

**EVALUATION OF THE IN-SERVICE TEACHER TRAINING PROGRAM
“THE CERTIFICATE FOR TEACHERS OF ENGLISH”
AT THE MIDDLE EAST TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

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

BY

VİLDAN ŞAHİN

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
EDUCATIONAL SCIENCES**

SEPTEMBER 2006

Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer Ayata
Director

I certify that this thesis satisfies all requirements as a thesis for the degree of Doctor of Philosophy.

Prof. Dr. Ali Yıldırım
Head of Department

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

Prof. Dr. Fersun Paykoç
Co-Supervisor

Assist. Prof. Dr. Ahmet Ok
Supervisor

Examining Committee Members

Prof. Dr. Fersun Paykoç	(METU, Retired)	_____
Assist. Prof. Dr. Ahmet Ok	(METU, EDS)	_____
Prof. Dr. Hüsnü Enginarlar	(METU, FLE)	_____
Assist. Prof. Dr. Hanife Akar	(METU, EDS)	_____
Assist. Prof. Dr. Paşa Tefvik Cephe	(GU, ELT)	_____

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

Name, Last name: Vildan Şahin

Signature :

ABSTRACT

EVALUATION OF THE IN-SERVICE TEACHER TRAINING PROGRAM “THE CERTIFICATE FOR TEACHERS OF ENGLISH” AT THE MIDDLE EAST TECHNICAL UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

Şahin, Vildan

Ph.D., Department of Educational Sciences

Supervisor: Assist. Prof. Dr. Ahmet Ok

Co-Supervisor: Prof. Dr. Fersun Paykoç

September 2006, 241 pages

The purpose of this study was to examine the effectiveness of the in-service teacher training program, The Certificate for Teachers of English (CTE), run jointly by two departments: The Department of Basic English (DBE) and the Department of Modern Languages (DML) of the School of Foreign Languages (SFL) at Middle East Technical University (METU) in terms of whether it achieved its objectives and to provide suggestions regarding the redesigning of the program for the following years. The model used for evaluating the program was one proposed by Kirkpatrick (1998; first devised in 1959). This model entails 4 levels of evaluation to carry out while evaluating training programs. Reaction, Learning, Behavior and Results. The research questions focused in this study are all in line with these four levels.

The participants of the study were four folded. The main participants were the trainees attending the program. (N=6, 2 from DML; 4 from DBE). Another group of participants were the trainers of the program. (N=2). The third group of participants was the chairpersons at the two departments. Finally, data were collected from the students of the trainees and non trainees.

Data was collected via questionnaires from the trainees and their students, interviews with trainees, trainers and chairpersons, observations of sessions of the program and trainees' lessons, and related documents of the program.

The data collected was analyzed qualitatively using the Miles and Huberman (1994) procedure for analyzing qualitative data: data reduction, data display and conclusion drawing/verification.

Results revealed that the CTE program was effective in terms of achieving its objectives. However, there could be improvements in certain components of the program. Another result of the study was that the application of Kirkpatrick's training program evaluation model was not very effective in the evaluation of the CTE program. The main drawback was that the model is a nonlinear one which made it difficult to concentrate on a particular level of evaluation at a particular time. Therefore the suggestion for a more linear and definite model for the evaluation of the CTE program was proposed.

Keywords: Evaluation of training programs, Kirkpatrick's 4-level evaluation model, Teacher training, Professional development, English Language Teaching (ELT)

ÖZ

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU'NDA YÜRÜTÜLEN
HİZMET İÇİ EĞİTİM “İNGİLİZE ÖĞRETMENLİĞİ SERTİFİKA”
PROGRAMI'NIN DEĞERLENDİRMESİ

Şahin, Vildan

Doktora, Eğitim Bilimleri Bölümü

Tez yöneticisi: Yrd. Doç. Dr. Ahmet Ok

Ortak Tez Yöneticisi: Prof. Dr. Fersun Paykoç

Eylül 2006, 241 sayfa

Bu çalışmanın amacı, Orta Doğu Teknik Üniversitesi (ODTÜ), Modern Diller Bölümü (MDB) ve Temel İngilizce Bölümü (TİB) tarafından ortak yürütülen hizmet içi eğitim programının (İngilizce Öğretmenliği Sertifikası - CTE) hedeflerine ulaşması açısından etkililiğini araştırmak ve sonraki yıllar için önerilerde bulunmaktır.

Programın değerlendirilmesinde kullanılan model ilk olarak 1959'da Kirkpatrick tarafından önerilen modeldir. Bu model program değerlendirmede dört aşamayı içerir: Tepki Öğrenme, Davranış ve Sonuçlar. Bu çalışmadaki araştırma soruları da bu dört aşama çerçevesinde hazırlanmıştır.

Çalışmaya 4 ayrı grup katılmıştır. En önemli veri kaynağı programa katılan okutmanlardır. (N=6, 2'si MDB'den, 4'si TİB'den). Diğer bir grup ise bu programın

eđitcileridir. (N=2). Üçüncü bir grup ise her iki bölümün başkanlarından oluşmaktadır. En son olarak, programa katılan ve katılmayan öğretmenlerin öğrencileridir.

Veriler, programa katılan öğretmen ve öğrencilerine uygulanan anketler, programa katılan öğretmen, eğitici ve bölüm başkanları ile yürütölen bireysel mülakatlar, programın ve katılan öğretmenlerin derslerinin gözlenmesi ve programla ilgili çeşitli belgelerin incelenmesi yoluyla elde edilmiştir.

Miles ve Huberman'ın (1994) nitel veri analizinde önerdikleri işlem kullanılmıştır: veri özetleme, veri sunma ve sonuç çıkarma / doğrulama.

Elde edilen sonuçlara göre CTE programı hedeflerine ulaşma bakımından etkili olmuştur. Ancak, programın bazı bölümlerinde değişiklikler, eklemeler ve çıkarmalar önerilmiştir. Çalışmadan çıkan diđer bir sonuç ise Kirkpatrick'in değerlendirme modelinin CTE programının değerlendirilmesinde bazı güçlüklerin gözlenmesidir. En önemli güçlük, modelin doğrusal olmayan bir model olması idi. Bu da belirli zamanlarda belirli aşamalara eğilmeyi zorlaştırmıştır. Bu sebeple CTE programının değerlendirmesinde daha lineer ve belirgin bir model önerisi yapılmıştır.

Anahtar sözcükler: Yetiştirme programların değerlendirilmesi, Kirkpatrick'in 4- aşamalı değerlendirme modeli, Öğretmen yetiştirme, Mesleki gelişim, İngilizce Dil Eğitimi

To My Father-in-law

ACKNOWLEDGEMENTS

I would like to express my greatest gratitude to my supervisor Assist. Prof. Dr. Ahmet Ok and my co-supervisor Prof. Dr. Fersun Paykoç for their guidance, advice, criticism, encouragement and insight throughout this research.

I would like to thank my committee members, Prof. Hüsni Enginarlar and Assist. Prof. Dr. Hanife Akar, who contributed to this study with their invaluable comments and suggestions.

I wish to express my appreciation to Dr. Şahika Tarhan for supporting me and helping out with the proofreading of this dissertation and Hasan Hikmet Yalçın and Ümit Sarıoğlu for helping me out with technical issues. I also would like to thank all my colleagues, especially Nihal Cihan and Oya Sezginer, for their encouragement and moral support throughout this study. Thank you also to Özgür Tutar for helping me out with the Turkish translation.

Finally, a heartfelt thank you goes to my family; my husband, my son, my daughter and especially my mother-in-law, for supporting me and encouraging me throughout this study. Without them this dissertation would not have been possible.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiv
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii

CHAPTER

1. INTRODUCTION	1
1.1 Background to the study	1
1.2 Purpose of the study	7
1.3 Research Questions	9
1.4 Significance of the study	11
1.5 Definition of terms	13
2. REVIEW OF LITERATURE	16
2.1 English Language Teaching	16
2.2 Definitions of Training	17
2.3 The Need for Teacher Training	19
2.4 Models of Teacher Training	20
2.5 Evaluating Teacher Training Programs	22
2.6 Models of Evaluating Training Programs	32
2.7 Empirical Research Studies on Training Programs Using Kirkpatrick's Model	35

2.8	Research Studies on Teacher Training Programs in Turkey	39
2.9	Summary	43
3.	METHOD	45
3.1	Overall Design of the Study	45
3.2	Context of the Study	46
3.3	Research Questions	48
3.4	Subjects of the Study	51
3.4.1	The Trainees of the Program	51
3.4.2	The Trainers of the Program	53
3.4.3	The Department Chairs	54
3.4.4	The Students	55
3.5	Data Collection Instruments and Data Sources	56
3.5.1	Questionnaires.....	58
3.5.1.1	The Trainees' Initial Questionnaire (PQI).....	58
3.5.1.2	The Trainees' Process Questionnaire (PQP)	60
3.5.1.3	The Trainees' Final Questionnaire (PQF)	62
3.5.1.4	The Student Questionnaire (SQ)	63
3.5.2	Interviews	65
3.5.2.1	The Trainees' Interview Schedule (PI).....	65
3.5.2.2	The Teacher Trainers' Interview Schedule (TTI)	66
3.5.2.3	The Department Heads' Interview Schedule (DHI)	68
3.5.3	Observation Checklists (OC)	69
3.5.4	Feedback Sheets of the Sessions (FS)	70
3.5.5	Students' English Scores (SES)	70
3.6	The Data Collection Procedures	71
3.7	The Analysis of the Data	76
3.8	The Limitations of the Study	76
4.	RESULTS	78
4.1	Results related to Reaction Level	79

4.2	Results related to Learning Level	89
4.3	Results related to Behavior Level	99
4.4	Results related to Results Level.....	109
5.	DISCUSSION AND IMPLICATIONS	123
5.1	Discussion of Reaction Level Results	123
5.2	Discussion of Learning Level Results	128
5.3	Discussion of Behavior Level Results	133
5.4	Discussion of Results Level Results	141
5.5	Implications	148
5.5.1	Implications for the Improvement of the CTE Program ...	148
5.5.2	Implications on the use of Kirkpatrick’s Model for the SFL/CTE Training Program	151
5.5.3	Implications for Further Research	156
	REFERENCES	159
	APPENDICES	
A.	FALL TERM WEEKLY SCHEDULE	167
B.	SPRING TERM WEEKLY SCHEDULE	169
C.	CTE PORTFOLIO	171
D.	OBJECTIVES OF THE PROGRAM	173
E.	EXAMPLES OF FEEDBACK SHEETS (FS)	174
F.	QUESTIONNAIRE FOR TRAINEES OF THE PROGRAM (PQI)	178
G.	QUESTIONNAIRE FOR TRAINEES OF THE PROGRAM (PQP) ...	184
H.	QUESTIONNAIRE FOR TRAINEES OF THE PROGRAM (PQF) ...	189
I.	QUESTIONNAIRE FOR STUDENTS OF TRAINEES (SQ)	197
J.	INTERVIEW SCHEDULE FOR CTE TRAINEES (PI)	200
K.	INTERVIEW SCHEDULE FOR TEACHER TRAINERS (TTI)	201
L.	INTERVIEW SCHEDULE FOR DEPARTMENT HEADS (DHI)	204
M.	OBSERVATION CHECKLIST (OC)	205
N.	CATEGORIES FOR RESPONSES OF OPEN-ENDED ITEMS IN QUESTIONNAIRES	207
O.	CODING PROCESS FOR THE RESPONSES IN THE	

INTERVIEWS	210
P. ENGLISH SCORES OF ALL STUDENTS OF THE TRAINEES AND NON-PARTICIPANTS	211
Q. ENGLISH SCORES OF THE TRAINEES AND NON-PARTICIPANTS' STUDENTS	219
R. TURKISH SUMMARY	221
CURRICULUM VITAE	240

LIST OF TABLES

TABLE		Page
Table 1	The difference between formative and summative evaluation	23
Table 2	Expressions of levels of training evaluation models used by different authors	33
Table 3	Comparison of terms used in different training program evaluation models by Eseryel	35
Table 4	Meta – analysis results of the evaluation criteria and effectiveness of organizational training (adapted by Arthur et al)	37
Table 5	Distribution of students by faculties and valid return rates	56
Table 6	The numbers of students from the different faculties in respect to the full and non-participants of the program	71
Table 7	Schedule of data collection, related levels and timeline	76
Table 8	Reactions of the trainees according to the trainees, teacher trainers and department heads	81
Table 9	Trainees’ degrees of competence in and need for skills and abilities ...	84
Table 10	The degrees of need for the most desired skills and abilities by trainee	88

Table 11	The overall means for competence and need dimensions and their mean differences	88
Table 12	Trainees' and Teacher trainers' perceptions of knowledge and skills developed by trainees due to the program	91
Table 13	Trainees' and Teacher trainers' perceptions of attitudes improved by trainees due to the program	96
Table 14	The trainees', teacher trainers' and department heads' views on the problems encountered in the implementation of the program	98
Table 15	The readiness of the trainees in changing their behavior as regards the trainees, teacher trainers and the department heads	100
Table 16	The degree of institutional support created for the necessary conditions / climate for change	102
Table 17	Trainees, teacher trainers and department heads' views on rewards for the trainees for change in behavior	105
Table 18	The relevancy of the program content to the courses the trainees are offering at their departments according to the trainees, teacher trainers and department heads	106
Table 19	The results from the student questionnaire related to the different objectives of the program	107
Table 20	The trainees, teacher trainers and department heads' perspectives related to whether the trainees have benefited from the program	111
Table 21	Trainees, teacher trainers and department heads' views on the willingness of the trainees to continue developing in	

	the teaching profession	112
Table 22	The overall benefits for the departments in which the trainees work ...	113
Table 23	The four groups of subjects' perceptions of the benefits of the program for the students of the trainees	115
Table 24	Comparison of the means on corresponding items from the PQI and the SQ	116
Table 25	The frequencies of the trainees' students English scores	120
Table 26	The frequencies of the non-participants' students English scores	121
Table 27	The overall results of the study	122
Table 28	Categories for Responses of Open-ended Items in the Questionnaires	207
Table 29	English Scores of all Students of Trainees and Non-participants	211
Table 30	Eng 101*PAR Crosstabulation	219
Table 31	Eng 102*PAR Crosstabulation	219
Table 32	Eng 211*PAR Crosstabulation	220

LIST OF FIGURES

FIGURE

1	Provus’s Discrepancy Evaluation Model	25
2	Stake’s Congruence – Contingency Model	25
3	Stufflebeam’s Context, Input, Process, Product Model	26
4	The Six – Stage Model as a Cycle (Adapted from Brinkerhoff (1987, p. 27))....	34
5	The Overall Research Design	47

LIST OF ABBREVIATIONS

ELT:	English Language Teaching
METU:	Middle East Technical University
SFL:	School of Foreign Languages
DML:	Department of Modern Languages (also referred to as Modern Languages Department (MLD))
DBE:	Department of Basic English (also referred to as Basic English Department (BED))
COTE:	Certificate for Overseas Teachers of English
UCLES:	University of Cambridge Local Examinations Syndicate
CTE:	The Certificate for Teachers of English
PP:	Trainees of the program
TT:	Teacher Trainers
DH:	Department Heads
SS:	Students of the Trainees
PQI:	The Trainees' Initial Questionnaire
PQP:	The Trainees' Process Questionnaire
PQF:	The Trainees' Final Questionnaire
SQ:	The Student Questionnaire
PI:	The Trainees' Interview Schedule
TTI:	The Teacher Trainers' Interview Schedule
DHI:	The Department Heads' Interview Schedule
OC:	Observation Checklist
FS:	Feedback Sheets of the Sessions
STESC	Students' English Scores

CHAPTER 1

INTRODUCTION

1.1 Background to the study

Learning a foreign language is of vital importance to many people in the world today. It is from this standpoint that arises the importance of teaching English as a foreign language. English Language Teaching (ELT) has taken on a very crucial impact in this race for learning a foreign language and many developments in ELT have taken on their roles in this arena. Following the many different techniques and methods of teaching English, has arisen the need for teacher professional development.

It is acknowledged by all ELT teachers that the profession of teaching English requires a continuous development and innovation on behalf of the teacher. Özen (1997, p. 2) mentions that in-service teacher training courses can be regarded as unique opportunities in which teachers can develop their professional and individual capacities. It is for this reason that more and more pre-service and in-service teacher training courses are conducted in institutions.

These in-service courses are for the purpose of improving and developing teachers in their knowledge of the language, their teaching methods and keeping them on track with the latest developments in the field. The term ‘teacher professional development’ has arisen from the fact that there needs to be an on-going development in the profession of teaching. A description of development can be stated by Nadler, as cited by Laird (1985, p.11); it is concerned with preparing the employees so they can “move with the organization as it develops, changes, and grows.” Therefore, in order to improve and develop as teachers, it is vital for teachers to start seeking ways in which they can achieve this. Teacher development, as defined by Ur (1996), is the means by which teachers learn by reflecting on their own current classroom experiences. Fanslow (as cited in Harmer, 2002) also states

that teachers develop by breaking their own rules and challenging themselves. Teacher Training, on the other hand, is the instruction designed to teach a person or group of people (*trainees*) a specific skill or set of skills. In service training occurs in the workplace during normal working hours, sometimes in the context in which the skill(s) will be used. (Reitz, ODLIS – online Dictionary).

One way in which teachers have the opportunity to develop is by attending voluntary or compulsory teacher training programs or courses. Other ways will be mentioned later; however, at this point it is worthwhile to dwell on the fact that teacher training and teacher development are, by some in the field, considered synonymous expressions. However, these expressions are observed as different aspects by Ur (1996), who also maintains that any one of the two concepts above is not advantageous over the other. It is up to the institution to decide which to adopt. However, it is expressed by Ur (1996) that the best model to adopt when planning a teacher education program is a combination of the two. Another way of looking at the two expressions may be that development is the broader umbrella term which includes under it training and other ways of improving.

As mentioned earlier, teacher training can be a way in which teachers may develop. Other forms of development, as stated by Harmer (2002) include doing action research, reading the literature including methodology books, journals and magazines, and developing with colleagues. One other way that a teacher can develop is by, also as Harmer (2002) states, making an effort to become autonomous as a learner via keeping journals, observing others etc. However, it is vital that if a teacher wants to develop, he or she should continuously evaluate his or her performance and make decisions in the light of this evaluation. Here it may be worthwhile to mention the importance and the need for evaluating training programs. As Marsden (1991) states, there are mainly seven reasons why we need to evaluate training programs: to validate needs assessment tools and methods; confirm or revise solution options; confirm or revise training strategies; determine trainee / trainer reactions; assess trainee acquisition of knowledge and attitudes; assess trainee performance; and determine if organizational goals are met.

Therefore, it is vital that training departments evaluate their programs in order to be able to justify the reasons for their existence. As Marsden (1991, p. 5) again

states, "... training practitioners are going to be called upon to provide hard evidence of the value of the training programs they offer."

Whichever model is used for training teachers in any institution, there is always a necessity to evaluate and assess the effectiveness of the program or course being implemented. The reason for evaluation is to judge the effectiveness of the program, to see whether it is meeting its objectives, whether it is meeting the needs of the trainees attending (regarding their development in the field), and to make necessary changes and adaptations for the coming years. In addition, in the world we live in today, there are always changes and development going on, especially in the education field. Therefore, in order to keep up with the latest trends and update all educational resources, there is a need for the evaluation of these resources. There are many different ways to evaluate programs or courses.

Many models for evaluating educational programs exist. Ornstein and Hunkins (1998) divide these models into two types according to the nature of the research conducted for evaluation. The first type are scientific – positivistic models which reflect the quantitative measures used in evaluation studies. Some of these models are listed below:

- Provus's Discrepancy Evaluation Model
- Stake's Congruence – Contingency Model
- Stufflebeam's Context, Input, Process, Product Model (CIPP)
- Judicial Approach to Evaluation

The second type of models are humanistic – naturalistic models which make use of qualitative methods of evaluation. Some of these models are as follows:

- Eisner's Connoisseurship Evaluation Model
- Stake's Responsive Evaluation Model
- Illuminative Evaluation Model
- Portraiture Model

A more detailed explanation of these models is presented in the next chapter of this study.

When considering training program evaluation, all training design models have elements of evaluation or components of evaluation. Nadler and Nadler (1994) have also proposed a training design model, which inherits elements of evaluation. This design model is called the Critical Events Model (CEM). It is an open model which recognizes that individuals and organizations are complex. The proponents of this model also make it clear that identifying and determining all variables when a program is being designed is not always possible. They also state that the CEM cannot be used to make predictions and that there may be factors intervening between the start of the design process and the completion of the final design.

In addition to these general evaluation models and the design model presented above, there are those evaluation models which are particularly devised in order to evaluate training programs, some of which have been mentioned below for the purpose of this study.

The three most distinct models are those suggested by Hamblin (1974), Brinkerhoff (1987), and Kirkpatrick (1998). Below is a description of these three models:

A) Hamblin's Model: Even though a more detailed explanation of Hamblin's model will be presented in the next chapter, it is necessary to introduce the model here for the purpose of understanding this study. There are five levels to the training program evaluation model proposed by Hamblin (1974, p. 15). These levels, as Hamblin assumes, are linked to each other by a cause and effect chain such that:

TRAINING

leads to	REACTIONS
which lead to	LEARNING
which leads to	CHANGES IN JOB BEHAVIOR
which lead to	CHANGES IN THE ORGANIZATION
which lead to	CHANGES IN THE ACHIEVEMENT OF ULTIMATE GOALS

The levels that Hamblin proposes are as follows: Level 1: reactions; Level 2: learning; Level 3: job behavior; Level 4: organization; and Level 5: ultimate value.

B) Brinkerhoff's Six – stage Model: Brinkerhoff's (1987) "The formative evaluation of training process" model entails six stages of evaluation presented in a cycle. In this model, there is a sequence of training decisions and causal connections to follow. The schematic representation and more information on this model are again presented in the next chapter.

C) Kirkpatrick's Model: Kirkpatrick's (1998) evaluation model, however, is the model that will be used in this study. It was first devised in 1959. As Naugle et al (2000) state, the model is the most reviewed and applied guide in assessing the effectiveness of training in the adult world of work since it was first introduced in 1959. It was chosen for its wide application in training programs and the fact that there is a continuation of the evaluation process after the program has been implemented. Kirkpatrick's model entails four levels of evaluation:

1. **Reaction**: How the participants feel about the various aspects of a training program (Do they have positive feelings about the instructor, the material and the experience?).
2. **Learning**: The measure of knowledge acquired, skills improved, or attitudes changed due to training. Most training results in some kind of measurable gain in at least one of these three aspects. Most educational settings already possess this level; however, it is not sufficient.
3. **Behavior**: Whether participants use this knowledge, principles or techniques in their jobs. In other words it is the measure of the extent to which participants change their on-the-job behavior because of training. There are five guidelines for measuring behavior change after training:
(1) the need for a clear and systematic assessment of behavior before

and after the educational experience; (2) appraisal of performance should be made by someone familiar with the students; (3) the need to compare these pre – post appraisals; (4) performance and behavior change should be assessed after at least 3 months; and (5) a control group not receiving training should be used to compare the difference.

4. **Results:** The final results that occur as a result of training. In education, the acquired motivation of students for continued learning, the formation of a basis of learning to build on, the development of skills to apply their learning, and the life acquisition of skills and learning to carry what they have gained in school outside of it to build a better life for themselves and their community.

As Kirkpatrick expresses, these four levels are conducted in the evaluation study of a training program. In order for the evaluation study to be beneficial and worthwhile, it is necessary that all four levels are addressed respectively. As Conway and Ross (1984) state (as cited in Boverie et al., 1995), participants usually underestimate pre-training skills and overestimate post-training skills. For this reason, participants' reactions should not be used as a sole means of evaluation since this will cause misleading results. Therefore, an evaluation study of a training program will only be valid considering all levels of Kirkpatrick's model.

Many other models for evaluating training courses have emerged since 1974 after Hamblin's model. Two of these models are Kaufman and Keller (1994) "Societal value" and Phillips (1994) "Return on investment" which adds a fifth level to Kirkpatrick's model.

No matter which of the models above is used, there is always a necessity to evaluate training programs just as there is a necessity to evaluate any other program. These models all provide evaluators with alternative ways for evaluating programs and suggest various aspects of programs that can be focused on for evaluation whether it be the whole program or any aspect of the program. Therefore, it is up to those who are conducting the evaluation study to decide on the most appropriate model for their own situations and purposes.

1.2 Purpose of the study

This is a study on the evaluation of the newly designed in-service teacher training program (The Certificate for Teachers of English – CTE) at Middle East Technical University (METU), School of Foreign Languages (SFL). In this respect, a study of the program evaluation was conducted using Kirkpatrick's evaluation model.

With this evaluation study, any likely problems or drawbacks of the program were sought and in the light of the information gained, suggestions and comments were made in the redesigning of the program for the following year(s). It also shed light on how effective the program was in terms of reaching its general objectives. As Boverie, Mulcahy, and Zondlo (1995, p. 1) state, "Evaluating the effectiveness of ... training efforts is paramount to the success of any program." Therefore, it is vital that evaluation of training be carried out regularly. Boverie et al. (1995) also state that until quite recently, there have not been many valid and reliable methods to conduct such evaluations of training programs and that if so; the collected data have not been analyzed for improvement purposes.

