THE IMPACT OF IN-SERVICE TEACHER TRAINING ON CHANGE
AGENTRY ROLE OF TEACHERS AND THEIR CONTRIBUTION TO
SCHOOL IMPROVEMENT

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ABSTRACT

THE IMPACT OF IN-SERVICE TEACHER TRAINING ON CHANGE AGENTRY ROLE OF TEACHERS AND THEIR CONTRIBUTION TO SCHOOL IMPROVEMENT

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The aim of this study is to examine the role of teacher as agent for change in

the school environment after the provision of in-service teacher training.

Ministry of Education provides in-service teacher training in collaboration with

the International English Language Education Association (INGED- Turkish

acronym- for short) in order to keep English language teachers up to date and

adapt to the changing nature of the modern world. To what extent in-service

teacher training enables teachers perform as leaders, whether they act as agents

for change and more importantly whether teachers contribute to school

improvement are the areas that this study conducts a research on.

Qualitative research method was employed in this study. Data were collected

through interviews in two phases in the city of Çanakkale. Phase 1 took place

during the Ministry of National Education in-service teacher training seminar,

Phase 2 was after six months of the seminar. Sample in the first phase was

made up of 19 course participants, in the second phase the sample contained both 19 course participants and their 38 peers and 10 principals.

Findings revealed that some teachers who work in a more democratic school environment were enabled with their change agentry roles as their principals created a flexible institutional culture. However, teachers who work in more rigid and centralized work environment were not given the freedom for applying the ideas that they were encouraged through in-service teacher training. This shows that on the one hand even one shot in-service teacher education contributes to teacher development in building change agents by raising teacher awareness on her subject knowledge and role but on the other hand to practice leadership and change agent role very much depends on the school culture.

Key words: Leadership, change, change agent, school improvement, attitude to in-service teacher training.

ÖZ

HİZMET- İÇİ EĞİTİMİN ÖĞRETMENİN OKULDAKİ DEĞİŞİM AJANI ROLÜNE VE OKUL GELİŞİMİNE KATKISINI ARAŞTIRAN BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı, İngilizce öğretmenlerinin Milli Eğitim Bakanlığı ile

Uluslararası İngilizce Eğitim Derneğinin (INGED) işbirliği ile

gerçekleştirdikleri hizmet-içi eğitim semineri sonrasında değişim ajanı rolü

alarak okul gelişimine katkı verip vermediklerini, kendi mesleki gelişimleri

için seminerden sonra ne gibi çalışmalar yapmayı planladıklarını ve bu

planlarının ne kadarını gerçekleştirdiklerini araştırmaktır.

Bu çalışmada nitel durum araştırma yöntemi kullanılmıştır. İki aşamada

toplanan veriler Milli Eğitim Bakanlığının Çanakkale ilinde gerçekleştirdiği bir

eğitim semineri sırasında ve seminerden 6 ay sonra uygulanan görüşme yoluyla

elde edilmiştir. Çalışmanın örneklemi iki aşamalı olarak düzenlenmiştir.

Birinci aşamada seminere katılan 19 öğretmenle gerek seminer sırasında

gerekse seminer tamamlandıktan 6 ay sonra; ikinci aşamada yine aynı 19

öğretmene ek olarak onların okullarında çalışan 38 öğretmen, ve 10 okul yöneticisinden oluşmuştur.

Bulgular, daha demokratik bir okul ortamında ve esnek okul müdürleri ile çalışmakta olan öğretmenlerin değişim ajanı rolünü daha fazla üstlenebildiklerini göstermiştir. Buna karşın daha sıkı ve merkeziyetçi ortamlarda çalışan öğretmenlerin mevcut ortam nedeniyle hizmet-içi eğitimde öğrendiklerini uygulayamadıkları ortaya çıkmıştır. Hizmet-içi eğitim seminerinin seminer sırasında ve sonrasında öğretmenlerin özgüvenini arttırdığı saptanmıştır. Bilgi ve becerilerini geliştiren öğretmenlerin okullarında liderlik ve değişim ajanlığı rollerini uygulayabilmek için okul yönetimi ile iletişime girdikleri, diğer branşlardaki meslektaşları ile bilgi paylaşımı olanakları yaratma çabası gösterdikleri ortaya çıkmıştır. Öğretmenlerin çabalarının okul yönetiminin tutumu ile bire bir ilgili olduğu, okul kültürünün liderlik ve değişim ajanlığına destek olabildiği gibi engel de olduğu yönünde bulgular saptanmıştır.

Anahtar Sözcükler: Liderlik, değişim, değişim ajanı, okul gelişimi, hizmet-içi eğitime yönelik tutumu

To my husband Cem and daughters Gözem & İrem

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LIST OF ABBREVIATIONS

ELT = English Language Teaching

ITES/P = In-Service Teacher Education Seminar/Program

MEB = Milli Eğitim Bakanlığı (Ministry of National Education)

INGED = İngilizce Eğitimi Derneği (English Language Education Association)

MI = Multiple Intelligences

TX = Teacher X

P.T.= Peer Teacher

P = Principal

CHAPTER I

INTRODUCTION

This chapter consists of four sections. The first section provides a thematic and contextual background to the study. The second one introduces the purpose of the study. The third section discusses the significance of the study. Finally, the fourth section elucidates the limitations of the study before the key terms in the study are defined.

1.1. Background to the Study

For long, organisations are perceived as systems which transform inputs into outputs. However, Miller and Rice (1967) developed the socio-technical model of organisations with the thought that technical or task aspects are interrelated with human or social aspects. In addition, Miller and Rice theory emphasises that organisations have to be seen as open systems which are influenced by their environment. Being affected by environment all organisations are, to a certain extent, in an ongoing change as it is inevitable in order to survive, compete with the rival organisations and, grow (Armstrong, 1992, p.154). Kanter (1984) states that introduction to change is the responsibility of a manager, however, in order to implement change, an administrator should gain

the commitment of the teams that operate within the organisation. It has long been argued who should initiate change in schools, either principals or teachers or both as school is a social organisation. One of the most discussed and studied subjects of education however, is the act of teaching and learning. Weller (1971) claims that teaching in particular is a highly complex interaction of poorly specified and not much understood variables. School is a highly complex social organisation where all the stakeholders; teachers, students, administrators and parents are gathered together to bring up healthy, successful and happy generations. Even though it was explored extensively, successful teaching is always observed as a mystery and teacher is seen as the victim of failure. Hence, ongoing teacher education is provided in many parts of the world to enhance teachers' professional and personal qualities.

Turkish Ministry of National Education In-service Teacher Education Department for example, offers teachers in-service teacher training targeting all aspects of teaching to ensure quality education. For decades, the English language teaching profession has been searching for a single method, which is generalizable across varying audiences. It would also result in effective teaching and teachers have been seeking for "finely tuned programs that map the pathways to successful teaching" (Brown, 1994, p. 292). In this context, teacher is expected to play a number of roles while performing her profession in a constantly changing environment. Due to its role as world language, English language teaching has gained worldwide recognition and expectations from the English language teachers have increased as in the all other subject

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teachers. Therefore, English language teaching has been recognised as a profession and a field of education that is very dynamic with its new methodologies and techniques, which are developed in order to meet the demands of the changing world. No single method in Allen and Harley's terms, has been sufficient in itself to deal with the great variety of circumstances, types of learners, and levels of instruction that constitute foreign language pedagogy (Allen & Harley, 1992).

School is a social system due to the activities and interactions of members who serve the same purpose. One of the difficulties is the diversity of schools, for example private and state schools and the varieties of each school type i.e. public high schools in Turkey are classified as: Anatolian, state, multi-purpose, science, arts, superior or imam and preach, that is, seminary high schools. Taxonomic descriptions, comparing attributes of school types are lacking.

Basic assumptions have been made regarding public school systems as organisations. First, it is assumed that school systems are client-serving organisations; that is, they are social units with service function- the moral and technical socialisation of the young. One of the central goals of any school system is to prepare students for adult status, by training them in the knowledge and skills. Social systems set their goals according to their limits, for example, by giving varying weight to technical and moral socialisation, by spelling out content of socialisation, or for differentiated adult roles. Teachers' role in this highly complex system is perceived to be very crucial as students

are believed to be shaped by their teachers not only in the classroom but also in the school environment. In this context, teacher as an agent for change performs many roles consciously or unconsciously and enriches her repertoire through ongoing training provided (Ur, 1996).

Secondly, it is assumed that the role of structure of a school system contains a fundamental dichotomy between student and staff roles. The student role in Nadler's terms (1994, pp. 35-41) is a recruitment role; staff roles however, are achievement roles. School system is expected to bring all students to some minimal level of accomplishment. Staff members enter their roles voluntarily, on the basis of prior performance. These two chief roles are performed by administrators and teachers. Incentives are offered to teachers to the incumbents of these roles in addition, these roles are professionalized. To be a teacher, specialist training is required so to become a teacher has been licensed and at least potential expertise is demonstrated.

Where specialist training is provided, expertise and professional performance is expected. When professionalism is concerned, adaptation to change and innovations need to be considered. In Fullan's terms not only the administrators but also every educator must put effort to be a change agent (1993, p. 13) and teachers' role in change is unique in itself. Fullan (1993) argues that education needs to be examined and improved in order to sustain professional learning communities that could be created in schools. He proposes to do it at three levels due to the size of education system: They are

the school level, regional level and national level. He believes that learning communities at schools could be achieved by the ability of leaders who develop other leaders as key to success in education.

Organisations are staffed by people to attain certain goals (Akşit, 1998); therefore, competent people are attracted, recruited and their skills and knowledge are used for the institutional benefits. When educational institutions are concerned, school administrators, namely, principals or Ministry of National Education can be perceived as the body to introduce change and get teachers and academic staff to support and implement it. Successful schools share a number of attributes--good leadership, a common vision that makes a climate of learning the highest priority, teachers who use best practices, an effective accountability system, and parent involvement. An attribute less frequently discussed is the manner in which teachers and staff pursue their professional development. Would making the school a learning community- one that encourages teachers and staff to grow personally and professionally- benefit the students? Would provision of in-service teacher training help a school more likely become a learning community? To transform a school into a learning community, are teachers facilitated with new knowledge and are they encouraged to take active role not only in their teaching or professional development but also in school improvement? How could teachers practice their leadership roles? Fullan (1993) claims that an education leader needs to support the very best teachers encouraging them to take change agentry role in the school environment but are teachers aware of this role that they are

expected to perform? What are their perceptions regarding their roles in the classroom, in school environment and in community? Do in-service teacher training raise teacher awareness on the roles and expectations?

Effective change requires open mindedness and readiness to understand the feelings and positions of others since the norm is that the reality of other people's worlds is different from your own. As Colibaba (1995, p. 84) states "innovators have to address not just to the world they see but also to the world other people see." In this respect collaboration is one of the key concepts in educational institutions to achieve a common goal. Change managers need to understand the impact of change, get prepared to possible resistance, identify sources and reasons for resistance and how to overcome when resistance occurs, steps to be taken to accelerate change and finally how to introduce change.

According to Armstrong (1992) today's management require more thinking and less automatic response. Therefore, Ministry of Education aims to facilitate and develop a process where skills are improved, teaching body is empowered and change is introduced by the staff currently available to achieve educational goals of the state. Motivating teachers in schools by facilitating them with up-to-date knowledge and skills in their subject areas, and also, stressing the viewpoint which emphasises education as an instrument to enhance social change is considered an effective strategy in attaining the goals of education countrywide.

Teacher empowerment is one of the strategies employed by several educational organisations. This is enhanced not only by providing in-service teacher education but also assigning roles to perform and allocating responsibility (Daloğlu & Güçeri, 1995). As a result, needs of schools and society are met and leadership and change agent roles are exercised. One of the major aims of the Ministry of Education is to build agents for change by establishing sense of ownership to the need for innovations in educational reforms. Having qualified teachers in all subject areas, facilitating them with ongoing development opportunities and fine-tuning education into the changing needs and demands of society by the effort of these teachers is an ideal way of improving the quality of education. Such a system enables a bottom-up, on-going change process wherever implemented.

Administrators role is very complex as they are supposed to serve both to their interior (staff) and exterior (students) clients, however, as long as the perspectives of the parties are understood, all parties will serve for the same purpose and a collaborative accomplishment in team spirit can be achieved. An examination of these perspectives identifies whether there is a gap between what is intended to do that is the official curriculum, and what is believed to be the case. The wider the gap between school aims and what students actually experience might reflect a growing gap between script and performance, between assumed roles and the climate, ethos, delivery stystem in school assessed through the values and desires students bring from their various backgrounds.

Role of change agents in the innovation which is planned and deliberate with the intention of bringing about an improvement involves change in teachers' attitudes and practices. There comes the question of where teachers stand in the system, whether they perceive themselves as change agents. The meaning derives from the negotiation which has gone on between the agent's perception and understanding of change and that of receiver. What is the impact of inservice teacher education on raising teacher awareness regarding her change agentry role? Does teacher act as a leader in any project at school? Is she encoraged by the program s/he participates in?

As school is responsible for a uniform product of a certain quality and Ministry of Education recruits English language teachers who have a BA degree from the English Language Teaching departments of Education Faculties, or other educational departments of universities with English language teaching qualifications that is, pre-service requirement is met.

According to Larsen – Freeman (1985) high quality tuition is achieved only if and when pre and in-service teacher training is accommodated. However, BA degree is not enough to be an effective teacher in Freeman's (1982) terms and she defines it as a decision making process based on four constituents:

- Knowledge (the what of teaching, including subject matter, knowledge of students, of the socio-cultural and institutional context),
- Skills (the how of teaching, including methods, techniques and materials),

- Attitude (an effective stance towards self, activity, and others which link internal dynamics to external performances),

- Awareness (the quality of attention given to these- a trigger necessary for growth and change) (Freeman, 1982, p. 54).

Awareness and particularly teacher awareness on her role as agent for change in school system have vital importance in attaining educational goals. Brown states that the essence of successful teaching is " finely tuned programs that map the pathways to successful teaching." (1994, p. 292). Ministry of Education recruits qualified teachers to the state educational institutions and also keeps track of their performance by enhancing learning opportunities through in-service teacher training programs. Fine tuning in a sense needs to be achieved in order to adapt constant change that takes place worldwide.

Language teaching is very dynamic in nature and an effective teacher is supposed to be aware of these changes in teaching methods and approaches and reflecting it in her teaching. In recent years, parallel to methodological improvements in English language teaching a need for renewed focus on language education has been felt. Institutions seek for more effective systems to eliminate the dissatisfaction with the performance of teachers and students. When the issue is approached from a global perspective, it is possible to see that teaching and learning worldwide is changing dramatically because of the market forces and the competition. Students, teachers and administrators believe that education should offer them more than what it already does; for

example: employment, career development, quality learning, service, timeliness, and price.

In Turkey, with the initiation of private schools and the rise in the demands of the private sector for high quality employees, competition that has been encouraged by technological developments is tough. Thus, a progression is needed in order to provide quality education, so as to satisfy the market needs. One way of enhancing quality education requires continuous improvement (Richards & Lockhart, 1994) in a rigorous way and this is accomplished by pro-active teachers who both develop their academic performance and build their leadership skills by playing change agentry role as well. In addition, education needs to catch up with the changes in order to initiate positive, quality-focused, contemporary models (Scrivener, 1994). Therefore, Turkish Ministry of Education collaborates with professional institutions to provide ongoing support and professional development opportunities to its teachers to highlight the crucial areas of education.

English Language Education Association (ELEA), or with its Turkish acronym INGED, is highly effective as most of its members are involved in teaching pre-service teacher education in various universities of Turkey. Teachers are expected to be moral change agents in society and this role needs to be pursued explicitly and aggressively. Moreover, this role should start from organizational change (Fullan, 1993). However, the leadership of the top management may not necessarily initiate organisational change but it could

also be achieved bottom up and when this is accomplished, teachers'

"preferred future will come" (Block, 1987, pp. 97-8). According to

Lichtenstein, McLaughlin and Knudsen (1992, pp. 40-1) "expansion of teacher

knowledge plays a key role on teacher empowerment", as a result, teachers

perform their jobs in enthusiasm, confidence and authority. Knowledge that

empowers teachers is observed in three areas (Lichtenstein, McLaughlin and

Knudsen, 1992):

- Knowledge of professional community

- Knowledge of education policy

- Knowledge of subject area

It is subject area knowledge, which is improved in English language teachers

through in-service teacher training program, which is offered by INGED. By

enriching knowledge teachers grow professionally, gain confidence and

commit themselves to educational and social improvement. Fullan (1993)

stresses work commitment and collaboration as indispensable components of

change. Edge (1995) claims that positive change in teacher leads to

professional growth and more sharing and collaboration with other people.

1.2. Purpose of the Study

Ellis (1990) claims that input aims to provide new information and, in training

sessions, the way input is provided plays an important role when participant

intake is taken into consideration. However, according to Ellis (1990), intake

may or may not be reflected when output is concerned. Input for both the

trainer and the trainee is very complex since data, knowledge, concepts,

transmission, inspiration, shared experience and process is taken into account.

However, intake is hard to judge solely without the output due to its more

complex nature where planned aspects such as procedure, experience, content,

expectations and data, aspiration and awareness need considering. When

ITES/P (In-service Teacher Training Seminar/Program) and teachers' expected

change agent role is concerned, initial perceptions of teachers about the in-

service teacher training and obviously post input performance are the two areas

worth considering.

Nunan argues that evaluation of teacher performance and effectiveness in the

classroom is perceived as an integral part of the everyday life of teachers,

(1992, p. 184). Rea - Dickins and Germaine (1992) support Nunan by saying:

> Evaluation is a natural activity; something that is very much part of
> our daily existence. It is something that can be very formal or
> informal. It is also something that may not always be made explicit
> but may actually be undertaken unconsciously (p.4).

That is the reason why numerous studies are conducted to evaluate the impact

of in-service teacher training programs. The focus has been either on the input,

that is, the course content or the output, that is, how the program affects the

teaching of its graduates. There does not seem to be any research which

attempts to examine how a MEB-INGED Seminar affect teacher role as agent

for change, whether program participants practice leadership roles at schools,

whether this training leads teacher development to school improvement. Collins' (2001) leadership wheel shows how disciplined people build up disciplined thought which leads to disciplined action. An effective leader catalyses commitment to vision and standards by encouraging team member contribution to group objectives as it is perceived crucial in attaining goals in change. Collin's Discipline wheel in leadership can be adapted to school development by the leadership of teachers who participate in in-service teacher training seminars. The researcher has created Figure 1.1 in order to assemble the expectations from the teachers who participate in in-service teacher training seminars held in collaboration by Turkish Ministry of Education and INGED (English Language Teachers' Association in Turkey). However, the focus or problem here is whether this takes place after in-service teacher training is provided or not. School improvement wheel in leadership can be implemented in school development by the leadership of teachers who participate in in-service teacher training seminars as in the Figure 1.1.

Departing from this, the purpose of this study is to investigate the impact of ITES/P on the new role of the English language teachers, in terms of their performance as change agents, contribution to school development and attitude to professional development from the views of school administrators, teachers who attend the seminars and their peer teachers.

Leadership of disciplined, well trained and knowledgeable people

Building up disciplined thought, raising awareness in the subject matter and educational issues in school environment

Commitment to vision, achieving standards, getting member contribution to group objectives in attaining goals in change
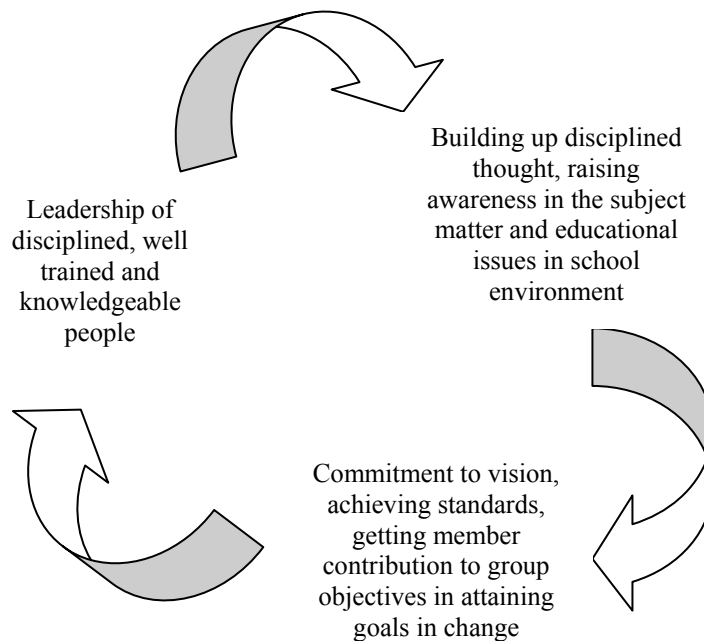
Figure 1.1. School improvement wheel

To reach this goal the research focused on the answers to the following question:

How and in what ways do teachers utilise their in-service teacher training knowledge that they gain to facilitate organisational change in their institutions?

In order to reach an in-depth understanding of the phenomenon, sub – questions which appear in chapter 3 were designed. These sub questions aimed to reveal explicitly the impact of in-service teacher training seminar on the change in participants' attitude to profession, professional growth, and contribution to school improvement.

1.3. Significance of the study

This study aims to collect data on the impact of ITEP/S on the perceptions, professional development and contribution to school improvement of English language teachers who attend the ITEP/S. What school administrators think about teachers' post program performance and their contribution to school improvement. Whether these teachers act as change agents in their schools after they complete the program. This is with a view to further developing the INGED in-service teacher training courses offered to Ministry of National Education (MEB- Turkish acronym) ELT teachers and exploring the need for follow up development in teachers' own contexts.

In-service INGED-MEB Teacher Training seminars have been held for many years. Teachers from all parts of the country are invited to a 5 day intensive training program/seminar named ITEP/S and a feedback form is distributed to evaluate the program at the end. However, these seminars have not been formally evaluated in terms of their contribution to school development, teachers' role as change agents and its contribution to teacher perceptions regarding her professional development.

This study enabled to collect data on school administrators' perceptions as well as teacher perceptions regarding the change agent roles and leadership roles of the participants. The researcher gathered data by communicating to the school

administrators and further analysed to what extent their expectations were met. In addition, how many teachers have participated in any further professional development activities such as leading in-house workshops, conducting classroom research or materials design projects were identified and the impact of in-service teacher training in terms of professional growth was evaluated.

England (1998) claims that viewing professional development as a coordinated effort and a life long process from the first day of an inservice teacher training (INSET) program enables more accountability with better instructional results. In addition, higher morale of teacher enables teachers perform roles which are significant in school improvement. England states that teacher attitude to INSET not only leads to individual teacher development but also enhances school improvement if/when teacher plays a change agentry role (1998).

This study is also believed to offer the opportunity to go beyond the content of the inservice teacher training and examine the outcome from teacher attitude to inservice teacher training, teacher development, change agentry role of teacher and school improvement.

Strevens (1980) stresses the role of English language in the world and highlights quality of English language teachers who need to be able to manage a wide range of teaching responsibilities as well as diverse learner needs. The researcher thinks that the findings of this study reveal the variety of responsibilities teachers perform while catering to learner needs.

Christison and Stroller (1997) emphasise the long and short term benefits of professionally designed INSETs in teacher learning and as a result how they change positively. England also stress that teacher role change means that teachers need more opportunities for continuing their education on the job. Whereas, meeting learner needs in the classroom means meeting teacher needs while preparing for the classroom as they both go hand in hand. The researcher investigated these aspects in a MEB & INGED inservice teacher training seminar. The researcher hoped that an analysis of teacher learning after an inservice teacher training seminar would provide insights into examining how effectively teachers performed as agents for change and contributed to school improvement.

In Turkey there are studies conducted on MEB & INGED in-service teacher training seminars and they evaluate seminar content however, it is hoped that this research study may be considered significant as it evaluates an intensive MEB & INGED in-service teacher training program from the point of view of the teacher as agent of change and leadership. The researcher hoped that in the process of becoming an EU member, Turkish education system is initiating some reform movements and MEB & INGED inservice teacher training programs could be revised according to the results of this research study.

1.4. Definitions of terms

The major terms that are used in this research are defined below.

ITEP/S is short for In-service Teacher Education Seminar/Program provided by the Ministry of Education in collaboration with INGED.

INGED is International English Language Teachers' Association in Turkey. INGED provides teacher educators to Ministry of National Education in-service teacher training seminars

Change agent is used for an individual who makes a difference in his environment in terms of new materials, new behaviour in practices and new beliefs in understanding (Fullan, 1993).

Leader refers to a committed, enthusiastic and energetic teacher who is full of ideas and hopes. Highly capable individuals make productive contributions to school development if their skills are used for school improvement (Evans, 1996).

Professional learning community enhances team spirit where collaborative culture is established, sharing, trust and support is provided. Team work is appreciated, joint action is taken and continuous improvement is achieved. (Edge, 1995)

School improvement refers to continuous improvement in school reaching every classroom that is, improvement in instruction by establishing a learning

community in school environment, providing teacher and learner development by restructuring, reculturing and retiming which leads to development in community (Purkey & Smith, 1982).

Role refers to the responsibilities individual teachers commit themselves (Fullan, 1993).

ELT refers to English Language Teaching

TEFL refers to Teaching English as a Foreign Language

TESL refers to Teaching English as a Second Language

Phase 1 & 2 Data collection during and after six months of the seminar

CHAPTER II

REVIEW OF LITERATURE

Ministry of National Education (or MEB for short is used in Turkish) is

responsible for the educational policy in Turkey and in collaboration with the

universities tries to ensure quality education country-wide. Board of Education

(an advisory organ directly tied to the minister) states the main aims and

objectives of the educational policy in its report as follows:

> The overall objective of education in Turkey is to raise the level of
> prosperity of the Turkish nationals and the Turkish society, on the one
> hand, and to support and accelerate economic, social and cultural
> development in national unity and integrity, on the other hand, for the
> eventual purpose of making the Turkish national a constructive,
> creative and distinguished member of the modern world. (Ministry of
> National Education 1995; p.8)

This brief definition reveals the fact that the essence of being a constructive,

creative and distinguished member of the modern world requires openness to

innovations in this constantly changing world. As Armstrong (1992) states, "all

organizations are affected by the environment" as a result they are, to a certain

extent, in a continuous change (p. 154). Miller and Rice (1967) claim that open

systems are highly influenced by their environment. School as a social system

is affected by the change enormously and teacher within this system is

described to be one of the most effective parties to help the educational system achieve its objectives. According to Kanter (1984) change needs to be initiated by a manager but its implementation requires team work. When school is concerned, teacher seems to be the key figure in achieving institutional change. Fullan (1994) argues that teacher should act as a leader, an agent for change, a decision maker and a contributor to school improvement rather than waiting for the administrators to take decision.

This chapter provides a review of literature with four main themes under which teacher leadership, change agentry role of teachers, school improvement and in-service teacher training are explored. The first section focuses on research studies and discussions on teacher leadership in education. The second section presents a review of the research studies in change agentry role of teachers. The third section looks at school improvement and discusses key principles of it. Finally, the fourth section briefly reviews the impact of in-service teacher training on teachers and school. It is believed that the reviews in these four sections will help establish the thematic background for the study. It will further support the need for exploring the role of in-service teacher training not only for its effect on instruction or its reflection on teacher and school development but also for highlighting the absence of similar studies on change agentry roles of English language teachers both at primary and secondary schools.

2.1. Teacher Leadership

First of all, it is crucial to identify the meaning of teacher leadership. Evans (1996) defines teacher leadership as maintaining an efficient and effective educational system. Its more developed definition is provided as: teacher leadership is not only necessary for the profession, but also it is crucial to educational reform efforts (Sergiovanni & Starrat, 1998; Fullan, 1994; Lieberman, 1992; Wasley, 1991). There are several other discussions about teacher leadership. Evans (1996), for example, focused on the maintenance of an efficient and effective educational system. During this period of teacher leadership, roles as department head, head teacher, master teacher or union representative were created for teachers and their performance was observed and evaluated accordingly. Even though leadership was aimed at, the focus was on the efficiency and effectiveness of the system but not the instructional leadership. Frymier (1987, p. 9) criticises this view as he thinks teachers are neutered by bureaucratic routinisation of teaching and learning and this approach views teachers as deskilled workers and students as uniform products.

Due to the 'neutering' type of limitations, Wiggenton (1992) put forward a second wave of teacher leadership and this acknowledged the importance of teachers as instructional leaders, therefore, created posts as curriculum developer, team leader, staff development positions for teachers with the belief that they were closer to instructional leadership role. In this period teachers

were moved away from managerial burden toward their pedagogical expertise, however, still they were far from leadership positions. According to Darling-Hammond (1998) and Shulman (1987), an unanticipated outgrowth of this movement occurred and it was 'remote controlling' of teachers. Those teachers who are assigned two roles began creating prepackaged material for classroom teacher. The shortcoming of this approach was, teachers were assigned to these posts by school administration. Moreover, Colibaba (1995) realised that curriculum could never be 'teacher proofed' even if it was created by teachers and this was presented as one of the weaknesses of the second wave.

The third wave of teacher leadership emerged from the weaknesses of the second order teacher leadership. Salter (2003) defines leadership by saying that:

> ...an essential part of being a leader is being a good
> teacher...Giving orders is not teaching; that is dictating. What do
> great teachers do that you should be doing in your role as a leader?
> (p. 4)

Salter compares a good teacher with a great teacher by saying that the difference between them is not expertise, but it comes down to passion which is passion for teaching. Moreover, in leadership, listening, caring about others, risk taking, studying students, providing a reliable and safe learning environment, clarity in instruction, and asking good questions are also stressed.

According to a research Barth conducted, teachers see themselves as 'just a teacher' by pointing to the principal's office as where the leader is located

(Barth, 2001a). No more than 25% of teachers see themselves as leaders even in reform minded schools. At this stage it is highly important to explain what is meant by teacher leadership. Barth (2001a) suggests 10 areas in which teacher leadership is essential to the health of a school:

1) Setting standards for student behaviour;

2) Choosing textbooks and instructional materials;

3) Deciding whether students are tracked back into special classes;

4) Designing staff development and in-service programs;

5) Setting promotion and retention policies;

6) Deciding school budgets;

7) Evaluating teacher performance;

8) Selecting new teachers; and

9) Selecting new administrators.

10) Shaping the curriculum (p. 447).

