial things. It's just a different way of looking at writing. That's something we need to work more on. We had a workshop on the whole blending of language and content. It was kind of useful. It was a swap shop thing. But when only 4 people brought things. A lot of useful things came out of that. Also it came out that there's still a lot of confusion and a lot of uncertainty about what it means teaching language and content and

how integrated they are, how explicit you are about your language goals. And so I think that's something we need to be talking about. We need to convince people that they should be excited about going to workshops and doing something over there; putting their heart and soul into it, instead of just sitting there. When we try to do workshops during the semester people are too busy and overworked, when we try to do them over summer, they start to disengage, I don't know. And also you have to work against the idea that people wanted to be handed something instead of creating something. WHAT PARTICULAR DIFFICULTIES DID THEY GO THROUGH? For a couple of people they were just normal teaching issues. Getting people involved. People are also dealing with the integration of language and content. That seems to be the key issue, blending language and content.

3. **WHAT WOULD BE SOME OF THE PROFESSIONAL DEVELOPMENT ACTIVITIES THAT YOU SEE AS NECESSARY AND USEFUL FOR THE INSTRUCTORS TO COPE WITH THE CHANGES AT THIS STAGE?** WHICH PROFESSIONAL DEVELOPMENT ACTIVITIES DID THEY FIND USEFUL? The symposium*, people got involved and there was outside support as well to share our experiences with them. With workshops it has so much to do with people's energy level the time of the year and the day. It's like teaching: it's tough teachers become students immediately. They turn off and they expect things to be done for them. It seems it's

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* The Annual Symposium organized by FYEP to share research findings and classroom practice among colleagues from FYEP and other Bilkent University departments teaching post-preparatory school English courses.

dependent on their psychological condition. Trying to break this seems to be the key issue. There were some workshops, when there's enough provocative stuff presented, and when people have a chance to get into groups and talk about it that when things seem to happen. But I'm not sure if people have a sense of things did happen. Like sometimes when I really think that good things are happening, they walk away thinking that nothing's happened. But teaching can't be that way. Nobody can give your teaching, nobody can hand it to you. You have to do it yourself. The closer things are connected to what people are actually doing seems to be better as well. One workshop that I did for my teacher training class was really successful. It took a lot of planning and preparation. And also because I was doing it for a course I took most of the responsibility of what will happen in that session. It ended up pretty well and people were involved in it. But you can't do that all the time; I can't do that all the time. Nobody can do that all the time. Because I guess it's too much work. Sometimes in a workshop you feel this disturbing thing from teachers that they think will I get enough of this session? But it can't be that way. It can't be giving all the time. WHY DO YOU THINK THEY LIKED YOUR WORKSHOP? Because it was about CBI and the first part of it. Because it brought some theory and research into it. It brought some contradictory views as well. And people's inner beliefs. We have people with experience in training and they should take responsibility of what they know. One person can't do it all. Each group is going to be responsible for doing a workshop next year. Of course some people are suggesting that we should have a course. That'd be great but we don't have the

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resources for that. We don't have people for that. Also we should try to do more reading together. I guess people would like to have a course because they need recognition, like extrinsic motives certificates, money. ANY OTHER ACTIVITIES? I can't think of anything else. ANYTHING ELSE THAT WOULD MAKE THEM FEEL MORE COMFORTABLE? Social things, trying to get people more active on the list, for discussion. Encouraging people to go to conferences. HOW ABOUT PEER OBSERVATIONS? They should be voluntary but strongly encouraged. People need to get a stronger sense of what you could do. May be a workshop of what is possible with peer observation. Because I think sometimes people fall into a trap of observing to see what's good or bad.

4. **DO YOU THINK THIS CHANGE WOULD BE A SUSTAINED ONE? THAT IS, ONE THAT WILL BE INSTITUTIONALIZED IN THE FUTURE. IF YES, BY WHEN DO YOU ENVISION IT HAPPENING?**

There are two answers to that. If the institution continues to support it, I think it'll be sustained. But that really depends on the institution. It depends on the salaries going up, we must be hiring more qualified people. It depends on the director staying as well. I think it's a Bilkent thing. Things don't get institutionalized because people don't stay there pushing for the things to happen. Because how many times this department had changed in the last 10 years. The way this change is done I think it's sustainable. Because it's done fairly systematically, carefully and slowly. Step by step. Also getting people involved in decision-making. If the turnover stays good, then it all depends on the institution.

APPENDIX J

INITIAL LIST OF BROAD CATEGORIES
START LIST OF CODES
(generated based on the interview questions)

INSTRUCTOR INTERVIEWS: INITIAL LIST OF BROAD CATEGORIES

- **Question 1: Instructors' perceptions of their current job with the introduction of the new curriculum**

  - ➢ TEACH = Teaching related duties
  - ➢ TUTS = Tutorials
  - ➢ SERV = Service to the department
  - ➢ CD = Course design
  - ➢ R = Research
  - ➢ GEN WORK/OTHER = General work atmosphere related issues

- **Question 2: Instructors' perceptions of the change taking place**

  - ➢ DEFN = Definitions of change
  - ➢ COMP W/ PROGRAM = Comparison with the previous program
  - ➢ FEEL = Feelings about the change
    - ▪ + = Positive
    - ▪ - = Negative
  - ➢ COMP W/ CHANGE = Comparison with the previous changes

- **Question 3: Instructors' perceptions of their needs in relation to the change taking place**

  - ➢ NEEDS CD = Related to course design
  - ➢ NEEDS METH = Related to classroom methodology
  - ➢ NEEDS R = Related to research
  - ➢ NEEDS OTHER = Other

- **Question 4: Instructors' perceptions of professional development and their preferred activities**
  - ➢ DEF PD = Definitions of professional development
  - ➢ PD ACTVS = Professional development activities
  - ➢ + PD ACTVS = Useful / preferred / beneficial development activities
  - ➢ - PD ACTVS = Not so useful / not preferred development activities
  - ➢ FYEP =Preferred activities for FYEP
  - ➢ ELSE = Anything else that would make them feel comfortable

INITIAL COORDINATOR INTERVIEWS

INITIAL LIST OF BROAD CATEGORIES

- **Question 1: Coordinators' perceptions of instructors' current job description with the introduction of the new curriculum**

  - ➤ TEACH = Teaching related duties
  - ➤ TUTS = Tutorials
  - ➤ SERV = Service to the department
  - ➤ CD = Course design
  - ➤ R = Research
  - ➤ GEN WORK/OTHER = General work atmosphere related issues

- **Question 2: Coordinators' views on instructors' perceptions of the change taking place**

  - ➤ DEFN = Definitions of change
  - ➤ COMP W/ PROGRAM = Comparison with the previous program
  - ➤ FEEL = Feelings about the change
    - ▪ + = Positive
    - ▪ - = Negative
  - ➤ COMP W/ CHANGE = Comparison with the previous changes

- **Question 3: Coordinators' perceptions of instructors' needs in relation to the change taking place**

  - ➤ NEEDS CD = Related to course design
  - ➤ NEEDS METH = Related to classroom methodology
  - ➤ NEEDS R = Related to research
  - ➤ NEEDS OTH = Other

- **Question 4: Coordinators' perceptions of professional development and their preferred activities**
  - ➤ Definitions of professional development
  - ➤ DEF PD = Definitions of professional development
  - ➤ PD ACTVS = Professional development activities
  - ➤ + PD ACTVS = Useful / preferred / beneficial development activities
  - ➤ - PD ACTVS = Not so useful / not preferred development activities
  - ➤ FYEP = Preferred activities for FYEP
  - ➤ ELSE = Anything else that would make instructors feel comfortable

FINAL COORDINATOR INTERVIEWS

INITIAL LIST OF BROAD CATEGORIES

- **Question 1: Coordinators' views on instructors' perceptions of the change taking place after 1 year is over**

    - FEEL = Feelings about the change
        - + FEEL = Positive
        - - FEEL =Negative

- **Question 2: Coordinators' perceptions of instructors' needs in relation to the change taking place**
    - NEEDS CD = Related to course design
    - NEEDS METH = Related to classroom methodology
    - NEEDS R = Related to research
    - NEEDS OTH = Other

- **Question 3: Coordinators' perceptions of preferred professional development activities**
    - ASS PAST YEAR = Assessment of previous year's activities
        - + ACTVS = Useful / preferred / beneficial development activities
        - - ACTVS = Not so useful / not preferred development activities
    - FYEP = Preferred activities for FYEP
    - ELSE = Anything else that would make instructors feel comfortable