It is widely acknowledged that there is no end to improvement and development in all institutions. This goes to say that the education field, as with all fields, is also in vital need for improvement and development in order to offer its clients (students and teachers) the best that it can and to provide the best quality education for even further improvement. There are many ways in which development and improvement can be achieved in the teaching profession such as doing action research, reading the professional literature, developing with colleagues (via cooperating and collaborating / peer teaching and observing / joining teachers' groups and associations / reviewing the virtual community) and having a broad view of development by learning through learning, supplementing teaching with related activities and tasks (Harmer, 2002).

Gaff and Simpson (1994, as cited in Lawler and King, 2000) mentioned the different ways of achieving professional development when they state that these activities "centered on 'keeping up to date in their fields.'" These activities include "sabbaticals and leaves, travel and research funding, grants, fellowships and attendance at professional meetings" (p. 3). One of the best and the most important

ways of ensuring improvement and development in education, however, is by offering training programs to its teachers. These programs, however, need to be evaluated and considered in terms of whether they are actually meeting the needs of the students, teachers and administrators and whether they are, in this respect, worthy of being continued or not. There are, as Kirkpatrick (1998) states, three main reasons for evaluating training:

1. To justify the existence of the training department by showing how it contributes to the organization's objectives and goals
2. To decide whether to continue or discontinue training programs
3. To gain information on how to improve future training programs

In order to be able to evaluate for reasons mentioned above, it is vital to overcome the difficulties that entail evaluating training programs that deal with particular discretionary skills that are difficult to observe. "These skills do not involve discrete behaviors we can predict in advance, nor the use of specific information we can test for." (Retrieved from <http://www.reliablesurveys.com/trainingevaluation.html> 09. 12.2005).

The training program at Middle East Technical University School of Foreign Languages, The Certificate for Teachers of English (CTE), is run by the training unit that is comprised of four trainers, two from the DML (The Department of Modern Languages) and two from the DBE (The Department of Basic English). Kirkpatrick views one of the reasons for evaluating as justifying the existence of a training department. Therefore, in order to prove its worth, the existence of the training unit has to be justified, just as a training department has to. It needs to be justified by showing that it has contributions to the organization's objectives and goals.

Since the time the training unit was established (late 1990's) when the COTE program was conducted (explained more thoroughly in the following parts of this chapter), informal evaluation of the training program has been carried out. However, there has not been a formal, systematic evaluation conducted of the program that could provide clear, stable feedback. As Eseryel (2002) also states from various authors, "Despite its importance, there is evidence that evaluations of training programs are often inconsistent or missing." Therefore, conducting this study gains

importance for the CTE program and the departments which are involved, in terms of providing feedback for the purposes of evaluation that Kirkpatrick has stated. That is, the fact that the CTE program is being implemented for the first time and the fact that any training program is not complete without an evaluation phase warrants the evaluation of this program for improvement purposes. The very purpose of this study is to shed light on certain aspects of the program and suggest ways for improving it by undertaking formal evaluation.

As for the reason why Kirkpatrick's model for evaluating training programs was used, this model was chosen for this study because it is a model which is especially devised for evaluating training programs and has been widely used since it was first devised in 1959. Even though there are other models devised for evaluating training programs, this model was chosen for its ease and practical application in seeking information above the levels of only gaining information about the feelings of the participants (reaction) and the learning that has taken place in the program (learning). It goes beyond these two phases and looks at the evaluation of the program in respect to how and whether the participants of the program are able to use what they have acquired in the long run and also whether the institution has benefited from the program and the individuals who have undergone the experience. According to Answers.com, benefit is "something that promotes or enhances well-being; an advantage." In this study, the meaning of benefit refers to anything that promotes the well-being of or provides advantageous results for the trainees and their students. In other words, anything that helps them to become better as teachers or learners are being referred to.

1.3 Research Questions

For the purpose of the study, four sets of questions were formulated under the headings of the four levels of evaluation model proposed by Kirkpatrick.

Reaction (1)

1. Does the in-service teacher training program (CTE) at METU, School of Foreign Languages (SFL) meet the needs of the trainees?

- 1.1 What are the trainees' personal reactions towards the program they are attending according to the trainees themselves, teacher trainers and department heads?
- 1.2 Does the program cover the trainees' felt needs?

Learning (2)

2. Do the trainees of CTE training program progress in relation to their teaching skills and attitudes?
 - 2.1 Which skills were developed or improved throughout the program according to the trainees themselves, teacher trainers and department heads' perceptions?
 - 2.2 Which attitudes of the trainees were improved according to the trainees themselves and teacher trainers?
 - 2.3 What difficulties arose in the implementation of the program which may affect the progress of the trainees according to the trainees themselves, teacher trainers and department heads?

Behavior (3)

3. Has behavior change occurred in the trainees due to the training program?
 - 3.1 Were the trainees ready to change their behavior according to the trainees themselves, teacher trainers and department heads?
 - 3.2 What is the degree of institutional support for creating the necessary conditions / climate for change according to the trainees themselves and department heads?
 - 3.3 How are the trainees rewarded for their change in behavior according to the trainees themselves, teacher trainers and department heads?
 - 3.4 How relevant was the program content for the courses that the trainees are offering at their own departments according to the trainees themselves, teacher trainers and department heads?
 - 3.5 How much change has occurred in the actual job performance of the trainees?

Results (4)

4. Has the program proved beneficial results for the trainees, the departments in which they work and the students taking courses from these trainees?
 - 4.1 Is the program beneficial in terms of increasing the trainees' overall perceptions of themselves as teachers of English and improving their language (general and classroom language), instruction and self as a teacher according to the trainees themselves, teacher trainers and department heads?
 - 4.2 Are the trainees willing to continue to develop in their profession according to the trainees themselves, teacher trainers and department heads?
 - 4.3 What are the overall benefits for the departments in which the trainees work?
 - 4.4 Have the students of the trainees benefited from their teachers' lessons according to the trainees themselves, teacher trainers, department heads and students?

1.4 Significance of the study

The School of Foreign Languages is composed of two departments; The Basic English Department, which offers preparatory English courses to its students and the Modern Languages Department, which offers academic English to its students. The newly recruited instructors at these departments undergo a one-year training program in their first years at their jobs. Although the context of the study will be mentioned in more detail in the methods chapter, it is worthwhile to dwell on the history of the training program in terms of expressing the significance of the present study for the time being. In previous years the Certificate for Overseas Teachers of English (COTE) course was conducted on newly hired English language teachers at the School of Foreign Languages at METU. It was run jointly by The Cambridge University Local Examinations Syndicate (UCLES) and Middle East Technical University (METU) School of Foreign Languages. However, in the year in which this study began there was a change in that the COTE course was abandoned for

various reasons. The main reasons for abandoning the COTE course can be evaluated twofold: Institutional reasons and Participant related reasons.

The institutional problem can be stated as the fact that UCLES had decided to quit COTE courses and launch a more demanding program that would not be compatible with METU School of Foreign Languages. One of the main participant problems on the other hand can be stated as the fact that the COTE course was not suitable for both departments at the same time (Departments of Modern Languages and Basic English). That is, certain sessions of the course were not suitable for those trainees teaching at the Modern Languages Department since the students they were teaching were not exposed to the subjects covered in those sessions and some sessions were not relevant for the trainees teaching at the Basic English Department since their students were not ready for the sophisticated topics covered in certain other sessions. This is in fact, as will be mentioned later on in the discussion part of this study, the case for the CTE program also. Another main problem experienced by the trainees of the COTE course was that they were exposed to a lot of heavy work on top of their work loads at their departments. This created a problem for them since they claimed that they were not able to dedicate time to their students because of the work load. One final problem that the trainees encountered related to the COTE course was the fear of failing the course and losing their jobs or having to retake the course. Although this is still the case with CTE, the fact that this program does not have a “graded” aspect (any kind of written exam to determine trainees’ final situations) and that it was explained to the trainees at the beginning that the program would be for development purposes, made everything less burdening for the trainees. This was a main problem for the COTE course because it was intended to be an improvement and success oriented one that should not be threatening; however, eventually it did become as such. The fact that every component of the course was graded was psychologically affecting the trainees’ development and motivation.

As a result of all this, since teacher education is of vital importance in the field of ELT (English Language Teaching), there was the urging need to design an in-service teacher training program that would meet the needs and expectations of the newly hired English Language teachers. This point is also mentioned in more detail in the discussion part of this study, as a conclusion that came out from this study.

Therefore; the teacher trainers came together to accomplish this task. The new program was designed in respect to the needs of the two departments, taking into consideration, the students that these newly hired teachers would be teaching. It aimed at helping its trainees to improve their language in general, their classroom language, their teaching methods, and to keep track of the latest developments in the field of ELT by reflecting on their performance throughout the program.

Since the training program implemented in the past has not been exposed to any kind of evaluation, it is uncertain to say whether the changes made are appropriate or not. In addition, it is not also certain whether the new program, with its changes, will actually be suitable for the present situation nor whether it will overcome the drawbacks of the previous program (COTE). Therefore, there is this vital need for evaluating the new program (CTE) in order to find answers to these general questions.

Since this was a new program that was implemented for the first time during this study (October 2003 to June 2004), and since education always requires a continuous evaluation and redesigning, this evaluation study hoped to shed light on the effectiveness of the program in all aspects and provide valuable suggestions for the renewal of the program so that it will become more effective and efficient for the teachers who are in need of it. This study will also aid in trying to improve English Language Teacher training courses in the long run by providing background knowledge related to evaluation of teacher training programs, teacher professional development, and faculty staff development.

In addition, this study hoped to contribute to the field of research by providing a foreground for and an awareness on the difficulties of evaluating training programs in general. Furthermore, it will enlighten evaluators on the practicability of Kirkpatrick's training program evaluation model and suggest ways in which it can be used for the benefit of particular settings and training programs.

1.5 Definition of terms

Sessions: This refers to one of the components of the CTE program. These are the actual in-class contact hours that the trainees of the program are exposed too. There are two sessions a week. These are held 2 hours on Tuesdays and 3 hours on

Thursdays. These contents of all these sessions are expressed in the weekly schedules for the first and second terms of the program (App. A and App. B). The sessions are conducted by a different trainer each time. The format of the sessions may change such that they may be focusing on input that is given to the trainees or micro-teaching (workshops) sessions in which the trainees do mini demonstrations of teaching.

Teaching Practices: These refer to another component of the CTE program. They are one of the most important requirements of the program. Each trainee is observed in her lesson from time to time (6 in total: 3 each semester). The times of the observations are stated in the weekly schedule (App. A and App. B). For each of these observations the trainee and her tutor (assigned at the beginning of the program but changes for each observation) come together (in a “pre-observation conference”) to discuss the lesson plan that the trainee has prepared for the observation. The tutor (trainer) gives feedback on the lesson plan. Then the observation takes place and following the observation a “post-observation conference” takes place, at a later time, at which the trainee reflects on the lesson that she has been observed in. The trainer gives feedback on the trainee’s weaknesses and strengths and suggests ways of improving.

Portfolio: Another component of the CTE program which involves keeping portfolios. The trainees of the program are expected to keep portfolios throughout the program in which they include their works related to lesson plans, assignments, peer observation notes, student profiles and their own reflections on their teaching. Detailed information on the portfolio component of the program is displayed in Appendix C. The portfolio is submitted to the trainees’ tutors from time to time to check and give feedback regarding its contents (see Appendix A and Appendix B for submission dates of the portfolio).

The trainees, however, are not totally aware of the use and benefits of keeping portfolios. Sufficient information regarding the beneficial learning outcomes of keeping portfolios is not provided to the trainees at the beginning of the program, which may often lead to de-motivation throughout the portfolio component of the program.

Assignments: The final component of the CTE program which requires trainees to write two assignments (one for each semester). These assignments are prepared by selecting relevant articles, reading them, demonstrating them in their classes and writing up reports and reflections related to what happened in class. All work related to the assignments are then put into the portfolio (see Appendix A and Appendix B for submission dates of assignments).

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents information about the literature related to this particular study. Firstly background information on English Language Teaching (ELT) and teacher training is summarized. Then definitions of training are presented followed by a discussion on the need for teacher training. After presenting models of teacher training, the evaluation of teacher training programs has been dwelt on. Then, training program evaluation models are presented. Finally, examples of research carried out in this field, namely, those making use of Kirkpatrick's model, those conducted on teacher training programs in Turkey and finally, studies on the evaluation of the training program at the School of Foreign Languages are presented.

2.1 English Language Teaching (ELT)

Learning is a phenomenon that involves almost each individual. It is a concept that can occur even “without conscious teaching” (Ur, 1996, p. 4). As Ur has stated, learning can take place without any teaching going on. It can take place anywhere, anytime, in any condition unconsciously, that is without the learner being aware of any learning taking place at all. Teaching, on the other hand, “is intended to result in personal learning for students, and is worthless if it does not do so.” (Ur, 1996, p. 4). There is no doubt that teaching is of vital importance in this respect. Therefore, authorities, such as teachers, methodologists and textbook writers, in education have continuously sought for more effective ways of teaching. English Language Teaching is one area in which an abundance of research and applications have been conducted for improving the effectiveness of teaching English.

As acknowledged by many people involved in the profession of teaching, whether they are teachers, curriculum writers, methodologists or even students, English Language Teaching has taken on many different forms since the time it came into being. There have been many different approaches, techniques and methods in teaching the English language starting from methods and approaches like Audio-lingualism, Community Language Learning, The Silent Way, Suggestopedia, Total Physical Response and the Communicative Approach. All approaches and methods have their own advantages and drawbacks, however, there has always been one main aim of each which is to teach the English language in the most appropriate and effective way. The need for all these changes in English Language Teaching has arisen from the possible drawbacks of each preceding method. As Harmer (2002) states, we are continuously challenged by new technology, and the questioning of beliefs about teaching. Therefore, there is a constant need to create change in our profession.

2.2 Definitions of Training

In order to better understand the need for teacher training, it is necessary to make a brief overview to the meaning of training in general. “*Training*,” as expressed by Hamblin (1974), is defined as “any activity which deliberately attempts to improve a person’s skill in a job [and] includes any type of experience designed to facilitate learning which will aid performance in a present or future job” (p. 3). A similar definition is, as mentioned in the previous chapter, by Kaplan-Leiserson in Green (2004) a process which aims at improving knowledge, skills, attitudes and behaviors in people to accomplish certain jobs, tasks or goals. Kirkpatrick sees training to include development. He states that training course and programs are “designed to increase knowledge, improve skills, and change attitudes” (Kirkpatrick, 1998, p. xvi). As can be seen, training is the form of gaining knowledge in order to perform better at a particular job. Teacher training, therefore, can be said to be the act of aiding teachers to acquire the knowledge necessary to carry out the teaching profession more effectively.

Bramley (1991) has also dealt with the definition of training in that he has cited two very diverse definitions: A British definition offered by the Department of

Employment Glossary of Training Terms (1971), “The systematic development of the attitude / knowledge / skill / behavior pattern required by an individual to perform adequately a given task or job” (p. xiv). An American definition offered by Hinrichs (1976), “Any organizationally initiated procedures which are intended to foster learning among organizational members in a direction contributing to organizational effectiveness” (p. xiv).

Bramley (1991) states that each definition has different key concepts and puts forward his own views about what training should entail (p. xiv-xv): Training should be a systematic process with some planning and control rather than random learning from experience, it should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups and it is intended to improve performance in both the present and the following job and through this should enhance the effectiveness of the part of the organization in which the individual or group works.

Nadler and Nadler (1994) also put forward a definition of training under the name of human resource development (HRD), which they refer to as “organized learning experiences provided by employers within a specified period of time to improve performance and/or promote personal growth.” They state that training is an area of learning activity within HRD such that it “involves learning that relates to the current job of the learner” (p. 1).

According to Laird (1985, p.11) training is defined as “an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviors.” That is, the activities designed to improve human performance on the job. He also states that when there is a need for “new” behaviors, there is always a need for a training department. This is also the case for the situation in the departments in the School of Foreign Languages that this study was conducted at since there was a current study on the renewal of the whole curriculum and instructors working at both departments (DML and DBE) needed the training in order to become competent and familiar with the new curriculum.

What is important in training is that there should be some kind of planning of a program with the intention to change behaviors, attitudes and skills of individuals, which will in turn, prove to be beneficial for the organization in which these individuals work.

2.3 The Need for Teacher Training

Since the teaching of a foreign language is a very demanding task, there is always a need for teacher training on this issue. Bramley states the fact that when talking about teacher training, we cannot avoid effectiveness. He continues to argue that evaluation cannot be separated from the concept of training. (1991, p. xv). This issue will be mentioned in more detail further on in this chapter. However, at this point, there may be a need to make the connection between teacher training and teacher education. Ur (1996) makes this distinction by stating that teacher training may refer to “unthinking habit formation and an over-emphasis on skills and techniques” while teacher education has more to do with developing theories, an awareness of options and decision making abilities. Ur also cites others’ descriptions of education and training stating that education “is a process of learning that develops moral, cultural, social and intellectual aspects of the whole person” and training “prepares for a particular function or profession.” (Peters, as cited in Ur, 1996). In the light of all the above, there may be a need to also define the term teacher development.

Developing and growing are vital in any occupation and in any situation. The development of teachers can be seen, as Underhill puts it, as a move from ‘unconscious incompetence’ to ‘unconscious competence’ in which case we need to be aware of our ‘conscious incompetence’ and our ‘conscious competence’ (Underhill as cited by Harmer, 2002, p. 344). Harmer continues to quote from Fanselow and says that development may occur by breaking our own rules as teachers and challenging what we have been taking for granted (2002, p. 344). There are many other ways in which a teacher can develop. Harmer has listed a few as doing action research, carrying out a literature review, developing with colleagues (discussing with colleagues, peer teaching / observation, teachers’ groups / associations, and using the virtual community (the internet)), and developing by learning. (Harmer, 2002, pp. 344-351). As can be seen, the development of teachers can be achieved in many ways. Teacher training programs are one way in which teachers can start with their query of development. By being ‘educated’ in teacher training programs, teachers have the opportunity to use their capabilities and skills

for development and improvement. There are different kinds of teacher training programs that adopt different methods of teaching and learning.

2.4 Models of Teacher Training

There are many distinct models for teacher training and teacher learning. Wallace (1991) describes three main models of teacher learning as follows:

1. The craft model: The trainee learns from a master teacher by observing and imitating that teacher.
2. The applied science model: The trainee studies applied linguistics and other courses and applies the methodology he or she has acquired to classroom practice
3. The reflective model: The trainee teaches, observes lessons and remembers past experiences and reflects on these individually or with others to work out theories of teaching which he or she then tries to put into practice again in his or her lessons.

The question to ask here is which of these models is more effective / with which one do teachers learn better? In other words, how do teachers learn more effectively and how can this be weaved into a program? As Ur (1996) has stated teachers generally learn best by their personal experience. The program implemented at the School of Foreign Languages has adopted the reflective model which gives utmost importance to personal experience and practice. This issue will be mentioned in more detail further on in this chapter.

There are many different models of training that training programs adopt. The type of training can differ according to the focus of the training, who is to take the training, the conditions in which training is to be held, the institutional and trainee needs, as well as the practicality of the program to be implemented. Bramley (1991) suggests various models to choose from when selecting the most appropriate model for a particular setting. He lists these models as (pp. 3-7):

1. the individual training model
2. the increased effectiveness model
3. the training process as a systematic cycle
4. training as organizational change

In his article “Models and the knowledge base of second language teacher education,” Day (1993), outlines four models or approaches to second language teacher education that teacher educators may adopt in teacher training programs. A brief explanation of each of these four models is presented below (pp.5-9):

1. The Apprentice – Expert Model: The trainee works closely with the expert teacher and acquires knowledge as a result of observation, instruction, and practice. This model allows the trainee to develop experiential knowledge and observe and make discussions with the expert teacher (the cooperating teacher).
2. The Rationalist Model – This model involves the teaching of scientific knowledge to the trainees, who are expected to apply this knowledge in their teaching. Day states that this model has been given different names by others. For instance, Wallace names it the “applied science model.” The assumption of the model is that teaching is a science, of which is conveyed to trainees by experts in the field. It is believed that trainees (students) are educated when they are exposed to the scientific knowledge, the elements of a given profession.
3. The Case Studies Model – This model involves discussion and analysis of actual case histories in the classroom. It aims at generalizing particular behaviors into broader understandings of the discipline. With this model students acquire knowledge through the study of cases and not through actual teaching. Day repeats that the best way to learn about teaching is through the actual practice of teaching.
4. The Integrative Model – This model is a combination of the other three models in that it incorporates the strengths of all and also includes a reflective component. Therefore, it includes “a cycle of teaching, reflection, development

of hypotheses, and additional action in which the hypotheses are tried out in the classroom” (Day, p. 9).

Day (1993) proposes the “Integrative model” as the closest to the ideal curriculum for a second language teacher education program since it also offers trainees an opportunity to practice their “profession that could last them for a lifetime of professional growth and development” (p. 12).

2.5 Evaluating Teacher Training Programs

One question that needs to be answered is actually what is evaluation? And why is it so important? The world around us consists of an abundance of evaluation practices. We continuously carry out evaluations of some sort in our daily lives. We evaluate everything, from evaluating what we buy when we go shopping to evaluating a conference that we have attended. Educational evaluation has taken its place in the arena and is more of concern today than it has ever been in history. Payne (1994) outlines the importance of educational evaluation when he discusses the roles of evaluation. The first role he discusses is the fact that it helps to improve the program during the development phase where he emphasizes the importance of formative evaluation. The second role is that it facilitates “rational comparison of competing programs” which contributes to effective decision making. He finally states that the role of educational evaluation is to contribute to the knowledge of effective program designing. Here, evaluators are free to research principles related to learning, teaching and environment. (1994, pp. 7-8).

There are many different ways of conducting evaluation studies. Evaluation can be carried out by using qualitative or quantitative approaches. (A list of these models will be presented later on in this chapter). It can be conducted as a formative or a summative form of evaluation. Payne (1994) outlines the differences between formative and summative evaluations in relation to their purpose, audience, evaluators’ role, characteristics, measures, frequency of data collection, sample size, questions asked, and design constraints as shown in Table 1.

The main difference is that formative evaluation aims at improving a program whereas summative evaluation aims to certify program utility. (1994, p. 9).

However, it must be kept in mind that both types of evaluation are vital for a reliable evaluation study in which valid data concerning a particular program is to be obtained. Only in this way will an evaluator obtain true data that will lead to effective decision making about a program. In addition to the methods of evaluation, evaluators have a choice in the various models available for evaluation studies.

Table 1
The difference between Formative and Summative evaluation

Basis for Comparison	Formative Evaluation	Summative Evaluation
Purpose	To improve program	To certify program utility
Audience	Program administrators and staff	Potential consumer or funding agency
Who should do it?	Internal evaluator	External evaluator
Major characteristic	Timely	Convincing
Measures	Often informal	Valid / reliable
Frequency of data Collection	Frequent	Limited
Sample size	Often small	Usually large
Questions asked	What is working? What needs to be improved? How can it be improved?	What results occur? With whom? Under what condition? With what training? At what cost?
Design constraints	What information is needed? When?	What claims do you wish to make?

(Source: from Worthen & Sanders (1987) in Payne, 1994, p. 9).

There are many different approaches and models of evaluation to choose from when deciding to conduct an evaluation study of an educational aspect. Firstly, however, it may be worthwhile to consider these aspects of education that can be

evaluated. As Borg and Gall state, the “objects”, as they call them, of education are: instructional methods, curriculum materials, programs, organizations, educators, and students (Borg & Gall, 1983).

It is very important to be specific about the aspect of education or training that is going to be evaluated. Therefore, an evaluator has to be very competent in selecting and describing in detail the point to be evaluated. Maybe the aspect to be evaluated will in turn determine the model that could be made use of in evaluation. Therefore, the models of evaluation are also very important in this respect.

McMillan and Schumacher (2001, p. 532) discuss the different approaches to evaluation as Objectives-oriented approaches, Consumer-oriented approaches, Expertise-oriented approaches, Decision-oriented approaches, Adversary-oriented approaches, and Naturalistic and participant-oriented approaches.

As mentioned earlier in this study, there are many models which are used for evaluating educational programs. Detailed explanations of the models which were introduced in the introduction chapter of this study are presented below. These models were presented by Ornstein & Hunkins (1998).

a) Provus’s Discrepancy Evaluation Model: This model consists of four components and five stages. The components are determining program standards, determining program performance, comparing performance and standards, and determining whether a discrepancy exists between performance and standards. The stages are design, installation, processes, products, and cost. In this model, any discrepancy is notified to decision makers, who in turn make decisions at each stage. The decisions that the decision maker can make are “to go to the next stage, recycle to a previous stage, start the program over, modify performance or standards, or terminate the program” (p. 327).

<i>Stages</i>	<i>Performance</i>	<i>Standards</i>
1	Design	Design Criteria
2	Installation	Installation Fidelity
3	Processes	Process Adjustment
4	Products	Product Assessment
5	Cost	Comparisons and Cost Benefit

Source: from Provus, “The Discrepancy Evaluation Model,” p. 118; Provus, “Toward a State System of Evaluation.” *Journal of Research and Development in Education* (September 1971), p. 93.