Moreover, a teacher is supposed to be an equally 'decisive element' in Barth's (2001a, p. 249) terms. He states that even though some teachers are 'sleepy' within the school and some are 'yes, but...' people, all teachers have capacity to lead their schools down to a more positive path. That is, all teachers have

their schools' hidden capacities which enable them to lead. Teachers'
leadership capabilities are said to be so powerful that not only their inner drive
but also relevant skills, which they develop, and talents they have enable them
to lead. Leadership capabilities of teachers are waiting to be discovered and
engaged for the good of the school. In the United States since 'Nation at Risk'
policy was initiated in 1983, and No Child Left Behind act passed in1990
countrywide involving high schools as elementary and secondary school act
had passed in 1965 (Rose & Gallup, 2003). Barth argues that a widespread
teacher leadership, teacher empowerment, teacher authority, consensus
management, and teacher participation in management have been revised and
teachers have been empowered in order to contribute to school development
which is achieved by:

- setting high standards regarding student performance and behaviour,
- presenting and applying innovations in school curriculum,
- selecting and using up to date course materials,
- ensuring in-service teacher education,
- creating positive teaching and learning environment (A Nation at Risk
  Report, 1983, p. 6).

When student performance is concerned, learning is emphasised as the essence
of both teacher leadership and school improvement. Not only student learning,
but also teacher and administrator ongoing learning is expected, as this is
believed to lead to institutional development. According to Barth (1990), when

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teachers lead, principals are able to make use of their full capacity, students find themselves in a democratic learning community, and schools benefit from better decisions which are made in collaboration. Moreover, Barth claims that all teachers have leadership potential and can exercise this potential for their own benefit as well. Leadership is consequential for all parties involved but the reason why teachers are so reluctant and choose not to lead is explained with the following impediments: First of all, teachers are overloaded with too many responsibilities, such as responding to parents; keeping records of student learning; overseeing after school study and activities; attending professional activities; preparing and ensuring day to day learning and teaching; dealing with student attitude and learning related support; and maintaining standards. Secondly, Teachers complain by saying that the above list is never a final list but 'there is always an add-on...' so when the context is like this, school leadership for a teacher is an 'add on', even though it is a desirable add on. Therefore, when a choice must be made, teachers choose to teach (Barth, 1990).

Teachers are said to have chosen to exercise leadership either independently or by undertaking a school improvement initiative without support from the school principal. When a school administrator does not provide an obstacle to teacher leadership and acts as culture builder where teachers are also assigned roles in school wide responsibilities, this might encourage teachers in their efforts to lead (Barth, 2001b, p. 10). It is also stated that where principals support teacher leadership by building trust, and empower more teachers, it is

not hard to see more teacher leaders in such environments. As a result, teachers

who reveal themselves as leaders violate taboos and take risk. This risk taking

is expected to be supported, and the fruits of the loom need recognition. Barth

claims that when he was an administrator, he was grateful to teacher leaders

who contributed to student learning, staff development and school

improvement. He emphasises the crucial role of principals by saying:

> "Good principals are more hero-makers than heroes... Teachers are
> professionals, deserving more opportunity for more leadership,
> more participation in important decisions, and greater self-
> governance" (Barth, 2001a, p. 449).

Yendol – Silva, Gimbert and Nolan (2000) analyse teacher leadership along

with the barriers and facilitators that teacher leaders experience. The results of

their analysis identify the following assertions:

- teacher leaders navigate the structures of schools,

- teacher leaders nurture relationships,

- teacher leaders model professional growth,

- teacher leaders help others with change,

- teacher leaders challenge the status quo by raising children's voices.

The above assertions suggest the need for revising organisational structures to

facilitate teacher leadership from within their classrooms by navigating the

structures of schools, nurturing leadership, and professional growth. It is high

time to see leadership as 'principles lead; teachers teach'. Aversion to risk

taking is common at schools so as the following quotation from a teacher:

"When a teacher is truly passionate about her work, others are threatened because they do not feel it, or can not impart it to their students. Sometimes, I feel impeded in my work by other teachers and administrators, who are threatened by my passion and enthusiasm" (Barth, 2001a, p. 450).

Teachers should develop interpersonal and intrapersonal skills to be able to exercise leadership successfully. In addition, establishing an institutional climate where talking about practice, sharing craft knowledge, rooting for the success of others, observing one another engaged in practice and appreciation would be inherited.

There are contradictory views on what teacher leadership should be but one point is for sure that teacher leaders should invite other teachers to employ similar practices. This initiates teaching and learning related collaboration between teachers. When the third wave about teacher leadership is concerned, it is beyond classroom practices. There is room for a new research on the skills, knowledge, and abilities as well as responsibilities and roles teacher leaders possess. This study will enable data on how teacher leaders perceive their new role and how their colleagues and the principle respond to this new role created in the school by a teacher who completes in-service teacher training and aims at initiating change in organisation and the structure. The impact of organisational culture on the work of teacher leaders will be identified as well.

Teacher role is significant in any educational system but as for the Turkish education system, Ministry of National Education stresses teacher role as change agent not only the school environment but also in the community. The

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second part of literature review provides answers to the following questions: What is meant by change agentry role of teachers, what definition literature provides for change agentry, what a change agent does and whether teachers are aware of their change agentry role, what contribution does inservice teacher training provide to change agentry role and professional development of teachers.

2.2. Change Agentry Role of Teachers

Ministry of National Education, Department of In-service Teacher Training defines what being a teacher is by the following quotation:

> There can be no excellence in a nation without a first-rate educational system. There can be no excellence in education without first-rate teachers. There can be no excellence in teaching profession without first-rate preparation.
>
> One can change the curriculum, buy more materials, refurbish the physical environment, lengthen the school day, but without good teachers, change will not produce the desired effect (Ministry of National Education Commission Report, 1995, p. i).

Ministry of National Education in Turkey obviously states the role of change in teachers in order to achieve excellence in a nation. Change is achieved by teacher leadership, shared vision and shared decision making as already stated. It will be useful to have a quick look at the recent history of educational change and innovations.

Fullan (1993) claims that worldwide educational change and innovations naively started in 1960s with large scale curriculum efforts which introduced open plan schools and individualised instruction. However, expectations were beyond the realities, hence, failed to be implemented. In 1970s there was a period of recovery, a time for stagnation but even though education offered was improved, it could not make a difference in social class, family life or societal conditions. There was intensive work on in-service teacher training and staff development. As a result, in 1980s there was a fair amount of improvement or several single innovations occurred unfortunately they were both too late and too little. Societal problems got worsened; therefore, in 1983 'A Nation at Risk' was released as a top down governmental action in the United States of America and, it offered structural solutions through top down regulations. This was introduced in many of the Western countries as well such as the United Kingdom and France. Curriculum was specified and mandated, competencies for teachers and students were clearly stated and tested, salaries of teachers were raised, leadership competencies were listed and finally training was provided. Other countries worldwide also followed this change wave. In Great Britain for example, 1988 Educational Reform Act was introduced and a National Curriculum was employed. In 1985 more of a top down regulatory effort was made and it was called 'restructuring' (Murphy, 1991). The emphasis was on school-based management, roles for principals, teachers and decentralised parties were enhanced. Fullan (1991) also adds how

remarkable it is to observe how far the study of educational change has come in the last thirty years.

Current situation however, is more of a combination of top down control and regulation as well as bottom up restructuring, that is, school-based teacher control and accountability (Fullan, 1993). It is high time to consider particular innovations as one at a time but more comprehensive reforms. Top down decisions could be reconsidered as the involvement of educators to decision making would enable more accurate decisions. Due to the significance of education on a nation's future, not only ministries of education but governments and business interests are now involved in decision making related to "the solution." This reflects a conservative mindset, because status quo remains and change can not go beyond attempt. Therefore, a new mind set for change could be formulated and continuously maintained. Within the top down conservative system establishing change does not sound realistic unless the educator support is involved. However, educational system could be converted into a learning organisation where dealing with change is recognised as normal part of work but not as part of latest government policy. Stacey (1992) says that learning organisations are full of surprises when change is initiated. However, new mindsets help in managing innovations. The answer to the question of why change in education is so important is very crucial as change is all around us. Education in Fullan's (1993) words should produce critical thinkers and problem solvers in addition to a moral purpose as it means to prepare students to live and work dynamically and productively in a highly

complex world. For short, to achieve moral purpose teachers should be involved in continuous innovation and change. So, they are able to make improvements in preparing students to be capable of proactively dealing with change. Furthermore, educators should become skilled change agents. Mc Carthy (1992) stresses the role of collaborative inquiry process where he includes administrators, teachers and parents to accomplish long lasting and meaningful changes in the school culture. His Accelerated Schools Project is like a coalition for essential schools – where areas of collaboration, school change and staff development are increasingly encouraged through designed training and support activities for individual and networked schools. To ensure the process, school and classroom observations were conducted and interviews were carried out and the system was found 'working'. Mc Carthy claims that when learning environment for all parties involved is created, there exists a great cooperative planning for instruction among teachers and this leads to learning from each other both formally by visiting each others' classrooms or informally through staff room chat or discussions.

Fullan (1993) puts forward seven 'interlocking' components as a requirement to define teachers' new work in this context (See Figure 2.1 for change agentry cycle).
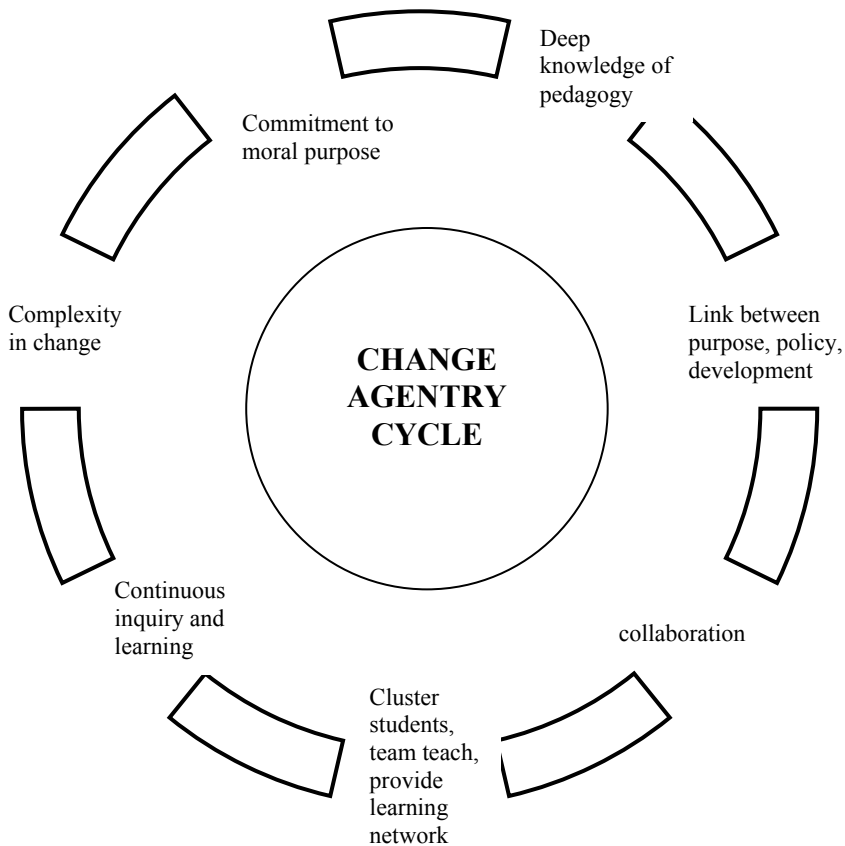
Figure 2.1. Change agentry cycle adapted from (Fullan, 1993)

In figure 2.1. , first, teachers are expected to be committed to make a difference in students' lives. That is, they are more active, more prominent, and more visible. This is explained as a kind of commitment for moral purpose but this should go with the other six components in order not to lead to frustration. Second, teachers should seek for the opportunities to deepen their subject specific knowledge not only in teaching but in learning as well. Murphy (1991) comments on limited knowledge of teachers and principals on curriculum and pedagogy and in order to achieve sophistication in the field he thinks significant effort should be put to create learning environment at schools. McLaughlin and Lieberman (1992) emphasise knowledge of the professional

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community, knowledge of education policy and knowledge of subject area as three key concepts that teachers should be well aware of. Goldman (1998) also sees expansion of pedagogic expertise as a requirement in schools as a result teachers are excited about initiating change, sharing ideas and creating opportunity to collaborate in redesigning teaching and learning. Third interlocking component according to Fullan (1993) is, moral purpose at school level and larger issues of educational policy and societal development should be linked. Fourth, teachers should build professional confidence, vision and purpose and also collaborate with other teachers, administrators, parents, business and community avoiding bias or prejudice. Fifth, when teachers collaborate more, they cluster students, team teach, employ common planning time and link to parents and community, they participate in wider networks of learning, as a result, they teach better. Sixth, teachers not only should develop their day to day learning but they must develop their skills by learning continuously. Finally, teachers should be aware of the dynamic complexity of the process of change where conflict is unavoidable or vision comes afterwards or even how things may get worse despite best intension or efforts. Obviously, Fullan (1993) thinks teachers should push the system to the kind of professional culture they want to create as the system itself would not do it in itself.

Teachers are in highly complex situations where they must give immediate response to the needs of a diverse student population; adapt themselves to changing technology in teaching, and also demanding society. "Healthy nations

have healthy schools" says Goodlad (1992) "and healthy schools have healthy nations." The secret lies in education which each individual should be provided with (Murphy, 1991). Educating parents, agencies, institutions and entire society needs careful consideration, as a result learning societies can be created. Çelenk (2003) emphasises the role of school – parent collaboration in the performance of students by stating that the more collaboration is the higher kids achieve at school. Teacher plays a crucial role according to Fullan (1993) as he sees the individual teacher as the 'building block' in achieving a 'better society' for a nation's future. No other profession enables individuals to provide such a powerful impact on a child's overall development. Lliterature reveals that teachers are expected to to care for student learning by carrying with social and moral responsibilities. Teachers are agents of educational change and societal improvement, therefore, change agentry is defined as: caring about and being conscious of the nature and process of change. Change is observed to be a journey but not a blue print and therefore each and every educator is required to strive to be an effective change agent. At individual level main characteristics of change agentry have been listed under four capacities (Fullan, 1993): These four core capacities to build change are as follows:

  a) Personal vision-building (shared vision building)

  b) Inquiry (organisational structures, norms and practices)

  c) Mastery (organisational development and know-how)

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d) Collaboration (collaborative work cultures)

Personal vision building has of utmost importance and leads to shared vision building in Fullan's terms as it connects with moral purpose and contends with the forces of change. In order to have a vision to share, individuals should build knowledge and raise awareness on the reason why they are involved in teaching. A group is defined as a learning community when members share a common vision that learning is the primary purpose for them and the ultimate value to preserve in their workplace and that learning outcomes are primary criteria for evaluating the success of their work. In a school learning community, teachers pursue two realms of knowledge: professional development and learning for the sake of learning. The importance of the former is self-evident. As for the latter, inculcating love of learning is the surest way of teaching students to become turned-on learners. Students will model behaviour of teachers they respect. These are the teachers who have strong interests, who love to learn, and who are always reading something of interest.

Özgirin (1996) claims RSA DOTE (Royal Society of Arts Diploma for Overseas Teachers of English) course enables teachers to raise awareness on English language teaching methodology and teachers who participate in DOTE classes perform more effectively in their application of language teaching theory into practice. Özgirin (1996) also states that the institution she works provides course participants with the opportunity to practice their

leadership skills by allocating them responsibilities as curriculum, or testing teachers or teacher trainer if/when they apply for the positions advertised.

Daloğlu (1996) conducted a research study on the effectiveness of RSA COTE (Royal Society of Arts Certificate for Overseas Teachers of English) course and her evaluation of the course also revealed the fact that teachers who participated in in-service teacher training program both raised awareness on teaching methods and approaches of English language teaching and gained confidence. As a result, they felt knowledgeable enough to put themselves forward in their teaching units and they were assigned to the posts of responsibilities. This process Daloğlu (1996) claims contributed to the implementation of change which was already initiated in the school. As a result educational reform in the school was implemented with the help of these change agents.

Varanoğulları (1999), in her evaluation of COTE course at Eastern Mediterranean University claims that COTE course input was reflected in teachers' classroom delivery by enriching trainee teachers' repertoire in day to day teaching and its impact on student learning behaviour. Türker (1999) however, evaluates Ministry of education in-service teacher training for English language teachers in public secondary schools in Turkey and discusses to what extent the INSET (In-service Teacher Training) Department has achieved the objective of providing services to the educational system as a whole, and of the development realised by the services of the INSET

Department. Türker critically analyses the situation by focusing on the top down aspect of the program and why its impact could not be long term.

Feiman – Nemser (2001) argue about teacher learning by stressing how teacher learning and professional growth vary as a result of, for example, the level of interest or relevance of the topic and the level of opportunity for teacher reflection. A good question related to teaching learning might be what forms of professional development effectively contribute to continuous teacher learning. Brown (2001) also highlights the role of teacher learning both in pre-service and in-service teacher education. He also emphasises that not only institution should facilitate this but also teachers should put time and effort.

Successful schools share a number of attributes such as good leadership; a common vision that makes a climate of learning the highest priority; teachers who use best practices; an effective accountability system; and, parent involvement. An attribute less frequently discussed is the manner in which teachers and staff pursue their professional development. It is claimed that a school, which encourages teachers and staff to grow personally and professionally, would make a learning community where students benefit from this environment. Also building great teachers in this respect would enhance a wider learning community, which is conducive to change, and innovations. For short, one should ensure the difference that he is making personally. Therefore, working on vision is not simple, but means 'examining and re-examining' until making the reason for involvement in teaching self-explanatory. When this is

achieved, it is not hard to be an effective change agent for any educator. As a change agent, first step to take is personal vision. Then, this vision should be shared due to its social dimensions. When collaboration is concerned, it is known that good ideas converge when they are effectively communicated. Inquiry, however, is interpreted as internalizing norms, habits and techniques for continuous learning. There is a constant change in environment and inquiry becomes life long learning within this context. Reflective teaching, professional journals, action research, mentoring in an innovative way, peer teaching, peer observation provide basis to the strategies which are available in change agentry (Hargraves & Fullan, 1991).

Fullan (1993) claims that personal vision and inquiry facilitate the ability to simultaneously express and extend the values; as a result, a change occurs as a dynamic source. He adds that mastery, however, is the individual capacity, which is required for the acquisition of change. Mastery is also individual effectiveness and competence that is highly related to vision and inquiry. Fullan's definition for mastery is "...approaching one's life as a creative work, living life from a creative as opposed to a reactive viewpoint..." (1993, p. 16). Fullan (1999) states that, in order to achieve effective change, collaboration provides a very strong capacity which is essential to learn and to accomplish improvement in society.

Schools are not only committed to ensuring the recruitment of qualified instructors, but also to encouraging the continual professional development of

them (Wallace, 1993). Wallace adds that to ensure and maintain quality teaching and learning and to keep up with recent developments in the English language teaching profession, most of the educational institutions should provide a staff development program. Staff development programs in ELT provide variety of activities to suit the needs and interests of the teaching staff and the institution (Wallace, 1993). Brown (1994) support Wallace by claiming that some of the activities include international conferences, formal training courses, short or long term specialist courses and workshops on certain topic areas such as testing, curriculum, materials design, self study and use of technology in language teaching. There is one common aim and that is, achieving excellence in education. Through these teacher training opportunities, instructors both upgrade their qualifications and improve their knowledge and skills, ultimately ensuring better teaching and learning within the school. Such staff development opportunities are one way in which schools are able to maintain high degree of professionalism among their staff and contribute to raise the level of prosperity of the society. Staff development programs are recommended to be offered regularly in order to lead to life long learning (Brown, 1994; Ur, 1996; Wallace, 1991; Wallace, 1993).

In summary, even though change is complex and in many cases 'unknowable' as Stacey says (1992) or 'chaotic'; complexity, dynamism and unpredictability are normal because they are embedded in change. It is time teachers raise awareness on their change agentry role as they are required to push their personal purpose in teaching to its social dimensions. Social aspect is

particularly crucial as societal improvement and developing better citizens is what education is about. Teachers are able to perform effective change agentry role as long as they develop their interrelated and reinforcing capacities of personal purpose, inquiry, ongoing learning and collaboration. This research study highlights crucial areas about to what extent teachers perform change agentry role after they are facilitated with new knowledge related to their professional application; moreover, whether or not school improvement is enhanced by more knowledgeable change agents.

2.3.   School Improvement

Educational institutions try hard to build and improve the school culture through a long-term school improvement effort. Butler, (1984) and Kushman (2004) revealed their studies at Northwest Regional Educational Laboratory in the US and their findings related to effective schooling and school improvement practices can be gathered under the following 9 topics:

   1. Everyone emphasises the importance of learning,

   2. Strong leadership guides the instructional program,

   3. There is a planned curriculum which is based on clear goals and objectives,

   4. There are high expectations for quality instruction,

5. Incentives and rewards are used to build strong motivation,

6. Parents are invited to become involved,

7. Teachers and administrators continually strive to improve instructional effectiveness.

8. Pleasant conditions for learning are created.

9. Staff engages in ongoing professional development and collegial learning activities

There is also a growing effort to apply the knowledge of organisations toward school improvement and culture establishes the basis to knowledge base. Culture is tangible and made up of pervasive elements which represent getting things done. Purkey and Smith's (1982) definition of the school culture, involves a structure, a process and a climate of values and norms that channel staff and students in the direction of successful teaching and learning. Saphier and King (1985) provide 12 school norms, which contribute to the instructional effectiveness of a school. These norms are collegiality, experimentation, high expectations, trust and confidence, tangible support, reaching out to the knowledge bases, appreciation and recognition, caring as well as celebration and humour, involvement in decision making, protection of what's important, traditions and honesty in communication that is provision of open communication. Northwest Regional Education Laboratory research shows that school improvement is achieved as long as a school wide improvement goal is

set as priority and all staff worked in collaboration to meet this goal by monitoring progress (Saphier & King, 1985). In 1983 Centennial High School agreed to work on goal oriented school improvement project and has worked through this process every year until the approach was adopted. A leadership team, which was made up of administrators, teachers and administrative staff monitored progress and the use of this goal-oriented practice not only increased the collaborative, cooperative, collegial efforts in the school but also improved the school culture. To ensure staff involvement, communication network was redesignated so collegial work was facilitated. Systematic and quick information dissemination was achieved.

The success of school improvement is based on school-wide shared expectations of a school and these expectations are collated under three headings by Butler and Dickson (1984):

- Improvement efforts should not only be driven by the results of effective schools research which will then be used as a source for improving instruction but also be of high priority and ongoing.
- All staff should be involved in school improvement efforts.
- School improvement should focus on student performance improvement.

As Sergiovanni (1992) states educational administration is moving in a new direction and in this move, schools are observed as 'organizations' and events in schools are treated as manifestations of 'organizational behaviour.' When

organization frame is concerned, generic characteristics of schools are valued, competencies for effective behaviour are validated and true steps and procedures are searched for. As a result, why leaders do what they do has been an area of interest and inner life and meaning in events and behaviours gained importance. Competent school management and skilled human relationships have been more favoured in order to keep schools as high achieving organizations. Bolman and Deal (1991) also support the necessity of linking the structural and human relations frames to providing a management floor. Such a management ensures basic level of competence that leads to distinct school improvement where schools move to extraordinary achievements with the effective application of political and symbolic frames. The secret in high achieving schools is claimed to be in the application of all four managerial frames which are linked to each other where shared decision making is enhanced.

According to Erten (2004) teachers are consulted in some areas of school decisions but these areas are limited to the general issues related to school, curriculum, instruction, student achievement, pupil personnel, and parent involvement. Moreover, teachers are sometimes involved in policy, staff personnel, and staff development. However, the research shows that even though teachers always want to be consulted in decision making in all areas, they never or rarely participate in the decisions about school/community relations, budget or plant management. This research reveals that there is moderate participation in the decisions even though "there is a great desire to

be consulted in decisions in most of the areas." (Erten, 2004, p.71). Erten also puts forward that there is a proportion of teachers who are identified as not to desire any participation to the issues related to anything including curriculum, and instruction. Erten provides a list of areas including staff development, plant management, budget, school-community relations and staff personnel that teachers are reluctant to participate in making decisions. Among the items on the above list, budget seems to be the area teachers express lowest desire for participation. It is worth mentioning here that findings of this study reveal that teachers participate in decision making to a lesser extent than they desire to be a participant of. The more teachers participate in decision making the more they will be involved, the more they are involved, the more they will have the ownership of the decisions made, as a result, the more initiative to change would be considered.

Daloğlu and Güçeri (1995) claim that teacher empowerment through in-service teacher education and bringing teacher leadership skills out by creating middle management structure at Bilkent University School of English Language had been influential in achieving 1994 English Language School reform. According to Daloğlu and Güçeri empowered teachers through in-service teacher training were assigned to middle manager positions where they performed change agentry role by using their leadership skills. They also participated in decision-making process, as a result, resistance to change was minimized and the innovations school wide were presented and taken positively.

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Shared decision making is a recent educational reform that has been influencing educational organizations worldwide since 1990s. However, Turkish education system employs a centralised decision making approach, that is, teachers in state schools have no say in decisions related to the structure or system of the schools. But recently, district educational councils have been established to remedy the situation. Moreover, private schools apply reforms by employing TQM and shared decision-making before the state schools. Even in the private schools when shared decision making studies are analysed, it has been observed that they do not meet the desired level of teacher participation. That is, teacher participation to joint decision making has always been at a lesser / lower level than desired. When state schools are concerned, there are a lot of pilot schemes going on. For example, TQM and shared decision making is piloted in several schools recently.

One of the essences of school improvement seems to be enhancing shared expectations and shared decisions (Fullan, 2001). According to Fullan, having ensured shared expectations, the next step is to prepare a school improvement program which builds capacity of educational and community organisations to engage in long-term systematic change efforts for improving performance of children, youth, and young adults. According to Blum and Butler (1985), current movements to restructure schooling and bring about systematic changes are hampered by a lack of information about effective strategies to keep such efforts focused on improving student performance. In fact, serious attention to student outcomes necessary for success has been outpaced by

efforts to change school structures and rules, roles, and relationships. The key issue in educational reform is systematic approach which has been ignored. Attempts to change curriculum or instructional practice in a school often happen in isolation of parents however such decision should be made jointly with all the parties involved by the board of education or a central office. Focus should not only be on student outcomes. For the success of school improvement programs Blum and Butler (1985) claim that the program first of all should conduct collaborative long-term research and development on systematic change with selected number of field sites. Secondly it should provide assistance in designing and implementing outcomes-driven strategic improvement processes. Next, it should strengthen capacity of other organisations and individuals to deliver strategic improvement services. Finally, it should disseminate current research findings promising practices related to effective strategies for improving the outcomes of children, youth, and young adults. Completion of a systematic school improvement program leads to school-initiated improvement activities, district-initiated improvement activities, community-initiated improvement activities, state-initiated improvement activities with the help of support services.

Goldenberg (2003) states that thousands of attempts are witnessed in the last two decades to improve not only the process but also outcomes of schooling by interchangeably using the terms of- school restructuring, school reform, school change or school improvement.

Large and small scale effort has been put to achieve school improvement and analyzing the outcome Goldenberg gathered the following list as the essence of school improvement (2003, p.8):

1. Structured and explicit curriculum and instruction where teachers and learners know the desired goals and outcomes and work together to accomplish them.

2. Improvements in the instructional practices are more related to improved student outcomes and school outcomes.

3. More emphasis on curriculum, instruction, classroom and school organization rather than principles, duties or details.

4. The process of change, as well as content of change need consideration.

5. Neither bottom-up (teacher or school initiated) nor top-down (government-district, school-level mandated) strategies are sufficient; productive change requires a complex and subtle balance of both.

6. Success leads to commitment or in other words: 'Nothing succeeds like success'.

7. Collaborative relationships to strengthen professional and personal bonds within school.

8. Effective leadership of both teachers and principals is required.

9. Complexity of school system should be taken into consideration. Meaningful change can be nonlinear, complex, unpredictable, and even chaotic. Successful change efforts will change the normative values, beliefs, behaviours that are the culture of institution.

10. Successful and meaningful changes in schools take several years a minimum of 3-5 years. The focus must be multifaceted and should attend to numerous dimensions of schooling; the normative beliefs of students, teachers, and community members.

Şimşek (2004) compares Anglo-Saxon school system as opposed to Napoleonic school system by explaining the rationale behind his argument related to the current status of Turkish education system. Şimşek claims that Napoleonic tradition requires centralized decision making where not only leadership and innovations but also change is in a sense remote controlled and therefore is hard to achieve. All kinds of educational decisions are made by the government as a result the structure is hierarchical that is, system operates in a top down manner. Şimşek also claims that centralized top down systems do not allow imagination, creativity and productivity as a result not only teachers but also school administrators who are full of ideas are not involved in decision making process as a result system fossilizes itself and radical changes in education may not be able to take place. However, Anglo Saxon school system provides an autonomous approach which enables district authorities to make decisions by consulting the schools and taking their regional needs as well as national ones into consideration. Such systems motivate school administrators and teachers as they are an indispensable part of educational decision making process as a result, they are motivated to initiate change and contribute to school improvement. Naturally their students are more knowledgeable as their teachers keep up to date. In Turkey, the school system

was built on the Napoleonic tradition which somehow blocked the efforts put to improve the quality. However, there is a recent move from this highly centralized system to more liberal district autonomy even though it is a very slow process (Şimşek, 2004).

Yıldırım (2004) in his talk at the Konrad Adenauer Foundation and Higher Education Council Congress specifies five areas which need urgent change in Turkish education system namely:

- compulsory education to be extended to 12 years,
- flexibility in curriculum design according to the regional differences that is taking local or regional differences into account in educational decisions (central system needs reconsideration- autonomy in regional decision making)
- Innovations in course books (up – to - date course books),
- Emphasis on vocational education,
- getting rid of test based evaluation procedures as an evaluative tool to assess student performance

As a result, Yıldırım claims that if the above five areas are achieved then, both critical and analytical thinking, objective decision making, adapting to change, and questioning generation will be brought up. In order to achieve educational reform, teacher needs to be provided with in-service teacher education which focus not only on teacher teaching behaviour but also leadership and change agentry roles which lead to school improvement.

In summary, student, teacher and parent empowerment play an important role in school improvement. Particularly teacher role is crucial as she is at the chalk face and her relationships with all parties involved. Accountability and empowerment as well as teacher knowledgeability should be considered and more opportunities should be provided for teachers' professional growth. Goldenberg (2003) claims that schools and school culture change when either new settings are created or existing settings are changed to reflect new goals and activities aimed at attaining those goals. There is no doubt that finding time and staying committed to voluntary collaboration is a challenge in any teacher's life; however, it is desirable that for professional development an intrinsic interest in research functions as an incentive for systematic and sustained collaboration. Teacher discussion of each others' immediate concerns gives an invaluable opportunity to broaden knowledge and deepen philosophical view of language learning and education. One may argue that such an informal form of self-directed collaboration can be a legitimate form of teachers' professional development. Wallace (1997) and Richards (1998) claim that this type of systematic collaboration is highly useful even though it is time- and energy- consuming, perhaps teachers need some sort of institutional support, such as funding or time allocated specifically for professional collaborative dialogue. Such collaboration provides an alternative form of professional development for teachers and teacher educators aspiring to develop professionally. This type of collaboration leads to school improvement.

