AN EVALUATION OF THE IN-SERVICE TEACHER TRAINING
PROGRAM FOR THE NEWLY HIRED INSTRUCTORS IN THE
SCHOOL OF FOREIGN LANGUAGES AT MIDDLE EAST
TECHNICAL UNIVERSITY

CANAN UÇAR DUZAN

JANUARY 2006

AN EVALUATION OF THE IN-SERVICE TEACHER TRAINING
PROGRAM FOR THE NEWLY HIRED INSTRUCTORS IN THE
SCHOOL OF FOREIGN LANGUAGES AT MIDDLE EAST
TECHNICAL UNIVERSITY

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

CANAN UÇAR DUZAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
ENGLISH LANGUAGE EDUCATION

JANUARY 2006

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Prof. Dr. Wolf Konig
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the Master of Arts.

_____

Assoc. Prof. Dr. Ayşegül Daloğlu
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Ayşegül Daloğlu   (METU, FLE) _____

Assist. Prof. Dr. Nurdan Özbek Gürbüz (METU, FLE) _____

Dr. Yeşim Somuncuoğlu   (METU, DML)_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name:

Signature:

ABSTRACT

AN EVALUATION OF THE IN-SERVICE TEACHER TRAINING
PROGRAM FOR THE NEWLY HIRED INSTRUCTORS IN THE
SCHOOL OF FOREIGN LANGUAGES AT MIDDLE EAST
TECHNICAL UNIVERSITY

Uçar Duzan, Canan

M.A., Department of English Language Education
Supervisor: Assoc. Prof. Dr. Ayşegül Daloğlu

January 2006, 162 pages

The purpose of this study was to evaluate the effectiveness of the in-service teacher training program implemented for the newly hired teachers in the School of Foreign Languages (SFL) at Middle East Technical University. The study was conducted with the help of three groups of participants who were the trainees who participated in the training program in the 2004-2005 academic year, the experienced teachers who were current members of the SFL and the teacher trainers. Data from the 12 trainees were collected through two questionnaires which were developed to identify the needs of the trainees at the start of the program and their degree of satisfaction at the end. Moreover, an interview was conducted with the trainees. Data from the 4 teacher trainers were collected through a questionnaire and it aimed to identify their expectations from and satisfaction with the program. 45 experienced teachers, on the other hand, were involved in the study to understand whether they need in-service

training. The questionnaires included both Likert scale and open-ended items.

Data collected through the instruments were analyzed both quantitatively and qualitatively. Closed-ended items were analyzed via the SPSS program and mean scores for each item were calculated. To identify if there is any statistically significant difference between the mean scores, a paired-sample t-test was calculated. The qualitative data were analyzed through content analysis.

The results of the study revealed that the trainees especially need to improve their practical teaching skills which are immediately necessary in the new setting. Their degree of satisfaction was also found to be high. The results about the experienced teachers showed that they did not feel the need to enroll in an in-service training program. The findings about the teacher trainers revealed that they are generally happy with the program although they listed some suggestions for improvement.

Keywords: In-service, teacher training, professional development

ÖZ

ORTA DOĞU TEKNİK ÜNİVERSİTESİ, YABANCI DİLLER YÜKSEK
OKULUNDA YENİ İŞE ALINAN ÖĞRETMENLER İÇİN UYGULANAN
HİZMET İÇİ EGİTİM PROGRAMININ DEĞERLENDİRİLMESİ

Uçar Duzan, Canan

Tez Yöneticisi: Doç. Dr. Ayşegül Daloğlu

Ocak 2006, 162 Sayfa

Bu tezin amacı, ODTÜ Yabacı Diller Yüksek Okulu'nda
(YDYO) yeni işe alınan öğretim elemanları için uygulanan hizmet
içi eğitim programını değerlendirmektir. Çalışmada yeralan
katılımcılar kursiyerler, öğretmen eğitmenleri ve tecrübeli YDYO
elemanlarıdır. Temel veri toplama araçlari açık uçlu ve dört ölçekli
kapalı uçlu sorulardan oluşan anketler ve kursiyerlerle yapılan
birebir görüşmedir. Kursiyerlerden toplanan verilerin amaci
YDYO'da yeni çalışmaya başlayan 12 öğretim elemanının kurs
başındaki ihtiyaçlarını tespit etmek ve kurs bitiminde gördükleri
eğitimden ne ölçüde memnun olduklarini saptamaktır. Çalışmaya
katılan 45 YDYO mensubundan toplanan verilerin amaci ise
görece daha tecrübeli olan öğretim elemanlarının hizmet içi
eğitime ihtiyaç duyup duymadıklarını saptamaktır. Bunlara ek
olarak, 4 öğretmen eğitmeninden toplanan veriler ise onların
programdan beklentilerinin ve ne ölçüde memnun olduklarının
saptanmasında kullanılmıştır. Elde edilen nicel verilerin SPSS
programı kullanılarak ortalamaları hesaplanmış ve ortalamalar
arasında istatistiki açıdan fark olup olmadığını tespit etmek için
ise t-test uygulanmıştır. Nitel veriler ise içerik analizi yapılarak alt
kategoriler ve temalar oluşturularak incelenmiştir.

Elde edilen bulgulara göre, kursiyerlerin kurs başında ihtiyaç duydukları en önemli şey yeni kurumda etkili bir şekilde çalışabilmek için acil ihtiyaç duyulan öğretim becerilerinin geliştirilmesidir. Kurs sonunda toplanan verilere göre ise kursiyerlerin programdan memnun oldukları saptanmıştır. Görece tecrübeli ögretim elemanlarından toplanan verilerin gösterdiğine göre, katılımcılar bir hizmet içi eğitimine gerek görmemektedir. Öğretmen eğitmenleri ise programdan genel olarak memnun olduklarını fakat bazı konularda gelişme gerektiğini belirtmişlerdir.

Anahtar Kelimeler: Hizmet içi, Ögretmen Yetiştirme, Profesyonel Gelişim

To my parents

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER I

INTRODUCTION

1.1. Introduction

Teacher training programs are regarded as an essential element of continuing professional development. The primary goal of these programs is to enhance the quality of the teaching-learning process by increasing the effectiveness of the teaching staff. Increased staff efficiency enables the educational institutions to guarantee their success to a large extent by providing their teachers with opportunities to develop professionally. This is very clearly expressed by Pennington (1989, p. 91) who states that "the heart of every educational enterprise, the force driving the whole enterprise towards its educational aims, is the teaching faculty". It is for this reason that most institutions are encouraging their teaching personnel to enroll in further training programs, which makes teacher training programs more and more popular each day.

The end result of the teacher training programs is expected to be an increase in the effectiveness of the teachers. Effective teaching or the characteristics of effective teachers have been defined in several different ways in the literature, which are effectively summarized by Hawley et al. (1984). Hawley et al. (1984) draw attention to several interrelated types of behavior which result in effective teaching and student success. According to this study, effective teachers:

- engage students with academic learning time in which they are successful at working on tasks related to desired outcomes,
- credit student learning that meets desired outcomes based on the belief that every student desires to be successful and to be rewarded for that success,
- engage students interactively with proper guidance and feedback,
- maintain and communicate high expectations for student performance,
- maximize learning time by the use of instructional settings appropriate to the tasks being pursued and by determining the best instructional strategy for a specific learning task.

When the types of behavior displayed by effective teachers are analyzed, it is possible to conclude that these are the kind of behaviors which can be mastered upon real contact with students. In other words, the initial training of teachers fails to help them to develop most of these skills before they enter the teaching profession. According to Lange (1990), this limitation results from an over emphasis on methods of teaching "…because the practice in schools is different from the more theoretical and 'up-to-date' approach of college/university teacher development programs" (p. 253). Although student teachers can have chances to practice some of these skills during the practicum component of their initial education, the practicum classroom setting and their actual teaching situation will be very different from each other in terms of student profile, physical atmosphere, school policy, and available resources (Roe, 1992).

The limitations of the initial training of teachers and the high anticipation for effective teaching lead many institutions to establish their own in-service teacher training programs. This gives the institutions the chance to ensure quality teaching by meeting urgent school-based needs of the staff and orienting them to the particular teaching context. In addition, it becomes possible to refresh the teachers' background knowledge and keeping it up-to-date.

1.2. Background of the Study

Middle East Technical University, School of Foreign Languages is one of those institutions which has been implementing in-service training programs to support the newly hired instructors. The mission of the School of Foreign Languages (SFL) is to provide the students studying at Middle East Technical University (METU) with English language education in international standards by coordinating and monitoring the academic work in two departments, namely Department of Basic English (DBE) and Department of Modern Languages (DML). To fulfill this mission SFL hires high-quality teaching staff after a diligently-conducted series of procedures. Both DBE and DML give a written examination to the candidates and those who successfully pass the written exam are invited to an interview. In addition to these, DBE also asks the candidates to prepare and present a demo lesson on a given subject. The candidates who successfully complete all these stages are hired by the departments. The newly-hired teachers, experienced or inexperienced, are required to enroll in an in-service training program during their first year in the SFL, with the purpose of

aiding their adaptation to their new departments, the courses offered by the departments, the student-profile, and the policy of the school.

Since foreign language education is a very dynamic process, and prone to change on a continuous basis; the SFL carefully follows the current developments in the field, makes the necessary improvements and adaptations in its general curriculum and evaluates the effectiveness of these improvements for further development. The SFL Curriculum Renewal Project, which was initiated in 2002 and started to be implemented in 2003-2004, was one of these attempts for further improvement. Following the first implementation, the evaluation of the new curriculum started in 2004-2005 academic year and was carried out in both of the departments by several groups of researchers assembled to evaluate the different components of the SFL curriculum and its departments. Teacher Education Department (TED), which is responsible for supporting the newly-hired teachers with sessions of language awareness and teaching strategies, teaching practices and workshops, was one of those departments which was evaluated. The evaluation was carried out by a group of three researchers, including the writer of this thesis. Therefore, this study is a part of a comprehensive evaluation study concerning the overall SFL curriculum and based on the findings of the evaluation of the Teacher Education Department of SFL carried out by a group of researchers and their collaborative efforts.

1.3.   Statement of the Problem

The current in-service teacher training program carried out by the TED in the SFL at METU was first started to be implemented in the 2003-2004 academic year. Previously, Certificate for Overseas Teachers of English (COTE) which was offered by the Royal Society of Arts (RSA) was being implemented. Within the Curriculum Renewal Project, the curriculum for the in-service training program also underwent a major change. This was largely due to the fact that COTE was a predetermined training program in terms of its objectives and content. Therefore, it failed to take into account the characteristics of the specific teaching situation, the trainee needs and the needs of the institution. For this reason, the TED designed its own in-service training program to overcome the difficulties posed by the COTE program.

After the first implementation of the in-service training program, an evaluation study needed to be carried out in order to understand to what extent the new in-service program reached its aims and objectives. To be able to understand this, a thorough study of the perceptions of the first participants of the new program was necessary. It is of great value to keep abreast of trainee values, professional needs, expectations and preferences so that their degree of satisfaction could be measured and used to improve the program to best address these factors. Therefore, the trainees and the trainers who contributed to the training program in the 2004-2005 academic year participated in this study; and information on their needs and perceptions together with the information on the satisfaction level of the trainees at

the end of the program was collected for the purposes of this study.

Besides evaluating the effectiveness of the in-service training program, the study also focused on the training needs of the SFL teachers resulting from the changes in the overall curriculum. Because the new curriculum was implemented for the first time and brought about major changes in the approach and the methodology of the courses, the teachers who were not participating in in-service training may have come across with certain needs which need urgent attention and action from the TED. It is one of the responsibilities of the TED to cater for those needs if the success of the new curriculum is to be enhanced. To be able to understand if the experienced teachers not participating in the training program needed any training, information on their perception of their needs was collected.

1.4. Purpose of the Study

The present study aims at evaluating the in-service teacher training program from two main viewpoints: the trainees and the trainers. Trainees are the newly-hired teachers who were participating in the program at the time of the study. The study aimed to collect two types of information from the trainees. Firstly, information on their current professional needs in their first year at METU was collected at the start of the in-service training. The second type of information was about their degree of satisfaction upon the completion of the in-service training based on the previously identified needs. The trainers were also involved in the study to identify their expectations and needs and their perceptions concerning the effectiveness of the program.

6

Another purpose of the study is to identify the needs of the experienced teachers who were currently employed by the SFL at the time of the study. The study aimed to understand whether they need any further training and those specific aspects in which they need training because of the change in the curriculum. The experienced teachers included those who had been working at METU SFL more than one year.

1.5. Research Questions

This study addresses the following research questions:

1. Does the new teacher training program prepare newly hired teachers for their teaching at the SFL?
   a. What are/should be the aims of the teacher training program?
   b. How relevant is the content of the teacher training program to the aims of the teacher training program?
   c. How effective is the teacher training program in preparing the newly hired teachers for their teaching position at the SFL?
      • What are the needs of the new teachers? Do the needs of the trainees match with the aims and expectations of the trainers?
      • How effective is the teacher training program in terms of the sessions, assignments, observations, feedback and rapport with trainers?
      • What are the trainees' perceptions regarding the transferability of their gains from the teacher training program to their classrooms?

- To what extent are the trainees satisfied with the program at the end?

2. Do teachers who are not currently participating in the new teacher training program of the SFL need training?

   a. If yes? What are their needs, lacks and wants? If no? Why not?

   b. Do they want to take part in the teacher training program? If yes, how? If no, Why not?

3. What are the needs of the teacher trainers?

   a. Who are the trainers? What are/should be their academic qualifications, personal traits and experience in teaching and teacher training?

   b. What do the trainers think of the effectiveness of the in-service training program in terms of its aims and objectives, content, instructional methods and evaluation procedures?

   c. What do the trainers need to improve the teacher training program?

1.6. Significance of the Study

This study will reflect the perceptions of the new members of SFL regarding what they need for professional development. It is of vital importance to collect information on the needs of the participants of the in-service training because it is the only way of making the program as relevant as possible to the lives of the trainees. As Breen et al. also notes "an in-service program is likely to be most useful if it grows directly out of the experiences, assumptions and perceived problems of the trainees" (1989, p.134). If the program is shaped based on what the trainees

8

expect, want and need, it becomes more rewarding for both the participants and the institution. Therefore, the data revealed by this study can be used in identifying the problem areas of the existing training program at METU, taking any necessary remedial actions to overcome those problems, and make new decisions concerning the content and the methodology so that more trainee satisfaction and success can be guaranteed.

This study can also contribute to the success and professional development of the more experienced teachers currently working in SFL as it reveals their needs resulting from the implementation of a new curriculum. The findings can help the DBE and DML to identify the ways of catering for the needs of the staff who do not get in-service training and the Teacher Education Department to take action and help these instructors in solving their immediate teaching problems.

The present study can also give valuable ideas to other institutions planning to establish or improve their own in-service programs. Although each institution is unique in terms of the givens of the teaching context, the findings may reveal certain features of an in-service training program that may be generalized to other similar situations. Therefore, analysis of the results of this study can be beneficial for other institutions at the outset of the program, especially in designing the goals and objectives for the program.

Additionally, the findings of this study can contribute to the existing literature on in-service training in Turkey and shed light into those aspects that need further study. The questions that emerge from this study can guide future researchers and form the basis of their research.

1.6. Definition of Key Terms

The terms which are often mentioned in this study are as follows:

In-service Training (INSET): A program which provides teachers with a variety of activities and practices with the purpose of helping them develop professionally by broadening their knowledge, improving their teaching skills and increasing their self-awareness and reflective abilities. Teachers participate in INSET programs after their initial education to enhance their effectiveness in teaching.

Teacher Trainer: A person who is responsible for helping the trainees understand the various processes involved in the teaching and learning of a language and the complex array of activities that occur in a language classroom (Wajnryb, 1992, p.5).

Trainee: A teacher who participates in an in-service training program during their first year in the profession or in an institution.

Input session: A session which is designed to provide trainees with latest information on methodology, teaching techniques and activities with the guidance of the trainers.

Observation: Trainer's act of observing a trainee during his/her presentation of a lesson.

Peer-observation: Observation which is carried out among the colleagues. Trainees can observe or can be observed by a more experienced colleague.

CHAPTER II

LITERATURE REVIEW

2.1. Professional Teacher Development

Teaching as a profession is defined as a non-static job which "involves constant shifts, negotiations, actions, and responses to a myriad of variables" (Freeman, 1989, p.36). This dynamism results from many factors such as the ever-growing demand for high-quality education, recent developments in educational sciences, rising expectations of parents and students and growing awareness regarding what teaching and learning includes. In order to cope with all these and many other factors, teaching profession continues to renew itself with enormous speed.

English language teaching is one of those fields experiencing this change and renewal very seriously. The profession has moved in new directions over the past twenty years, which places even more pressure on the shoulders of teachers and students. According to England (1998), this evolution of the profession broadens our focus, which leads to more emphasis on a more analytical approach to learners' communication needs and preferred learning styles. Consequently, the roles attributed to teachers and students change into *partnerships* to be realized in a more interactive and dynamic classroom setting.

Under these circumstances, teachers' initial education which prepares them for the profession fails to meet these rising expectations (Centre for Educational Research and Innovation (CERI), 1998). It is this urgent necessity that leads many language teachers to continue with their education through workshops, seminars, in-service training or academic studies. As Roe (1992, p.1) puts forward "language teaching is career for life, and career development is a life-long process". He believes, for teachers to increase their effectiveness, they should continue learning on the job, being informed with new ideas, reflecting on their performance and sharing ideas and experiences with colleagues, and the only way of achieving all these is continuing professional development.

Professional development, as defined by Fullan (1982, p.326) involves "…the sum total of formal and informal learning experiences throughout one's career from preservice teacher education to retirement". It involves any activity that develops an individual's skills, knowledge, expertise and other characteristics as a teacher through personal study, reflection and formal courses (CERI, 1998). Therefore, it is a never-ending process as teachers' needs continue to change and increase rapidly. Craft (2000, p.9) analyses those needs of teachers that prompt them for continuing professional development and suggests the following reasons for undertaking professional development:

- To improve the job performance skills of the whole staff
- To improve the job performance skills of an individual teacher
- To expand the experience of an individual teacher for career development or promotion purposes

- To develop the professional knowledge and understanding of an individual teacher
- To promote job satisfaction
- To develop an enhanced view of the job
- To enable teachers to anticipate and prepare for change.

According to England (1998), on the other hand, the reasons for undertaking professional development are more related with external factors. She emphasizes the growing role of English language in the world and says that the increasing need for English requires teachers to be able to "manage a much broader range of teaching responsibilities and increasingly diverse learner needs" (p.18). Another motive for England, and an important one, is related with teacher's personal satisfaction. She believes most teachers intrinsically want and need to participate in ongoing development to better understand the complexity of their task and to minimize burn-out.

The reasons for undertaking further development may well change for each teacher; however, the need for such development is beyond question in today's world. What was once a voluntary act is now a great necessity if not a must. However, more clarification is necessary concerning what professional development involves, as there are different interpretations of the concepts such as teacher training, teacher development and teacher education. In the following section, more definitions and explanations will be provided about these terms.

2.2. The Phenomenon of Teacher Education, Teacher Training and Teacher Development

The concepts of teacher education, training and development are sometimes used interchangeably without discrimination; however, most experts in the field of education felt the need to differentiate these terms as they are believed to connote different approaches. The concept of teacher education is accepted to be a rather general term compared to training and development (James, 2001; Freeman, 1989; Widdowson, 1983). James (2001), for example, says that 'education' as a term presents a wider view and incorporates elements of 'teacher training' and especially 'teacher development'. He explains its purpose by claiming that

> …it [teacher education] attempts to cater flexibly for teachers' own learning needs and aims; to develop the whole teacher (knowledge, skills, attitudes); to focus o the teachers' role as an educator and language teacher of school-aged children in schools; and to help to prepare teachers for career-long learning" (2001, p.152).

According to Freeman, on the other hand, teacher education is the "sum of experiences and activities through which individuals learn to be language teachers (2001, p.72). He perceives the term education as a "superordinate", while the terms training and development describe strategies by which teachers are 'educated' (1989, p.37). Similarly, Widdowson (1983) perceives education as a wider term and says:

> Training tends to convergence and a reliance on established technique, whereas education tends towards divergence and a readiness to break from the confinement of prescribed practices (p.45).

The difference between the terms 'teacher training' and 'teacher development' has been of more interest to many experts

as each term entails different views regarding how teachers should be educated. Freeman (1982) differentiates teacher training (hereafter TT) and teacher development (hereafter TD) based on their focus, views of teaching and their scope. According to Freeman, TT focuses on specific teaching skills such as how to sequence and plan a lesson, how to teach a dialogue or how to use the blackboard. On the other hand, TD deals more with the individual teacher, that is with the process of reflection, examination and change which can enable teachers to do a better job and to develop professionally. TT and TD are also contrasted based on their view of what teaching is. As Freeman (1982) puts forward, TT perceives teaching as a "finite" skill which can be mastered. Put more clearly,

> …it is based on the assumption that through mastery of discreet aspects of skills and knowledge, teachers will improve their effectiveness in he classroom" (Freeman, 1989, p.39).

Conversely, TD views teaching as a dynamic, evolving process which necessitates growth and change. "It is an expansion of skills and understanding, one in which the teacher is responsible for the process in much the same way students are for learning a language" (Freeman, 1989, p. 22). When their scope is concerned another major distinction emerges. TT helps a teacher with little or no experience to enter a class with some level of confidence by addressing certain immediate needs of the teacher. However, TD focuses more on broader and long-term concerns of teachers such as personal growth, exploration of new perspectives, and personal satisfaction. Freeman's distinction of the two terms is illustrated in the table below:

Table 1. Educating Strategies (Freeman, 1989, p.42)

	Teacher training Process of direct intervention	**Teacher development** Process of influence
Characteristics of aspects of teaching focused on	Generally accessible; can be mastered through specific course of action	Idiosyncratic and individual; mature through constant attention, critique, and involvement of the teacher in his or her teaching
Constituent base	Knowledge and skills	Attitude and awareness
Focus	Initiated by collaborator, work carried out by teacher	Raised by collaborator, but work initiated by teacher
Criteria for assessing change	External; accessible to the collaborator	Internal; personal to teacher
Closure	Can be within a fixed time period, once criteria are satisfied	Is open-ended; work continues until teacher decides to stop

Another point of contrast between TD and TT that the experts are calling attention to concerns the amount of involvement of the interested parties, namely teacher trainers and trainees. According to Wallace (1991), "training is something that can be presented or managed by *others*; whereas development is something that can be done only by and for *oneself*" (p.3). By saying "others", Wallace is trying to emphasize the fact that the training process is under the control of several related parties such as the trainers, administrators, and the ministry as they are the ones making the decisions about the program, not the trainees. Similarly, James (2001) highlights the "top-down" nature of TT programs and draws the attention to the limited involvement of the trainees due to the fact that the aims are specified by the funding institutions. Besides Wallace and James, Freeman (1989) also distinguishes TT from TD because it

provides limited trainee involvement compared to TD. According to Freeman (1989), TT necessitates direct intervention of the collaborator [trainer] as the aim is to address the specific aspects of teacher's teaching. "The collaborator can take the lead in this process by isolating and presenting a specific issue for the teacher to address and by proposing ways to address it" (Freeman, 1989, p.39). As he puts forward, everything progresses under the control of the trainer as all the decisions regarding what and how to cover are made by the trainer. Therefore, it is possible to conclude that TT is more trainer-based rather than trainee-based.

When TD is analyzed considering the amount of involvement of different parties, it is seen that it is placed at the other end of the involvement spectrum. According to Wallace (1991), James (2001), and Freeman (1989), TD, when compared to TT, is more individualized ad flexible with respect to participating teachers. Most of the time, TD is a teacher-initiated process and based largely on the professional and personal needs of the participating teachers. James (2001) defines TD as a "bottom-up" process as t does not function on predetermined principals and aims. Freeman (1989) similarly explains TD as a "strategy that works with the more indivisible and idiosyncratic aspects of a teacher's teaching" (p. 41). That is why it necessitates a more indirect intervention by the collaborator so that the process can be more teacher-oriented. It is necessary for the collaborator to adapt a different strategy in TD. As Freeman (1989, p.40) puts, the collaborator is responsible for leading the teacher to a "process of reflection, and refinement of his or her own teaching practice", so that the collaborator can rigger change in teacher's perspectives by raising awareness. Therefore,

the teacher's experiences, perspectives, and feelings about teaching form the basis of TD, which ensures maximum teacher-involvement.