- **Question 4: Sustainability of the change**
    - Y / N = Yes or no
    - TO DO = Things that can be done to increase the likelihood

APPENDIX K

SAMPLE INDIVIDUAL SUMMARIZED DATA*

INSTRUCTOR INTERVIEWS

INFORMANT CODE: I-3

Question 1: Instructors' perceptions of their current job with the introduction of the new curriculum

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Teaching related duties	Content area + skills
Tutorials	
Service to the department	
Course design	Own course, criteria, exams
Research, conferences, publishing	Forcing us to do research Course design not accepted as research *Quote: "They're forcing us to do research."*
General work atmosphere related issues	

Question 2: Instructors' perceptions of the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Definitions of change	
Comparison with the previous program	
Feelings about the change – Positive	Happy Teaching content and learning a lot, I'm improving I receive more respect from students
Feelings about the change – Negative	Need to know a content area, it requires a lot of reading time, but there's no time Feel tired
Comparison with the previous changes	Better Previous change was panicking because of exam but now it's more secure

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* See Appendix 4A for the raw data (transcript)

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Question 3: Instructors' perceptions of their needs in relation to the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Related to course design	Choosing substantial material Integrating content and language Relating materials to topics, linking threads
Related to classroom methodology	Timing Designing classroom activities Dealing with long reading texts
Related to research	
Other	

Question 4: Instructors' perceptions of professional development and their preferred activities

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Definitions of professional development	Having certain skills and abilities to cope with problems while teaching. Ongoing
Professional development activities	Workshops, observations, PhD, research, conferences
Useful / preferred / beneficial development activities	Observations -- because feedback afterwards Workshops PhD Research Conferences
Not so useful / not preferred development activities	Discussion groups -- because no tangible or concrete outcomes
Preferred activities for FYEP	Expertise at content areas An expert in the Program, someone to go and ask questions and get answers Workshops Peer observations
Anything else that would make them feel comfortable	Not want to have huge changes every year. Want to try out a course a couple of times.

APPENDIX L

SAMPLE INDIVIDUAL SUMMARIZED DATA*

INITIAL ADMINISTRATOR INTERVIEWS

INFORMANT CODE: C-1

Question 1: Administrators' perceptions of instructors' current job with the introduction of the new curriculum

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Teaching related duties	Teach
Tutorials	tutorials
Service to the department	
Course design	Design own course Design assessment Design assignments
Research, conferences, publishing	
General work atmosphere related issues	No official job description so different expectations from teachers

Question 2: Administrators' perception of how Instructors' feel about the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Definitions of change	Individual work
Comparison with the previous program	Used to work in groups now on their own
Feelings about the change – Positive	Happy – but too optimistic not really like that
Feelings about the change – Negative	Confusion, rush, what do the changes really mean? More work.
Comparison with the previous changes	A lot of negative repercussions about the previous curricular changes A lot of people leaving or were told to leave It was rushed, and teachers weren't involved

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* See Appendix 4A for the raw data (transcript)

Question 3: Administrators' perceptions of instructors' needs in relation to the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Related to course design	Assessment
Related to classroom methodology	classroom management motivating students dealing with long readings meeting the fuzzier goals like aesthetic and intellectual ones.
Related to research	
Other	Time. QUOTE: *It has to slow down during this process we have to get a clearer understanding of people's backgrounds and then think about ways to develop them in the relevant bits.* There is so much going on at the same time. People do not have enough time to participate in professional development activities Different groups of teachers, needs analysis essential to cater for the needs

Question 4: Administrators' perceptions of professional development, their preferred activities and their suggestions for FYEP teachers

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Definitions of professional development	Reflecting on and getting new knowledge and then making changes related to any of the things I do.
Professional development activities	----same as below----
Useful / preferred / beneficial development activities	Observations working on extended projects study groups reading and putting them into practice any opportunity that makes you top put things into practice. QUOTE: *Professional development activities have to have a doing thing.*
Not so useful / not preferred development activities	Conferences, just to take a couple of ideas
Preferred activities for FYEP	Practical things and voluntary, reading and discussion groups, peer observations An expert in the Program, someone to go and ask questions and get answers Workshops Peer observations
Anything else that would make them feel comfortable	Slow down, get feedback

APPENDIX M

SAMPLE INDIVIDUAL SUMMARIZED DATA*

FINAL ADMINISTRATOR INTERVIEWS

INFORMANT CODE: C-4(2)

Question 1: Administrators' perceptions of instructors' feelings about the change at the end of the first year

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Feelings about the change – Positive	Interested in teaching Less anxiety
Feelings about the change – Negative	
Improved things	Easier Teachers more involved – committees helped more people are involved in the change They are more responsible less anxiety because more experienced things becoming more clear committees

Question 2: Administrators' perceptions of instructors' needs in relation to the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Related to course design	Integrating language and content -- how to teach content and language together still a lot of confusion about CBI
Related to classroom methodology	Teaching writing giving feedback to students' writing getting students involved dealing with long texts
Related to research	
Other	People are too busy and overworked so they do not have time for professional development. Over summer, they start to disengage so they are not effective. Time is an issue.

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* See Appendix 4A for the raw data (transcript)

Question 3: Administrators' perceptions of professional development, their preferred activities and their suggestions for FYEP teachers

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
Useful / preferred / beneficial development activities	Symposium[*] provocative workshops closely connected to people's work, well prepared, some theory and research together activities with concrete outcomes.
Not so useful / not preferred development activities	Teachers are too busy, no energy and no time well-prepared sessions better for people but nobody can do it all the time QUOTE: *One person cannot do it all.*
Preferred activities for FYEP	Courses (but no staffing and resources for that) because people need recognition, like extrinsic motives certificates and money reading together observations voluntary but strongly encouraged
Anything else that would make them feel comfortable	Social things, discussion list, encouraging for conferences

Question 4: Administrators' perceptions of the sustainability of the change

START LIST OF CODES	SUMMARIZED DATA FROM THE TRANSCRIPT
YES OR NO	Depends
CONDITIONS	• YES: if the institution continues to support it conditions: salaries going up, having more qualified people, director staying, the change is more staged this time step by step, systematic, continued involvement, turnover staying good (not so frequent) • NO: frequent changes, poor turnover.

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[*] The Annual Symposium organized by FYEP to share research findings and classroom practice among colleagues from FYEP and other Bilkent University departments teaching post-preparatory school English courses.

APPENDIX N

SUMMARIZED DATA
(COLLATED FROM ALL INFORMANTS)

INSTRUCTOR INTERVIEWS

Question 1: Instructors' perceptions of their current job with the introduction of the new curriculum

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=15, f^1)
Teaching related duties	15 hours teaching (6) - integrating language and content (4) - teaching academic skills (2) - teaching first year and fourth year support courses (2) - teaching 16 hours - teaching 18 hours - teaching critical thinking
Tutorials	- tutoring for 5 hours (6) - having some tutorials (4) - tutoring for 2 hours
Service to the department	- participating in developmental activities (3) - working in a group (2) - being available for office hours (2) - taking an active part in everything that happens in the unit.
Course design	- designing a course individually (12) - designing a content-based course (3) - preparing own materials (2)
Research, conferences, publishing	- compulsory to do research, pressure to do research, "forcing us to do research" (9) [p. 13, p. 21][2] - no time or energy for research, too busy, overworked (4) [p. 13, p. 21, p. 29] - course design process not accepted as research (4) [p. 21] - strong encouragement to pursue PhD studies
General work atmosphere related issues / other	- supporting new teachers (2) - no official job description for teachers [p. 25] - evaluation at the end of the year.

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

[2] These page numbers refer to the pages in the coding sheets (word-processed data). The researcher made such notes to directly quote from the data later on.