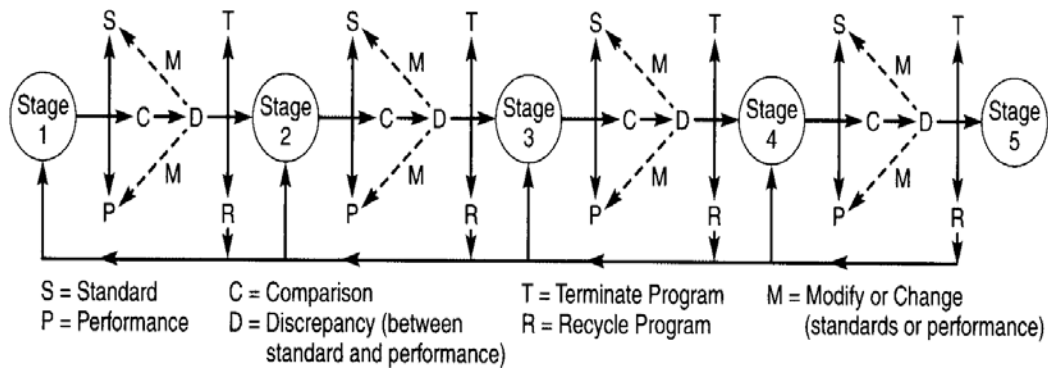


Figure 1 Provus's Discrepancy Evaluation Model

b) Stake's Congruence – Contingency Model: This model consists of three kinds of information: antecedents (any condition which exists before teaching and learning), transactions (any interaction the students may have with the curriculum material and classroom environment / the “process” of teaching), and outcomes (products: achievement, attitudes and motor skills). The evaluator is to identify the contingencies (relationships among the variables in the three categories), and later the congruencies among the antecedents, transactions and outcomes. Here the evaluator tries to match what is intended and what is observed (Ornstein & Hunkins, 1998).

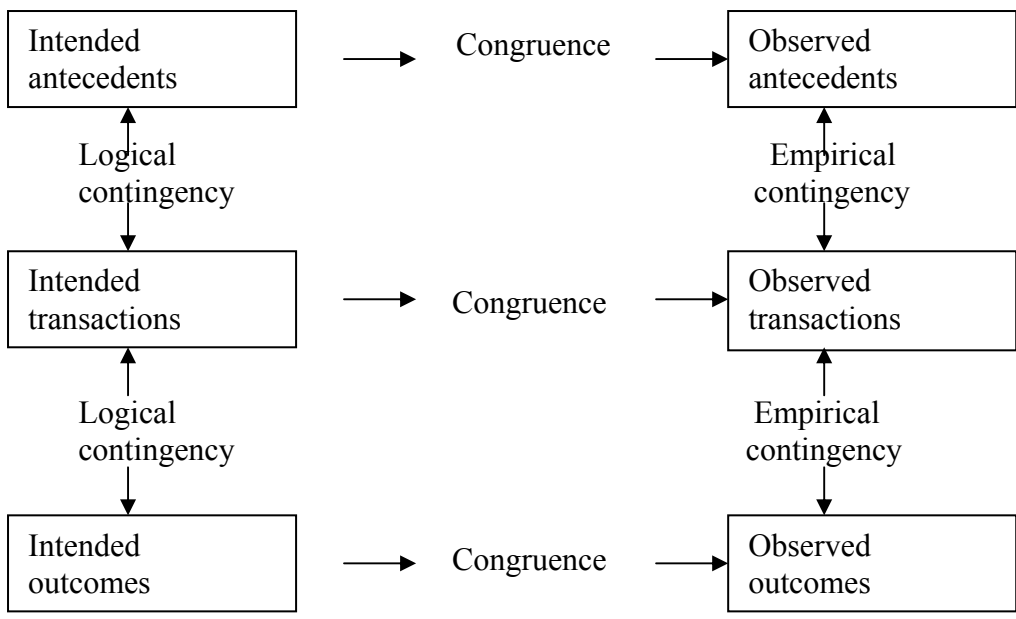


Figure 2 Stake's Congruence – Contingency Model

c) Stufflebeam’s Context, Input, Process, Product Model (CIPP): This model follows the systems-based approach and considers evaluation to be an ongoing process. There are 4 steps to evaluation: Context (studies the environment of the program), Input (provides information and determines how to make use of resources in meeting program goals), Process (addresses curriculum implementation decisions which control the program and is used to determine whether there is a difference between the actual and the planned activities), and Product (determines whether the final curriculum product is achieving the goals). In this model, information is provided to the management for decision making purposes. There is a three-step process: “*delineating* the information necessary for collection, *obtaining* the information, and *providing* the information to interested parties” (Ornstein & Hunkins, 1998).

	INTENDED	ACTUAL
ENDS	PLANNING DECISIONS to determine objectives	RECYCLING DECISIONS to judge and react to attainments
MEANS	STRUCTURING DECISIONS to design procedures	IMPLEMENTING DECISIONS to utilize, control and refine procedures

Figure 3 Stufflebeam’s Context, Input, Process, Product Model

d) Judicial Approach to Evaluation: This model entails numerous evaluation activities in which opposing points of view are heard and by allowing both sides of a new program to defend themselves, an accurate account of the program is made. This approach to evaluation springs from the fact that individuals have come to the realization that evaluations are made by humans and humans have different values.

In the process of this evaluation one team member or evaluator acts as the program's advocate and presents positive aspects of the program while another plays an adversarial role and stresses the problems of the program. By allowing opposing views of the program an accurate view is obtained and decisions are made accordingly.

The above evaluation models are all scientific-positivistic models in that they reflect the quantitative measures that are used in evaluation studies. There are also humanistic-naturalistic evaluation models, qualitative methods of evaluation, which are as follows (Ornstein & Hunkins, 1998):

e) Eisner's Connoisseurship Evaluation Model: This model seeks to find answers to questions like, "What has occurred during the school year at a particular school as a result of the new program? What were the key events? How did such events arise? How did students and teachers participate in these events? What were the reactions of the trainees to these events? How might the events have been made even more effective? Just what do the students learn from experiencing the new program? With these questions the evaluator is focusing on process, school life and quality. According to Eisner, this approach to evaluation relies on personal observations, expert opinion and group collaboration and not on scientific validity. Evaluators undertake qualitative activities such as participant classroom observers, portfolio evaluators and document analyzers. They make descriptions, interpretations and assessments of the situations in educational settings in order to make decisions about evaluation (Ornstein & Hunkins, 1998).

f) Stake's Responsive Evaluation Model: This model includes ten steps for evaluating a curriculum (Stake, in Ornstein & Hunkins, 1998, pp. 334-335).

1. negotiate a framework for evaluation with sponsors
2. elicit topics, issues, and / or questions of concern from the sponsors
3. formulate questions for guiding the evaluation
4. identify the scope and activities of the curriculum; identify the needs of clients and personnel
5. observe, interview, prepare logs and case studies, and so on
6. pare down the information; identify the major issues or questions
7. present initial findings in a tentative report

8. analyze reactions and investigate predominant concerns more fully
9. look for conflicting evidence that would invalidate findings, as well as collaborative evidence that would support findings
10. report the results

This evaluation requires planning and development. Here the evaluator "... tells the story of the program, presents its features, describes the clients and personnel, identifies major issues and problems, and reports the accomplishments" in an objective manner.

g) Illuminative Evaluation Model: This model, developed by Parlett and Hamilton, "illuminates problems and significant features of an educational program." There are three steps in the model: observation (a general look to describe the context), further inquiry (a focus brought to the evaluation, making a distinction between important and unimportant aspects), and explanation (furnishing data on what is happening in the program and why by making explanations to those who are affected). This model assumes that education is a "complex and dynamic set of interactions" and maintains that these interactions be evaluated in a holistic and subjective manner because, as the advocates of the model state, it deals with the unintended and subtle aspects of the environment, which are often missed by the objective evaluator.

h) Portraiture Model: This model was developed by Sara Lawrence Lightfoot. In this model, an evaluator goes into the field or the school and observes what is going on regarding the curriculum. The evaluator observes teachers, students and looks at school documents. He or she also conducts interviews and gives out questionnaires. The evaluator jots down everything that goes on (thin descriptions), then he or she interprets these thin descriptions and comes up with a thick description, which comprises of five parts: description of settings and activities, recording and commentary about people in the systems, inclusion of dialogue, interpretation of the situation, and impressionistic report. Feelings are entered into this thick description or portrait and it is finally reported to the school or those in charge of the evaluation.

The model or models to use while evaluating a program or course is again decided by those who are doing the evaluation study or by the implementers of the program. The model that is chosen to adopt will depend on the purpose of the evaluation and the context of the school or institution.

However, Bramley (1991) and Worthen and Sanders (1987) also present six different curriculum evaluation models for educational evaluation as cited by Eseryel (2002):

- Goal – based evaluation
- Goal – free evaluation
- Responsive evaluation
- Systems evaluation
- Professional review
- Quasi – legal

Eseryel (2002) also quotes from Philips (1991) while stating that goal – based and systems – based approaches are the most widely used in the evaluation of training. Eseryel continues to mention that “the most influential framework has come from Kirkpatrick ... (who’s) work generated a great deal of subsequent work.” The model proposed by Kirkpatrick follows the goal – based evaluation approach.

Some common types of evaluation studies are listed by Pocavac and Carey (2003). They discuss evaluation in terms of evaluating need, process, outcomes and efficiency and continue to state that different types of evaluations are warranted for different kinds of programs (2003, pp. 7-11). A list of the different models by evaluators was presented earlier in this chapter.

It is stated by Eseryel (2002) that evaluating training in terms of learning, transfer and organizational impact involves various complexity factors which are related with the “dynamic and ongoing interactions” of the training goals, trainees, training situations and instructional technologies inherent in a program. Therefore, it

must be understood that the evaluation of training is a difficult and important task. As Boverie et al. (1995) also state, "Evaluating the effectiveness of costly training efforts is paramount to the success of any program."

In order to understand the importance of the need for evaluating teacher training programs, it is also necessary to dwell on the concepts of training and evaluation in more detail. In addition, it is worthwhile to consider the answer to the question, can training be evaluated? If so, how? The concepts of training and evaluation were discussed earlier on in this chapter. Hamblin (1974) defines the evaluation of training as "Any attempt to obtain information (feedback) on the effects of a training program, and to assess the value of the training in the light of that information."

Turning to the question of whether training can be evaluated or not, Hamblin (1974) states that like everything else, training is also evaluated by trainers, trainees and others related to the training in terms of some kind of criteria and states that "evaluation is the art of the possible (and the) right evaluation approach in any given situation is the one which is most practically feasible and most practically useful" (Hamblin, 1974, pp. 11). Therefore, it is up to the evaluator to decide on the best possible evaluation method for the particular program he or she is to evaluate. This is however, not an easy task to accomplish. By all means the evaluator must firstly begin by identifying training needs.

Bramley (1991) suggests ways of identifying training needs in terms of organizational analysis, job data analysis and person analysis (p. 9). He refers to McGehee and Thayer who argue that these levels of analyses should be interrelated to accomplish a complete training needs statement. The organizational analysis determines where training can be used focusing on organizational objectives, skills available, effectiveness indicators and the organizational climate. Job data analysis entails collecting data about the job. This determines the standards in addition to the skills, knowledge and attitudes necessary to reach those standards. Finally, person analysis focuses on the extent to which employees are carrying out particular tasks required for successful performance (1991, p. 12). Morant also argues that there are at least four types of in-service education of teachers needs which make themselves felt at different times in a teacher's career (1981, pp. 6-9). The first concerns induction needs, which naturally occur at the beginning of a teacher's career. The

second type are extension needs, whereby experienced teachers seek ways of widening their professional interests, often in readiness for promotion, and such needs are best met by long award-bearing courses. The third area identified is refreshment needs, which surface when teachers re-enter the profession after a break, or retrain so as to teach subject areas that are new to them, and here short courses are often most appropriate. Finally, there are conversion needs, usually brought about by redeployment or promotion and, again, short courses are often the most appropriate way of meeting these needs. The needs of the trainees at the CTE program may be considered as extension needs since they are experienced teachers who are seeking ways in which they can widen their interests in their professions.

As there is a vital need for teacher training whatever the reason may be, there is equal necessity for the evaluation of teacher training. As stated by Borg and Gall (1983), educational evaluation is a process for making judgments on the merit, value or worth of educational programs, projects, materials, or techniques. The authors also state that the interest placed on educational evaluation arises from the importance of evaluation in policy analysis, in decision making processes and also in program management, which all in turn play an important role in providing important data on costs, benefits, problems, and decision making related to program design, personnel, and budget.

There are consistent views in the literature that education and evaluation go hand in hand. This is to say that education is not complete without its evaluation which aids in making decisions to improve and develop education as a whole. McMillan and Schumacher (2001) state that in the past evaluation activities were carried out unsystematically and informally and that evaluation research was done for accountability purposes, whereas at present evaluation is generally conducted to determine the effectiveness of educational programs and to come up with value decisions in education.

As mentioned earlier, in order to understand the important role of evaluating teacher training programs, it is worthwhile to dwell on the importance of evaluation as a whole. McMillan and Schumacher (2001, p. 528) list the reasons for conducting an evaluation study as the following:

1. Aid planning for the installation of a program
2. Aid decision making about program modification
3. Aid decision making about program continuation or expansion
4. Obtain evidence to rally support or opposition to a program
5. Contribute to the understanding of psychological, social, and political processes within the program and external influences on the program.

2.6 Models of Evaluating Training Programs

Three distinct models of evaluating training programs, as mentioned in the introduction chapter of this study, are suggested by Kirkpatrick (1998), of which detailed information is given in the introduction section of this study, Hamblin (1974) and Brinkerhoff (1987). Hamblin has proposed a model which includes levels of evaluation conducted in a study:

1. Level 1: Reactions
2. Level 2: Learning
3. Level 3: Job Behavior
4. Level 4: Organization
5. Level 5: Ultimate value

In this model of evaluating training programs, it is assumed that there is a cause and effect chain, which links these five levels of training effects, such that each level leads to the next level. However, the chain may be broken at any of the links in that each following effect may not directly be a consequence of the previous. As Hamblin states, the task of the evaluator using this model is to identify whether the chain has continued through all the links and if not to identify which link broke the chain and hence, put forward suggestions as to how to mend it. (p. 15).

Hamblin also outlines the differences between his model, Kirkpatrick's model (first suggested in 1967) and yet another model, Warr, Bird, and Rackham's model (1970). Table 2 lists these expressions. (1974, p. 14).

Table 2
Expressions of levels used in training evaluation models by different authors

	Hamblin	Kirkpatrick (1967)	Warr, Bird, and Rackham (1970)
Level 1	Reactions	Reactions	Reactions
Level 2	Learning	Learning	Immediate
Level 3	Job behavior	Job behavior	Intermediate
Level 4	Organization	Results	Ultimate
Level 5	Ultimate value		

Brinkerhoff's Six – Stage Evaluation Model derives from a cycle of key training decisions which are necessary for programs to continue productively. The model is displayed in Figure 5.

Brinkerhoff (1987, pp. 26-27) maintains that the model is circular, the final stage returns to the first stage indicating that the process begins again, building on the results of past evaluation efforts. He also states that the arrows in the cycle indicate the sequence of training decisions as well as a series of causal connections and expresses the explanations of the six stages as (p. 28-29):

1. Goal setting (What is the need?)
2. Program design (What will work?)
3. Program implementation (Is it working?)
4. Immediate outcomes (Did they learn it?)
5. Intermediate or usage outcomes (Are they keeping and/or using it?)
6. Impacts and worth (Did it make a worthwhile difference?)

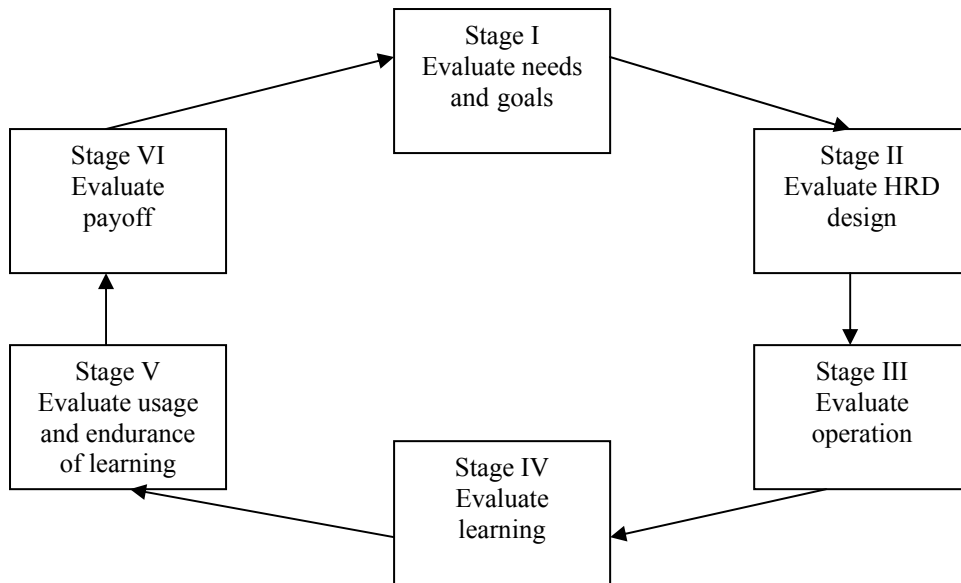


Figure 4 The Six-Stage Model as a Cycle (Adapted from Brinkerhoff (1987, p.27))

Apart from the three training evaluation models discussed above, Woodward (1991) has also mentioned two models for the evaluation of training programs:

The evaluation of trainees: the objectives model: This model requires the evaluator to a) find out what levels of performance trainees are capable of on entry to the course, b) find out what level they are capable of at the end of the course, and c) make sure that the course includes educational procedures that are designed to bring about the desired end product. The model assumes that we know which educational procedures lead to the desired results and how long it takes to achieve them. However, it ignores individual learner style and learner preference. (pp. 211-212).

The evaluation of trainees: the process model: This model sees the course as a learning attempt which involves trainees and trainers in mutual understanding. Trainees are observed as developing and becoming aware of their own development. Assessment is based on ‘attitude change’ and ‘degree of personal development’

through “learner diaries or group, individual or self-assessment.” A criticism for this model can be that there is too little emphasis on practical skills. (pp. 213-214).

Woodward (1991) discusses another form of evaluation which is the evaluation of a course by trainees. She states that trainees can express their opinions by “working hard, skipping sessions or dropping out.” Trainees can also be asked what they feel by completing questionnaires, feedback forms or by group discussions. (1991, p. 214).

When considering the different types of training program evaluation models, Eseryel (2002), in addition to Hamblin, compiles and makes a comparison of the different terms used by various authorities as shown in the adapted Table 3:

Table 3
Comparison of terms used in different training program evaluation Models (Eseryel’s adaptation (2002))

Kirkpatrick (1959)	CIPP Model (1987)	IPO Model (1990)	TVS Model (1994)
Reaction	Context	Input	Situation
Learning	Input	Process	Intervention
Behavior	Process	Output	Impact
Results	Product	Outcomes	Value

In spite of the differences in names attributed to the relevant levels of evaluation in different models, each model actually builds on to previous models and considers similar aspects of evaluation in training programs. However, training evaluation is, unfortunately, not always receiving the credit it deserves and evaluation is usually done at the first two levels of the models. This, as Eseryel (2002) maintains, can be because of the reason that as the level increases the complexities of evaluation that are involved also increase.

2.7 Research Studies on Training Programs using Kirkpatrick’s Evaluation Model

Kirkpatrick (1998) explains various evaluation studies of training programs which were conducted using the Kirkpatrick evaluation model. The first case study he summarizes is a study conducted in a hypothetical company called Montac. The

article he presents describes the benefits and the importance of each level in the model. Another study he presents focuses on the evaluation of results compared with figures for those who were trained and those who were not. The figures were converted into savings. Yet another study evaluates a training course on performance appraisal and coaching. The program is a pilot program which was conducted at the Charlotte, North Carolina branch of the Kemper National Insurance Companies. The evaluation included all levels and the summary of results was provided to executives concerned with the program. While presenting these and many other studies of evaluations, Kirkpatrick states that it is important that an evaluator can borrow forms, designs, and techniques and adapt them to their own settings and organizations.

Another example of a study in which Kirkpatrick's evaluation model is employed (together with Phillip's "Return on Investment" model) is that of Green (2004). In this dissertation study, Green collected data on what is currently taking place at Electronic Data Systems (EDS), which is an independent information technology services company operating in 60 countries with 138,000 employees, in terms of training evaluation and also the effectiveness of the training employed at the company. Green's population was the employees at EDS and data were collected through surveys in order to determine how training was perceived by them. Descriptive statistics were used to analyze the survey data. The results of the study were used to validate the budget and suggest ways of avoiding layoffs by providing data on training effectiveness.

A Meta – analysis study conducted by Arthur Jr., Bennett Jr., Edens and Bell (2003) displays another study in which the relationship between training design and evaluation features and the effectiveness of training in organizations were examined. In this study, the literature search included studies from a wide range of evaluation studies of training programs to those which measured some aspect of training effectiveness. These studies were taken from published journals, books, conference papers and presentations as well as dissertations and theses from 1960 to 2000. The number of articles and papers that were reviewed and included in the Meta – analysis was a total of 636 from nine computer data bases and a manual search of reference lists. The evaluation criteria used in the study were Reaction, Learning, Behavioral and Results. The results were as shown in Table 4.

Table 4

Meta – analysis results of the evaluation criteria and effectiveness of organizational training (Adapted from Arthur et al. (2003))

Evaluation Criteria (<i>k</i>)	No. of data points	<i>N</i>	Sample-weighted <i>Md</i>
Reaction	15	936	0.60
Learning	234	15,014	0.63
Behavioral	122	15,627	0.62
Results	26	1,748	0.62

The main aim of the study was to examine whether the effectiveness of training varied as a function of the evaluation criteria used. The researchers state that the results suggest a medium to large effect size for organizational training effectiveness. The researchers also mention that the smallest number of data points arise in the reaction level, which is surprising since literature shows that reaction level is the most widely used evaluation type in training evaluation. However, their explanation is that the literature naturally does not include many studies that only involve reaction levels as a means to evaluate the effectiveness of training. In addition, it is also mentioned in the article that the training method used, the skill or task characteristic that is trained, and also the choice of evaluation criteria all play a role in the effectiveness of training programs.

Eunice (2000) has also conducted an evaluation study of three of the 3-year projects of the National Workplace Literacy Program (NWLP). In the study Eunice presents strategies for evaluating workplace literacy programs and also provides a framework related to effective practices in workplace literacy programs. Kirkpatrick' 4-level program evaluation model, in addition to the naturalistic model of evaluation, is made use of in the study in which data were gathered about each level of Kirkpatrick's evaluation: Level 1: the reactions of all the stakeholders were collected by surveys; Level 2: mastery of the skills taught in class (which the author states as being difficult since the instructors did not know how to create skill assessments; Level 3: transfer of learning to the workplace were collected by

supervisor interviews in addition to collecting self reports by the learners; and Level 4: the impact was measured by identifying the main need of the company and examining the impact on that particular need. The Filemaker Pro database software program was used in this study to quantify the qualitative and anecdotal data. The findings of the study displayed that for level 1, the stakeholders were extremely positive in their comments in the questionnaires, both the workers and the management stated that they gained benefits through the empowerment of the workers in the program, and finally, workers expressed that they were learning and thinking in the workplace for the first time.

Level 2 evaluation results revealed that through the tests 80% correct competency and course completion were indicated as mastery of skills. Level 3, which was assessed by survey data, revealed from the supervisors and learners' responses that there were improvements in using basic skills on the job. This was evident in the promotions and the improved attendance at work. Many level 4 evaluations were reported by various companies. Some of these companies reported that they were preparing for advanced training or job/organizational change. In conclusion, Eunice (2000) puts forward the importance of a state structure in providing support for staff training, curriculum development and program institutionalization. In addition the author contends that involving labor unions is also crucial.

The American Society for Training and Development has reported a case study that was conducted at Delta. In this study the training practices of Delta were evaluated by two key questions: "What enabled them to apply the skills and knowledge?" and "What prevented them from applying the skills and knowledge?" The evaluation took place by observations of behaviors of all members of the staff after each learning event and interviews with the whole staff. The outcomes of the process were listed as: skilled, motivated employees who view the learning experience as an opportunity to develop in their careers, information that shows how to improve productivity, and the ability to show the positive impact of learning in the business. The impacts of the study have been divided into two: hard data such as reduction in cycle time, productivity increases, increase in sales, and soft data such as customer satisfaction, number of internal promotions, job satisfaction. All these impacts lead way for Delta to show how learning initiatives can increase the

performance improvement of its business. In addition, it can now provide data that proves its customer satisfaction, productivity improvements, cost savings, business impact, and return on investment.