According to Kelly and Lezotte (2003), getting things done requires strong and supportive leadership at school sites, not only from administrators but from teachers as well. How teachers perceive their role in the school context, whether they act as leaders or perform their change agentry role to contribute to school improvement are crucial. Teacher roles and particularly after the provision of in-service teacher training teacher as agent for change to ensure school improvement have been discussed so far. Next section of this chapter provides a brief review of literature on in-service teacher training and its impact on the above mentioned areas.

2.4. In-service Teacher Training

Teacher education used to be observed under two headings which were; pre-service and in-service teacher training. With the twenty first century CD (Continuous Education) concept, teacher education can be seen as a three dimensional practice and in this study in-service teacher training is an indispensible component of continuous education. Turkish Ministry of National Education, Education Research and Development Department (ERDD) has developed a CLS (Curriculum Laboratory School) model where educational change is initiated (ERDD, 2005) in Turkey. That is, in more than 200 schools student centred teaching and school based management has been piloted. CLS is based on an American model and developed by Education Research and Development Department (ERDD, 2002). One of the aims of

these schools is to enhance teacher education. This study may provide data about current practice regarding teacher training, whether there is a need to improve it, or how teacher education could be established by analysing teacher attitude to in-service teacher training.

Pre-service teacher training is known to be an obligation to get engaged in teaching profession and, in ELT, England (1998) claims that the following courses are necessary for all ELT pre-service teacher training programs in order to meet the minimal requirements:

- observation and analysis of ESL/EFL classrooms

  (a variety of age levels and learner needs should be included),

- basic linguistic knowledge: phonology, syntax and discourse,

- cross-cultural communication,
- methods and materials,
- English for Specific Purposes (including English for Occupational Purposes),
- program administration/program management,
- testing,
- principles of language teaching,
- practicum (one semester minimum).

England (1998) also continues with the need for in-service teacher training and continuous education due to the change that takes place not only in education but also in the world. She argues that teacher development is a critical phenomenon by giving five reasons to explain its critical nature. Her very first reason is also stated by Strevens (1980) as the number of non-native speakers of English language are four times as many as the native speakers of

English and this is the obvious sign of the significant role of English language teaching world wide.

Second reason is explained as the growth in the knowledge of English language teaching and learning. As Brown (1994) states, focus in language teaching and learning is on the communicative competence and learning styles and strategies. Recently, learner attitude, learner centeredness are known to be the key concepts in teaching learning context. A lot of research is conducted on second language acquisition and more emphasis is put on the intersection between teaching and learning, the classroom experience, and the value of the communication (Cazden 1988; Crookes & Chaudron 1991).

Third, Richards and Lockhart (1994) state that academic and practical strands are linked to one another in education as a result academic and professional lines resembled to one another or even faded. England (1998) does not see ELT an exception of this recent trend. She claims that the reason why many MA and certificate programs have added components of practical, real-world training as an effort to better prepare teachers for success following their academic programs.

Fourth, England (1998) explains that teachers are the educators of others, therefore, "intrinsically want and need to participate in ongoing development and change in their own professional lives." Obviously, teachers need to be supported in their efforts to develop themselves to change positively.

Finally, not only England (1998) but also Christison and Stoller (1997) argue about support and guidance that teachers need to be provided for their professional improvement. They stress the benefits of carefully designed professional in-service training as teachers are at the core of a quality ELT program. When teachers develop their skills in their professional application, then, the roles of teachers and students are believed to have evolved into partnerships in the learning process (Christison & Stoller, 1997). Changing roles means that teachers need more opportunities for continuing their education on the job. Meeting learner needs in the classroom means meeting teacher needs to be prepared for the classroom. As a result, ongoing professional development leads to change in teacher's day to day applications and will affect other teachers' applications and will lead to school improvement.

England (1998) claims that effective learning will occur best in classrooms. She adds that programs where instruction is of high quality, professional preparation in ELT is of critical and timely concern to teachers and to management in the academic, public and private sectors.

Twenty-first Century ELT practices require regular updates thus, pre-service and in-service teacher training programs need to be coordinated and teachers should be provided ongoing support to ensure change in the roles that they perform not only in their classrooms but also in the school environment (Brown, 2001). When teachers are provided professional support and guidance,

they raise awareness on their professional applications and build confidence as a result they are empowered (Christison & Stoller, 1997) and they change. This is a positive change which is reflected to their professional practice. Empowered teachers commit themselves to more demanding tasks and play more significant role in their profession.

Freeman (1982) proposes several strategies for teachers' professional development and classroom research, peer observation, self observation, team teaching, attending INSETs, that is, in-service teacher training and teacher portfolio are only several of them. Freeman (1982) claims that INSETs have confidence-building effect on teachers as INSETs help teachers not only raise awareness on pedagogic issues but also develop their personal qualities.

Ok (2005) emphasizes the role of pre-service teacher training as it establishes a foundation to prepare teachers to their teaching career but he claims that unless in-service teacher training is facilitated, teachers would be left behind due to the rapid change in social, economic and educational practices. Ok (2005) also states that adults learn better if they feel that the topic is of immediate value, in addition, education could not be considered as "a school dominant activity". Ok (2005) discusses that in-service teacher training should prepare teachers to participate in decision- making on school issues, encourage teachers to be reflective on their own practices, help them qualify for their professional development and support professional learning.

According to OECD (1998) records, three types of in-service teacher training methods are observed. First method is called as Top-Down that is, authorities provide the courses in areas that they wish teachers to develop competencies. The second one is Bottom-Up where school or a group of teachers identify their needs and training is provided accordingly. Finally, Bottom-Across is the one where collaboration is enhanced between and among networks of teachers. What Ministry of National Education In-Service Teacher Training Department employs is the first method which is a Top-Down approach with the expectation that having attended these seminars, teachers would not only improve or advance their skills, knowledge and abilities acquired during pre-service teacher training but also they create their own institutional Bottom-Up and Bottom-Across models after the completion of in-service teacher training program (Ok, 2005). Apparently, in-service teacher training empowers teachers by facilitating up to date knowlede in profession and encourage collaboration.

CHAPTER III

METHOD

This chapter presents the methodology of research used in this study and overall research design, the study context, data sources, development of the data collection instruments, data collection procedures and data analysis procedures. The chapter ends with the limitations to the study.

3.1.   Research Method and Overall Research Design

This research study is designed as a qualitative case study, aiming to explore the perceptions of teachers in their change agentry role during and after the in-service teacher education program. This study explores the impact of in-service teacher training seminar on teacher role, teacher contribution to school improvement and teacher attitude to professional development. The qualitative research is the methodology preferred as it enabled the researcher to have an in-depth look at the issue by communicating to the individual teachers and school administrators concerned one to one basis so that the answers to how they perceived the roles, how they acted or how things were done could be identified (Frankeal & Wallen, 2000).

Qualitative research is not simple to define as researchers have their own

definitions and use distinct terms to refer to it. 'descriptive research',

'naturalistic methods', 'field methods', 'qualitative inquiry', 'inductive

research' are among the others that have been used synonymously. Regardless

of what term is employed, qualitative research remains to be the umbrella term

and interpreted as referring to "the meanings, concepts, definitions,

characteristics, metaphors, symbols, descriptions of things" (Berg, 1989, p. 2).

Qualitative inquiry has long been effectively used by social sciences,

particularly of anthropology, history and, political sciences. Miles and

Huberman (1994, p. 1) state that more researchers in disciplines and applied

fields such as psychology, sociology, organisational studies and linguistics

have shifted to a more qualitative paradigm for a long time. However, in the

field of education, qualitative research has recently gained recognition.

 Case study method has been employed in this study, and the major benefit of

the case study is that it enables a rigorous, holistic investigation of issues

shaping 'the change agentry' roles of the English language teachers working in

the organisation. According to Merriem (1990), "case study, which is known to

be a form of descriptive, non-experimental research, is inductive in nature and

can test or build theory. Most case studies in education are qualitative and

'hypothesis-generating', rather than quantitative and 'hypothesis-testing

studies' (p. 8). Merriem also points out that most case studies in education

approach a problem from a holistic perspective in order to gain in-depth

understanding of the situation and its meaning from those who are involved. Kirk and Miller (1986) define case studies as a particular tradition in social science which enables researchers to watch people in their territory and witness their genuine interactions in their own language and terms.

Cassell and Simon (1994) define qualitative research as the methodological perspective of interpretive paradigm in sociology, which seeks to understand the world as it is. In conjunction with what Cassell and Simon point out, Burrel and Morgan (1988) give a deeper account of their stance as far as subjectivity is concerned by saying that the social world is the construction of subjective nature of human beings and the use of common language and daily interactions may develop a social world of intersubjectively shared meaning.

Marshall and Rossman's (1995) six domains of qualitative research traditions in education are referred to Jacob's (1987) categories. These six domains are: 1) Human ethology that is, seeking to understand the range of behaviours in which people naturally engage. 2) Ecological psychology which is stressing the interaction of the person and environment in shaping behaviour. 3) Holistic ethnography of uncovering and documenting participants' perspectives. 4) Cognitive anthropology of assuming that participants' perspectives are organised into cognitive or semantic schemata-categories of meaning that are systematically related to one another. 5) Ethnography of communication that is, gathering data about verbal and non-verbal interactions, relying on participant observation and audio or videotape of these interactions. Finally, 6)

Symbolic interactionism; understanding how individuals take and make meaning in interacting with others.

All these provide ways of classifying qualitative research approaches and there are undoubtedly common grounds that all these approaches intersect (Marshall & Rossman, 1995). First of all, each tradition assumes that systematic inquiry must occur in natural setting. Secondly, the researcher is the key instrument in qualitative research, and qualitative researchers usually go to the setting to observe natural behaviour so that insider's point of view is acquired. Finally, qualitative researchers produce data in the form of extensive written notes, as well as diagrams, maps or pictures to provide detailed descriptions rather than numbers (Frankel & Wallen, 2000; Merriem, 1990; Patton 1985; Tutty, Rothery and Grinnell, 1996). The researcher collected data twice and both took place in the actual setting. As it is explained in detail later in this chapter data collection took place both in the training center during the in-service teacher training seminar and at the school setting.

Hartley (1994) defines case study as 'research' which has a detailed investigation, with the data collected over a period of time, of one or more organisations, or groups within organisations, with a view to providing an analysis of the context and processes involved in the phenomenon under study. Yin (1993, p. 31) explains the reason why case study is preferred as "when your investigation must cover both a particular phenomenon and the context which each phenomenon is occurring, either because (a) the context is

hypothesised to contain important explanatory variables about the phenomenon or (b) the boundaries between phenomenon, and context are not clearly evident." Even though quantitative and qualitative methods can be used to conduct a case study research, the primary reason why the researcher decides to focus on a qualitative case study is that, as Merriam (1990) states, the variables are too embedded in the phenomenon to be extracted from the study. In this case, therefore, it seems that it is hard to segregate teacher perception of change agentry role from the context, that is, prevalent characteristics of the organisation the teacher is working in.

The above mentioned six characteristics of qualitative research appear to be common in all as recurring characteristics and a discussion of each of these features with their relation to this particular study is explained below.

The first feature is stated as qualitative research studies are based on naturalistic inquiry where naturalistic setting is the direct data source. That is, qualitative researchers study naturally occurring activities and processes by going to the particular setting under study due to their concern with context. The activities are natural when they are not planned and manipulated by the researcher as is in the case in an experiment (Patton, 1987, p. 13). The situations are typical or normal ones, reflective of the everyday life of individuals, groups, societies, and organisations (Miles & Huberman, 1994, p. 6). This research study is also based on naturalistic inquiry in the sense that its explorations are carried out through the experiences of teachers who participate

in in-service teacher education program, their peer teachers, and school administrators, without any manipulation of or intervention on these experiences both during the program where it takes place, that is, in the MEB Training Centre in Çanakkale in this study, and after several months in the school environment.

Secondly, holistic aspect of qualitative research strives to understand programs and situations as a whole because it assumes that 'the whole is greater than the sum of its parts', and allows for detailed attention to be given to, "nuances, settings, interdependencies, complexities, idiosyncrasies, and context" (Patton, 1987, p. 17). Thus, the qualitative researcher searches for the totality and aims to gain a systematic, encompassing and integrated overview of the context under study with its logic, arrangements, explicit and implicit rules (Miles & Huberman, 1994). Similarly, this study is holistic in nature as it strives to account not only for program participants but also with their peer teachers and school administrators. This enables any nuances, complexities, and idiosyncrasies to be fully explored.

Third, quality of this research is its descriptive nature as the data consists of detailed description in the form of words or pictures rather than numbers and figures. It is in-depth with direct quotations of people's personal perspectives and experiences. The researcher tries to analyse the data with all its richness as closely as possible in the form of recorded and transcribed format as stated in Bogdan and Biklen (1992). This study also emphasises the issue of "nothing is

trivial but everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied" (Bogdan & Biklen, 1992, p. 31). This study provides direct quotations aiming to reflect informants' perceptions regarding change agentry role of in-service teacher training and its effect on school improvement.

Fourth, qualitative researchers are concerned with process rather than sheer outcomes or products. The focus is on the description and analysis of dynamic systems and processes and their holistic affects on participants (Patton, 1987, p. 18). In this study, the researcher's major interest is on the processes and their effects on the informants perceptions on the impact of inservice teacher training on their change agentry role and contribution to the school improvement.

Fifth, qualitative researchers tend to analyse data inductively, that is they construct a picture which is shaped when parts are collected (Bogdan & Biklen, 1992). There is no claim or a foreseen hypothesis, and naturally there is no attempt to approve it. Here, a theory emerges bottom up and therefore is called as 'grounded theory' (Glaser & Strauss, 1967), which is made up of pieces which are interconnected. This study is based on exploration and discovery as all research questions are based on this attempt but not to prove or disapprove anything.

Yıldırım and Şimşek (2005, pp. 290-292) explain case study designs under four categories and they state that:

> ...when the phenomenon under study is not readily distinguishable
> from its context... or is unique in itself... (p. 290)

> ...Finally if the phenomenon under study is analysed by other
> researchers yet, single-case design can be preferred... (p. 291).

In this study, the focus is on teacher role as an agent for change after the provision of in-service teacher training and this creates a unique phenomenon in itself as it is hard to distinguish from its context, moreover, studies so far focus on in-service teacher training program content and its evaluation rather than the post seminar roles that teachers performed in their schools. Therefore, the researcher thought single-case design would be more suitable.

Last but not the least, meaning is essential in qualitative research, and qualitative researchers are concerned with capturing perspectives accurately (Bogdan & Biklen, 1992). As stated by Miles and Huberman (1994) through a process of deep attentiveness and emphatic understanding and suspending preconceptions about the topics under discussion, the researcher aims to capture data on perceptions of local actors. Perceptions are of utmost importance in this study since one of the main aims of this research is to explore the perceptions and understandings of informants regarding change agentry role of program participants.

Interviewing was employed as data collection instrument as Rubin and Rubin (1995) see qualitative interviewing as an adventure into the experiences of others to identify what others think and feel about their worlds. The researcher designed four interview schedules and conducted interviews in their natural

settings to gather data on teacher, peer teacher and administrator perceptions on the impact of in-service teacher training on change agentry role of teachers, teacher development and school improvement.

This research study was conducted in two phases. The first phase of data collection was at the Çanakkale Ministry of Education Training Centre where, in-service teacher training seminar took place, and the researcher conducted interviews while English language teachers were participating in the seminar. The second phase was after six months of the seminar both in the centre and their school environment . In the first phase of the research there were 19 English language teachers who were teaching at various schools of Ministry of Education and, were initially interviewed during the seminar. In the second phase, these 19 teachers were approached after six months and all of them were interviewed for the second time on appointment basis at the Training Centre. The researcher visited the schools where these 19 teachers worked and approached the peers of these teachers to get their perceptions regarding the outcome of the training provided.

38 Peer teachers were composed of English teachers who did not attend September seminar or subject teachers teaching history, music, maths, etc... In addition, 10 school principals were interviewed in their schools to gather data about seminar participants' change agent role and the impact of in-service teacher training on this role. Principals were interviewed in their offices on

appointment bases. Peer teachers were approached informally and during each interview notes were taken or the interview was audio recorded as allowed.

3.2. Research Question

The purpose of this study is to investigate the impact of ITES/P on the new role of English language teachers as change agents, contribution to school development and attitude toward professional development from the perceptions of teachers who attend the in-service teacher training seminars, their peer teachers who did not attend the seminar but work in the same school, and their school administrators. This is with a view to further analyse strengths and weaknesses, opportunities and threats of the in-service teacher training seminar from the teacher role and school development aspects. To achieve this goal, the following main and sub-research questions were formulated:

Main research question:

What is the impact of in-service teacher training seminar on the change agentry role of teachers, their contribution to school improvement and their attitude to professional development.

Sub – questions:

a.What is teacher attitude to inservice teacher training before and after the teacher training seminar?

b. What is the impact of in-service teacher training on teacher role?

c. How does teacher respond to seminar input? (In his classroom, at school?)

d. What does teacher do with new knowledge?

e. What is the impact of inservice teacher training to school improvement?

f. How do in-service teacher training seminars affect teacher attitude to professional development ?

3.3.   Context

In-service teacher training seminar project for English language teachers was initiated after INGED was founded in 1994. This collaboration started with a pilot scheme and then it was officially approved with a study report where aims and objectives for in-service teacher training were stated. Ministry of National Education used to collaborate with the British Council and the United States Information Agency before. A joint document with INGED Board and Ministry of Education In-service Teacher Training Department (MEB-Hizmet-içi Eğitim Dairesi Başkanlığı) was designed to clarify crucial areas related to the provision of in-service English language teacher training. Main aim for the in-service teacher training reads as "the ongoing change worldwide and to keep Turkish nationals up to date with the changes taking place in the modern world" (Ministry of National Education 1995). Teacher, according to the

document, is expected to play a key role as an agent for change. This document explains the roles and responsibilities of the parties involved. That is, Ministry of National Education In-service Teacher Training Department is in charge of the decisions related to the seminar participants as there are 30.000 English language teachers countrywide. Accomodation, travel expenses, venue for the seminars, invitation to participants, date, length and time is provided by the Ministry of National Education In-service teacher Training Department . INGED accommodates trainers by communicating to members who work at various universities as English language teacher trainers. The very first collaborative training started from Ankara in March, 1995 with 156 English language teachers who worked in the schools which were located either in the city centre or the towns around Ankara. It took 5 days covering the areas which were proposed by INGED and approved by the Ministry (INGED Board records, 1995). Teachers were from all sorts of schools so the group was heterogeneous in this respect. INGED stated its aim as 'to keep teachers up to date with recent English Language Teaching methods and approaches' (INGED Board Report, 1995) and the content was provided accordingly.

Teachers were heterogeneous in terms of experience as some teach at primary level, some at secondary level. Secondary level teachers were heterogeneous as they taught at a variety of schools such as super lycee, general lycee, vocational lycee, etc. Detailed participant data is provided in Appendices A and B.

In the last 10 years collaboration continued and every year approximately 10 courses of similar nature were accommodated with varying group sizes from 45 to 100 teachers. Teachers from all around Turkey were either gathered together in a training centre such as Yalova MEB In-Service Teacher Training Centre, or regional seminars were held with the teachers of a particular district.

According to the interview data gathered from an INGED Board member in June 2005, for the last 2 years regional in-service teacher training was offered to teachers who work in the cities of the same region such as the teachers who work in the cities and towns of the Black Sea Coast are gathered together in Trabzon and in-service teacher training is provided there (Çınar, 2005).

Teachers in this study were mainly from the schools in and around the Aegean region of Turkey, mainly Çanakkale. There were 69 English language teachers participated and the seminar focused on the innovations in language teaching. Recent methods and approaches of English Language teaching such as grammar, vocabulary, skills (listening, speaking, reading and writing) teaching and learning were discussed. Integrating theory and practice was also in the seminar input through micro teaching sessions. Learning styles and strategies, multiple intelligence theory and their application into English language teaching, use of technology and particularly internet access to language classrooms, teacher and learner motivation were the other pedagogic areas dealt with.

As for the school administration, schools were managed by principals and their assistants; they made day to day decisions of the schools whereas strategic decisions were taken by the Ministry of Education. In five high schools, there were rooms allocated for specialist groups such as English language teachers, science teachers, music teachers and teachers of social sciences. However, in these schools as well there was a common room where all teachers were gathered together in break times, and most of the teachers spent their breaks in teachers' common room. Depending on the student population, subject teachers varied in number, that is, in a primary school, for example, there was one English language teacher who taught all grades from 1st to 8th whereas in a science high school there were 7 English language teachers teaching 9th to 11th grades. Teaching requirement was between 25-30 hours a week as they were recruited by the ministry on full time basis.

3.4. Data Sources

In this study three main types of human sources were used. These sources were the 19 English language teachers who participated in the in-service teacher training seminars, 10 school administrators and 38 peer teachers who did not attend in-service teacher training seminars.

The researcher collected data through semi-structured interviews as Best and Kahn (2003) state that interviewer can explain the purpose of research clearly

and the interviewees prefer talking to writing. Data were gathered in two phases; phase 1 was conducted during the seminar and phase 2 was after six months of the seminar. Detailed interview questions for seminar participants, school administrators and peer teachers were used to find answers to the main and sub-research questions as provided in Appendices C1, D, E and F.

Interview schedules which were designed in line with the research questions were conducted as depicted in Figure 3.1. Having drawn from the relevant literature, the researcher prepared 4 sets of interview schedules both for phase 1 and phase 2 of the research study. Phase one interview schedule was for the English language teachers who participated in the in-service teacher training seminar. Phase two interview schedules consisted of three sets which were for the seminar participant teachers, their peer teachers from the same schools and the school administrators, mainly the principals. All the interviewees were asked to give their perceptions on the impact of in-service teacher training on the change agent role of teacher who played in school, gaining and sharing new knowledge with other teachers, reflecting new knowledge into teaching, teacher contribution to school improvement and teacher attitude to her professional development during and after the provision of in-service teacher training.

These areas were involved in the questions asked in the interviews. Figure 3.1 shows the exact numbers of interviewees involved in each phase.

Phase 1 ----------------------→ 19 English teachers who participated in seminar

Phase 2.1 ---------------------→ 19 English teachers (Phase 1 teachers).

Phase 2.2 ---------------------→ 38 Peer teachers

Phase 2.3 ---------------------→ 10 school principals

Figure 3.1. Interview schedules in the study

3.4.1. Sampling

Purposive or in Patton's term 'convenience sampling' method was employed in this research study (Patton, 1987, p. 1). There were 69 seminar participants of varying age, experience and school context and the researcher aimed at choosing the maximum variation as a sampling strategy as Patton (1987) claim that the maximum variation sampling helps researchers select a small sample with diversity. However, this research study required collecting data twice and the researcher wanted to make sure that the teachers who would participate in the first phase would also participate in the second phase of data collection. Therefore, she asked 69 seminar participants whether they would be involved in a research study which would require being interviewed twice and communicating to the researcher by e-mail. 23 teachers who had an access to e-mail and would volunteer to contribute to research made up a list of names. Then, the researcher chose 19 teachers who lived and worked in the schools of

Çanakkale for convenience (Patton, 1987, p.1). This represented 27 % of the overall population. The researcher employed convenience sampling strategy which also enabled maximum variation regarding demographic characteristics of teachers (i.e. teaching experience, attendence to in-service teacher training seminars and schools worked.) as in the appendices A and B. Teaching experience of teachers ranged between 1.5 and 23 years. The schools they worked ranged from elementary school to various high schools. Their in-service teacher training experience ranged from none to more than three times.

Table 3.1. *Sampling Process for Phase 1*

Population	Volunteered teachers	Sample
69 Teachers	23 Teachers	19 Teachers
From Çanakkale and around	From Çanakkale and around with e-mail	From Çanakkale with e-mail access selected

Hence, in general terms, the sample selected for interviewing in both phases for data collection purposes represented overall participants in terms of teaching experience, gender, and qualifications. As for the peer teachers, the researcher was purposive in that she approached teachers at school randomly and created an informal interview climate to ask pre-set questions by getting the interviewees approval. She also took notes or did audio recording as

allowed or both to ensure no information lost due to any kind of recording break down.

3.4.2. Participants

In Phase 1 and Phase 2 of the study, there were 19 English teachers not only from primary schools but also from a variety of secondary schools, namely science high schools, state high schools, Anatolian high schools, super high schools and vocational high schools. Table 3.2 gives exact figures regarding participant numbers from these schools.

Table 3.2. *School Distribution of Seminar Participant Teachers interviewed in Phase 1 and Phase 2*

Schools that teachers work	Number of teachers
State Primary School	9
General High School	3
Anatolian High School	4
Science High School	1
Super Lycee	1
Vocational High School	1
Total	19

Majority of the subjects were teaching at 8 year primary schools; there were 9 teachers teaching English at primary schools 1 of whom was teaching both in the town of Çanakkale and in the city centre and she was attending in-service teacher training course voluntarily. Other teachers were required to participate as this program was offered by the Ministry of Education and all teachers called were required to attend. So all 19 teachers who showed interest to the study participated in it. Appendices A and B provide information about subject profiles.

These teachers were exposed to on-site interviews twice; initial interviews were conducted when the course was in progress in the training center in order to gather data related to teacher perceptions on the impact of in-service teacher training seminar. Second round of the interviews were at the end of the Fall semester, to be exact, in February, and teachers were invited to the training center by the researcher upon appointment.

When Phase 2 is concerned, not only the above mentioned 19 participants but also peer teachers and school administrators were interviewed. Although participant interviews were held in the training centre in February 2005, peer teachers and school administrators were interviewed at the schools they worked. Distribution of peer teachers and principals were demonstrated in table 3.3.

Table 3.3.*Peer Teacher and Principal Distribution According to Schools*

Schools	# of peer teachers	# of principals
State Primary School	18	4
General High School	6	2
Anatolian High School	8	1
Science High School	2	1
Super Lycee	2	1
Vocational High School	2	1
Total	38	10

Each interview took around 30- 45 minutes and they were tape – recorded with the permission of the participants in order to allow for successful in-depth interviewing. Notes were also made to ensure accurate data transcription. Later, the interviews were transcribed fully. Seminar participant sample phase 1 and phase 2 interview data are provided in Appendices C1, D .

3.4.3.   Peer Teachers of Program Participants and School Administrators

After a semester of the completion of In-service Teacher Training Program, the researcher went to the schools of the 19 seminar participants and got the perceptions of their peers who closely worked with the program participants and had the opportunity to observe their attitude change in profession if existed. By getting their perceptions, reliability of data obtained from the

seminar participants would be increased. The researcher randomly selected

informants among the English language teaching fellows and other subject

teachers who volunteered to be interviewed. There were 2 peer teachers either

teaching English language or other subjects for each seminar participant per

school and overall population of this group was 38 teachers. Finally 19

participants with no loss were reinterviewed in the second phase as well as 38

peer teachers, 19 of whom were English language teachers and the rest were

the teachers of maths (3), science (3), music (4), history (2), geography (2),

biology (2), classroom teachers (3) who were responsible for a particular class

in primary education.

10 school administrators were also interviewed in phase 2 of the research study

and the aim of the interviews was to explore principals' perceptions of teacher

change and change agentry role of English language teachers who participated

in in-service teacher training seminars offered jointly by INGED and the

Ministry of Education in the light of principals' own observations.

Table 3.3 demonstrates principal distribution according to schools; there were 4

State primary school principals, 2 general high school principals, 1 Anatolian

high school principal, 1 science high school principal, 1 super lycee principal

and 1 vocational high school principal involved in the research study in phase

2. Interviews were held at the schools in the principals' working context, in

their offices in February 2005 and the data was recorded if/when permission is

granted otherwise researcher took detailed notes of the answers provided. Each interview took around 40-50 minutes.

3.5. Data Collection Instruments

This section covers information on data collection instruments which are interview schedules both in Phase 1 and Phase 2.

3.5.1. Interview Schedules

First of all the researcher did a literature review on educational administration and made use of the relevant literature in Lunenburg and Ornstein(2004) in order to build a theoretical framework for the research such as administrative processes such as change, organisational change, leadership/change agentry role and educational policies such as in-service teacher training and its impact on teachers, teacher development and school improvement. This enabled the researcher to determine the areas that the research would investigate. She focused on the concepts and practices in educational administration and developed an interview guide for the research study in two steps. First she built an interview framework as building a framework for the phenomenon under study is known to be vitally important, therefore, a framework was aimed to construct interview questions and to analyse data. Initially, a literature

review was conducted on change agentry role of teacher and school improvement where leadership was found to be equally important in enhancing change in school environment. This provided an insight to the main areas of research and particularly to the research question. This led the researcher to produce a framework to the study where interview questions could be based as in the following. This framework provided a basis to the constituent components of change agentry role of teachers in school environment. With the help of this framework, the researcher managed to prepare the main questions to explore teacher (course participant and peer) and school administrator perceptions on the impact of in-service teacher training on teacher role as agent for change, school improvement and teacher development.