Question 2: Instructors' perceptions of the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=15, *f*)
Definitions of change	• individual course design, designing own courses (6) • more independence, more autonomy, freedom (4) [p. 34] • content-based courses, CBI approach (4) • more workload (2)
Comparison with the previous program	**Previous program:** • courses were prepared by the group (9) [p. 34] • courses were prescribed; we were told what to teach (4) [p. 30] • skills-based courses (2) • theme-based courses • not so serious texts, short texts • faculty specific • mass exams • too broad objectives **New Program:** • prepare courses individually (7) [p. 50] • more freedom (4) • more responsibility (4) • content-based courses (3) • global, more substantial texts (2) • no mass exams • clear objectives
Feelings about the change – Positive	• happy, positive (9) [p. 22] • more freedom, authority, flexibility (9) [p. 34] • involved, participating, individual choices, ownership (5) [p. 50] • more comfortable because of individual preparation (4) [p. 6] • less time consuming because of individual preparation (2) • more responsibility (2) • receiving more respect from students (2) • more enjoyable (2) • more meaningful • challenging • learning a lot • creative
Feelings about the change – Negative	• too demanding, too much work, too much preparation, tiring, teaching and designing a new course at the same time (8) [p. 22] • too fast, too sudden, not enough time to prepare and to internalize (7) [pp. 6, 14, 26] • not having enough experience in course design and/or CBI; a bit confused about the whole process (6) • stress, frustration, pressure (3)

Comparison with the previous changes	**Previous changes:** • a lot of stress and anxiety due to the exam[3] (2) **Current change:** • knowing what's going to happen in advance, more clear, more explained, more structured (3) [p. 58] • more training opportunities • more secure • better

Question 3: Instructors' perceptions of their needs in relation to the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=15, *f*)
Related to course design	• course design in general – how to design a course (6) • integrating language and content and various disciplines in the courses (5) • linking materials, texts – establishing threads (5) • assessment, especially how to assess content (4) • clear guidelines, knowing what to do (4) • background about CBI (2) • having a model, a real example to see (2) [p. 19] • more feedback on the process
Related to classroom methodology	• designing classroom activities (7) • dealing with long texts (6) • motivating and engaging students (5) • adding variety to the lessons (2) • timing • analyzing students' needs • teaching not testing • models of interaction • lesson planning
Related to research	• finding and choosing sources – especially the substantial material, limitation on course content (not being able to use the source chosen) (9) [I-1, p.2, I-3, p. 2, I-4, p. 4] • not having enough expertise in the content area (5) (I-6, p. 2] • evaluating sources (2)
Other	• time, not having enough time, time management problems (4) • limited resources (4) [p. 27] • feedback needs to be on time • feedback from colleagues • adaptation skills [p. 27] • computer skills • encouragement from administrators

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[3] During one of the previous curricular changes, FYEP instructors were asked to sit a language skills and methodology exam to prove their level of proficiency and expertise in English and ELT. Those who were not up to the standard or refused to sit the exam were made redundant.

Question 4: Instructors' perceptions of professional development and their preferred activities

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=15, *f*)
Definitions of professional development	• improvement, furthering your career, moving forward, never staying the same (8) • reading, research (3) • ongoing (2) • degree work like PhD studies (2) • having certain skills to cope with problems as they arise
Professional development activities	• seminars, conferences, lectures (9) • reading, research (8) • workshops (8) • peer collaboration activities such as working with a group, discussions, peer reviews, team teaching – informal sharing activities (8) • observations (6) • presenting at conferences and getting published (5) • formal courses, structured series of activities • degree work like Ph D studies (2) • course design process (2)
Useful / preferred / beneficial development activities	• workshops (7) • observations (7) [p. 48] • informal sharing activities, discussions, group work (4) • conferences (3) • formal courses, structured series of activities with a certificate at the end (3) • degree work, PhD studies because this is more concrete (3) • reading and research (3) • course design process in stages (3) • practical activities (3) • activities with concrete and clear aims and outcomes (2) • having a variety and having a choice [p. 60] • action research
Not so useful / not preferred development activities	• activities with no clear aims or outcomes (e.g. peer observations, workshops, discussion groups) (4) • workshops – sharing all the time but not getting much out of it (3)
Preferred activities for FYEP	• informal sharing activities, study groups, discussions, sharing and getting feedback, e-mail discussion list (12) • workshops (9) • observations (9) • formal courses, more structured support (5) • workshops by experts (3) • reading (3) • encouragement for degree studies • needs analysis for professional development • expertise in content areas • not a single type of activity, but variety

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Question 4 cont.

Anything else that would make them feel comfortable	- stability, certainty clarity (6) [p. 28] - more time (4) [p. 2] - cooperation and collaboration (4) [p. 44] - appreciation of hard work encouragement (3) [p. 16, p. 44] - more resources (3) - better salary (2) - revise the same course and teach it again, not design a new course (2) - not walk-in observations [p. 20]

SAMPLE SUMMARIZED DATA

(COLLATED FROM ALL INFORMANTS)

INITIAL ADMINISTRATOR INTERVIEWS

Question 1: Administrators' perceptions of instructors' current job with the introduction of the new curriculum

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=8, f^{1})
Teaching related duties	• 15 hours teaching (4) • teaching • reflecting on their job
Tutorials	• tutoring for 5 hours (4) • having some tutorials
Service to the department	• taking part in committees (4) • participating in developmental activities (2) • BilWRITE[2] tutoring
Course design	• designing a course individually (5) • designing a content-based course (4)
Research, conferences, publishing	• compulsory to do research, pressure to do research, highly required to do research (3) • too difficult, no time, too busy, overworked (2) [p. 69][3]
General work atmosphere related issues / other	• no official job description for teachers • working in a group

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.
[2] BilWRITE is Bilkent University's writing center operated by FYEP. It gives support to all students of the university through an appointment based and/or drop-in tutorial system and other learner training and support activities and facilities.
[3] These page numbers refer to the pages in the coding sheets (word-processed data). The researcher made such notes to directly quote from the data later on.

Question 2: Administrators' perceptions of how Instructors' feel about the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=8, *f*)
Definitions of change	• individual course design, designing own courses (6) • content-based courses, CBI approach (4) • more responsibility (3)
Comparison with the previous program	**Previous program:** • courses were prepared by the group (4) • theme-based courses • faculty specific **New Program:** • prepare courses individually (3) • more responsibility (2) [p. 62] • content-based courses • not faculty specific
Feelings about the change – Positive	• happy, positive, excited (7) • more freedom, authority, flexibility (4) • learning a lot • easier
Feelings about the change – Negative	• too much work, too much preparation, tiring, teaching and designing a new course at the same time (9) • frustrated, stressed (5) • too fast, too sudden, not enough time to prepare and to internalize (3) [p. 86] • not having enough experience in course design and/or CBI; a bit confused about the whole process; not clear (2)
Comparison with the previous changes	**Previous changes:** • no control and involvement [p. 62] • lots of resentment

Question 3: Administrators' perceptions of instructors' needs in relation to the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=8, *f*)
Related to course design	• assessment, especially how to assess content (6) • course design in general – how to design a course (4) • integrating language and content and various disciplines in the courses (3) • background about CBI (3) • linking materials, texts – establishing threads (2) • clear understanding of the change process and expectations (2)
Related to classroom methodology	• designing classroom activities (5) • dealing with long texts (5) • motivating and engaging students (2) • meeting aesthetic and intellectual goals (2) • classroom management
Related to research	• finding and choosing sources – especially the substantial material, limitation on course content (not being able to use the source chosen) (5) • not having enough expertise in the content area (2)
Other	• time, not having enough time, time management problems (2) • limited resources (2) • multitasking • patience • open to feedback • models • flexibility

Question 4: Administrators' perceptions of professional development, their preferred activities and their suggestions for FYEP teachers

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=8, *f*)
Definitions of professional development	• improvement, furthering your career, moving forward, never staying the same (5) • keeping up with changes • reflecting on knowledge and then making changes accordingly • ongoing
Professional development activities	• peer collaboration activities such as working with a group, discussions, peer reviews, team teaching – informal sharing activities (8) • seminars, conferences, lectures (4) • workshops (4) • reading, research (3) • observations (3) • formal courses, structured series of activities
Useful / preferred / beneficial development activities	• informal sharing activities, discussions, group work, email discussion list (5) • workshops (3) • reading and research (3) • observations (2) • formal courses, structured series of activities with a certificate at the end (2) • course design process in stages • practical activities [p. 68] • activities with concrete and clear aims and outcomes • systematic follow-up • activities run by experts
Not so useful / not preferred development activities	• conferences • workshops • group activities
Preferred activities for FYEP	• ongoing needs analysis for professional development (3) • not a single type of activity, but variety (3) • informal sharing activities, study groups, discussions, sharing (2) • workshops (2) • action research (2) • observations • formal courses, more structured support • reading • practical things • voluntary activities, not compulsory • conferences, symposium

Question 4 cont.