Ur (1996, p.10-11) contrasts TT and TD based on level of involvement and comes up with similar differences which are shown in the following table:

Table 2. The contrasting list between training and development

TRAINING	DEVELOPMENT
Imposed from 'above'	Initiated by 'self'
Pre-determined course structure	Structure determined through process
Not based on personal experience	Based on personal experience
Externally determined syllabus	Syllabus determined by participants
External evaluation	Self-evaluation
Input from 'experts'	Input from participants
Unthinking acceptance of information	Personal construction of knowledge
Cognitive, cerebral	Cognitive and affective, 'whole person'
Isolated	Collaborative
Stresses professional skills	Stresses personal development
Disempowers individual teacher	Empowers individual teacher

One other shared point about the difference between TT and TD originates from the nature of training and their content. Most experts in the field agree on the point that training has a more fixed and predetermined nature compared to TD. Ur (1996) attracts attention to this fixed nature by indicating that

> …training can imply unthinking habit formation and overemphasis on skills and techniques. It has a specific goal: it prepares for a particular function or profession (p.3).

Similarly, Maley (as cited in Spratt, 1994, p.54) considers this fixed nature as one of the factors differentiating TT from TD. He says TT operates on a fixed agenda and it is usually in the form of skills transmission rather than a problem solving activity which is one of the characteristics of TD. Freeman (1989) agrees with Maley in that TT focuses on specific outcomes that can be achieved through a sequence of predetermined steps within a specified period of time. TD, on the other hand, has a more flexible nature as it is more trainee-based. As Freeman (1989, p.1) explains "development is far less predictable or directed strategy than training". This is because it is highly dependent on the individual teacher, his or her needs and expectations; therefore, it is not possible to predetermine the goals and the steps. As development is not restricted to specific teaching skills and a fixed time schedule, it is more awareness-based and designed for personal growth and development of insights, which is controlled by the trainees themselves (Freeman, 1989; Woodward, 1991; James, 2001). The differences between TT and TD are summarized by Woodward (1991, p.147) as in the following table:

Table 3. Teacher training - teacher development associations

TEACHER TRAINING	TEACHER DEVELOPMENT
Compulsory	Voluntary
Competency based	Holistic
Short term	Long term
One-off	Ongoing
Temporary	Continual
External agenda	Internal agenda

Table 3 Continued

TEACHER TRAINING	TEACHER DEVELOPMENT
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product-certificate weighed	Process weighed
Means you an get a job	Means you can stay interested in your job
Done with experts	Done with peers

Although the experts mostly agree on the differences between TT and TD, they are also careful in admitting that they are two differing concepts which complement each other perfectly. Roe (1992) sees TT as an inseparable part of development and believes that it should not be treated in isolation. He considers it as a step in achieving professional development. Likewise, Head and Taylor (1997) claim that TT and TD are not two distinct notions, but more like the complementary aspects of the continuum. According to Hiep (2001), development fills the gap in training by providing teachers with more opportunities to reflect on their performance, to develop their insights on teaching and learning and to welcome change and divergence. In the same vein, Freeman (1989) believes that TT and TD aim at the same purpose and claims:

> The process of language teacher education require differing strategies depending on which constituents of teaching are to be addressed and the kinds of change in teacher performance that are sought. Training and development are two basic educating strategies that

share the same purpose: achieving change in what the teacher does and why. They differ in the means they adopt to achieve that purpose (p.41).

If professional development of language teachers is the primary objective, both TT and TD should be given equal importance so that it can be possible to attain that aim. A unity of TT and TD makes it possible to focus on the theoretical and practical aspects of teaching equally, which in return makes it possible to develop the 'whole' teacher with the necessary skills, knowledge, experience and awareness.

2.3. What is In-service Training?

The urgent need for qualified language teachers has prompted both teachers and institutions to pay more attention to continuing professional development than ever before. Besides teachers' personal efforts such as attending conferences and seminars, enrolling in academic studies or doing classroom research, the institutions as well have started to provide teachers with opportunities for professional development, usually in the form of in-service training (hereafter INSET) programs. INSET may be defined as a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach (Perron as cited in The Education Information Network in the European Union and the EFTA/EEA Countries (EURYDICE) , 1995). Bolam (as cited in Roberts, 1998) and CERI (1998) similarly define INSET as any education and training activity that the teachers engage in after their initial professional education to maximize their effectiveness in teaching. By helping teachers

meet their personal and professional needs and become more autonomous, INSET

> …professionalizes teachers, improves the quality and effectiveness of education systems, and promotes the mastery of technical and scientific advances" (Caspare as cited in EURYDICE, 1995, p. 6).

Koç (1992, p.48) provides a more detailed definition of INSET and states that an INSET program enables teachers to make the necessary changes in their style of teaching by

> …creating an atmosphere in which teachers share and exchange their experience in their teaching; discuss their problems and practical solutions to their problems with academic help from educators…; gain experience in developing and applying an effective curriculum, in evaluating the effectiveness of their teaching as well as their students' performance on courses they teach and according to the feedback they get… (p.8).

Koç (1992) carefully incorporates the elements of both TT and TD in his definition of inset focusing more on the developmental aspects. On the other hand, Dubin and Wong (1990) (as cited in Richards and Nunan, 1990) carefully differentiate INSET from preservice training in order to provide a better understanding of the former term. They highlight that INSET takes place for a specific purpose for situation-oriented concerns. Larsen-Freeman (1983) makes a similar differentiation and states that preservice education forms the teachers' background knowledge by providing the scope and breadth of the various disciplines, whereas INSET pinpoints specific areas by offering a repertoire of techniques to use in a known situation.

2.4. Why is INSET necessary?

"The success of any educational process depends on the quality, commitment and expertise of the teacher". Therefore,

the quality of the training that the teachers undergo becomes critical (Gautam, 2001, p.1). INSET programs are; therefore, becoming more and more important and equally more popular as institutions realize the indispensability of a qualified staff. When the limitations of the pre-service teacher education programs are added to these factors, establishing and implementing successful in-service programs become crucial. According to Gautam (2001) preservice programs suffer from the following limitations:

- There is lack of relevance of many of the training components to the real needs of the teachers and the demands of the actual classroom situations they might face.
- The training in the teachers' institutions is itself very mechanical.
- There is lack of emphasis on and inadequate time devoted to teaching the practical aspects of classroom work (p.1).

Therefore, INSET becomes instrumental in compensating for these shortcomings and keeping teachers up-to-date about recent methodological and pedagogical developments.

According to England (1998), the benefits of an INSET program is not limited to updating teachers' knowledge in the field. Other benefits include the following:

- An in-service program is an opportunity for teachers and program directors to draw on the strengths, training, and experience of teachers and to develop teachers' skills in an English language teaching program.
- An INSET program provides the environment for teachers to gain an identity as individual professionals.

- It encourages teachers to work as a part of a team of colleagues and to develop rapport and effective communication with the supervisor (pp.5-6)

In addition to helping teachers, INSET has direct and immediate positive effects on overall program morale and especially student motivation. England (1998) states that teachers who are involved in an ongoing effort to build their professional skills are happier and more invested in their teaching, which as a result leads to more commitment to the program and students when compared to teachers who have no in-service program. More satisfaction can be observed on the part of the students as well because teachers who are involved in ongoing discussions, brainstorms, and exchange of ideas and experiences will be more successful in improving their classroom practices. As teachers become more aware of their students' needs and expectations and more equipped with the ways of meeting those needs, student satisfaction can be maximized. However, it is worth noticing that these benefits can only be enjoyed if the INSET program fulfills certain requirements. The following section will explore these requirements that an in-service program should fulfill.

2.5. Characteristics of an Effective INSET Program

One of the most important characteristics of an effective INSET program is being trainee-centered. "An in-service program is likely to be most useful if it grows directly out of the experiences, assumptions and perceived problems of the trainees" (Breen, Candlin, Dam and Gabrielsen, 1989, p134).

This necessitates the trainers and the program developers to find ways of bringing those experiences, assumptions and beliefs in the training program and of using them purposefully for reflection and improvement purposes. More trainee involvement can also be guaranteed by integrating the participants in the decisions about the content, implementation, and the evaluation of the program (England, 1998). This would be possible by collecting information about the trainees prior to the program design through a carefully implemented and analyzed needs assessment. The information collected with a needs assessment study can shed light into the backgrounds, strengths, needs and expectations of the trainees, which will then enable the trainers to better tailor the program to the participants' needs to achieve high levels of trainee satisfaction and development.

Another important characteristic of good INSET programs is emphasizing collaboration between trainees. In Breen et.al.'s words "training should encourage a three-way interaction and interdependence between trainers, teachers and learners" (p.135). According to England (1998), similarly, an in-service program should provide opportunities for sharing ideas: on one's own, with colleagues, and with a supervisor. Sharing experiences and the feeling of working towards the same goal, which is professional development, will make the training process even more fruitful. The findings of the study conducted by Ilyushina (1997) with a selected group of recipients of teacher education within the area of St. Petersburg confirm the need for collaboration in INSET programs. The study, which explored the perceived needs and wants in INSET provision, shows that the *collaborative aspect of training* (58.3% of non-qualified teachers and 51.7% of qualified teachers) and *sharing experience with*

colleagues (55.6% of non-qualified teachers and 58.6% of qualified teachers) are perceived to be important by the teachers participating in the study. This clearly reveals that teachers are aware of the necessity for such collaborative aspects of training and this collaboration should be an integral part of a good INSET program.

"Preparing teachers to examine and assess their own practice, to become inquiring, reflective practitioners" should be another important asset of successful INSET programs (Abdal-Haqq, 1989, p.1). Successful INSET programs focus on what goes on in an everyday life of a language class, more specifically the tasks, decisions, activities, and learning experiences. A good INSET program should offer ways of investigating these routines because "the trainees' own classroom and the learners within it are a major source of information on the nature of the language learning process" (Breen et.al, 1989, p.134). Focusing on the real experiences of the trainees is more likely to make the newly learned skills or theories more transferable to their classes.

In terms of content, on the other hand, a good INSET program should be comprehensive enough. According to Pacek (1996, p.335) INSET courses should provide a range of traditional and modern approaches to EFL methodology, so that teacher trainers can select those which are most appropriate in their particular circumstances. England (1998), on the other hand, believes that "the in-service program should contain a core set of requirements with a list of elective options selected by the teacher" (p.6). However, Ilyushina's (1997) study reveals that teachers, both qualified and non-qualified, expect to gain practical ideas in the form of tips and recipes in an INSET program (qualified teachers 89.6% and non-qualified teachers

86.1%) (1997). Another study by Sabri (1997) conducted in Palestine with 700 university teachers finds that teachers are more interested in improving their teaching methods and techniques and updating their knowledge. Resulting from these, it is possible to conclude that the most effective training program is the one that combines theory, practice, feedback and coaching for application so that every trainee will find something that benefits themselves (Craft, 2000).

One other important characteristic of a good INSET program is being growth-oriented rather than emphasizing deficits in the trainees. There has been a shift from a deficit model of staff development, emphasizing remediation, to a developmental model, emphasizing remediation (Abdal-Haqq, 1989). Rather than focusing on what trainees are 'incapable' of doing and drawing attention to deficits for curing those, the INSET program should encourage reflection and development (Breen et.al, 1989). Asking people to abandon their usual practices and adopt something totally different can only create reluctance to change in the trainees which is not desirable. Therefore, it is vital to aim development through reflection rather than a total change without question.

Finally, constant evaluation is an integral part of an INSET program. An effective program includes evaluation of its outcomes and effects. This evaluation can be in the form of self-assessment, peer feedback, supervisor feedback and sometimes student feedback (England, 1998). This is more beneficial if it is realized during the process of training as the feedback can be used to further improve the program to meet trainee needs.

2.6. Content of INSET Programs

What should be covered in an INSET course is another area of discussion for most experts. According to Mariani (1979), an effective INSET course should cover information about latest research in methodology, classroom applications and teaching techniques, and language improvement elements. Similarly, Richards (1990) sees the coverage of linguistic and methodological elements and opportunities for practice as an important part of INSET content.

Pennington (1989, p.94), on the other hand, provides a more detailed explanation and states that INSET courses should include "individual and group experiences involving case studies, problem solving, video viewing and analysis, direct observation, role play and simulated teaching experiences (micro teaching)". By adding such variety in the content of INSET, she believes that teachers will be able to focus more on the fundamental issues and concepts in language teaching and sharpen their observational skills along with the ability to analyze and evaluate classroom events. Ur (1992) is also in favor of variety in INSET content as she thinks this will contribute to the repertoire of the trainees and help them prevent the use of repetitive and monotonous activities in their actual classrooms.

The previous discussion reveals that there is a consensus among the experts regarding the inclusion of both theoretical and practical aspects of teaching in the INSET content; however, the basic discussion revolves around the question of how much of theoretical and practical information to include. For example, Freeman (1989) strongly argues for the practical aspects and asserts:

> Although applied linguistics, research in second language acquisition, and methodology all contribute to the knowledge on which language teaching is based, they are not, and must not be confused with, language teaching itself. They are, in fact ancillary to it, and thus they should not be the primary subject matter of teacher education. (p.29).

In his view, it is wrong to assume that the knowledge of these areas will necessarily equip teachers with the necessary skills to teach a language.

Ilyushina (1997), on the other hand, is more in favor of a balanced approach and places equal importance on both theory and practice. She defines '*theory*' as comprising of a view of nature of language, language learning and an awareness of social and educational context, which forms the basis background knowledge used for making decisions in various areas of ELT. '*Practice*' on the other hand, "provides theory with a context and essential experience that assigns meaning to it" (Ilyushina, 1997, p.5). The combination of theory and practice; therefore, contributes to the development of the competence that implicitly underlies performance. The findings of her study, which analyzed the perceived needs of teachers, also justify this discussion. Most of the participants reported that they need the INSET program to provide them with 'professional knowledge', which they define as the combination of three different knowledge areas: *background knowledge* (gaining ideas about ways of teaching and understanding the learning process better etc.); *procedural knowledge* (gaining some practical ideas, practicing new techniques etc.); and *subject knowledge* (language improvement and language practice) (Ilyushina, 1997).

Although language teacher education requires both types of knowledge (theory and practice), most INSET programs are

criticized for emphasizing either one or the other (Jarvice and Smith, 1980; Stern and Strevens, 1983). However, a fixed balance could not be an issue either, because the content of an INSET program should always have some room for flexibility so that trainee needs can successfully be addressed. An appropriate conclusion would be that all the components need to be reflected in INSET program but the emphasis and the way these components are interrelated should depend on the trainees' starting point- their language command, needs, educational level and resources available (Ilyushina, 1997). This once more highlights the necessity of knowing and understanding the needs of the trainees at the outset of the program rather than designing the program based on general principles and logical reasoning.

2.7. Approaches / Models in Teacher Education

Each institution and each group of trainees bring with them different and special characteristics to the INSET program. The characteristics and the needs of the trainees and the requirements of the institution inevitably shape the content and rationale of the INSET. Therefore, it is possible to conclude that each institution implements its own unique program. However, different models for in-service training have been proposed by different experts. This section will review different approaches and models in in-service training to provide a conceptual framework for INSET design.

Burns (1992) identifies two different approaches to INSET design based on the roles the trainers and the trainees play and she calls them *the Top-Down Approach* and *the Bottom-Up Approach.* Top-Down approach views trainees as 'empty vessels'

who need to be filled with information. The information is provided by the trainers who are viewed as the only possessors of information who lectures the 'unknowing' trainees on how to handle everyday classroom tasks. The most important characteristic of this approach is that there never is a follow-up of trainees to find out how the received knowledge is applied in real classroom settings; therefore, there is little return from classroom to the training sessions. According to Burns (1992), this kind of approach is not likely to create change in the trainees because they are not engaged in any meaningful way.

On the contrary, a Bottom-Up Approach to training does just the opposite and builds everything on the experiences of the trainees. The trainees are provided with opportunities for reflecting on what goes on in their classrooms and for evaluating their experiences more critically. In this approach, trainers are again considered to possess an extensive theoretical and practical knowledge, but that knowledge can only be complemented by the situational knowledge of the particular context that the trainees teach. Thus, "there is a blending of the more idealized insights from research and theory with the daily experiences of the teachers" (Burns, 1992, p.19).

Burns carefully notes that although these two approaches seem to be polarized, no INSET program adopts a completely top-down or bottom-up approach. They will fall somewhere along the continuum where the qualities of the both can be observed.

Table 4. Top-down and Bottom-up Approaches to training (Burns, 1992, p.19).

THE TOP-DOWN APPROACH	THE BOTTOM-UP APPROACH
The trainer is the knower The trainee unknowing	The trainer and the trainee know in different but complementary ways
The trainer makes all decisions bout what trainees need to know	The trainer and trainee share in the decision-making process
The trainer draws on his/her knowledge to enforce learning	The trainer draws on the trainees' knowledge to reinforce learning
The trainer delivers the body of knowledge	The trainer and trainee work together to pool their knowledge.
The trainer provides no/few opportunities for feedback and discussion	The trainer builds into sessions opportunities for feedback-discussion
The trainer evaluates the training from hi/her own point of view	The trainer and trainee evaluate the training from both points of view
The trainer repeats the training course for the next group of trainees.	The trainer uses both evaluations to modify the course for new trainees.

Wallace (1991) provides information about three major models of professional education which appears in the following order throughout history:

1. The Craft Model
2. The Applied Science Model
3. The Reflective Model

1. The Craft Model

In this model, it is assumed that an experienced professional practitioner possesses the wisdom of the 'craft' and this expert is responsible for passing this expertise and knowledge on to other new generations. The trainee is expected

to gain professional competence by imitating the expert's techniques and by following the expert's instructions and advice. The following figure represents how professional competence is developed in this model.

```
┌─────────────────────┐         ┌──────────┐         ┌──────────────┐
│ Study with 'master' │         │          │         │              │
│ practitioner:       │   ──►   │ Practice │   ──►   │ Professional │
│ demonstration/      │         │          │         │ competence   │
│ instruction         │         │          │         │              │
└─────────────────────┘         └──────────┘         └──────────────┘
```
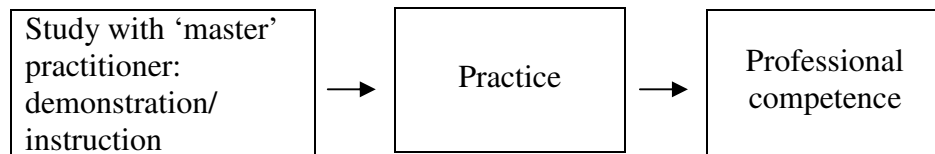
Figure 1. The Craft Model of Professional Education (Wallace, 1991, p.6)

According to Stones and Morris (as cited in Wallace, 1991), the technique proposed by the craft model is too conservative to succeed in the contemporary world. Because the schools today exist in a dynamic society and in an educational context of new methodologies and syllabuses, the concept of an all knowing old master is difficult to sustain. Another limitation of the craft model, as highlighted by Wallace (1991), lies in that it does not allow for the scientific knowledge to contribute to the craft due to its static nature. That is why a new approach more sensitive to new developments in science was necessary.

2. The Applied Science Model

The applied science model is again a traditional one; however, it continues to be the prevalent model which underlies most training and education programs for different professions including teaching (Wallace, 1991). This model basically relies on the achievements of empirical science and aims at using them for training purposes. It is believed that most teaching problems can

be solved by applying empirical science to the desired objectives (Stones and Morris as cited in Wallace, 1991). However, similar to the craft model, this model is also one-way. Trainers transmit the findings of research and scientific knowledge to the trainees and it is the trainees' responsibility to put that knowledge into practice and turn that into professional competence. That is, once the trainees receive the information they are all alone, and no discussion of the outcomes are discussed. The following figure clearly shows the one-way nature of the applied science model.

```
                ┌──────────────────────────────┐
                │      Scientific knowledge     │
                └──────────────────────────────┘
                               │
                               ▼
        ┌──────────────────────────────────────┐
        │  Application of scientific knowledge/ │
        │      refinement by experimentation    │
        └──────────────────────────────────────┘
                                       │
                                       ▼
                        ┌────────────────────────┐
        ┌───────────────│   Results conveyed to   │
        │               │        trainees         │
        │               └────────────────────────┘
        │                          │
  ┌──────────────────────────┐     ▼
  │ Periodic up-dating       │  ┌────────────────────────┐
  │ (in-service)             │──│       Practice          │
  └──────────────────────────┘  └────────────────────────┘
                                          │
                                          ▼
                        ┌────────────────────────────────┐
                        │     Professional competence     │
                        └────────────────────────────────┘
```
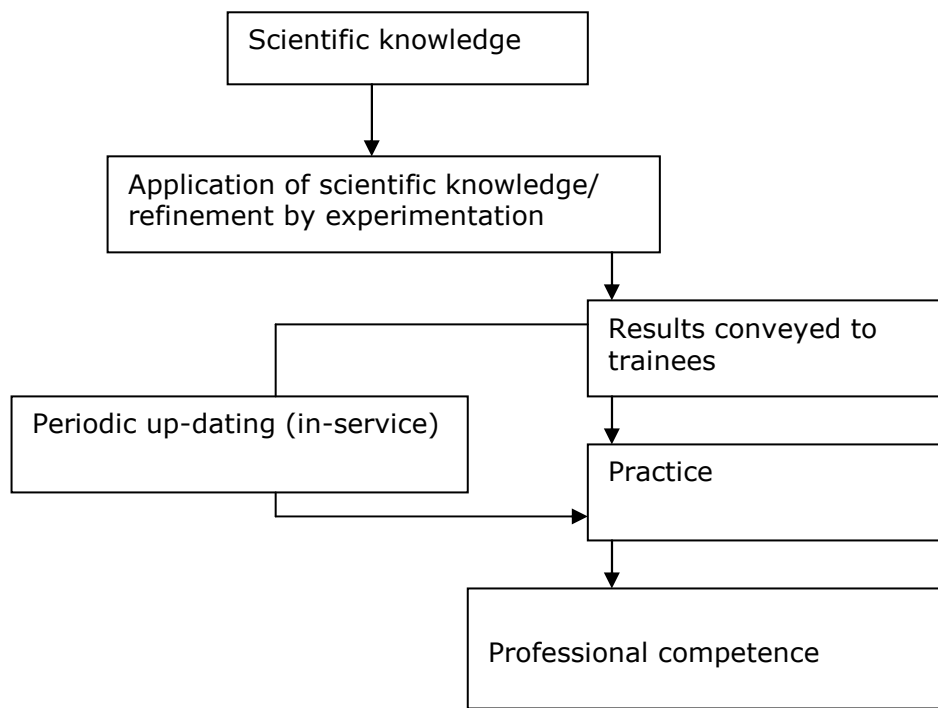
Figure 2. Applied Science Model (Wallace, 1991, p.9).

3. The Reflective Model

Wallace (1991) proposes this model as an alternative to the previous models with the aim of overcoming their major limitations. Because the craft and applied science models disregard the findings of empirical research and the value of

34

experience respectively, a third model is necessary which will harmoniously unite these two elements. Thus, reflective model operates on the unity of 'received knowledge' and 'experiential knowledge', which purposefully brings theory and practice together. Wallace defines 'received knowledge' as a body of knowledge consisting of facts, data and theories related to some kind of research, which familiarizes trainees with the 'vocabulary' of the profession. On the other hand, 'experiential knowledge', as the name suggests, refers to the knowledge developed through practice of the profession and constant reflection on that knowledge. The trainees are expected to continuously reflect on their received and experiential knowledge, and assume an active role in the training process, which is the most important characteristic of this model. The following figure illustrates the reflection cycle of the model:
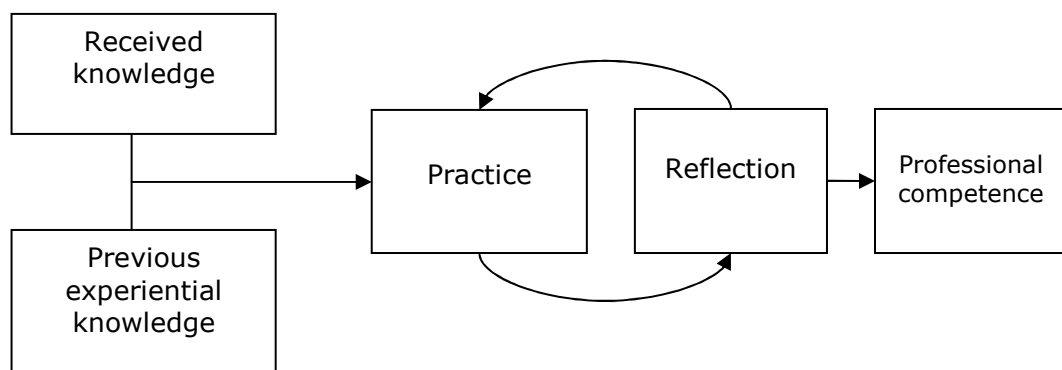
Figure 3. Reflective Model (Wallace, 1991, p.15).