Figure 3.2 provides an interview framework with all its constituents which specify the areas of the research study.
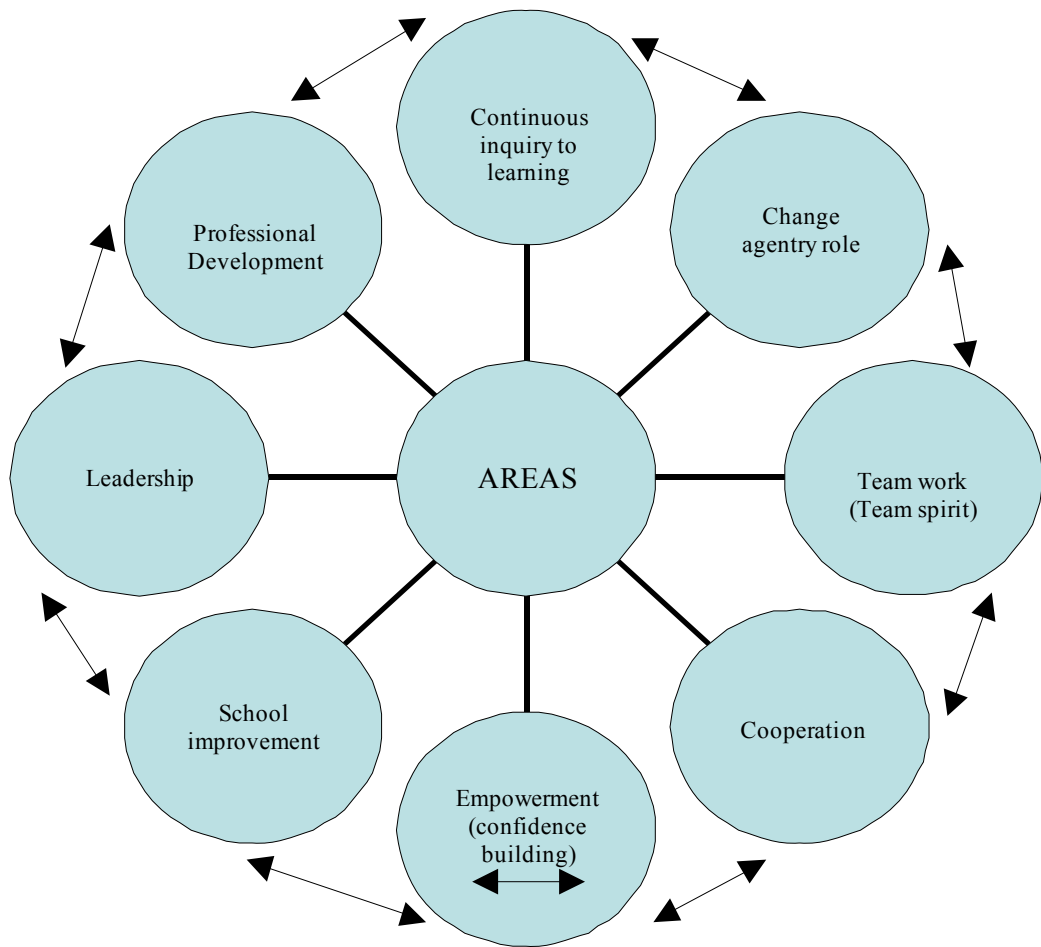
Figure3.2. Interview Framework

Next step was selecting an interview type and questioning. Having built the
above framework for the interview, it was time to decide what interview
format would be the most suitable to this research study. With the thought that
open-ended questions would yield information which would answer the
research question, the researcher decided to design open ended questions so
that more questions could be asked on specific topics. Moreover, the emphasis

was on exploration rather than hypothesis testing and open ended questions would lend themselves more to explore the areas of concern.

3.6.   Data Collection Procedures

The data in this study were collected through individual interviews with teachers who participated in in-service teacher training seminars or ITESP for short, their peers in their schools who did not attend the seminar, and their principals, all of which constitute the main data collection procedures in two phases. Not only in the first phase but also in the second phase semi-structured interview format was used with open ended questions.

Interviewing is regarded as one of the most widely used qualitative method in organisational research (King, 1994; Tutty, Rothery & Grinnel, 1996) since it is thought to be a highly flexible method which enables in-depth data production while the participants feel comfortable. Moreover, interviewing helps a researcher learn about one's experiences, thoughts, feelings and perceptions. Rubin and Rubin (1995) see qualitative interviewing as an adventure into the experiences of others to identify what others think and feel about their worlds.

3.6.1. Selecting an Interview Type and Questioning

Having considered the framework built, the researcher thought that a semi-structured interview format with open-ended questions would yield the information needed most to answer research question. The main advantage of a semi-structured interview is that while allowing questioning with specific topics, it is possible to pose these questions in a more open-ended manner (Tutty, Rothery & Grinnel 1996).

3.6.2. Preparing Questions and Choosing a Recording Method

While preparing questions the following (Patton, 1990) were considered:

- what questions to ask
- how to sequence questions
- how much detail to solicit
- how long to make the interview
- how to word the actual questions

The researcher took notes as well as audio record the interviews because it would be more efficient in terms of gathering accurate data if the interview is both transcribed from the audio recording word by word and the missing information or recording defect could be compensated by the data from the notes taken where audio recorded material created any difficulty.

3.6.3.　Pilot Test of the Interview Questions

Questions targeting sub-research questions, based on the framework given in Figure 3.2, were prepared by the researcher. There were phase 1 set 1 and phase 2 set 1 questions for 19 seminar participants. Phase 2 set 2 was for the principals and Phase 2 Set 3 was for peer teachers. Set 1 questions were under two categories those which were designed to be used in stage 1 of data collection which took place during the provision of the in-service training and those which were for the second stage of data collection. All four sets of questions are gathered together in Appendices C1, D, E, F with their answers provided. Phase 1 Set 1 was used during the in-service teacher education, Phase 2 Set 1 was employed after a semester of the program.

Having prepared more than 10 questions for each set, researcher piloted them with three English language instructors from Sabancı University until obtaining the right number which focused on the research questions designed. Then, she piloted these questions with seminar participants to ensure that there are no overlaps and they focus on the sub research questions. The outcome of the trial period provided that some questions were irrelevant, some were repetitive as similar issues were raised in several questions. Due to the open-ended nature of questions, the follow up questions or probes provided detailed information and that much detail made it difficult to manage or to analyse the data collected. Moreover, piloting gave an opportunity to cast time and limit it to half an hour to 45 minutes.

Even though piloting was not a great time to experience redundant questions and get rid of a significant number of them, it enabled more focused and insightful questions to reach the issues related to the research question.

Next step was sequencing the interview questions. Researcher produced a guide under the light of information gathered through piloting in order to do it in the right manner.

3.6.4.   Semi-structured interviews

As stated above based on the literature, four sets of interview schedules were prepared by the researcher for the following individuals:

Phase 1: Set 1: Interview schedule for 19 seminar participants.

Phase 2: Set 1: Interview schedule for 19 seminar participants.

Phase 2: Set 3: Interview schedule for 38 peer teachers who did not attend the seminar,

Phase 2: Set 4: interview schedule for 10 principals.

The interview schedules consisted of both perception and fact questions. They included the questions about change agentry role of teachers after they participated in the in-service teacher education program, and whether it had any impact on teaching, learning, teacher and school development processes.

Finally, these questions were sent to the supervisor get expert judgement for content and construct validity. Having made recommended changes and received his approval, interview questions were ready for use.

3.6.5. Framing the interview

Having made the appointments with all the interviewees, the researcher conformed to the following order while conducting the interviews:

a) <u>Briefing the interviewee</u>: The interviewees were given the below information before an interview started.

- o The purpose of the interview
- o Who would use the interview data
- o Recording technique; permission for audio recording, informing the interviewee about note taking while listening to an answer.
- o Ethical protocol as required,
- o Confidentiality of data, but only to be used for research purpose anonymously
- o Estimated time for the interview period
- o If the interviewee had any questions to ask

b) <u>Conducting the interview</u>: During the interview, researcher prompted a question and listened to the reply intensively.

Researcher probed a question if/ when need arose, tried to have eye contact with the interviewee but also kept taking notes almost word by word. Each interview took maximum 45 minutes. Peer teacher interviews did not exceed 30 minutes.

3.7.   Validity and Reliability Issues

As Maxwell (1996) states, interviewing was considered to be an appropriate tool to capture teacher perceptions and therefore it was thought to be appropriate and used as the method for data collection in this study as the first step. Next, a semi-structured interview guide was designed and its framework was established on the literature review. This enabled the researcher to keep the focus on the impact of inservice teacher training on change agentry role of teacher, school improvement and teacher development.

Interview questions were piloted and redundant items were disregarded and revised interview questions were sent to the supervisor to get expert opinion. The researcher received expert opinion regarding the content and construct of the questions designed and made necessary changes accordingly. This process enabled content and construct validity of the questions.

 Interview data was transcribed and sent to the interviewees to ensure that it reflected what actually the interviewee said during the interview. The researcher got the interviewee approval to the data collected.

Finally data were triangulated to ensure reliability by interviewing not only those 19 seminar participant English teachers but also randomly selected 38 peer teachers who did not attend the seminar but work in the same schools with the seminar participants and 10 school principals. The data gathered from all these sources were evaluated to draw conclusions.

3.8.   Data Analysis Procedures

Data analysis is known to be the process, which requires systematic inquiry. First, data is systematically searched, then it is arranged and analyzed and finally interpreted and presented. Yıldırım and Şimşek (2005) stress three main concepts in data analysis, they are, "description" which finds answers to question 'what', 'analysis' where researcher finds answers to 'why' and 'how' questions and, finally , 'interpretation' where researcher questions what is meant or what is implied (pp. 221-222). Bogdan and Biklen (1998, p. 157) provide the following process for qualitative data analysis:

- Working with the data
- Organising the data
- Breaking them into the manageable units
- Synthesising them
- Searching for patterns
- Discovering what is important and what is to be learned
- Deciding what you will tell others

When conducting research on the impact of in-service teacher training seminar on the new role of teacher as agent for change, researcher followed the process stated above.

3.8.1.   Preparing the Data in Transcript Form

Tape-recorded interview data was transcribed without making any changes. The total number of pages of the transcribed interviews was gathered in 167 pages altogether. The researcher used the content analysis technique to determine where the emphasis lies on the data collected through interviews. (Marshall & Rossman, 1999). The data was broken down into manageable categories.

3.8.2.   Generating and Revising Coding Categories

On the streams of qualitative research activity, Krathwohl (1998) explains coding categories in triangulation across persons as the researcher first develops tentative codes. Secondly, she codes and winnows for relevant data, third, she develops code list, revises, and consolidates codes. This leads to decoding and further winnowing. There may be a need for doing review of literature but at this stage researcher may determine and act on implications for coding. Finally, researcher recodes data if required and identifies themes and

related material. At this stage data is reduced to the related themes and examples, synthesized into an explanatory framework (Krathwohl, 1998, p. 242). Krathwohl quotes that qualitative data may be gathered in as many ways as the researcher's creativity permits (1998, p. 241).

Having completed the explanatory framework final stage is, organising data into a chain of reasoning or narrative report with methodological appendix and writing report. This process is not perceived an achievement but a learning experience.

In this research study, researcher collected data through interviews in two phases as explained in detail. The purpose of this study is to gather the perceptions of relevant parties involved on the impact of in-service teacher training on the change agentry role of teachers. Having transcribed interview data she developed tentative codes and the following themes were identified.

- Change
- Role
- Change agentry role
- Team work
- Team spirit
- Collaboration
- Commitment
- Leadership
- Empowerment (confidence building)

- Continuous inquiry to learning

- School improvement

- Awareness (professional, self)

- Knowledge of pedagogy

- Uniting theory and practice

- Attitude to in-service teacher education

- Attitude to self-development

Having identified the above categories researcher sent interview transcripts to two teacher trainers from Başkent University to get their coding of the data obtained. This process enabled the researcher to get expert opinion on coding. Having received the coding from the trainers, the researcher revised, and consolidated the coding and recoded data. In the process of the revision of coding, the categories were further examined and some of them were combined under a more general category because the data obtained from the participants shows some common features and the answers overlapped. Therefore, it led to revising the categories into more general categories as follows:

- Change (C)
- Change agentry role and leadership (CAR)
- Team work, team spirit and collaboration (T)
- Empowerment (confidence building) (E)
- School improvement (SI)
- Professional awareness and attitude (PAA)
- Knowledge of pedagogy (K)
- Attitude to in-service teacher training programme (AITTP)

She then identified themes and synthesised data into an explanatory framework.

3.9.   Limitations to the Study

The sample of this study is limited to 19 seminar participants, 38 their peer teachers who work in the same schools but did not attend in-service teacher training seminar, and 10 school principals who are from various primary and secondary schools of the Ministry of Education in the city of Çanakkale in Turkey. These teachers participated in in-service teacher training seminar conducted between 30 August – 3 September 2004 in Çanakkale. Therefore, the results of this study is limited with the perceptions of the sampled group and can not be generalised to all primary and secondary education English language teachers. However, results can be used as perspective and insight from a specific sample.

Even though people seemed to be keen on providing as much data as required, unfettered access to the data sources could cause the difficulty at times. Especially after several months of the program. However, the researcher is pleased to state that second phase data were also gathered from the same 19 participants who were interviewed in the first phase.

Another limitation to the study is its methodological stance. Interviews, and researcher's notes that she had taken during the interviews provided a primary data in the study. Therefore, inherent problems associated with this methodology, namely honesty during interviews, interview time constraints for both the interviewer and the interviewee, lack of diversity present certain limitations.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the impact of ITES/P on the new role of the English language teachers in terms of their change agentry role, contribution to school improvement and attitude to professional development from the views of 19 English teachers who participated in the in-service teacher training seminar, 10 school administrators, and 38 peer teachers of the seminar participants. Qualitative case study method was used to find answers to the research questions formulated. Data collection was held in two phases; In Phase 1, data were collected from 19 seminar participants during the seminar. In Phase 2, data were collected from 19 seminar participants, 10 school administrators and 38 peer teachers after 6 months of the seminar. This chapter is a presentation of the findings obtained from the interviews with the seminar participants, school administrators and peer teachers. Findings are presented by providing examples from the interviews in the order of the research questions and the perceptions of seminar participants, school administrators and peer teachers according to the order of phase 1 and 2. At the end of the chapter all findings are summarised.

4.1. Results Related to Attitude to In-Service Teacher Training

This part is a presentation of the findings obtained from the interviews with the seminar participants when the seminar was in progress and after 6 months. In response to the questions seminar participants were asked, they gave their perceptions on attitude to in-service teacher training and the findings are presented accordingly.

4.1.1. Phase 1 Results (19 Seminar Participants) on Attitude to In-Service Teacher Training

In response to the first question, seminar participants were asked to give their perceptions on their attitude to in-service teacher education. Teacher responses to this question revealed their views on in-service teacher training in the first phase of data collection , that was, in September during the in-service training seminar. Three groups of teachers were identified according to their attitude to training. The first group was made up by the teachers who volunteered to participate (11), the second group consisted of teachers who said that they participated willingly (5) and final group were the teachers who were "not keen on attending but somehow they found themselves in the seminar room" (3). This data highlighted the fact that majority of teachers (16) were enthusiastic about seminar participation.

4.1.2. Phase 2 Results (19 Seminar Participants) on Attitude to In-Service Teacher Training

In the second phase, after six months of the seminar, when 19 teachers gave

their perceptions about in-service teacher training seminar, one of the teachers

expressed her inspiration and future plans related to in-service teacher training

by describing her feelings. This was significant as it showed the impact of in-

service teacher training on individuals' career development plan.

> I think teaching means learning and learning is a journey that I
> seek for opportunities since I participated in the seminar. We had
> very young and energetic teacher trainers in September and I
> started thinking 'I am young and energetic, I am enhusiastic about
> learning, why not to be a teacher trainer.' I am interested in
> attending a teacher training course and become a teacher trainer.

T11 expressed his satisfaction by saying that he developed his skills in

teaching English and was pleased with it. Another comment was related to

teacher mood that the program affected positively. "I learned recent

teaching methods and techniques.", one teacher expressed. Another

teacher explained that this program was a smooth transition from holiday

mood to work mood.The following two teachers also reflected their views

on in-service teacher training and their comments were highly striking in

content . The first teacher discriminated between young and old whereas

the latter expressed her disappointment by actually saying that the seminar

was useful anyway. The source of disappointment seemed to be personal

rather than the content or delivery of the in-service teacher training

seminar (T is used to refer to teacher and the number shows who said it):

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> No change in me but the seminar changed my colleagues especially young colleagues learned a lot (T3).

> I felt empowered during the seminar but later I felt great diasappointment when I was using the ideas in my environment (T9).

These views as 'it was useful and I learned a lot' reveal perceptions of majority of teachers who were enthusiastic about in-service teacher training and the second group represented 3 teachers who did not think that they needed further training as they were pleased with their own way of teaching English. The former teacher sounded proud of himself as he did not change his teaching behaviour. There were teachers who related their attitude to teacher training with the amount of learning attained; as one teacher said, "Seminar definitely enriched my knowledge" (T2).

These descriptions reinforced the point that teacher personality affect his/her perception on in-service teacher training. Kurtoğlu-Eken (2000, p. 157) in her research on 'jizz' states that "personal qualities refer to the general attitudinal qualities that the teacher has and displays as a teacher". Among her list of personal qualities Kurtoğlu-Eken lists positive, friendly and caring attitude, openness and receptiveness as well as dynamic, cheerful, lively and pleasant manner. Obviously individual experiences about teacher training also plays an important role in establishing biases or prejudices. However, in establishing the bias, personal qualities such as background, knowledge, awareness, attitude and/or manner and, more importantly, interpersonal skills have an impact on individuals.

4.1.3. Phase 2 Results (10 School Administrators) on Attitude to In-Service Teacher Training

When the school principals were asked about teacher attitude to in-service teacher training seminars, they said that teachers were selective as there are many factors affecting their attitude to in-service teacher training. Two principals specifically defined teachers` attitude who attended the seminar as in the following quote (P referes to Principal and the number who said it):

> There are some teachers who get sick report in order not to attend such programs.These teachers do not think that the session leader would know any better than them. They have such experiences as a trainer who is unaware of our context, comes and provides training, which does not cater to our day-to-day needs, and the teacher thinks that her time was wasted. They come and share their thoughts with me. But this September Teacher X was satisfied with the program, she participated in as she said 'Not only the content but also delivery was very satisfactory, session leaders were professional. They were very well prepared and it was worth every minute of it' (P4 & P8).

According to the principals there are three major factors which affect teacher motivation towards in-service teacher training seminars. They are; knowledge of the session leader, content of the seminar, and the presentation skills of the session leader. They said teachers lose motivation and become reluctant to attend if any of the above is not satifactory. One of the principals said that teachers in his school were willing to attend in-service teacher training seminars as he supported seminar participation.

> They are attending seminars eagerly because I support them.
> Teacher X attended enthusiastically (P1).

Five principals discriminated young and old and said that young teachers were more interested in their professional development as opposed to the old or experienced ones. This reveals that age is an important factor on teacher motivation when in-service teacher training is concerned, as one principal explained:

> Young colleagues in particular rush to new knowledge but
> experienced ones are reluctant to participate (P.2,4,6,7,8).

School administrators, in particular school principals, emphasised the importance of the seminar content as teachers attend to get new knowledge and if the content does not reflect innovations in language teaching, teachers are not satisfied. Another issue raised by the school principals was the frequency of the seminars. Principals said that there were teachers with 15-20 years of teaching experience but had not attended any seminar yet. They proposed that regular in-service teacher training programs should be scheduled annually or several times a year to cater to the needs of teachers.This data correlate well with what seminar participants and peer teachers said.

4.1.4. Phase 2 Results (38 Peer Teachers) on Attitude to In-Service Teacher Training

When the first question was asked, all the respondents emphasised the need for ongoing professional development by saying that they would also participate in an in-service teacher training program if there could be a training provided in their own subject area such as maths, music or literature. There

were peer teachers who expressed their disappointment by saying that they were also English language teachers but they were not invited and they did not understand the reason why they did not attend. Each and everyone of these teachers, after a while, recalled that they were either on sick leave or else (8 peer teachers (PT). Below are the remarks from four different teachers:

> I would like to participate as I am also an English teacher ...but I do not know why I was not invited. ... but I was not in Çanakkale when the seminar was held, actually I was on holiday/ ...but I was on sick report so I was not able to attend/... but I was not able to attend due to my excuse (PT.13).

> Teacher X has told me that it was rich in content and two young trainers were very successful. Participants learned so many new things that they can practice (PT 18).

> It is very important to have micro teaching sessions and they practiced theory through hands on tasks (PT.27).

> People say that the seminar was very motivating, thought provoking and informative (PT.34).

There were 3 teachers who said that they would not attend an in-service teacher training seminar because they did not feel the need due to the qualifications that they had already obtained. English teachers who were not at the seminar were well aware of the content of the seminar as they said that they had received feedback from their friends who attended the seminar. When the subject teachers were concerned some of them expressed their regrets as they said they could have attended if they had known about it. They thought some parts were relevant to all teachers.

> ...but I wish I could have attended as well. I teach mathematics for years and have never attended a training seminar yet. In-service teacher training is very important for professional development but opportunities are limited (PT.5).

There were other subject teachers who said that they would be delighted to attend an in-service teacher training seminar but they would rather attend a seminar where teaching the subject they taught would be discussed:

> ... I wish I could have attended as well. I teach mathematics for years and have never attended a training seminar yet. In-service teacher training is very important for professional development but opportunities are limited (PT.11).

> ... if there is a seminar for Turkish Literature teachers I would be delighted to attend. To be honest, I was not much interested as it was for English teachers (PT.3).

> Since I teach music, I am interested in their use of music in teaching English (PT.14).

> I wish I were with them at the seminar, why we do not have one for us as well? It is more economical to organise seminars for all subject teachers instead of some of us get input some do not (PT 35).

Peer teacher response mainly reveals that teachers are keen on attending in-service teacher training seminars but majority of them prefer to discuss the subject they taught. Comments about the seminar content and delivery showed the importance of teacher trainers who run in-service teacher training seminar and their teacher training skills.

> TX said that session leaders were very good at using data projector and power point. She said they knew a lot about ELT literature and methodology (PT.10, PT.16, PT.18, PT.32).

TX said that session leaders were very good at using data projector and power point. She said they knew a lot about ELT literature and methodology. Moreover, she said they were very young and pretty (PT.3, PT.10, PT.19, PT.25).

Above comments illustrate peer teachers' perceptions on the role of teacher trainer in the participant motivation as well as the content of the in-service teacher training provided. Teachers expect to have hands on sessions which integrate theory of teaching into practice in the in-service teacher training program.

4.2. Results Related to Perceptions on "Change" and "Change Agentry Role"

In this part the researcher discusses the results related to "change" and "change agentry role" as perceived by the teachers who participated in the seminar in the first and second phase of the research study. This will be followed by school administrator and peer teacher perceptions.

4.2.1. Phase 1 Results (19 Seminar Participants) on "Change" and "Change Agentry Role"

The first phase findings showed that most of the seminar participants thought there would be a change in them after they completed the seminar. They thought in-service teacher training would enhance change either in their teaching behaviour (9 teachers), or in their approach to ELT (English Language Teaching) (3 teachers) or their choice of teaching methods and

approaches (3 teachers). Some said that they expected change in their use of technology (3 teachers). Most of them said they would design tasks and activities as the ones they learned in the seminar (12 teachers). One of the teachers said:

> I will not be exactly the same as I used to be in my previous years of teaching. I used to design only a couple of activities or tasks before but here we are provided with so many alternative tasks and activities that I will reflect them into my teaching. Moreover, my attitude to my students and parents as well will be different (T11).

This reveals that teachers expected change not only in their teaching but also in their outside classroom behaviour such as their attitude to parents and peers. Moreover, they thought change in their behaviour would increase student motivation. Teachers claimed that their teaching would change as they were facilitated with new knowledge. A teacher who had years of experience complained about the conditions at school and said that he had difficulty in motivating himself in the school environment due to the climate created. However, this teacher also said that even though it would be difficult for him to change he would change his teaching methodology and would be more student centered. There were 3 other teachers who inferred change in their in-class behaviour particularly emphasising their role as a guide or a facilitator rather than a master .This implied a switch from teacher-centred approach to learner-centredness. Examples of teacher perceptions related to expected change in teacher attitude show that teachers not only thought they would change their teaching behaviour but also their attitude to professional development:

I will reduce my use of Turkish in the classroom (T17).

I will apply the idea of student vocabulary journals (T16).

I want to conduct research studies. (T1).

I am tempted to do research (T10).

I will change my approach in ELT (T4).

Nearly all the teachers expected change in them in the areas which are briefly summarised in Table 4.1.

Table 4.1   *Seminar Participant Perception on the areas which the seminar contributes with respect to" Change" and "Change Agentry Role"*

Phase 1

Teaching behaviour

Approach in ELT

Teaching methods, techniques and use of technology

Tasks and activities

Teaching language (R,W,L,S) skills

Attitude towards parents

Increasing student motivation

Tolerance towards students

In Phase 1 teachers expected change not only in their approach to ELT but also in the materials they would design, their collaboration with peer teachers on sharing new knowledge and their attitude to professional growth. They said they were provided with sample teacher made materials that catered to individual needs in the seminar and they had also practiced how to design tailor made teaching materials focusing on the skills practised at micro teaching component of the seminar (12 teachers). As the materials would be learner centred, students would get excited and probably make noise and this would affect teacher motivation and creativity (7 teachers).

4.2.2. Phase 2 Results (19 Seminar Participants) on "Change" and "Change Agentry Role"

In the second phase, seminar participants commented on the change that they experienced mainly on their teaching behaviour and their approach to ELT. Interviews with teachers in the second phase reveal that teachers raised awareness on student needs as they reflected it by saying that they became learner centred. This also could be interpreted as change in the choice of teaching methodology. Teacher comments are collated according to the themes of the utterances as below:

Radical change in classroom behaviour (4 teachers).

Employing more student centred approach (3 teachers).

Using more pair and group work activities in classes now (7 teachers).

Raising awareness on what to do. Questioning teaching behaviour (9 teachers).

Feeling more experienced, knowledgeable and professional, now (3 teachers).

In order to explain change in them teachers said that they felt like learning more after the seminar (2 teachers). They also explained how confident they were as they felt more knowledgeable in their profession. In addition, there were comments about how energetic, lively and interested they were as the trainers provided a good example to them.

There was one teacher who referred to his attitude to in-service teacher training with a particular focus on change by saying that he did not change a lot. 'A lot' implies partial change took place:

I do not think I have changed a lot. I am a teacher who has his own methodology in teaching. I will retire soon, why bother (T8).

In this case selection criteria for seminar participants needs consideration . Another teacher expressed her perception about change in her by saying that she raised awareness on her professional needs and this led to continuous inquiry to learning.

I am a graduate of Physics Department at METU. I also studied English Language and Literature at the Faculty of Letters but I had not learned English language teaching methodology. This was the first time I was exposed to ELT theory and its application to practice. I am very much motivated to learn more about ELT. I would like to attend seminars, courses to develop my English language teaching skills. I am very enthusiastic about learning

since I attended the seminar. I want to learn and practice new knowledge as much as possible. This seminar played a very important role in my professional life. Please let me know when there is an ELT conference or a seminar (T17).

This teacher seems to be inspired as she was ready to digest any new knowledge about ELT methodology and in-service teacher training seminar seems to have catered to her professional needs. Seminar also injected inquiry to continuous learning and she is seeking for the opportunities to meet this need.The following examples reflect significant role of school culture and incentives in establishing change in teacher as below. These teachers explain how change occured in their professional lives since they attended the in-service teacher training seminar:

Having completed September in-service teacher training seminar, I was invited to do a series of seminars to the English language teachers in our school. Then, I was called to do seminars to the English teachers in our district. End of March I will do a district seminar. This can be called a move from teaching to teacher training, I guess.(T1)

As the quote above attempts to capture, teacher's utterance reveals that change in her led to her change agentry role. She refers to the impact of in-service teacher training as her role changed not only in the school but also in the district. This is highly related to the school culture because first, she was invited to do a seminar to her colleagues in the school to reflect in-service teacher training input, then she was invited to provide a similar nature training to her colleagues in the district. Individual recognition and appreciation of school administration empowered teacher to do both seminars. Teacher trains her colleagues and contributes to school improvement at school, she then trains teachers in the district and supports

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English language teaching in her district. Interview results make it obvious that in some cases; in-service teacher training leads to significant change in professional applications and this leads to change in the classroom practice and attitude to school . It is possible that change in teacher may be extended to change in the district.The following teacher provides an example for a common practice among teachers. The impact of in-service teacher training leads to teacher's professional development, as a result he changes his professional applications and this leads to team work as a result school improvement.

> I think I developed professionally and reflected this professional development into my lessons. I do not think I did much about reflecting the experience into the school. I share the materials that I prepare for my teaching with the English teachers in school. I believe my contribution to school development is through designing and sharing quality classroom materials that are used by all my colleagues. This enables uniformity between what students get in English lessons thought by different ELT teachers. I help my colleagues use standard materials in our school (T15).

Socrates –Comenius projects are commonly mentioned not only by the teachers but also by the administrators during the interviews. In this example teachers' positive experiences related to the in-service teacher training and its impact on teacher change led to regional development:

> Involvement in Socrates projects, learning and using of data projector in parental open house days and running Socrates sessions in town are all after the in-service teacher education. I went to Portugal and attended a teacher training course in November. I am planning to complete my MA and do PhD. I want to take administrative responsibilities at school and district (T1).

During the in-service teacher training seminar as the above teacher was

facilitated with new knowledge of pedagogy she felt more knowledgeable

in English language teaching. Due to the new knowledge , her confidence

is built in the in-service teacher training seminar. Then, she put herself

forward for more responsible tasks. As her skills are recognised in the

school environmet , she is assigned more responsibilities. In this example

teacher performs change agentry role both in her school and in the district.

Table 4.2 briefly summarises the areas that change appears

Table 4.2   *Seminar Participant Perception on the areas which the seminar contributes with respect to" Change" and "Change Agentry Role" .*

Phase 2

Teaching behaviour

Approach in ELT

Teaching methods, techniques

Materials design

Team work / sharing

Increasing student motivation

Tolerance towards students

When Phase 1 and Phase 2 participant perceptions on change are compared,

most of the teachers seem to have achieved change in the areas that they had

predicted during the seminar.

This question also aimed to explore teacher perceptions on the new role of teacher as an agent for change. The first part attempted to explore the role of change in the classroom and the second part outside the classroom. Teachers' positive experiences with respect to the change in role has revealed leadership role played in the district (4 teachers), a guide at a side in the classroom (16 teachers), rapport with students and parents at school (6 teachers). In addition, teachers said that the seminar raised awareness on their role not only in terms of their relation with students but also their relation with parents (4 teachers). Examples from teacher responses describe the roles teachers perform in the last six months after the provision of in-service teacher training.

> I have had a leadership role in school- I have provided some training to the teachers on Socrates programme from other schools (T1).
>
> I have been assigned as EU Comenius leader of our school for district gatherings. I will be leading the project (T5).
>
> Outside the classroom we established a reading club and a conversation club for our students to practice their reading, listening, speaking and discussion skills with a group of colleagues (T12).

Having been facilitated with new knowledge, these three teachers are empowered, built professional confidence and are keen on using their skills and knowledge not only in the classroom or school but also in town or in the district. Obviously, school administration creates support, provides encouragement and assigns these roles to them. In their new role as team leaders, these three teachers share their experiences with other

teachers to improve quality in education. This new role is the change

agentry role as they are expected to lead other English teachers at school.

 When teacher's role in the classroom was concerned, teachers described their

perceptions by saying that their role changed as they switched from teacher

centered lessons to learner centered ones. As a result they became a facilitator

whereas students were the active participants of the lesson. These teachers

explain change in their in-class role very positively as they think their students

learn better when they perform learner centred tasks and activities.

> Slight change in the role towards students as well. New role: a
> guide at a side now, or a facilitator not a master. Being more
> respected and students enjoy learning (6 teachers).