2.8 Research Studies on Teacher Training Programs in Turkey

Daloğlu (1996) conducted an evaluation study of an in-service teacher training program that was offered jointly by Cambridge University and Bilkent University School of English Language (BUSEL). They were running the Certificate for Overseas Teachers of English (COTE) program. The research question in this study was, “What aspects of the COTE course need to be maintained, strengthened, deleted or added to?” Data were collected from COTE trainees of the 1994-1995 academic year, the tutors of the course, the graduates of the program in the previous five years, and the students of the classes of COTE course. Qualitative (interviews and observations with trainees) and quantitative (questionnaires to trainees, tutors and graduates) data were gathered. The results of the data revealed that the COTE course was effective and met the needs of the trainees, who stated that they felt more competent in teaching related issues after having completed the course. Daloğlu, after making this extensive evaluation of the program using Stufflebeam’s CIPP model, proposed some suggestions for further improvement of the program. Some of the suggestions that were put forward were: some components (for example, classroom management, error correction, and giving effective instructions) of the course can be strengthened, while some components (methodology for example, since trainees already have an educational background in language teaching) can be deleted and furthermore, the teaching load of the trainees can be reduced. To summarize, Daloğlu contends that such changes could be made in order to make the course more effective for the trainees and the institutional environment.

Karaaslan (2003) also conducted a study to investigate the perceptions of self-initiated professional development of English language teachers at the English Language School of Başkent University. She investigated teachers’ attitudes towards their professional development, their perceptions of major professional development activities and the factors that hinder change and growth in teachers. The data

collection instrument that Karaaslan used in the study was a questionnaire that was administered to 110 English language teachers at Başkent University. The data were collected to analyze descriptively the trends and difficulties among teachers. The final results of the study revealed that teachers have almost the same perceptions of professional development and that teachers did not make use of the activities as much as they gave importance to them. In addition, the most important obstacles to development were indicated as heavy work load, lack of motivation and lack of institutional support.

Akpınar Wilsing (2002) conducted a study on the effectiveness of a faculty development program on instructional planning, effective teaching and evaluation at METU. In this study Lawler and King's (2000) model was used. The data sources used in this study were research assistants enrolled in the program in the Fall 2001 – 2002 semester, the instructor and the assistant. Data were gathered through reflection sheets, concept maps, document analysis, individual and group interviews, classroom observation, in addition to course and self evaluation sheets. The results of this study revealed that the instructors benefited from the program and the program proved to be effective. However, the researcher contends that further research is needed on the issue of the utilization of new learning in the real work environment.

Önel (1998) also has conducted a study to observe whether participating in an action research study helps teachers become reflective and collaborative in teaching. In addition, the study aims at examining whether teachers' attitudes towards professional development and level of openness to student feedback would change. In the study the researcher collected both qualitative (teachers' journals, participant observation of the researcher and interviews with teachers and students) and quantitative (inventories and tests given to teachers and questionnaires administered to students) data and the results revealed that teachers benefited from doing action research and their awareness of classroom-related issues increased. They were more positive in their attitudes towards collaboration and professional development.

Özen (1997) conducted an evaluation study in order to examine the effectiveness of the in-service training program which aimed to improve the general English levels of the Anatolian High School science and mathematics teachers. The researcher used Orlich's Awareness, Application, Implementation, Maintenance

(AAIM) model (1989) and Caldwell's Model (1989). The subjects were high school science and math teachers. Qualitative and quantitative data were collected through opinionnaires, observations and interviews. The result of the evaluation study revealed that during the program, various institutional attempts were made through various techniques and methods. However, when the trainees went back to their jobs, they could not implement and maintain their new learning in their school and classroom activities. Therefore, Özen concluded that the effectiveness and success of such a program depends on completely examining the implementation and maintenance levels of the programs.

As mentioned in the previous chapter of this study, the training program at the School of Foreign Languages at METU has been continuing for many years. In past years, there have existed different types of pre – service and in – service training at each of the departments which now jointly run the CTE program. Originally, the University of Cambridge Local Examinations Syndicate (UCLES), Royal Society of Arts (RSA), Diploma for Overseas Teachers of English (DOTE) course was implemented and conducted by the Department of Basic English and was on a voluntary basis. This was a 2-year intensive ELT training program. In later years, the same university's Certificate program was adopted (COTE), which was a 1-year program, which became compulsory for newly hired teachers at both departments, (DBE and DML). The COTE program continued until the academic year of 2003-2004, when it was abandoned for reasons mentioned in the previous chapter of this study, and a new program was launched, CTE, of which again detailed information is presented earlier in this study.

As for the evaluation of the training program at the School of Foreign Languages, when the DOTE and COTE were run, University of Cambridge Local Examinations Syndicate (UCLES) conducted its own evaluation techniques, which included questionnaires, and assessment types such as methodology exams and language exams as summative evaluation. Trainees' lessons as well as (in DOTE) their research projects were assessed and graded. Finally, when the COTE left its place to the CTE a reflective approach was now adopted and it became a success oriented program which aimed at improving the performance of trainees. Since it was a program that was prepared by the present trainers, the evaluation of the program also had to be conducted by them. This present study is an evaluation study

of the program in its first year (2003 – 2004). There have been other evaluation studies of the training program, one of which is discussed below:

The study on the training program at the School of Foreign Languages Training Program is entitled, “A situation analysis on the in-service education program,” which is a research report. This study was conducted in 2004-2005 academic year and reported in October, 2005. It was carried out by a research team, lead by Şallı, who were assigned for the duty. The team were led by a senior researcher from the Foreign Language Education Department (FLE) at METU and consisted of three other members (2 from DBE and one from DML). This study was part of the curriculum renewal project that was launched in the year 2002 regarding the whole curriculum implemented at the two departments of the School of Foreign Languages. There were four main research questions in the study, mainly seeking information related to (1) whether the program prepares the new teachers for their teaching, (2) whether experienced teachers need training or not, (3) what the needs of the teacher trainers are and (4) what the aims of the institution are regarding the teacher training program. The participants of the study were the trainees of the program, the trainers, experienced teachers at, and the administration of both departments (DBE and DML). The sources of data collection were documents, questionnaires, interviews and observation checklists to observe sessions of the program. According to each research question, the results displayed that: (1) the trainees found the program effective even though there were some shortcomings such as the irrelevant content of sessions; (2) the experienced teachers did not feel the need for in-service training (or they did not want to) and were reluctant due to their heavy work load or misleading information about the program; (3) the needs of the teacher trainers were expressed as they want to work collaboratively with the administrations of the two departments and improve the program; and (4) the administrations aims regarding the in-service training program is to make it an important component of the School of Foreign Languages although they indicated the need for improvement of the program. It was suggested in the conclusion and discussion part of the report that the program needed revision, modifications and adjustments according to the data collected from the four groups. Thus, it was concluded that it was difficult to persuade teachers of the usefulness of an in-service teacher education program. Finally, communication and cooperation among the four

parties involved in teacher education is vital since any problem faced by one of these parties will have negative influences on the other parties (Şallı et al., 2005).

2.9 Summary

In this chapter the literature related to the evaluation of training programs was reviewed. Background information on English Language Teaching (ELT) was provided firstly under the importance of training of English language teachers. Considering the many different approaches to ELT, it was stated that all have their advantages and drawbacks and this brings the issue of the importance of and the need for English language teacher training.

In order to understand this importance and need it is important to take a brief look at what training actually is. One important aspect of training mentioned by all definers of it is that it should have a planned intention to change the behaviors, attitudes and the skills of individuals that are needed for the benefit of the organization in which these individuals work. Therefore, in order to develop and improve (which are vital in any occupation) as an institution, in this case, in the educational setting, there is constant need for training.

The second issue that was touched upon in this review was the importance of evaluating training programs and in particular, teacher training programs. After outlining the definitions of evaluation, models of evaluation were presented. In this respect, the difficulty of evaluating training must not be ignored. This difficulty arises from the fact that evaluating training involves various complexity factors. However, when carried out successfully, evaluation of training results in the success of any program. Another important issue related to the evaluation of training programs, is the range of training program evaluation models that are available. Explanations of these models were outlined in this chapter. Among all the evaluation models for training programs, certain expressions used for various levels of the evaluation models were also discussed, stating that even though these expressions may differ for the advocates of the models, all roughly have the same meanings. An important issue related to this, however, was that most of the literature on evaluations of training programs reveals that these evaluation studies do not go

beyond the first two levels of the models introduced, for reasons that evaluation of training, as mentioned earlier, is a complex and difficult task.

Another focus of this review was the evaluation studies of training programs using Kirkpatrick's training program evaluation model. This aspect holds importance for this study for the reason that this model was made use of while evaluating the teacher training program (CTE). Firstly, studies of training program evaluation were outlined by Kirkpatrick, who eventually proposed that an evaluator should be able to borrow from various designs and techniques and adapt them to their own settings and organizations in order for the evaluation study to be effective. Other studies summarized in this review included those of Green (2004), Arthur et al (2003), who made a detailed meta-analysis of the levels of Kirkpatrick's evaluation model, as well as two very important studies by the European Commission, stated by Eseryel (2002). The common result of all studies revealed the importance of the lack of training evaluation as well as evaluation at all levels.

Other examples of evaluation studies discussed in this review were those conducted on training programs in Turkey. Here, mainly theses and dissertations were presented. In conclusion to these studies, it may be worthwhile to dwell on the fact that studies on training program, especially English language teacher training programs, have not been given the credit they deserve.

In the final part, studies of the training program implemented at the School of Foreign Languages (SFL) at METU were reviewed. After an explanation of the program and its background, in addition to the informal evaluation studies made of the program in the past, two formal evaluation studies were summarized. The first study involved the evaluation of the COTE program in the 2001-2002 academic year for a post graduate course in curriculum evaluation and the second study was a more formal and intensive evaluation study of the CTE program conducted by a research team which was assigned by the SFL. Both studies made suggestions as to the improvement of the in-service training program. All of the studies mentioned in this study follow various different methods of research, each focusing on different aspects and research questions used to collect data. Some follow an existing model for evaluation, others are more original. This study may be considered a mixture of the two, in which a model is used and at the same time, necessary changes and adaptations have been made throughout the evaluation study.

CHAPTER 3

METHOD

This chapter displays the method employed in conducting the present study. The chapter begins by describing the overall research design of the study accompanied with a schematic representation. It continues by presenting the research questions and describing the subjects of the study, the data collection instruments used in the study, the data analysis procedures of the study and finally the limitations of the study respectively.

3.1. Overall Design of the Study

The research design used in this study is primarily qualitative in nature. However, there are elements of a quantitative design where necessary. This study is a case study in which rich data sources are sought by means of qualitative methods in order to gather the data necessary for the evaluation of the in-service teacher training program; The Certificate for Teachers of English (CTE) run jointly by two departments, the Basic English Department and the Modern Languages Department of the School of Foreign Languages at Middle East Technical University.

Kirkpatrick's model for evaluating training programs was primarily taken as a basis in conducting this study. As it is an on-going evaluation of the program at hand, it includes three different phases in which data were obtained from different groups of subjects. The first phase took place at the beginning of the program at which detailed information was obtained from the trainees of the program related to their initial reactions towards the program. Phase two took place at the end of the first term of the program, aiming to obtain in-depth information from the trainees of the program via an interview and a questionnaire in relation to how the program was implemented. The final phase, which took place after the program had ended, aimed to obtain detailed information about the final reactions and the overall status of the

program from the trainees, the teacher trainers, the heads of the two departments and the students of the trainees and non-trainees. In addition, lessons plans and observation checklists of some trainees and documents such as the objectives of the program (App. D), the weekly schedule of the program (App. A and App. B), and feedback sheets from sessions of the program (APP. E) are other forms of data sources. Figure 5 illustrates the overall design of the study and how the study has been divided into different phases related to the research questions and Kirkpatrick's evaluation model. As regards the subjects, four groups were involved: Trainees, teacher trainers, department heads and students of the trainees. The instruments that were used were mainly questionnaires (open-ended and Likert type) and interviews which were pilot tested. In terms of the data analysis, descriptive statistics and Qualitative analyses were used.

3.2 Context of the Study

The School of Foreign Languages is composed of two departments; The Basic English Department (DBE) and the Modern Languages Department (DML). The Basic English Department offers preparatory students general English. These students study here for an academic year before continuing with their departmental courses. The syllabus implemented at the Basic English Department has undergone an extremely difficult and long-lasting change, in that it has started to partially implement the content-based approach to English Language Teaching. Actually it is a kind of theme-based and content-based mixture. The syllabus of the DBE has been revised and many changes including mainly changes in the approach and the book that is used have been made.

When it comes to the Department of Modern Languages, this department offers English 101 (Development of Reading and Writing I), 102 (Development of Reading and Writing II), 211 (Academic Oral Presentation Skills) and 311 (Business English) courses to freshman, second and third year students. The syllabi used for each of these courses are prepared by a committee that is selected for that term and the

committee members are changed each year. As the curriculum renewal program, there are also changes to be implemented on these syllabi as a consequence of the Basic English Department's syllabus. Some of the main changes that have been made can be summarized as follows:

- The theme-based, content-based approach to language teaching was adopted, which eliminated previous problems related to content but brought with it other difficulties
- A more integrated program was adopted, that is, a mixture of all skills (reading, writing, listening and speaking) were integrated into the program, which brought meaning into the teaching of English
- All material in the curriculum was appropriately renewed in the light of the new decisions

There is always the need to evaluate and make necessary changes in the training program that is implemented at the School of Foreign Languages. The training team are continuously evaluating the program, its objectives, the needs of the trainees etc. only by informal means. Therefore, there is always a need to carry out the evaluation process in a more systematic and scientific, formal manner in order to obtain reliable measures and valuable feedback which will aid in the improvement of the program.

3.3 Research Questions

For the purpose of the study, four sets of questions were formulated under the headings of the four levels of evaluation proposed by Kirkpatrick (1998). Each level of Kirkpatrick's model was taken as a basis in formulating the main research questions which were accompanied by sub-questions. The main research question related to level 1 (Reaction) of Kirkpatrick's model aimed to identify the reactions of the trainees of the CTE program and therefore posed questions related to what the trainees' personal reactions are towards the program and whether they felt the need to learn. The question related to Kirkpatrick's level 2 (Learning) evaluation aimed to explore whether the trainees were gaining any progress in their learning in general

followed by any problems they may be encountering in terms of the program and the content in relation to the courses they were offering at their departments. Level 3 (Behavior) of Kirkpatrick's model is related to behavior change of the trainees. Therefore, the research question posed is in relation to the main behavior changes of the trainees in terms of whether they are ready to change, whether their institutions provide them with the necessary conditions for change and whether they are rewarded for their changes in behavior. The final research question was based on Kirkpatrick's level 4 evaluation: Results. The sub-questions related to this level are mainly related to the impact of the program for the trainees, their institutions and their students. These questions are presented, in the same logical order, in the following pages.

Level 1: Reaction

1. Does the in-service teacher training program (CTE) at METU, School of Foreign Languages (SFL) meet the needs of the trainees?
 - 1.1 What are the trainees' personal reactions towards the program they are attending according to the trainees themselves, teacher trainers and department heads ?
 - 1.2 Does the program cover the trainees felt needs?

Level 2: Learning

2. Do the trainees of CTE training program progress in relation to their teaching skills and attitudes?
 - 2.1 Which skills were developed or improved as a result of the program according to the trainees themselves and teacher trainers' perceptions?
 - 2.2 Which attitudes of the trainees were improved according to the trainees themselves and teacher trainers?
 - 2.3 What difficulties arose in the implementation of the program which may affect the progress of the trainees according to the trainees themselves, teacher trainers and department heads?

Level 3: Behavior

3. Has behavior change occurred in the trainees due to the training program?
 - 3.1 Were the trainees ready to change their behavior according to the Trainees themselves, teacher trainers and department heads?
 - 3.2 What is the degree of institutional support for creating the necessary conditions / climate for change according to the trainees themselves and department heads?
 - 3.3 How are the trainees rewarded for their change in behavior according to the trainees themselves, teacher trainers and department heads?
 - 3.4 How relevant was the program content for the courses that the trainees are offering at their own departments according to the trainees themselves, teacher trainers and department heads?
 - 3.5 How much change has occurred in the actual job performance of the trainees?

Level 4: Results

4. Has the program proved beneficial results for the trainees, the departments in which they work and the students taking courses from these trainees?
 - 4.1 Is the program beneficial in terms of increasing the trainees' overall perceptions of themselves as teachers of English and improving their language (general and classroom language), instruction and self as a teacher according to the trainees themselves, teacher trainers and department heads?
 - 4.2 Are the trainees willing to continue to develop in their profession according to the trainees themselves, teacher trainers and department heads?
 - 4.3 What are the overall benefits for the departments in which the trainees work?
 - 4.4 Have the students of the trainees of the program benefited from their teachers' lessons according to the trainees themselves, teacher trainers, department heads and students?

3.4 Subjects of the Study

The study was conducted with four different groups of subjects; the trainees of the program (CTE), the teacher trainers, the department heads of the Modern Languages Department (MLD) and the Department of Basic English (DBE), and the students of the trainees and non-participants of the program.

3.4.1 The Trainees of the Program

The trainees (n=6), constituting all of the participants of the program, were selected by their institutions due to their being in the first year of their jobs at METU. They were the newly hired ELT instructors at both departments (DBE and MLD). There were 2 trainees from the MLD and 4 from the DBE. The average age of the trainees was 28.5. All the trainees had teaching experience, which ranged from one year to seven years, teaching a variety of different students from kindergarten to university level students. Five of the trainees had some kind of English Language Teaching training experience. They have attended training courses for English language teachers at various institutions. All were females.

This (2003-2004 academic year) was a probation year for the trainees and if they somehow failed the program they may have even lost their jobs. The trainees of the program were to eventually, after completion of the program, guarantee their positions in their jobs for the time being and receive certificates of teaching English. However, since this program is a success- oriented one (focuses on the success of the trainees), the main aim is to help these trainees to become better teachers in their departments. Therefore, there are no exams or any other strict evaluation procedures that the trainees have to accomplish and receive grades in for the completion of the program. At the end of the program, in order to decide whether the trainee can continue teaching in the department or whether the trainee is to lose the job, the department heads and the administrative committee also attend lessons of the trainees and together with the teacher trainers, make the final decision.

The four trainees from the DBE taught 4 hours of morning classes five days a week to a group (elementary in the first term and pre-intermediate level students in the second term) who were comprised of students accepted to various departments in

the university. The two trainees from the MLD taught three sections of English 101 (Development of Reading and Writing I) to freshman students in the first semester and again three sections of English 102 (Development of Reading and Writing II) to freshman students in the second semester.

The individual profiles of the trainees at the time of the study are as follows:

Trainee 1: This trainee was 23 years of age and had 3 years and 10 months of teaching experience. She had taught English to all age groups of learners and previously had attended two training courses, one of which was a 4-month Certificate of English Language Teaching course and the other a year-long government course. She is a graduate of Ankara University and has also studied abroad at the American University in Cairo for her Master's degree.

Trainee 2: This trainee was 27 years old and had one year 3 months teaching experience teaching university students of over 18 years of age. She had not attended any training programs. She is a graduate of Hacettepe University.

Trainee 3: The third trainee was 39 years old with a year and a half of teaching experience with university students and students who were in the work field. She had attended two training courses, one being a 3-day course at the Turkish-American Association and the other a two academic graduate courses from METU, Department of Education. She has studied American Culture and Literature at Bilkent University and then completed her Master's degree in Comparative Literature at the University of Toronto.

Trainee 4: This trainee was 24 years old and had 2 years 7 months of teaching experience. She had taught secondary school students, university students and working students in the past and had attended a 3-week training program at her previous work place, Başkent University. She has studied ELT at Hacettepe University and has received her Master's degree in ELT at Gazi University.

Trainee 5: The fifth trainee was 31 years of age and had taught young learners, secondary students, university students and working students for 7 years and 1 month in the past. She had attended one 6-month Certificate of English Language Teaching program. She holds a Bachelor's degree from Bosphorus University.

Trainee 6: This trainee was 27 years old and had 4 years 8 months of teaching experience with all groups of learners including kindergarten. She had attended

different short-term training courses provided by the schools she had worked for in the past. She holds her Bachelor and Master's degrees from Hacettepe University.

3.4.2 The Trainers of the program

The trainers (n=2) of the program were instructors working at both departments, DBE and DML. There were initially two instructors from the DML and two from the DBE. However, two were interviewed for reasons mentioned below. Initially, the four trainers gave sessions randomly in the program, held workshops with the trainees on the required needs of the trainees, observed the trainees in their lessons, read the trainees' assignments and provided help for the trainees whenever needed. All of the trainers have received at least an introductory course on teacher training and some have DOTE (Diploma for Overseas Teachers of English) or COTE (Certificate for Overseas Teachers of English) experience, holding diplomas or certificates of these programs. They are also the designers of the training program (CTE) that was evaluated in this study. These trainers are also all females. In order to control the possible biases one of the teacher trainers (the conductor of this study) did not interfere with the study and the others were asked to give their intimate feelings for the benefit of the program, which would in the long run be beneficial for them and their institutions.

The trainers also conducted the in-service teacher training program on top of their usual teaching loads or partial teaching loads at their departments and received almost no regular pay for conducting the program. Therefore, they were all willing, enthusiastic and hard-working individuals who devoted all their time and effort to the realization of the program and the benefit of their departments and colleagues.

Due to the fact that two of these trainers resigned from their positions for personal reasons by the time the data were collected, thus they will not provide rich data since they will not be aware of the changes the trainees had undergone, and were not available at the data collection period, only the two remaining trainers were interviewed. However, it must be noted here that two other trainers were appointed by the departments to the training unit to help the remaining trainers. That is, there were again four trainers, however, for reasons that these two newly hired trainers were also not present at the beginning of the study, and could not provide relevant

data related to the trainees' performance and the program in general, they were also not interviewed. Detailed information about the trainers that were interviewed is as follows:

Trainer 1: Female, had worked as a teacher trainer for 3 years at the time of this study, had attended a teacher training program abroad before being appointed the post by the department head, also worked at another department at the university offering English Language Teaching methodology courses. She had also worked at an administrative position at the department. She is a graduate of Gazi University and has completed her Master's degree at METU.

Trainer 2: Female, had worked as a teacher trainer for 2 years and at the department for 9 years at the time of this study, attended a teacher training program abroad after being appointed the post by the department head. She is a graduate of Hacettepe University and has completed her Master's degree at Washington State University.

3.4.3 The Department Chairs

The chairs of the two departments (n=2) in question were also interviewed in order to obtain an overall understanding on how their newly hired teachers were improving in terms of the courses they offered at their departments. At the DML there is a head of the department and two assistant heads. The department head had been working at the post for six years at the time of the study and had past experience as an assistant herself. In the time that she had worked as an assistant and as a department head, she had observed newly hired teachers' lessons and been a decision maker. At the DBE there is a head of the department and unit heads. The department head of the DBE had worked for three years at her post and had worked as a teacher trainer herself in the department where she works. She had also offered voluntary sessions in the teacher training program after leaving her job as teacher trainer. This department head was also a decision maker, observing newly hired instructors at her department. The chairs at both departments, who were both females, observed their newly hired teachers at the end of each academic term in order to assess their performances and also to make decisions about their positions in their jobs. Therefore, in-depth information on the performance of the trainees was

gained by conducting interviews with these individuals. In-depth information regarding how the trainees were beneficial for the institutions and whether the institutions were providing the necessary conditions for the trainees was also gained by interviewing these department heads. The profiles of the department heads:

Department Head 1: Female, had worked as the head of the department for 6 years and resigned at the time of this study, has taught lessons at the department and also worked as an assistant chairperson. She has graduated from Hacettepe University, Department of English Language and Literature, and received her Master's degree in ELT from METU.

Department Head 2: Female, had worked at the post for 3 years and resigned at the time of this study, has taught lessons at the department and worked as a teacher trainer in the past and owns an RSA DOTE diploma. She is a graduate of Bosphorus University, and holds a Master's degree from Bilkent University.

3.4.4 The students

In order to see the impact of the program on the trainees and to address the main research question 4, sub-question 4.4 on whether students were benefiting from their teachers' lessons, it was worthwhile to receive the responses and ideas of their students since they were also affected by the change, if so, of their teachers. In order to study the ideas of these students, questionnaires were conducted at the end of the program (the CTE) to assess the impact of the program and its benefits on the trainees and consequently, the students. The trainees from the DBE were teaching a class each, making up a total of around 20 students each (Total: 80 students) and those at the DML had 3 sections each, making a total of around 75 students each, making a total of 150 students. (Total: 230 students). Those at the DBE were studying general English to assist them in their future studies when they attend their own departments while those at the DML were studying academic reading and writing which will help them to understand the English they encounter in the courses they were taking at the same time and to help them understand any academic sources they may need to refer to in their studies. Therefore, information was sought by the students in order to understand to what extent their English instructors had been helpful to them.

The student sample was selected by firstly gathering lists of all the trainees' 230 students. The students on these lists were clustered into the faculties they were studying in. The reason for identifying different faculties was to obtain samples from the different faculties of the University for a manageable and representative sample of students. Lists of these students were arranged and the final number of students to be invited added up to a total of 166. The numbers of the students invited are presented in Table 6.

The number of students from the faculty of Engineering was greater in respect to the other faculties of the university because of the reason that engineering departments comprise the highest student population of the university. The lists were distributed to the faculty student affairs, who made announcements to the students. The return rates of the student questionnaire can also be seen in Table 5 below.

Another group of students that were made use of indirectly in this study was the students of the non-participants of the CTE program. The English scores of these students were achieved and compared with those of the trainees' students. The total number of the non-participant students was 195 and this sample of students was taken from various departments of the university (see Table 6 for the numbers of trainees' students compared to non-participants' students).