Another important INSET model is developed out of the study of Breen, Candlin, Dam and Gabrielsen (1989) who implemented a three-phase in-service program in Denmark. It was an eight-year study which lasted between the years 1978 and 1985 with the participation of over a hundred experienced teachers whose area of expertise was teaching English as a

foreign language. The purpose of the program as twofold: to introduce the teachers to the principles and the characteristics of the communicative approach, and to show them how the textbooks could be adapted in line with these communicative principles. In order to attain these goals a gradual transition from training to development was observed through the three phases of the program described in the subsequent parts of this section.

1.   Transmission Model

In the first phase of the program, training was considered as a transmission. In this model, trainers were considered as the sources of expertise, knowledge and innovative ideas and were responsible for bringing all these in the training sessions. On the other hand, trainees were seen as the passive recipients of that information. The workshops were designed in the form of a transmission of ideas which were realized in the form of long lectures on the nature of language as communication and the nature of language learning and basically consisted of the trainers' syntheses of theory and research. The trainees were in no way expected to apply the new methodology in their classes or bring their experiences to the sessions, which is one of the major weaknesses of this model. Another major limitation revealed in the evaluation of the program was about the top-down nature of the program, as it was the trainers who decided what was important for the teachers to know and what they should do during and after the workshops.

2. Problem-Solving Model

The primary concern of this phase of the training program was the problems experienced by the teachers daily in their classes. This gave the teachers a more active role as participants compared to the transmission model. The teachers' role was to identify those problems in their classes which need urgent solutions and share them with their colleagues in search for solutions. The trainers' role here was defined as consultants, but they were still seen as experts who possessed more knowledge than the teachers. One major advantage of this model was that it allowed teachers to use the workshops for their own purposes and take some action to change certain things in their classes. However, more action needed to be taken to assign equal responsibilities to trainees and trainers, and to encourage teachers to pursue innovation independently.

3. Classroom Decision Making and Investigation Model

This model evolved because of the limitations of the previous models, particularly because they failed to understand and respond to the daily experiences of the teachers and imposed innovations based on the experiences in another context. This model placed teachers, trainers and learners in an interdependent role relationship. Teachers were given a much more active role in the decisions regarding the content of the workshops. Trainers here assumed the role of a facilitator, rather than a superior, and provided help for trainees to investigate their teaching context. The ultimate aim of this model was to make the teachers to become their own researchers, so that what

they discover in their own setting can become the very basis for development and innovation.

Breen et.al (1989, p.133) summarizes this evolution of the program as "a gradual movement of training based on the trainer's views of teaching and learning to one based on the classroom world as seen by language learners". They deduced from this experience that an in-service program could only be successful if it is based on the real experiences of the teachers which are analyzed in an investigative manner with the collaboration and equal responsibility of the teachers and the trainers.

Murdoch (1994) proposes a trainee-centered approach to in-service training. He criticizes most typical training programs for operating on pre-determined principles and for not allowing for trainee involvement. He blames traditional training courses for placing too much emphasis on the trainers and considers it wrong to establish the program on the trainers. Rather, he believes that the whole program should be based on the trainees themselves and more active participation of the trainees should be ensured. This involvement can be provided through variety of activities such as group discussions, group feedback or peer teaching tasks. Figure 8 illustrates the structure of the Trainee-centered INSET training.

Although different models are proposed by different experts for in-service programs, they agree on a number of common points. All these models display a greater concern for trainee-centeredness and a bottom-up approach so that the INSET program can be better tailored to the needs of the participant teachers. Additionally, the roles the trainers and the trainees play turn gradually into partnerships and these roles come into play

through experiential, awareness raising, and research-based activities.

```
┌─────────────────────────────────┐
│  Activities related to skils/techniques │
│           of component          │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  Group discussion of principles/methods │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│  Peer teaching tasks and presentations │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│    Group feedback on peer teaching   │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│     Techer-trainer expansion of    │
│          componenet topic         │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│ Individual consultations and classroom │
│             follow-up             │
└─────────────────────────────────┘
```
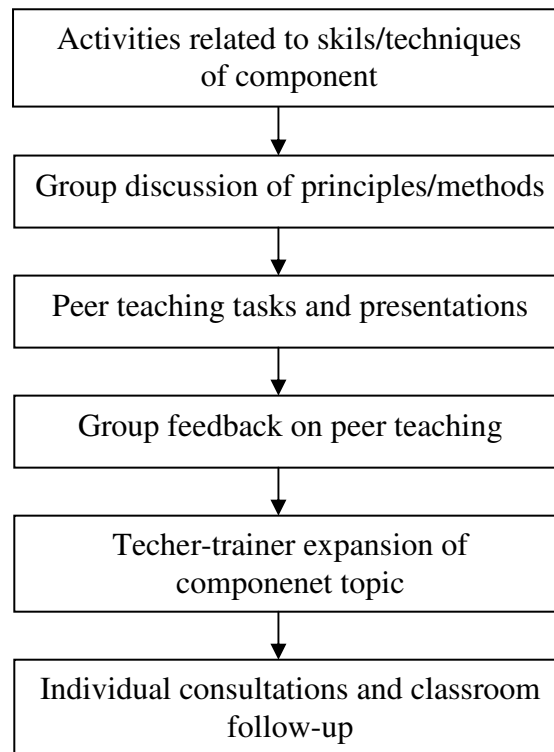
Figure 4. Structure of Trainee-Centered In-Service Training Course   (Murdoch, 1994)

2.8. Why do INSET Programs Fail?

Any INSET program is established with a motive for change and ultimately they are expected to create some kind of development and change in the practices of the participating teachers. However, the rate of success for INSET courses in effecting changes in the classroom practices of participating teachers has not been that satisfactory (Pacek, 1996; Waters & Vilches, 2000; Wolter, 2000; Brown, 2000). This undesirable consequence can be attributed to several different factors. It is

the aim of this section to explore those major issues which undesirably cause the failure of INSET programs.

One of the most important factors causing failure of INSET programs is "the cultural divide that tends to exist between such courses [INSET] and the typical teaching institution" (Waters & Vilches, 2000). However interesting the ideas introduced in the INSET might seem, teachers' desire for implementing those ideas may be shattered when faced with the realities of their teaching context. As Brown (2000) explains, these realities may be related with the physical opportunities of the school (furniture, number of students etc.), syllabus type, assessment procedures, and the approach of the textbooks. According to Brown, the society's perception of the role of the teacher as the 'explainer' can also be an obstacle to change because the interested parties involving the learners, parents, administrative staff, the other teachers and the society as a whole may resist to change if they perceive a clash with the traditional role of the teacher. As Rudduck (as cited in Waters & Vilches, 2000) explains,

> … the coherence of an existing set of norms is not easy to displace, and it would be unrealistic to expect that new ideas alone, no matter how exiting they are, would be sufficient to carry the would-be innovator through into radically new modes of action (p.126).

The solution to this problem, as suggested by Pacek (1996), could be making the INSET course

> …as relevant as possible to the participants by allowing for different traditions in language teaching in their culture, which may make it difficult for them to introduce change in their countries (p.341).

According to Pacek, one way of achieving this is to provide the trainees with the 'taste of everything' so that they can

choose from among options considering the realities of their contexts.

Other reasons for failure of the INSET programs could be summarized as in the following:

- Lack of continuous state of information gathering and subsequent revision, in order to ensure that the innovation is suited to the local environment (Wolter, 2000).
- A top-down approach which fails to integrate the participants (Richards & Nunan, 1990).
- One-shot workshops which fail to encourage trainees to internalize the innovations and to apply them in their own context (Fullan, 1982).
- General rather than specific focus, emphasis on listening rather than doing, lack of effective models and absence of any provision for feedback (Lansdowne & Jennings, 1981).
- Lack of follow-up support for trainees and follow-up evaluation of the effectiveness of the program (Fullan, 1982).
- A linear syllabus which favors a fragmented view of teaching; the assumption that mastery of discreet aspects of skills will improve teacher effectiveness (Freeman, 1989).

In order for the INSET program to be successful and to reach its true purpose, it is indispensable to create a program which will achieve a perfect match with the trainees' needs and expectations. Tailoring the program to the needs and expectations of the trainees could only be possible when those needs are discovered through a sound needs assessment study.

In the subsequent parts of this chapter, needs assessment will be explored.

2.9. Needs Assessment

As the participant-centered approach to INSET programs have become more and more popular, there has been a growing interest in trainees' expectations of the INSET program and their needs that the program should address. Therefore, a well-established needs assessment is an integral aspect of INSET design. Dubin and Wong (1990) stress the importance of needs assessment in INSET programs by saying that

> IST [in-service teacher training] usually takes place for a specific purpose, even if that purpose is not evident on the surface; therefore, gathering information at the outset in order to produce a meaningful needs analysis is crucial (p. 282).

Teachers usually take part in an INSET program with some developmental needs in mind and these needs could be self-oriented, institution-oriented or learner-oriented. By analyzing these needs at the outset of the program, and more desirably on an on-going basis, a clearer direction for the program might be determined by identifying the most relevant goals and objectives that will match with those needs. Resulting from this, the whole INSET program will be shaped. Roberts (1998) nominates the assessment of needs as one of the components of INSET cycle as illustrated in Figure 5.

```
     Evaluation        ─────────────▶   Needs Assessment

         ▲                                     │
         │                                     │
         │                                     ▼

     Implementation  ◀─────────────      Design
```
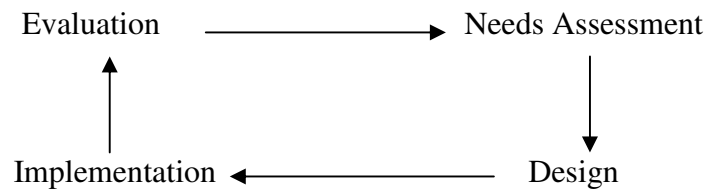
Figure 5. The INSET Cycle (Roberts, 1998, p.231).

It is evident that needs assessment is considered an important part of any program design; however, the literature provides us with different definitions of the term resulting from what experts understand from the word 'need'. Some experts such as Smith (1989), Brindley (1989) and Kaufman (1995) define need as a *gap* between what it is and what should be. In other words, it is the difference between the actual performance and the desired performance of the teachers. Hutchinson and Waters (1987) use the word *lack* to refer to the same concept. Accordingly, needs assessment is defined as "a process for identifying the gap between the goals that have been established for the teaching staff and their actual performance" (Smith, 1989). Similarly, Kaufman (1995) defines it as "the planning requirement for selecting needs in order to close the gap…".

Hutchinson and Waters (1987) make a further distinction between *necessities* and *wants* to clarify the meaning of 'need'. They define necessities as "the type of need determined by the demands of the target situation"; that is, what the trainee has to know in order to function in the target situation properly. The trainees may have a clear idea of the necessities of the target situation and they may be aware that they lack certain skills; however, their wants may clash with the necessities and lacks (Hutchinson & Waters, 1987). They believe that the necessities, lacks and wants should altogether be taken into consideration in

the design and implementation of the program. Therefore, it is necessary to carry on two types of needs analysis based on the objective and subjective information collected from the participants (Brindley, 1989; Graves, 2000). Objective information refers to factual information about who the participants are, their backgrounds, skills and abilities, which will help determine the content of the program. On the other hand, subjective information refers to attitudes and expectations of the participants about the program which will help determine how the course progresses. Graves (2000) believes that subjective information is as important as the objective information because if it is not taken into account the latter might be useless.

The previous discussion reveals an important aspect of needs assessment: it cannot be limited to identification of gaps; its definition has to cover much more than that. Brindley(1989) provides a more comprehensive definition of needs assessment and states

> " …it means trying to identify and take into account multiplicity of affective and cognitive variables which affect learning, such as learners' [trainees'] attitudes, motivation, awareness, personality, wants, expectations, and learning styles" (p. 63).

Similarly, Brown (1995) defines needs assessment as:

> …the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the learning requirements of students [trainees] within the context of particular institutions that influence the learning and teaching situation (p.36).

The meaning attributed to the concept of 'need' not only influences the definition of needs assessment, but also how and what kind of information will be collected during the process. Stufflebeam (as cited in Berwick, 1989; and Brown, 1995)

44

specifies four types of needs assessment in educational practice: the discrepancy, the democratic, the analytic and the diagnostic.

The *discrepancy philosophy* acts on the concept of lack or discrepancy; that is the differences between the desired performance from the trainees and what they are actually doing. The difference will give the program developers the type of skills and knowledge areas that the participants lack, which will then shape the content of the program. However, Berwick (1989) finds this approach disadvantageous in that it may tend to disregard the areas which are difficult to measure and give the impression that "needs can be discovered in mechanical simplicity".

Stufflebeam (1977) also lists *democratic approaches* to needs assessment which address the disregarded aspects by the discrepancy philosophy. Democratic philosophy could be identified as more learner-centered because it emphasizes the wants, expectations and the views of the participants. This type of assessment would lead to a needs analysis that would gather information about the learning most desired by the chosen group(s) (Brown, 1995). In order to accommodate the participants' goals, this type of assessment usually necessitates the use of interviews or consultations with the participants.

Analytic philosophy, on the other hand, is a more expert-based approach to needs assessment, which relies on the opinions of experts in the field in making decisions about the training program. These opinions basically involve what good teaching constitutes, the skills needed to be a good teacher and who good teacher is. However, according to Berwick (1989) this approach has not been popular in the field because of its subjective nature.

45

Finally, *diagnostic philosophy* perceives need as anything that can cause harmful consequences if missing. Therefore, more emphasis is necessary on those aspects of teaching skills which will be urgently necessary for teachers to be successful in basic tasks. However, Berwick (1989) again finds this quite subjective and arbitrary as the person who is believed to lack that skill may not recognize the need and reject learning.

A well-established needs assessment will provide valuable information on where the training is needed, what the content of the program should cover, and who needs training in certain types of knowledge and skills (Goldstein, 1989). Therefore, as Smith (1989) emphasizes, it should help create a "broad, reliable, revealing and pertinent" information base so that it would be possible to make sound decisions about the program to satisfy all the interested parties. More often, it will lead to grater trainee satisfaction because they will feel valued upon being given the chance of expressing their views and expectations and seeing that these ideas are being exploited in the program design. This, as a result, will lead to more enthusiasm for professional development, which is the ultimate aim of INSET programs.

CHAPTER III

METHODOLOGY

Within the Curriculum Renewal Project which was initiated in 2002, the Teacher Education Department (TED) started to implement its own INSET program with the newly hired teachers by the School of Foreign Languages (SFL). Following its first implementation in 2003-2004 academic year, a thorough evaluation of the new program was necessary to determine whether it could meet the specified objectives concerning the needs of the newly hired teachers. This study is a part of the comprehensive study which was designed to evaluate the overall SFL curriculum and particularly focuses on the in-service program implemented by TED. The study aims at evaluating the program from the perspectives of the trainees and the teacher trainers. Additionally, it also aims to identify the needs of the more experienced SFL instructors and whether they need in-service training because of the changes in the curriculum.

In this chapter, detailed information about the design of the study is provided. The first section gives detailed information about the participants of the study and describes their educational background, experience, age range and previous certificates. The second part elaborates on the instruments utilized to gather the necessary information for the purposes of this study. The third and the fourth sections describe the procedure followed in gathering the data and the data analysis methods respectively.

3.1. Participants of the Study

Three different groups of SFL members participated in the study: trainees, teacher trainers, and experienced teachers.

3.1.1. Trainees

Twelve newly hired teachers at SFL in 2003-2004 academic year participated in this study. At the start of the program, there were fourteen trainees and all of these trainees took the first questionnaire. However, two of these questionnaires were not considered in the data analysis stage because one of the trainees from the Department of Modern Languages (DML) reported that she did not participate any sessions during the second term, which prevented the researchers from collecting the second half of the data concerning trainees' degree of satisfaction. Another trainee from the Department of Basic English (DBE) quitted the job during the study; therefore, data collected from this participant were also excluded from the study. As a result, data collected from twelve trainees were considered for the purposes of this study.

Of the twelve trainees, six were hired by the DBE and six were hired by the DML. One of these trainees is a native speaker of French who did her graduate studies in the USA and two of them are native speakers of English. The rest of the participants are all native speakers of Turkish and graduates of several different departments, most of which are related with languages. The following table shows the undergraduate degrees of the trainees.

Table 5: Undergraduate degrees of the trainees (N=12)

Department	Number of teachers
English Language Teaching	7
English Language and Literature	2
Translation and Interpretation	1
American Culture and Literature	1
Computer Science	1

Some of the trainees also continued their academic studies in graduate programs. Two of the participants hold a Master of Arts Degree and two participants' MA and doctorate studies were still in progress at the time of the study. Table 2 shows the departments in which the trainees have attained or will attain their MA and PhD degrees.

Table 6: MA and PhD degrees of trainees (N=4)

Department	Number of teachers
MA:	
Translation and Interpretation (in progress)	1
History	1
Cognitive Sciences	1
PhD:	
English Language Teaching (in progress)	1

In addition to their academic education, six of the trainees also took part in in-service training in their previous employment. Some of these training programs are universally recognized ones whereas some of them are institution-based programs. Moreover, some of the trainees reported that they attended more than one in-service training program during their previous employment. Table 3 shows the in-service training programs the trainees attended and the number of trainees.

Table 7: In-service programs attended by the trainees (N=10)

In-service program	Number of teachers
Certificate for Overseas Teachers of English	3
Reflective Practice Course (Bilkent Uni.)	2
ICELT	1
Fulbright Teacher Training Program	1
ELT Certificate Program	1
In-service training (institution-based)	2

The age range of the trainees who participated in this study is between 20 and 49. Nine of the participants are aged between 20 and 29, two participants are aged between 30 and 39, and there is only one participant who falls between the age range of 40-49. When their years of experience are considered, it is seen that two of the participants have no earlier experience in teaching. Six of the participants have earlier experience in teaching which ranges between 2 and 6 years. The remaining four participants have six to ten years of teaching experience. Nine of the twelve trainees have previously taught university students and three taught adults at work. Two trainees have previous teaching experience with young learners, and one teacher with high school students.

3.1.2. Teacher Trainers

Four teacher trainers who were actively conducting the in-service training program participated in the study. The trainers are all members of SFL and currently work in DBE and DML. Two of the trainers are from DBE and the other two are from DML. All four trainers are native speakers of Turkish although one of the trainers completed her high school, undergraduate and graduate

education in English speaking countries. All the trainers hold a BA and/or MA degree in English language teaching and are all experienced English language teachers. Two of the trainers have a teaching experience of ten to fifteen years as a teacher, one of the trainers have fifteen to twenty-year experience, and the most experienced trainer has more than twenty-year experience in teaching. All trainers have taught university students previously, whereas some of them also had experience with high school students, young learners and adults at work. As a teacher trainer, on the other hand, two of the trainers had two to five years of previous experience, whereas two of them have just started working as a teacher trainer and have experience of less than a year. Three of the four trainers have previously experienced an in-service training program before at METU and all four of them have attended workshops and certificate programs on teacher training.

3.1.3. Experienced Teachers

The study originally aimed to involve all SFL members who were currently working in DBE and DML; however, 45 experienced teachers, those with more than one-year experience in SFL, returned the questionnaire. Of these 45, 30 of them are from DML and the remaining 15 is from DBE. Three of these teachers are native speakers of English and the rest are all native speakers of Turkish. When their undergraduate degrees are analyzed, it is seen that ELT and language related departments are more common. Table 4 summarizes the undergraduate degrees of the experienced teachers who participated in the study.

Table 8: Undergraduate degrees of the experienced teachers (N=45)

Department	Number of teachers
English Language Teaching	28
English Language and Literature	8
Linguistics	2
Translation and Interpretation	1
American Studies	1
Russian Language and Literature	1
Genetics	1
Architecture	2
Psychology	1

32 of these 45 experienced teachers also continued with their academic studies and hold an MA degree in various departments. The following table shows the departments and the number of teachers holding an MA degree.

Table 9: MA degrees of experienced teachers (N=32)

Department	Number of teachers
English Language Teaching	12
English Literature	7
MATEAFL	6
Educational Sciences	3
Cognitive Sciences	1
Architecture	2
Music Theory	1

In addition to their MA degrees, the number of those teachers who were involved in doctorate studies was four. One of these teachers hold a PhD degree in Educational Sciences and the studies of the other teachers were in progress during the study in the same department.

When the distribution of the age range of experienced teachers is considered, it could be observed that there is a high incidence of young teachers. Table 6 displays the age range of experienced teachers.

Table 10: Age range of experienced teachers (N=45)

Age range	Number of teachers
20 – 29	18
30 – 39	17
40 – 49	8
50 +	2

Resulting from this wide age range, it is also possible to observe different amount of teaching experience, which is shown in the following table.

Table 11: Total teaching experience of the experienced teachers (N=45)

Total teaching experience	Number of teachers
0 – 9 years	24
10 – 15 years	12
16 – 20 years	5
More than 20 years	4

Another important characteristic of the experienced teachers that should be considered for this study is whether they were involved in any in-service training program at METU or in their previous employment. An analysis of this factor reveals that of the 45 experienced teachers, 38 participated in an in-service training program previously. It is worth noting that some teachers were involved in more than one program in different

institutions, thus the number could exceed the number of participants when added. Table 8 shows the names of the in-service programs and the number of teachers involved in each.

Table 12: In-service programs attended by the experienced teachers

In-service program	Number of teachers
COTE	23
METU in-service training	9
R.S.A. DOTE	5
BUCELT / Induction program (Başkent Uni.)	5
Turkish American Association Teacher Training Prog.	5
DELTA	1
CERTELT	1
Business English Certificate Program	1
In-service training in Atılım Uni.	1

3.2. Instruments

For collecting the information which will help in answering the research questions in this study, three different data collection procedures were followed. The first procedure concerns the document analysis of the in-service teacher training program at SFL at METU. The second procedure consisted of a group of three questionnaires. Firstly, the trainees of the program were given two questionnaires for assessing their needs and later their degree of satisfaction. Second type of questionnaire was given to the experienced teachers in SFL and the third questionnaire was given to the teacher trainers. The third procedure was an interview conducted with the trainees of the program. The following sections will provide more detailed information on the instruments used to collect data in this study.

3.2.1. Document Analysis

To better understand the in-service teacher training program in question, firstly a document analysis was necessary. Two types of documents were analyzed for the purposes of the study. The first type of documents included those which are used in the training program such as the objectives of the program, and observation and feedback forms used by the teacher trainers during and after the teaching practices (TPs). In addition to these documents, trainers' CVs were analyzed to gather more information about their backgrounds as teacher trainers. Both types of documents were supplemented by the teacher trainers either in print or via e-mail.

3.2.2. Questionnaires

Three types of questionnaires were administered to three different participant groups to answer the research questions. The first questionnaire was conducted with the trainees of the in-service training program. The aim of this first questionnaire was to collect information on their needs as newly hired teachers at SFL and was given to the trainees at the beginning of the second term of the training program. On the other hand, the second questionnaire, a modified version of the first questionnaire, was given at the end of the training program and was primarily aimed at measuring the trainees' degree of satisfaction and collecting information on their evaluation of the overall training program. Both questionnaires consisted of two parts. The first part consisted of seven open-ended questions designed to collect information on the trainees' background concerning their

education, age, experience in the teaching profession, and their involvement in an in-service training before. The second part, on the other hand, consisted of a combination of both open-ended questions and Likert scale questions. Three open-ended questions aimed at gathering information on trainees' preferences or priorities in teaching. However, the open-ended items in the overall questionnaire differed in the first and the second administration of the instrument. While the trainees were asked to state what the program aims at and what qualifications a teacher trainer should have in the first questionnaire; they were asked to answer a total of eight questions to indicate the components that needed modification or improvement in the second one. On the other hand, fifty Likert scale items were designed to collect information on the needs of the participants concerning certain aspects of language teaching such as methodology, classroom management, lesson planning, skills teaching, use of resources, evaluation and teacher development and were kept the same in both pre and post administration. The answers to the Likert scale items were given based on four alternative answers: very high, high, low, very low. The questionnaires for the trainees was piloted with nine instructors (5 from the DML and 4 from the DBE) who participated in the in-service teacher training program in the previous year and the reliability coefficient of the items in the first and second trainee questionnaires were both 0.98. While the open-ended items in these pre and post trainee questionnaires were designed by the research team based on the research questions, the Likert scale items were designed by Vildan Şahin for her PhD dissertation and were kindly shared by her to be utilized for the study.