Anything else that would make them feel comfortable	• more time (3) [p. 76] • cooperation and collaboration, feedback (2) • lowering workload (2) • more resources • better salary • clarity, more involvement [p. 72] • getting the academic rank

SUMMARIZED DATA
(COLLATED FROM ALL INFORMANTS)

FINAL ADMINISTRATOR INTERVIEWS

Question 1: Administrators' perceptions of instructors' feelings about the change at the end of its first year of implementation

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=5, f[1])
Feelings about the change – Positive	• happy, positive, satisfied (3) • more confident • less anxiety • interested in their teaching • easier • more comfortable
Feelings about the change – Negative	• more work, too tiring • frustrated, stressed, especially teaching and designing at the same time • a lot of questions, not clear about things
Improved points	• more clear for teachers (2) • teachers are more confident (2) • research is easier • teachers more involved – committees • teachers more responsible • teachers more experienced

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[1] The total of the frequency counts might exceed the number of informants (n=15) due to the multiple responses from informants.

Question 2: Administrators' perceptions of instructors' needs in relation to the change taking place

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=5, *f*)
Related to course design	• integrating language and content and various disciplines in the courses (5) [pp. 98, 102][2] • assessment, especially how to assess content (4) • background about CBI • linking materials, texts – establishing threads • mastery of content • clear understanding of the change process and expectations (2)
Related to classroom methodology	• dealing with long texts (5) • motivating and engaging students (3) • classroom management (2) • meeting aesthetic and intellectual goals • critical thinking skills • timing and pace – efficiency • dealing with vocabulary • teaching speaking • teaching writing • giving feedback to students' writing • reading strategies • adding variety
Related to research	• finding and choosing sources – especially the substantial material, limitation on course content (not being able to use the source chosen) (3) • evaluating sources (2) • using the Internet
Other	• better understanding of goals, standardization, common understanding about the change process (3) • time, not having enough time, time management problems • heavy workload • working in groups • flexibility • multimedia

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[2] These page numbers refer to the pages in the coding sheets (word-processed data). The researcher made such notes to directly quote from the data later on.

Question 3: Administrators' perceptions of preferred developmental activities and their suggestions for FYEP instructors

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=5, *f*)
Useful / preferred / beneficial development activities	• symposium (2) • workshops (3) • activities with concrete outcomes (2) • activities with clear aims (2) • ongoing developmental activities • informal sharing activities
Not so useful / not preferred development activities	• one-off workshops • compulsory workshops [p. 107] • teachers too busy, no time or energy *"one person cannot do it all!!!!"*
Preferred activities for FYEP	• formal courses, more structured support (3) [pp. 103, 111] • observations (3) • ongoing needs analysis for professional development • workshops • action research • reading • expert evaluation or counseling
Anything else that would make them feel comfortable	• more time, no time for professional development (2) • stability [p. 111] • availability of the professional development person • social gatherings • e-mail list • encouragement for conferences [p. 111]

Question 4: Sustainability of the change

START LIST OF CODES	SUMMARIZED DATA FROM FIRST AND SECOND LEVEL CODING (n=5, *f*)
YES or NO	• depends (5)
CONDITIONS	• stability and continuity (5) • commitment of the institution in terms of monetary support, salaries going up, resources [p.108] • turnover staying good • if market supports if [p. 108] • wish [p. 108]

TURKISH SUMMARY – TÜRKÇE ÖZET

BİLKENT ÜNİVERSİTESİ İNGİLİZCE BİRİMİ ÖĞRETİM PROGRAMINDAKİ DEĞİŞİM SÜRECİNİN DEĞERLENDİRİLMESİ VE MESLEKİ GELİŞİM ÖNERİLERİ

GİRİŞ

Bütün eğitim ve öğretim kurumlarının temel amacı öğrencilerine en kaliteli eğitim ve öğrenim görme olanakları hazırlamaktır. Bu misyonu gerçekleştirebilmek üstün bir çaba ve dikkat gerektirir. Bu bağlamda, program geliştirme süreci hiç bir zaman tam olarak sonlanmaz, çünkü bütün eğitim ve öğretim kurumları sürekli değişen ve yenilenen isteklere cevap verebilmek için programları devamlı yenilerler. Değişim, eğitim hayatının bu kadar içinde olduğu için biz öğretim elemanlarının da başlıca görevi değişimlerin getirdiği yeniliklere ayak uydurabilmektir.

Pek çok yazarın da belirttiği gibi değişime ayak uydurabilmenin ana yollarından birisi de, değişimin altında yatan nedenleri anlayıp kavrayabilmenin yanısıra bunları kendi yaşantımıza nasıl uyarlayacağımıza ve yeniliklerle nasıl başa çıkacağımıza da karar verebilmektir (Fullan 1982, Fullan 1997, Bishop 1985, Pennington 1989, Cusworth 1992). Bu noktada da mesleki gelişim geniş bir yer kaplamaktadır. Öğretmenlerin değişimle baş ederken neler hissetikleri, ne gibi zorluklarla karşılaştıkları ve ne gibi gelişim yöntemlerine gereksinim duyduklarını araştırmak değişimin başarısını sağlamak için çok önemli olarak değerlendirilmelidir. İşte bu iki nokta bu tez çalışmasının amacını oluşturmaktadır.

Tez çalışmasına konu olan kurum Bilkent Üniversitesi İnsani Bilimler

ve Edebiyat Fakültesi'ne bağlı olarak çalışan İngilizce Birimidir (İB). Bu birim

Bilkent Üniversitesi'nin belli fakültelerindeki[1] öğrencilerine yardımcı İngilizce

dersleri vermekle yükümlüdür. 1999-2000 Akademik yılına değin Birimin

öğretim programı "beceriye dayalı"[2] bir metodla geliştiriliyordu. Ancak 1998-

1999 Akademik yılının Bahar Yarıyılında Üniversite'nin Akademik İşlerden

sorumlu rektör yardımcılığı ofisi[3] tarafından bölümlerde eğitim gören

üniversite öğrencilerinin İngilizce dersleriyle ilgili yeni bir yaklaşıma gidileceği

duyuruldu ve ilgili bölümlerin bu konuyla ilgili gerekli çalışmaları başlatmaları

istendi. Bu yeni yaklaşım "içerik odaklı öğretim"[4] (İOÖ) olarak sunuldu.

İOÖ'nün ilkelerine göre öğrenciler İngilizce derslerinde yalnızca dil

becerilerini ve ifade yeteneklerini geliştirmekle kalmayıp belirli içerik hakkında

da bilgilerini genişletmeleri yararlıdır. Başka bir deyişle, belirli bir konu

bağlamında yapılan dil çalışmaları öğrencilerin dilin gerçek yaşamda

kullanımını açıkça görmelerini sağlamakta ve onlara dili gerçek işlevleriyle

kullanmalarını öğretmektedir. Üniversite yönetiminin verdiği bu kararla

beraber İB de yeni öğretim programı geliştirme çalışmalarına başladı.

Öncelikle bu yeni programın hedefleri ve amaçları Birimin içinden

oluşturulan bir komite tarafından tüm öğretmenlerle bilgi alışverişinde

bulunularak belirlendi (Bkz Ek A ve Ek B). Bu yeni hedeflere göre İB

derslerinin amaçları yalnızca öğrencilerinin dil becerilerini geliştirmekle

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[1] Güzel Sanatlar, Tasarım ve Mimarlık Fakültesi – Tüm bölümler, İktisadi İdari ve Sosyal Bilimler Fakültesi – İktisat Bölümü, İşletme Fakültesi – Tüm Bölümler, İnsani Bilimler ve Edebiyat Fakültesi – İngiliz Dili ve Edebiyatı ile Amerkan Kültürü ve Edebiyatı Bölümleri, Mühendislik Fakültesi – Tüm Bölümler, Fen Fakültesi – Tüm Bölümler.
[2] Skills-based
[3] Provost's Office
[4] Content-based instruction

kalmayıp entellektüel ve sanatsal bakış açılarını yanı sıra eleştirel düşünme becerilerini ve yaratıcılıklarını da geliştirmeyi içeriyordu.

Yeni öğretim programı 1999-2000 Güz Yarıyılı itibariyle uygulamaya konuldu. Bu yeni programa göre Güz ve Bahar Yarıyıllarında verilen birinci sınıf İngilizce 101 ve İngilizce 102 derslerini İOÖ yaklaşımıyla İB öğretmenleri bireysel olarak hazırlamaya başladılar. Bu tez çalışmasının başlama nedeni de İB öğretmenlerinin bu değişime ayak uydurmalarına yardımcı olmak düşüncesiydi.