Table 5
Distribution of trainees' students by faculties

Faculties	No. of Students (invited)	Valid Return Rates
Faculty of Architecture	29	12
Faculty of Arts and Sciences	27	8
Faculty of Economic and Administrative Sciences	15	6
Faculty of Education	22	9
Faculty of Engineering	73	13
Total	166	48

3.5 Data Collection Instruments and Data Sources

In the preparation of the data collection instruments for this study, some guidelines that Kirkpatrick (1987, pp. 18-19) has listed were considered. Kirkpatrick

suggests guidelines for use when preparing studies of training program evaluation. He lists the guidelines under each level of evaluation he has proposed for his model. Some aspects of the guidelines that were considered to be applicable for this study are as follows:

- Determine what information you want to get.
- Design a written comment sheet to get this information
- Encourage participants to write comments to explain and supplement the questions that will be tabulated
- Do not have the forms signed or otherwise identified. (This will assure honest results)
- Allow enough time between the program and the after the program evaluation to allow for change in behavior
- Use as many sources as practical (boss, peers, participants and subordinates)
- Decide what behavior changes you expect to take place
- Prepare interview questions to see whether these changes have taken place
- After the program, interview selected people and try to find out : “what is the participant doing differently now than before the program?”
- Quantify the responses to determine the impact of the total program on participants’ behavior
- Measure the conditions before the program and compare with the conditions after the program. Use tangible results
- Try to eliminate other factors that could have caused changes in the results. A control versus experimental group is one possibility.

The aspects that were particularly applicable were: determining the information, designing comment sheets, encouraging trainees to write comments, not having the forms signed, using as many sources as possible, preparing interview questions and interviewing selected people. Due to certain reasons such as the unavailability of some of the trainees of the study, the remaining above guidelines were not applicable in the study. However, sufficient time was given (almost one year) in order to satisfy the aspects related to time.

Lee and Pershing (2002) have also listed eleven dimensions that reactionnaire designers may select from when preparing questions that seek reactions of participants of training programs. Among these dimensions are (pp. 184-185): Program objectives / content, Program materials, Delivery methods / technologies, Instructor / facilitator, Instructional activities, Program time / length, Training environment, Planned action / expectation, Logistics / administration, Overall evaluation and Recommendations for program improvement.

In the preparation of the main question in this study, these dimensions were also considered by the researcher. Where applicable, selected relevant dimensions from the above list, such as program objectives, instructor, training environment, administration, overall evaluation and recommendations for improvement dimensions, were used in order to formulate questions in the appropriate data collection instruments for achieving participant reactions to the program. In the preparation of the instruments, such guidelines were taken into consideration where appropriate. However, as mentioned under each instrument, other guidelines were also considered when those above were not applicable.

In this study, questionnaires, interviews, observations, document analysis and teacher reflections were used as data sources and instruments. Each is explained below under a separate title.

3.5.1 Questionnaires

Four questionnaires were used in this study. Three were developed for the CTE trainees, namely The Trainees' Initial Questionnaire (PQI), The Trainees' Process Questionnaire (PQP), and The Trainees' Final Questionnaire (PQF) and one was developed for the students of these trainees, The Student Questionnaire (SQ). All the questionnaires were developed by the researcher.

3.5.1.1 The Trainees' Initial Questionnaire (PQI)

This Questionnaire (App. F) that was administered to the trainees at the beginning of the program, phase 1 of the study, is composed of 3 parts. The first part consisted of 5 questions which seek to obtain information about the trainees' age,

years of experience, the proficiency levels and age groups of the students they have taught, reasons for taking the course, and information about other courses taken. The second part of the questionnaire is related to the trainees' views about the teaching profession. This part is composed of two questions. The first question asks trainees to respond to the items (improving their English, improving their classroom language, improving their teaching skills, following the latest developments in ELT) that they find the most and the least important for them as an English language teacher. The second question, which comprises the most important part of this questionnaire, seeks to obtain information about the trainees' perceptions of their knowledge of particular skills, and abilities, such as methodology, classroom management, lesson planning and evaluation, and also their degree of need for the particular skills and abilities. This part of the questionnaire is organized such that there are in total 54 items under seven sub-headings related to the teaching of English. These 54 items are accompanied by a 5-point Likert scale and respondents are asked to check each item for the "competence" dimension and the "need" dimension. The final part of the questionnaire is composed of 2 questions asking the trainees for their expectations from the program and for any other comments they may have regarding the program.

This questionnaire aims to collect information on the needs of the trainees and also seeks to obtain data related to Kirkpatrick's Level 1 evaluation: Reaction as well as identifying whether the objectives of the program are being met or not. It was developed by the researcher and was prepared by taking into consideration the main research questions posed in the study and the objectives of the program (see App. D). Since the main aims in preparing this questionnaire was firstly to gather demographic information about the trainees of the program (CTE), what their views towards the teaching profession are and how competent they feel themselves, in addition to what their needs are, in relation to certain skills and abilities in the profession, all the questions were devised in line with these issues. The skills and abilities part of the questionnaire was mainly drawn from the general objectives of the program (App. D) and the contents of the sessions (App. A and App. B) in order to identify whether there were any matches in terms of meeting these objectives or not.

For the validity issue, this questionnaire was pilot tested on 3 other newly hired teachers after gaining expert opinion from specialists in the fields of English Language Teaching, Teacher Training and Curriculum Evaluation at METU for validity concerns. After obtaining the responses of these experts and pilot studies, the questionnaire was revised and finalized in relation to the feedback given. The main changes made in the questionnaire were for example, in part 1, language changes were made and in terms of face validity question number 5 was rearranged by adding a table for respondents to fill in. In addition, revisions were made in part 2 by combining certain items in the skills and abilities lists, omitting some of them and adding others to the list and also expanding the Likert scale from 3 to 5. The degrees were; 1 = Not at all, 2 = Below average, 3 = Average, 4 = Above average, and 5 = Very high.

The questionnaire was then administered to the six trainees of the CTE program. Since it was difficult to gather all the trainees together at the same time due to the differences in their schedules, the questionnaire was distributed to the trainees who filled them in in their own free times and handed them back to the researcher.

3.5.1.2 The Trainees' Process Questionnaire (PQP)

The first data collection instrument used in the second phase of the study was an open-ended questionnaire administered to the trainees of the program at the end of the first term (App. G). The aim of this questionnaire was to obtain information on the trainees' views about the program they were attending so far. This questionnaire consisted of four parts. The first three parts sought information on how the trainees felt about three of the main components of the program: sessions, teaching practices and portfolio. The questions asked were mainly related to whether the trainees have so far benefited from each component, whether they have had any difficulties related to each component and any other comments that they may want to make.

The final part of this questionnaire asked the trainees general information related to the program. The main questions in this part asked what the trainees' expectations were at the beginning of the program and whether those expectations were met or not. Another question in this part of the questionnaire asked the trainees

to write down positive and negative aspects for each component of the program: sessions, teaching practices, portfolio and the trainers. Finally, the trainees' comments were obtained in this final part.

This questionnaire aimed at providing data on the first two levels of Kirkpatrick's model: Reaction and Learning. The questionnaire was prepared by the researcher. Since the questionnaire was to be implemented to obtain data for the first and second research questions in the study (see research questions 1 and 2), the questions posed to the trainees were all devised by focusing on the trainees' reactions towards the program and their perceptions of their learning. The questionnaire was mainly used to gather information from the trainees regarding how their reactions towards the program had changed, if so, and how beneficial they regarded each component of the program. Therefore, in order to receive trainees' views about the different components of the program, the questionnaire was devised by considering each component (Sessions, Teaching Practices, Portfolio and the program in general) and open ended questions were posed to the trainees regarding their views on each component. This questionnaire was used as a basis for preparing interview questions to be conducted with the trainees (PI). The two instruments (PQP and PI) were used as a means of triangulation, between methods strategy, in order to achieve reliability of the instruments (Research Methods: Triangulation in research, retrieved July, 2006). In addition, after the qualitative analysis of the results of this questionnaire, expert opinion was gained. As for validity concerns, the questionnaire was again given to three specialists in the field of research, program evaluation and language teaching at METU for their opinions. After the necessary changes and revisions were made, which were mainly changes in the wording of the questions and additions in the final questions under each component ("Any other comments regarding this component?"), it was administered to the six trainees of the program during the semester break (late January, 2004). Again, due to time constraints, the questionnaire was distributed to the trainees to fill in and hand in in their own times, also giving them enough time to respond sincerely and in detail.

3.5.1.3 The Trainees' Final Questionnaire (PQF)

The aim of this questionnaire was to obtain data related to whether the trainees were aware of the changes made in the second term of the program as a result of their feedback from the questionnaire conducted at the end of the first term (PQP) and whether their attitudes and reactions since then had changed. Therefore, the components of the PQP were taken as a basis in devising the parts of this questionnaire. That is, each component which existed in the PQP was again included in this questionnaire in order to compare the responses of the trainees for each component. The questionnaire also sought information regarding the general impact of the program on the trainees, that is, how they were affected by the program in general.

This questionnaire was administered to the trainees of the program at the end of the program (App. H). It was composed of two parts. The first part, which was displayed in the form of columns, sought information on the changes made in the program in the second term when compared with the first term. The changes that were made in each component of the program (column 1), the trainees' opinions about the changes (column 2) and their opinions about the whole program in relation to those changes regarding each component (column 3) were asked. Part two was composed of eight open ended questions which mainly sought information on all the levels of Kirkpatrick's evaluation model, the trainees' reactions, their learning, their behavior changes and the general outcomes of the program for them and their institutions.

This questionnaire was also prepared by the researcher. It was prepared by mainly making use of the research questions presented in this study and the sub-questions that accompany them in order to obtain information related to the final impact of the program on the trainees. Before being administered to the trainees, the questionnaire was handed out to three specialists in the fields of English Language teacher training, English Language teaching, and curriculum evaluation at METU. After receiving feedback from these specialists, the questionnaire was revised and necessary changes were made. The changes that were made were mainly related to the type of the questions that were posed to the trainees. The questionnaire was initially devised of open-ended questions, however, for ease of responding, it was

converted to the column format. That is, for each of the questions columns were devised under three different headings and the respondents were asked to complete each cell under each appropriate issue or item. In addition, the content was also changed in that, for example, in relation to the components of the program, “Assignments” and “Tutors” components were added to the questionnaire for reasons being that these components had now been covered. Some items in the first part of the questionnaire were combined, some were deleted and others added, for example, questions directly related to the main research questions in this study and the final questions related to the trainees’ further comments were added. The third column, the trainees’ opinions about the whole program, was also added in order to gather data about their opinions in general as opposed to the specific item asked in the first column. Finally, after leaving almost an academic year for the impact of the program to absorb, it was distributed to the trainees individually, who again handed them back to the researcher.

3.5.1.4 The Student Questionnaire (SQ)

The student questionnaire in the third phase of the study was administered to the students of the trainees of the program (App. I). This questionnaire was used to collect data for the long term effects of the program, mainly level four of the model used in this study. The questionnaire comprised of two parts. The first part covered items related to the students’ department and the grades they obtained from the English course they took. The second part of the questionnaire, however, firstly asked the students to check each of the 14 items on a four point Likert type scale ranging from strongly agree to strongly disagree. The second question in this part asked the students what comments they would like to make about their instructors’ teaching skills and classroom behaviors. The final question in this part of the questionnaire asked the students for their general comments related to the English lesson they took from their instructors.

This questionnaire was also prepared by the researcher. While preparing the questionnaire, certain issues such as the students’ departments, grades they took from their teachers, who were the trainees of the CTE program and their views about their teachers and the lessons they took from them, were taken into consideration in

order to obtain information related to the courses the trainees offered. In addition, the objectives of the CTE program (App. D) were taken as a basis in comprising the first question in the second part of the questionnaire (the Likert scale) to observe whether the objectives related to the students had been met or not.

As for validity measures, this questionnaire was also presented to the three specialists in English Language Teaching, Teacher Training and Curriculum Evaluation at METU for feedback before being pilot tested on a group of students with similar characteristics to that of the main sample of students. The feedback received from the experts resulted in changes such as the additional statements to question number 3 in Part 1. This question was redesigned in order to prevent confusion as to the grades of the students regarding letter grades and scores out of 100. The scores were particularly asked in order for ease in extracting the statistics. Another change that was made was the addition of the 15th item in the first question in Part II regarding other statements the students may want to add to the list in the Likert scale. The piloting of this questionnaire was conducted by identifying sections of classes from the same departments who were also taking the same courses as those of the main sample. The instructors of these sections kindly agreed to administer the questionnaire to their students. After having piloted the questionnaire it was finally adjusted and administered to the sample of students by distributing the exact number of questionnaires to the departments where the students were studying (see Table 6 for the distribution of questionnaires to the faculties). This process was carried out by obtaining formal permission from the departments. The questionnaires were given to the student affairs unit of each department together with a list of the names of the students who were to complete it. The questionnaires were collected after a few weeks, allowing time for the students to complete them.

In terms of the reliability of this instrument, coefficient alpha were computed for the relevant parts. The Cronbach Alpha values for this questionnaire (the 14 items of the 4-point Likert scale) were .89 for the pilot study and .92 for the actual study.

3.5.2 Interviews

Interview schedules were developed in this study. One was prepared for the trainees of the program (PI), one for the teacher trainers of the program (TTI) and one for the heads of the departments (DHI). These interview schedules are explained in detail below.

3.5.2.1 The Trainees' Interview Schedule (PI)

The interview that was conducted with the trainees of the program at the end of the first term of the program (App. J), phase 2 of the study, aimed to obtain in depth information on how the trainees viewed the program they were attending so far. It was used as a means to gather further in depth data in addition to the questionnaire administered to the trainees at the second phase of the study (PQP) and therefore, was also used as a means for triangulation of the information gathered.

Triangulation, according to Denzin as cited in Payne (1994, p.125), is defined as the “combination of methodologies in the study of the same phenomena.” It aims at overcoming the weaknesses or neutralizing the biases which may be inherent in particular single-method, single-observer, or single-theory studies (Research methods: Triangulation in research, retrieved July, 2006). One type of triangulation, methodological triangulation which involves using more than one method, includes within – method and between – method strategies. In the present study, the between method strategy, which involved quantitative and qualitative aspects, was employed. That is, a questionnaire (PQP) and an in depth interview (PI) were made use of for triangulation purposes and as a means of ensuring reliability.

The procedure followed for the triangulation process was such that, the responses from the questionnaire were examined and leading questions were devised for the interview schedule according to these responses. This interview was prepared by the researcher by focusing on the main research questions of the study. Furthermore, the trainees' views of themselves as teachers, their views on the program (the improvements they may have made in themselves and their teaching skills) and problems they may be encountering were some issues that were used to build up the interview schedule. The aim was to enrich and strengthen the responses

obtained from the questionnaire (PQP). Since the responses of the questions posed in these instruments were also to be used as a basis in improving problematic issues related to the program, the questions were designed accordingly. The interview was also designed to obtain rich data for levels 1, and 2 of the evaluation model, Reaction and Learning.

There were four main questions that were asked in the interview. The first question sought to obtain responses from the trainees on how they view themselves as teachers, the next question asked them how they found the program they were attending in order to seek information on whether their expectations were being met or not. The third question asked the trainees whether they were encountering any problems related to the program so far in order to define any problems that may be used as a base for improvement in the second term of the program. The final question asked for the trainees' views and comments which may be used as suggestions again for the improvement for the second term.

This interview schedule was distributed to three specialists in the fields of English Language Teaching, English Language Teacher Training and curriculum evaluation for validity measures. After receiving feedback and making the necessary changes, mainly in the wording of the questions and preparing sub questions, the interviews were conducted. Each participant's interview took place at different times due to the differences in their work schedules. All the interviews were laid out in a period of a week towards the end of the semester break (end of January, 2004) and each took half an hour to an hour to complete.

3.5.2.2 The Teacher Trainers' Interview Schedule (TTI)

The aim of this interview schedule was to provide information from the trainers regarding their views about what the trainees feel about the program in addition to their own views about the program.

The interview schedule conducted with the trainers of the program (App. K) entailed five main components. The first four were related to the three components of the program, the sessions, teaching practices, portfolio and an additional component, the assignments. The reason for adding the assignments component was due to the fact that the assignments were completed and feedback was possible.

These components of the interview were also selected so as to form a comparison between the interview conducted with the trainees of the program and the trainers. Therefore, the parallelism in the components of the two interview schedules was especially sought. This method also provided important data in the triangulation process. The four parts of the interview related to the components of the program asked the trainers questions as to what they think about the trainees' reactions to each component, their learning, behavior changes that may have occurred, and whether there were any beneficial results related to the component at hand. Therefore, these parts of the interview were relevant for all four of the levels of Kirkpatrick's evaluation model used in this study and therefore all phases of the study itself. The questions posed all required the trainers to give information related to the trainees' reactions, learning, behavior change and the general outcomes (Results) of the program.

The final part of the interview sought in-depth information on the trainers' views about the program in general. It included questions such as whether the trainers found the program beneficial, what their views were and what kinds of changes could be made to improve the program for the following years.

This interview schedule was also given to the three specialists; specialists in English Language Teaching, Teacher Training and curriculum evaluation at METU, for expert opinion and the necessary changes were made in the light of the feedback gained. Some changes that were found necessary after expert opinion were; the inclusion of the parts of the program into the components of the interview and the addition of the relevant questions related to the main research questions of this study, which increased the number of questions from 16 to 28. Since it was conducted mainly to obtain data related to the long term effects of the program, it was conducted as late as possible, which was the end of the next academic year (June, 2005). At the time of the interview, two of the instructors had resigned from their positions as teacher trainers and since the newly hired two teacher trainers were not included in the first phases of the program and this study, the remaining two teacher trainers were available for the interview, which was conducted as a group interview. One of the main reasons why a group interview was chosen was that group interviews provide richer data by allowing the members to "share perceptions and points of view" of issues related to the discussion topic without being pressured

(Krueger & Casey, 2000). By discussion, many important issues that may not have been given importance to are also brought up in group interviews. According to Krueger & Casey, 2000, even though group interviews conducted “with people who regularly interact, either socially or at work, may inhibit disclosure on certain topics,” (p. 11) they are a valuable source when the members actually start feeling comfortable.

3.5.2.3 The Department Heads’ Interview Schedule (DHI)

The aim of this interview (App. L) was to obtain data for the fourth research question, the long term results of the program as well as level one, the reactions of the trainees and level three, the behavior changes of the trainees.

This interview schedule was again prepared by the researcher, who devised the questions on the basis of the main research questions in this study. The questions were also prepared in line with those posed in the interview conducted on the teacher trainers (TTI) in order to draw up results for comparison of the views of these two groups of subjects.

This interview, conducted with the department heads, one from the DML and the other from the DBE, included 9 questions. The main questions were related to how the department heads observed the reactions of their newly hired teachers at the beginning of the program, whether these reactions had changed at the end, whether there was a change in the trainees’ behaviors towards their jobs, their colleagues and the department in general, whether the department heads viewed any positive contributions of the program and its trainees for their departments and finally their personal views and comments about the program.

Expert opinion was also sought for this interview schedule by the three specialists in the fields of English Language Teaching, Teacher Training and curriculum evaluation at METU. After having made the necessary changes in the light of the feedback given, mainly changes in the wording of the questions (there was no change in the number of the questions), the interviews were carried out. Each department head was seen individually for the interviews which took place at the end of the following academic year (July, 2005), similar to the interviews conducted with the teacher trainers.

3.5.3 Observation checklists (OC)

The checklist (App. M) used to assess the class performance of the trainees was the form which was originally adapted and used by the DBE. It has been developed by past teacher trainers in the department and been continuously revised. It is a detailed observation sheet that includes aspects such as general information about the observee (the participant/trainee of the program), the aim of the lesson, the classroom atmosphere, the trainees' personal qualities, language, preparation of the lesson, execution of the lesson and the observee's classroom management skills. It also includes a blank part where the observer can add other recommendations and conclusions to the observation.

This checklist was used by all the teacher trainers while observing the trainees of the program. The trainees were observed at least six times each throughout the program, three in each semester. The first observations in each semester were unassessed observations while the next two were assessed ones, which means they were graded on their performances in the lessons. For the purpose of this study, two checklists each were used to assess two of the trainees in terms of comparing the performance of these trainees at the beginning of the program and that at the end of the program. This information sheds light on sub-question 2.1 of the second main research question posed in this study. In other words, it gives information related to the skills that the trainees have acquired or improved via this program.

The observations of the trainees' lessons took place in the weeks identified in the weekly schedule of the program (App. A and App. B). For the purpose of this study two lessons each of two trainees were made use of. The first observation of each participant was carried out at the beginning of the program (November, 2003) for the purpose of the program. The second observations of each trainee were carried out (for the purpose of this study) in December 2004. Each observation was carried out by two teacher trainers in order to obtain inter-rater reliability of observation. The responses of the two observers (trainers) were compared for each item in the checklist and 90% agreement was achieved in all items under each of the six components of the checklist (see App. M).

3.5.4 Feedback Sheets of the Sessions (FS)

Each session run by different teacher trainers throughout the CTE program required the trainees to give feedback on their reflections towards the session they had immediately attended. Therefore, at the end of each session (2 hours in the afternoons on Tuesdays and 3 hours in the afternoons on Thursdays) the trainer of the particular session handed out a feedback sheet with questions that asked the trainees (trainees) to evaluate the session in terms of different aspects. Each of these session feedback sheets were different in style and nature in terms of the feedback required by the trainer offering the session in question. The feedback sheets which were filled in or completed by the trainees were collected by the trainer of each session and all the trainers would get together for a meeting immediately after the session or at a later time to discuss the feedback and make notes on aspects which need to be improved or added or changed for the next year's session on the same topic.

Together with the questionnaire (PQP) and the interview (PI) that the trainees were acquainted with, these feedback sheets also aided in the triangulation process in regard to obtaining valid information related to the reaction level and the learning level of Kirkpatrick's model. In other words they contained valuable data for the first two research questions posed in this study. Appendix N reflects some examples of the type of questions posed in these feedback sheets to the trainees. The completed sheets have not been included in this study for ethical reasons.

3.5.5 Students' English Scores (STESC)

Due to the fact that the return rates of the student questionnaire (SQ) were low (see Table 6), a follow up study of the overall English scores of all the students of the trainees was carried out (N = 215). The English scores of these students were all extracted from the METU Student Affairs Web Site and from the documents related to the student grades from both departments, and were statistically analyzed in relation to what the English scores of these students were. Also, they were statistically compared with the English scores of the students (N = 195) of the non - participants of the program, that is, those that were hired to the departments in the

same year but did not attend the training program (CTE) fully since they already had been involved in some kind of English Language Teacher Training course or program of some kind and had certificates or diplomas from this training. Table 6 displays the number of students from the relevant faculties who were the students of the full trainees when compared to the students of the non-participants of the program, that is those that were hired at the department but are not attending the CTE program fully.

Table 6

The numbers of students from the different faculties in respect to the full and non-participants of the program

Faculty	Full participant students	Non-participant students
Architecture	30	26
Arts and Sciences	42	60
Economic and Administrative Sciences	14	4
Education	29	33
Engineering	100	72
Total	215	195

3.6 The Data Collection Procedures

The first questionnaire for the trainees (phase one of the study) was distributed at the beginning of the program (November, 2003) in order to analyze their reactions to the program and to form a needs assessment for the program. This step mirrors Level 1 of Kirkpatrick's evaluation model in which reactions of the trainees are sought. The administration of the questionnaire continued for a week at the beginning of the fall term, November, 2003. The questionnaire was distributed by the researcher of this study to the trainees who completed them in their own free time, allowing them to respond to the questions fully and accurately. It took the trainees roughly from half an hour to an hour to respond to the questionnaire. Collection of the questionnaire was also carried out by the researcher of this study after a week of distribution. All questionnaires were returned (n=6).

The interview schedule (PI) and the second questionnaire (PQP) for the trainees of the program (Phase two of the study) were conducted at the end of the first term of the 2003 – 2004 academic year. The questionnaire that was distributed

to the trainees at this phase of the study was administered to the trainees by the researcher during the first week of January 2004. Again due to time constraints the questionnaire was given to the trainees to complete in their own time. The interviews lasted for two weeks and were held by the researcher and each individual participant at different times and places. Each interview was tape recorded, after gaining permission from the trainees, and transcripts of all were made for ease of extracting the results necessary for the answers to the research questions posed for this part of the study. The transcripts and the related data coding procedures were peer checked by an authority in the field of education and research for reliability. The interviews with each participant lasted from half an hour to an hour.

All the instruments (PQF, TTI, DHI and SQ) applied in phase three of the study aimed to collect information for levels 1: reaction, 3: behavior and 4: results of Kirkpatrick's evaluation model. That is they mainly aimed to collect data for the first, the third and the fourth main research questions posed in this study. Therefore, they were administered as late as possible after the program had ended allowing enough time for absorption of the content and in order to understand the impact of the program.

The first instrument that was conducted in this phase (phase 3) was the questionnaire administered to the trainees of the CTE program (PQF). Since the trainees were out of reach at this stage (the program had ended), the questionnaire was sent via electronic mail to each of the six trainees. The return rate of this questionnaire was five out of six due to personal problems of one of the trainees. It was distributed to the trainees at the end of May, 2005 since it was for the purpose of collecting data relevant to the impact of the program on the trainees and aimed at observing the long – term effects on the trainees.