The following teachers' role descriptions seemed to reveal awareness on teacher

role as well as student role. In addition, they said that their attitude to parents

and profession have changed. One teacher says "We are thinking of establishing

a technology class at school." The following teachers' utterances are collated

according to the themes:

> Raising professional awareness and feeling more confident (6
> teachers).

> Being more positive towards parents by providing theory
> supported feedback to them (4 teachers).

Several seminar participants said that they were involved in EU

projects in their schools and working in the district as a district EU

team member. The following provides an example of what one EU

project leaders said in confidence as he had raised awareness on his

professional needs:

> I applied EU ELT courses, and received acceptance for the
> summer. I am looking forward to it. I am also thinking of sitting
> LES examination next year and do my MA in TEFL. In the
> seminar I learned that Çanakkale University is organising an
> international seminar. I am thinking of attending it (T6).

There are comments and reflections which emphasise school culture

which enables or hinders new the role that teacher is expected to

perform as an agent for change. These teachers reflected their attitude

to profession as in the following examples. In such cases the impact of

in-service teacher training seminars is limited. When the first one is

concerned, teacher has built confidence and resists to change. The

second teacher however, reflects not only school culture but also the

conditions that he lives in.

> No role change at all. I am what I am (T3).

> I have lost my enthusiasm in teaching English language because
> my weekly teaching requirement is 28-30 hours a week. Moreover,
> to make ends meet one needs to give private tuition as well. This is
> an incredibly loaded schedule. I am exhausted (T8).

Table 4.3 provides roles teachers experience change after the provision of

in-service teacher training.

Table 4.3.*Seminar Participant Perceptions on Change Agentry Roles that they performed*

Phase 1 and 2
The role of the teacher in the classroom-teacher centred-→learner centred
The role of the teacher as a colleague in the school → team leader
The role of the teacher outside school → mentor to parents, and community
(tolerant and informative)

4.2.3.   Phase 2 Results (10 School Administrators) on "Change" and "Change Agentry Role"

The results suggest that administrators divide seminar participants into two groups in terms of change that is observed. According to some principals,Teachers who are willing to participate have positive attitude to their professional development and they change as in Teacher X example.The following quotations by the administrators show this positive attitude and change in teachers.

> There is a positive change in those who willingly participate. They learn a lot of new knowledge, they develop their research skills, they start questioning not only about student learning but also their teaching (P5).

> After they participate in in-service teacher training seminars, they build confidence with the new knowledge and take active role in school activites (P2).

> After the seminar he put himself forward for the project and I approved as this study required knowledge of English language and computer skills for on-line communication. Moreover, his

potential and motivation enabled us to go further in the project. He has changed a lot and I think this change is good for him and for our school. Seminar made him assertive (P3).

She performs many roles this year after the seminar. However, last year she was only a full time teacher who was not committed to anything else other than teaching 30 hours a week. She is a guide on Anzak Day, she is a knowledgeable friend to her colleagues and a responsible teacher in the classroom. She is self confident, team oriented, open to ideas and innovation (P4).

All these examples provided revealed that some administrators observed change in seminar participants' attitude related to their professional applications namely confidence, open mindedness, knowledgeability, team spirit, assertiveness and supportiveness which led to the change in them and in their new role as an agent for change. One of the school administrators said teacher motivation increased in the seminar and this led to participation in decision making.:

He is motivated, inspired and more importantly seems to be ready to practice leadership. He played active role in decision making while we were at staff meetings. This shows his confidence (P7).

This change is also described as :

There is a switch in the role from passive listeners to active speakers; from naive teacher role to researcher; from a silent pussy cat role to a more professional curiosity (P9).

TeacherX initiates change in her teaching. In the staff room she shares her materials and ideas not only school wide but also with other people in the district. She represents our school at Socrates projects and we are coordinating a joint project with a European country. This is not only a school wide or national accomplishment but this is an international development. So, not only her, or Turkish English teachers develop but also we support European countries as well. This is the outcome of an in-service teacher education. She is empowered, we also encouraged her and here is

the result! Obviously in-service teacher training should not be the only source for this but on regular basis teachers must be provided with it in order to keep up to date, to gain confidence and to be reflective (P1).

This final example reflects administrator perceptions on the new role of seminar participant and how s/he plays a change agent role in the school and /or the district. School administrators also emphasize the importance of school culture and institutional attitude by reflecting their own attitude towards seminar participants. They believe that administrative support and encouragement is needed to trigger change in teacher behaviour otherwise it may be difficult for teachers to act as agents for change. However when one school principal describes how a teacher acted as an agent for change he gave the following description:

> Some teachers do some do not. Teacher X is very innovative. She asked whether we could start sharing by inviting all teachers to a development meeting. I called for a meeting and she presented crucial areas such as Multiple Intelligences Theory , or learning styles by using data projector. Other teachers were very impressed. This was the first time we did an in-service teacher training by a teacher to the teachers in our school. Teachers thought that it was useful. I mean her workshop was well received. She will continue this practice when others teachers as well volunteer. Teacher X has this potential to encourage her friends to do collaborative workshop, would not it be great if a team of teachers did a collaborative workshop? (P3)

> I encourage my colleagues to be reflective but obviously age and experience makes it difficult. Young colleagues try to talk about innovations in education but experienced teachers' resentment continue. I think we need more in-service teacher training seminars to inject fresh blood and motivate teachers to teaching profession. English teachers are good at sharing new knowledge but other subject teachers do not see the relevance of their knowledge. However, there is so much in common in teaching methodology. All teachers can share areas like classroom management, lesson

> planning and recently learning related issues. Teacher X shares the materials she designs or contributes to staff room chat about teaching. She said she could be interested in EU Comenius projects in the school. I am very pleased to hear that because we need several colleagues working on a project. She will be a member of the team (P1).

Seminar participant attitude to materials design is also significant in these examples as seminar participants perform a role as a materials designer and then they share those materials with their peers schoolwide. This is a school wide leadership role not only limited to one teacher, therefore, it leads to school improvement if quality materials are designed and shared. This final role seems to be the most popular role performed by majority of seminar participants, as one principal said:

> After the seminar he put himself forward for the project and I approved as this study requires knowledge of English language and computer skills for on-line communication. Moreover, his potential and motivation enabled us to go further in the project. He has changed a lot and I think this change is good for him and for our school. Seminar made him assertive (P4).

Above quote reveals an obvious impact of in-service teacher training as the teacher builds confidence and puts himself forward and creates himself an opportunity to act as an agent for change. There are also examples as in the following school principal'a quote that seminar participant does not change or fails to take change agentry role:

> Obviously, she learned a lot and experienced confidence but even though she felt more confident I do not think her role in the classroom or outside has changed much. The reason may be she does not like this environment, because the conditions that we work are sometimes unbearable. Last year she used to complain a lot but this year after the seminar she seemed to be caring the

circumstances students were experiencing as she was inspired by the ideas that she could implement. Her enthusiasm did not last long after a few weeks of practice. She lost her interest and motivation. She does not seem to be happy under the conditions she works (P8).

This example reveals how much teachers are influenced by the conditions that work in. Another striking example reveals the attitude of school administrator to one of the teachers who attempts to share her new knowledge and experience.

Teacher X is experienced enough, change in her has also occurred obviously, she came to my office and explained what she wanted to do after the seminar but I can not remember now. You know so much is going on (P10).

Actually, in the above context, the principal is not able to identify how important what teachers have done in the seminar, what his personal expectations for the school should be and what teacher wants to do as an agent for change. This attitude provides a reason why principal awareness needs to be raised regarding the rationale behind in-service teacher training seminars.

4.2.4. Phase 2 Results (38 Peer Teachers) on "Change" and "Change Agentry Role"

The data obtained from peer teachers reveal that seminar participants had a change in their role as leaders, counsellors, materials producers and agents for change. In addition, seminar participants were observed to be more cheerful, lively and talkative by their peers. Peer teachers shared their perceptions regarding seminar participants' attitude to change as follows:

He is more active in school. Even though he used to sit and read books in the staff room, he is now discussing educational issues by giving theoretical support (PT.7).

He designs quality materials and shares with the other English teachers (PT.8).

He is engaged in EU Socrates projects. He updates us regularly regarding the decisions made in the district committee (PT.31).

The above comments reflect not only change in their personal attitude but also seminar participants' role as change agents. There are also some cautious teachers who hesitate to reflect their observations by saying that "I do not know the answer". The following comment is also in the similar nature:

We don't observe each others' classes (English teachers and other subject teachers) (PT.15).

During the interviews more supportive feedback was obtained from English language teachers as compared to other subject teachers.

4.3. Results Related to Perceptions on "Team Work"

This part is a presentation of findings obtained from the interviews with seminar participants in the first and second phases and discussions with the school administrators and peer teachers from the second phase.

4.3.1. Phase 1 Results (19 Seminar Participants) on "Team Work"

The question aimed to explore seminar participants' views on the relationships between in-service teacher training and team work. In response to how teachers would share new knowledge with other teachers in school, most teachers said

they would use informal channels such as staff room meetings. The following examples from the seminar participant interviews describe the attitude of seminar participants to team work. They said they would design materials and share them with the other English teachers interested. Teacher data was collated as follows:

Sharing new knowledge informally in a staff room chat (13 teachers).

Share self made materials (5 teachers).

Sharing the handouts of the seminar (2 teachers).

Doing a presentation (3 teachers).

I will talk to the principal about the ways to reflect my colleagues and parents (1).

There were teachers who raised their concerns regarding class size, spacing and noise which would disturb other teachers around. There was a teacher who said she was shy to do a workshop or a presentation. Another teacher said that they did not have a school culture where teacher development is catered to. Another teacher commented about the attitude of school administration and if she did a workshop or a presentation it would not be well received as the school culture was not open to innovations. There were other comments related to teacher work load and time to get prepared to learner centred lessons would be difficult to find. A significant comment was ' I am young, my colleagues are more senior, I do not feel comfortable to share with them.'

These comments showed that majority of teachers were ready to share new knowledge with their colleagues by sharing the materials that they would design . They were reluctant to do an upfront presentation to share new knowledge except for 3 teachers.

4.3.2. Phase 2 Results (19 Seminar Participants) on "Team Work"

Second phase data obtained from the seminar participants after six months of the seminar revealed that the majority of the teachers shared new knowledge with their colleagues by using informal channels. They said they designed materials and shared them with the other English teachers and parents interested. Fourteen teachers said that they used informal channels namely staff room chats. The following examples provide collated teacher utterances:

> Sharing self-designed materials and asking for colleagues' feedback (5 teachers).
>
> Colleagues started using the materials I designed (5 teachers).
>
> Conducted discussion on some common issues in the staff room to share experiences and knowledge learnt in the seminar (6 teachers).

Teachers preferred informal channels either because they felt more confident when they were in small groups or the school culture did not allow them to put themselves forward as in the following examples. Some teachers touched the issues related to school environment and the climate set such as hostility:

> I did not put myself forward because it is not well received (T8).
>
> In our school, if I do a workshop, nobody comes, so I did not (T13).

Nobody was interested what I did in the seminar. I was the first time one of us went to a seminar, I mean this is a new concept to school and nobody cared about new ideas because there were serious physical inadequacies in our school (T7).

Language teachers are not interested in their professional development (T17).

Other subject teachers are not interested in what we are doing because they think that each subject is taught differently. Moreover, experienced teachers resist innovations and learning from young teachers (T19).

Because of our school culture nobody seems to be willing to create a learning environment (T3).

As can be seen from the above comments, schools establish their own cultures where roles are assigned and performed without leaving room for professional development. Teachers' answers reveal that in schools either teachers are flexible to innovations or resist to them. When school administration is concerned, according to the answers collated from teachers, wherever school administration supported professional development, teachers grew and school improved as one teacher said;

"Our administrators, particularly the principal is open to ideas, he encourages us a lot." There are examples from teachers who are positive to team work or inherited an environment where team spirit is established.

We regularly meet and discuss with other English teachers how to exploit the textbook or modify syllabus (T5).

Table 4.4 reveals perceptions of seminar participants on the impact of in-service teacher training on team work. Teachers expressed some common areas in respect to their attitude to team work. English language teachers are

enthusiastic about team work as they develop team spirit. They share new knowledge by using informal channels particularly in the staff room if / where school culture allows. Other subject teachers are not very much interested in what English teachers do therefore performing team work with other subject teachers is not possible however, there are schools where all teachers benefit from new ideas such as mathematics and music teachers as well as literature teachers are keen on learning new techniques. But obviously collaboration is possible in the schools where school administration encourages teachers to share materials, ideas and experiences.

Table 4.4 *Seminar Participant Perception on the areas that the seminar contributes to Team Work*

Phase 1 and 2
Willingness to team work
Sharing with peers
Sharing new knowledge
Designing and sharing new materials
Sharing experience

Teachers reflected concerns about school culture where peer pressure is established. Peer pressure was said be leading to disappointment However, according to the answers provided by the teachers who attended in-service teacher training seminar, support and encouragement either from peers or from school administration led to individual, peer and school improvement.

4.3.3. Phase 2 Results (10 School Administrators) on "Team Work"

Administrators' perceptions related to team work obtained from the data shows that the main factors affecting the team spirit in school are school culture which involves individual attitude to profession, experience and age, and work load.

With regard to school culture most administrators reported that teachers are influenced by in-service teacher training and perform team work not only on materials design and sharing but also on sharing new knowledge in an informal way in the staff room. For instance, one of the administrators quotes:

> Sharing new knowledge depends on how school culture is established... They also share a lot in the staff room and I believe this informal channel provides enormous amount of learning (P7).

> In our school, we are trying to establish an ideal system to ourselves in collaboration and employ it. I think I lead my colleagues, a good example is very useful to the followers (P3).

> Teacher X used to work alone but this year he shares the materials that he designs. He puts whatever he produces on the table in the staff room and asks his colleagues to give him feedback if/when they use. This is how he shares his new knowledge. I hear teachers exchange ideas about curriculum, assessment, materials and books a lot and he contributes to group discussions (P5).

Age and experience as well as school culture are crucial in establishing team work as stated by some school administrators. One, for example, said the followings:

> I encourage my colleagues to be reflective but obviously age and experience makes it difficult. Young colleagues try to talk about innovations in education but experienced teachers' resentment continue. I think we need more in-service teacher training seminars to inject fresh blood and motivate teachers to teaching profession.

English teachers are good at sharing new knowledge but other subject teachers do not see the relevance of their knowledge. However, there is so much in common in teaching methodology. All teachers can share areas like classroom management, lesson planning and recently learning related issues. Teacher X shares the materials she designs or contributes to staff room chat about teaching. She said she could be interested in EU Comenius projects in the school. I am very pleased to hear that because we need several colleagues working on a project. She will be a member of the team (P4).

As this administrator explains there are several variables in school culture namely, work load, teacher attitude to profession, compartmentalisation, age, staff room culture and resentment.

What is more, principals' attitude in building and maintaining schoolwide team spirit plays a crucial role in shaping the school culture. The following quote illustrates this attitude vividly:

I can call teachers for a meeting to get the experience shared but this will be top down. On the contrary, I am expecting them to do it between themselves. Teachers hate meetings, they think it is a waste of time. There is also a common belief, as if, the speakers who lead seminars or development activities state the obvious. This is the sign of fossilization. When the attitude to meetings is so negative, it is hard to gather people for professional development meetings. I have no doubt that attendance will be low if I call for such a meeting. But I am developing new strategies to overcome meeting phobia (P6).

All these examples describe principals' perceptions on establishing and maintaining team spirit and team work in school culture.

4.3.4. Phase 2 Results (38 Peer Teachers) on "Team Work"

Peer teacher views highlighted seminar participant attitude to team work as willingness to team work, sharing experiences, new knowledge and materials designed with peers and getting feedback. As the quote below attempts to capture, staff room provides an informal forum for teachers regardless of what subject they teach. All teachers share their new knowledge and experiences there. Below quotation reveals peer teachers' learning experience when new knowledge is shared:

> She told us what the course was like, how they discussed new methods and approaches in ELT and what kind of materials teacher trainers recommended as learner centered materials (PT4).

This teacher even though she teaches another subject listens to her colleague who presents new knowledge in an informal manner and either practices in her classroom environment or recalls it as something new when necessary. This attitude of the seminar participant creates a learning environment in school. However another peer teacher quoted the attitude of a seminar participant as "he is very busy and we all teach at the same time. In our school there is no in-school training opportunities." . This answer also reveals a school culture where attitude to in-service teacher training is not established, as a result attitude to team work is not developed. 5 subject teachers said that they taught different subjects as a result they had different syllabii. Hence, what they could share with an English teacher was questionable.This perception reveals that peer teachers see their subjects as something totally different and should be

dealt with a special manner. Not having identical syllabus creates compartments in the school where each subject is thought to be dealt in a different manner. However theories of instruction is applicable to all subject areas taught. There are controversial answers from peer teachers depending on the school attitude to team work as two other peer teachers said that they would be delighted if the seminar participant could do a workshop but people saw it a "burden." In this case whether it is the seminar participant, or the peer teacher sees it as a "burden" is not clear. An answer from a peer teacher highlights the crucial role of school administrators' attitude by saying:"Our principal is not keen on organising development days or afternoons." In this environment there seems to be a communication breakdown between the teachers and school administration regarding the needs and wants.

Peer teacher interviews also describe schools where team work is enhanced as the following quotation reveals the attitude of a seminar participant and how he was encouraged by a school principal who recently started to work in this school.

> She did a workshop to reflect her seminar experience. Our principal is new and he started in September, he is a great man who encourages us to apply new ideas, go to seminars and conferences not only in Turkey but also abroad (PT.2).

Peer teacher perceptions related to the seminar participant attitude to team work varies from intensive cooperation and collaboration and achievement of team spirit to sitting aside and waiting for the school administration to create an environment for teachers to do team work. The following examples describe

how a seminar participant takes change agentry role and inspires peer teachers by voluntarily sharing the new knowledge and also creating a learning environment in team spirit. The following comments about three seminar participants uttered by three peer teachers provide a good example for the overall peer teacher perceptions:

> She is a super woman. She both did a workshop and invited us into her classroom to get our feedback. She always designs very challenging materials, and shares them with English teachers but we also look at her materials because there is a lot to learn from her (PT.11).

> In our school there is trust built so nobody gets scared of applying new ideas into their teaching. We pilot and then give up or continue practising depending on the student reaction.She is a great woman who uses all the recent materials, ideas and technology in her teaching. She says 'When students are given freedom, they learn better'(PT.31).

> He told me about Multiple Intelligence Theory (MI). I am impressed by the techniques used in the application of MI theory into practice. I try to adopt those techniques into maths teaching (PT.28)

Interpersonal skills as well as organisational and administrative skills play an important role in attaining team work . Positive attitude to decisions made, respect to knowledge, openness to ideas are essence of team spirit. Team work and team spirit is attained by the involvement and ownership of all members involved. In the school context all teachers and administrators should create an environment where teachers should be able to put themselves forward.

4.4.   Results Related to Perceptions on "Empowerment" and "Knowledge of Pedagogy"

This part is a discussion of the findings obtained from the interviews regarding seminar participants' attitude to reflecting pedagogic knowledge into their professional applications.

4.4.1.   Phase 1 Results (19 Seminar Participants) on "Empowerment" and "Knowledge of Pedagogy"

When research question with the aim of exploring teacher perceptions on using in-service teacher training seminar input in daily practice was asked to seminar participant teachers in the first phase, teachers said that they felt empowered as they would be using new knowledge in their teaching (13 teachers). Teachers thought they would be using more learner centred approach (12 teachers) even though their students were used to teacher centred spoon feeding. A teacher thought this would be an obstacle. General tendency was applying new ideas into practice when the school opened:

> Will use more learner centred approach in terms of tasks, activities and materials (12 teachers).
>
> Will adapt new methods into teaching(10 teachers).
>
> Do not anticipate any difficulty in uniting theory and practice (5 teachers).

Table 4.5 provides a brief summary of phase 1 perceptions of the seminar participants related to empowerment and knowledge of pedagogy.

Table 4. 5 *Seminar Participant Perception on Empowerment and Knowledge of Pedagogy (confidence building)Related to the Impact of the In-service Teacher Training*

Phase1
Building confidence by refreshing knowledge
Confidence in the selection and application of classroom materials and activities
Confidence in contributing to/attending at/ professional development activities

4.4.2.   Phase 2 Results (19 Seminar Participants) on "Empowerment" and "Knowledge of Pedagogy"

When research question with the aim of exploring teacher perceptions on using in-service teacher training seminar input in daily practice was asked to seminar participant teachers in the second phase, teachers said that they felt empowered as they used new knowledge in their teaching (13 teachers). Teachers thought they used more learner centred approach (12 teachers) even though their students were used to teacher centred spoon feeding and the teachers were amazed with the positive feedback received from the students and by the energy and motivation created by the the use of learner centred approach. Even though a teacher was quite pessimistic about the seminar's potential contribution to real classroom practice; as she confessed during the Phase 2 interview that it did not happen to the case in real application.General tendency was applying new ideas into practice when the school opened.

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These teachers in Phase 2 said that they reflected the new knowledge to their teaching (16 teachers) either in teaching vocabulary, or skills lessons. Some explained the reaction of their students to learner-led approach as they had already raised their concerns in Phase 1 data collection.(3 teachers) .Other comments by seminar participants are collated as follows:

Designed tasks and activities as practised in micro teaching sessions of the seminar (7 teachers).

Used songs in ELT, so did maths teachers (3 teachers).

Reflected the new knowledge to day to day teaching to a great extent (2 teachers).

Applied MI theory into teaching (2 teachers)

There were also three teachers who had expressed their concerns about learner centred tasks such as pair and group work activities. They said such tasks would cause a lot of noise in small classrooms. They said as expected, teachers teaching next door complained about the noise.
At this stage teachers seemed to be caring more about student attitude to learning which was the sign of switch from teacher centred to learner centred methodology. Some teachers experienced difficulty in applying new ideas due to the following reasons that they reported:

Teaching load does not always allow to prepare quality materials (3 teachers).

Students want to follow traditional way as they are not used to modern language learning practice (2 teachers).

> I wish I had the right conditions to use modern language teaching which we discussed a lot in the seminar.

These teachers thought that they were prevented either by their students, or, the workload or the conditions that they were in from applying seminar input into practice.

> I am more confident now. I know where I stand. I have been assigned a new role at school. I will lead festival organisation team and I am excited about it. I contribute to school development (T12).

Teachers gained confidence after the in-service teacher training seminar and naturally they committed themselves to tasks which led to school development.

> It was the first time I did a presentation and it was a Power Point one. I think this happened to be a good start. I raised awareness on educational issues as well as ELT issues and helped all English teachers at school raise awareness on teaching and learning English (T1).

This teacher experienced cooperative development by providing support to the other teachers at school. Perceptions of 19 seminar participants on empowerment and knowledge of pedagogy are summarised in Table 4.6.

Table 4. 6 *Seminar Participant Perception on Empowerment and Knowledge of Pedagogy (confidence building)Related to the Impact of In-service Teacher Training*

Phase1

Building confidence by refreshing knowledge

Confidence in the selection and application of classroom materials and

activities

Confidence in contributing to /attending at/ professional development activities

4.4.3. Phase 2 Results (10 Administrators) on "Empowerment" and "Knowledge of Pedagogy"

Administrators shared their views regarding teacher attitude to new knowledge

discriminating between seminar participants, young teachers, old teachers and

English language teachers. They also stressed the role of school culture as a

motivating factor which affects teacher attitude to reflecting new knowledge.

Below are two principals' comments on the school culture and its impact on

teacher motivation.

> Yes, they do. I mean, our teachers apply the ideas and new knowledge in their teaching then they share them, I have no doubt about it. We have a teacher report system where all teachers are required to record their work and I can follow who does what by looking at teacher report. They have their English teachers' room where they share a lot with each other, the purpose of allocating them a room is to provide an environment where all English teachers gather together and talk about their application of theory into practice. Usually young teachers and English teachers are working in teams and share a lot with each other.I am happy about this. Other teachers are not interested in what English teachers do, they communicate to each other (P6).

We have a very positive climate in our school where teachers are encouraged to share knowledge. I am trying hard to create a school environment where teachers establish a learning community. They should be able to ask for unknown and learn from each other. They are motivated to ask or tell each other what they do in their teaching. I think we achieved a learning environment not only for students but also for teachers (P9).

Some administrators highlighted individual differences between teachers' attitude to reflecting new knowledge by pointing to seminar participants' change agentry role as one said:

Some teachers do, some do not. Teacher X is very innovative she asked whether we could start sharing by inviting all teachers to a development meeting. I called for a meeting and she presented crucial areas such as MI theory , or learning styles by using data projector. Other teachers were very impressed (P1).

As it was stated before, age and experience appear to be influential in teachers' attitude to the profession from the administrators' point of view as well.

I encourage my colleagues to be reflective but obviously age and experience makes it difficult. Young colleagues try to talk about innovations in education but experienced teachers' resentment continue. I think we need more in-service teacher training seminars to inject fresh blood and motivate teachers to teaching profession. English teachers are good at sharing new knowledge but other subject teachers do not see the relevance of their knowledge (P5).

The descriptions of school administrators reveal that school culture and individual attitude to profession are the most striking motives for sharing and reflecting new pedagogic knowledge into practice.

4.4.4. Phase 2 Results (38 Peer Teachers) on "Empowerment" and "Knowledge of Pedagogy"

Peer teacher response related to seminar participant knowledge of pedagogy and application of new knowledge into teaching reveals perceptions under professional awareness of seminar participants. Comments made by peer teachers can be grouped under the headings of openness to new ideas, uniting theory and practice, awareness of learner needs and wants, learner focus and school culture. Peer teachers think that seminar participants reflect new knowledge into their teaching either by designing materials or applying them in daily classroom delivery (12 peer teachers). Naturally there is materials exchange between English language teaching peers and seminar participants (8 peer teachers). Other subject teachers can not ensure whether new knowledge is reflected into classroom delivery. The following comment reflects an English language teacher's comments related to a seminar participant:

> He tells how he applies seminar input into his teaching and he shares his experiences after he practices in his classroom. We use his materials according to his feedback. However, our students are not used to doing the tasks that they are expected to analyse and sythesise the information in a text and evaluate accordingly. As they find the tasks challenging they complain about his modern teaching approach. However, I believe they will learn English very well (PT.18).

This teacher also provides support by interpreting the behaviour as "he uses recent ELT techniques, our students are not used them but they are going to get used to it". There is a positive attitude and support to the seminar participant provided. More importantly, seminar participant does not only design materials but he pilots them before he gives it to his peers, then he gets their feedback.

This is a typical change agent attitude as he initiates change, encourages his

peers to apply it then he gets their reaction to the change.

Another example is also in a similar nature as the attitude of the peer teacher is

described as an agent for change:

> She definitely is. In our school there is trust built so nobody gets
> scared of applying new ideas into their teaching. We pilot and then
> give up or continue practising depending on the student
> reaction.She is a great woman who uses all the recent materials,
> ideas and technology in her teaching. She says 'When students are
> given freedom, they learn better' (PT.27).

In both cases peer teachers describe seminar participants' role as "agent for

change". Neither of the seminar participants put any pressure on the peers but

ask for their feedback to ensure the materials which are designed reflecting

innovations in ELT are experienced.

There are peer teachers who complain about the work load and lack of time by

saying that they teach 30 hours a week and no time is left for anything else.

The following example quotes the attitude of peer teacher as well.

> Other English teachers complain as she uses most of the resources
> to prepare her teaching materials such as card board or stationary
> but she also buys them herself. I see they also use her materials.We
> all are under time pressure. Teaching 30 hours a week is too long.
> Our time to prepare lessons is very limited but preparing up to date
> materials require time and commitment (PT.21).

This peer teacher's attitude and approach to seminar participant does not sound

very positive as there seems to be hostility implied.. Therefore another peer

teacher from the same school was approached and asked and the answer was

not any different either. In such cases it is highly important to analyse how school climate is set or how roles and responsibilities are assigned.

The outcome of peer teacher interviews revealed that there are some seminar participants who perform change agentry role in their schools however school culture appears to be an important factor. Table 4.7 provides a brief summary of peer teacher perceptions on the seminar participant empowerment and knowledge of pedagogy.

Table 4.7 *Peer teacher perception on Empowerment and Knowledge of Pedagogy Related to the Impact of In-service Teacher Training*

Openness to new ideas, continuous inquiry to learning
Uniting theory and practice
Awareness of learner needs/wants
Learner focus
School culture

4.5. Results Related to Perceptions on "School Improvement"

In this part the researcher discussed the results related to how change in teachers after the in-service teacher training seminar led to "school improvement" as perceived by seminar participants, school administrators and peer teachers.

4.5.1. Phase 1 Results (19 Seminar Participants) on "School Improvement"

In response to the question related to how change in teachers after the seminar would lead to school improvement, seminar participants emphasised the role of school culture, or teacher participation in decision making or applying innovations into teaching environment. Teachers describing the school context explained what role they could take in their schools after the seminar. Some teachers thought they could reflect new knowledge either by designing materials and sharing them with collegues which would lead to school improvement or they would talk to their colleagues by using informal channels such as staff room chats. Generally all teachers said that they felt inspired and empowered and they could try to do a presentation at school. Here are some of the themes emerged:

Feeling of more knowledgeable, motivated, empowered and confident (12 teachers).

Desire to share these ideas with colleagues(6 teachers).

Willingness to try MI theory (5 teachers).

Committment to EU Socrates project work (3 teachers).

Organising a drama festival at school(2 teachers).

Desire to apply learner centred approach (2 teachers).

Teachers were tempted and seemed to be ready to share new knowledge schoolwide. However, they were aware of the constraints related to school culture or individual attitude as one of them said that they had a strict curriculum but she could apply the ideas.. Another teacher reported

communication problems between teachers and administrators. Another one was complaining about the shortage of teaching aids while two others said they had mixed ability classes and it could create a problem. Pacing also appeared to be a pressure on teachers. There were comments related to personality as in the following teacher's utterance: "I am shy".

Teachers claimed that school culture either enabled or disabled involvement in projects as they needed approval of the school principal. Therefore, they were not sure to what extent they could contribute to school culture.

4.5.2. Phase 2 Results (19 Seminar Participants) on "School Improvement"

In response to the question related to how change in teachers after the seminar led to school improvement, seminar participants emphasised the role of school culture, or teacher participation in decision making or applying innovations into teaching environment and sharing them schoolwide. Some ideas commonly expressed by teachers include reflecting new knowledge to teaching learning context; that is sharing new knowledge with peer teachers, students and parents; involvement in Socrates projects which teachers were very excited about as it empowered teachers not only at school but also in the school district, holding responsibility on a schoolwide project such as organising a schoolwide 'writing festival' or 'drama festival.' There were teachers who claimed that school culture either enabled or disabled

involvement in projects as they needed approval of the school principal. Below

are the two teachers comments:

> I learned how to use data projector in teaching in the seminar and asked the principal to buy one for the school. Our principal is great, she bought one for the school and I use it in my teaching. I am also using data projector at district Socrates meetings that I learned and everybody attending those meetings is very much impressed by this and they also want to use it. I think this is my contribution to the teachers in the district (T1).