The second type of questionnaire was conducted with the experienced teachers, who form the other participant group of the study. This instrument was conducted with the purpose of identifying the needs and lacks of those teachers. The questionnaire utilized the same Likert scale items as the ones in the trainee questionnaires and they were piloted with 9 instructors (5 from the DBE and 4 from the DML) who have at least four years of experience in the SFL. The reliability coefficient of the Likert scale items in this questionnaire was found to be 0.97. Apart from the previously stated open-ended items which were presented in the third part of the instrument, the questionnaire also consisted of two other parts which were consisting of open-ended items. As in the trainee questionnaire, part one consisted of nine items which require general information about the participants regarding their age, nationality, education, years of experience, and previous involvement in in-service training. Part two more specifically was concerned with the in-service training at METU and consisted of six questions about the content, design, purpose and the functions of the current program. The open-ended items in this questionnaire were also designed by the research team.

The third questionnaire was designed again by the research team for the four teacher trainers who were working in the Teacher Education Department. The questionnaire was composed of eight parts and consisted of 29 open-ended items. Apart from gathering personal information about the trainers, the questions generally aimed at investigating the trainers' needs and giving them a chance to express their concerns and opinions about the overall makeup of the program. To be more specific, the questions required detailed answers on the aims and content of

the in-service training program, the components such as teaching practices, portfolio, assignments, workshops and peer observation, and the aspects of the program that need improvement.

All three questionnaires were piloted before they were administered to the real participants of the study. The trainee questionnaires, the experienced teacher questionnaire and the trainer questionnaire were administered to nine teachers who had taken in-service training a year earlier, nine experienced teachers and five former teacher trainers from both DBE and DML respectively. After we made the necessary improvements in the questionnaires based on the feedback, a native speaker of English read through them for a second confirmation. The teachers who participated in the piloting stage did not participate in the data collection stage of the study.

3.2.3. Interviews

At the end of the in-service teacher training program, after the analysis of the second trainee questionnaire, the trainees were interviewed in groups of 2-4. The purpose of the interview was to ask for clarification for any result that could emerge from the analysis of the pre and post trainee questionnaires. The interview consisted of ten questions and they were generally about the trainees' opinions of the effectiveness of the program and of the attitudes and characteristics of the teacher trainers. There was one additional question which was asked to non-Turkish or native trainees apart from those ten questions. The questions were designed by the research team and prior to

conduct were read through by an outside academician for feedback.

3.3. Procedure

Since this study is a part of a larger evaluation study carried out simultaneously in several units of the School of Foreign Languages at METU, the timing and the general procedure were determined under the supervision of the Director of SFL and the consultants. Firstly, the research group that would carry out the study was formed and it contained a senior researcher and two junior researchers one of which is the writer of this thesis. Then, we decided on the specific procedure to be followed with each participant group of the study, which is presented below.

To be able to evaluate the effectiveness of the in-service teacher training program at SFL, we firstly decided to conduct a pre and post questionnaire and an interview with the trainees. Before the administration of the questionnaires, the research team wrote the qualitative items based on the research questions and got the necessary permission to use the quantitative Likert type items from Vildan Şahin, who is also an instructor and a previous teacher trainer. The next step in the preparation of the questionnaires was to pilot them with the previous participants of the training program to see if there were anything to improve before the data collection. After the necessary changes were made, the first questionnaire which aimed to collect data on trainee needs and expectations was given to the trainees. The first questionnaire was given to all twelve trainees who were participating in the training program at the time of the study. The second questionnaire was administered to the trainees at the end

of the program to collect data on their satisfaction with the program; however, two of the twelve trainees could not respond to it due to serious health problems.

The interview, on the other hand, was conducted with the trainees after the data collected from the two questionnaires were analyzed. The interview questions were prepared by the researchers based on the responses of the trainees especially in the open-ended items of the first and second questionnaires. Before the interviews, the interview questions, the type of expected answers, the procedure for follow-up questions, and the medium of communication were discussed for standardization purposes. Since half of the trainees are from DML and the other half is from DBE, we decided to conduct the interviews separately in these two departments based on the assumption that the trainees would feel more comfortable, thus be more open in answering the questions when together with their colleagues from their own departments. The trainees were interviewed in groups of two to four, but one of the trainees was interviewed alone because one trainee did not participate due to health problems. Moreover, the native and non-Turkish trainees were grouped together regardless of their departments intentionally because there was an additional question prepared only for these teachers. The two junior researchers of the study, one of which is the writer of this thesis, conducted and audio taped the interview. While the Turkish teachers of English were asked ten questions, the non-Turkish teachers were asked an extra question. All interview questions were prepared and asked in English; however, two interview groups preferred to answer the questions in Turkish.

The questionnaire for teacher trainers was also prepared by the researchers of the study and prior to conduct it was piloted with four former teacher trainers who worked for the TED at SFL. The feedback collected from the former teacher trainers was used to improve the questionnaire as a whole. The questionnaire was given to four teacher trainers who were active members of the TED.

The third participant group of the study was the experienced teachers at SFL and another questionnaire was designed for this group with the purpose of collecting data on their needs resulting from the implementation of the new SFL curriculum. At the outset of the study, all the experienced members of SFL were expected to participate in the study and 172 teachers from DBE and 56 teachers from DML were given the questionnaire. However, forty-five experienced teachers returned the questionnaire in total. Fifteen of these participants were from DBE and the rest was from DML. All the teachers were contacted before the questionnaires were sent and information regarding the purpose and the importance of the study was provided. The announcement was repeated the second time with a formal memorandum from the director of SFL requesting the return of the questionnaires, and as a result of these efforts forty-five of them were received back. Thus, while 54% of the experienced teachers in DML were represented in the study, only 9% of DBE took part in the research. However, as the items of the questionnaire do not address departmental differences, the responses of both groups were combined for data analysis and interpretation.

3.4. Data Analysis

In this study, the questionnaires and the interviews were the main data collection instruments and thus data were analyzed both quantitatively and qualitatively. For analyzing the Likert scale items in the two trainee questionnaires and the questionnaire for experienced teachers, the data was entered into the SPSS program and the mean score analyses for the four-point Likert scale items were conducted. The four-point Likert scale was based on the possible answers "very low", "low", "high" and "very high", which stand for the means between 1.00-1.75; 1.76-2.50; 2.51-3.25; and 3.26-4.00 respectively. Moreover, a paired sample t-test was conducted to find out if there is a statistically significant difference between the trainees' responses to the first and the second questionnaires.

The questionnaires given to the trainees, teacher trainers and experienced teachers also included open-ended items and these were analyzed qualitatively. Participants' responses were listed and emergent themes were discovered by looking at the frequency of the responses and by grouping similar responses under the same categories.

Similarly, the participants' responses to the interview questions were transcribed and analyzed based on the recurring themes in their answers.

CHAPTER IV

DATA ANALYSIS

This study aimed to investigate the in-service teacher training program in the School of Foreign Languages (SFL) at METU from the perspectives of three groups of participants: the trainees, the experienced teachers and the teacher trainers. 12 trainees and 4 teacher trainers were involved in the study to investigate their needs and their opinions as regards the effectiveness of the training program. 45 experienced teachers, on the other hand, were included in a part of the study with the aim of discovering whether they need in-service training due to the recent chances in the overall SFL curriculum and identifying their needs, wants, and lacks. The data were collected through questionnaires which were administered to all three groups of participants and interview which was conducted with the trainees. The data gathered from these instruments were analyzed both quantitatively and qualitatively. The analyses of the Likert scale items in the questionnaires will be presented in this chapter through mean sores and tables. The open-ended items in the questionnaires, on the other hand, were analyzed qualitatively by reading the textual information several times and by breaking the text into several codes. Then, these codes were combined together to form more general categories to ease the analysis of the items. The categories that emerged from each question will be introduced together with the results in the subsequent sections of this chapter. On the other hand, the interviews were tape recorded and transcribed. Then these were analyzed by

organizing the recurring themes under pre-determined headings, which resulted from the actual interview questions. The following sections of this chapter will report the analyses of the data collected through the questionnaires and the interview regarding the research questions.

4.1. Does the new teacher training program prepare newly hired teachers for their teaching at the SFL?

The first research question analyzes the effectiveness of the in-service teacher training program from the perspective of the newly-hired teachers in the School of Foreign Languages. It aims to accomplish this aim through several sub questions which analyze different aspects of the program. In the following parts analyses of the data collected through questionnaires and interviews will be presented in relation to each sub question.

4.1.1. What are/should be the aims of the teacher training program?

One of the aims of this study was to identify the aims of the new in-service teacher training program as specified by the Teacher Education Department (TED). The analysis of the objectives of the teacher training program was of vital importance for the purposes of this study as it would be the first step of identifying the gaps between what the program offers for the new teachers and what the new teachers actually need so that necessary improvements could be made to close these gaps.

A careful analysis of the aims of the in-service teacher training program in the SFL revealed that the program aims to

help the newly hired teachers develop in terms of both language skills and teaching skills and strategies. The following table shows the objectives of the in-service teacher training program in the SFL as determined by the TED:

Table 13: Aims of the in-service teacher training program in the SFL

At the end of the program participants will:

1. enlarge their knowledge and increase their awareness of the aspects of language relevant to their professional roles.
2. identify their own needs as English language teachers and further develop as professionals by reflecting on their performance
3. become aware of and be able to choose from a variety of methods and techniques in ELT.
4. make use of a variety of resources and materials for ELT and develop their ability to use, adapt and supplement classroom materials appropriately.
5. become aware of and make use of the different conventions of teaching the language skills and be able to teach at different proficiency levels up to advanced level.
6. extend their knowledge of the metalanguage of teaching and increase their ability to use language for classroom purposes and for general purposes.
7. plan efficiently and refine their practical classroom skills.
8. effectively manage classes and efficiently make use of the various classroom aids and technology.
9. identify learner needs and teach appropriately to the different needs, ages and levels of learners.
10. develop an awareness of and apply different means of assessment.

Table 13 Continued

11. be able to evaluate learner progress and give appropriate feedback

12. be able to collaborate and share ideas with other teachers by openly giving and receiving feedback.

13. become aware of the need for ongoing professional development

It can be understood from the objectives shown in Table 9 that the program places great importance on the improvement of teaching skills. Of the 13 objectives 7 are devoted to the improvement of the new teachers' teaching skills. They mainly include skills such as choosing from a variety of teaching methods and techniques, effectively identifying and addressing the needs of learners from different proficiency levels, and developing, adapting and using different instructional materials effectively. Moreover, the program also aims at improving those skills related to classroom management, lesson planning, and assessment. Besides the teaching skills mentioned above, the program also places considerable importance on language use and aims to increase the new teachers' ability to use language effectively for their professional roles and to make them familiar with the metalanguage of teaching. In addition to the teaching and language skills, the program also emphasizes professional development through three of the thirteen objectives. To be more specific, the program aims to improve trainee's skills in identifying their own needs as teachers, reflecting on their performance, and collaborating with other teachers along with the aim of increasing their awareness for the need for ongoing professional development.

Apart from the already specified objectives of the program, the perceptions of the parties who participated in this study

regarding the aims of the program were of valuable concern. The trainees, experienced teachers and the teacher trainers were consulted for their understanding of the program aims. Their responses to the questions of what the aims of the program are and what they should be are presented in the following parts respectively.

In the first administration of the trainee questionnaire, the newly hired teachers were asked what they thought the aims of the program were. When their responses to this question were analyzed, it was seen that the aims listed by the trainees were similar to those of the in-service teacher training program in the SFL in general. The trainees listed some specific aims which can be categorized as a) aims related to approaches to language teaching and classroom applications, b) aims related to self improvement, and c) aims related to institutional issues. The following table illustrates the aims of the training program as perceived by the trainees and the frequencies for each answer. As the trainees were asked to state at least three aims, the total number of responses exceed the number of participants.

Table 14: Aims of the in-service teacher training program from the trainee perspective

a) **Aims related to approaches to language teaching and classroom applications:**
▪ To introduce new theories on ELT (3) ▪ To familiarize the new teachers with the pillars of ELT (2) ▪ To give basic ESL information (2) ▪ To provide structured teaching habits (timing, reflection, lesson plan) (2) ▪ To refresh the field-knowledge of teachers (1) ▪ To help teachers gain new ideas on teaching (1) ▪ To produce teachers that have a standard and modern approach to teaching (1) ▪ To help trainees come up with practical ideas about teaching (1) ▪ To provide guidance to the teachers who are not experienced in teaching university learners. (1)

Table 14 Continued

b) Aims related to self improvement:
▪ To help trainees self-monitor and self-evaluate themselves (5)
▪ To encourage self-improvement (3)
▪ To help teachers reflect upon the teaching practice (1)
▪ To give insight into the qualities of an effective language teacher (1)
▪ To give feedback on our [newly hired teachers'] performance (1)
▪ To help teachers improve (1)
▪ To help trainees realize their own potential (1)
c) Aims related to institutional issues:
▪ To introduce the procedure and expectations of the department (3)
▪ To maintain a high standard of education for students of English. (1)
▪ To give guidance to the teachers, which will help them in their teaching (1)
▪ To control the education (1)

As the table above demonstrates, the trainees believe that one of the most important aims of an in-service teacher training program is helping its participants improve their knowledge in the field of ELT and equipping them with a variety of ideas to be implemented in their classroom. Besides, the trainees also focused on self improvement and institutional issues equally. According to the trainees, an in-service training program aims at preparing the newly hired teachers to work in that institution by orienting them appropriately along with encouraging self improvement by raising awareness on their strengths and weaknesses.

In contrast to the first question, the trainees were also asked to state what the aims of the program should be. With this question, the researchers aimed to find out the trainees' expectations from the program concerning the aims and the content designed based on these aims. When their responses to the second question were analyzed, it was seen that the trainees think that an in-service teacher training program should basically aim to help teachers develop certain survival skills which would help them adapt to the new teaching context. The following table

illustrates the survival skills mentioned by the trainees with the frequency of the responses.

Table 15: Expected aims of the teacher training program in relation to survival skills from the trainee perspective.

> **The program should aim…**
> - To help [new] teachers gain self esteem in a new environment (4)
> - To equip the [new] teachers with the necessary information, skills, and materials to function effectively in a specific course (4)
> - To promote teaching quality (2)
> - To prepare [new] instructors to deal with real classroom situations and issues (2)
> - To provide specific training related to the needs of the METU students in MLD. (2)
> - To instruct them on the use of the teaching material (1)
> - To provide a round table environment for problems faced by new instructors(1)
> - To provide the trainees with sample sources/ideas that they can employ in their classes (1)

The trainees highlighted the importance of the survival skills very clearly with their responses, but some of them also expected the program to provide them with a solid background in ELT. The following table demonstrates those aims related with this expectation as expressed by the trainees together with the frequencies for each response.

Table 16: Expected aims of the training program in relation to ELT knowledge from the trainee perspective

> - to help trainees keep up with the new trends in the teaching field (3)
> - to inform trainees on new discoveries in ESL fields through the encouragement of personal research (1)
> - to provide [new] teachers with a database of sources on ELT (1)
> - to focus on a variety of contemporary approaches including the use of technology (1)

Besides the trainees' expectations concerning what the aims of the program should be, the second question also revealed more specifically stated objectives that the trainees expect to develop in themselves by the end of the program. These objectives, written from the trainee perspective, once more reveal the trainees' expectations regarding teaching skills and survival skills. The following table shows the objectives as expressed by the trainees. Each response was given only once by some of the trainees.

Table 17: The expected objectives of the training program from the trainee perspective

The trainees will be able…
▪ To learn the necessary skills and techniques
▪ To learn to adapt to the new teaching environment
▪ To learn the theory and practice of teaching
▪ To focus on immediate problems related with the specific course
▪ To share ideas and materials
▪ To select and employ appropriate materials for their purposes
▪ To develop students in four language skills and two language areas: vocabulary and grammar
▪ To improve themselves effectively in evaluating students

The previously discussed aims and objectives clearly show that the trainees expect the program to meet their immediate needs that may arise in the new institution and facilitate their adjustment to the new teaching context. This becomes much more evident when the trainees' responses to the first and the second question are compared. For the first question, the trainees indicated aims related with approaches to language teaching and classroom applications, self improvement, and aims related to institutional issues. However, in the second question, they placed greater importance on practical classroom applications and survival skills. Moreover, when the trainees'

responses to the first and the second questions are compared with the real aims of the program, some differences could be observed. Firstly, the trainees indicated more specific aims compared to the specified aims of the training program. Secondly, and more importantly, the trainees did not specify any aims about language improvement, although the training program has some aims concerning language awareness and improvement.

The experienced teachers who participated in the study were also asked what they thought the aims of the in-service teacher training program. Most of the answers centered around two main themes: Easing the adaptation period of the newly hired teachers and equipping them with the necessary teaching skills. To illustrate:

Teacher 12: *"To help people to adapt to the environment / culture of the department"*

Teacher 31: *"To standardize teaching techniques and grading and to help new teachers get familiarized with the instruction at METU."*

Teacher 9: *"To give teachers both theoretical and practical knowledge, and tips for class use for more effective teaching."*

Teacher 17: *"To help teachers improve themselves in their teaching practices; to teach new techniques to be employed in class."*

Some of the instructors also attracted attention to aims such as raising awareness on one's teaching and updating knowledge in ELT. However, the aims mentioned above dominated most of the answers.

When the experienced teachers were asked what aspects of teaching the program should focus on more, it was seen that the responses were similar to the objectives that were stated in the

71

previous part. First of all, the majority of the teachers indicated that the program should reflect the needs of the teachers such as teaching skills and classroom management techniques in each department, and they said that the program should prepare new teachers for teaching at METU, since some of the newly hired teachers are actually in their first year of teaching. Besides, some of the instructors also emphasized the importance of institutional issues and indicated that the program should also inform the trainees on their legal rights, job descriptions, and departmental procedures like grading and assessment.

In addition to the trainees and the experienced teachers, the teacher trainers were also consulted for their perceptions regarding the aims of the in-service teacher training program. The teacher trainers identified the following aims:

Table 18: Aims of the teacher training program from the teacher trainer's perspective.

- To adapt the teachers to the teaching situation, student profile, curriculum, and course books that are present at METU.
- To equip trainees with some ELT concepts (especially very new teachers).
- To enlarge trainees knowledge and increase their awareness of the different aspects of language relevant to their professional roles.
- To help them become aware of and be able to choose from a variety of methods and techniques in ELT.
- To teach basics of ELT, new trends, survival skills for teachers.
- To enlarge knowledge to become aware of different conventions of teaching
- Increase awareness of language
- Develop their ability to choose from a variety of resources and materials in ELT and to adapt, supplement class materials.
- Help them identify their learners' needs, and evaluate their progress and give feedback.

When the aims listed by the trainers were analyzed, it was seen that they were parallel with the aims of the program in general. They placed equal emphasis on developing knowledge in the field, improving teaching skills, raising awareness and easing their adaptation process.

4.1.2. How relevant is the content of the teacher training program to the aims of the teacher training program?

In order to ensure the achievement of the program aims, the in-service teacher training program in the SFL provides the trainees with several opportunities. The program includes several teaching sessions designed and implemented by the teacher trainers which basically aim to expand the trainees' knowledge on language awareness and ELT methodology. When the overall schedule of the program was analyzed, it was seen that the program mainly contained sessions on the teaching of the four main language skills, namely reading, writing, listening and speaking. Additionally, there were also sessions on classroom management and creativity in teaching. These input sessions are generally followed by practical applications in the form of teaching practices. The program requires the trainees to perform a total of six teaching practices, three in the first term and three in the second term, with the aim of assessing their classroom performance. The teaching practice is performed through four steps. Firstly, the trainee and his/her trainer(s) have a pre observation conference to discuss the trainee's lesson plan handed in two days before the conference and agree on the aspects of the plan to be improved. In the second step, the trainer(s) observe the implementation of the lesson plan by the

trainee in his/her classroom. Thirdly, the trainee is expected to reflect on his/her performance in the observed lesson considering the weak and the strong points of the lesson. In the final step, the trainer(s) and the trainee have a post observation conference and evaluate the trainee's performance together, which also leads to another round of reflection by the trainee. Throughout these steps, collaboration among the trainees and the trainers, and reflecting on classroom performance are emphasized.

In addition to the input sessions and the teaching practices, the program also requires the trainees to prepare and present workshops on ELT-related topics, prepare assignments by reading and sharing articles and reflecting on them and prepare portfolios. These activities are guided and evaluated by the teacher trainers and they indicated that they use a checklist of criteria in order to evaluate the trainees' work. However, standardization could not be found in the feedback given by the trainers in terms of the length and the type of that feedback. For example, while one of the trainers use a checklist during teaching practices to give feedback to the trainees, another trainer indicated that she preferred to take notes on her notebook and did not share these notes with the trainee later during the post observation conference. However, the trainees did not indicate this issue as a problem in the questionnaires and the interviews.

4.1.3. How effective is the teacher training program in preparing the newly hired teachers for their teaching position at the SFL?

The third sub research question is the most comprehensive one and it includes several other sub questions which aim to discover whether the training program is effective enough to

prepare newly hired instructors for their teaching positions in the SFL. The relevant data to answer this research question were basically collected from the trainees of the program through the first and the second administration of the questionnaires and through the interview conducted at the end of the program. The findings will be presented in the following sections in connection with each specific sub research question and relevant data collected from other participants will also be incorporated where possible.

4.1.3.1. What are the needs of the newly hired teachers? Do the needs of the trainees match with the aims and expectations of the trainers?

To identify the perceived needs of the trainees, four-point Likert scale items were used in the first trainee questionnaire. The items were based on the possible answers "very low", "low", "high", and "very high". The mean score analyses for these four-point Likert type items were conducted using the SPSS program, and each answer stand for the means between 1.00-1.75; 1.76-2.50; 2.51-3.25; and 3.26-4.00 respectively as indicated in Figure 1 below. Moreover, the overall mean score for the Likert scale items was found as 2.66 in the first trainee questionnaire.
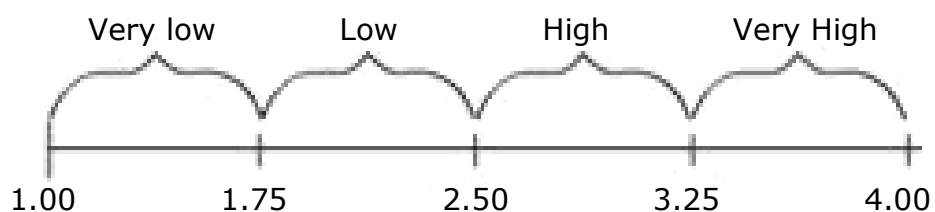
Figure 6. Indicators

The following table displays the overall mean score and the mean scores for each item in the first trainee questionnaire which was administered at the beginning of the training program to identify trainee needs.

Table 19: Mean scores for the Likert type items in the first trainee questionnaire.

Overall Mean Score	2,66
A. General methodology and teaching techniques	**1st.Trainee**
1. gaining knowledge of the aspects of language necessary for the teaching profession	2,41
2. being able to choose from a variety of methods and techniques in ELT to teach certain point	2,83
3. being able to teach at different proficiency levels	2,75
4. identifying learner needs	2,75
5. teaching appropriately to different learner needs.	2,67
6. analyzing language in terms of form, meaning and function	2,25
7. providing sufficient practice opportunities for students	2,67
8. encouraging and supporting learners in their attempt to learn English	2,33
9. monitoring learners' oral and written use of English	2,58
10. participating in informal conversation with learners	1,83
11. using intonation, stress and rhythm to achieve intelligibility and effect	2,25
12. making up and telling stories for classroom purposes	2,17
13. facilitating learning	3,00
B. Classroom Management	**1st.Trainee**
14. managing classes effectively	2,75
15. giving clear instructions to students	2,50
16. coping with problem students	2,58
17. organizing class activities (pair work, group work…etc.)	2,50
C. Planning Lessons	**1st.Trainee**
18. planning lessons effectively	3,08
19. implementing lesson plans	2,92
20. preparing contingency plans for unexpected problems	2,67
D. Teaching the Skills	**1st.Trainee**
21. presenting a structure or function	2,42

Table 19 Continued	
22. teaching vocabulary	2,42
23. developing students' reading skills	3,00
24. developing students' writing skills	3,08
25. developing students' speaking skills	2,92
26. developing students' listening skills	2,92
27. adapting and carrying out listening activities	2,75
28. adapting and carrying out speaking activities	2,92
29. adapting and carrying out reading activities	3,00
30. adapting and carrying out writing activities	3,08
E. The use of Teaching Resources	1st.Trainee
31. being able to use classroom materials appropriately	2,92
32. being able to adapt and supplement extra materials appropriately	2,92
33. selecting, adapting and writing texts for learning	3,08
34. effectively making use of technology in class	2,42
35. using audio-visual aids	2,50
36. using songs and drama in lessons	2,67
F. Evaluation and Assessment	1st.Trainee
37. developing an awareness of different means of assessment (project, essay, portfolio,… etc.)	2,67
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)	2,67
39. being able to evaluate learner progress	3,00
40. being able to give appropriate feedback to learners	3,00
41. using different techniques for error correction	3,00
42. selecting, adapting and writing texts for assessment	2,92
G. Teacher Development	1st.Trainee
43. identifying personal needs in order to further develop as a professional	3,00
44. reflecting on my own performance in order to further develop as a professional	3,17
45. collaborating and sharing ideas with other professionals	2,92
46. improving my knowledge of phonology	2,17
47. improving my knowledge of grammar	2,17
48. improving my knowledge of vocabulary items	2,00
49. improving my knowledge of discourse	2,08
50. improving my knowledge of the language as communication	2,08

When the trainees' responses to the Likert scale items were analyzed, it was seen that the trainees indicated a high degree of

need for most of the items in the questionnaire. More specifically, they indicated a high degree of need in items related to teaching methodology, classroom management, the use of resources, and evaluation and assessment. However, the trainees demonstrated low degrees of need in the items related with language awareness. When the responses of the trainees in the first questionnaire were examined more closely, it was seen that the highest mean score (M=3.17) was found for item 44, *reflecting on my own performance in order to further develop as a professional*. Conversely, the trainees reported the lowest need for item 10, *participating in informal conversation with learners,* with a mean score of 1.83.