Buna göre bu tez çalışması şu iki araştırma sorusuna cevap bulma amacıyla başlatıldı:

1. İB öğretim elemanları öğretim programında gerçekleştirilmekte olan değişimini nasıl algılıyorlar?
   a. İB öğretmenlerinin algılamaları nasıl?
   b. İB yöneticilerinin algılamaları nasıl?
   c. İki grubun algılamaları arasında fark var mı?
2. İB öğretmenlerinin süregelen değişime uyum sağlayabilmeleri için ne gibi mesleki gelişim gereksinimleri var?
   a. İB öğretmenlerinin algılamaları nasıl?
   b. İB yöneticilerinin algılamaları nasıl?
   c. İki grubun algılamaları arasında fark var mı?

Araştırma Yöntemi

Bu çalışma nitel bir araştırmadır. ". . . nitel araştırmayı gözlem, görüşme ve doküman analizi gibi nitel veri toplama yöntemlerinin kullanıldığı,

algıların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik nitel bir sürecin izlendiği araştırma olarak tanımlamak mümkündür" (Yıldırım ve Şimşek 2000 s. 19).

Araştırmanın başında araştırmacı yayın taramalarıyla birleştirdiği bilgiler ışığında bir kavramsal yapı oluşturarak çalışmanın temel direğini ortaya çıkardı. Buna göre araştırmacı Fullan'dan (1982,1997) aldığı yapıyı İB'nin sürecine uyarladı. Bu uyarlama aşağıda açıklanmıştır:

DEĞİŞİM SÜRECİ (Fullan 1982)

1. AŞAMA: BAŞLANGIÇ – HAZIRLIK	
Aşama tanımı	Bu aşama değişim kararının alınmasından başlayarak uygulamaya geçilmesine değin devam eden kısımdır.
İB uyarlaması	• Rektörlük Akademik İşler Ofisi'nden yapılan açıklama (1998-1999 Akademik Yılı, Bahar Yarıyılı başı) • Yeni öğretim programının hedef ve amaçlarının oluşturulması (Mayıs 1999) • Kurs ve materyallerin geliştirilmesi: 1998-1999 Akademik Yılı Yaz Dönemi ve Eylül 1999.

⇩

2. AŞAMA: UYGULAMA – İLK KULLANIM	
Aşama tanımı	Bu aşama bir önceki aşamada planlanan yeniliklerin ilk kullanıldığı uygulama bölümünü içerir. Genellikle bu aşama 2-3 yıl devam eder.
İB uyarlaması	• 1999-2000 Akademik yılında başladı ve halen devam etmektedir.

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3. AŞAMA: DEVAMLILIK – KURUMSALLAŞMA	
Aşama tanımı	Bu son aşamadır ve planlanıp uygulanan değişimin devamlılık kazanıp kazanmayacağıdır. Bu değişim ya kurumsallaşıp devamlılık kazanacaktır ya da yeni bir değişim ortaya çıkıp bir süreç daha başlatacaktır.
İB uyarlaması	• BİLİNMİYOR.

Örneklem, veri toplama araçları ve veri analiz süreci

Bu araştırmanın örneklemi İB'nde çalışan ve değişim sürecine tanık olan öğretim görevlilerinden oluşturuldu. Değişimin söz konusu olduğu tarihte İB'nde 25 adet eleman görev yapmaktaydı. Araştırmacı bunlardan

23'ü ile temasa geçerek veri toplayabildi. Örneklemin 15 bireyi İB öğretmenleri, geri kalanı da 8 yöneticiden oluşturuldu.

Araştırmacı veri toplama yöntemi olarak "görüşme formu kullanarak görüşme"yi kullandı. Bu yönteme göre görüşmeci "önceden hazırladığı konu veya alanlarla sadık kalarak, hem önceden hazırlanmış soruları sorma, hem de bu sorular konusunda daha ayrıntılı bilgi alma amacıyla ek sorular sorma özgürlüğüne sahiptir" (Yıldırım ve Şimşek 2000, s. 95). Bu tez araştırmasında araştırmacı 3 birbirine benzer görüşme formu kullanarak 3 grup görüşme gerçekleştirerek verilerini toplamıştır. Her bir görüşme yaklaşık 30-45 dakika sürmüştür. Araştırmacı tüm görüşmeleri teybe kaydetmiştir. Araştırmaya katılan tüm kişilerden yazılı olarak izin alınmıştır. (İzin belgesi için bkz. Ek C)

Birinci grup görüşmede 15 İB öğretmeniyle değişim sürecinin başlangıcıyla uygulamasının ilk bir kaç ayı içerisinde görüşüldü. İlk iki görüşme pilot olarak kullanıldı ve bunların sonuçlarına göre gerekli değişiklikler yapılarak görüşmelere devam edildi. İkinci grup görüşmede ise 7 adet İB koordinatörü ve Birim başkanıyla görüşüldü. Bu görüşmelerde de ilk görüşme pilot olarak kullanıldı.

Her iki görüşme formu birbirine paralel sorular içeriyordu. Öğretmenlere sorulan sorular dolaysız bir biçimde onların duygu ve düşüncelerini ortaya çıkarmaya yönelikti. İkinci grup görüşme sorularında ise yöneticilere dolaylı bir biçimde öğretmenlerin duygu ve düşünceleri hakkında ne düşündükleri soruldu. Dört sorudan oluşan bu görüşme formlarında araştırmacı öğretmenlerin değişimi nasıl algıladıklarını, bu konuda neler

hissetiklerini, bu süreçte ne gibi zorluklarla karşılaştıkları ve ne gibi desteğe gereksinim duyduklarını ortaya çıkarmaya çalıştı. (Bkz. Ek D ve Ek E)

Üçüncü grup görüşmeler ise değişimin birinci yılı tamamlandığında (1999-2000 Akademik Yılı Yaz Dönemi) 5 yöneticiyle gerçekleştirildi. Bu görüşmelerin ilk üç sorusu ilk görüşmelere benzer nitelikte olup ayrıca yöneticilerden geçen bir yıllık uygulama sürecinde yaşananları da değerlendirmeleri istendi. (Bkz. Ek F)

Bu araştırma sürecinde betimsel veri analizi yöntemi kullanıldı. (Yıldırım ve Şimşek 2000). Bu yönteme göre veriler daha önceden belirlenen temalara göre özetlenir ve yorumlanır. Araştırmacı bu temaları[1] araştırma sorularına göre belirlemişti. (Tema başlıkları için bkz. Ek J)

Tüm görüşmeler tamamlandıktan sonra kaydedilen veriler öncelikle yazılı hale getirildi[2] ve tüm veriler ayrı ayrı dokümanlar halinde MS Word programı formatında kaydedildi. Bunu takiben araştırmacı daha önceden belirlemiş olduğu tema başlıklarıyla verileri ilk olarak taradı. Bu ilk okuma ve analiz sırasında araştırmacı tematik çerçeveye göre verileri işledi ve gruplara ayırmaya çalıştı. (Örnekler için Bkz. Ek K, Ek L ve Ek M). Böylece ilk tema listesi bir kez değişerek gelişti. Bundan sonra araştırmacı bulguları tam olarak tanımlayabilmek için ayrı ayrı olan dokümanları birleştirdi. Başka bir deyişle ayrı ayrı kişilere ait olan bulgular bir soru altında toplanarak birleştirildi. Böylece araştırmacı sık sık tekrar edilen verileri bulgu niteliğiyle tanımlamış oldu. (Örnekler için Bkz. Ek N).

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[1] start list of codes
[2] transcription

Bu analizlerin bitiminde araştırmacı bulguları yorumlamak için tanımlanan bulguların arasındaki ilişkileri tarayarak ve öğretmen ile yönetici yanıtlarını kıyaslayarak değerlendirme yaptı. Uzunca süren bu analiz sürecinde araştırmacı tüm katılımcılardan çok miktarda alıntı kullandı.

Araştırmada Geçerlik ve Güvenirlik

Bilimsel bir araştırmanın inandırıcılığı büyük ölçüde sonuçlarının geçerli ve güvenilir olmasıyla ilişkilendirebilir. Bu araştırmada da araştırmacı nitel bir yaklaşım ile çalışıyor olsa da hem veri toplama araçlarının hem de analiz tekniklerinin geçerlilik ve güveniriliğini sorgulamış ve rapor etmiştir.