> After the seminar I got involved in EU Comenius projects and now I am leading our school to establish the largest technology classroom. This means not only school improvement but national education will improve as well. Moreover this is a great support to our country in the process of EU integration (T6).

Both these teachers mean that they were supported by their school

administration in order to get involved in large scale projects. The first

teacher states that she saw how data projector was used in teacher training

during the seminar and she also wanted to learn how to use it. Then she

asked school administration whether they could buy one for the school.

School administration approved her request, and a data projector was

bought. Then, the teacher learned how to prepare a power point

presentation. She was also encouraged to use it in her classroom while she

was teaching. Finally, she was invited to do a presentation at a district

Socrates meeting and she went and did her presentation. Her individual

development by the support from school administration was encouraged

and led to school improvement and also this improvement was reflected

to increase the quality of district meetings as high technology was used

effectively. Another teacher described his contribution to school

development as he produced materials under the light of guidance and

support he was provided during the seminar and he shared them with the

other English teachers at school. He said:

> I think I developed professionally and reflected this professional
> development into my lessons. I do not think I did much about
> reflecting the experience into the school. I share the materials that I
> prepare for my teaching with the English teachers in the school. I
> believe my contribution to school development is through
> designing and sharing quality classroom materials that are used by
> all my colleagues. This enables uniformity between what students
> get in English lessons taught by different ELT teachers. I help my
> colleagues use standard materials in our school (T10).

Teachers who design quality materials and use them in their classrooms,

or share those materials with colleagues and allow them to use in their

classrooms also lead to school improvement as this process has a knock on

effect on student performance, as a result student performance increases.

In Phase 1, teachers were not sure to what extent they would be called to

participate in the projects that they got involved in, however, after six

months they felt it was a previlege for them to be a member of the teams

they worked with. Teachers were proud of their accomplishment but they

also said that seminar helped them build confidence and made them

assertive, as a result they achieved working with a team on such a

prestigious project. One of the teachers described how she raised

awareness about her needs for professional development after the in-

service training seminar by identifying her weaknesses in her professional

practice and she inquires further training to develop herself. Awareness is

one of the most important aspects of school development. There were

three young participants who were seeking further knowledge as they did

not feel confident in pedagogic knowledge but they were aware of their

needs and this was very important for their professional development. One

of the three participants said the following:

> I experience difficulties in lesson planning, I wish we had a session
> on that in the seminar but we did not. Lesson planning eats out
> most of my time. I am happy I attended the seminar, I observed a
> variety of techniques in micro teaching sessions and also now hear
> that some of the course participants are very good at teaching
> English, I talked to them and in Spring I will visit their classes
> when they teach so that I can improve my teaching skills. As you
> know I am not an experienced teacher and I do want to learn as
> much as I could to develop my teaching. I also want better working
> conditions (T9).

The teacher seeks for opportunities to develop her teaching skills, she

plans to do peer observation which develops her classroom practice but

this also may lead to school improvement if a schoolwide peer observation

scheme is applied.

Table 4.8 reflects seminar participants` perceptions on the effect of the In-

service teacher training programme on school improvement.

Table 4.8 *Participant Perception on School Improvement Related to the Impact of In-service Teacher Training*

Phase 1 and 2
Reflecting new knowledge to students and peers
Doing schoolwide workshops Drama Festival
Involvement in Socrates Projects
Sharing experience

4.5.3. Phase 2 Results (10 School Administrators) on "School Improvement"

The data obtained from the school administrators related to how change in the seminar participants led to school improvement described seminar participants` and other teachers` attitude to school improvement. School administrators explaining the school context described what seminar participants were able to do as agents for change; as two principles reflected as such that:

> TeacherX initiates change in her teaching, in the staff room, she shares her materials and ideas not only schoolwide but also with other people in the district. She represents our school at Socrates projects and we are coordinating a joint project with a European country. This is not only a schoolwide or national accomplishment but this is an international development. So, not only her, or Turkish English teachers develop but also we support European countries as well. This is the outcome of an in-service teacher education (P1).

> She is empowered, we also encouraged her and here is the result! She is involved in school and district projects. Obviously in-service teacher education should not be the only source for this but

on regular basis teachers must be provided with it in order to keep
up to date, to gain confidence and to be reflective (P9).

The example above reveals that some of the seminar participants are actively

involved in bringing change into the school context. These teachers do not only

support school improvement but also they contribute to district development by

getting involved in Socrates projects as a member of district committee.

Another example explains the attitude of the seminar participant which reveals

that individual attitude is a key concept in schoolwide achievement:

Teacher X has always been hard working and responsible but after
the September in-service teacher education seminar he became
more aware of his profession and is designing quality course
materials and using them in his teaching. More importantly he
shares his materials with his colleagues. He is very helpful, tolerant
and understanding (P3).

School administrators are also aware of the constraints that teachers encounter.

One of them said:

Teachers should be in the classroom until 3 pm, after that they
must be at school for their professional development or do a
research study. If/when we can encourage teachers to stay at school
in their non- teaching hours, we achieve active communication
between all teachers. Effective communication is the key for
school development (P7).

The example above confirms administrative awareness of the situation teachers

are in.

4.5.4.   Phase 2 Results (38 Peer Teachers) on "School Improvement"

In response to the question whether change in the seminar participant led to
school improvement, peer teachers expressed a variety of answers. Several
peer teachers said that seminar participants exprienced change and this change
was very positive as it would lead to school improvement. One peer teacher
said the following regarding a seminar participant's attitude and contribution to
school development :

> He is very enthusiastic about ELT, he establishes rapport with all
> the other teachers. He used to be very strict but now he is more
> tolerant. He is involved in EU Comenius projects and we are
> hoping we will have a great project as he works very hard about it.
> Obviously EU project is for school development it could even be
> considered as national development (PT.7).

In this example provided change in the seminar participant is commented to be
a positive one and expectations from him seems to be high. Another example is
also in a similar nature with the previous one as the peer perceives the change
positively and explains it by adding his expectations from the seminar
participant. Another example has materials focus but the second example
below seems to have professional jealousy in it as well.

> She discusses issues related to education a lot because she is not
> only confident about what she does but also knowledgeable. Not
> only her but we all develop as we design and share materials(PT.
> 23).

> Since he is highly experienced we respect him but we all produce
> materials. if I am not wrong he resists modernity and innovations. I
> do not know how he was assigned to EU project. (PT.15)

The latter example does not only reveal professional harmony but also rivalry

as the peer teacher says they all prepare materials and share. On the contrary,

there are examples reflecting appreciation on the same area.

> She has always been a responsible, self disciplined and punctual colleague and she still is. I see she produces some wall charts and other English teachers also use them. They are now building their materials into materials folder on computer. I think this is a good idea (PT.29).

Table 4.9 provides a brief list of areas which play important role in seminar

participants` contribution to school improvement.

Table 4.9   *Peer Teacher Perceptions related to the Impact of In-Service Teacher Training on School Improvement*

Phase 2

Knowledge of Pedagogy

Openness to new ideas, continuous inquiry to learning

Uniting theory and practice

Awareness of learner needs/wants

Learner focus

School culture

4.6.   Results Related to Perceptions on "Professional Awareness and Attitude"

In this part the researcher discusses the results related to professional

awareness and attitude to professional development. This part focuses on to

what extent seminar participants raised awareness on their professional

development and whether there has been any observable change in their attitude to professional growth.

4.6.1. Phase 1 Results (19 Seminar Participants) on "Professional Awareness and Attitude"

Data obtained from the seminar participants in-service teacher training seminar was considered to be awareness raising and enhanced continuous inquiry to learning. The following examples reveal teacher perceptions regarding their professional development attitude during the seminar.

Desire to attend workshops, seminars and conferences (11 teachers).

Desire to employ contemporary teaching methods (3 teachers).

Enthusiastic about applying learner-centred approach (3 teachers).

I am planning to finish my MA (2 teachers).

Intention to attend ELT summer school abroad (2 teachers).

Desire to present a paper at a national conference (2 teachers).

Desire to present a paper at an international conference.

Above quotes reveal that teachers are inspired and want to pursue professional development activities. Most of the teachers are keen on learning more by attending seminars or conferences. The above teachers reflect their thoughts under three categories: a) to employ new methodologies and techniques in their teaching b) to do further academic study c) to attend conferences or to do papers at national and international ELT events.

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4.6.2.   Phase 2 Results (19 Seminar Participants) on "Professional Awareness and Attitude"

Data obtained in the second phase illustrates that teachers were provided with a forum by in-service teacher training seminar where they discussed innovations and their applicability to their teaching context.

At the same time teachers thought they identified the areas that needed improvement. Professional awareness was raised, new information was received.

Whether there was a change in teacher attitude to her professional development or not can be observed with respect to their positive responses. Most teachers referred to the in-service teacher training seminar as 'awareness raising'. They said that they gained awareness in their teaching behaviour (10 teachers). Teachers said that they were motivated to learn as in the following comments and made their career plans to improve their skills in teaching either by doing a course or by regularly attending seminars.

> September seminar increased my motivation, then I applied for programs and received acceptance for Oxford EU 14 day teacher training seminar in the summer. I am keen on sitting KPDS and getting 'A' grade. I do want to attend such seminars regularly(T6).

Or, they started taking their profession more seriously as the teacher below who wants to do her MA. She already participated in English language teaching seminars with a further academic career plan in mind. She wants to continue her professional development by seeking for training and development opportunities.

> Before I attended September Seminar, I had participated in publishers' teacher training workshops. I want to attend more to professional development events. Last week there was a workshop at the training centre and I wanted to go but school administration scheduled a meeting on that day and time so I was not able to attend. Unfortunately there is not much respect to professional development in our school. The seminar provoked my career thoughts and I am keen on doing my MA (T15).

The quote below illustrates teacher perceptions regarding the impact of inservice teacher training on a teacher who has gained awareness on the responsibility she holds as a professional:

> September seminar injected motivation, energy, ideas and enthusiasm. I am more anxious to learn and teach. Individual motivation leads to institutional motivation. The more eager we are to teach, the better we become in the profession. Better teachers make better schools (T12).

There were also teachers (3) who were highly disappointed due to the conditions they were in or their school context. They reflected their feelings and experiences openly and honestly by the following quotations:

> Unfortunately I have not done much as I kept travelling. Due to this rush, I did not have time to think about what I could do. I do want to participate in courses and seminar at the earliest convenience (T9).

> I may have changed because it was a week long seminar and there were many issues discussed. I can not be sure about the relevance of the input to my needs. Our school has a reputation already therefore nobody in the school should change much(T8).

The first teacher seeks for development opportunities but the second one seems to be under the influence of the school culture created as she implies what the schoolwide attitude to professional development is like.

Table 4.10 below summarises the points mentioned by the teachers with the

above quotes to exemplify what teachers meant by some of the aspects

mentioned.

Table 4.10   *Seminar Participant Perceptions on Professional Awareness and*

Attitude Related to In-service Teacher Training Seminar

Phase 1 and 2

Awareness of teaching behaviour

Awareness of teaching approach, techniques and methods

Questioning previous teaching behaviour

Awareness of the importance and application of research

Awareness of the learner characteristics and learner role in the classroom

Awareness of learner-centred approach

Student motivation

Desire to follow ELT literature

The program provided a channel for professional communication

Positive attitude building for further academic studies

4.6.3.   Phase 2 Results (Shool Administrators) on "Professional Awareness and Attitude"

Data obtained from the principals regarding seminar participants' attitude to

professional development describes not only seminar participants' attitude but

also the school culture and other teachers` attitude in school. Some of the

principals are very cautious about seminar participant attitude and they say

"let's wait and see." Below are quotes from seven principals:

It is a bit early to say that because she attended a seminar for one week, she came and taught for one semester we should see the whole year to make a proper comparison. Also after she participates in Comenius team we will see how effective her role will be (P2).

He has always been interested in his professional development. Either he went to publishers' workshops or surfed in the net but he always did something. After the seminar he seems to be academically oriented, he is thinking of doing his MA. He wants to do research; he says he wants to be involved in teacher training after he gets technical knowledge(P4).

Teachers learn from each other a lot by using informal channels on professional issues. I mean our staff room creates a forum for all of us to develop cooperatively. When we reflect we learn, when we learn we keep reflecting, so we establish an ongoing learning climate. Nearly all teachers are reflective but there are still several teachers who keep quiet but I am happy after the seminar. TX has been reflective and I think this leads to other teachers' development (P7).

5th graders' writing contest, drama festival, her MA, EU projects are her current development activities that she has set to herself. I am sure by the end of the year she will add several other activities. She can be a formatteur or district EU leader as she is very knowledgeable. (P1)

Teacher X is always after her professional development but she has not attended any conferences yet. This year she says she will apply INGED Conference which she heard about in the seminar.

As I said before change in her was very limited but even that level of change is easy to recognize. She gained confidence, she developed her communication skills and she is keen on team work. I think there should be more training opportunities in the district and teachers should participate in them (P3).

She started to work in our school last February and she had not done much before. She was not participating in group discussions either. However, she is so stimulated that she keeps provoking her

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friends to discuss pedagogic issues. She attended an ELT workshop last week. She is thinking of attending a teacher training course either in Turkey or abroad in the summer(P10).

The above quotations reveal that school administrators emphasize the role of in-service teacher training seminar as an important factor facilitating desire for professional development. More seminars in similar nature need to be organised and held more frequently to cater to the needs of English language teachers countrywide.

4.6.4. Phase 2 Results (38 Peer Teachers) on "Professional Awareness and Attitude"

In response to seminar participants` attitude to professional development, peer teachers said that seminar participants gained awareness on their professional growth after the seminar as they either read more (8 peer teachers), or attended a workshop recently (12 peer teachers) or thinking of attending a summer course (8), or writing an article.

These answers revealed that seminar participants teach around 30 hours a week but also perform tasks assigned and take their professional development seriously. This attitude shows that in-service teacher training inspired and motivated them to spare time for their professional growth. Examples from peer teacher comments confirm that seminar participants are concerned about their profession and professional development:

She talks about her teaching experiences a lot. Every day after she

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comes to school she starts talking about what she will do in her class, after she comes out of her class she tells how things went. I do not know how much she develops this way! I think she is planning to do MA. She has been very academically oriented (PT.2).

She wants to do classroom observations and I think this will be useful for her. But she had better do observations in other schools because in our school we do not visit each others` classrooms it is the inspector who does that. Students will find it odd if she comes to my classroom for example. I told her to communicate to the teachers who she met at the seminar and observe their lessons (PT.13).

Both these examples show that the above seminar participants changed their attitude to profession and wanted to initiate change in their school environment as well. They seem to be academic oriented and they encourage their peers too by providing an example. Peer teachers describe seminar participants' professional awareness and attitude by providing examples where team work is inferred as well. The following example also shows how much collaboration takes place between teachers:

She did a Comenius presentation at school. We are working on a project that we will achieve with a partner country from EU. I think she also repeated the same presentation in the district as she was invited to the district Comenius Project Team. (PT.3).

In this study reveal that in-service teacher traning is provided to raise teachers' awareness on the recent developments in the discipline. The data obtained in this study reveal that majority of seminar participants raised awareness on their professional growth. Having been facilitated with new knowledge, they built confidence, raised awareness on their professional practices as a result professional development is enhanced. Then, these teachers were assigned

changed agentry roles by either school administration or they committed themeselves to schoolwide projects. In their change agentry roles having performed satisfactorily in school projects and started contributing to school improvement, they are assigned to district projects. There are even several seminar participants who are assigned to initiate change by training teachers not only in their schools but also in the district.

4.7.   Summary of Results   (according to frequency)

THEMES/ CATEGORIES	Seminar participants Phase 1	Seminar participants Phase 1	School Administrators	Peer Teachers
Attitude to In-Service Teacher Training	- Voluntary participation (16) - Reluctant participation (3)	- The seminar was beneficial (17) - Undecided about the benefits of the seminar (2)	- This seminar was very useful and it should be held more regularly (All)	- Abstain (8) - It was useful for individuals and school improvement (30)
Change and Change Agentry Role	- Teaching behaviour - Approach in ELT - Teaching methods techniques and use of technology **change agentry roles** 1.In-class: a.guide b.facilitator 2.At school: a.material producer b.workshop leader c.reflective colleague **Highlights** 1.School Culture 2.Admin. attitude 3.Age/experience 4.Physical condition at school 5.Workload	- Teaching behaviour - Approach in ELT - Teaching methods techniques and use of technology **change agentry roles** 1.In-class: a.guide b.facilitator 2.At school: a.material producer b.workshop leader c.reflective colleague **Highlights** 1.School Culture 2.Admin. attitude 3.Age/experience 4.Physical condition at school 5.Workload	Observable, positive change in participants' behaviour and professional qualities: a) Confidence b) Open mindedness c)Knowledge d) Team spirit, assertive and supportive behaviour **Highlights** 1.School Culture 2.Admin. attitude 3.Age/experience 4.Physical condition at school 5.Workload	Observable, positive change in participants' behaviour and professional qualities: a) High self-esteem b)Collaboration c) Modesty **Highlights** 1.School Culture 2.Age/experience 3.Workload 4.Compartm.
Teamwork	- Sharing knowledge and experience using informal channels - Designing and sharing materials - Sharing handouts of the seminar - Doing presentations	- Designing and sharing materials - Sharing knowledge and experience using informal channels	- Designing and sharing materials - Sharing knowledge and experience using informal channels - Doing presentations	- Sharing knowledge and experience using informal channels - Designing and sharing materials - Doing workshop

Empowerment and Knowledge of Pedagogy	- Using new knowledge in teaching (13) - Using more learner centered approach (12)	- Using new knowledge in teaching (13) - Using more learner centered approach (12)	- Young participants are more reflective - School culture promotes reflective behaviour **Highlights** Individuals have different attitudes towards reflectiveness	**ELT Teachers** - Using new knowledge in their teaching - Materials design and exchange - Agent for change - Leadership **Other Subject Teachers** - Change **Highlights** - Workload - School Culture (compartments)
School Improvement	-Knowledgable, motivated, empowered and confident - Desire to share ideas with colleagues - Applying learner-centered approach **Highlights** - Lack of teaching aids - Strict curriculum - Pacing pressure	-Knowledgable, motivated, empowered and confident - Desire to share ideas with colleagues - Applying learner-centered approach - Doing school-wide projects - District responsibilities - Proud of accomplishment **Highlights** - Lack of teaching aids - Strict curriculum - Pacing pressure	- Bringing change into school context -Knowledgable, motivated, empowered and confident - Desire to share ideas with colleagues - Applying learner-centered approach - Doing school-wide projects - District responsibilities - Proud of accomplishment **Highlights** - School culture - Lack of teaching aids - Strict curriculum - Pacing pressure	- Bringing change into school context - Professional harmony - Appreciation by ELT teachers - Cooperative learning - Openness to new ideas - Inquiry to continuous learning - Learner focused **Highlights** - Rivalry in district responsibility

Professional Awarness and Attitude	- Awareness raising - Desire for continuous professional development - Further career plans	- Awareness raising - Desire for continuous professional development - Application to professional development programmes **Highlights** - School context - Physical conditions -Overconfidence of senior teachers	- Desire for continuous professional development - More seminars with similar nature should be held - Cooperative development **Highlights** - Cautious to give feedback	- Seminar participants attended a workshop recently - Intention for a summer school abroad - Writing an article - Reading more - Take professional development recently **Highlights** - Workload - School culture - Professional jealousy

CHAPTER V

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to investigate the impact of in-service teacher

training on the new role of the English language teachers, in terms of their

performance as agents for change, contribution to school development and

attitude to professional development from the views of teachers who attended

the seminars, their peer teachers and the school administrators. This chapter

discusses the major findings and draws some conclusions obtained from the

study in three sections. The first section discusses the research questions of the

study in the light of findings obtained. The second section discusses the

implications and recommendations for practice, presenting a framework for in-

service teacher training. Finally, the third section is a discussion of the

implications for further research.

5.1.   Attitude to In-service Teacher Training

With reference to the first question in Phase 1 of this study, whether teachers

participated in the seminar voluntarily or as an obligation, the findings

obtained from this study reveal that the majority of teachers' attitude to in-

service teacher training programs was positive. One reason for this could be the teachers in this research study, voluntarily participated after they were asked whether they would be interested in contributing to a research study of this nature. Voluntary participation to the study may have had an impact on this overall positive attitude. Ur (1996) provides a list of aims for teacher training; primarily, to improve trainees professional skills to function competently; the second, to lay the seeds of further professional development; and the third, to enhance ongoing teacher learning to develop theories and practice. In this study it is possible to see how Ur's list is accomplished as teachers are empowered through in-service teacher training and they reflect new knowledge school-wide to support school improvement. Besides, they develop their own methods and techniques to improve quality tuition. Findings of this study show that when teachers voluntarily participate in in-service teacher training, they develop a positive attitude to professional development. When they grow professionally, they build confidence as a result they are empowered, and they act as change agents. After the seminar, teachers became even more willing to learn about the innovations in their profession. Hence, in this study there appear three factors which affect teacher motivation to attend in-service teacher training seminars. Teacher and administrator data show that individual attitude to work, school culture, and teacher trainer quality are three important areas which shape teacher attitude to in-service teacher training. Figure 5.1 provides a visual representation of the three factors which impinge on teacher attitude to in-service teacher training.

**School
culture**

**Teacher
attitude**

**Quality
training**
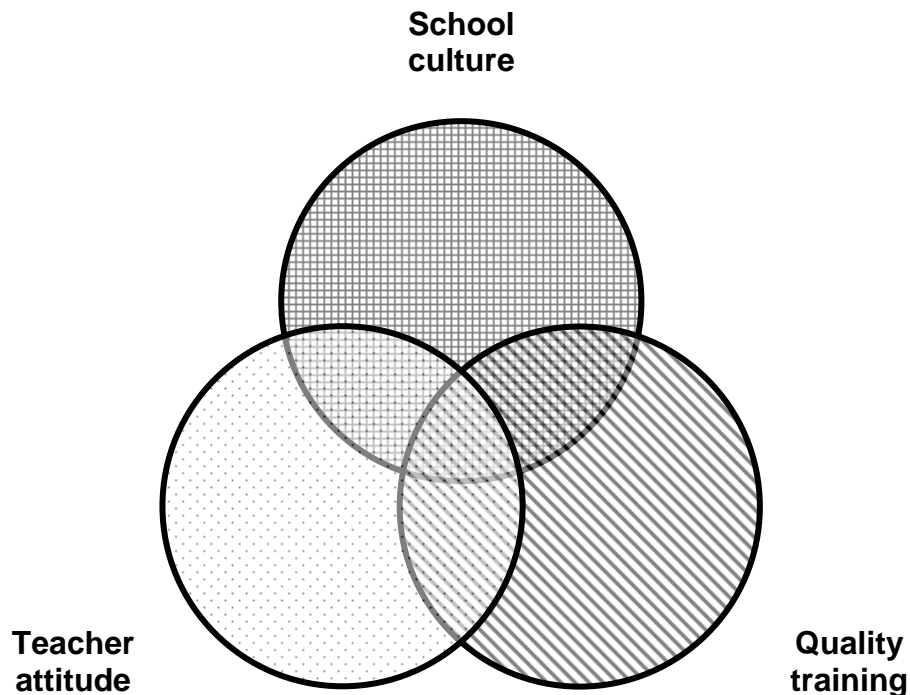
Figure 5.1 Attitude to in-service teacher training

Teachers establish their perceptions according to their experiences they gain.

Turkish Ministry of Education provides in-service teacher training in

collaboration with INGED targeting quality education country wide. Ministry

aims at facilitating teachers with new knowledge so teachers would keep up to

date and initiate change in education. Once teachers establish a negative mind

set about training it is hard to get it changed, so, INGED and In-service teacher

training department of the Ministry should put great care and attention to

facilitate the above stated two factors: namely, trainer and input quality and

relevance to the seminar participants' needs. When individual quality is

concerned, training may have some components to help individual teachers

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develop their own skills such as positive attitude, self- and other respect, self esteem, conflict resolution, positive thinking.

According to Louis, Toole and Hargraves (1999), change is doing something in a different manner towards a positive achievement. When the educational context is concerned, change is a progress towards 'pre-determined goals' either innovations or reform (p. 251). However, frequency of this training seems to be another area to be reconsidered. Teachers are called to an in-service teacher training seminar at varying time periods, according to the data some teachers were provided with in-service teacher training opportunities approximately once in several years, or none. Teacher response showed that even though some teachers had 10 or more years experience in teaching, they had not had any in-service teacher training experience. This made teachers feel that they were ignored or not cared about. However, as Larsen – Freeman (1985) emphasize, quality tuition is enhanced if only quality pre- and in-service teacher training is accommodated. In-service teacher training plays an important role in building an effective teacher who is aware of the "what" of teaching, that is, knowledge of discipline, knowledge of students and awareness of institutional context. In addition, effective teacher has developed his skills in the application of theory in practice, raising awareness on the "how" of teaching. An effective teacher needs to be facilitated with the up-dated knowledge of methods, techniques and materials constantly. Next, attitude is crucial as attitude of an effective teacher towards self, activity and others create internal dynamics which lead to external performances. Last but

not the least, Freeman (1989) stresses that awareness of individual strengths and weaknesses and seeking for new knowledge help teachers develop professionally. Moreover, in the case of change agentry role of teachers, teacher awareness on the new role seems to be the key concept that should be raised. In-service teacher training seminars should not only target teacher awareness on pedagogic areas but also on the new role of teachers which teachers are expected to perform after the provision of the training.

Data obtained confirm that in every school a learning environment should be created as part of school culture not only for students but also for teachers and administrators. Having been exposed to a culture where everyone cares about his learning, teacher will develop a learning oriented professional attitude (Richards & Lockhart, 1994), teachers will keep learning continuously and will attend in-service teacher training programs willingly as it will help develop a culture of continuous inquiry in the institution and in the long run in teachers.

When quality of teacher trainer is concerned, not only pedagogic knowledge of trainer but also personal qualities such as positive, caring, pleasant and friendly, dynamic, lively and cheerful ones are desirable. In addition, an effective trainer shows genuine interest to trainee needs, has active listening skills, uses trainees' names, is flexible in her approach and manner, has patience, gives praise and positive reinforcement, treats everyone equally and more importantly is fair.

It is not only course content or trainer quality but also Seminar participant attitude to in-service teacher training is equally important to attain a successful training program. Therefore, trainee attitude to professional development program needs to be monitored as a result, seminar participant builds positive attitude to her profession with her pleasant and approachable manner, supportive, open and receptive attitude as Kurtoğlu- Eken states (2000). Organisational skills, time management, communication skills as well as interpersonal skills of the participant and the trainer are important concepts in achieving the goals of a successful training program.

When all the above mentioned three dimensions of an in-service teacher training program are taken into consideration, frequency of the programs appear to be another constraint as the data reveals. Comments related to the frequency of the seminars need careful consideration because, even one shut training had an impact on participant attitude to professional development. If there are regular development opportunities created, teachers will feel more confident not only in applying theory into practice, but also in their new role as agents for change. As Wallace (1991) discusses, the more teachers teach, the more knowledgeable they become in their subject matter, The more they raise awareness on their practical applications, the more they become reflective as a result they seek for further development opportunities such as peer teaching, self or peer observations, action research or attending at scheduled ELT courses or seminars or to do further academic studies. Having such a positive impact on the volunteers, In-service teacher training seminars need to be

regularly scheduled to meet the training needs of teachers.. In addition, incentives to the ones who participate in such programs and then take change agentry role in the school or district should be considered.

Phase two findings indicated that the majority of teachers grew in their professional practice, most of them performed a new role either as a leader in materials design and production or in leading learner- centered approach in the school or holding school-wide projects. Consequently, they not only contribute to school improvement but also having raised awareness of these achievements, teachers started seeking for further development opportunities. This is the sign of quality training as participants' needs are catered and expectations are met. More importantly this particular in-service teacher training program prepared teachers to their leadership and change agentry roles which they practiced in their schools.

Selection criterion, regarding who should attend seminars is another aspect of these seminars which require attention. Data obtained from teachers and administrators reveal that there is reluctance among some teachers particularly the senior ones who either have built over confidence of their teaching skills or have had unpleasant experiences. Investing on a teacher, who keeps thinking of his retirement needs contemplation as it creates implications when school culture is concerned. Moreover, these teachers' negative attitude to in-service teacher training may naturally affect other teachers' attitude to professional development.. These seminars should be held on voluntary basis. Teachers

who are interested, or in need, should be invited to participate. As discussed in Chapter One, the aim of in-service teacher training is to facilitate teachers with the new knowledge not only to keep him up to date but also to enhance professional and personal qualities. After a teacher participates in an in-service teacher training program, her role in the school environment could be monitored to ensure her performance as agent for change.

Under the heading of quality training, content and delivery could be considered as the two areas to which need attention. As stated in Chapter One, English language teaching is seeking for the most effective methodology in second or foreign language education. Content of the training provided needs careful consideration to cater to the participant needs. Brown (1994) emphasizes the role of regular attendance to 'finely tuned programs' in achieving effective teaching. Seminar content seems to be well-received by the majority of participants as they were inspired by the areas discussed. Teachers say that they practiced new knowledge in the seminar and applied them in their teaching when they went to school. Teachers satisfied with the content as they were new and applicable to teaching context.

Regarding the delivery all teachers agree that teacher trainers who delivered the seminar were lively, energetic and knowledgeable. Even though some expressed their prior bias or prejudice regarding the teacher trainer skills in delivery, all teachers commented about the quality of delivery positively. All

these findings show that another dimension of the programs is ensuring regularity and continuity.

5.1.2.   Change and Change Agentry Role

Data reveals that the majority of the teachers, who attended seminar voluntarily, changed either in their teaching behaviour or their approach in ELT or in their teaching methods, techniques or use of technology. This created an observable and positive change in them. This change was not only reflected in their behaviour but also in their professional qualities. That is, they not only built confidence, became open-minded, knowledgeable but also team-oriented. Moreover, these teachers developed supportive attitude and became assertive. The majority of the teachers' in-class role changed as a guide or a facilitator due to the new approach they employed. As Richards (1987) believes, the goal of an in-service teacher training program needs to bring about a gradual development and understanding of the process of effective teaching. However, change is constant and this kind of seminar should be repeated regularly in order to catch up with the change taking place in all aspects of life. The results of this study identifies 4 areas that teachers developed; knowledge, skills, attitude, and awareness. Teachers were empowered to take further roles mainly leadership roles such as materials producer, exam writer, workshop leader and EU Socrates project team leader. As a result, teachers' reflective behaviour supported school improvement.As

Barth (2001a) believes, every teacher has a hidden capacity to lead, every teacher can perform leadership role as majority of seminar participants did in this study after they were facilitated with knowledge. When a teacher leads, better decisions are made due to the best use of his hidden potential. However, teacher workload stands as an obstacle which should be reduced. Teacher workload hinders teacher capacity and pushes teacher to give up her leadership role but choose to teach (Barth, 1990). However, Ministry of Education aims to encourage teachers to be agents for change by taking leadership roles in their schools after the provision of in-service teacher training.