When the needs of the newly hired teachers were analyzed from the perspective of the teacher trainers, it was seen that they basically focused on teaching skills and adaptation to the new teaching environment. The responses revealed that the teacher trainers all see the development of practical teaching skills as the most important need of the newly hired teachers. They focused on different skills like classroom management, and developing and using materials. Some of the answers they provided are as follows:

Trainer 2*:"To make use of a variety of resources and materials and the ability to use, adapt and supplement materials appropriately."*
Trainer 1:*"To be informed of the activities to serve the needs of their students at the departments they are teaching."*
Trainer 4:*"Classroom management"*
Trainer 2:*"Lesson planning"*

In addition to teaching skills, the trainers also emphasized the urgent need for survival skills, and familiarity with the courses and the departments:

Trainer 3:*"Familiarity with course books requirements of the department"*
Trainer 1*:"To be informed of the activities to serve the needs of their students at the departments they are teaching*."

The comparison of the trainees' responses and those of the teacher trainers reveal that both parties agree on the necessity to focus on practical teaching skills to be implemented in trainees' everyday teaching and survival skills that will ease the adaptation period of the trainees.

4.1.3.2. How effective is the teacher training program in terms of the sessions, assignments, observations, feedback and rapport with trainees?

This research question was designed to get detailed feedback from the trainees in relation to the specific components of the program so that it would be possible to indicate the positive and negative aspects of the program which would later make it possible to make the program more effective.

The data relevant to this question were gathered from seven open-ended questions administered in the second trainee questionnaire. Firstly, the trainees were asked to comment on the content, scheduling and the presentation of the sessions and to indicate whether any change or improvement was necessary about these aspects. The question mostly elicited negative answers from the trainees. Only two of the participants indicated that that there is nothing that needs improvement. The other

eight of them highlighted certain problems. One of the most commonly stated problems was about the repetition of already-possessed information which was found to be redundant by four of the eight trainees. The following remark belongs to one of these four trainees who criticize this redundancy:

> Trainee 8: *"I do not think that we should be expected to learn how to write or how to present or speak English during the sessions. I appreciated the more challenging sessions, which were not an oversimplified version of the knowledge I have already acquired in university."*

Another problem raised by the trainees was mainly about the content of the sessions. The trainees suggested some solutions for the content related limitations as they highlighted the problems:

> Trainee 7:*"Perhaps there could be more emphasis on how to deal with classroom problems and how to adjust to the new system. That is the pre-service training could be longer to overcome adaptation problems."*
> Trainee 4:*"Content should be changed in accordance with the needs of the teachers/ departments."*

The comments elicited from the trainees revealed that they are not satisfied with certain components of the program and require some improvements. In order to clearly identify what components caused these negative responses, the trainees were asked specific questions about each component of the program in the questionnaires and interview, and their opinions regarding the contribution of these components to their development and the limitations that need improvement were elicited.

One of the important components of the program was the Teaching Practices (TPs) and the trainees were asked to comment on the value of this component firstly. The responses to this item revealed that the trainees are quite satisfied with the teaching practice component of the training program. Almost all of the trainees pointed out teaching practices as the most important component of the program and spoke very highly of its benefits on their teaching. Seven out of ten trainees indicated that the teaching practices are the key ingredients of this program. One of the responses stated this clearly providing a detailed explanation:

Trainee 7: "*I find TPs the most effective component of the training program at DBE. Especially, the guidance we received from our tutors and the feedback we received after the observations were helpful in improving ourselves in devising lesson plans and implementing them according to our specific group of learners in class.*"

One of the trainees from the DBE group emphasized during the interview how TPs appealed to her needs as a new teacher:

Trainee 1: "*TPs are very beneficial for the class and the teacher. I was teacher-centered previously, with the TPs I learned to be more student-centered*"

The trainees who answered this item negatively had some reservations about the teaching practices and this was largely due to the feedback they received after the practices. They basically complained about the amount and the quality of the feedback they were given:

Trainee 9:*"The feedback given to me in post-conferences was generally positive and motivating. But should be more detailed."*

Trainee 11:*"I don't think I have been given detailed feedback. The nature of the words used is so vague such as "good", "I liked it" etc. The feedback should be specific and explanatory."*

Apart from the amount and the quality of feedback, some of the trainees also questioned the applicability of the TPs because they think they are not realistic enough. One of the native speakers of English claimed during the interview that the teaching practices would have been more realistic if they had been uninformed. He also argued that the lesson plans they prepared for the TPs were not realistic either. Similarly, the other native speaker maintained that the advice he received was very useful but he had some doubts on its being realistic.

Another item in the second trainee questionnaire was about the portfolio component of the program. The trainees were asked whether portfolios contribute to the training program or not and what kind of improvements would be necessary to overcome the limitations. The responses of the trainees showed that portfolio is one of the components that the trainees complained about the most. Only three of the trainees indicated that they found it helpful to keep a portfolio:

Trainee 5:*"I believe that they help us become more organized and I improved myself in written English."*

Trainee 12*:"In terms of being organized and keeping all the materials and handouts together the portfolios are beneficial. I can refer back to them whenever I need to."*

On the contrary, the other seven trainees expressed their reservations about the portfolio component pointing out the problems about lack of personalization. Almost all of them stated that portfolio is an individual piece of work and impositions should be avoided. One of the trainees expressed this problem with the following words:

> Trainee 6: *"I think teachers should choose the number and type of the materials to be put in their portfolio. There are some materials, which I think I will need in the future. I'd rather create my own collection rather than the imposed ones."*

In addition to the TPs and the portfolio component, the trainees were also asked to comment on the contribution of the assignments to the training program and to indicate the points that need improvement concerning the limitations. Similar to the responses about the portfolio component, most of the trainees expressed their lack of satisfaction with this component. While seven participants indicated their reservations regarding the assignments, three of them stated that they benefited from them. For those who answered this question positively, assignments contributed to their improvement in terms of knowledge of the field, and writing ability. One of these trainers stated:

> Trainee 3: *"The topic of the articles, sharing articles helped us gain more knowledge in ELT. Feedback helped us improve our written English."*

However, the rest of the participants had some concerns about the value of these assignments for their personal and professional development. In general, they were concerned about

the aim, revisions and the feedback they got on these assignments. The following responses express these concerns clearly:

> Trainee 7: *"I thought they [assignments] were useful, especially since they were the occasion to share really challenging new ideas and reflect on them. I was however, often disappointed by the feedback as I felt that the trainers were evaluating my work as if I was myself an English 101 student, commenting on form not content."*
>
> Trainee 10: *"Assignments should be targeted to perceive T needs and interests. They should not be an exercise in paraphrasing. All assignments should be aimed at a classroom implication."*

Moreover, trainees from both DBE and DML criticized the process of writing and rewriting assignments and complained about the type of feedback they received since it was not only on content but also on language use. One of the trainees was very happy with all the rewrites she had to do because she believes that they developed their writing skills. Another trainee, on the other hand, stated that he understood why his grammar mistakes were corrected but he did not like the trainers' criticizing his way of commenting on the article. The non-native teachers, on the other hand, criticized the type of feedback given for the written assignments as the feedback given on content and language was too detailed. "*Almost as if it was going to be published that's the kind of feedback we received*" said one of the native speakers, "*some of them were not even mistakes*" said the other.

Another issue that the trainees raised was about the guidance they received from the trainers during the preparation of the assignments. Both the DBE and the DML group agreed that they needed more guidance in choosing an article for the

assignments. Thus, one of the trainees suggested having "*a pool of articles*" and choosing one from those as they think "*they need more guidance in assignments*".

One other component of the program that the study focused on was the workshops. The trainees were asked to respond to the question "How do the workshops contribute to the in-service teacher-training program? Are there any points that need improvement in the workshops? If yes, what are they?". The responses of the trainees demonstrated that workshops are one of those components that the trainees are satisfied with the most. Eight out of ten trainees expressed that they found the workshops beneficial for several reasons. One of the most important reasons they stated was that workshops helped the trainees increase their repertoire of ideas and activities and enabled them to share ideas with the other colleagues. Additionally, they also stated that they were able to relate the workshops to their departments and needs more easily:

> Trainee 12: *"They [workshops] were much more effective and useful than the other sessions because they were relevant to our departments."*
> Trainee 9: *"Those are vital and there should be many more of them."*
> Trainee 4: *"I find them effective because we put the theory into practice in the workshops. We could see some ways of making use of the theoretical aspects in our lessons such as phonology sessions."*

The negative comments, on the other hand, were basically about the implementation of the workshops. Two of the trainees indicated that their previous knowledge was not credited and that the way they were implemented was not professional enough:

Trainee 11:*"Workshops are usually enjoyable. However, sometimes some parts become too childish (jumping, singing, clapping ...etc.)"*

The trainees were also asked to comment on how much the peer observations contributed to the training program and to indicate the limitations regarding this component. The trainees' responses to this item revealed that they are content with the peer observation component in general. All the trainees indicated that they found peer observations useful because it gave them opportunities to see other instructors:

Trainee 2: *"They are helpful because it is good to see other classes for self-awareness and personal development."*

Although all the trainees expressed their satisfaction, they also pointed out certain limitations which need improvement:

Trainee 5:*"Peer observations are helpful. There could be checklists for different purposes to guide us while observing a class."*
Trainee 8:*"I believe that there should be more peer observations. I also think that it would be a good idea if our peers (trainees in the program) observed us."*

In addition to the limitations above, during the interview the DML trainees mentioned that they needed more guidance on what to observe or how to use the observation form presented to them by the trainers in peer observations:

Trainee 1: *"The peer observations were to some extent helpful. But what was missing was guidance before the peer observations. We did not have an idea of what to observe; we have clues but we didn't have a clear objective in observing other people. … Actually, X gave us a paper but we were not*

really guided in how to apply this in class. We just entered the class. We didn't have a structured relationship with the peers we were observing. Maybe we should have had pre and post conferences. Otherwise, it does not work."

The last component of the program which was analyzed in terms of effectiveness was the rapport between the trainees and the trainers. The trainees were asked what they think of the trainer's rapport with the trainees considering the sessions, workshops, and the teaching practices including the pre and the post conferences. Almost all of the trainees indicated that they are satisfied with their relationship with the trainers and that the rapport that the trainers establish with them is very positive:

Trainee 4: *"Very good. The trainers have a good rapport with trainees and provide trainees with guidance and constructive criticism."*
Trainee 7: *"They were always kind, helpful and listening to us. I believe that they were honest and friendly to us."*

As the trainees expressed their satisfaction in terms of the rapport with the trainers, some of them also pointed certain issues to be improved:

Trainee 6: *"On the whole it was normal. There were some complaints about the program at the start and it became a bit too personal for my liking both sides. At such times, communication and co-operation should increase rather than decrease."*
Trainee 3: *"They were extremely positive, helpful and understanding. Their constructive criticism and sharing their experiences were really beneficial. Nevertheless, I think we needed to meet more especially to share ideas about how to cope with English 102. Sometimes I could not help feeling lost."*

Considering all the components of the training program, during the interview the trainees were asked what kinds of improvements are necessary for a more effective training program. The responses to this question revealed a consensus between the DML and the DBE groups as both groups strongly agreed that the workshops were more useful than the theoretical sessions since they involved classroom applications and more practice opportunities. Thus, they suggested having more workshops and fewer theory-based sessions. Moreover, while the DBE trainees did not mention having a separate training program from the DML group, each trainee from DML indicated that it would have been better if they had had independent training sessions since their aims are different from those of DBE. Similarly, the non-Turkish trainees mentioned the benefits of having separate sessions for two departments:

> Trainee 11: "*What they try to teach us such as how to teach grammar is not relevant to our department. We have to learn more about how to teach pragmatics; discourse markers, connectors. So some sessions were really irrelevant. Most of the content was irrelevant. We only attended one or two courses in the second term; we were doing it partially.*"
>
> Trainee 12: "*Since the sessions were relevant to DBE, every time I was questioning how I can use it in my class. I can't use it in my class… In TPs we needed to do some activities but they do not force us to use them all. We can find other activities. If we are to spend time on those courses, on those sessions; I think they should be relevant and they should be useful in a way.*"

4.1.3.3. What are the trainees' perceptions regarding the transferability of their gains from the teacher training program to their classrooms?

One of the aims of the study was to discover to what extent the trainees could benefit from the program by transferring what they have learned into their actual classroom practices. To achieve this aim, the trainees were asked whether they had realized any specific effect of the program on their teaching or on their knowledge at the interview. While one of the trainees stated that the effects of the program could only be seen in time, two trainees from the DBE indicated different components of the program as effective. One of these trainees highlighted the effect of the training program on her teaching style, while the other trainee mentioned the positive effect of the assignments as he had learned about ELT. Some other comments are as follows:

> Trainee 2: "*In terms of adaptation to the department yes, but I do not think it was useful for the teaching skills. Because we have done many courses in Bilkent and we had many experience.*"
> Trainee 6: "*I reduced teacher talking time*".
> Trainee 10: "*I really needed such a program since I was not a graduate of English Language Teaching. I had the chance to work with the world of ELT… In terms of teaching, I think it was helpful*"

However, the trainees from DML indicated that the sessions were not suitable for their teaching context, and they, therefore, made use of TPs and workshops more than the other components of the program:

Trainee 1: "*In the first sessions I thought it would not be helpful for me but when I look back, the sessions about DML were useful for me*".

Trainee 3: "*It depends on the sessions. In the workshops we were exchanging ideas. We were active during the workshops and TPs because we felt like we were producing something. In the sessions, the DBE related issues were not relevant to DML….I think the program should be composed of more workshops for sharing ideas*".

The responses above clearly show that the participants from the DBE and the DML disagree on the transferability of the skills and strategies covered in the training program. While the trainees from the DBE believe that they could transfer the skills such as classroom management, lesson planning, materials preparation etc. to their actual teaching, the participants from the DML find the transferability rate low due to lack of relevance to their own departmental needs. They indicated that they need to focus more on how to teach EAP and academic English to advanced learners at METU and this was not covered at all in the training program.

4.1.3.4. To what extent are the trainees satisfied with the program at the end?

In order to understand to what extent the trainees were satisfied with the overall program after they complete it, the trainees were given a questionnaire at the end of the program. The questionnaire basically included Likert scale items and they were exactly the same as the ones given in the first trainee questionnaire. Some questions asked during the interview also helped in answering this research question. The overall mean score for the second trainee questionnaire was found to be 2.62

and the same indicators shown in Figure 6 were used in interpreting the results. The following table demonstrates the mean scores obtained from the analysis of the Likert scale items in the second trainee questionnaire.

Table 20: Mean scores for the Likert type items in the second trainee questionnaire.

Overall Mean Score	**2,62**
A. General methodology and teaching techniques	**2nd.Trainee**
51. gaining knowledge of the aspects of language necessary for the teaching profession	2,40
52. being able to choose from a variety of methods and techniques in ELT to teach certain point	2,60
53. being able to teach at different proficiency levels	2,10
54. identifying learner needs	2,90
55. teaching appropriately to different learner needs.	2,70
56. analyzing language in terms of form, meaning and function	2,80
57. providing sufficient practice opportunities for students	2,70
58. encouraging and supporting learners in their attempt to learn English	2,90
59. monitoring learners' oral and written use of English	3,10
60. participating in informal conversation with learners	2,20
61. using intonation, stress and rhythm to achieve intelligibility and effect	2,10
62. making up and telling stories for classroom purposes	2,40
63. facilitating learning	3,00
B. Classroom Management	**2nd.Trainee**
64. managing classes effectively	2,40
65. giving clear instructions to students	2,80
66. coping with problem students	2,20
67. organizing class activities (pair work, group work…etc.)	2,80
C. Planning Lessons	**2nd.Trainee**
68. planning lessons effectively	2,90
69. implementing lesson plans	3,20
70. preparing contingency plans for unexpected problems	2,80
D. Teaching the Skills	**2nd.Trainee**
71. presenting a structure or function	2,20
72. teaching vocabulary	2,70
73. developing students' reading skills	3,10

Table 20 Continued	
74. developing students' writing skills	3,30
75. developing students' speaking skills	2,80
76. developing students' listening skills	2,70
77. adapting and carrying out listening activities	2,60
78. adapting and carrying out speaking activities	2,60
79. adapting and carrying out reading activities	3,00
80. adapting and carrying out writing activities	3,10
E. The use of Teaching Resources	**2nd.Trainee**
81. being able to use classroom materials appropriately	2,60
82. being able to adapt and supplement extra materials appropriately	2,50
83. selecting, adapting and writing texts for learning	2,60
84. effectively making use of technology in class	1,90
85. using audio-visual aids	2,30
86. using songs and drama in lessons	2,40
F. Evaluation and Assessment	**2nd.Trainee**
87. developing an awareness of different means of assessment (project, essay, portfolio,… etc.)	2,60
88. being able to apply different means of assessment (project, essay, portfolio, ..etc.)	2,40
89. being able to evaluate learner progress	2,50
90. being able to give appropriate feedback to learners	3,30
91. using different techniques for error correction	3,10
92. selecting, adapting and writing texts for assessment	2,50
G. Teacher Development	**2nd.Trainee**
93. identifying personal needs in order to further develop as a professional	2,80
94. reflecting on my own performance in order to further develop as a professional	3,30
95. collaborating and sharing ideas with other professionals	3,00
96. improving my knowledge of phonology	1,90
97. improving my knowledge of grammar	1,80
98. improving my knowledge of vocabulary items	2,10
99. improving my knowledge of discourse	2,40
100. improving my knowledge of the language as communication	2,00

The mean scores displayed in the above table show that the trainees are satisfied with the program in general. Especially they reported high satisfaction concerning practical teaching

skills, and lesson planning. In the second questionnaire, the lowest mean score (M=1.80) was found for item 47, *improving my knowledge of grammar*, whereas the highest mean scores (M=3.30) were found for item 24, *developing students' writing skills*; item 40, *being able to give appropriate feedback to learners*; and item 44, *reflecting on my own performance in order to further develop as a professional*.

When the trainees' responses in the first and the second questionnaires were compared, it was observed that there was a mismatch between the perceived needs of the trainees and their degree of satisfaction at the end of the program. Although the trainees reported a low degree of need for some of the items in the first questionnaire, they expressed a high degree of satisfaction for the same items in the second one. For example, in the first questionnaire, the trainees expressed a low degree of need for item 6, *analyzing language in terms of form, meaning, and function*, with a mean score of 2.25. However, the mean score for the same item (M=2.80) showed a high degree of satisfaction with the in-service teacher training program in the second questionnaire. Likewise, although the trainees expressed a low degree of need with a mean score of 2.33 for item 8, *encouraging and supporting learners in their attempt to learn English,* the mean score for this item (M=2.90) demonstrated a high degree of satisfaction on the part of the trainees in the second questionnaire. Moreover, in item 22, *teaching vocabulary*, the mean score (M=2.42) showed a low degree of need in the first questionnaire; however, it turned out to be a high degree of satisfaction in the second questionnaire as represented with a mean score of 2.70.

The responses of the trainees also revealed another type of mismatch between their perceived needs and their degree of satisfaction at the end of the program. Although the trainees reported a high degree of need for some of the items, the degree of satisfaction they reported for the same items was found to be rather low. For instance, when the mean scores for item 3, *being able to teach at different proficiency levels*, were compared, it was observed that the trainees indicated a low degree of satisfaction (M=2.10) at the end of the program although they reported a high degree of need (M=2.75) at the beginning. Similarly, the mean scores for item 14, *managing classes effectively*, and for item 16, *coping with problem students*, dropped from 2.75 to 2.40 and 2.58 to 2.20 respectively. Moreover, item 36, *using songs and drama in lessons*, and item 38, *being able to apply different means of assessment (project, essay, portfolio, etc.)*, both had a mean of 2.67 in the first questionnaire; however, the trainees indicated a low degree of satisfaction for both items with a mean score of 2.40 each.

Since the same Likert scale items were presented to the trainees in the first and the second administration of the questionnaires with different purposes, namely to identify their needs in the first one and to identify their degree of satisfaction with the program in the second one, a paired-sample t-test was conducted to find out if there is any statistically significant difference between the results of the first and those of the second questionnaires. However, the paired-sample t-test resulted in a p-value higher than 0.05 (p>0.05), which shows that the responses given to the same Likert scale items in the first and the second administration of the questionnaire did not result in any statistically significant difference.

The second trainee questionnaire also included an open-ended item which was designed to understand the satisfaction level of the trainees. They were asked to what extent the training program responded their individual needs. The responses of the trainees showed that while half of the trainees indicated that the program was successful in addressing individual needs, the other half pointed out some limitations in terms of fulfilling trainee needs. Those who answered the question positively highlighted certain issues such as help from the trainers, the focus on the aspects of teaching urgently needed by the trainees and the opportunities for awareness raising:

> Trainee 5: "*Yes. During the sessions, conferences and informal meetings we could get help from trainers. I believe that through the assignments, portfolios and the feedback we received we were able to be aware of our individual qualifications as a teacher and could improve our weak sides.*"

On the other hand, the trainees who answered this item negatively attracted attention to the fact that the same in-service training program was implemented for both DBE and DML and resulting from this it failed to meet the different needs of these departments:

> Trainee 4: "*No because the participants' needs are different. There is no homogeneity within the group (DBE vs. DML").*
> Trainee 6: "*I think the DML pillar of the program is quite weaker than that of DBE.*"

These responses demonstrate that the DML trainees are not as satisfied with the program as their DBE counterparts are.

The findings that resulted from the mean scores and the open-ended items were also confirmed by the trainee's responses given for the interview questions. The last two questions in the interview, in a way, asked trainees to summarize what they thought about the training program by stating the things that they were most happy with and least happy with in the program and whether they would recommend the program to the newly hired teachers of the next academic year. The first group of trainees, DBE group, agreed that they liked the hands-on activities most and the theoretical sessions least. Moreover, they stated that although it was tiring for them to teach and to attend the training program at the same time, they would recommend it to the newly hired teachers. One of the DBE trainees indicated that the in-service teacher training program was very useful not only for non-ELT graduates but also for ELT graduates:

> Trainee 9: *"I believe that the program certainly achieved its aims. It contributed a lot to us, ELT or non-ELT graduate. After graduation, I worked in a different institution, so the program helped me to refresh my memory and remember what I forgot."*

The second interview group also referred to TPs and post conferences as the most beneficial part of the whole training; whereas the language awareness sessions were not found to be useful. Similar to the first group, one of the trainees indicated that she would recommend the program despite the difficulties they had:

> Trainee 10: *"It [the program] is too loaded, but I would still recommend it. When you do not have anything else to do, it is ok. You really learn a lot. I would still do it even if it was on a voluntary basis. It really worked for me,*

but I might not want to participate if I were a new graduate or more experienced in teaching."

The third group (DML) and the fourth group (non-Turkish trainees), on the other hand, mentioned that they were happier with the program in the second term. The DML group emphasized that they were much happier when there were some sessions about their own departments. However, the sessions that were not relevant to their departmental needs and not being able to give feedback after the peer observations made them uncomfortable and they were the issues they complained about the most. Moreover, they suggested partial training:

Trainee 2: *"It depends on how experienced the teachers are. The TPs, the workshops would be helpful. Maybe they can do it partially. We did not decide on the sessions we will attend, the teacher trainers decided on it. .. We can choose the sessions we can attend like the ones we need as we know what we need. Of course, I need training on some aspects of my teaching."*
Trainee 5: *"All the sessions should be what we need. The trainees and the trainers may work together to prepare the program… So this would make it mare challenging for the trainees."*

The DML group also highlighted the fact that they were more satisfied with the second part of the training program because their feedback was considered and the necessary changes were made in the content. With the changes in the content, they said that the program became much more relevant to their departmental needs.