The second instrument administered in this phase was the interview with the teacher trainers of the program (TTI). First, an appointment was made with the teacher trainers who preferred to have a group interview. As mentioned in the previous parts of this chapter, there were initially four main teacher trainers at the beginning of this study; however, since two of them resigned there were two remaining for the interview. The researcher of this study conducted the interview and made tape recordings of the interview by permission of the interviewees, the teacher trainers. This interview took place at a place and time which was convenient

for the teacher trainers. It lasted for almost an hour and was conducted in the second week of June 2005.

The third instrument used in this phase was the interview conducted with the department heads of the two departments involved (DHI). Interview schedules were made and after making appointments with each department head, the interviews were conducted at the time and place of convenience for the department heads. They were conducted individually in the month of July 2005. Each interview which took around half an hour, was tape recorded, by permission of the department heads.

The final instrument used in this phase of the study was the questionnaire administered to the students of the trainees of the CTE program (SQ). After preparing lists of the students who were to respond to the questionnaire, permission was obtained from the departments and the questionnaires and student lists were distributed to these departments' student affairs units by the researcher. After allowing enough time for the students to come and fill in the questionnaires, the researcher then collected all the questionnaires from the departments. The questionnaire was distributed to the departments towards the middle of June (at a time when the academic semester had ended but students were still taking their final exams and were available) and collected towards the middle of July 2005, giving the students sufficient time to be notified and come to fill in the questionnaire.

The return rates, however, of these questionnaires were not as expected. The numbers of the students according to the faculties and the return rates of the questionnaire can be clearly observed in Table 6.

The main reason for this low return rate could be attributed to the fact that at the time of distribution of the questionnaire to the departments, the students were also taking their final exams, therefore, not always present at their departments apart from the exam times. Other reasons can be explained by the fact students may not have been fully notified of the fact that they were to come and complete a questionnaire, they may not have bothered to fill in the questionnaire, they may not have been around if their final exams had ended by the time they were informed or some simply may not have returned the questionnaires back by the time they were collected by the researcher.

In spite of this limitation, further statistical data were obtained from the trainees' students and other students in relation to their English scores in general in

order to examine whether there were any differences in these students' scores in their English courses. Statistics of the trainees' students' grades (N = 215) in all their English courses were obtained and compared with the English course grades of students (N = 195) of other instructors who were particularly chosen as they were also newly hired instructors to the departments but were not attending the CTE program.

As for the observations of the trainees' lessons, feedback was given to the trainees on their performance after the two trainers had meetings and discussed the performance of the trainees. The trainers were present at both the pre-observation conferences, which took place at a convenient time for the trainers and the participant after receiving the participant's lesson plan and the post-observation conferences, which took place after the lesson. In the pre-observation conferences, a discussion was conducted on the lesson plan and feedback was given by the trainers and in the post-observation conferences feedback was given by the trainers and reflections were made by the trainees on how they felt about their own performances in the lesson that was observed. The first observation used for the purpose of this study took place between phase one and phase two of this study. It was conducted in the week of 17 – 21 November 2003 since this week was the week of the first assessed observations. The second observation took place during phase three of the study (December, 2004). At this time the program had ended and in order to observe the impact of the program the two trainees agreed to be observed one more time for the sake of this study. Appendix M displays the checklists used while observing the trainees' lessons.

During input sessions and workshops of the program, the trainees were asked for their feedback on each session. Each trainer conducted her own way of receiving feedback from the trainees. After each session had ended, the presenter of that session distributed the feedback sheets and asked the trainees to fill them in without writing their names on the sheets. Therefore, the trainees were free to write their intimate feelings without worrying about their identities. The responses given in these feedback sheets were used as documents for the reaction and learning levels of Kirkpatrick's evaluation model at the end of the study. Therefore, they provided data for the first two research questions in this study. Appendix N includes examples of questions used as feedback sheets. The reason why there are only a few examples of

these feedback sheets is firstly that this did not constitute the main part of this study and secondly that there were different feedback sheets for each and every session in the program and it would not be manageable to analyze and include all in this study.

The schedule of data collection, the levels of the evaluation model used and the timeline used for this study can be seen in Table 7.

Table 7
Schedule of data collection, related levels and timeline

Instruments	Piloting	Level 1: Reaction	Level 2: Learning	Level 3: Behavior	Level 4: Results
Questionnaire to pp at beginning of the program(PQI)	November 2003	November 2003			
Questionnaire to pp at end of first term (PQP)	December 2003	January 2004	January 2004		
Interview with pp at end of first term (PI)	Beginning of January 2004	End of January 2004	End of January 2004		
Questionnaire to pp at end of the program (PQF)	February 2005	May 2005		May 2005	May 2005
Interview with teacher trainers at end of the program (TTI)	February 2005	June 2005		June 2005	June 2005
Interview with department heads at end of the program (DHI)	February 2005	July 2005		July 2005	July 2005
Questionnaire to students of trainees at end of the program (SQ)	February 2005			June/July 2005	June/July 2005
Observations of trainees' lessons (OC)			November 2003 / December 2004	November 2003 / December 2004	November 2003 / December 2004
Feedback sheets for sessions (FS)		Throughout the program	Throughout the program		

3.7 The Analysis of the Data

The data collected in this study were analyzed in qualitative terms with certain quantitative aspects where required. The questionnaires used in this study were analyzed in two ways. Firstly the analysis of the itemed questions was carried out by extracting the means and frequencies of all the responses given in each of the items in the instruments. For those questions in the questionnaires that required open ended responses however, qualitative data analysis was conducted. This qualitative procedure was carried out by firstly identifying broad categories such as trainees' expectations and satisfaction, extracting themes such as initial reactions and final reactions from these categories, and finally they were scanned for and organized for relevance to the research questions posed in this study (see App. N for an example of the categories).

The data collected through the interviews used in this study were also subject to qualitative data analysis. Firstly, the entire interview conducted with each interviewee was transcribed. Then broad categories such as participant satisfaction, level of learning and behavior change were extracted from the transcriptions. Labels were made and themes such as initial impressions and final impressions were devised. Finally, the emerging themes helped in providing answers to the research questions. An example of the coding process can clearly be seen in Appendix O.

3.8 The Limitations of the Study

The first and the most important limitation of this study was the limited number of subjects (N=6, N=2, N=2, n1=48, n2=410). Therefore, this study will only provide rich information about the particular setting.

A second limitation related to the data collection phase of the study was that the return rates of the questionnaire distributed to the students of the trainees was not as expected. As a consequence of this, further data were collected for the possible impact of the program. Still however, these scores may not alone reflect the real performances of the students (since there may be other factors affecting the final scores) and hence the trainees of the program and its effectiveness.

Another limitation was again related to this second limitation. The student questionnaire (SQ) was given to the student affairs of the departments in which these students study together with a list of the students to fill it in. The problem here lies in the fact that it was left to the students' discretion to come and fill in the questionnaire, which may explain the low return rate, and it could be stated that those students who did come to fill in the questionnaire were responsible students and therefore, may already have positive views about the English course and their instructor.

A fourth important limitation to the present study was that the data collected for the final level (Results) of the evaluation model used was not sufficient. That is, more data could have been collected in relation to this level of the study.

A final very important limitation is related to the nature of the data collected for the behavior and results levels of this study. The trainees' performances were not directly observed or assessed but indirect measures were used to examine these two levels of evaluation. That is, the perceptions of the subject groups in this study were taken as a basis for data related to the behavior and results levels of evaluation. This limitation is further emphasized in the discussion part of this study.

CHAPTER 4

RESULTS

In this chapter, results will be presented in the light of the research questions posed in the study after a brief description of participants and the summary of the “Training Program Evaluation Model” designed by Kirkpatrick.

In this study two department heads, six trainees, two trainers and two different groups of students, $n_1=48$ (trainees’ students) and $n_2=410$ ($n_{2,1}=215$ (trainees’ students) and $n_{2,2}=195$ (non participants’ students) constituted the main data sources and participants of the study. The department heads were both females. The age range of the six trainees, all females, was from 23 to 39 years of age. All were experienced, ranging from one year to seven years, and were all recruited to work as English instructors at METU departments of Modern Languages and Basic English. It is a trend at METU as well as at other similar universities to put newly recruited instructors in a two-term in-service training program. The trainers were also both females and one had been working as a teacher trainer for three years while the other for two years at the time of the study. Both had attended a teacher training program abroad and were appointed by the department heads for the post. The students used in the study were the students of the trainees of the CTE program. There were 166 students in total who were actually invited to complete the student questionnaire. They constituted students from various departments of METU. 27 of these students were studying at the Basic English Department and 139 were freshman students at the initial stages of the study and had completed two years of their study by the end of this study.

At METU in the 2003-2004 academic year a new training program (CTE) was initiated. So the purpose of the present study, as it was stated in the introduction and method chapters, was to evaluate the CTE by following Kirkpatrick’s Four Level

“Training Program Evaluation Model.” The research questions are also organized in accordance with these four levels; Reaction, Learning, Behavior and Results. Reaction level determines how the participants of a training program feel about it. Learning refers to the knowledge, skills or attitudes the participants have acquired or improved. Behavior level is related to whether the participants show any changes in their work behavior. Finally, Results level determines the outcomes of the program for the institution in which the program is run.

4.1 Results related to Reaction Level

The main question related to Reaction Level was stated as “Does the in-service teacher training program (CTE) at METU, School of Foreign Languages meet the needs of the participants?” and the first sub-question was; “What are the trainees’ personal reactions towards the program they are attending according to the trainees, teacher trainers and the department heads?” In order to answer the question data were gathered from trainees (PP), trainers (TT) and department heads (DH) via PQP, PI, PQF, TTI and DHI. Qualitative and quantitative data analysis was conducted and Table 9 displays the reactions of the trainees from each of the groups of participants and at each of the time periods mentioned. Results indicated that trainees’ initial expectations from CTE and the reason for their participation were mainly self-improvement, improving their teaching and teaching skills. However, they found the training program somewhat overloaded and more suitable for inexperienced instructors, as stated by 4 of the 6 trainees.

Their initial expectations from the program and their reasons for attending the program are mainly to improve themselves by acquiring practical tips for improving their teaching skills (Trainees 2, 4, 5, and 6). In spite of this, they found the course to be loaded and more suitable for inexperienced teachers (Trainees 1, 2, 5, and 6).

The majority of trainees’ reactions at the middle of the program indicate that their expectations have not fully been accomplished apart from a few sessions and the teaching practices, which they find beneficial in general. There was not much change in their final reactions, although teaching practices were found to be beneficial. They still held the opinion that more practical sessions were necessary and teaching practices were beneficial (All trainees). In general, the trainees held the

idea that the program should be divided into two according to the departments involved (see App. N).

When it comes to the teacher trainers, as can be seen from Table 8, their ideas about the trainees' initial reactions can be basically defined as enthusiastic and willing to learn. However, the trainees' final reactions according to the teacher trainers were that they became frustrated in aspects such as in their reactions towards sessions and the portfolio component (as expressed by Trainer 1) but improved in others like teaching practices and assignments.

The department heads' opinions about the trainees' initial reactions were similar to those of the teacher trainers in that they both found the trainees to be enthusiastic and willing to learn. The mid reactions of the trainees according to the department heads were that some were having problems (especially emphasized by Department Head 2). However, they seemed to have resolved all their problems, even though they became tired at the end of the program.

It can be concluded from all the information stated above that the trainees' views have changed for the worse. The teacher trainers' views about the trainees' reactions show variations according to the different parts of the program. They state that the reactions of the trainees related to the sessions started positively but worsened. The teaching practices and the assignments received negative reactions from the trainees at the beginning and became positive. The trainees reactions towards the teaching practices in particular were that they were initially afraid of being observed, they panicked and the teaching practices caused stress in them. However, the trainees' reactions towards the portfolio were negative at the beginning and remained negative. The department heads' views about the trainees' reactions are consistent in that they remain positive at the end of the program.

In response to this question, the feedback sheets for the sessions of the program can also be considered. Appendix N displays the feedback sheet used in the "language awareness" session of the program. The trainees were asked to state three adjectives describing the session and their reasons for choice. The most commonly stated adjectives were "enjoyable", "helpful", "useful", "informative" a

Table 8

Reactions of the trainees according to the trainees, teacher trainers and department heads

Groups		Trainees	Teacher Trainers	Department Heads
S T A G E	INITIAL REACTIONS	<p>Reasons for taking the course: For improvement in ELT (ranked most important aspect in ELT)</p> <p>Expectations from the course: Provide more practical tips / ideas / key points / resources / models to improve overall teaching skills</p> <p>Comments on the course: More suitable for inexperienced teachers / A loaded and demanding tempo</p>	<p>Sessions: Willing to participate / learn / eager</p> <p>Teaching Practices: Psychological reactions</p> <p>Portfolio: Confused / didn't know what was expected</p> <p>Assignments: Didn't know what to do</p>	<p>Enthusiastic</p> <p>Positive ideas / attitudes</p> <p>Looking forward to the program</p>
	MID REACTIONS	<p>Sessions: Language awareness / practical sessions = beneficial / informative, time consuming (repetition of familiar subjects) / not related to the system</p> <p>Teaching Practices: Beneficial / useful / stressful</p> <p>Portfolio: Time consuming / help in organizing</p> <p>General: Expectations not fulfilled so far / hope for improvement / Trainers = helpful, imposing / Personal problems</p>		<p>Problems with some trainees</p>
R E A C I O N	FINAL REACTIONS	<p>Sessions: More practical sessions</p> <p>Teaching Practices: Stressful but beneficial</p> <p>Portfolio: A lot of hard work / no time</p> <p>General: More lost in the second term / Two departments should divide (different systems)</p>	<p>Sessions: Change in reactions (frustrated / resistance)</p> <p>Teaching Practices: More relaxed / saw the benefits</p> <p>Portfolio: Frustration continued</p> <p>Assignments: Improved / could relate to class environment</p>	<p>Became tired</p> <p>No negative attitudes</p> <p>Positive towards the program</p>

“stimulating”. These adjectives also confirm the trainees’ response that language awareness sessions are the ones that they benefit from the most. The reasons identified by the trainees are as follows:

Enjoyable (frequency: 5): easy, free activities, had fun sharing information, enjoyed the session, tasks were great

Helpful (frequency: 2): helped to sum up the steps followed during a class, gave me new ideas about pairing and grouping

Useful (frequency: 3): enjoyed learning things, recycled and remembered things I thought I’d forgotten

Informative (frequency: 4): revised our knowledge in an enjoyable and informative way, with the collaboration of many minds the group came up with great ideas

Stimulating (frequency: 2): came up with ideas about creating a friendly, positive atmosphere in class

In addition, the feedback sheet used for the peer observation session (App. N) also shed light on the reactions of the trainees. The first part of the feedback sheet required the trainees to rate the session and state their reasons for rating. Four trainees rated the session 5 (excellent), one rated it as 4.5 and the final participant’s rating was 4. The reasons for the ratings of 5 were:

it was a very well prepared session
there were relevant activities which were informative, enjoyable and amazing
we were actively involved
session was to the point and clear

The trainees who gave the ratings of 4.5 and 4 stated that some tasks were far too long. The reactions of the trainees stated in the above feedback sheets indicate that they were positive towards the particular sessions whereas in general, (Table 9), their reactions appear to be negative. The reason for this may be attributed to the fact that the responses stated above were taken from the sessions that were particularly related to the practical aspects of the program. That is, they were involved with the

teaching practice component of the program, which the trainees' reactions were the most positive towards. This may be further explained by the fact that the trainees were more interested in practical tips and guidelines that would help them in their survival in the class and these sessions provided this help to them.

The second sub-question related to the Reactions Level of Kirkpatrick's model was stated as "Does the program cover the trainees' felt needs?" In order to answer this question data were collected from trainees via a 54-item 5 point (where 1: Not at all, 2: Below average, 3: Average, 4: Above average and 5: Very high) Likert type questionnaire, namely the PQI (see App. F). Data were mainly quantitatively analyzed by utilizing descriptive statistics. Data analysis revealed that trainees feel a need for training mostly in the areas of being able to choose from a variety of methods and techniques in ELT, teaching appropriately to different learner needs, ages and levels, analyzing language in terms of form, meaning and function, providing sufficient practice opportunities for students, encouraging and supporting learners in their attempt to learn and use English, making up and telling stories for classroom purposes, managing classes effectively, giving clear instructions to students, giving oral and written instructions for games, activities and exercises, organizing class activities, planning efficiently, preparing effective lesson plans and presenting them, teaching vocabulary, developing students' reading, writing, listening, speaking skills, developing an awareness of different means of assessment, being able to apply different means of assessment, being able to give appropriate feedback to learners and improving knowledge of phonology (Table 9).

On the other hand they feel competent in analyzing language in terms of form, meaning and function, asking oral questions, stimulating and participating in informal conversation with learners, being able to use classroom materials appropriately, identifying personal needs in order to further develop as a professional, being able to use language for general purposes, collaborating and sharing ideas with other professionals, having an awareness of the need for ongoing professional development, reading efficiently, improving knowledge of grammar, improving knowledge of vocabulary and improving knowledge of language as communication (Table 9).

It is important to notice that they feel more competent than they feel the need for training in almost all areas. This is because almost all are experienced teachers

and have undergone some kind of teacher training program before being recruited to the departments at METU. They may also perceive the CTE program differently. That is why they feel that they are competent and do not need further training in certain areas of ELT.

When examining Table 9, it can clearly be seen that in general the trainees do not feel the need to learn certain aspects of ELT, the reason being that they actually feel themselves competent in those particular areas. Going into detail about the specific parts, it can be seen from Table 10 that the trainees mostly feel the need to learn the identified items related to ELT.

Table 9

Trainees' degrees of competence in and need for skills and abilities

Competence <i>M</i>	Skills and Abilities	Need <i>M</i>
<u>A. General methodology and teaching techniques</u>		
4.1	1. gaining knowledge of the aspects of language necessary for the teaching profession	2.8
3.6	2. being able to choose from a variety of methods and techniques in ELT	3.1
3.8	3. being able to teach at different proficiency levels	3
3.6	4. identifying learner needs	2.8
4	5. teaching appropriately to different learner needs, ages and levels	3.5
4.8	6. analyzing language in terms of form, meaning and function	3.1
4	7. providing sufficient practice opportunities for students	3.1
4.5	8. asking oral questions	3
4.1	9. asking written questions	3

Table 9 Continued

4.3	10. encouraging and supporting learners in their attempt to learn and use English	3.3
4.1	11. monitoring my learners' oral and written use of English	2.8
4.5	12. stimulating and participating in informal conversation with learners	2.3
4	13. using intonation, stress and rhythm to achieve intelligibility and effect	2.5
3.8	14. making up and telling stories for classroom purposes	3.3
3.8	15. facilitating learning	3
	<u>B. Classroom Management</u>	
3.8	16. managing classes effectively	3.1
3.6	17. giving clear instructions to students	3.5
3.6	18. giving oral and written instructions for games, activities and exercises	3.3
4.1	19. organizing class activities	3.5
	<u>C. Planning Lessons</u>	
4.1	20. planning efficiently	3.1
4	21. preparing effective lesson plans and presenting them	3.1
	<u>D. Teaching the Skills</u>	
4.3	22. presenting a structure, tense or function	2.1
4.1	23. teaching vocabulary	3.1
4.3	24. developing students' reading skills	3.1
4.3	25. developing students' writing skills	3.1
4	26. developing students' speaking skills	3.1

Table 9 Continued

3.6	27. developing students' listening skills	3.3 3
4.2	28. adapting and carrying out listening activities	2.6
3.8	29. adapting and carrying out speaking activities	2.8
4.1	30. adapting and carrying out reading activities	2.8
3.8	31. adapting and carrying out writing activities	
	<u>E. The use of Teaching Resources</u>	
4.6	32. being able to use classroom materials appropriately	2.1
4	33. being able to adapt and supplement classroom materials appropriately	2.6
3.5	34. effectively making use of the various classroom aids and technology	3
3.6	35. using audio-visual aids	2.3
3.3	36. using songs and drama in lessons	2.5
	<u>F. Evaluation and Assessment</u>	
3.8	37. developing an awareness of different means of assessment	3.3
3.6	38. being able to apply different means of assessment	3.5
4.1	39. being able to evaluate learner progress	2.8
4.1	40. being able to give appropriate feedback to learners	3.1
4.1	41. correcting errors	2.6
4.1	42. selecting, adapting and writing texts for learning and for assessment purposes	2.8

Table 9 Continued

<u>G. Teacher Development</u>		
4.5	43. identifying my personal needs in order to further develop as a professional	2.8
4.5	44. reflecting on my own performance in order to further develop as a professional	2
4	45. being able to use language for classroom purposes	3
4.6	46. being able to use language for general purposes	2.1
4.8	47. collaborating and sharing ideas with other professionals	2.8
4.6	48. having an awareness of the need for ongoing professional development	2.6
4.8	49. reading efficiently	2.3
3.3	50. improving my knowledge of phonology	3.3
4.6	51. improving my knowledge of grammar	2.8
4.5	52. improving my knowledge of vocabulary	3
4.1	53. improving my knowledge of discourse	3
4.6	54. improving my knowledge of the language as communication	3

One surprising result about the data above is that these items are the ones that the trainees have ranked high on in terms of competence. That is, even though they feel the need for the issues above they think they somehow do have that knowledge anyway.

Table 10

The degrees of need for the most desired skills and abilities by trainees

Item in the questionnaire	Need <i>M</i>
5. teaching appropriately to different learner needs, ages and levels	3.5
10. encouraging and supporting learners in their attempt to learn and use English	3.3
14. making up and telling stories for classroom purposes	3.3
17. giving clear instructions to students	3.5
18. giving oral and written instructions for games, activities and exercises	3.3
19. organizing class activities	3.5
27. developing students' listening skills	3.3
37. developing an awareness of different means of assessment	3.3
38. being able to apply different means of assessment	3.5
50. improving my knowledge of phonology	3.3

Table 11 shows the overall grading of the different sections of this part of the questionnaire in terms of the skills and abilities inherent in ELT. As can be seen from the table, in each of the sections “competence” means are greater than those of the “need” means. This means that the trainees feel that they are competent in those aspects and do not feel the need for them.

When observing the mean differences, it can be seen that the highest mean difference is in item G (Teacher Development – including issues related to individual professional development and improving in aspects related to English Language Teaching) and E (The use of teaching resources). This shows that, even though they are competent in these areas, the trainees feel that they are in most need for these areas of ELT. In addition, the fact that they need help in teacher development shows that they give importance to their development as teachers in their profession.

Table 11

The overall means for competence and need dimensions and their mean differences

	Overall means for Competence	Overall means for Need	Mean Difference
A. General methodology and teaching techniques	4.06	2.9	1.16
B. Classroom management	3.7	3.3	0.4
C. Planning Lessons	4.05	3.1	0.9
D. Teaching the skills	4.05	2.9	1.15
E. The use of teaching resources	3.7	2.5	1.2
F. Evaluation and assessment	3.9	3.0	0.9
G. Teacher Development	4.4	2.7	1.7

4.2 Results related to Learning Level

The main question related to Learning Level was stated as “Do the trainees of the CTE program progress in relation to their teaching skills and attitudes?” and the first sub-question was; “Which skills were developed or improved as a result of the program according to the trainees’ and the teacher trainers’ perceptions?” In order to answer this question data were gathered from the trainees and the teacher trainers via questionnaires (PQP and PQF) and interviews (PI) and (TTI). Qualitative and quantitative data analyses showed that according to the trainees, little was learned from the sessions in general, which were regarded only as revisions except for the Language Awareness and practical sessions. Similar to their responses for the sessions, trainees found the portfolio to be of no use in general. On the other hand, the trainees stated that they learned certain skills like managing time and workload (Trainee 4), developing oneself (Trainee 6), teamwork and methods of giving feedback to written work (Trainee 2), all of which they mainly learned from the teaching practices component, from which they stated that they learned a lot about teaching in general by practicing. However, both teacher trainers mentioned

that especially the trainees with little experience developed in all teaching skills throughout the sessions. They also admitted that these trainees had learned how to teach through the teaching practices and how to write through the assignments although they were encountering problems at first. Table 12 displays the responses from these two groups of subjects.

As can be seen from Table 12, in terms of the knowledge and skills developed and improved, the trainees stated throughout their questioning that the main benefits they gained were through the teaching practices. They stated that they learned their teaching skills through practicing and that the pre- and post-conferences were beneficial. Apart from this, they also stated that the program in general helped them to become aware of how to manage time, teamwork skills, and in particular methods of giving feedback to written work (see App. N).

As for the teacher trainers, they stated that the trainees learned lots of things through teaching practices and developed in their teaching skills in general. They also stated that the trainees developed in their academic writing skills through the assignments. Different from the trainees themselves, the trainers felt that the trainees also developed their teaching skills through the sessions. The trainees themselves, on the other hand, stated that the sessions were only revisions in terms of learning and acquiring knowledge (apart from a few of the language awareness and practical sessions).