Bu araştırmayı geçerli kılan en önemli unsur çalışmanın nitel olarak gerçekleştirilip katılımcıların gerçekten neler düşündüklerini yansıtmaya çalışmasıdır. Böylece araştırma örneklemden geçerli veri toplamıştır, çünkü derinlemesine sorularla görüşme yöntemini benimsemiştir. Bunun yanısıra görüşmede sorulan sorular açık uçlu olduğundan kişilerin kendilerini hiç bir kısıtlama altında kalmadan istedikleri gibi ifade etmelerine olanak sağlamıştır. Böylece katılımcıların esas bakış açıları başka bir filtreden geçmeden kaydedilebilmiştir. Geçerliği artıran başka bir unsur da görüşme formlarının esas görüşmelere başlamadan önce pilot çalışmayla denenmesi ve gerekli görülen değişiklerin yapılarak geçerli veri toplamaya tam olarak uygun hale getirilmesidir. Buna ek olarak görüşmeler sırasında kişilerin kendilerini rahat hissetmeleri sağlanmış ve her hangi bir veri kaybına uğramamak için tüm görüşmeler kişilerin izniyle teybe kaydedilmiştir. Böylece araştırmacı not alma telaşına düşmeden katılımcılarla tam bir yoğunlaşma ve dikkatle iletişim

kurabilmiştir. Bu yöntemin katılımcılar tarafından olumlu olarak karşılandığı gözlenmiştir.

Yukarıda kısaca özetlenen veri toplama sürecindeki geçerlik ölçütlerine ek olarak araştırmacı veri analizi sırasında da geçerlik konusunda çaba göstermiştir. İlk olarak bütün veriler bilgisayara (MS Word) aktarılıp herhangi bir bilgi kaybına engel olunmuştur. Böylece araştırmacı tüm verileri aynı anda kontrol edebilmiştir. Bununla beraber, veri analizine başlamadan önce araştırma sorularının ve kavramsal yapının ışığında tema başlıkları oluşturdu. Bu sayede araştırmacı analiz süreci sırasında herhangi bir önyargıdan bağımsız kalabilmiştir. Ayrıca araştırmacı tüm analiz süreci boyunca verilerini tablolaştırılmış bir biçimde saklamıştır. Böylece hem veriler olabildiğince nesnel bir hal almış hem de herhangi bir karışıklığa meydan verilmemiştir.

Geçerlik ölçütlerine ek olarak araştırmanın güvenirliğiyle ilgili olarak çalışmalar yapılmıştır. Veri toplama sürecindeki görüşmelerde araştırmacı gözlem formu tekniğiyle belirli bir sıralamada önceden belirlenmiş sorular sorarak bütün katılımcılara aynı sıralamayla aynı soruların sorulmasını sağlamıştır. Bu sayede veri toplamada oluşabilecek farklılıklar engellenmiş ve dolayısıyla da çalışmanın güvenirliği arttırılmıştır.

Veri toplama sürecinin yanısıra analiz sürecinde de araştırmacı güvenirlik testleri yapmıştır. Araştırmacı elde ettiği verilerin analizinde bir başka araştırmacıdan yardım alarak ulaştığı sonuçları doğrulamıştır. İlk ve daha sonraki tanımlama çalışmaları sırasında bu kişiyle yapılan kıyaslamalar

varılan sonuçların araştırmacının kendi görüşünden çok elde edilen verilere dayandığını göstermektedir.

Son olarak, araştırmacı tez çalışmasında gerek veri toplama gerekse veri analizi süreci boyunca geçirdiklerini detaylı olarak anlatmıştır. Bu sayede ilerde bu konuda nitel araştırma yapmak isteyecek araştırmacılara yol göstermesi düşünülmüştür.

Bulgular

İB öğretmen ve yöneticileriyle yapılan görüşmeler sonucunda toplanan veriler dört ana kısımda yorumlanmıştır. İlk olarak, öğretmenlerin yeni programın uygulamaya konulmasıyla görev ve sorumluluklarının ne olduğu ve yeni programla getirilen değişim tanımlanmıştır. Bu konuda hem öğretmenler hem de yöneticiler fikir birliği içersinde İB öğretmenlerinin temel görevlerinin öğrencilerin hem akademik İngilizce becerilerini geliştirmek hem de belirli bir içerik hakkındaki bilgilerini geliştirmek olduğunu ifade ettiler. Başka bir deyişe öğretmenler kendilerini ne tam olarak bir "İngilizce öğretmeni" ne de tam olarak bir "içerik branşı öğretmeni" olarak görmemektedirler. Aksine işlerinin bu iki uç arasında bir yerlerde olduğuna inanıyorlar.

Yeni programla getirilen yeni bir görev de daha önceden grup olarak geliştirilen kursların ve hazırlanan materyal ve testlerin artık bireysel olarak yapılmasıydı. Öğretmen ve yöneticiler bu sorumluluğun kesinlikle yeni bir yaklaşım olduğu konusunda hemfikirdiler. Bahsedilen diğer bir görev de bilimsel araştırma yapmak konusuydu. Bu konu oldukça keskin yanıtlar

getirdi. Çünkü öğretmenler kendilerinden beklenen oldukça fazla miktarda iş yüküne ek olarak bir de araştırma yapma beklentisini kaldıramadıklarını ifade ettiler. Bunun yanısıra kendilerinin bireysel olarak gerçekleştirdikleri kurs hazırlama sürecinde yaptıkları çalışmaların "araştırma" olarak değerlendirilmemesinden yakındılar. Yöneticiler de öğretmenlerin bu sıkıntılarını paylaşıyorlardı.

Veri analizinde ikinci ana bölümü öğretmenlerin değişimi algılayış biçimleri oluşturdu. Bu etapta öğretmenlerin değişimden ne anladıkları, yeni programı daha önceki programla kıyaslamaları, söz konusu değişimle ilgili olumlu ve olumsuz düşünceleri ve daha önce İB'nde yaşanan değişimlerle bu "yeni" değişimi kıyaslamaları yorumlandı. Buna göre öğretmenlerin büyük çoğunluğu grup olarak çalışmadan bireysel olarak çalışmaya dönmeyi ve beceriye dayalı öğretim metodundan İOÖ'e geçmeyi değişimin temel özellikleri olarak algıladıklarını belirttiler. İB öğretmenleri bu yeni gelen bireyselliği *özgürlük* ve *özerklik* olarak nitelediler ve bundan çok memnun olduklarını ifade ettiler. Buna ek olarak, artan özgürlük ve özerklikle beraber artan *sorumluluklardan* da bahsettiler. Pek çok öğretmen sorumluluk duygusunun da kendileri için yararlı olduğunu belirtti. Ancak bazıları da bu ek sorumlulukların üzerlerinde baskı oluşturduğunu ve bu tarz bireysel sorumluluğun daha önceki kollektif sorumluluğa göre daha riskli ve zor olduğunu ifade ettiler.

İB öğretmenleri genel olarak değişimden memnun olmakla beraber bazı yakınmaları da dile getirdiler. Onlar için değişimin olumlu yönleri yukarda da ifade edilen özgürlük, özerklik ve bireysel çalışma olanaklarıyla

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beraber yeni programın daha eğlenceli ve kariyerlerine daha uygun olmasıydı. Tüm öğretmenler değişimi kesinlikle olumlu karşılamışlardı. Ancak, bunun yanısıra değişimin ek iş yükü getirdiğini ve bu yükün de baskı ve yorgunluğa neden olduğunu da eklediler. Bu ek yük, özellikle, yeni bir kursu ilk kez sınıfta uygularken diğer bir kursu da baştan hazırlama görevinin verilmiş olmasıydı. Pek çok öğretmen değişimle beraber üzerlerine oldukça fazla iş yükü bindiğini, bu yükü kaldıracak zaman ve diğer kaynaklarının olmadığını belirttiler. Zaman konusundaki diğer bir endişe de değişimin çok çabuk bir biçimde gerçekleştirilmiş olduğuydu. Bazı öğretmenlere göre değişimin beraberinde getirdiği alışılacak ve düşünülecek o kadar çok şey vardı ki çoğu zaman ne yapacaklarını bilmez durumda kalmışlardı. Bu kargaşayı da değişimin gereğinden hızlı bir şekilde gerçekleştirilmesi çabalarına bağlıyorlardı. Onlara göre beş yıllık bir süreye yayılacağı sözü verilen bu değişim birden bire gerçekleştirilmişti.