Trainee 1: *"The first semester was more theoretical, but we said at the end of the first term that we wanted to share ideas and the second term was better in that sense."*

Trainee 3: *"The sessions conducted by the DML trainers were really useful for us. X's session was on writing and Y's session was on paraphrasing and they were both very useful because they appealed to our needs."*

In contrast to the first and the second interview groups, the third group indicated that they would recommend the program depending on the experience of the newly hired teachers. The non-Turkish trainees were most happy with teaching practices, reading articles for the assignments and workshops, although they expressed their concerns about the problems with the trainers and having small number of grammar teaching sessions for DBE. While the Turkish trainees indicated that they would recommend the program despite the problems they mentioned, one of the native English speakers said:

Trainee 12: *"I wouldn't recommend it unless improvements are made."*

4.2. Do teachers who are not currently participating in the new teacher training program of the SFL need training?

For the situation analysis in terms of the in-service teacher training program, the teachers who have been working at the SFL for at least more than a year were presented a questionnaire at the end of the fall term and they are called in this study as experienced teachers. The questionnaire was composed of Likert scale items and open-ended questions. The same Likert scale items as the ones used in the trainee questionnaires were presented with the intention of finding the needs, wants and/or lacks of the experienced teachers.

The open-ended items, on the other hand, were designed in order to investigate what the teaching staff of DBE and DML

know and think about the in-service teacher education program and how they view the role of TED in SFL. Since it was important for this study to collect data from each and every teacher who is working at SFL, 172 teachers from DBE and 56 teachers from DML were given the questionnaire. In both groups, some of the teachers had attended the in-service teacher training program when they were hired at SFL, whereas some others had not taken any in-service training before. Fifteen teachers from DBE and 30 teachers from DML returned the questionnaires. Thus, while 54% of the experienced teachers in DML were represented in the study, only 9% of DBE took part in the research. However, as the items of the questionnaire do not address departmental differences, the responses of both groups were combined for data analysis and interpretation.

4.2.1. If the experienced teachers in the SFL need training, what are their needs, lacks and wants? If no? Why not?

The experienced teachers who took part in the study were given a questionnaire which included Likert scale items designed for identifying whether they think they need in-service training and their needs. The responses to the Likert scale items were analyzed with the help of the SPSS program and the overall mean score was found to be 1.91. When the mean score was interpreted based on the indicators in Figure 6 it was seen that they did not feel any need for involving in any in-service training program. The following table demonstrates the mean scores obtained from the experienced teacher questionnaire for each item.

Table 21: Mean scores for the Likert type items in the experienced teacher questionnaire.

Overall Mean Score	1,91
A. General methodology and teaching techniques	**Exp. Teacher**
101. gaining knowledge of the aspects of language necessary for the teaching profession	1,68
102. being able to choose from a variety of methods and techniques in ELT to teach certain point	1,91
103. being able to teach at different proficiency levels	2,00
104. identifying learner needs	1,93
105. teaching appropriately to different learner needs.	2,02
106. analyzing language in terms of form, meaning and function	1,71
107. providing sufficient practice opportunities for students	2,09
108. encouraging and supporting learners in their attempt to learn English	1,98
109. monitoring learners' oral and written use of English	1,71
110. participating in informal conversation with learners	1,73
111. using intonation, stress and rhythm to achieve intelligibility and effect	1,71
112. making up and telling stories for classroom purposes	1,78
113. facilitating learning	1,96
B. Classroom Management	**Exp. Teacher**
114. managing classes effectively	1,71
115. giving clear instructions to students	1,78
116. coping with problem students	2,11
117. organizing class activities (pair work, group work…etc.)	1,84
C. Planning Lessons	**Exp. Teacher**
118. planning lessons effectively	1,71
119. implementing lesson plans	1,67
120. preparing contingency plans for unexpected problems	1,71
D. Teaching the Skills	**Exp. Teacher**
121. presenting a structure or function	1,76
122. teaching vocabulary	1,93
123. developing students' reading skills	1,73
124. developing students' writing skills	1,73
125. developing students' speaking skills	2,16
126. developing students' listening skills	2,00
127. adapting and carrying out listening activities	1,96
128. adapting and carrying out speaking activities	2,04
129. adapting and carrying out reading activities	1,78
130. adapting and carrying out writing activities	1,71

Table 21 Continued	
E. The use of Teaching Resources	**Exp. Teacher**
131.being able to use classroom materials appropriately	1,53
132.being able to adapt and supplement extra materials appropriately	1,76
133.selecting, adapting and writing texts for learning	1,96
134.effectively making use of technology in class	1,89
135.using audio-visual aids	1,82
136.using songs and drama in lessons	2,22
F. Evaluation and Assessment	**Exp. Teacher**
137.developing an awareness of different means of assessment (project, essay, portfolio,… etc.)	2,56
138.being able to apply different means of assessment (project, essay, portfolio, ..etc.)	2,09
139.being able to evaluate learner progress	2,02
140.being able to give appropriate feedback to learners	1,89
141.using different techniques for error correction	2,00
142.selecting, adapting and writing texts for assessment	1,98
G. Teacher Development	**Exp. Teacher**
143.identifying personal needs in order to further develop as a professional	2,02
144.reflecting on my own performance in order to further develop as a professional	2,00
145.collaborating and sharing ideas with other professionals	2,09
146.improving my knowledge of phonology	1,91
147.improving my knowledge of grammar	1,67
148.improving my knowledge of vocabulary items	1,84
149.improving my knowledge of discourse	1,84
150.improving my knowledge of the language as communication	1,64

As the mean scores displayed in the above table show, the experienced teachers' responses to the Likert type items revealed a low need for almost all items unlike the trainees as shown by the overall mean score of 1.91. In the experienced teacher questionnaire, the highest mean score (M=2.56) was found for item 37, *developing an awareness for different means of assessment (project, essay, portfolio, etc.)*, which is the only item showing a high degree of need. The experienced teachers reported a low degree of need in relation to all the other items

about teaching methodology and techniques, classroom management, planning lessons, teaching the skills, evaluation and assessment, and teacher development. The lowest mean score (M=1.53) was found for item 31, *being able to use classroom materials appropriately*.

When the responses of the trainees and those of the experienced teachers were compared, it was observed that there were some important differences. To illustrate, while the trainees reported a high degree of need and satisfaction for items related to teaching methodology, they indicated low degree of need for the items related to language awareness and language improvement. On the contrary, the experienced teachers reported need in neither teaching methodology nor language awareness and improvement. Furthermore, while the trainees indicated a high degree of need for almost all items, the experienced teachers reported a very low need for the same items. For example, the trainees showed a high degree of need for item 9, *monitoring learners' oral and written use of English*, whereas the experienced teachers reported a very low degree of need for the same item with a mean score of 1.71. Similarly, the trainees' responses to the items related to lesson planning, items 18-20, revealed a high degree of need with the mean scores of 3.08, 2.92, and 2.67 respectively; while the responses of the experienced teachers for the same items indicated a very low need, which is revealed by the mean scores of 1.71, 1.67, and 1.71. The same difference could also be observed in the responses for item 23, *developing students' reading skills*, and item 24, *developing students' writing skills*. Although the trainees demonstrated a high degree of need in relation to item 23 (M=3.00) and item 24 (M=3.08), the experienced teachers

demonstrated a very low need for both items with the mean scores of 1.73 each. Likewise, the mean score (M=3.08) for item 30, *adapting and carrying out writing activities*, showed a high degree of need on the part of the trainees; however, the experienced teachers' responses for the same item revealed a very low need (M=1.71). Finally, in contrast to the trainee's responses, the experienced teachers showed almost no need for item 31, *being able to use classroom materials appropriately*, with a mean score of 1.53.

The reason why the experienced teachers did not want to participate in an in-service training program could be understood from their responses to the open-ended items in the questionnaire. According to the responses, the reason is twofold: they have participated in similar programs before and they do not have enough information about the new in-service training program in the SFL at METU.

38 out of 45 participants participated in an in-service training program at METU or in another institution where they worked previously and they all reported that the program contributed a lot to their development. Their responses could be analyzed by grouping them in three categories: a) Ease of adaptation, b) Refreshing knowledge in ELT, and c) improving teaching skills. One of the most common types of contribution listed by the experienced teachers was that the in-service training eased their adaptation process to the new institution where they started working. As one of the participants put it, the training program contributed to their adjustment by helping them "*in understanding the expectations of the department and our expectations from the students*". According to the responses of the participants, they also benefited from the training program by

refreshing their knowledge in ELT. The majority of the participants who answered this question claimed that the program equipped them with the basics of language teaching and enabled them to gain awareness on teaching methodology. The third group of answers highlighted the contribution of the program in terms of teaching skills. As clearly expressed by one of the participants, the program provided the instructors with "*practical ideas and activities to use in the classroom*". In the words of another participant, the program enabled her "*to be more knowledgeable about classroom teaching (classroom management, teaching skills, integrating skills, learner differences, and problem-solving skills)*". As can be understood from these responses, most of the teachers believe in the valuable contribution of the in-service training program to their development as a teacher; however, they did not feel another need for involving in a new one.

The second reason why the experienced teachers did not want to participate in an in-service training program was found to be their lack of information on the current program. Their responses to item revealed that their knowledge on the current program was rather limited. 21 teachers indicated that they know nothing at all about the new program and 3 said that they know almost anything about the program since they participated in it. The rest of the participants indicated that they have a very general idea about the program and that their knowledge about the program comes either from the department meetings or the trainees who took part in the program:

Teacher 15: *"As far as trainees tell us, the content is not to the point, it does not help with the trainees' day-to day teaching."*

Teacher 20:*"TED used to hold sharing sessions every week and ran RSA/COTE-DOTE programs but at present they only run in-service programs for newly-hired teachers."*

Teacher 6: *"… includes teaching of skills, some language components, observations and feedback sessions, input sessions, some written assignments, lesson planning"*

Teacher 28:*"Not much, tailored lesson-plan preparing and observations"*

4.2.2. Do the experienced teachers want to take part in the teacher training program? If yes, how? If no, Why not?

The experienced teachers were also asked if they would like to contribute to the in-service teacher training program. Half of the participants answered this question as yes, and the other half answered as no. The positive responses showed that while some of the teachers want to participate in the program either as a teacher trainer or as a guest speaker, a small minority mentioned the type of events, through which they can cooperate with TED such as hosting for peer observation or designing materials and activities for trainees. However, some other teachers indicated that they are not interested in participating in the program due to their workload and/or other personal involvements such as academic studies or administrative work. Besides, some mentioned that they do not think they are competent enough to work as a teacher trainer:

Teacher 39: *"… like to be teacher trainer eventually."*

Teacher 42:*"Yes, they can observe me and ask questions any time."*

Teacher 36: *"No, it is more demanding and less rewarding than teaching undergraduates"*

Teacher 29: *"No, beyond my knowledge and experience"*

4.3. What are the needs of the teacher trainers?

The trainer questionnaire was composed of only open-ended items, which focused on the components and progress of the in-service training program, and the needs of the teacher trainers. In this part of this chapter, the responses of the four teacher trainers will be analyzed in detail in relation to the research questions.

4.3.1. Who are the trainers? What are/should be their academic qualifications, personality traits, and experience in teaching and teacher training?

The qualifications and experience of the teacher trainers were analyzed through content analysis of their CVs. The analysis of their CVs demonstrated that their educational background, work experience and certificates in teacher training were relevant to the nature and the needs of the in-service teacher training program. All four of the teacher trainers who were currently implementing the training program at the time of the study are graduates of English language-related departments of universities, namely American Studies, English Language and Literature, and Foreign Language Education departments. Furthermore, all the trainers hold MA degrees in ELT and one of the trainers has a Ph.D. in progress in Educational Sciences. In addition to their academic background, all four teacher trainers are certified with a teacher training certificate obtained through various seminars and training programs abroad. When their experience in the teaching profession is considered, it is seen that all four trainers have been teaching in the SFL for more than

ten years and taught students of all proficiency levels and performed many duties in different committees and units of the SFL. As a teacher trainer, on the other hand, two of the trainers had two to five years of previous experience, whereas two of them have just started working as a teacher trainer and have experience of less than a year. All these clearly show that the trainers possess the necessary qualifications to be a teacher trainer.

In addition to the qualifications of the teacher trainers, their characteristics and personal qualities were also analyzed in this study. For this purpose, the trainees and the experienced teachers were consulted. The fifth and the sixth questions of the interview asked the trainees to comment on the given items about the qualities and the attitude of a teacher trainer. The qualities presented to the trainees were all gathered from their responses to the similar questions in the questionnaire, and they were now asked to comment on these qualities in relation to their own teacher trainers. Each interview group was given five different items related with the qualities a teacher trainer should possess, and five items in relation to her attitude towards the trainees. Table 16 demonstrates the qualities given to the trainees in the fifth question and Table 17 shows the adjectives related to trainer attitude given in the sixth question.

Table 22: Qualifications of a teacher trainer that are given to the Trainees

Open to new ideas	Reflective	Creative	Understanding	Wide knowledge of training
Flexible	Improve herself	Constructive	Patient	
Willing to share experiences	To the point	Helpful	Active listener	Good communicator
	Anticipating the problems	Enjoyable	Competent teacher	Being friendly
Have a background in ELT theory	Give feedback in a professional manner	Knowledgeable Presentable	Experienced in her field	Dedicated Objective
Open to criticism	Motivating			Well-prepared

The analysis of the interview responses showed that the trainees in general think the trainers have the qualities that a teacher trainer should have. While some of the trainees responded to these two questions simply by saying "yes", the others gave specific examples from their individual experiences with the trainers. One of the trainees from DBE indicated that her trainer was very understanding and good at motivating her before the TPs and giving her feedback after the TPs and assignments:

> Trainee 7: *"My trainer was very good… She could predict some problems and after the feedback she gave me I did not have any other questions in mind. Also, previously she seemed very harsh to me because I got rewrites for every assignment, but later we talked and tried to find a common ground"*

The trainees in the DML, on the other hand, focused only on the trainers in their own department while answering these two questions as most of them participated in the program partially.

Although for most of the items the trainees indicated that the trainers have those qualities, for some they expressed their doubts:

> Trainee 1:*"Sometimes I think they were very structured in the sessions and they were not very flexible and insisting on following the program from the beginning till the end."*
> Trainee 2:*"When we started they were not really experienced in training. But they are all competent teachers in teaching. I give more value to being an experienced teacher rather than being experienced as a teacher trainer. If you know what you are doing you can help other people as well."*

Table 23: Attitudinal adjectives given to the trainees for question 6

Supportive	Understanding	Creative	Open to criticism	Approachable
Enthusiastic	Approachable	Constructive	Objective	Democratic
Reflective	Good communicator	Helpful	Motivating	Flexible
Open to change	Respectful	Enjoyable	Informative	Polite
Friendly	Encouraging	Knowledgeable	Unimpressive	

The trainees in the DML group also focused on being "open to criticism" specifically and related an incident to highlight the importance. They indicated that their trainers were very positive at all times, but they had some reservations about the trainers in the DBE:

> Trainee 2: *"In DBE, I do not think the teacher trainers were open to criticism. I have a reason but I do not want to share it. … I don't think they are open to criticism, although I didn't criticize them. They personally take each and every feedback, which is not positive personally, which shouldn't*

be the case. It is very insulting for a newly hired teacher. If you asked for feedback you should be ready for all kinds of feedback. Of course, feedback should be constructive. I was very constructive but they did not like it. I think they should be more open to criticism and flexible."

The non-Turkish trainees, on the other hand, indicated that some of the trainers are not good communicators and there is "*an air of artificiality*" in terms of friendship. Besides, although they agreed that the trainers were dedicated, objective and well prepared, they do not think they were flexible and democratic:

Trainee 12: "*We don't have space to say that we want this* [democracy]"

4.3.2. What do the trainers think of the effectiveness of the in-service training program in terms of its aims and objectives, content, instructional methods and evaluation procedures?

Most of the questions in the trainer questionnaire focused on the effectiveness of the program and the trainers' views concerning its effectiveness. The responses of the trainers showed that they found the training program very effective in general. They believe this effectiveness is largely due to the fact that the program could address individual needs successfully. Three of the trainers indicated that the program was effective in addressing individual needs, and they basically based this on the one-to-one conferences held by the trainees, feedback provided for each individual and the sessions which create opportunities for idea sharing:

Trainer 1:"*Through TPs (pre/post conference), assignments (each participant chooses an article that s/he wants to work on) and portfolios*

(peer observation notes to focus on the area they need to improve in their teaching). Sessions may create a base for individual needs since some participants share their problems/ immediate needs with the others on classroom management, giving feedback, testing."

Trainer 3: *"We try to work one by one with each candidate in pre- and post-conferences for TPs. The strength and weaknesses of the specific tutee is the focus of these conferences. We take feedback after each session / at the end of the program to make arrangements for the upcoming sessions."*

On the contrary, one of the trainers indicated that it is not possible to address all individual needs:

Trainer 2: "*Since the teachers have different backgrounds and different teaching (DBE and DML), it is not possible to address each individual need. Some specific topics may not fit all trainee needs.*"

However, the teacher trainers also agree on the fact that the effectiveness of the program could be increased further if some improvements were made. The trainers all agreed that practical components like microteachings should be increased in number so that the trainees would get more practice. In addition, there is general consensus in that some sessions could have been moved into the pre-service training to avoid repetition. One of the trainers expressed this clearly with the following words:

Trainer 3: "*Some of the content should be moved to pre-service program. Particularly, the first 6-7 sessions at the beginning of the first term since they are the issues to be covered before they actually start teaching. Once they start teaching, they may find these sessions redundant because they do not seem to answer their needs. Instead, sessions focusing on how to? (Teaching writing, reading, and grammar) could be given right at the beginning of the*

terms with microteaching sessions. By their nature, the presentations constantly change: the trainer may change and of course his/her delivery changes… Length may change according to feedback from the trainees and trainers."

In order to better understand the trainers' opinions about the effectiveness of the training program, their views about each component of the program and whether they found them effective were also analyzed. First of all, as regarded by the trainees, the most important component of the program, teaching practices, are focused on (item 14). The trainers were asked how TPs contribute to the in-service teacher training (item 14) and whether there are any points that need improvement (item 15). The responses showed that the trainers agree with the trainees in terms of the role and importance of the TPs:

> Trainer 4: *"The majority of our tutees and us* [trainers] *believe that they are the back bone of the program. Tutees like the unique attention given to them and believe reflections guide them in developing themselves. Besides, they try out activities or tasks they've encountered in sessions in their lessons and see how the execution of the same activity can be totally different."*

Regarding the necessary improvements, the trainers think that the program does not need any other improvements for the time being. However, one trainer attracted attention to the continuous nature of improvement:

> Trainer 1:*"TPs are tough not only for the tutees but for the tutors because you try to give feedback in which there is motivation and encouragement but you need to also talk about the weaknesses without discouraging or imposing anything on the tutee so yes this is a never-ending journey for the tutor to improve herself."*

The next component addressed in the trainer questionnaire was the portfolios. The trainers were asked about the role of portfolios (item 16) and the points that need improvement in terms of the use of portfolios in the program (item 17). Although the trainees did not indicate positive ideas about the use of portfolios, the trainer responses showed that they think very highly of the significance of portfolios in teacher education:

> Trainer 4: *"By keeping a portfolio, instructors can observe their own development in time. They can observe their class work, what worked and what did not, they can become more self-reflective about their own work. Their portfolio also provides a link between the instructor and the trainer."*

However, the trainers agree with the trainees in terms of the shortcomings:

> Trainer 2: *"The load may be reconsidered and some items may be omitted."*
> Trainer 3: *"Trainees need more guidance, more clear and precise instructions, or samples."*

Following item 17, the next three items in the trainer questionnaire were mainly about the assignments as one of the components of the training program. As understood from the trainers' responses to item 19, the content of the assignments are determined partly by the trainers and partly by the trainees. For the first assignment, the trainers guide the trainees by choosing the articles to work on; however, the trainees start to determine their own topics after the first assignment. Item 18, on the other hand, asked the trainers to reflect on the contribution of the assignments to the training program. Their responses showed that the trainers believe in the necessity of these

assignments as they are considered to be a means of encouraging the trainees to research and read in the field of language teaching and reflect on new ideas:

Trainer 1:*"The tutees have a chance to do research in ELT and think of and implement different ideas and techniques in their classrooms. Furthermore, they also have sessions where they share their ideas by firstly summarizing the article to their peers and then talk about their classroom applications."*

Although they all agree on the effectiveness of the assignments, in general, they suggest certain improvements to increase the effectiveness:

Trainer 1: *"More guidance prior to the first assignment."*
Trainer 4:*"Perhaps, in the second term, the assignments should be reduced from 2 to1 as they have a greater workload."*

In the trainee questionnaires, the workshops were indicated as a valuable component of the program since they work as a bridge between theory and practice. Likewise, the teacher trainers pointed out in items 21 and 22 that the workshops have significance in the program and they function perfectly:

Trainer 2: *"Workshops are of utmost importance as the participants get a chance to practice the input given in the sessions. At this point can they reflect their knowledge and have an opportunity to see peers at work/ collaborate."*
Trainer 4:*"The workshops are hands-on demonstrations of tasks designed for the course books given by tutees after an input session. We generally feel that workshops root what we say deeper foundations through the tutees' own valuable experience."*

As the last component of the program, the contribution of peer observations (item 23) to the program was questioned. Although some of the trainees indicated that they found the peer observations useless since they cannot observe any teacher they chose nor give feedback to the teacher observed; some others found it quite useful as they had the chance to observe different techniques. Similarly, the trainers indicated that peer observation is useful for the trainees to learn from their colleagues:

> Trainer 1:*"The peer observations get them to see what's happening in other teachers' classes and see where they are. After the peer-observation session in which different observational tools are introduced through handouts, tutors are asked to observe the lessons with these tools at hand and especially focus on teacher's metalanguage, error correction and opening and closures of a lesson."*

Regarding the trainees' complaints about the feedback they are unable to give or receive after the observations, the trainers indicated in item 24 that the trainees are not encouraged to give feedback in order not to cause misunderstandings:

> Trainer 3:*"We encourage novice teachers not to give feedback for it leads to misunderstandings. However, if they are asked to give feedback, teachers are trained to do so professionally."*
> Trainer 4:*"The feedback depends on whether they ask for one. Usually, there is no such a desire to receive feedback. Even if there were, it would not be appropriate for a novice teacher to give feedback as the approach and choice of words have great importance."*

4.3.3. What do the trainers need to improve the teacher training program?

In the last part of the questionnaire, the trainers were asked questions to reflect on their ideas on the future of the program and their needs as trainers (items 25-27). The responses showed that the trainers think the in-service teacher-training program will be more successful and effective if the administration and the experienced teachers believe in the program and support it. Moreover, they indicated that the in-service program could be extended to other teachers who have been working at the SFL. By doing this, the administration and the experienced teachers would understand the role of the TED and support the program.

> Trainer 1: "*Much more support and collaboration from the administration and fellow colleagues. Much more a part of the department rather than a separate entity working with a small team of people.*
> Trainer 2: "*… Admin should learn, know what we are doing, and give feedback accordingly. Encourage the whole department to learn new things/ to be open to new ideas/approaches and stand by the unit.*"
> Trainer 3: "*Reactions from the staff do not seem to be very encouraging. Perhaps over the years, we, and/or the previous trainers have neglected the staff a lot and have been unable to explain our role, policy in the department clearly*".
> Trainer 4: "*With the invaluable contribution it has to newly- hired instructors; the in-service is required as in any institute of education, here at METU SFL. Therefore, with stronger support from the administration and colleagues, the unit will most probably provide better service*"

The next item, item 28, the trainers were asked to express their expectations from the administration to be able to improve

the training program. The trainers indicated that the administration of SFL and the two departments should support the in-service teacher education program in two ways: Firstly, through giving trainers the chance to attend seminars or workshops for personal development, and secondly, through being in cooperation with the other units in their departments:

> Trainer 2:"*Time for personal development. More chance to attend seminars/ conferences nationwide/ overseas. Support by the administration and the school of foreign languages… Support from trainers that are currently not in the unit.*
>
> *I, myself, am reading a lot on Teacher training. I need to attend more seminars, workshops (which I'm already doing to a certain extent.) We should be in contact with curriculum committees, teachers at the department.*"

As the last question, the trainers were asked what contributions the in-service teacher-training unit can make to the implementation of the current SFL curriculum. The trainers demonstrated willingness to work cooperatively and to contribute to the SFL curriculum:

> Trainer 3: "T*he TED unit could be more involved in SFL curriculum meetings, could be informed on changes.*"
>
> Trainer 4: "*I believe all the components of the CTE contribute to the SFL curriculum. However, we can be asked to join the meetings of the SFL curriculum if any advancements or changes will be made. The administration must inform us of their mission and vision and full- heartedly support us.*"

CHAPTER V

CONCLUSION

This study was conducted to investigate the current in-service teacher training program in the School of Foreign Languages (SFL) at Middle East Technical University (METU) with respect to the needs of the newly hired teachers, the teacher trainers and the experienced teachers; and the newly hired teachers' degree of satisfaction at the end of the program. In this chapter, a summary of the findings will be presented in relation to the research questions and conclusions drawn from these findings will be reported. This chapter will also discuss the suggestions for implementation, the limitations of the study and suggestions for further research.