The results of this study reveal the following assertions as teacher leaders develop capacity to::

- initiate change at schools,

- navigate new tasks in schools,

- establish a learning culture in the staff rooms,

- model professional growth,

- help others with change,

- commit themselves to represent schools in district,

- encourage cooperative development

- promote professional development

- bring/initiate change to school culture

As the following quote reveals, Ministry of Education provides in-service teacher training to build change agents "…without good teachers, change will

not produce the desired effect…" (Ministry of National education, Educational, 1995, p. i). However, educational change takes time but could only be achieved through in-service teacher education and staff development (Fullan, 1991). Turkish Ministry of National Education needs to revise current programs to reshape them to see whether current programs help teachers perform as change agents in their schools. Moreover, school administrators should also be trained in the same manner.

Turkish Ministry of Education is initiating some reform projects in education in order to reach European standards in this accession to EU process. Strategic planning and TQM are two significant components in the reform pack and will be employed by schools. Schools are required to plan their activities according to a booklet which is prepared and sent to schools. Even though this is a top down innovation period, teachers will be involved in a variety of roles to achieve the objectives set. New reform initiative requires commitment as well as involvement in decision making however, more collaboration between teachers and administrators is required. School administrators should not see teachers' change agentry role as a threat but this role should be supported to attain school wide goals. McCarthy (1992) emphasizes collaborative inquiry between teachers, administrators, parents and students to achieve change in the school culture because school culture is a reflection of national culture. In-service teacher training is not an option but a requirement for schools to accomplish their reform goal. As stated before, it is not accomplished by

teachers' inquiry but collaborative effort should be provided. The following

change ladder shows the process that teachers in this study experienced:

CHANGE→

4.schoolwide

Agent for change-→

3.(teacher role)

Leadership→

2.(initial teacher role)

In-service teacher training→

1.(Change in the teacher)
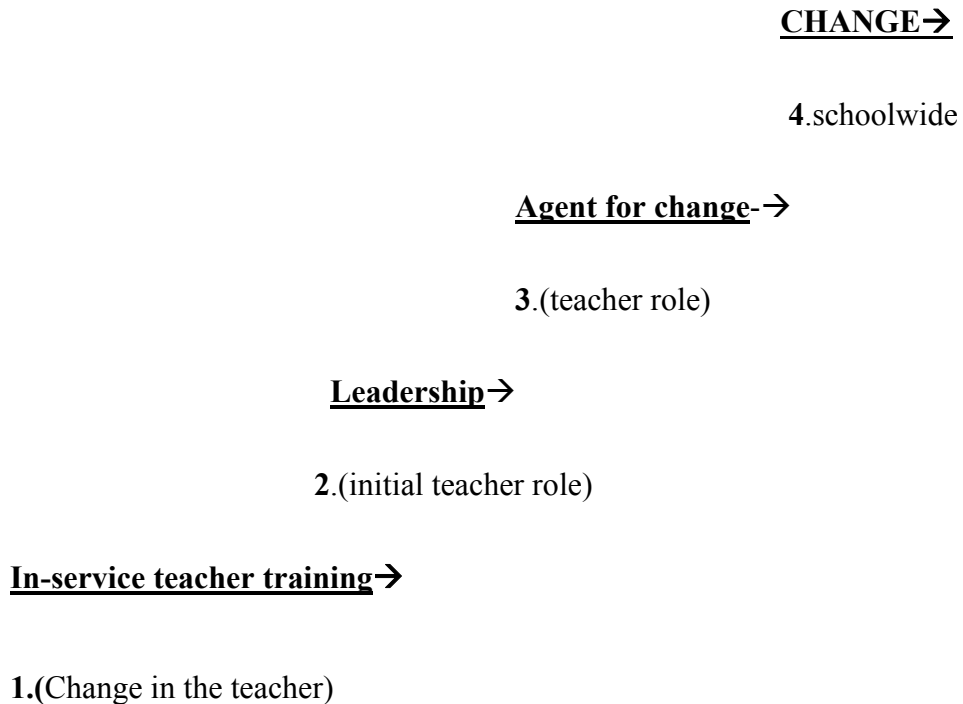
Figure 5.2.   Change ladder as a reflection of the in-service teacher training

5.1.3.   Team Work

The findings indicated that having completed the in-service teacher training

seminar, teachers reflected new knowledge by sharing it in a collaborative

manner. The examples reveal that teachers commit themselves to team work by

designing and sharing the materials they produce or ask for their colleagues'

feedback. It is highly important that in-service training seminar participants are

team oriented or established team spirit during the seminar and they reflected

this into their work environment. Teachers were keen on sharing new knowledge by using informal channels and majority of them did so by using staff room. They updated their colleagues about the innovations in education with a special focus on English language teaching methods and approaches. All peer English teachers found seminar participant input very valuable while subject teachers either used educational theories in their teaching or said that the seminar was not of their interest as they did not teach English. There were several seminar participants who did school-wide workshops followed by district workshops.

Collaborative work culture is one of Fullan's (1993) four core capacities to build change and the study shows that it is established after the in-service teacher training seminar is completed.

To conclude, it could be said that teachers became more open, more team oriented as a result more motivated in their professional relations and applications. This is also the sign of confidence that teachers built having been facilitated with new knowledge.

5.1.4. Empowerment and Knowledge of Pedagogy

One conclusion that can be drawn from this study is that being exposed to in-service teacher training, seminar participants are facilitated with new knowledge which is first stored, then, digested, after that, caused change in

teacher. This means raising awareness on teaching methods and approaches of English language teaching and gaining confidence. Empowerment in this context means being more knowledgeable about a subject area and gaining confidence. They reflect this new knowledge into their profession either by using it in their lessons, or while they get prepared to teach or in the staff room or in their interactions with peer teachers, administrators, students, and parents. Empowerment leads to change thus, if change is desirable, teachers should be empowered. To empower teachers, in-service teacher training should be facilitated. Daloğlu (1996) and Özgirin (1996) claim that in-service teacher training empowers teachers as new knowledge is facilitated; awareness is raised on teaching methods and approaches of English language teaching. As a result, empowered teachers feeling knowledgeable enough put themselves forward for the posts of responsibilities. In their new roles they act as agents for change.

White, et.al (1991) claim that successful organizations are learning organizations, and, the potential to learn is present in all who work.in They explain staff development as a way of ensuring people learning and both professional growth and institutional improvement. This is urgent as the environment is in a constant change. They argue that even though some staff members reject the developmental opportunities created, school administration requires to make them available and to communicate to staff to motivate them for institutional growth. Everyone at school should raise awareness even

though, little time and little or no money is made available for staff development.

White, et. al.(1991, p. 61) further discuss that school administrators should see that one of their major responsibilities is the growth and development of all people within the organization to catch up with the change that occurs in the environment. In order to achieve this, it is necessary to have regular reviews of achievements, difficulties and career aspirations. Their discussion enables to keep in mind training possibilities in order to enhance individual development and skills building. Having built skills and Knowledge of pedagogy staff members are empowered and motivated to seek for further development opportunities. School administrators' responsibility is to create an environment where all the staff members care about their professional and institutional development. Yet, if this is achieved, then not only individuals develop in the organization but also morale within the organization will increase.

Findings of this study reveal that the more knowledgeable about English language teaching teachers are, the more reflective they become. Empowered teachers do not hesitate to use new knowledge in their teaching or reflections. Research shows that young teachers are, more reflective compared to experienced teachers. School culture is an important factor in promoting reflective behavior. Attitude of school administrators affects teacher application of new ideas into practice. The more development oriented school administrators are, the more reflective teachers become. Reflective teachers are

empowered teachers who share knowledge, perform team work, contribute to school improvement, and care about others and the school environment. Therefore, school administrator awareness should be raised. on the other hand, individual difference in attitude to profession, workload and school culture should regularly be revised as they play an important role in reflecting knowledge of pedagogy and teacher empowerment.

5.1.5. School Improvement

On the basis of findings, in-service teacher training has a very positive effect on teachers as teachers become knowledgeable, motivated, empowered, and confident. They have a desire to share ideas with colleagues, to employ innovations in teaching and professional practices. Teachers are inspired to do school wide projects, as they gain learner focus. As a result, they commit themselves to quality teaching, questioning their attitude to profession, running not only school wide but district or country wide projects as well. Creating a learning environment in school is what they want to achieve. They practice strong leadership in instruction as they have high expectations. As Purkey and Smith (1982) emphasise they put effort to establish a climate where successful teaching and learning is achieved . Daloğlu and Güçeri (1994) stress the role of teacher empowerment which leads to school improvement in achieving educational reform. In Turkey as reform period already started, in-service teacher training should be facilitated more intensively.

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Louis, Toole, Hargraves (1999) stress that even though there are significant differences, the terms "change", "improvement", "implementation", and "reform" are used interchangeably by scholars when school improvement is concerned. Effective teaching is also considered to be an indispensable component of school improvement as it is required to reach a desirable end in education.

Research shows that seminar participants are proud of the skills they develop and reflect this experience and knowledge at any occasion to contribute to school improvement. Peer teachers usually respond positively. Teachers in the other parts of the country should also be considered and they are also facilitated with new knowledge. Moreover, shortage of teaching aids, curriculum constraint, rivalry and pacing pressures should be dealt with.

5.1.6. Professional Awareness and Attitude

It is known that organizational change takes place with effective change agents. Effective change agents need effective pedagogic knowledge. The findings of this study revealed that in-service teacher training facilitated participants with new knowledge, raised their awareness and encouraged majority of them to take their professional development seriously. Most of the seminar participants had a desire to do further study either a summer course or another seminar or MA in ELT. In-service teacher training had a positive

impact on teachers' attitude to professional development. It created desire for continuous professional development by attending national and international conferences, seminars, workshops or presentations.

Pennington (1992, p.47) states the following to clarify recent trend in teacher education:

> In recent literature on teacher education, two major themes recur. These are the themes of reflection and development. The terms reflection and development, in their multiply ambiguous richness of denotation and connotation, are useful for describing the nature of a general orientation to language teaching and language learning which is intended not merely to change learners and teachers, but to transform them from their traditionally limited roles of implementing a curriculum into active agents shaping the future in their mutual contexts.

Reflective practitioners are the ones who continually develop their professional expertise by interacting with situations of practice to try to solve problems and have a deeper understanding of the subject matter, themselves as teaching professionals and the teaching concept itself. There are many ways to develop reflective teaching and one of the most widely used tool is collaborative action research Through collaborative action research, teachers are expected to be very reflective and pursue professional development. Wallace (1998) claims that reflection on practice is one of the most effective ways of solving professional problems, and of continuing to improve and develop as teacher, teacher trainer, or manager in ELT.

Thus, in-service teacher training should target reflective teaching so that teachers by using the tools which will be introduced, such as, action research

will develop professionally. Finally, In-service teacher training creates a positive climate for teacher development and teachers are inspired to do further study. They need to be supported and encouraged in their effort to enrich their knowledge and further develop academic skills.Peer observation, self-observation, classroom research, team teaching could only be a few options seminar participants could bepresented.

Shared decision making is commonly employed in recent educational reform initiatives, teachers can be consulted about their wants and needs to enhance school-wide professional development.

5.1.7. The study as a whole

The general conclusion to be drawn from the results of this study is that teachers benefited from attending in-service teacher training seminar as it had a positive effect on teachers. The degree of their development progress varied depending on their years of experience, attitude to profession and school culture. It is possible to say that usually young or enthusiastic teachers benefited most. Some experienced teachers were highly excited about talking what they learned and how they applied them into their context. There were two experienced teachers who were reluctant to talk about what they learned and how they implemented. One of them was thinking about his retirement.

Findings of the research study show that most of the teachers were encouraged to participate in professional development activities. The majority of them performed leadership and change agentry roles in their schools and several did so in the district after the seminar. In-service teacher training seminar broadened teachers' horizons in pedagogic areas, encouraged team work and led to school improvement.

However, the researcher worries that offering such seminars once does not sound very productive as it may lead short term empowerment. However, regular, school or district based developmental activities should be organized. University and school collaboration should be established and joint professional development seminars, workshops or conferences could be held.. Teacher motivation should be kept high by enhancing further development activities. More importantly schools should establish a learning culture where all teachers and administrators develop their professional knowledge and skills. Awareness of school administrators should be raised on the issue particularly in these days while educational reform initiative is taking place.

5.2.   Implications

The results of the study provided some valuable information for in-service teacher training seminars and further research. In this section, based on the

results, implications will be shared under the following two categories:

Implications for practice and implications for further

5.2.1.   Implications for Practice

1. The results of the study showed that most of the participants were ready to digest new knowledge, however, age and experience were important factors. Who to invest on is an important question to be asked before teachers are sent to teacher development programs. Seminar participant selection criteria is crucial as the aim of the ministry is to build modern language teachers and create agents for change. School administrators should design a selection criteria according to the performance and personal qualities and select accordingly.

2. In addition, the results of the study revealed that some teachers complained about the school culture which was not established in a way that they could share new knowledge with peers. Teacher development did not seem to be recognized by school administrators in most of the schools. There were controversial messages related to school culture. Even though some school administrators said that they supported teacher development, their teachers were not sure whether they would be able to. Awareness of administrators should be raised on teacher development.

3. According to the results of the study, in the schools where administrators provide support to teachers or encourage them to practice innovations, there change agents exist. Change agentry role is performed under support and encouragement. School administrator's attitude shapes teachers' behavior to new knowledge. Some school administrators' answers reveal that they are threatened by teacher empowerment or teacher leadership. School administrators should also participate in seminars with teachers to raise awareness on how teachers are encouraged to perform their new role. School administrators should raise awareness on the role of teachers as agents for change.

4. Teachers complained about the lack of teaching aids, lack of incentives and poor physical environment. Several teachers commented on low salaries and lack of reward system or recognition. Even though in Turkish education system incentives are dealt centrally, school administrations can be given pretty free hand to create their own system to motivate staff.

5. There seems to be fragmentation and compartments established in the school between subject teachers. English teachers, History teachers, Literature teachers, Mathematics teacher and so on. However, education has one theory of instruction, or tasks and activities are commonly used in all disciplines. Schools should operate as a whole rather than each discipline has its own methodology. School administrators should be informed about it. In-service teacher training can be offered to all teachers in the common areas but then

according to subject areas teachers could be put into groups to discuss how they could apply theories of instruction in their context.

6. Research findings also revealed that workload was a common complaint among teachers. Teaching 30 hours a week is not feasible to teach effectively. To teach for 30 hours, teachers need another 30 hours to get prepared. When marking and examination writing are considered, teacher workload increases enormously. If teacher workload is reduced to 15-18 hours a week, then there will be room for further collaborative activities.

5.2.2.   Implications for Further Research

It is believed that this study has been a rewarding and valuable experience with significant contributions to the Ministry of Education In-service Teacher Training Department through the exploration of the impact of the in-service teacher training on the new role of the English language teachers, in terms of their performance as change agents, contribution to school development and attitude to professional development from the views of school administrators, teachers who attend the seminars and their peer teachers.

This study provided unique data as this aspect of MEB in-service teacher training seminars have not been investigated yet. Teachers are required to attend in-service teacher training seminars with the thought that they will learn and employ new methods and approaches, will change and bring change into

their school environment. However, there is no research study focusing on what roles teachers play after they complete MEB and INGED in-service teacher training seminars. This study also revealed the impact of desire to seminar participation in terms of the roles teacher performs as an effective teacher, an agent for change or a leader. Findings highlighted the crucial areas on teacher contribution to school improvement and awareness on professional development 19 Seminar participants committed themselves to contribute to this research study. 16 of them happened to be the ones who voluntarily attended the seminar, 1 was abstain and the other two were forced to be there. This provided an amazing result to evaluate the attitude of seminar participants who participated in-service teacher training willingly or not .Research reveals that if/when teachers participate in in-service teacher training programs voluntarily, they are exposed to new knowledge where they raise their pedagogic awareness, enrich their personal and professional skills and change. This is a positive change, as they are empowered, committed themselves to initiate change in their teaching, in the staff room, and in the school. As a result, these individual teachers acted as agents for change in their schools hence, school improvement is achieved. Finally some of them were assigned to district responsibilities and , contributed to district development. The findings reveal the impact of willingness to participate in the seminar on the intake and output of the participants.

On the other hand, since this study is conducted in one city only, the findings obtained may not be generalisable to in-service teacher training seminars in

other cities in Turkey or abroad. It is therefore necessary to conduct further

research and to explore the impact of in-service teacher training

seminars/programs on teacher role as agent for change, school improvement

and teacher development in other educational contexts. Such further research

may provide other interesting and valuable data on the impact of in-service

teacher training seminars/programs on teacher role as agent for change, school

improvement and teacher development and will allow us to explore how

generalisable some or all of the findings across a variety of different contexts.

In addition, since the training provided is in-service, this study is limited to in-

service teacher training programs only. It would be very useful to conduct

similar research in pre-service teacher training seminars and programs to

compare the findings obtained.

A final implication for further research is this study is conducted with the

volunteers who committed to be interviewed in two phases therefore the

findings obtained may not be generalisable to all seminar participants. It is

therefore necessary to conduct similar research in other MEB seminars in other

or the same context. Such further research may provide very useful data.

Last but not the least; the researcher preferred a qualitative case study method

based on the interviews with seminar participants, peer teachers and school

administrators. However, observations, site notes, journals could also be added

to data collection tools. Therefore, it would be useful to conduct a similar

research with the above mentioned tools in another context to compare

findings.

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APPENDIX A

PARTICIPANT PROFILES

INSTRUCTOR	YEARS OF EXPERIENCE	LAST DEGREE OBTAINED	ATTENDED A SIMILAR PROGRAM BEFORE?
1	4	MA in progress	None
2	12	BA	Twice
3	23	BA	Three times
4	5	BA	None
5	6	BA	None
6	5	BA	None
7	14	B.A.	None
8	20	B.A.	More than 3 times
9	1.5	B.A.	None
10	5	B.A.	None
11	12	B.A.	Once
12	6	B.A.	None
13	13	B.A.	None
14	14	B.A.	None
15	5	B.A.	Twice
16	15	B.A.	None
17	2	B.A.	None
18	2	B.A.	None
19	10	B.A.	Three

PARTICIPANT DISTRIBUTION ACCORDING TO SCHOOLS

School type	Number of seminar participants interviewed during the seminar	Number of seminar participants interviewed after 6 months of the seminar	Number of peer teachers interviewed after 6 months of the course	Number of school administrators interviewed after 6 months of the seminar
STATE PRIMARY SCHOOL	9	9	18	4
GENERAL HIGH SCHOOL	3	3	6	1
ANATOLIAN HIGH SCHOOL	4	4	8	2
SCIENCE HIGH SCHOOL	1	1	2	1
SUPER LYCEE	1	1	2	1
VOCATIONAL HIGH SCHOOL	1	1	2	1
TOTAL: 57Ts+10Adm	19	19	38	10

INTERVIEW PROTOCOL

The following introductory talk has been used in all interviews :

Öncelikle bu görüşmeye katılarak araştırmaya katkıda bulunduğunuz için teşekkür ederim. Size 6 temel soru ve birkaç yan sorudan oluşan ve sizin okul içindeki rolünüzle ilgili kişisel görüş ve düşüncelerinizi almayı hedefleyen sorular soracağım. Görüşme 30-45 dakika arasında sürecek. Görüşmemizi kaydetmemde sizce bir sakınca var mı? Daha sonra yazıya dökeceğim görüşmemizi size göndermek ve yanlış anlama ya da sözcük varsa onları düzeltmenizi rica edeceğim, sizce de uygun mu? Katkınız için teşekkür ederim.

I would like to thank you very much for your contribution to my research study by participating in this interview. I will ask you 6 main questions with several additional ones in order to get your perceptions and thoughts about your role in your school. All your answers will be kept confidential. I think this interview will take about 30-45 minutes. Do you think we could do the audio recording of the interview? I will send you this interview data for your approval after I transciribe would you mind reading it carefully to iron out any misunderstanding or misinterpretations? Thank you for your cooperation.

PHASE 1 INTERVIEW QUESTIONS AND TRANSCRIPT

Seminar Participant Sample

QA) Have you been asked to participate in this inservice teacher training program?

A) Yes, but I was willing to attend as I was already seeking for the opportunities.

Q1) Do you think participating in this inservice teacher training program will cause any change in your professional life? Do you think the input will somehow have any effect on the activities that you design in school?

A) I believe there will be a reflection of this input not only in me and my teaching but also in my school.

Q2) Do you think that the knowledge you have gained in this program will change your role either in class or within the school or community?

A)Absolutely! Not only in me but also in my environment there will be change, a kind of chain reaction it will be. I will not be exactly the same in my prevous years in my teaching as I used to think about a couple of activities or tasks but here we are provided with so many alternative tasks

and ideas that I will reflect them into my teaching. Moreover, My attitude to my students and parents as well will be different.

Probe Q: Could you be more specific about it? Could you give an example?

A) For example, I will be more tolerant to my students who do not do their homework, I mean I will approach them using new strategies. I may be employing songs or other strategies to encourage them to selfstudy. It may be rather difficult to do interactive lessons as classrooms are very crowded but at least I will give it a go, I will try my best.

Probe: Are you looking forward to doing it or you may not be doing it either?

A) I am keen on trying out new strategies that we have discussed here, at least I wonder what my students' response or reaction will be.

Q3) How do you think you will be sharing this new information with your colleagues?

A) There is only one English teaching colleague who is absent today, the other three are also here with me. We will be sharing this new knowledge with him using informal channels, for example, staff room chat, or sharing materials that I will be designing under the light of new knowledge etc. I will be sharing the materials that I will design with all my colleagues. I am curious about my profession and I enjoy piloting new ideas in my classrooms and sharing them with my colleagues. They all know this.

Probe : Do you think you will create opportunities to share this knowledge with other subject teachers?

A) Yes, of course.

Probe: How do you think you would do it?

A) As I can collaboraet with the other colleagues who participated in this program and we can organise workshops to the teachers in our school. For example, other language teachers i.s. Turkish teacher, French teacher can use similar tasks in their teaching. Maths, social science, music etc teachers may benefit from 'multiple intelligences and learning styles and strategies components.

Q.4. How do you think you can reflect this input into your teaching? Do you think there are some ideas that you can not put into practice?

A)As I have already stated multiple intelligence theory is very interesting, so is learning styles and strategies input. I will be more learner friendly from now on, and try to be more careful about my facilitator role and design learner centered tasks which appeal to all mystudents. Sample lessons and micro teaching components of the program were particularly useful. It is hard to know what I can and what I can not do now. I think I can answer this question after a while.

Q.4.a.. Are there any obstacles or difficulties in applying these ideas into your teaching or sharing with other teachers?

A) We have a strict curriculum that we should complete in a limited time period therefore, time pressure may be one of the hurdles. Our principle is a very positive person he supports innovations. He will be changing this year but I hope new principle will also be positive. Classrooms are very small therefore, stand up and walk about tasks may be difficult but worth trying. I believe my friends also will be keen on piloting these in their classrooms as one of them has just said that she has felt more teacherly since she started this in-service teacher education program.

Q.5) Does this in-service teacher education program enhance any change in you? How do you think this change will contribute to school improvement?

A) Yes, definitely. I feel empowered, more knoweldgeable and I am motivated to share with other colleagues as well as my students and parents. I do not know whether I stated before but I am keen on establishing a bridge between university and primary & secondary education. There is a great demand for that and I believe I am more tempted to bridge the gap and get more support from higher education.

We can also do more regional seminars and workshops to learn from each other. We can organise drama festivals to increase student and parental motivation.

Q.6. What have you done for your professional development before you started the program? What are you planning to do having completed the program?

A)I started doing my MA already. As soon as schools opens, I am keen on sharing this new knowledge schoolwide and also I will employ these strategies and idaes as well as practising them. I want to do in-school workshops, organise regional seminars and contribute to Socrates projects. I am very keen on doing a paper at a national workshop.In addition, raise more student awareness. I believe such in- service teacher training programs should be provided regularly for continuous education and to keep us up to date. I would like to work as a ' formator' for the Ministry of Education.This program encouraged me to keep up to date and do more both in the classroom and outside . We will see how far we can go when the schools opens.

APPENDIX D

PHASE 2 INTERVIEW QUESTIONS AND TRANSCRIPT

Seminar Participant Sample

1. Hizmet-içi eğitimi semineri sizin mesleki yaşamınızda nasıl bir değişime neden oldu? Ne şekilde bir değişim yaşadınız anlatabilir misiniz?

How do you think participating in inservice teacher training program caused change in your professional life?

Of course my life has changed a lot after the seminar in September. First of all my lessons have changed, the activities and tasks in my lessons have been rich in content, more pair and group work I could do. I am more aware of what I do. I am not able to use all the ideas but I am more aware of what I am supposed to be doing.

2. Eylülde aldığınız eğitim sizin sınıf içi ve sınıf dışı rolünüzde bir değişim yarattı mı? Kısaca anlatır mısınız?

Has it changed your role either inclass or outside classroom or both? Could you briefly reflect?

Regarding the change in my role I can say both yes, and no. I have had a leadership role in the school for example. In town I have provided some

training on Socrates Programs to the teachers from other schools.

My role to my students has slightly changed as well, I am not a master anymore but I am a guide at a side.

3. Edindiğiniz bilgileri branş ve branş dışı meslektaşlarınızla nasıl paylaştınız?

How have you shared your new knowledge with your colleagues; English teachers and other subject teachers in school?

Instead of doing a workshop or a seminar at school, I shared the materials I designed with my colleagues as most of them are more expereinced than me. I usually employ a strategy which is putting the materials on the table in the staff room and ask my colleagues what they think and whether they would like to use them before and after I take them into my classroom. I did not used to do that before. We discussed common educational issues such as learner centredness with other colleagues in the staff room. Not as if I was teaching them something but as if I was sharing expreince from the course. I notice that my colleagues started using the materials I leave on the staff room table and talk about. This is a slow process but I expect more conversations on them in Spring Semestre.

4. Edindiğiniz bilgileri dersinize ve sınıfınıza nasıl yansıttığınızı düşünüyorsunuz?

Ek soru: Bunu yaparken özendirici ya da engelleyici durumlar oluştu mu?

How or to what extent did you reflect new ideas into your teaching?

I am using the ideas from the seminar in my teaching, for example skills teaching or grammar and vocabulary teaching techniques are very useful. I will keep practicing skills and grammar and vocabulary by designing materials accordingly.

Probe: Did anything encourage or prevent you from doing so?

Classrooms are small and crowded, it is hard to do pair or group work but I try them as my students enjoy working in groups. I had my students sit in horse shoe in one class as I have fewer students in that one. Sitting in U shape and less students makes a great difference for language lessons, the smaller the class size is, the better learning takes place and the more I can apply the seminar input into my teaching. We had a session on using songs in ELT and I started using songs a lot. Students love it and learn quickly when they focus on the song. Moreover music creates a pleasant environment in the classroom. When students sit in horse shoe it is rather difficult to control level of noise! They face each other and tend to talk or laugh a lot. This needs change in their learning behaviour.

5. Programa katıldığınızdan beri sizde ne gibi değişiklikler oldu bu değişiklikler okul gelişimine katkı verir nitelikte mi?

Have you changed since you participated in the program? How do you think this change will lead to school improvement?

We have a technology oriented school culture, our principal supports technology enormously, I requested an English teaching set which I heard about in the seminar and it was purchased immediately. School climate is open to innovations therefore, I learn new things and apply them easily. I started using computer in my teaching a lot after the seminar, obviously this affect other teachers positively, we teach each other how to use technology more effectively. I am happy with working in such an environment. Even very experienced teachers are trying to learn how to use technology in our school. Moreover, Ministry is planning to distribute lap tops, computer policy affects us definitely. Patience is important in education people see issues gradually and change their resentment to application. Instead of saying teachers 'do this' it is better to say 'you'd better use technology'. I am using data projector at district Socrates meetings that I learned and everybody attending those meetings are very much impressed by this and they also want to use it. I think this is my contribution to the teachers in the district.

6. Programı tamamladığınızdan beri mesleki gelişiminize yönelik ne gibi çalışmalar yaptınız ya da yapmayı planlıyorsunuz?

(Ek bilgi: Konferans, seminer, makale, mesleki bilgi paylaşımı vs)

What have you done for your professional development since you completed the program?

Involvement in Socrates projects , learning and using of data projector Active role in parental open house days and Socrates sessions, I went to Portugal and attended an in-service teacher training course in November. I am planning to complete my MA and do PhD. I want to take administrative responsibilities at school and in the district.

PHASE 2 INTERVIEW QUESTIONS AND TRANSCRIPT

Principal Sample

1. **Do teachers voluntarily or due to the requirement participate in the in-service teacher training seminars** ?

   All my colleagues work hard as they are dedicated; they are willing to take responsibility, dedicated and responsible. Young colleagues as the one who participated in the English language teachers' seminar are very keen on learning.

   They are open to ideas and suggestions, more importantly, they are eager to improve their teaching skills.

   After colleagues are invited usually such in-services training programs are delayed or cancelled, naturally, it causes reluctance to participation. Such cancellations discourage my colleagues who are in need of developing their professional skills either in the classroom or in school environment. For example, when fresh graduates or young colleagues communicate to parents, or even with students they

need effective strategies to deal with parental queries and these courses should facilitate them by helping develop necessary skills.

There are some teachers who get sick report in order not to attend such programs.

(Additional question is formulated: Why do you think they take medical report?

Reply: *These teachers do not think that the session leader would know any better than them. They have such experiences as a trainer who is unaware of our context comes and provides training, which does not cater to our day-to-day needs, and teacher thinks that her time was wasted. They come and share their thoughts with me. But this September TX was satisfied with the program she participated in as she said*

> *'Not only the content but also delivery was very satisfactory, session Leaders were professional. They were very well prepared and it*

> *Was worth every minute of it.'*

2. **Has there been any change in teacher X's attitude after she participated in the English Language Teachers' Seminar in September 2004?**

Yes, of course, TX is very enthusiastic about her professional development; she shares everything she learns with her colleagues. I think content, length and time of an in-services teacher education course is highly important, it was scheduled to a just right time period as it was a few days before the academic year started. Moreover, University instructors or teacher trainers with University background, I mean those who work at universities should deliver such training programs. They are doing a great job, as they are knowledgeable. Teachers appreciate their input more than Ministry of Education formatters (trainers provided by the ministry).