İB yöneticileri de öğretmenlerle hemen hemen aynı görüşleri paylaştıklarını ifade ettiler. Onlara göre de öğretmenler bu program değişikliği ile daha fazla sorumluluk ve özerklik altına girmişlerdi. Öğretmenlerden farklı olarak yöneticiler bunun öğretmenlere *özgürlük* getirdiğinden hiç bahsetmediler.

Öğretmenlerin değişimle ilgili duygu ve düşünceleri konusunda da yöneticiler aynı fikirdeydiler. Onlara göre öğretmenler aşırı bir çalışma yükü ile karşı karşıya kalmışlardı ve her ne kadar bu değişim hakkında çok olumlu görüşlere sahip olsalar da bu yük onlara çok yorucu geliyordu. Ayrıca bu

süreç hakkında zaman zaman yeterince bilgi sahibi olamamaları da ek bir baskı getiriyordu.

Uygulamanın birinci yılının sonunda yöneticilerle yapılan görüşmelerde öğretmenlerin bir yıllık bu dönem sonunda değişim hakkında hala olumlu düşündükleri, ancak iş yükü ve zaman konusundaki yakınmalarının da hala devam ettikleri ortaya çıktı. Buna ek olarak öğretmenlerin kurs hazırlama konusunda daha deneyimli olduklarından daha rahat çalıştıkları belirtildi.

Verilerin üçüncü ana bölümü İB öğretmenlerinin bu değişime uyum sağlayabilmek için ne gibi bilgi ve becerilere sahip olmaları gerektiğiyle ilgiliydi. Bu konuda yapılan analizler dört ana başlık altında toplandı: kurs hazırlama, yöntem, araştırma ve iletişim. İB öğretmenleri ve yöneticileri bu başlıklarda aşağı yukarı benzer noktalara yoğunlaştılar. Pek çoğu kurs hazırlarken karşılaştıkları zorluklardan ve hissettikleri eksikliklerden söz ettiler. Bu konudaki en önemli endişe öğretmenlerin kurs hazırlama hakkında yeterli deneyime sahip olmayışlarıydı. Kimi öğretmenler bu işi hayatlarında ilk defa yaptıklarını ifade ettiler.

Diğer bir gereksinim de kursun genel çerçevesinin çizilmesi ile ilgiliydi. Yeni program gereği öğretmenler dil becerileri ile hedeflenen özel içerikten anlamlı bir sentez oluşturmak zorundaydılar. Buna göre İngilizce hedefleri ile içerik hedefleri iç içe girerek uygun bir bütün oluşturmalıydı. İşte öğretmenler çoğunlukla bu konuda zorluk çektiklerini dile getirdiler. Aynı sorun ölçme ve değerlendirme için de söz konusuydu. Buna bağlı olarak söz konusu materyalleri (okuma parçaları, alıştırmalar vb.) birbirine anlamlı bir şekilde

bağlamak da sorun olmuştu. Özellikle okuma parçalarının daha önceki programda okutulanlara göre daha uzun ve kavramsal olarak daha ağır ve yüklü olması da öğretmenlere ek bir zorluk getirmişti.

Öğretmenler ayrıca bu süreçte kendilerine her zaman açıkça yol gösterilmediği konusunda da fikir birliği içerisindeydiler. Kursları aşama aşama hazırlamanın onlar için epey yararlı olduğunu düşünmekle beraber, inceleyip yardım alabilecekleri örnek bir programın ya da kursun olmayışını büyük bir eksiklik olarak gördüklerini belirttiler. Açıklıkla ilgili pek çok sorunun bu yöntemle rahatça çözülebileceğini ifade ettiler.

İB öğretmenleri yöntem konusunda da en çok uzun okuma parçalarının sınıfta işlenmesi konusunda zorluk çektiklerini ifade ettiler. Uzun okuma parçalarına alıştırma hazırlamak, bu parçalar işlernirken öğrencilerin motivasyonunu sağlamak ve değişik alıştırmalarla derslere farklılık katma gibi konulardan bahsettiler.

Öğretmenlerin gereksinimlerinin sonuncusu da araştırmayla ilgiliydi. İB öğretmenleri hem kaynak hem de araç-gereç bulmak konusunda zorluk yaşadıklarını ifade ettiler. Bir grup öğretmen de Rektörlük ofisi tarafından öne sürülen "sınırlı içerik"[1] konusunda dert yandılar. Bunun kurs hazırlamalarını kısıtladığını ve büyük zorluklar yarattığını belirttiler.

İB yöneticilerinin öğretmenlerin gereksinimleri konusunda söyledikleri büyük ölçüde öğretmenlerinkilerle uyuşuyordu. Öğretmenlerden farklı olarak yöneticiler öğretmenlerin İOÖ konusunda yeterli bilgiye sahip olmadıklarını ve

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[1] Akademik İşlerden sorumlu Rektör Yardımcılığı'nın yeni programı ortaya koyarken istediklerinden biri de İB öğretmenlerinin okuttukları öğrencilerin kendi branşlarıyla ilgili içerik seçmemeleri konusuydu. Buna gore, örneğin, Edebiyat Bölümlerine ders veren İB öğretmenleri bu alanlardan konu seçemeyeceklerdi.

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bunun öğretmenlerin işlerini epeyce güçleştirdiğini ifade ettiler. Ancak

öğretmenler bu konuyu o kadar zor bulmamışlardı. Bunun yanısıra

yöneticilerin değişim süreci konusunda öğretmenlerin bilgilendirilme

konusunu ancak bir yıl sonra önemli bir eksiklik olarak gördükleri ortaya çıktı.

Oysa öğretmenler bu konuya uygulamanın en başında dikkat çekmişlerdi.

Verilerden çıkarılan en son ana başlık da öğretmenlerin bu

gereksinimlerini ne gibi mesleki gelişme yöntemleriyle karşılanacağı

konusuydu. Bu konudaki veriler üç ana kısımda toplandı: gelişmenin tipi,

özellikleri ve diğer etkinlikler. Görüşme sonuçlarına göre İB öğretmenleri en

çok gözlemlerden ve seminerlerden[1] memnundular. Ayrıca grupça

gerçekleştirilen gelişme aktivitelerini[2] oldukça yararlı bulduklarını da eklediler.

Söz ettikleri grup aktiviteleri: Birim içinde gerçekleştirilen tartışma toplantıları,

küçük gruplarda paylaşım toplantıları, e-posta tartışma grupları vb. Buna ek

olarak öğretmenler bu tür grup aktivitelerinin belirli bir düzenle

gerçekleştirilmesi halinde daha faydalı olacağını ifade ettiler. Buna örnek

olarak, öğretmenlerin belirli zamanlarda bir araya gelip, belirli bir konuda

araştırma yapıp sonuçlarını paylaşmaları[3] verildi.

İB öğretmenlerinin söz ettikleri başka bir aktivite de yine belirli bir

düzen gerektiren hizmet içi eğitim kurslarıydı. Pek çok öğretmen bu tarz bir

aktivitenin kendilerine önemli yararlar sağlayacağını belirttiler. Buna ek

olarak öğretmenler pratik ve amaçları açıkça ortaya konmuş tarzdaki mesleki

gelişim aktivitelerini yararlı bulduklarını ifade ettiler. Başka bir deyişle İB

öğretmenleri iş hayatlarında aynen kullanabilecekleri ve hedeflerini

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[1] workshop
[2] collaborative developmental activities
[3] bir çeşit eylemli araştırma gibi

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kendilerine uygun buldukları aktivitelerden yararlanmak istediklerini belirttiler. Ayrıca, İB'nde epey çeşitlilikte öğretmen bulunduğundan aynı çeşitlilikte mesleki gelişim olanaklarının olması gerektiğini savundular. Bu bağlamda, süregelen gereksinim değerlendirmesi[1] yapılması gerekliliğini ifade ettiler.

İB öğretmenlerinin büyük çoğunluğu mesleki gelişim aktivitelerinden başka kendileri için gerekli olan başka şeyler sorulduğunda İB'nde olması gereken özellikleri "stabilite, kararlılık ve saydamlık"[2] olarak vurguladılar. Bunlar özellikle değişim sürecinin kurumsallaşabilmesi ve öğretim elemanlarının iş yaşamlarındaki mutluluk ve tatmini arttırması açısından önemli görülmüştü. Örneklem içinde yer alan ve İB'nde daha önce de geliştirilmek istenen değişimlere tanıklık etmiş olan öğretmenler ve yöneticiler bu konuyu oldukça vurgulayarak, "artık çok sık ortaya atılan değişimlerden sıkıldıklarını" ifade ettiler.