5.1. Summary of the study

This study investigated the in-service teacher training program which is implemented with the newly hired teachers in the SFL during their first year at METU. The study had two basic aims: to determine whether the program was perceived to be effective by the SFL members who took active part in the program and to determine whether the more experienced instructors who had been working in the SFL for more than a year needed in-service training. To fulfill the first aim, the opinions of the two groups of people taking part in the training program were consulted. In order to evaluate the effectiveness of the program, 12 newly hired teachers who participated in the

training program and four teacher trainers participated in the study. For the second aim, the researchers consulted 45 experienced teachers currently working in the SFL.

To answer the research questions in this study, three different data collection procedures were followed. The first procedure concerns the document analysis of the in-service teacher training program at SFL at METU. The second procedure consisted of a group of three questionnaires. Firstly, the trainees of the program were given two questionnaires for assessing their needs and later their degree of satisfaction. Another questionnaire was given to the experienced teachers in the SFL to identify whether they needed in-service training, and the third questionnaire was given to the teacher trainers to elicit their ideas about the effectiveness of the program concerning its specific components. The questionnaires were first piloted and then administered to the participants after the necessary changes were made. The third procedure was an interview conducted with the trainees of the program.

The data collected through the previously stated means were analyzed quantitatively and qualitatively. The Likert scale items in the questionnaires were analyzed quantitatively by calculating the mean scores for each item via the SPSS program and conducting a paired-sample t-test to compare the means to identify any statistically significant difference. On the other hand, the data collected through the open-ended items in the questionnaires were analyzed qualitatively by identifying the categories and emergent themes for each question. Similarly, the interview with the trainees was tape recorded and analyzed qualitatively based on the emergent themes.

5.2. Discussion of the Findings

This part discusses the findings of the study in relation to the research questions outlined in Chapter 1. Each section refers to one of the research questions. Where relevant, references to the review of literature are made.

5.2.1. Does the new teacher training program prepare newly hired teachers for their teaching at the SFL?

The first research question focuses on the effectiveness of the program from the trainees' perspective and includes several sub questions. The first sub question was designed to analyze the aims of the program through a comparison of the already stated aims and those suggested by the participants of this study. The analysis of the specified objectives of the program revealed that the program aims to help the newly hired teachers develop in terms of both language skills and teaching qualifications. To be more specific, the program primarily aims at developing the trainees' practical teaching skills such as teaching the language skills, classroom management, preparing and adapting materials and so on. Moreover, it also places considerable emphasis on personal development through reflection on the performances of one's own and the others. The objectives of the program could be seen in Table 9 in the previous chapter.

As regards the second part of the question, what the aims of the training program should be, the opinions of the trainees, the trainers and the experienced teachers were consulted. When the trainees' responses to the question *"What are the aims of the training program?"* were analyzed, it was seen that they were

aware of the specified aims of the program because most of what they indicated were parallel to the real ones. However, their responses to the question "*What should be the aims of the training program?*" made it clear that they want the program to address their individual needs more. The results showed that the trainees want the program to improve them in terms of survival skills which will help them to adapt to the new teaching context and the teaching skills they will need in the specific course they teach at METU. In their responses it was evident that they gave utmost priority to their everyday concerns and did not consider it important to focus on language awareness and improvement although it was one of the aims of the program. The teacher trainers and the experienced teachers, on the other hand, specified very similar aims to those of the training program; however, the experienced teachers placed slightly more emphasis on easing the adaptation period of the new teachers and providing them with the skills needed in their actual classes.

The second sub question of the first research question was "*How relevant is the content of the teacher training program to the aims of the teacher training program?*". The analysis of the schedule of the training program clearly demonstrated that the specified aims and the content of the program are quite parallel to each other. The program aims at improving the new teachers in terms of their background in ELT, practical teaching skills, personal development through reflection and language skills and all of these elements were present in the program to some extent. It was also discovered that the number of the practical elements of the program were increased in the second term based on the feedback received from the candidates, which was a

step in meeting the needs of the trainees in terms of practical teaching skills.

The third sub question investigated how effective the program was in preparing the newly hired teachers for their position in the SFL. The question had four other sub questions which focused on: a) the needs of the newly hired teachers, b) the effectiveness of the components of the program, c) the transferability of trainees' gains, and d) the overall satisfaction of the trainees with the program.

The analysis of the Likert scale items in the first questionnaire, which was designed to find out the needs of the newly hired teachers, showed that the trainees indicated a high degree of need for most of the items in the questionnaire. More specifically, they indicated a high degree of need in items related to teaching methodology, classroom management, teaching the skills, the use of resources, and evaluation and assessment. The trainees reported the highest need for item 44, *reflecting on my own performance in order to further develop as a professional*. However, the trainees demonstrated low degrees of need in the items related with language awareness which focused on the improvement of language aspects like phonology, grammar, vocabulary, discourse, and language as communication. These findings once more reveal that the trainees need the program to address their more immediate needs rather than dealing with language skills which they believe they already possess.

The trainees' needs were also examined from the perspective of the teacher trainers. The trainers' responses showed that they all see the development of practical teaching skills as the most important need of the newly hired teachers. They focused on different skills like classroom management, and

developing and using materials. In addition to teaching skills, the trainers also attracted attention to the urgent need for survival skills, and familiarity with the courses and the departments. When we compare the needs expressed by the trainees and those expressed by the trainers, it is obvious that they have a lot in common. Both parties agree that the new teachers need to improve their teaching skills and need to be familiarized with the needs of their departments and students.

The second focus point of the second sub question was the effectiveness of the components of the teacher training program as perceived by the trainees. The research question focused on four issues: a) the sessions, b) assignments, c) observations, and d) feedback and rapport with trainees. Concerning the input sessions, the trainees mostly reported in the second questionnaire and in the interview that they wanted the sessions to focus on the problems they often face in their classes and to provide practical solutions for them. That is, they indicated a strong preference for practice and problem-solving through sharing of ideas rather than theory-based sessions. Another concern of the trainees was mainly about the relevance of the content of the input sessions to their own needs. As clearly expressed in the literature, "an in-service program is likely to be most useful if it grows directly out of the experiences, assumptions and perceived problems of the trainees" (Breen, Candlin, Dam and Gabrielsen, 1989, p134).For this reason, the trainees reported a need for independent sessions for the DBE and the DML because they are two different departments with completely different needs. Especially, the trainees from the DML expressed their discontent with the sessions due to lack of relevance to their own needs.

On the other hand, the trainees' responses concerning the effectiveness of the assignments revealed their lack of satisfaction with this component. Most of the trainees had some concerns about the value of these assignments for their personal and professional development. The trainees indicated that they saw these assignments as means of sharing ideas with their colleagues and of acquiring new ideas and perspectives but the teacher trainers focused more on the language use and writing skills of the trainees rather than sharing ideas. This was largely due to the fact that most of the trainees had to rewrite their assignments several times because of language related problems. In general, their responses indicate a need for more relevant assignments for their needs, more guidance from the teacher trainers and less focus on language use.

The third component of the training program on which the trainees expressed their opinions was the observations. This component included both the teaching practices and the peer observations. In general, the trainees considered the teaching practices as the most beneficial and valuable component of the whole program. They found TPs rewarding because they found the chance to put theory into practice and to reflect on their own performance. The only point they criticized was the feedback they received after the TPs, which will be discussed later together with the findings about feedback. The peer observations were also found effective by most of the trainees. They even indicated that there should be more peer observations in a more structured manner because they found it beneficial to observe other more experienced peers and to see how they are doing in their classes. This finding perfectly coincides with most of the researchers' claim that professional development could be achieved by

observing and evaluating other colleagues because it provides trainees with opportunities to share ideas and thus to find solutions to their own problems (Pennington, 1989; Ur, 1996; Head and Taylor, 1997; Freeman, 2001). To increase the effectiveness of these observations, the trainees suggested the use of checklists, conducting meetings with the peers after the observation to exchange ideas, and observing other trainees on a frequent basis.

The last component investigated with this research question was mainly about the feedback the trainees receive for their TPs and assignments, and their relationship with the teacher trainers. Regarding the feedback, the results of the study showed that the trainees had some concerns about the value and the type of feedback they receive from the teacher trainers. Some of the trainees claimed that they did not get detailed constructive feedback after the TPs. They mostly complained that the feedback they received usually was vague, and it was not clear for them what specific aspects of the observed lesson needed improvement. They openly expressed their need for more specific and explanatory feedback after the teaching practices. Similarly, the trainees also considered the feedback they got for the assignments as unsatisfactory. Their discontent mostly resulted from the fact that the teacher trainers focused more on their writing skills than the content of the paper and the ideas expressed in it. It was clear from the trainees' responses that they do not want the trainers to evaluate their work for language mistakes, but for the reflections in the paper because that is what they think should be the real aim of these assignments. On the other hand, considering the responses given to the questions about the rapport between the trainers and the trainees, the

study yielded positive results. In general, the trainees were quite happy with their rapport with their trainers. However, they also indicated some issues which they think should be considered for improvement. They think that the trainers should try to be more flexible and open to criticism in order to establish an environment where two-way communication is possible. Another issue was about the trainers' attitude towards the trainees. Some trainees expressed their wish to be treated like real colleagues rather than students.

The third sub question addressed the issue of whether the trainees could transfer what they gained from the training program to their actual classrooms. The responses of the trainees revealed two different answers to this question. The trainees from the DBE mostly agreed that what they learned in this program is quite useful and they could apply what they have learned in this training period. They mentioned the transferability of skills like giving feedback to learners, evaluating student performance or lesson planning. However, the trainees from the DML are not that optimistic about the transferability of what they covered in the program to their practices in their actual classrooms. They attribute this to the in-service program's covering the skills which are more applicable to the DBE settings. They indicated that they needed to work on teaching ESP and how to teach more advanced language skills to freshman or sophomore students. Although they added that the second term of the program addressed these needs to some extent due to the increase in the number of workshops which they prepared according to their own needs, they still thought that more relevance to the DML needs should be achieved.

The last question in this part dealt with the trainees' overall satisfaction with the program. Trainees' answers demonstrated that they are satisfied with the program in general and they would recommend it to the next years' newly hired teachers. They maintained that especially the practicum component of the program contributed a lot to their development as a teacher. Some of the trainees suggested that the ones who are partially attending the program because of their similar previous training should be able to choose the sessions they want to attend in order to increase the effectiveness of the program for them. In general, the trainees who participated in the program were found to be satisfied with it.

5.2.2. Do teachers who are not currently participating in the new teacher training program of the SFL need training?

The second research question of the study investigated the experienced teachers' opinions about the training program and whether they need in-service training to improve themselves. The experienced teachers' responses to the Likert type items in the questionnaire revealed a low need for almost all items. In the experienced teacher questionnaire, the highest mean score (M=2.56) was found for item 37, *developing an awareness for different means of assessment (project, essay, portfolio, etc.)*, which is the only item showing a high degree of need. The experienced teachers reported a low degree of need in relation to all the other items about teaching methodology and techniques, classroom management, planning lessons, teaching the skills, evaluation and assessment, and teacher development. This might be due to the fact that most of the teachers who filled in the

questionnaire participated in a similar program previously, and therefore, do not feel the need to do it again. However, most of them indicated that they believe in the necessity and usefulness of attending such programs for professional development.

Another research question about the experienced teachers was designed to investigate whether they want to contribute to the teacher training program. Their responses to the questions showed that most of the teachers lacked information about the current training program. Half of the experienced teachers expressed their willingness to contribute to the program by preparing and hosting sessions, doing research, preparing materials or in any other way. However, the other half indicated that they did not want to take part in the program because of heavy work load, not having time due to graduate studies or not feeling competent enough.

5.2.3. What are the needs of the teacher trainers?

The last research question of the study looked at the training program from the teacher trainers' perspective. Firstly, the teacher trainers' qualifications and experience were investigated. As previously discussed in the third chapter of this thesis, the trainers are all experienced teachers who have been working in the SFL for at least more than a year. The all have the necessary training to be a teacher trainer because they attended several teacher training programs in Turkey and abroad and completed their MA studies previously. Moreover, the questionnaire responses showed that they feel highly responsible for their job and that they like to work with the trainees for their development as a language teacher. In order to achieve this,

they try to use the feedback they received from the trainees, and they work on their self-improvement through the national and international conferences and programs they attend. The data gathered from the trainees also supported the finding that they are qualified to be teacher trainers. Therefore, their qualifications and experience were considered suitable for the teacher training position.

The second sub question related with the teacher trainers looked into their opinions regarding how effective the training program is in terms of its aims, content, methods and evaluation procedures. The responses of the trainers clearly demonstrated that they find the current training program very effective. In general, their responses showed that they are happy with the components of the program such as teaching practices, workshops, the portfolio, peer observations and the sessions. They maintained that the program successfully meets individual needs of the trainees and does not need any major change or improvement. However, they agreed with the trainees that the number of the assignments could be decreased and more workshops could be added to the program. In terms of the content of the sessions, the trainers also agreed with the trainees in that some of the sessions repeat previously covered material and cause redundancy. Therefore, they suggested moving some of the sessions to the pre-service training because they would form the basis for what is covered later in the in-service training.

Although the trainers are highly satisfied with the existing program, they still think that a lot more can be done to increase the effectiveness of the program. One of the most important issues they outlined is the lack of communication among the Teacher Education Department (TED), the SFL administration and

the SFL staff. According to the trainers, the in-service teacher-training program would be much more successful and effective if the administration and the experienced teachers believe in the program and support it. They want the TED to be considered as a part of the SFL rather than a separate entity and to be supported by the administration in any way possible. Especially, they want the administration to create opportunities for the trainers to improve themselves professionally by attending seminars, workshops, and training programs.

Moreover, they indicated that the in-service program could be extended to other teachers who have been working at SFL so that the experienced teachers would understand the role of the TED and support the program accordingly. In order to strengthen the ties with the DBE and DML, the trainers also expressed their willingness to take part in other studies in these departments and be of help to the committees carrying out these studies such as the curriculum committee. In this way, they believe that they can reflect the changes and the departments' and administrators' needs from the new teachers in their training program.

5.3. Implications of the Study

The study of the in-service teacher training program in the SFL showed that the program needs certain modifications according to the data collected from three groups of participants. Thus, this section will briefly give suggestions considering each group of participants and the administration in addition for the necessary improvements.

5.3.1. Suggestions about the Trainees

1.   The aims of the in-service teacher training program should
      be explained clearly in the pre-service for the newly hired
      teachers at SFL. These teachers should be well informed of the
      content of the program and the rationale behind. Since some
      of the trainees may be in their first year of teaching, they
      should be informed about how the program will support them
      in their first year.

2.   SFL in-service teacher training program addresses teachers
      from two departments. While the DBE students are to learn
      general English to pass the proficiency exam, the DML
      students should focus on advanced skills and academic English
      for their ongoing education and future profession. Thus, the
      teachers of these two departments have different needs, and
      the program content should reflect issues relevant to both
      groups and/or there should be a balance between the sessions
      appropriate for DBE and those for DML. Moreover, attending
      sessions together may help both groups to see each other's
      teaching approach and may enable collaboration between the
      two departments.

3.   The aims and objectives of each component of the
      program- teaching practices with pre and post conferences,
      assignments, portfolios and peer observations- should be
      clarified. Moreover, the feedback forms and the evaluation
      criteria of these components should be presented to trainees
      beforehand. Using two observers for the TPs and two markers
      for the assignments might be useful for interrater reliability.
      Furthermore, each teaching practice and peer observation
      should have one teaching/learning focus, which may help the

trainees to specify their lesson plan and their observation, which may help to collect and to discuss data. In addition, it would also be helpful for them to have a pool of subjects or articles for the assignments, from which they may choose to write a paper and share with the other trainees.

4.   Since attending the in-service teacher education program is a requirement for the newly hired teachers, the criteria for partial training should be defined and the sessions that the partial trainees will attend should be determined in collaboration with the departments and the trainees. Hence, the trainees who had already taken a similar in-service program in their former institutions can still benefit from the SFL in-service program according to their needs as language teachers in general and newly hired teachers in particular.

5.3.2. Suggestions about the Experienced Teachers

5.   In-service teacher training can be extended to teachers who have been working in the same institution over the years as teaching is very much open to development due to recent findings, current trends, curriculum renewals, material modifications, evaluation results and institutional reforms. Therefore, the in-service teacher education program may be reorganized or expanded to appeal to the needs of all teachers working in the same institution eventually, which should go hand in hand with the other units of the department such as testing or materials development units.

6.   The role the experienced teachers can play in the training program (peer observations) should be well defined. Although the trainees are not allowed to give feedback to the teachers

they observe, the experienced teachers should also be informed of the peer observation tasks in general. Besides, they should be ensured that the peer observations do not focus on personal information.

7. The experienced teachers should be given opportunities to participate in sessions or workshops, through which the communication among multiple parties (trainer, trainee, experienced teachers) of the same institution would be established and improved. Thus, some of the training sessions can be open to all department members on a voluntary basis.

5.3.3. Suggestions about the Teacher Trainers

8. The rapport with the trainees is the core element of the in-service programs as the trainers have the roles of a guide and a model. Thus, as they give feedback to the trainees, they should be flexible and open to suggestions and improvement as well. It should always be kept in mind that the trainees are also teachers of English; therefore, the trainers may convince the trainees that the training program aims to enhance their qualifications.

9. The trainers should consider individual needs, interests and qualifications of the trainees when designing the in-service teacher training program. As England (1998) also maintains, more trainee involvement can be guaranteed by integrating the participants in the decisions about the content, implementation, and the evaluation of the program. Thus, when the new teachers are hired at the end of June or in the pre-service program in August, a questionnaire can be given to newly hired teachers in order to learn the above points to

design, to organize and/or to adapt the content of the in-service training program. Moreover, the program should be open to change throughout the term according to the feedback given by the trainees.

10. The evaluation process should be an integrated part of the training program. The aims of the training program should be reconsidered with the administration every year according to the evaluation of the previous year and the goals of the coming year. The trainers should not only use trainee feedback to improve the program, but they should observe each other and give feedback as well.

5.3.4. Suggestions about the Administration

11. The administration should have a supportive role in favor of the trainers and trainees to make the program recognized by the other members of their institution who are the experienced teacher group of this study. Besides, it would be valuable for the program, if the administration gave opportunity to its teacher trainers, to attend national or international workshops, conferences and/ or seminars; to subscribe to journals or to purchase books on teacher education. Moreover, guest speakers from abroad or from other institutions that have been conducting in-service teacher training programs can be invited to give workshops or seminars to the trainers and/or to join the training program as a trainer for an academic term.

12. Lastly, hiring, positioning and discharging teacher trainers should be based on specified and detailed criteria for quality management and the protection of employee rights. The

trainers and also the trainees should all know that the administration naturally has a controlling role over the program; while it should never be discouraging.

5.4. Limitations of the Study

The first limitation of this study is that the results obtained from this study cannot be generalized to other contexts. The study was conducted in the School of Foreign languages, Middle East Technical University. Therefore, the findings of this study only reflect the characteristics of the in-service training program implemented in this institution and may not be true for similar training programs in other institutions.

Secondly, the number of the participants may be considered low for such a study. Although all the trainees and the teacher trainers who took active part in the training program participated in the study, the same participation rate was not achieved with the experienced teachers. Only 45 experienced teachers from a population of 228 teachers returned the questionnaire. This low response rate may result from the fact that the questionnaires were administered at the end of the first term and because of that reason teachers may have forgotten about the questionnaires due to their heavy work load at the end of the term despite the reminders that were sent in the form of memorandums. Therefore, the experienced teachers who participated in this study may not be a true representative of the real population of experienced teachers.

Another limitation of the study may be about the type of questions used in the questionnaires. The instruments included both closed-ended and open-ended items in order to collect

detailed information. However, the high number of open-ended questions especially in the experienced teacher questionnaire may have discouraged the participants from giving detailed and explanatory answers.

Moreover, it would have been better if the researcher could have observed some of the input sessions and some of the trainees' actual classes to have a more concrete idea about the effects of the training program on their performance.

5.5. Suggestions for Further Research

This study investigated the in-service teacher training program at METU and aimed to explore the needs of the three groups of participants and the trainees' satisfaction level at the end. The results showed that the trainees were not satisfied with some of the components of the program. Therefore, further studies could be conducted to explore what causes lack of satisfaction specifically and what the trainees actually need to be satisfied. The study could also be conducted with larger number of participants to acquire more accurate results.

Another study may be conducted to include the opinions of the administrators of the DBE, DML, and the SFL in the findings. I this way, the administration's needs and requirements from the Teacher Education Unit and the newly hired teachers could be clarified.

This study may also be carried out with other teacher training programs in other institutions. Therefore, the results obtained from this study can be compared with those from different institutions to see whether contextual differences influence the participants' needs and perceptions.

REFERENCES

Abdal-Haqq, I. (1989). The influence of reform on in-service teacher education. ERIC Clearinghouse on Teacher Education, Washington DC. (ERIC document reproduction service no: ED 322147).

Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R.K. Johnson (Eds.), The second language curriculum. (pp.48-62). Cambridge: Cambridge University Press.

Breen, M., Candlin, C., Dam, L., Gabrielsen, G. (1989). The evolution of a teacher training Program. In R.K. Johnson (Ed.). The second language curriculum. (pp.111-135). Cambridge: Cambridge University Press.

Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In R.K. Johnson (Eds.), The second language curriculum. (pp.63-78). Cambridge: Cambridge University Press.

Brown, J.D. (1995). The elements of language curriculum. Boston: Heinle & Heinle Publishers.

Brown, R. (2000). Cultural continuity and ELT teacher training. *ELT Journal, 54*, 227-234.

Burns, A. (1992). Practical reflections in teacher in-service training. *The Teacher Trainer, 6*, 19-20.

Centre for Educational Research and Innovation. (1998). Staying Ahead: In-service training and teacher professional development. Paris: OECD publications.

Craft, A. (2000). Continuing professional development. London:RoutledgeFalmer.

Dubin, F. & Wong, R. (1990). An ethnographic approach to inservice preparation: The Hungary file. In J.C. Richards & D. Nunan (Eds.). Second language teacher education (pp.282-292). Cambridge: Cambridge University Press.

England, L. (1998). Promoting effective professional development in English language teaching. *Forum*, *36*, 18-27.

EURYDICE (1995). In-service training of teachers in the European Union and the EFTA/EEA countries. Brussels: EURYDICE.

Freeman, D. (1982). Observing teachers: Three approaches to in-service training and development. *TESOL Quarterly, 16*, 21-28.

Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language education. *TESOL Quarterly, 23*, 27-45.

Freeman, D. (2001). Second language teacher education. In R. Carter, & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages(pp. 72-79). Cambridge: Cambridge University Press.

Fullan, M. (1982) *The meaning of educational change*. 2nd ed. London: Cassell.

Gautam, V. (2001). Teacher training: Need for reform and thinking. Retrieved October 3rd, from http://www.un.org.in/JANSHALA/aprjun01/teachtrn.htm

Goldstein, I.L. (1989). Training and development in organizations. San Francisco: Jossey and Bass Publishers.

Graves, K. (2000). Designing language courses: A guide for teachers. Boston: Heinle & Heinle Publishers.

Hawley, W.D.; Rosenholtz, S.J.; Goodstein, H.; Hasselbring, T. (1984). Good schools: What research says about improving student achievement. *Peabody Journal of Education, 61*, 1-178.

Head, K. & Taylor, P. (1997). Readings in teacher development. Oxford: Heinemann English Language Teaching.

Hiep, P. H. (2001). Teacher development: A real need for English departments in Vietnam. *The English Teaching Forum, 39*, 31-33.

Hutchinson, T. & Waters, A. (1987). English for specific purposes: a learning-centered approach. Cambridge: Cambridge University Press.

Ilyushina, M. (1997). Perceived needs and wants in INSET provision:A study of the professional needs of teachers and the attitudes of trainers to INSET provision in St. Petersburg, Russia. *ELTED, 3*, 1-30.