The feedback sheets (FS) used for the Classroom management session of the program (App. N) also provided response to this sub-question. At the beginning of the session the trainees were asked to identify a problem that they have encountered in their classes related to classroom management. At the end of the session, the trainees were asked to state their problems and also whether they have found solutions to their problems in this session and how they intend to solve the problems. Qualitative analysis showed that five out of the six trainees stated that they had found a solution to their problems due to the session. They all revealed their solutions and stated that the session was very helpful in suggesting solutions. One of the trainees stated in the feedback sheet that she still thought something was missing and wanted more feedback as to her problem. The session trainer later on sent her personal feedback related to her problem via e-mail. This shows that the trainers gave importance to the trainees and if necessary allocated time to give them one-to-

Table 12

Trainees' and Teacher trainers' perceptions of knowledge and skills developed by trainees due to the program

Groups	Trainees' Responses	Teacher Trainers' Responses
Responses From Questionnaire 2 (PQP)	<p>Sessions: Learned more in practical and Language Awareness sessions</p> <p>Portfolio: Most useful part = teaching practices</p> <p>Teaching Practices: Reached their aims / pre and post conferences very beneficial</p> <p>Portfolio: An increase in negative attitudes towards skills developed or improved</p>	
Responses From Interviews (PI and TTI)	<p>No knowledge learned from sessions in general (all revisions except for LA and practical sessions)</p> <p>Teaching skills developed and improved through Teaching practices (Learn by practicing)</p>	<p>Learned lots of things through teaching practices</p> <p>Learned academic writing skills through assignments</p> <p>Problems existed at first –</p> <p>Developed in all teaching skills throughout the sessions</p>
Responses From Questionnaire 3 (PQF)	<p>Sessions: Only revision in terms of learning, acquiring knowledge</p> <p>Teaching Practices and assignments: Positive responses</p> <p>Assignments: Became aware of how to make use of the assignments in class, adapting them to teaching skills</p> <p>Teaching Practices: Positive responses</p> <p>General: How to manage time and workload / Teamwork skills / Developing oneself / Methods of giving feedback to written work</p>	

one feedback by on-line means. Some of the problems and solutions of the trainees are listed below:

Problems	Solutions
Unwillingness of students	use different and motivating activities
Too much student – student talk	change activity / make students Responsible
Adding variety to the lesson	organize better and plan thoroughly / read up on resources
Uninterested students	vary my techniques to appeal to these students
Students talking informally	talk formally! (so students will understand)

It can be seen from the problems and solutions of the trainees that they have found the session beneficial in that they have been able to find solutions to class management problems that they have faced in their teaching. Therefore, even though the trainees claim that they do not learn much in sessions in general, their responses reveal that they did based on the data analysis. This also shows to some extent that they are progressing even though they may not feel so. The reason for this may be twofold. Firstly, they may not have found the contents of the session practical. For example, they may not have encountered any situations in which they could make use of what they have learned in the session, therefore stated that they did not learn anything and secondly, their expectations may have been higher and even though they have learned how to deal with certain management problems, these solutions may be those they themselves have thought of.

The paragraph writing session feedback sheets (App. N) were the second set of feedback sheets (FS) that were made use of in seeking responses to this sub-

question. This sheet asked the trainees to fill in a grid related to the session on what they knew before the session, what they became aware of in the session, what they always wanted to do differently in respect to writing in the classroom and finally, what they still haven't grasped. The responses to this feedback sheet varied such that each participant discussed different features of teaching paragraph writing. In general, however, they responded as follows:

I knew:	certain conventions and pre-reading activities related to academic writing / problems that students face in learning writing
I became aware of:	different activities for different writing discourses / activities to activate students' schemata / problems that students encounter
I always wanted to do differently:	to teach more about style and punctuation / give practice in writing
I haven't grasped yet:	how beneficial (or not) would it be to teach students non-academic composition skills in preparation for academic writing / if all corrections should be made at once or some of them

As can be seen from the trainees' responses, in terms of what they learned, they have stated that they have learned different activities for different writing discourses which will activate students' schemata. In addition, it is surprising that they have also stated that they have become aware of the problems that students face in writing even though they state that they know this. This can be attributed to the fact that they were aware of certain problems that students encounter but in this session became aware of other problems related to difficulties students may be facing, in which case the trainees have in fact acquired something from the session itself.

The final instrument used in search of the response for the knowledge and skills developed by the trainees due to the program is the feedback sheet (FS) used

in the “peer observation” session (App. N). After asking the trainees to rate the session and state their reasons the next two questions in the feedback sheet asked them to state whether there was anything they expected but could not find in the session and to list the techniques or skills they discovered in the session. The responses given to the former question were all negative. That is, the trainees found everything that they were expecting in the session and there were no missing points. The latter question was responded to as follows:

Lots

I learned that peer observation was very complicated

Everything. I can now pinpoint my strengths and weaknesses

Observing lessons with a specific purpose is a good idea

This session was a really nice chance to revise our knowledge

As seen from trainees’ responses above, it can again clearly be stated that they have benefited from the peer observation session. All the above responses reveal positive reactions from the trainees in terms of what they learned in the session. As mentioned earlier, due to the fact that this session was a practical session directly related to teaching practices, the trainees admitted that they had gained something out of it and therefore, had progressed.

The second sub-question related to Learning Level of Kirkpatrick’s evaluation model was: “Which attitudes of the trainees were improved according to the trainees and the teacher trainers?” In order to answer this question and the question of whether attitudes did improve, data were collected via the questionnaires PQP and PQF in addition to the interviews PI and TTI from the trainees and teacher trainers. Data was qualitatively analyzed in order to examine the improvements or changes in trainees’ attitudes. As a result of the changes made as a consequence of the formative evaluation, also mentioned in the methods chapter, data analysis revealed that there were slight changes in the trainees’ attitudes towards the sessions, to which more “discussion sessions” were added in the second semester of the

program. In addition, their attitudes towards the teaching practices changed slightly in that they complained about the reactions of the trainers whom they stated as treating them like students and that they should be more careful when giving feedback to them in the observation conferences (as stated by Trainees 5 and 6). The trainers' opinions about the changes in trainees' attitudes stated that their attitudes towards the sessions remained negative and that they became more positive towards assignments after grasping the relevancy. As a consequence, the changes that were made were as a result of the researcher being an internal evaluator at the same time. Table 13 illustrates the trainees' and the teacher trainers' responses as to the attitudes improved by the trainees.

Table 13 illustrates that there were changes in the trainees' attitudes towards different components of the program. Firstly, their responses to the questions related to their attitudes towards the sessions at first was that they wanted more practical sessions including the latest trends in English Language Teaching. However, they stated that there was an increase in the discussion sessions, which they found helpful. In terms of teaching practices, they stated that the teacher trainers should be more careful when giving feedback in the post-conferences (Trainees 5 and 6). Towards the end of the program their attitudes had become milder and more positive as they stated that the teaching practices were stressful but necessary and that they were effective and beneficial. However, their attitudes towards the trainers, by especially two trainees (Trainee 5 and Trainee 6) remained negative when they stated that they were being treated like students in the teaching practices process and during sessions (see App. N).

As for the teacher trainers, they both stated that the negative attitudes towards the sessions remained and that the trainees were more comfortable and positive in teaching practices and assignments, about which the trainees stated that they only felt more comfortable when they chose the articles for the assignments themselves.

Table 13

Trainees' and Teacher trainers' perceptions of attitudes improved by trainees due to the program

Groups Responses	Trainees' Responses	Teacher Trainers'
Responses From Questionnaire 2 (PQP)	Sessions: More practical sessions and latest trends in ELT Teaching Practices: Trainers should be more careful when giving feedback Portfolio: Hope to see the benefits later / time consuming	
Responses From Interviews (PI and TTI)	Negative attitudes towards Action Research, but hope for the future in general	A consistency in negative attitudes towards the sessions / More comfortable, positive in teaching practices More positive attitudes towards assignments
Responses From Questionnaire 3 (PQF)	Sessions: The increase in the discussion sessions was helpful Portfolio: Needed more guidance Teaching Practices: Stressful but necessary / Effective and beneficial Assignments: Learn more when we choose the articles ourselves Trainers: Sometimes treated like students	

The third sub-question related to the Learning Level of Kirkpatrick's model was; "What difficulties arose in the implementation of the program according to the trainees, teacher trainers and department heads?" The instruments that were used were the interviews PI, TTI and DHI. Qualitative analysis revealed that all subject groups admitted that there were problems related to the program in general, even though they stated different types of problems. Table 14 displays these groups' views as regards the difficulties that arose in the implementation of the program.

As can be seen in Table 14, the trainees' responses can be summarized as follows: they were having personal problems, the sessions did not meet their needs and were not suitable for the system (Trainees 1 and 3), and they were having timing problems due to the load of the program in general, as stated by Trainees 4, 5, and 6). In addition, all trainees stated that the program was more focused on theory rather than practice.

The teacher trainers' responses related to the problems of the program mainly were problems to do with the portfolio (especially stated by Trainer 1), since according to them the trainees were having more difficulties in this component of the program.

The department heads' responses were similar to those of the trainees in that they also felt that the trainees were having problems relating the course content to the teaching they were doing (mainly stated by Department Head 2). The reason for this, according to the department heads was that there was a lack of the use of the course material integrated into the program sessions.

Table 14

The trainees', teacher trainers' and department heads' views on the problems encountered in the implementation of the program

Groups	Trainees	Teacher Trainers	Department Heads
	<p>Not suitable for the module system / sessions not related to the system Sometimes the program worked against its purpose Personal problems / Adaptation problems Didn't help to build on to the existing knowledge Time constraints / Too loaded Sessions didn't meet needs Sometimes felt like students More emphasis on theory rather than practice Expectations not met If emphasis is on development, more tangible tips should be given</p>	<p>Not enough guidance given for certain parts of the portfolio – trainees had problems proceeding in some parts</p>	<p>Some had problems trans- ferring knowledge into practice Some couldn't see the relationship between the course and the teaching they were doing Not all materials used were from the course books</p>

4.3 Results related to Behavior Level

The main question related to Behavior Level was “Has behavior change occurred in the trainees due to the training program?” and the first sub-question was; “Were the trainees ready to change their behavior according to the trainees, teacher trainers and department heads?” The responses from the trainees’ first questionnaire (PQI) were analyzed together with the interviews conducted with the teacher trainers (TTI) and the department heads (DHI). Qualitative analysis from these instruments revealed that the reasons for taking the course and the expectations from the course as expressed by the trainees were in fact to improve themselves in terms of knowledge and skills in teaching. This shows that they were eager to learn and improve which in turn would result in behavior change. As for the teacher trainers, they also stated that the trainees were eager and interested to learn and participate similar to the responses given by the department heads, which were that the trainees were enthusiastic and looking forward to the program. A summary of the responses can be seen in Table 15.

In order to answer the sub-question, it may be worthwhile to go over certain criteria from the beginning of the program. Therefore, results from the first questionnaire given to the trainees (PQI) were taken as a basis in answering this question. Certain criteria such as the trainees’ reasons for taking the program, their expectations from the program and what they consider to be valuable in this profession provided data as to the trainees’ readiness to change. In the light of the responses given to these criteria, it can be stated that the trainees are willing to change their behavior since the reasons for joining this program are to improve and become better in their profession. Their expectations are also in line with this aspect. That is, the key word is improvement. The trainees’ responses to whether there were any changes in their behavior in this respect also revealed the fact that they were more confident in their teaching, especially emphasized by Trainees 3, 4, and 5 (see App. N).

The teacher trainers’ and the department heads’ responses to whether the trainees are ready to change their behavior also resembles the responses of the trainees. Both members of both parties stated that the trainees were all willing and eager to join the program in order to improve.

Table 15

The readiness of the trainees in changing their behavior as regards the trainees, teacher trainers and the department heads

Groups	Trainees	Teacher Trainers	Department Heads
	<p>Reasons for taking the course different viewpoints follow necessary developments improve as a teacher get in touch with methods, jargon, current research gain insight and awareness into what language teaching is</p> <p>Most valued aspects in the teaching profession / reasons Improving teaching skills / improving classroom language In order to be an effective teacher and improve knowledge in teaching students</p> <p>Expectations from the course Provide practical and applicable tips to use now and in the future A lot of workshops and observations Provide models and means for improvement Help to improve in overall teaching skills Stand on own feet without stumbling Give a framework of what is expected in the department and an overview of recent trends</p> <p>Other responses Trying to improve and evaluate self as a teacher Need more different ideas</p> <p>Changes in behavior More confident in teaching / more relaxed / less tense</p>	<p>Willing to learn, participate Eager Interested Cooperative</p>	<p>Enthusiastic / looking forward to the program Liked the idea that the program was adapted to the departments' needs Positive ideas and attitudes</p>

The second sub-question to the Behavior Level was; “What is the degree of institutional support for creating the necessary conditions / climate for change according to the trainees and the department heads?” In answering this question the trainees and the department heads were the main respondents. The questionnaire, PQF and the interview, DHI were the main instruments used in extracting the response to the sub-question. Data were again qualitatively analyzed and the analysis revealed that both groups of subjects were positive in their responses. That is, they stated that institutional support was always provided. The trainees stated that the departments provided them with opportunities for sharing materials as well as offering them opportunities for peer observations (emphasized by Trainee 4 and 6). Trainee 2 also mentioned that a well-equipped class was provided for sessions. The department heads responded that the departments were providing the trainees opportunities for voicing their opinions at meetings, morally supporting the program and also providing and updating the necessary equipment (emphasized by Department Head 1). Table 16 displays the responses of these two groups of subjects given to this question.

As can be seen from Table 16, both the trainees and the department heads state that the institutions in which they are working do provide the necessary conditions for the trainees to change. The trainees state that they are exposed to different means of help from their institutions in respect to equipment, material and means of developing such as peer observations. The department heads on the other hand state that the necessary conditions are provided by allowing the new teachers to voice opinions in meetings and supporting them morally (Department Head 1).

The third sub-question related to the Behavior Level was; “How are the trainees rewarded for their change in behavior according to the trainees, teacher trainers and department heads?” According to the responses from the interviews with the trainees, teacher trainers and department heads’ (PI, TTI and DHI), qualitative analyses showed that all groups of subjects gave positive responses to this question. They all revealed that the program had rewards for the trainees, in terms of learning about the profession, as well as their students. Other rewards were stated as orally being rewarded by the trainers and the department heads (emphasized by Trainees 2 and 4), and gaining a sense of discipline and ownership. Table 17 displays these responses in detail.

Table 16

The degree of institutional support created for the necessary conditions / climate for change

Groups	Trainees	Department Heads
	Yes, peer observations Sharing materials and Teaching Practices A well equipped classroom for sessions Tutors – very helpful Two different classes (for experienced and inexperienced participants) would have been better	Opportunities for voicing their opinions in department meetings Morally supporting the program Continuously being updated and providing the necessary equipment

As observed from Table 17, the answer to this sub-question was positive. In particular, Trainee 1 and Trainee 3 stated that they were rewarded by their students' positive reactions towards themselves. Trainee 2 and Trainee 4 were happy about the fact that they were orally rewarded by their trainers. Trainees 2, 4, and 6 also mentioned the fact that they had good communications with their students and finally, Trainee 6 stated that she was happy being here (see App. N). The teacher trainers on the other hand stated that the trainees, in their point of view, were rewarded in the long run, by learning a lot, not only as teachers but also as guides and facilitators. As for the department heads, they saw the reward of the program for the trainees as giving them the sense of discipline and ownership. In fact, the reward system of the program and the School of Foreign Languages must be mentioned at this point. Having completed the program, trainees are rewarded by firstly receiving a prestigious certificate (Certificate for Teachers of English), which is one that will provide them with opportunities for teaching English elsewhere. Another kind of reward that the trainees are offered by completing this program is the chance to continue working as instructors at the departments. In other words they guarantee their positions in their jobs. Finally, in the long run, by keeping their jobs, they are allowed to go abroad for further study or to attend conferences in ELT.

The fourth sub-question related to Behavior Level was; "How relevant was the program content for the courses that the trainees are offering at their own departments according to the trainees, teacher trainers and department heads?" In answering this question, the responses from the trainees (PQF), teacher trainers (TTI) and department heads (DHI) were analyzed qualitatively. Analysis showed that there were differences in responses from these three groups of subjects. While the trainees responded negatively to this question, stating that the sessions were not related to the system (especially stated by Trainees 1 and 3) and that there were long and irrelevant sessions (stated by Trainees 1, 2, 3, 5, and 6), the teacher trainers and department heads responded positively, stating that some trainees were doing well in class even though some were having problems making the link between the sessions and their teaching. A summary of the results of sub-question 3.4 of the third main research question has been displayed in Table 18.

Table 17

Trainees, teacher trainers and department heads' views on rewards for the trainees for change in behavior

Groups	Trainees	Teacher Trainers	Department Heads
	<p>Happy being here / happy about the program Opportunities to work at the "Academic Writing Centre" Rewarded orally by trainers Student reaction – the best reward Very good communications with students and colleagues</p>	<p>Long term rewards / learned a lot of things even though they were unaware of it at the time Not only developed as teachers but also as guides and facilitators Those who wanted to develop did, those who didn't, kept that resistance Rewarding for the students also</p>	<p>Gained ownership Helped them to criticize themselves and voice their opinions A sense of discipline Negative reactions of some participants changed for the positive Everyone seemed happy at the end Duties at the Academic Writing Centre</p>

From Table 18 it can be seen that the trainees were very negative towards the program content in terms of its aiding them in the courses they were teaching at their departments even though there were more effective and to the point sessions in the second term of the program. Still again, in terms of the teaching they were doing in their departments, according to them, the teaching practices were the greatest help for all of the trainees. This was because the teaching practices gave them an opportunity to practice their own teaching and gain feedback on their performances.

The teacher trainers' responses to this question were mainly positive, as displayed in Table 18. They stated that some trainees were doing well in their classes and developed as teachers. The trainers are somewhat aware of the negative attitudes of the trainees in relation to the program content and the course they were offering. In relation to this, the trainers stated that the trainees will understand the benefits in the long run.

When it comes to the department heads (especially Department Head 2), it can be stated that according to them, even though some trainees were still having problems making the link between the program content and the courses they were offering, the program still was helpful in teaching them how to teach.

In addition to these three groups of subjects' responses, the responses from the students of the trainees (SQ) were also analyzed quantitatively by utilizing descriptive statistics in respect to the relevancy of the content of the program with the courses offered by the trainees in their departments. Table 19 displays the means of the student responses for the objectives, which were extracted from the program objectives, stated in the 4-point Likert scale part of the questionnaire (SQ) that was administered to them.

Table 18

The relevancy of the program content to the courses the trainees are offering at their departments according to the trainees, teacher trainers and department heads

Groups	Trainees	Teacher Trainers	Department Heads
	<p>Doesn't help in the module system For inexperienced teachers More practical ideas to use in class Sessions not related to the system Felt the need for more material on Eng. 102 1st term – some irrelevant sessions 2nd term – more effective, to the point discussion sessions able to reflect more on what to do in class were able to apply some assignment topics in class helped a lot – especially teaching practices and projects</p>	<p>Some participants were doing well in their classes They developed themselves as teachers Not only beneficial for the participants but also for their students Participants can understand the benefits in the long run</p>	<p>Helped them to learn about how to teach Some were still having problems making the link in their teaching</p>

As can be seen from Table 19, the students of the trainees of the program were generally satisfied with their teachers' instructions. The statements that the students mainly agreed to the most in terms of the highest means were:

Obj. 4: "I could follow my teacher's English very well"

Obj. 2: "my teacher was always competent in what she was doing"

Obj. 6: "my teacher was always planned and organized in her classes"

Obj. 1: "my teacher always used different techniques in her classes"

The above statements show that the trainees of the program knew what they were doing, were organized in their lessons and used different techniques in transferring the content to their students.

Table 19

The results from the student questionnaire related to the different objectives of the program

	<i>N</i>	Minimum	Maximum	<i>M</i>	<i>SD</i>
OBJ1	47	2,00	4,00	3,4468	,5827
OBJ2	48	2,00	4,00	3,4792	,5454
OBJ3	48	1,00	4,00	3,1250	,7614
OBJ4	48	2,00	4,00	3,5000	,5835
OBJ5	47	2,00	4,00	3,3617	,6052
OBJ6	48	2,00	4,00	3,4583	,5819
OBJ7	48	2,00	4,00	3,2292	,7217
OBJ8	48	2,00	4,00	3,3125	,6242
OBJ9	47	2,00	4,00	3,3830	,6445
OBJ10	48	1,00	4,00	3,2500	,7579
OBJ11	48	1,00	4,00	3,3125	,7761
OBJ12	48	2,00	4,00	3,3125	,7192
OBJ13	48	1,00	4,00	3,1250	,7614
OBJ14	48	1,00	4,00	3,3542	,8119

In addition to this, some of the responses of the students to the open ended part of the questionnaire (SQ) also reveal that they were satisfied with their teachers and the course they were taking from them. Some of these responses are given below:

- she was always smiling and having a good attitude towards students
- her attitudes are good.

- our teacher is very cheerful. I liked her very much. I think she is very interesting
- our English teacher was well and had positive attitude towards students
- she behave good and positive
- she is so warm that encourages me to attend classes
- she was always well prepared to lesson and had a positive manner to us
- very positive, very skilful teacher. I was very pleased with the course (eng 102) especially the course teacher
- she was very good at teaching writing skills. If I had the chance I would take it from the same instructor
- she was always doing what there is in the curriculum by enjoyable way. encouraged us participate in the class
- she made lessons very attractive by materials
- it was enough to develop my writing skills
- always enjoying the lectures
- content was good and you should find materials to use for lesson
- more computer based and audio and video should be included

The above statements (which are quoted directly from the students' responses and therefore, may contain mistakes in English) also reveal the fact that the students of the trainees were benefiting from their teachers' lessons and were satisfied since all responses were positive.

The fifth sub-question expressed in the Behavior Level question was; "How much change has occurred in the actual job performance of the trainees?" In order to reach valid data in response to this sub-question the observation checklists (OC), see Appendix M, were made use of. As mentioned earlier in the method chapter, two of the trainees' lessons were used for the purpose of this study. These trainees were observed at the beginning and at the end of the program (phases 1 and 2 of the study). The date of the first observations was November 2003 and that of the second was December 2004 as stated in the time line in the Methods chapter.

As can be understood from the first and second checklists, observee one has shown improvements in terms of: personal qualities, preparation of the lesson, execution of the lesson, classroom management issues in general and instructions in particular, timing, and achievement of aims. Observee two, on the other hand, has shown improvements in: personal qualities, language, execution of the lesson, classroom management in general and in particular, and timing.

As can be understood from the above lists, the performance of both observees (trainees) has improved in certain aspects. In the first observations of these trainees, the above mentioned qualities were stated as not being up to standards, whereas in the second observations, the trainees had shown improvements in these issues, which reveals that their actual performance in the class has changed for the better.

4.4 Results related to Results Level

The main question related to Results Level was “Has the program proved beneficial results for the trainees, the institutions in which they work and the students taking courses from these trainees?” The first sub-question under this main question was; “Is the program beneficial in terms of increasing the trainees’ overall perceptions of themselves as instructors of English and improving their language (general and classroom language), instruction and self as a teacher according to the trainees, teacher trainers and department heads?” The answer to this question was obtained from the responses that the trainees, teacher trainers and department heads gave in the interviews (PI, TTI and DHI) that were conducted with them and also the final questionnaire administered to the trainees themselves (PQF). Data obtained from these instruments were analyzed qualitatively and the analysis revealed that for the trainees there were certain attainments from the program as well as aspects which they still needed to develop in themselves. For the teacher trainers, the trainees developed, improved and understood the benefits for themselves in the long run and for the department heads, the trainees benefited since they developed their teaching skills. They also stated that those who wanted to learn and benefit did so. On the other hand, others who were not open to learning in the first place, did not and did not want to benefit from the program in general (especially indicated by

Department Head 2). Table 20 displays the responses from the three groups of subjects in detail.

Table 20 represents the three groups of subjects' responses to whether the trainees' perceptions of themselves as English teachers have been influenced or not. As can be observed from Table 20, the trainees consider their gaining to be mostly related to developing themselves as teachers, getting used to the teaching environment and managing time and work load (all stated by particularly Trainees 2 and 4). According to the teacher trainers, the trainees obtained the benefits of the program, learned and developed as teachers in the long run. As for the department heads, they thought that the trainees who were willing to learn and develop did so, however, those who were not open did not spend much time on developing themselves as teachers.

That is, they only fulfilled the requirements of the program, which was in fact not a self oriented program such that you succeed if you want and do not if you do not. The CTE program is actually one that is success oriented, which provides the necessary background for trainees to be successful at their jobs. However, for the department heads, some trainees are successful throughout the program but remain in their position after the program ends. That is, they do not do anything else to accomplish further success.