Örneklem içinde yer alan yöneticilerin dile getirdikleri farklı bir konu mesleki gelişim aktivitelerine öğretmenlerin katılımı hakkındaydı. Çoğu yöneticiye göre öğretmenler bu konuda daha aktif bir rol üstlenmeliydiler. Diğer bir kaç yöneticiye göre ise dışardan gelecek kalifiye bir eğitmen[3] ya da başka bir profesyonelin yardımı da alınmalıydı.

Her iki grup katılımcının da üzerinde bastırarak durdukları konu öğretmenlerin gerek mesleki gelişim için gerekse kurslara yönelik hazırlıklar yapmak için daha fazla zaman, kaynak, araç ve gerece ihtiyaç duyduklarıydı.

Verilerden çıkarılan bu bulgulara göre araştırmacı aşağıdaki sonuçlara ulaşmıştır.

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[1] ongoing needs assessment
[2] stability, certainty and clarity
[3] teacher trainer

Sonuçlar

Araştırmacı verilerin analiziyle ulaştığı sonuçları iki ana başlık altında incelemiştir. İlki uygulamalarla ilgili öneriler, diğeri de araştırmayla ilgili öneriler.

Uygulamalarla ilgili öneriler

Bu araştırmanın sonuçlarına göz önüne alınarak İB benzeri bir kurumda değişim süreciyle ilgili dikkat edilmesi gereken başlıca prensipler sıralanabilir:

Değişimin özellikleri ile ilgili dikkat edilmesi gereken noktalar:

- Değişim ortaya birden bire çıkıveren, kısıtlı sonuçlara dayanan bir olgu olmaktan çok bir *süreç* olarak algılanmalı ve uzunca bir süre aldığı unutulmamalıdır.

- Değişim aşamalı ya da dereceli olarak planlanmalı ve uygulanmalıdır. Böyle bir sürecin sürekli değişkenlikler göstereceği göz önüne alındığında aşamalı olarak kaydedilecek bir değişim hem her aşamada geriiletimle değerlendirilip geliştirilecek hem de süreçte ortaya çıkabilecek olan aksaklıklara karşı önlem alınıp yarar sağlanacaktır.

- Her değişim bulunduğu ortama ait olarak değerlendirilmelidir. Başka ortamlarda denenmiş programlar illa ki her programda başarı sağlayacak demek değildir. İB öğretim programı ortamı, çalışanları ve öğrencileriyle bir şartlar bütünü olarak değerlendirilirse bu araştırmanın sonuçları da ancak bu şartlar altında gerçekleşir. Dolayısıyla benzer ortamlarda çalışan kişilerin bu önemli noktayı kavrayarak kendi durum ve şartlarına uygun değişim modelleri üretmeleri doğru olacaktır.

- Bir değişim sürecinin olumlu olarak karşılanabilmesi için önemli bir başka etken de o değişimi uygulayacak olan kişilerin, yani öğretmenlerin, bu değişim sürecine ne derecede katıldıklarıdır. İB öğretmenleri zaman zaman eksik bilgilendirildiklerinden ve/veya karışıklığa düştüklerinden yakınmışlardı.

Değişimde etkin olan etmenler:

- Uygulayıcıları değişimin her aşamasında tam olarak bilgilendirip saydam bir yönetim sergilemek ve her türlü karar aşamasında onların da görüşlerini almak olumlu sonuçlar verecektir. İB öğretmenleri Birimde kurulan komiteler aracılığıyla bu karar aşamasına katkıda bulunduklarını ve bundan memnun olduklarını dile getirdiler.

- Değişimin amaçlarının anlaşılabilmesi için gerçekte bu değişime neden karar verildiği bilimsel olarak araştırılmalı ve açıklanmalıdır. Eğer öğretmenlerden değişime ayak uydurmaları bekleniyorsa, önce onların buna inanmaları ve güvenmeleri gerekir. Böylesine bir araştırmada ancak bilimsel olarak gerçekleştirilecek olan gereksinim değerlendirilmesiyle ortaya çıkacaktır. Bazı İB öğretim elemanları İB'nde değişim öncesinde böyle bir çalışmanın gerçekleştirilmemesinden duydukları rahatsızlığı dile getirmişlerdir.

- Değişim sürecinin olabildiğince açık ve berrak olması yine uygulayıcıların yenilikleri tam olarak anlayabilmeleri açısından kilit olabilecek bir etmendir. Eğer öğretmenler tutarsız ya da üstü kapalı, açık olmayan doküman veya görüşlerle karşılaşırlarsa süreci anlayamayacak, kafaları karıştığından ötürü değişime olumlu bakmayacaklardır. İB

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öğretmenlerinden bazıları ve tüm yöneticiler zaman zaman bu tarz karışıkların olduğunu ve bunların olmaması gerektiği konusunda görüş bildirmişlerdir. Özellikle önemli bilgilerin herkese aynı anda ve aynı şekilde dağıtılmasına dikkat edilmesi gerektiğine parmak basmışlardır.

- Değişim planlarının başarıyla sonuçlandırılabilmesi için diğer önemli bir etken de zamandır. İB öğretmenlerinin en çok yakındıkları konuların başında yeterli zamana sahip olmayışlarıydı. Bu bağlamda, ne olursa olsun bir değişim sürecinde öğretmenlere "özel" zamanlar sağlanması gerekir. İB öğretmenleri hem ders hazırlamak hem araştırma yapmak hem de değişimin getirdiği yenilikleri düşünüp değerlendirmek için ek zamana gereksinim duyduklarını belirttiler. Bu yüzden benzer durumlarda öğretmelere gerekli olan ek zaman tanınmalıdır. Bu değişimin başarısı açısından oldukça önemlidir.

- Değişim sürecinde uygulayıcılar birbirleriyle sıkı bir iletişim içinde olmak zorundadırlar. Kendilerini izole hissetmeden grupça paylaşma olanaklarına katılarak kendilerini daha güvende hissedebilirler. İB öğretmenleri küçük gruplarda yapılan toplantılardan ve bilgi alışverişinden çok memnun olduklarını ve bu olanakların kendilerine çok yarar sağladığını belirttiler.

- En son, ve belki de en önemli etmen, değişim sürecinde gerekli mesleki gelişim desteğinin sağlanmasıdır. Öğretmenler pek çok yenilikle karşılaşmadan önce bu konuda onları hazırlayacak (bir nevi hizmet öncesi) ve buna ek olarak süreç sırasında, yani öğretmenler yeni

programı uygularken süregelen mesleki gelişme ya da destek sağlanmalıdır.

Bu tez çalışmasının sonunda araştırmacı İB'nin gereksinimlerine uyan üç adet mesleki gelişim programı hazırlamıştır. Bunların detayları tezin "Conclusions" kısmında incelebilir.

1. Belirli bir yapıya sahip, uzun döneme yayılan hizmet içi eğitim kursları
2. Eylemli araştırma grupları
3. Öğretmen haberleşme ağları

Gelecekteki araştırmalarla ilgili öneriler

Araştırmacı bu tez çalışmasının getirdiği tavsiyeler ve yorumlarla İB'ne bu değişim sürecinde yardımcı olacağına inanmaktadır. Ancak daha sonra bu tür araştırmaları gerçekleştirecek olan kişilere de bazı tavsiyeleri dile getirmek ister:

Bu araştırma İB'nde gerçekleştirilmiş sınırlı bir nitel çalışmadır. Dolayısıyla sonuçları da ancak İB'yle sınırlıdır; ancak benzer kurumlarda bu türde yapılacak bir araştırmayla kıyaslama yapılabilir. Buna ek olarak, bu çalışma sadece öğretmenlerin görüşlerini araştırmayı amaçlamıştır. Bu nedenle öğrencilerin bakış açısına yer verilmemiştir. Öğrenci görüşlerinin ele alınacağı bir çalışma İB'nde gerçekleştirilmekte olan değişim sürecine yararlı katkılar sağlayacaktır. Ayrıca bu araştırma sonuçlarıyla önerilen mesleki gelişme aktivitelerinin uygulamaya konulup değerlendirilmesi ilerideki araştırmalar için yararlı olacaktır.

VITA

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