James, P. (2001). Teachers in action: Tasks for in-service language teacher education and development. Cambridge: Cambridge University Press.

Jarvice, G. & Smith, B.O. (1980). A design for a school of Pedagogy. Washington, D.C.: US Government Printing Office.

Kaufman, R. (1995). Mapping educational success: strategic thinking and planning for school administrators. California: Corwin Press Inc.

Koç, S. (1992). Teachers-on-line: An alternative model for in-service teacher training in ELT. In A. Daventry & A.J. Mountford & H. Umunç (Eds.). Tradition and Innovation: ELT and teacher training in the 1990s. Ankara: British Council.

Lange, D.L. (1990). A blueprint for a teacher development program. In J. C. Richards & D. Nunan (Eds.), Second language teacher education. (pp. 245-268). Cambridge: Cambridge University Press.

Lansdowne, S.C., Jennings, P.L. (1981). A levels of involvement approach to in-service training. *The Personnel and Guidance Journal, 59*, 275-278.

Larsen-Freeman, D. (1983). Training teachers or educating a teacher. In J.E. Alatis, H.H. Stern & P. Stevens (Eds.), Georgetown University Round Table on Languages and Linguistics 1983 (pp. 264-274). Washington, DC: Georgetown University Press.

Mariani, L. (1979). Some guidelines for teacher training programs. In. S. Holden (Ed.), Teacher training. (pp. 73-78). Hong Kong: Moorgate Typesetting Company Ltd.

Murdoch, G. (1994). Practicing what we preach: A trainee-centered approach to inservice training. In T. Kral (Ed.), Teacher development: making the right moves (pp. 49-56). Washington, D.C: English Language Division, United States Information Agency.

Pacek, D. (1996). Lessons to be learnt from negative evaluation. *ELT Journal, 50*, 335-343.

Pennington. M. C. (1989). Faculty development for language programs. In R. K. Johnson (Ed.). The second language curriculum. (pp.91-110). Cambridge: Cambridge University Press.

Richards, J. C. (1990). The dilemma of teacher education in second language teaching. In J. C. Richards & D. Nunan (Eds.), Second language teacher education. (pp. 3-15). Cambridge: Cambridge University Press.

Richards, J.C., Nunan, D. (1990). Second language teacher education. Cambridge: Cambridge University Press.

Roberts, J. (1998). Language teacher education. London: Arnold Publishing Company.

Roe, P.J. (1992). Career pathways for teachers: The way ahead. In A. Daventry & A.J. Mountford & H. Umunç (Eds.). *Tradition and Innovation-ELT and teacher training in the 1990s*. Ankara: British Council.

Sabri, K.S. (1997). In-service teacher training programmes: The case of Palestine. *British Journal of In-service Education, 23*, 113-118.

Smith, C.E. (1989). Needs assessment guide. Tennessee: Department of Education.

Spratt, M. (1994). English for the teacher. Cambridge: Cambridge University Press.

Stern, H.H. & Strevens, P. (1983). Georgetown University Round Table on Languages and Linguistics 1983 in retrospect. In J.E. Alatis, H.H. Stern & P. Stevens (Eds.), Georgetown University Round Table on Languages and Linguistics 1983 (pp. 264-274). Washington, DC: Georgetown University Press.

Ur, P. (1992). Teacher learning. *ELT Journal*, *46*, 1-124

Ur, P. (1996). Teacher training and teacher development: Is there really a difference? A paper presented at International Conference on Teacher Training and Teacher Development at Bilkent University, Ankara.

Wajnryb, R. (1992). Classroom observation tasks: A resource book for language teachers and trainers. Cambridge: Cambridge University Press.

Wallace, M. J. (1991). Training foreign language teachers: A reflective approach. Cambridge: Cambridge University Press.

Waters, A. & Vilches, M.L.C. (2000). Integrating teacher learning: the school-based follow-up development activity. *ELT Journal, 54*, 126-134.

Widdowson, H. (1983). Learning purpose and language use. Oxford: Oxford University Press.

Woodward, T. (1991). Models and metaphors in language teacher training. Cambridge: Cambridge University Press.

Wolter, B. (2000). A participant-centered approach to INSET course design. *ELT Journal, 54*, 311-318.

APPENDICES

APPENDIX A

FIRST QUESTIONNAIRE for the
PARTICIPANTS of the In-SERVICE TEACHER TRAINING PROGRAM in the SFL

The purpose of this questionnaire is to collect data for the evaluation of the in-service teacher training program at the School of Foreign Languages within the framework of the SFL curriculum renewal and evaluation project. All individual responses will be kept strictly confidential. Therefore, honest responses will be highly appreciated.

PART I: GENERAL INFORMATION

1. ☐ Native Speaker   ☐ Non-native Speaker

2. <u>Age</u>:   ☐ 20-29   ☐ 30-39   ☐40-49   ☐50 +

3. <u>Degree</u>:   <u>Institution & Department</u>

   ☐ BA   ☐BS

   _____

   ☐ MA   ☐MS

   _____

   ☐ Ph. D

   _____

4. Which department are you working at?

   Department of Basic English ☐   Department of Modern Languages ☐

5. Years of experience as an English teacher: _____ year(s) and/ or _____ month(s).

6. Which learner group(s) have you taught before?

☐Young / very young learners (below 14 yrs.)   for _____ year(s)

☐High school learners (14-18 yrs.)   for _____ year(s)

☐University students (over 18)   for _____ year(s)

☐Learners who are working   for _____ year(s)

☐Other (please specify)_____   for _____ year(s)

☐ None

7. Have you attended any other in-service teacher training program(s)?

    YES ☐   NO ☐

If yes, please name it/them:

_____

_____

_____

_____

PART II: NEWLY HIRED TEACHER NEEDS

Below is a list of skills and abilities related to teaching English as a foreign language. Please, for each item, indicate **<u>your degree of need</u>** as a newly hired teacher at SFL.

A. General methodology and teaching techniques	very low	low	high	very high
1. gaining knowledge of the aspects of language necessary for the teaching profession				
2. being able to choose from a variety of methods and techniques in ELT to teach certain point				
3. being able to teach at different proficiency levels				
4. identifying learner needs				
5. teaching appropriately to different learner needs.				
6. analyzing language in terms of form, meaning and function				
7. providing sufficient practice opportunities for students				
8. encouraging and supporting learners in their attempt to learn English				
9. monitoring learners' oral and written use of English				
10. participating in informal conversation with learners				
11. using intonation, stress and rhythm to achieve intelligibility and effect				
12. making up and telling stories for classroom purposes				
13. facilitating learning				
B. Classroom Management	very low	low	high	very high
14. managing classes effectively				

15. giving clear instructions to students				
16. coping with problem students				
17. organizing class activities (pair work, group work…etc.)				

C. Planning Lessons	very low	low	high	very high
18. planning lessons effectively				
19. implementing lesson plans				
20. preparing contingency plans for unexpected problems				

D. Teaching the Skills	very low	low	high	very high
21. presenting a structure or function				
22. teaching vocabulary				
23. developing students' reading skills				
24. developing students' writing skills				
25. developing students' speaking skills				
26. developing students' listening skills				
27. adapting and carrying out listening activities				
28. adapting and carrying out speaking activities				
29. adapting and carrying out reading activities				
30. adapting and carrying out writing activities				

E. The use of Teaching Resources	very low	low	high	very high
31. being able to use classroom materials appropriately				
32. being able to adapt and supplement extra materials appropriately				
33. selecting, adapting and writing texts for learning				
34. effectively making use of technology in class (i.e.: video, cassette player …etc.)				
35. using audio-visual aids (i.e.: posters, realia, recordings…etc.)				
36. using songs and drama in lessons				

F. Evaluation and Assessment	very low	low	high	very high
37. developing an awareness of different means of assessment (project, essay, portfolio,… etc.)				
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
39. being able to evaluate learner progress				
40. being able to give appropriate feedback to learners				
41. using different techniques for error correction				
42. selecting, adapting and writing texts to assess students				

G. Teacher Development	very low	low	high	very high
43. identifying personal needs in order to further develop as a professional				
44. reflecting on my own performance in order to further develop as a professional				
45. collaborating and sharing ideas with other professionals				
46. improving my knowledge of phonology in English				
47. improving my knowledge of grammar in English				
48. improving my knowledge of vocabulary items in English				
49. improving my knowledge of written and spoken discourse in English				
50. improving my communicative competence in English				

PART III: IN-SERVICE TEACHER TRAINING PROGRAM

1. What are the 3 aims of an in-service teacher training program?

2. What should be the 3 aims of an in-service teacher training program?

3. What should be the qualifications of a teacher trainer?

4. What should be the attitude of the teacher trainers towards the trainees?

Thank you for filling in our questionnaire.

APPENDIX B

SECOND QUESTIONNAIRE for the

PARTICIPANTS of the In-SERVICE TEACHER TRAINING

PROGRAM in the SFL

PART I: PROGRAM SATISFACTION

Below is a list of skills and abilities that are aimed at in the in-service teacher training program Please indicate **your degree of satisfaction** for each item considering the training you have completed at SFL.

A. General methodology and teaching techniques	very low	low	high	very high
51. gaining knowledge of the aspects of language necessary for the teaching profession				
52. being able to choose from a variety of methods and techniques in ELT to teach certain point				
53. being able to teach at different proficiency levels				
54. identifying learner needs				
55. teaching appropriately to different learner needs.				
56. analyzing language in terms of form, meaning and function				
57. providing sufficient practice opportunities for students				
58. encouraging and supporting learners in their attempt to learn English				
59. monitoring learners' oral and written use of English				
60. participating in informal conversation with learners				
61. using intonation, stress and rhythm to achieve intelligibility and effect				
62. making up and telling stories for classroom purposes				
63. facilitating learning				
B. Classroom Management	very low	low	high	very high
64. managing classes effectively				
65. giving clear instructions to students				
66. coping with problem students				
67. organizing class activities (pair work, group work…etc.)				
C. Planning Lessons	very low	low	high	very high
68. planning lessons effectively				
69. implementing lesson plans				
70. preparing contingency plans for unexpected problems				
D. Teaching the Skills	very low	low	high	very high
71. presenting a structure or function				
72. teaching vocabulary				
73. developing students' reading skills				

	very low	low	high	very high
74. developing students' writing skills				
75. developing students' speaking skills				
76. developing students' listening skills				
77. adapting and carrying out listening activities				
78. adapting and carrying out speaking activities				
79. adapting and carrying out reading activities				
80. adapting and carrying out writing activities				
E. The use of Teaching Resources	**very low**	**low**	**high**	**very high**
81. being able to use classroom materials appropriately				
82. being able to adapt and supplement extra materials appropriately				
83. selecting, adapting and writing texts for learning				
84. effectively making use of technology in class (i.e.: video, cassette player …etc.)				
85. using audio-visual aids (i.e.: posters, realia, recordings…etc.)				
86. using songs and drama in lessons				
F. Evaluation and Assessment	**very low**	**low**	**high**	**very high**
87. developing an awareness of different means of assessment (project, essay, portfolio,… etc.)				
88. being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
89. being able to evaluate learner progress				
90. being able to give appropriate feedback to learners				
91. using different techniques for error correction				
92. selecting, adapting and writing texts to assess students				
G. Teacher Development	**very low**	**low**	**high**	**very high**
93. identifying personal needs in order to further develop as a professional				
94. reflecting on my own performance in order to further develop as a professional				
95. collaborating and sharing ideas with other professionals				
96. improving my knowledge of phonology in English				
97. improving my knowledge of grammar in English				
98. improving my knowledge of vocabulary items in English				
99. improving my knowledge of written and spoken discourse in English				
100. improving my communicative competence in English				

PART II: IN-SERVICE TEACHER TRAINING PROGRAM

1.   Does the in-service teacher training program address individual needs? If yes, how? If no, why not?

2.   Are there any changes needed regarding the content, scheduling, and presentation of the sessions to improve the in-service program? If so, what are they?

3.   How do **TPs** contribute to the in-service teacher training? Are there any points that need improvement in the **TPs**? If yes, what are they?

4.   How do **portfolios** contribute to the in-service teacher training? Are there any points that need improvement in the portfolios? If yes, what are they?

5.   How do the **assignments** contribute to the in-service teacher training? Are there any points that need improvement in the assignments? If yes, what are they?

6.   How do the **workshops** contribute to the in-service teacher training program? Are there any points that need improvement in the workshops? If yes, what are they?

7.   How do the **peer observations** contribute to the in-service teacher training? Are there any points that need improvement? If yes, what are they?

8.   What do you think of the trainers' rapport with trainees considering the sessions, workshops and TPs (pre & post conferences)?

Thank you for filling in our questionnaire.

APPENDIX C

QUESTIONNAIRE for the EXPERIENCED TEACHERS at SFL

PART I: GENERAL INFORMATION

1. ☐ Native Speaker   ☐ Non-native Speaker

2. <u>Age</u>:   ☐ 20-29   ☐ 30-39   ☐40-49   ☐50 +

3. <u>Degree</u>:   Institution & Department:

   ☐ BA   ☐BS

   _____

   ☐ MA   ☐MS

   _____

   ☐ Ph. D

   _____

4. Which department are you working at METU?

Department of Basic English ☐   Department of Modern Languages ☐

5. Years of experience as a teacher of English: _____ year(s) and/ or _____ month(s).

Years of experience as a teacher at METU: _____ year(s) and/ or _____ month(s).

6. Have you attended any in-service teacher training course(s)?

   YES ☐   NO ☐

If yes, please name it/them:

7. If you have ever attended an in-service teacher training program, how did the program contribute to your development as a teacher?

8.   If you have ever attended the in-service teacher training program at METU, was it of any help to you in your teaching? If yes, how? If no, why?

9.   What opportunities can/should the institution provide for in-service teacher development?

PART II: METU IN-SERVICE TEACHER TRAINING

10.   What do you know about the content of the in-service teacher training program at METU?

11.   What do you think the aim of the in-service teacher training program at METU is?

12.   What aspects of teaching should the in-service teacher training program focus on more?

13.   Do you think the in-service teacher training program prepares new teachers for teaching at METU? If yes, in what ways?

14.	What are some of the qualities that a good teacher trainer should possess?

15.	Would you like to contribute to the in-service teacher training program? If yes, how? If no why not?

PART III: TEACHER DEVELOPMENT

Below is a list of skills and abilities related to teaching English as a foreign language. Please indicate **your degree of need** for in-service training for each item.

A. General methodology and teaching techniques	very low	low	high	very high
1. gaining knowledge of the aspects of language necessary for the teaching profession				
2. being able to choose from a variety of methods and techniques to teach certain points				
3. being able to teach at different proficiency levels				
4. identifying learner needs				
5. teaching appropriately to different learner needs.				
6. analyzing language in terms of form, meaning and function				
7. providing sufficient practice opportunities for students				
8. encouraging and supporting learners in their attempt to learn English				
9. monitoring learners' oral and written use of English				
10. participating in informal conversation with learners				
11. using intonation, stress and rhythm to achieve intelligibility and effect				
12. making up and telling stories for classroom purposes				
13. facilitating learning				
B. Classroom Management	very low	low	high	very high
14. managing classes effectively				
15. giving clear instructions to students				

	very low	low	high	very high
16. coping with problem students				
17. organizing class activities (pair work, group work…etc.)				
C. Planning Lessons	**very low**	**low**	**high**	**very high**
18. planning lessons effectively				
19. implementing lesson plans				
20. preparing contingency plans for unexpected problems				
D. Teaching the Skills	**very low**	**low**	**high**	**very high**
21. presenting a structure or function				
22. teaching vocabulary				
23. developing students' reading skills				
24. developing students' writing skills				
25. developing students' speaking skills				
26. developing students' listening skills				
27. adapting and carrying out listening activities				
28. adapting and carrying out speaking activities				
29. adapting and carrying out reading activities				
30. adapting and carrying out writing activities				
E. The use of Teaching Resources	**very low**	**low**	**high**	**very high**
31. being able to use classroom materials appropriately				
32. being able to adapt and supplement extra materials appropriately				
33. selecting, adapting and writing texts for learning				
34. effectively making use of technology in class (i.e.: video, cassette player …etc.)				
35. using audio-visual aids (i.e.: posters, realia, recordings…etc.)				
36. using songs and drama in lessons				
F. Evaluation and Assessment	**very low**	**low**	**high**	**very high**
37. developing an awareness of different means of assessment (project, essay, portfolio,… etc.)				
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
39. being able to evaluate learner progress				
40. being able to give appropriate feedback to learners				
41. using different techniques for error correction				
42. selecting, adapting and writing texts to assess students				
G. Teacher Development	**very low**	**low**	**high**	**very high**
43. identifying personal needs in order to further develop as a professional				
44. reflecting on my own performance in order to further develop as a professional				
45. collaborating and sharing ideas with other professionals				
46. improving my knowledge of phonology in English				

47. improving my knowledge of grammar in English				
48. improving my knowledge of vocabulary items in English				
49. improving my knowledge of written and spoken discourse in English				
50. improving my communicative competence in English				

Thank you for filling in our questionnaire.

QUESTIONNAIRE for the TEACHER TRAINERS at SFL

The purpose of this questionnaire is to collect data for the evaluation of the in-service teacher training program at the School of Foreign Languages within the framework of the SFL curriculum renewal and evaluation project. All individual responses will be kept strictly confidential. Therefore, honest responses will be highly appreciated.

PART I: GENERAL INFORMATION

1. ☐ Native Speaker   ☐ Non-native Speaker

2. <u>Age:</u>   ☐ 20-29   ☐ 30-39   ☐40-49   ☐50 +

3.   <u>Degree:</u>   <u>Institution & Department</u>

   ☐ BA   ☐BS

   _____

   ☐ MA   ☐MS

   _____

   ☐ Ph. D

   _____

4.   Which department are you working at?

   Department of Basic English ☐   Department of Modern Languages ☐

5.   Years of experience as an English teacher: _____ year(s) and/ or _____ month(s).

   Years of experience as an active teacher trainer: _____ year(s) and/or _____ month(s).

6.   Which learner group(s) have you taught before?

   ☐Young / very young learners (below 14 yrs.)   for _____ year(s)

   ☐High school learners (14-18 yrs.)   for _____ year(s)

☐University students (over 18)   for _____ year(s)

☐Learners who are working   for _____ year(s)

☐Other (please specify)_____for _____ year(s)

7.   Have you attended any in-service teacher training program(s)?

        YES ☐   NO ☐

If yes, please name it/them

_____

_____

8.   Have you attended any program(s) for teacher trainers? YES ☐   NO ☐

If yes, please name it/them

_____

_____

PART II: IN-SERVICE TEACHER TRAINING PROGRAM

9.   What are the aims of the in-service teacher training program?

10.   What are the primary needs of the newly hired SFL teachers at METU?

11.   How do you determine the content of the sessions?

12.   Does the SFL in-service teacher training program address individual needs? If yes, how? If no, why not?

13.   Are there any changes needed regarding the content, scheduling, and presentation of the sessions to improve the in-service program? If so, what are they?

PART III: TEACHING PRACTICES (TPs)

14.　　How do TPs contribute to the in-service teacher training?

15.　　Are there any points that need improvement in the TPs? If yes, what are they?

PART IV: THE PORTFOLIO

16.　　What is the role of the portfolio in METU in-service teacher training?

17.　　Are there any points that need improvement in the portfolios? If yes, what are they?

PART V: THE ASSIGNMENTS

18.　　How do the assignments contribute to the in-service teacher training?

19.　　How is the content of the assignments determined?

20.　　Are there any points that need improvement in the assignments? If yes, what are they?

PART VI: WORKSHOPS

21.　　How do the workshops contribute to the in-service teacher training program?

22.   Are there any points that need improvement in the TPs? If yes, what are they?

PART VII: PEER OBSERVATIONS
23.   How do the peer observations contribute to the in-service teacher training?

24.   What kind of feedback do the observed teachers receive after peer observation?

PART VIII: PROGRAM IMPROVEMENT
25.   How do you envision the future of the in-service program in the long run?

26.   Are there any major changes you would like to make in the program? If yes, what are they?

27.   What kind of contributions do you expect from the administration, your fellow trainers, teachers in the department and trainees to improve the in-service teacher training program?

28.   What do you need as a trainer for improving the in-service teacher training program?

29.   What contributions can the in-service teacher training unit make to the implementation of the current SFL curriculum?

Thank you for filling in our questionnaire

APPENDIX E

Group Interview Questions for the Trainees

I. Do you think the in-service teacher training program has achieved its aims?

II. Do you think your needs were addressed in the program? If no, why not?

III. Have you realized any specific effect of the program in your teaching or in your knowledge? If yes, what are they?

IV. What kind of improvements or changes are needed for a more effective program?

V. In the first questionnaire, you indicated some qualities of a teacher trainer: Do you think the following ones appeal to the trainers of the training program?

1. Open to new ideas	10. Give feedback in a professional manner	20. Active listener
2. Flexible	11. Motivating	21. Competent teacher
3. Willing to share experiences	12. Creative	22. Experienced in her field
4. Have a background in ELT theory	13. Constructive	23. Wide knowledge of training
5. Open to criticism	14. Helpful	24. Good communicator
6. Reflective	15. Enjoyable	25. Being friendly
7. Improve herself	16. Knowledgeable	26. Dedicated
8. To the point	17. Presentable	27. Objective
9. Anticipating the problems	18. Understanding	28. Well-prepared
	19. Patient	

VI. In the first questionnaire, you indicated how the attitude of the trainers should be: Do you think the following ones appeal to the trainers of the training program?

1. Supportive	9. Creative	17. Informative
2. Enthusiastic	10. Constructive	18. Unimpressive
3. Reflective	11. Helpful	19. Approachable
4. Open to change	12. Enjoyable	20. Democratic
5. Friendly	13. Knowledgeable	21. Flexible
6. Understanding	14. Open to criticism	22. Polite
7. Approachable	15. Objective	
8. Good communicator	16. Motivating	

VII. Do you think the trainers speak the same language? Do they need standardization in giving feedback, in observations and/ or in reading assignments?

VIII. What were the things that you were most happy with in the program?

IX. What were the things you were least happy with? Why?

X. Would you recommend this program to the newly hired teachers of the next academic year? Why? Why not?

For Non-Turkish teachers: Does program address the needs of the non-Turkish teachers?
For native speakers: Does the program address the needs of the native English speakers?

APPENDIX F

SAMPLE INTERVIEW

Interviewer: I want to start with some general questions about the goal of the program. The first one goes like this: "Do you think the in-service teacher training program has achieved its aims concerning the whole year?"

Trainee 1: "What were the aims?"

Interviewer: "What is your interpretation of the aims?"

Trainee 1: to help the participant adapt to the new department

Interviewer: Ok

Trainee 1: to improve their teaching skills and teaching repertoire

Trainee 2: may be to exchange ideas

Interviewer: So, do you think these were attained?

Trainee 1: yeah, we have adapted

Interviewer: Really! So what kind of opportunities does the program give so that you can adapt to the program?

Trainee 1: workshops and the TPs, I guess.

Trainee 2: I think this depends on the sessions we attended. For example, we just attended the required session and some of them were workshops   and especially those workshops were really helpful because we exchanged ideas and practical lesson plans. We presented our lessons, there were some demos and they were really helpful, but I think it depends on the session.

Interviewer: Apart from adapting to the department, what other positive aspects can you name?

Trainee 3: At the beginning, I thought it would be almost no benefit to me to attend the prep school sessions, but now when I look back some of them were may be helpful, mainly the one addressing our departmental needs.

Interviewer: How about sharing ideas repertoire, As I said?

Trainee 1: I think they were very helpful because we were active during the sessions, we were producing something, and all of us, I mean, including the teacher trainers, they really encouraged us during the workshops and other Tps, pre-conferences etc. We felt like we were producing something, that's why it was good.

Interviewer: Ok. Any other comments?

Trainee 1: In terms of workshops?

Interviewer: yeah

Trainee 3: They were really helpful. I think this program should be composed of, especially for people having done similar courses before, more productive and practical stuff.

Trainee 1: Rather than theory based. In the first semester they were generally theory-based, so it was a bit repetitive for us, but in the second semester we did presentations and all those workshops, and they were all productive.

Interviewer: What did the workshops include? For example, you said lesson plans. Did you just present lesson plans?

Trainee 2: Yeah, partially. We shared practical ideas.

Interviewer: Do you think your needs as newly hired teachers addressed in the program? So, apart from adaptation and practical activities what other needs were addressed?

Trainee 1: When I came here, I was teaching, but I was not a hundred percent sure that I was teaching in line with the department. After the TP presentation, I saw that what I

was doing was right, I was really happy, so I think that it was really necessary to get feedback from trainers. So, it was my need and it was met.