Continuity and regularity needs to be considered. Such training could be provided once a year or once in every two year period.

3 Do you think there has been any observable change in X's role either in-class or at school since she attended September in-service teacher training program? If yes, what kind of change is it? Would you be more specific about it?

English teachers are always interested in their professional growth. X has leadership skills. The course helped her gain confidence, she is more learner centered now as he invited me into her classroom several times to share her experience with the materials that she designed after the program. She cares more about what students do rather than what the book offers. Last year she used to complain a lot

about the book we use but now she tells how she supplements the book. She is more concerned with the type of materials that appeal to her students and designs her course materials accordingly. To my observation she is both an authority in class and a facilitator.

X is very keen on setting up a drama club in Spring Semester so students will perform an English play in June as an end of Year Activity. She is also planning a competition between 5th graders to encourage them to write better. This will enable her students to develop their composition writing skills. She had her students keep vocabulary journal in Fall Semester. This semester other English teachers are also thinking about getting their students to keep vocabulary journal.

X also is an active computer user and encourages her students to do so. We are improving our computer lab and access to computers. We are in collaboration with the university as X has instructors to contact with.

Not only school wide but also in our district X helps us develop projects. She is full of ideas!

X also volunteered to work with regional EU committee and has been taking active role in this commission. She has gone abroad with the

committee members to partner search and found a partner for our school project.

All these examples show how much she commits herself to her job and how much she was empowered by this program.

Probe: Do you mean she was not like this before?

No. I do not mean it, what I mean is she is practicing her leadership skills more. This is how people are nominated to 'formatter' positions. She is a lot more confident and that is good.

4   Do teachers share new knowledge with their colleagues or Is there a tendency to do so? What do you do about it? Do you think this new knowledge should somehow be shared? If yes, how and who should it be shared with?

Sharing new knowledge depends on how school culture is established. Moreover, how individuals are oriented is important as well. P. answers the telephone.

Unless there are committed individuals continuity will never exist. X has done several presentations to her colleagues. They also share a lot in the staff room and I believe this informal channel provides enormous amount of learning. School culture is important but obviously individual commitment plays an important role. Those who

are interested share this new knowledge more than the others. There are 4 or 5 teachers who do their best to reach new knowledge, wherever it is they get it and share with the ones who are interested. I have not done much yet for school wide information exchange but there could be more to be done about sharing new knowledge school wide. Furthermore, Ministry of Education needs to revise reward system as people expect recognition after they do presentations or workshops. I do not mean X has such an expectation but in general such effort needs to be rewarded by the Ministry to encourage teachers to share more.

In our school, we are trying to establish an ideal system to ourselves in collaboration and employ it. I think I lead my colleagues, a good example is very useful to the followers.

(Assistant principal confirms what the principal says.)

5. Is this training reflected into TX's classroom? How do you know that it is reflected into day to day delivery?

I am excited about my colleagues' innovative ideas and practices, therefore, I keep asking my colleagues what they do and how they teach in their classrooms. Some of them, as I told you before, invite me into their classrooms as X has done to share my observations related to their teaching and student attitude to learning.

We are trying to facilitate all sorts of equipment even though we need more computers and teaching aids. In my opinion, there does not seem to be any obstacles to prevent my colleagues from using new ideas in their teaching.

Probe: What are the benefits of in-service teacher education to its participants, in your case teacher X?

Our students love X and do whatever she tells them to do. Parents come and tell me how pleased they are because their children are in X's class. As I told you before there should be benefits or incentives to the individuals who employ new ideas in their teaching.

Probe: What kind of benefits/incentives do you mean?

These teachers could be paid slightly more, or they could be given more responsible positions or some kind of recognition could be considered.

Probe: Have you established a system where your school offers incentives to these kind of teachers?

I nominate my colleagues to regional projects, for example, X has gone to Brussels in November.

In addition, my assistants and I recognize such colleagues and announce their accomplishment school wide.

(Assistant principal confirms nodding.).

6. Has there been any contribution of this training into school improvement? (If, yes, what is it?)

X initiates change, she shares her materials and ideas not only school wide but also with other people in the district. She represents our school at Socrates projects and we are coordinating a joint project with a European country. This is not only a school wide or national accomplishment but this is an international development. So, not only her, or Turkish English teachers develop but also we support European countries as well. This is the outcome of an in-service teacher education. She is empowered, we also encouraged her and here is the result! Obviously in-service teacher education should not be a one shot training but on regular basis teachers must be provided with it to keep up to date, to gain confidence and to be reflective.

PHASE 2 INTERVIEW QUESTIONS AND TRANSCRIPT

Peer Teacher Sample

1 Bir öğretmenimiz hizmet içi eğitim seminerine katılmış duydunuz mu, siz de katılmak ister miydiniz?

One of your colleagues attended an inservice teacher training seminar in September, would you also like to attend a seminar as such?

I would like to participate as I am also an English teacher but I do not know why I was not invited. Tx has told me that it was rich in content and two young trainers were very successful.

2 Sizce bu meslektaşınızın edindiği yeni bilgiler onun sınıf içi ve dışındaki rolünde bir değişim yarattı mı, bu konuda gözlemlerinizi alabilir miyim?

Do you think there has been any change in your colleague's role in the classroom or in the school?

Yes, I think she has had a change in her role as she looked happy, more confident and more talkative. I mean she is very talkative in school as she sounds highly confident as well.

She now talks about what her students do in class but before the seminar she used to talk about what she did.

3 Arkadaşınızın seminerde edindiği bilgileri paylaşma fırsatınız oldu mu?

Ek soru: Nerede ve nasıl paylaştınız?

Have you had an opportunity to share his new knowledge?

Probe:Where and how you do that?

She told us what the course was like, how they discussed new methods and approaches in ELT and what kind of materials teacher trainers recommended as learner centered materials. These informal chats took place in the staff room. We also jointly produce materials and use them in line with the materials that they designed in the seminar.

4 Meslektaşınızın bu yeni bilgileri dersine yansıttığını düşünüyor musunuz?

Ek soru: Uygulamada seminer bilgisinin derse yansımasını imrendirici ya da engelleyici durumlar ortaya çıkıyor mu, kısaca anlatabilir misiniz?

Do you think your colleague reflected new knowledge into her teaching?

Probe: Do you think there are some encouraging or preventive factors in practice?

I am sure she reflects it into her teaching because she keeps producing materials which practice 'critical thinking' skills or vocabulary teaching or skills teaching, MI Theory. She carries her materials into her

classroom in a large box every day. They are all newly designed materials. Obviously she got very excited about designing new materials. Her classes are usually noisy as she has teacher-centred approach. Our students are not ready to do group work, they make noise when they work in a team and other classes get disturbed. She should keep her students quiet while she is teaching but it is just the opposite. Some teachers complain about the noise which come from her classrooms.

5.. Meslektaşınızın profesyonel davranışında seminere katıldığından beri bir değişiklik olduğunu düşünüyor musunuz?

Ek soru: Bu değişim okul gelişimine olanak sağlayacak nitelikte mi?

Do you think there has been any change in your colleague's professional attitude since s/he completed in-service teacher training seminar?

Probe: Could you explain whether they would lead to school improvement?

As I told you before she discusses issues related to education a lot because she is not only confident about what she does but also knowledgeable. Not only her but we all develop as we design and share materials.

6. Bu meslektaşınız seminere katıldığından beri mesleki gelişimi için neler yapıyor biliyor musunuz?

Do you know what your colleague is doing for his professional

development since he attended the seminar?

She reads about how to design learner centred materials and produces course materials. I find her materials creative and useful. Last week we together went to an ELT workshop. She is also thinking about attending a teacher training course in the summer.

APPENDIX G

CODING

1.   Hizmetiçi eğitimi semineri sizin mesleki

yaşamınızda nasıl bir değişime neden oldu? Ne

şekilde bir değişim yaşadınız anlatabilir misiniz?

How do you think participating in inservice teacher

training program caused **change** in your

professional life?

I have changed , I mean <u>my perception to the</u> *<u>profession has changed</u>, I have had the opportunity* *to <u>practice what I learned in the seminar</u>. I now* *enjoy my profession more, I know where I stand I* *<u>noticed change in my students as well</u>; <u>they were</u>* *<u>more enthusiastic</u> about learning after I changed.* *They participated in the lessons more, <u>did the</u>* *<u>homework, spoke English with me and each</u> <u>other in</u>* *<u>the classroom</u>.*	**CHANGE** **CHANGE/** **PROFESSIONAL** **AWARENESS** **CHANGE** **CHANGE**

2.   Eylülde aldığınız eğitim sizin sınıf içi ve

sınıf dışı rolünüzde bir değişim yarattı mı? Kısaca

anlatır mısınız?

Has it changed your role either inclass or outside classroom or both? Could you briefly reflect?

My role in the classroom has changed <u>from teacher centred</u> to <u>partially teacher centred</u>. In the seminar we discussed whether we could be a guide but it was difficultI thinkafter my students raise awareness on their role I will be more learner centred. <u>I am designing learner centred tasks</u> to train them. For short both my students and I had a very enjoyable semestre. In the school I <u>was given more responsibilities in Fall Semestre such as organising parental open house days or participating in decision making for the story books etc.</u>

CHANGE/ATTITUDE TO PROFESSION

KNOWLEDGE OF PEDAGOGY

CHANGE AGENTRY ROLE / SCHOOL IMPROVEMENT

3.	Edindiğiniz bilgileri branş ve branş dışı meslektaşlarınızla nasıl paylaştınız?

How have you shared your new knowledge with your colleagues; English teachers and other subject teachers in school?

I <u>shared at informal school gatherings such as</u>

TEAMWORK EMPOWERMENT

staff room chats. I never had an attitude as 'hey guys, this is what I learned, but instead, I pretended as if I was asking their opinion or consulting them about my teaching related thoughts or materials that I designed. Then, I gave them feedback. This created more positive attitude.

I actually shared limited amount of it. Collegues who teach other subjects are open to ideas, their reaction is usually positive but some people are biased and their reaction is not always predictable. But I feel that they also benefit from these informal staff room chats. One of the Turkish teachers for example said that he used songs in his teaching as well and found it very useful. The idea of using songs was what I learned in the seminar and we talked in the staff room then other colleagues started using songs. This is how we usually share.

AWARENESS

SCHOOL IMPROVEMENT

ATTITUDE TO IN-SERVICE TEACHER TRAINING

4.   Edindiğiniz bilgileri dersinize ve sınıfınıza nasıl yansıttığınızı düşünüyorsunuz?

How or to what extent did you reflect new ideas

into your teaching?

We talked about theory in the seminar and discussed methods and approaches which are applicable to our context. Since then I design tasks and activities that we practiced in micro teaching sessions of the seminar. I feel more confident in teaching that way now as we discussed theory behind them as well. My students are learning better I can observe it now. as I said before *my lessons are more pleasant now.* (**CHANGE**)

EMPOWERMENT KNOWLEDGE OF PEDAGOGY

CONFIDENCE / EMPOWERMENT

CHANGE

Ek soru: Bunu yaparken özendirici ya da engelleyici durumlar oluştu mu?

Prompt: Did anything encourage or prevent you from doing so?

My students have always learned with classical way therefore some of them have difficulty to adopt themselves to my way of teaching. They want to follow traditional way which is teacher keeps spoon feeding but I want them to think critically. It took two months to some of them to

CHANGE / AWARENESS

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get used to be active learners. Some did not to
participate in learner centered activities which
took place in groups. This type of students expect
you to formulate everything for them. They do not
hesitate to say so. I believe communicative
language teaching will be more popular in the
next generation.

As I said before, <u>I designed similar materials that</u>
<u>we practised in the seminar. Micro teaching</u>
<u>sessions guided me a lot, seeing the exploitation</u>
<u>of a reading text, designing tasks to practice sub-</u>
<u>skills of reading etc or exploiting the text book in</u>
<u>a variety of ways have been useful.</u>

EMPOWERMENT

USING NEW KNOWLEDGE

KNOWLEDGE OF PEDAGOGY

5. Programa katıldığınızdan beri sizde ne gibi
değişiklikler oldu bu değişiklikler okul gelişimine
katkı verir nitelikte mi?

<u>I learned how to use data projector in teaching</u> in
the seminar and asked the principal to buy one for
the school. <u>Our principal is great,</u> she bought one
for the school and I use it in my teaching. Our
principal is a very understanding person, we have
<u>a very nice school atmosphere</u>. If you share

ATTITUDE TO IN-SERVICE TEACHER TRAINING

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knowledge school wide obviously it helps school wide improvement! Turkish teachers for example use a lot of new ideas that I shared with them. The other English teaching colleague uses the materials I design. <u>Maths teacher said that he also tried MI theory in his teaching and taught maths by songs.</u> He also believes students learn this way better because it appeals to them.

SCHOOL CULTURE

TEAM WORK

6.   Programı tamamladığınızdan beri mesleki gelişiminize yönelik ne gibi çalışmalar yaptınız ya da yapmayı planlıyorsunuz?

What have you done for your professional growth since you completed September in-service teacher training seminar? What are your professional development plans ?

I am a graduate of Physics Depatment at METU. I also studied English Language and Literature at the Faculty of Letters. I did not learn ELT Methodology. This was the first time I was exposed to ELT theory and its application to practice. <u>I am very much motivated to learn more about ELT.</u> I would like to <u>attend seminars,</u>

PROFESSIONAL AWARENESS AND ATTITUDE

courses to develop my English language teaching

skills. <u>*I am very enthusiastic about learning since*</u>

<u>*I attended the seminar*</u> *I want to learn and*

practice new knowledge as much as possible. This

seminar played a very important role in my

professional life. Please let me know when there is

a conference or a seminar.

GİRİŞ

Bu nitel araştırmanın amacı, hizmet-içi eğitim seminerlerinin seminere katılan öğretmenlerde, öğretmenlerin mesleki gelişimlerinde ve çalıştıkları okullarda değişim yaratıp yaratmadıklarını araştırmak, öğretmenlerin değişimi nasıl algıladıkları, değişim ajanı rolü alıp almadıkları ve okul gelişimine ne gibi katkı sağladıklarını incelemektir.

Tez, nitel araştırma yöntemleri temel alınarak hazırlanmıştır. Öğretmenler gerek sınıf içinde gerekse okulda ve bölgede sürekli çevre ile etkileşim halindedirler. Bu etkileşim aynı zamanda son derece hızlı bir değişimin de yaşandığını ve bu değişime ayak uyduracak nesiller yetiştirme görevinin öğretmende olduğu gerçeğini vurgulamaktadır. İşte bu noktadan hareketle Milli Eğitim Bakanlığı Hizmet-içi Eğitim Dairesi Başkanlığı, Uluslararası İngilizce Eğitimi Derneği (INGED) ile işbirliği yaparak yurdun dört bir yanındaki İngilizce öğretmenlerini eğitme amacı ile seminerler düzenlemektedir. Bu seminerlerde üniversitelerin İngilizce öğretmenliği bölümlerinde ders veren öğretim üyeleri görev yapmaktadır. Böylelikle, ilk ve orta öğretimde çalışan İngilizce öğretmenleri dil öğretimindeki yeniliklerden haberdar edilmekte, öğrendiklerini değişim ajanı rolü üstlenerek derslerine ve çalıştıkları okuldaki diğer öğretmenlere yansıtarak okullarının gelişimine

katkıda bulunmaları beklenmektedir. Bu uygulamanın ne düzeyde gerçekleştiğini inceleyen bu araştırma, seminere katılan öğretmenler, onların okul yöneticileri ve okulda birlikte çalışılan diğer öğretmenlerin görüşlerini alarak karşılaştırmalı bir analiz yapma olanağı yaratmıştır.

Yöntem

Araştırmada nitel araştırma yöntemlerinden tekli nitel durum çalışması deseni kullanılmıştır. Bu çalışma için seminere katılan öğretmenler, onların okul yöneticileri ve aynı okulda çalışan ancak seminere katılmamış diğer öğretmenler için açık uçlu görüşme formu hazırlanmış, formlar eğitim yönetimi literatürü temel ve alt araştırma soruları dikkate alınarak hazırlandıktan sonra uzman görüşü alınarak modifiye edilmiştir. Açık uçlu görüşme formu katılımcıların görüş ve düşüncelerini ön yargısız olarak ortaya çıkaracağı için benimsenmiştir. Seminere katılan 69 öğretmenden bu çalışmaya katılmak isteyen, elektronik posta kullanan, ve altı ay sonra yapılacak ikinci bir görüşmeye katılmayı kabul eden 23 öğretmen arasından listeye adını yazış sırasına göre ve Çanakkale merkezde çalışan ilk 19 öğretmen örneklem grubunu oluşturmuşlardır. İlk aşamada, ek A ve B de görüldüğü gibi her türlü okuldan seminere katılan 19 İngilizce öğretmeni onların hizmet-içi eğitime karşı tutumları, öğrendiklerini ne şekilde derslerinde uygulayacakları/uyguladıkları, mesleki gelişimleri için neler yaptıkları ve yapmayı düşündükleri, bu bilgileri kimlerle ve ne şekilde paylaşmayı düşündükleri/paylaştıkları, seminer sonrasında neler yapacakları, bu seminerin

okul gelişimine ne gibi katkı sağlayacağı konularında sorulan sorulara yanıt vererek görüş bildirmişler, bu görüşmeler sesli olarak kaydedilmistir. Ayni zamanda araştırmacı verilen yanıtlara yazılı olarak notlar da almış ve kayıt sırasında oluşabilecek eksiklikleri bu yöntemle gidermeyi amaçlamıştır. İlk aşama seminer sırasında gerçekleşmiştir. Araştırmacı daha sonra görüşmede elde edilen bilgileri banttan dinleyerek yazıya geçirmiş çalışmanın geçerlik ve güvenirliğini artırmak amacıyla yazdıklarını konuşmacılara göndererek onların söylemek istediklerini tam ifade edip etmediğini kontrol etmelerini, eğer yanlış anlama varsa gerek gördükleri yerleri değiştirmelerini istemiştir.

İkinci aşama hizmet-içi eğitim seminerinin bitiminden altı ay sonra gerçekleşmiş böylece seminere katılan öğretmenlere öğrendikleri yeni bilgileri uygulama zamanı ve fırsatı tanınmıştır. Araştırmanın ikinci kademesinde 19 öğretmene ek olarak 10 okul yöneticisi ve seminere katılmamış ancak seminere katılan öğretmenlerle aynı okullarda çalışan 38 İngilizce ve diğer branş öğretmeni, araştırmacının yine ilk aşamada ele aldığı konularda hazırladığı sorularını yanıtlamışlar ve yanıtlar sesli ve yazılı olarak kaydedilmiştir. Yazılanların doğruluğu onaylandıktan sonra analiz aşamasına gelinmiştir.

Araştırma soruları:

1.   Bu seminere kendi isteğinizle mi yoksa zorunlu olarak mı katıldınız?

2.   Bu seminere katılmakla kendinizde, sınıftaki ve okuldaki rolünüzde bir değişiklik olacağını düşünüyor musunuz?

3.	Bu edindiğiniz yeni bilgileri dersinize, okuldaki diğer öğretmenlere ve çevrenize ne şekilde yansıtmayı düşünüyorsunuz?

4.	Sizce bu eğitim seminerinin sizdeki etkisi okul gelişimine katkı sağlar mı?

5.	Seminere katılmadan önce mesleki gelişiminiz için neler yapıyordunuz? Bundan sonra neler yapmayı planlıyorsunuz?

Temelde yukarıdaki ana temalar üzerine yazılmış yönetici ve diğer öğretmen soruları da ikinci aşamada öğretmenlerin seminerde edindikleri yeni bilgilerini okullarında uygulayıp uygulayamadıklarını araştırırken hangi şartların uygulamaya olanak tanıdığı, hangi şartların uygulamayı güçleştirdiğine yönelik bulguları ortaya çıkarmaktadır.

Araştırmada tekli nitel durum deseni uygulanmıştır. Bu çalışma için yöneticiler, diğer öğretmenler, seminere katılan öğretmenlere seminer sırasında ve 6 ay sonrasında olmak üzere 4 ayrı görüşme formu açık uçlu sorularla hazırlanmıştır. Bu formların geçerlik ve güvenirliğini sağlamak amacıyla görüşme formları eğitim yönetimi ve nitel araştırma literatürü temel alınarak hazırlanmış, pilot gruplarda denenmiş ve uzman görüşü alınarak yenilenmiş ve son şeklini almıştır. Görüşmeler doğal ortamda, yüz yüze görüşerek yapılmış, açık uçlu sorularla detaylı veri toplanmasına çalışılmıştır.

Örneklem

Çalışmanın örneklemini, Çanakkale ilindeki ilk ve orta öğretim kurumlarında çalışmakta olan ve hizmet-içi eğitim seminerine katılan 19 İngilizce öğretmeni,

bu öğretmenlerin çalıştıkları 10 okulun yöneticisi ve yine aynı okullarda çalışan 38 öğretmen (İngilizce ya da diğer branş) oluşturmaktadır.

Verilerin toplanması

Bu çalışmanın veri toplama süreci ilk aşamada 12 saatte, ikinci aşamada 37 saatte gerçekleşmiştir. Burada ortalama 30-45 dakikalık süreler öngörülmüş ancak bazı görüşmeler daha kısa bazı görüşmeler ise daha uzun sürmüştür. İlk aşamada 19 öğretmenle yapılan görüşmeler seminer sırasında her gün 4 ya da 5 öğretmenle randevu yapılarak gerçekleşmiştir. İlk aşamadaki görüşmeler 4 gün sürmüş ilk üç gün 5'er öğretmenle dördüncü gün 4 öğretmenle görüşme yapılarak tamamlanmıştır. İkinci aşamada ise diğer branş öğretmenleri ve yöneticiler henüz okulların kış tatili biter bitmez okullarında ziyaret edilerek görüşmeler gerçekleştirilmiş, ancak seminere katılan öğretmenler yine aynı günlerde okullarda bahar dönemi dersleri başladığından ve ders yoğunlukları fazla olduğu için ders saatleri dışında eğitim merkezine davet edilerek, kendilerine uygun saatlerde yapılan randevulara sadık kalınarak görüşleri alınmıştır.

Verilerin Çözümlenmesi

Görüşme yöntemiyle iki aşamada toplanan veriler kodlama ve içerik analiz yöntemleri kullanılarak çözümlenmişlerdir. Araştırmada geçerlik ve güvenirlik amacıyla uzman görüşüne başvurulmuştur.

Bulgu ve Sonuçlar

Bulgular araştırma soruları temel alınarak değerlendirilmiş ve her iki aşamada da görüşmecilerin görüşleri doğrultusunda sonuçlar değerlendirilmiştir.

Birinci Aşama:

Seminere katılan öğretmenlerin büyük bir kısmı (16 öğretmen) istekli olarak seminere katıldıklarını söylerken, 3 öğretmen zorunlu olarak katıldıklarını bildirmişlerdir.

Kendilerinde, İngilizce öğretim yöntemlerinde ve öğretim biçimlerinde değişiklik olacağını düşündüklerini belirterek sınıfta daha az konuşup öğrenci odaklı ders yapma yoluna gideceklerini, seminerde öğrendikleri tarzda ders malzemesi üreterek diğer öğretmenlere de katkıda bulunacaklarını belirtmişler; okul kültürü, yöneticilerin yeniliğe karşı alacağı tavır ve (seminer katılımcı yaşı) yaş ve deneyime bağlı olarak uygulama konusunda çekincelerini belirtmişlerdir.

Öğretmenlerin büyük bir kısmı bu seminerde edindikleri yeni bilgileri derslerine yansıtacaklarını, daha öğrenci odaklı eğitimi tercih ederek öğrencilerin aktif olduğu dersler yapacaklarını bildirmişlerdir.

Okul gelişimine katkı sağlamak amacıyla takım çalışmasına istekli göründüklerini ama bunu başarmada okul kültürünün rolünün büyük olduğunu, okulda yeterli malzeme olmamasının öğretmeni sıkıntıya soktuğunu, program

ve müfredat yoğunluğunun uygulamaya engel olabileceğini ancak her koşulda öğrenilenlerin derse yansıyacağını, bu çalışmanın daha sık tekrarlanması gereğini vurgulamışlardır. Öğretmenlerin kısa vadeli planları arasında Avrupa Birliği projelerine katkıda bulunmak, bölgede görev almak, materyal üretip okuldaki diğer öğretmenlerle paylaşmak gibi hedefleri olduğu saptanmıştır.

İkinci Aşama:

Bu aşamada, ilk aşamada söylenenlerin büyük ölçüde gerçekleştiği ve bu gerçekleşmenin gerek seminere katılan öğretmenler, gerekse okul yönetimi ve diğer öğretmenler tarafından da onaylandığı görülmüştür. Öğretmenlerin okul kültürü, okul yönetimi ve öğretmenlerin yaş ve deneyimle orantılı olarak yeniliğe karşı tutumları konusundaki düşüncelerinin, yapılan görüşmelerde bire bir örtüştüğü ortaya çıkmıştır. Deneyimli öğretmenler kendi bilgilerinin yeterli olduğunu ve gençlerin bu bilgilere ihtiyacı olduğunu iddia etmişlerdir. Okul yöneticilerinin, öğretmenlerin değişim ajanı rolüne verdiği destek ölçüsünde okullardaki seminere katılan öğretmenlerin değişim ajanı rolü aldıkları ve yenilik getirdikleri ortaya çıkmıştır. Okul ortamının yeniliğe izin vermediği durumlarda öğretmenler öğrendiklerini sadece kendi sınıflarında uygulayabilmişler, diğer öğretmenlere yansımanın sınırlı kaldığı ifade edilmiştir.

Çalışmanın en önemli sonuçlarından biri de öğretmenlerin büyük bir kısmının öğrenme isteği içinde olduğunun ve bu isteğin düzenli seminerlerle büyük

başarılar getirebileceği bulgusudur. Öğretmenlerin kendilerine gelişim hedefi koyduklarında bu hedefe ulaşmak için ellerinden geleni yaptıkları, bu konuda okul yönetiminin de desteğini aldıklarında hedeflerine ulaşabildikleri ortaya çıkmıştır. Okullardaki fiziki şartların iyileştirilmesinin öğretmenin daha etkili bir çalışma sergileyebilmesi bakımından önemli olduğu vurgulanmıştır. Seminerlerin istekli katılımına açık olması bir başka önemli konu olarak dikkat çekmektedir. Özellikle emekli olmayı planlayan ya da mesleği bırakacak kişilere yapılan yatırımın gözden geçirilmesinin önemi ortaya çıkmıştır.

Çalışmanın Önemi ve Öneriler

Bu çalışma, Milli Eğitim Bakanlığı ile Uluslararası İngilizce Eğitim Derneğinin iş birliği ile düzenledikleri hizmet-içi eğitim seminerlerinin öğretmenin değişim ajanı rolü konusundaki katkılarını incelemesi, seminerlerin okul gelişimine ve katılımcının mesleki gelişimine bakış açısını incelemesi bakımından ilk kez yapılan bir çalışma olması nedeniyle önem taşımaktadır.

Araştırmacı elde edilen bulgular sonucunda aşağıdaki önerileri getirmiştir:
1. Seminere katılan öğretmenlerin büyük bir kısmı yeni bilgileri hazmedip uygulamaya hazır olduklarını belirtmişler buna karşın ileri yaştaki ve deneyimli bazı katılımcılarda kendine aşırı güven duygusundan kaynaklandığı düşünülen olumsuz etki bulguları elde edilmiştir. Bu nedenle, seminere katılımcı seçimi için dikkatle saptanacak bir ölçüte ihtiyaç olduğu saptanmıştır.

2. Okul kültürü yeni bilgiyi paylaşmaya hazır ortam sağlamayabilir, bu durumda öğretmenlerin bilgi paylaşımı zorlaşmaktadır. O nedenle okul yöneticilerinin de eğitilerek okul kültürünün yenilik ve değişime olanak verecek şekilde iyileştirilmesi yararlı olacaktır.

3. Okul yöneticilerinin yeniliklerin uygulanmasına destek olması, seminere katılan öğretmenlerin gerçek değişim ajanı gibi davranmalarına yardımcı olmaktadır. Bu nedenle okul yöneticilerinin öğretmenin değişim ajanı ve liderlik rolü konusunda bilgilendirilmesi yararlı olacaktır.

4. Öğretmenlerin çalışma saatlerinin azaltılması, okulların fiziki şartlarının iyileştirilmesi, onların mesleki gelişimleri ve takım çalışması yapmalarına olanak sağlayacak şartların araştırılması gerekmektedir. 30 saat ders veren bir öğretmenin ders hazırlama, sınav kağıdı okuma, okul içindeki diğer görevlerini yerine getirme dışında mesleki gelişimi, ya da takım çalışması yapabilmesi mümkün görünmemektedir. Ülkenin geleceği olan gençlerin emanet edildiği öğretmenlerin çalışma saatleri konusunda titiz bir araştırma yapılarak en iyi şartların verimi artıracağı düşüncesi gözden geçirilerek oluşturulması uygun olacaktır.

5. Yeni eğitim reformu çalışmalarında öğretmenin karar mekanizmasına daha aktif katılımının sağlanması öngörüldüğünden, sadece performans değerlendirme değil öğretmenin istek ve ihtiyaçlarının da göz önüne alınması

ve bu çerçevede hizmetiçi seminerlerin gözden geçirilerek yeniden düzenlenmesi düşünülebilir.

VITA

Meral Güçeri received her BA in English Language Teaching from Gazi University in 1976. She has her BA in Linguistics from Hacettepe University in 1987. Her MA degree in Teaching English as a Foreign Language for Special and Academic Purposes is from Aston University in Birmingham in 1992. Since April 2003, she has been working at Sabancı University, School of Languages (SUSL) in İstanbul. Over the years, she has worked at Bilkent University, Başkent University, Turco-Biritish Association and Turkish Telecom taking active managerial roles as well as full time teaching posts; Assistant Director, Teacher Trainer and Head of Teaching Unit. She has been involved in SUSL Trainer Training Courses, Başkent University teacher training courses, and Bilkent University professional development activities for teachers. She has taught Introduction to Linguistics and ELT Methodology courses at TEFL department and ELT Certificate courses of Faculty of Education. She is one of the founding members of INGED, she is also a member of IATEFL and TESOL. She has presented papers and workshops at a large number of national and international venues, has been involved in teacher training and trainer training activities at the Ministry of Education, the universities she has worked , and the British Council. She has published articles in the field of ELT and co-edited the book entitled 'Action Research Project'.