The second sub-question related to Results Level was; "Are the trainees willing to continue to develop in their profession according to the trainees, teacher trainers and department heads?" Responses to whether the trainees were willing to continue to develop in their profession were extracted from the three groups of subjects, the trainees, teacher trainers and department heads via the interviews (PI, TTI and DHI) and final questionnaire (PQF) administered to the trainees. Qualitative analysis was conducted to examine the responses. Analysis revealed that there were differences in the responses given by the trainees and those given by the teacher trainers and department heads. While the trainees' responses indicated that they were highly willing to develop in their professions by considering attending other post graduate programs (Trainee 4), publishing articles in journals (Trainee 2), attending conferences and holding workshops (Trainee 2) and even by becoming teacher trainers (Trainee 6). The teacher trainers and department heads' responses revealed that for some trainees it is difficult to continue to develop because of the

Table 20

The trainees, teacher trainers and department heads' perspectives related to whether the trainees have benefited from the program

Groups	Trainees	Teacher Trainers	Department Heads
	<p>Attainments: Got acclimatized to the teaching environment Learned how to manage time and work load Teamwork skills Developing oneself Methods of giving feedback to written work</p> <p>Still need to develop in: Time management / grammar teaching Keep in touch with the latest approaches Everything – it never stops! Work load put on students</p> <p>Comments: Afraid of bumping into a stone Always follow the same method – not secure enough to move on Would like more on how to deal with stress, how to organize etc. Always pressed for time → stress and demoralization A loss in terms of training</p>	<p>Developed in all teaching skills Beneficial for them and their students Developed as teachers, guides and facilitators Understood the benefits for their teaching in the long run</p>	<p>Helped them learn about how to teach Some still enthusiastic, open and trying to learn Others, just take this as a job - come and go (don't spend time on development)</p>

Table 21

Trainees, teacher trainers and department heads' views on the willingness of the trainees to continue developing in the teaching profession

Groups	Trainees	Teacher Trainers	Department Heads
	<p>YES MATEFL or any other post graduate degree and want to learn about teaching grammar Publish articles in ELT journals / already attended an ELT conference and held a workshop Hope to become a teacher trainer</p>	<p>With some it's impossible – not open to development</p>	<p>Some don't spend much time on development / don't give much importance to this job as a profession</p>

fact that they are not open to development and that they do not give enough importance to their jobs as a profession (also mentioned above). Table 21 illustrates the responses obtained.

The third sub-question related to Results Level was; “What are the overall benefits for the institutions in which the trainees work?” The department heads were the main respondents to this question. Their responses from the interview (DHI) shed light on the answer to this question. Qualitative analysis revealed that there were benefits of the program and thus the trainees for the departments. Table 22 displays the department heads’ views in detail.

The main responses for this sub-question came from the department heads. As seen from Table 22, the overall benefits for the departments in which the trainees are working is that the department gained new personnel who are good at research and who can work at different areas in the institution (i.e. the academic writing centre). According to the department heads the fact that the trainees have gained an ownership towards the departments is also rewarding for the institution.

Table 22

The overall benefits for the departments in which the trainees work

Department Heads’ responses
They voice their opinions in meetings Some are good at research Program gave the trainees a sense of discipline and ownership towards the department Some still working at the Academic Writing Centre

The fourth sub-question related to the Results Level was; “Have the students of the trainees of the program benefited from their teachers’ lessons according to the trainees, teacher trainers, department heads and students?” The responses from the trainees’ final questionnaire (PQF), the students’ questionnaire (SQ) and the interviews with the teacher trainers (TTI) and department heads (DHI) were taken as a basis in retrieving the answers to this sub question. Qualitative analysis of the PQF, SQ, TTI and DHI revealed that for the teacher trainers, department heads and

students, the trainees were beneficial for their students in general. However, as can be seen from Table 23, the trainees themselves finally accepted that they had good communications with their students, but did not actually see themselves as beneficial for their students as much as they could have been (Trainees 1, 3 and 4). The reasons for this, as they stated was that they were not equipped enough because of the load of the program preventing them from helping their students as they wish and that they felt they were repeating themselves.

The teacher trainers thought that the students of the trainees were benefiting from their teachers and their lessons, stating that this was the ultimate goal of the program and that they contributed to the learning of their students (especially emphasized by Trainer 2). As for the department heads, they did think that the trainees were beneficial in general for their students although some of the trainees could not make the connection (Department Head 2). They also stated that the reason for this was that the textbook used in the courses that the trainees were offering at their departments was not sufficiently made use of in the program itself. Finally, the students' responses revealed that they were benefiting from their teachers and their lessons, saying that they found their teachers to be skilful and effective in teaching them the skills in an enjoyable way and that the teacher was doing what there is in the curriculum (see Table 19 for the means of student responses to the statements related to the objectives of the program). In addition, Table 24 displays a comparison of the means of the trainees' responses to the items on the competence dimension in PQI and the corresponding items in the student questionnaire (SQ).

As can be seen from Table 24, there were matches between the trainees' and their students' responses regarding the main components and the objectives of the program.

Table 23

The four groups of subjects' perceptions of the benefits of the program for the students of the trainees

Groups	Trainees	Teacher Trainers	Department Heads	Students
	<p>Able to strike a connection with students Student reaction – the best reward Good communications with students BUT, At some point – felt like repeating myself Not equipped to move on to different things Load of the program kept me from doing things I should be doing in class (didn't want the lessons to suffer)</p>	<p>Yes, beneficial for their students → ultimate goal Contribute to the learning of their students</p>	<p>Yes, although some couldn't see the relationship between the course and the teaching they were doing, it did overlap BUT, amount of textbook usage should be increased</p>	<p>Teacher was always planned and organized in lessons A very skilful teacher Very pleased with the course Teacher was very good at teaching the skills Teacher was always doing what there is in the curriculum by enjoyable way</p>

Table 24

Comparison of the means on corresponding items from the PQI and the SQ

Items from PQI		Items from SQ	
LANGUAGE			
Item 1: gaining knowledge of the aspects of the language necessary for the teaching profession	(4.1)	4. I could follow my teacher's English very well	3.50
Item 6: analyzing language in terms of form, meaning and function	(4.8)		
Item 13: using intonation, stress and rhythm to achieve intelligibility and effect	(4.0)		
PROVIDING OPPORTUNITIES FOR STUDENTS			
Item 7: providing sufficient practice opportunities for students	(4.0)	7. My teacher was very effective in handling any problems we encountered in terms of learning English in class	3.22
Item 10: encouraging and supporting learners in their attempt to learn and use English	(4.3)	9. We all had equal opportunities in class to state our personal responses to the questions our teacher asked	
		13. I always had the opportunity to use English with my friends in the lessons	3.12

Table 24 Continued

ASKING QUESTIONS			
Item 8: asking oral questions	(4.5)	8. I always understood the questions my teacher asked	3.31
Item 9: asking written questions	(4.1)		
MONITORING STUDENTS' LEARNING			
Item 11: monitoring my learners' oral and written use of English	(4.1)	12. I always received feedback from my teacher on my progress	3.31
INFORMAL CONVERSATION WITH STUDENTS			
Item 12: stimulating and participating in informal conversation with learners	(4.5)	10. My teacher always gave importance to our feelings and tried to solve our problems	3.25
CLASSROOM MANAGEMENT			
Item 19: organizing class activities	(4.4)	1. My teacher always used different techniques in her classes (group work /pair work / different activities etc)	3.44
		5. I always understood what my teacher wanted me to do	3.36

Table 24 Continued

PLANNING LESSONS			
Item 20: planning efficiently	(4.1)	2. My teacher was always competent in what she was doing	3.47
Item 21: preparing effective lesson plans and presenting them	(4.0)	6. My teacher was always planned and organized in her lessons	3.45
THE USE OF TEACHING RESOURCES			
Item 32: being able to use classroom materials appropriately	(4.6)	3. My teacher always made use of different resources and materials in her classes (ohp / video / computer etc)	3.12
Item 33: being able to adapt and supplement classroom materials appropriately	(4.0)		
EVALUATION AND ASSESSMENT			
Item 39: being able to evaluate learner progress	(4.1)	11. My teacher's assessment was always fair	3.31

Another form of response for this sub-question could have been found in the grades of the students of the trainees, as seen in the student questionnaire (SQ). However, firstly due to the limited number of return rates of the SQ, and secondly due to the fact that only five of the students from trainees working at the DBE had returned the questionnaire, these findings would not reveal valid data. Therefore, for reasons of the lack of applicability, these results were not included in this study.

However, in answering this sub-question, it may be worthwhile to examine the sample responses of the open ended questions that the students gave in the student questionnaire (SQ), stated in sub-question 3.4. From the responses given, it can be concluded that the students did benefit from their teachers' lessons in general. However, one student response, which was that "more computer based and audio and video should be included" revealed a suggestion to use more of a variety of teaching resources.

For reasons of low return rates as mentioned earlier, a larger number of students was traced. The students who were involved were all the students of the trainees and a representative selection of students of non-participants of the program. Descriptive statistics was used in order to examine the frequencies of the scores of these students. The scores of the students of the trainees and the non-participants for all the English courses (English 101, English 102 and English 211) they have taken are presented in Appendix P. The frequencies of the scores that the trainees' students received in their English courses are presented in Table 25.

As can be seen from Table 25, the proficiency scores of the trainees' students cluster below the score range of 50-59.5. The score range for English 101, 102 and 211 mainly cluster around 70-79.5, 75-79.5 and above, and 75-79.5 and above respectively. This shows the success of the students of the trainees in their English courses.

Table 25
The frequencies of the trainees' students' English scores

C o u r s e s				
Score Range	Proficiency <i>f</i>	101 <i>f</i>	102 <i>f</i>	211 <i>f</i>
90-100	--	28	23	22
85-89.5	--	7	33	39
80-84.5	--	29	31	26
75-79.5	1	67	42	22
70-74.5	5	50	32	6
65-69.5	5	16	18	4
60-64.5	13	11	10	1
50-59.5	20	1	--	--
0-49.5	16	3	4	--
Satisfactory	2	1	5	4
TOEFL	5	--	--	--

In order to make a comparison between the program trainees' students and those students who were not, that is, the students of the non-participants of the program (the teachers who were given the questionnaires for piloting purposes), were also tracked. The frequencies of these students' scores in their English courses are presented in Table 26.

As can be seen in Table 26, student scores of the non-participants mainly cluster around 70-74.5 and above for English 101, 70-74.5 and above for English 102, and 75-79.5 for English 211.

When comparing the English grades of the trainees and the non-participants' students, it can be stated that the students of both groups seem to be more successful at English 101 (28 students of trainees receiving 90-100 and 37 students of non-participants receiving 90-100).

In order to further examine the differences between the trainees' and the non-participants' students' grades regarding the different English courses they have taken, an analysis of the cross tabulations of these items was conducted. Appendix Q display the frequencies of the English scores (English 101, English 102 and English 211) of the students of the trainees and the non-participants of the program respectively.

Table 26
The frequencies of the non-participants' students' English scores

C o u r s e s			
Score Range	101 <i>f</i>	102 <i>f</i>	211 <i>f</i>
90-100	37	25	22
85-89.5	9	40	40
80-84.5	25	43	45
75-79.5	40	36	20
70-74.5	41	26	12
65-69.5	20	10	5
60-64.5	16	6	--
50-59.5	--	1	--
0-49.5	--	2	--
NA	2	5	3

When examining the results the four English courses and the success of the students of trainees and the non-participants of the CTE program, it may be seen that there is a slight difference in the students' scores on English 101. The non-participants' students who have received the highest grade in this course are greater in number than those of the trainees' students.

With English 102 and 211 there does not seem to be much of a difference in the number of students who received the highest grades such that in English 102, 23 of the trainees' students and 25 of the non-participants' students have received a grade of 90-100 and 22 of each of the participant and non-participants' students have received a grade of 90-100 in English 211.

In relation to all of the results of this study mentioned above, it can be stated that there were different attitudes of the involved subjects of the study towards the different components of the program. Table 27 displays the overall results. As can be seen from the table, the teaching practices component of the program received the most positive responses from all the subject groups. This implies that practice is very important in this program.

Table 27

The overall results of the study

Component of the program	Reaction			Learning			Behavior			Results			
	PP	TT	DH	PP	TT	DH	PP	TT	DH	PP	TT	DH	SS
Sessions	-	+	-	-	+	+	-	+	+	-	+	+	+
Teaching Practices	+	+	+	+	+	+	+	+	+	+	+	+	+
Assignments	-	+		+	+		-	+		-	+		
Portfolio	-	-		-	-		-	+		-	+		
Trainers	-	+		-	+		+	+		+	+	+	
Program in general	-	-	+	-	+	+	+	+	+	-	+	+	

PP: Trainees; TT: Teacher trainers; DH: Department heads; SS: Student

CHAPTER 5

DISCUSSION AND IMPLICATIONS

The purpose of the present study was to evaluate the Certificate for Teachers of English Program (CTE) at METU, School of Foreign Languages. The aim in evaluating the program was to examine whether the objectives of the program were met, whether the trainees of the program, their students and the departments in which they work were benefiting from the program. Finally, the aim in evaluating was to see whether there were any drawbacks of the program and to suggest ways of improving the program for following years.

In this chapter a discussion of the results, conclusions and implications of the present study are presented. Results are discussed in line with the research questions and the presentation of results in Chapter 4. Conclusions of the results are presented after each explanation of results.

5.1 Discussion of Reaction Level Results

When examining the **reactions** of the trainees towards the CTE it can be stated that they have varying attitudes towards different components of the program at different times. This is justified by Hamblin (1974) when he states, “their reactions will be highly complex and shifting over time” (p. 15). Hamblin continues to mention the importance of identifying “reactions objectives” for this reason since we need to be selective in the reactions we are looking for (p. 16). Since Kirkpatrick’s view of reactions maintains that trainees’ reactions must be considered throughout the whole program, in this study three separate time periods have been identified and in order for selectivity, the components of the program have been specified. In the light of this, the trainees’ initial reactions seemed

somewhat positive since they had just started a job at a new institution and were given the opportunity to attend this CTE program, which would guide them in their teaching in this new environment.

As for the trainees' mid reactions, that is, the reactions of the trainees towards the middle of the program, it can be seen that they had different attitudes towards different components of the program. For example, for the "sessions" component, they were somewhat negative in general. Another negative attitude of the trainees' mid reactions was related to the "Portfolio" component. The trainees also stated in general that their expectations had not yet been fulfilled. Some stated that the trainers were helpful while others commented on the fact that the trainers were being imposing. Some admitted that they were having personal problems while attending the program. All trainees finally stated that the most beneficial and useful part of the program, even though it was stressful, was the "Teaching Practices" component.

The trainees' final reactions had not changed much when compared to their mid reactions. For the "sessions" component they stated that they wanted more practical sessions from which they can pick up tips and use in their classes. The portfolio was still a lot of hard work and time-consuming for them, which they stated that they thought they could have been doing something more beneficial for their students at the time they were preparing their portfolios. Teaching practices were again stated as the most stressful but beneficial component. In general however, the trainees stated that they found themselves more lost in the second term and that they thought that the program for DBE and DML should have more flexibility because both departments have different systems and the same practices in the program cannot exactly satisfy the needs of both parties. This result was similar to that of the study conducted by Şallı et al. (2005), which also brought up this issue of dividing the program of the two departments for reasons that the program cannot cater for both departments at the same time. Şallı's study was a situation analysis of the training program, which was part of the curriculum renewal project of the School of Foreign Languages. An evaluation of the CTE program was conducted in this study and results were reported to the director of the School of Foreign Languages and those involved in the Curriculum Renewal

Project. Therefore, this shows that there is a merit in a possible flexibility of the training program run for the trainees of the two departments.

As for the teacher trainers, their opinions of the trainees' initial reactions and their final reactions seemed to change in that with the "sessions" component, they seemed to be very much willing and eager to participate, however, became frustrated and resistant towards the sessions at the end. With teaching practices, trainees showed negative reactions such as fear of being observed, panic and stress at the beginning but as they saw the benefits, became more relaxed. The reactions of the trainees towards the portfolio according to the teacher trainers remained the same in that they were always negative. That is, they were negative from the beginning to the end of the program. Some reasons for their negative attitudes for the portfolio were that they thought that keeping a portfolio is something personal and not everyone likes it, it brought them extra work, it was time-consuming for them and they did not see the aim of keeping a portfolio. However, in spite of these negative reactions, if the aim of the portfolio were to be expressed clearly to the trainees, that is, as expressed in the article "Promoting a culture of teaching: The teaching portfolio," (1996), if they were convinced that portfolios offer teachers the "opportunity to reflect on their classroom practices and enables more realistic evaluation of student learning", there are chances that their attitudes may change.

Another aspect that the teacher trainers thought that the trainees showed more positive reactions at the end compared to the initial reactions was the assignments component. The teacher trainers commented that the trainees at first did not know what to do, but improved when they started to understand how to relate the assignments to the class environment at the end.

The department heads' opinions about the trainees' initial reactions of the program were that they were enthusiastic and looking forward to the program and that they mainly held positive attitudes. However, change is observed in the trainees' mid reactions in that they began to have some problems. Finally, as for their final reactions the department heads stated that the trainees' positive reactions towards the program did not change. However, they became physically and mentally tired at the end after the heavy burden of the program and their

teaching loads at their departments. These results were also evident in Şallı's study (2005). It was also expressed in Şallı's study that the trainees became extremely exhausted by the heavy work load of the teaching they were doing and the program requirements. The negative reactions of the trainees obtained in this study may have been fostered by their heavy work load in the department. The work load that is put on the trainees is the same or sometimes even more than other instructors working at the departments. In addition they are required to attend the CTE training program on top of this work load, which causes exhaustion and de motivation especially in their first years at their jobs. Karaaslan (2003) also points out in her study that the teachers did not make use of certain activities as much as they gave importance to them for the reason that they had a heavy work load.

It can be concluded that the trainees, teacher trainers and department heads have agreed on the fact that the trainees' initial reactions towards the program, except for the portfolio component, were positive. When beginning something new, such as a new program, as Kirkpatrick (1998) states, it is important that the trainees react favorably to it. This is the same as customer satisfaction. Only when customers are satisfied will they be motivated to learn. The mid reactions of the trainees and the department heads seem to be parallel in that they have both mentioned some negative aspects of the program in relation to the trainees' reactions. That is, the trainees have started to gain overall negative reactions towards the program. When it comes to the final reactions of the trainees they themselves become even more negative towards the program. The teacher trainers share similar views about the trainees' reactions as the trainees themselves. They have also realized that the trainees are not as satisfied with the program as they initially thought they were. That is, the teacher trainers finally became to understand that the trainees were having problems with the program. The department heads, however, changed their opinions as to the final opinions of the trainees in that they viewed the trainees' final reactions to be positive. An explanation of this could be that the department heads were one of the most important decision makers of the trainees' future in respect to this job. Therefore, the trainees may have felt that they had to seem satisfied with the program and

everything they had gone through throughout the year so the department heads will not be negatively affected. Therefore, for the department heads, everyone seemed happy. The reason for this may be that the CTE program was a newly initiated one and therefore, the department heads may have been emotionally bound towards more positive reactions.

When examining the question of whether the program covered the **trainees' felt needs** it can be stated that in general the trainees felt themselves competent in almost all areas of English Language Teaching and did not feel any further need for theoretical knowledge on these issues. The items that they felt the need for the most can be listed as teaching appropriately to different learner needs, ages and levels, giving clear instructions to students, organizing class activities, and being able to apply different means of assessment, all with a mean of 3.5 on a five-point scale. When examining the difference between the mean scores of the competence dimension and those of the need dimension for each of the seven areas of ELT, stated as sub-headings in the PQI Likert scale, it can be seen that for all areas, the competence dimension means are greater than those of the need means. (see Table 12 for the means and mean differences). All of the items were on a 5 point Likert scale. An explanation of the high “competence” means when compared with the low “need” means could be that as the trainees felt competent, from their past experiences, they did not feel the need for the issues they stated, but still may have found them important issues. Another explanation could be that even though the trainees may feel that they are not very competent in other issues, they may not feel the need because they may not feel that these issues are important in ELT. Or the CTE program was not based on their felt needs but on some assumptions that departments and program designers hold.

In analyzing these results, it can be concluded that since the teachers were experienced and most had previously attended other training programs, they felt that they were competent in all areas of ELT and because of this fact they did not feel any further need for these areas. Their main concern was the fact that they were now working in a different institution and what they did actually need was practical tips on how to deal with their teaching in this new job. That is, they knew the “what” of ELT, now they were after the “how” in this institution. In other

words, they were, as the trainees mentioned in the interview, all aware of the theoretical aspects of ELT, and were now looking for opportunities for improving at their jobs in this particular institution. This may show that the program in general was based on assumptions of what an in-service teacher training program should entail rather than on the particular trainee needs. Kirkpatrick (1998) also states that determining needs is the first issue to consider when planning and implementing an effective training program (p. 3). This proves the importance of needs assessment for a program of any sort for a particular group of trainees. Nadler and Nadler (1994) discuss the importance of identifying learner needs only after identifying the needs of the organization. They continue to state that the aim of a good training program is “to bridge the differences between the person and the job, so that the individual can perform in a way that meets the organizational goals.” (p. 88). Bramley (1991) also mentions the importance of identifying training needs when he quotes from McGehee and Thayer by stating that organizational, job data and person analyses must be interrelated in order to accomplish a full training need. Apart from the trainee needs, that is person analysis, the job data analysis of identifying training needs gains importance. Here it is vital that when identifying training needs it is necessary to discover what tasks are needed for the accomplishment of the job, how these tasks should be performed, and what needs to be done in order to perform these tasks (p. 11). Therefore, the results of the present study are in line with what the authority states. In other words, it can be stated here that the trainees of the CTE program were actually looking forward to the tasks they need, how they are to perform them and what they need to learn in order to perform these tasks in their departments.

5.2 Discussion of Learning Level Results

The skills that were developed and improved in the trainees as a result of the program were analyzed two-fold; those of the responses from the trainees and those from the trainers. In this respect, trainees stated that they did not learn much from the sessions (apart from the sessions that focused on language awareness and practical issues related to their teaching practices), which were mostly revisions of

the theoretical issues that they were already competent in. This finding is consistent with that of the findings of Şallı et al. (2005). As for the portfolio, again they stated that they did not develop or improve any skills, stating that it did not help them to gain anything because they think keeping a portfolio is something personal and not everyone likes the idea of doing this. They also stated that the portfolio component of the program took up a lot of their time.

As mentioned earlier, the purpose and importance of the portfolio was not clearly expressed to the trainees, which may have been one of the main reasons for this negative reaction towards the portfolio component. When it comes to the skills or attitudes the trainees developed as a result of the program it can be stated that in relation to the assignments component, they became aware of how to make use of the articles they had to read for the assignments in class and adapt them to the teaching skills. In relation to teaching practice component, however, they stated that they benefited the most from this part of the program because it helped them to develop and improve their teaching skills in general and they learned how to teach by practicing, having pre and post observation conferences with their trainers. In general, however, related to the program the trainees stated that they learned how to manage time and workload, they acquired teamwork skills, developed themselves and learned different methods of giving feedback to students' written work. Therefore, it can be stated that the trainees did develop and improve in certain aspects of teaching even though their expectations, which were in particular to find practical tips for their own teaching environments, were not fully achieved.

The teacher trainers, on the other hand, maintained that the trainees learned lots of things through the teaching practices. They also stated that the trainees developed their academic writing skills through writing assignments. One other result was that the trainers stated that the trainees developed in all teaching skills throughout the sessions.

The main difference in the **attitudes** of the trainees and the trainers towards the “sessions” component of the program can be attributed to the idea that the trainees will become aware of what they have learnt in the long run. Ur (1996) has also mentioned that this is possible when she maintains that learning can take

place unconsciously. As the feedback sheets for the sessions that were examined reveal, the trainees all gave positive responses. These responses from the feedback sheets suggest that the trainees, whether they were aware of it or not, were actually improving their teaching skills through the sessions without being aware of it. That is, they will become aware of what they have learnt as they practice in the classroom environment.

It can be stated from the responses of the trainees and the trainers that there were improvements in the attitudes of the trainees towards different components of the program. In the second semester of the program there were changes made in the program in the light of the feedback that was given from the trainees. As a conclusion of this feedback, the number of discussion and practical sessions as well as workshops (micro teaching) was increased and the number of assignments was decreased in the second semester. As a result of this, the trainees' attitudes towards the sessions and the assignments in general changed for the better. That is, they found this change in the sessions to be helpful in their teaching, even though still not sufficient, as they stated in the final questionnaire (PQF). As for the teaching practices, the trainees' attitudes remained the same in that they still found the teaching practices to be stressful but necessary and effective. Similarly, their attitudes towards the portfolio component of the program and their attitudes towards the trainers remained the same. They still found the portfolio to be time consuming and the trainers' attitudes to be negative towards them. The trainers stated that there was a consistency in negative attitudes of the trainees towards the sessions that they attended in the program. This may be because the trainers had changed their opinions after realizing the negative attitudes of the trainees and did not want to keep their expectations too high. Their response related to the assignments and the teaching practices were similar to those of the trainees themselves in that the trainees' attitudes remained the same or they became positive.

As a conclusion to the results of the change in attitudes of the trainees, it can be seen that there have been improvements in their attitudes towards certain components of the program that they showed negative attitudes towards, namely the sessions and the assignments, which was due to the changes made in the

program by the trainers in the second semester as a result of the feedback from the trainees. The trainers were extra careful to make the necessary changes regarding the issues that the trainees were not satisfied about in order to make sure the trainees' expectations from the program were met and the program contributed to their teaching. The trainers held meetings at the end of the first semester and examined the trainees' responses for the questionnaire that was administered to them and decided to make the necessary changes for improving the program for the second semester. That is they were willing to make any necessary changes in the program for the benefit of the trainees and were aware of the fact that this program was a success oriented one. This may be considered a strength of the CTE program such that the trainers were sensitive to the opinions and needs of the trainees.

Formative evaluation, as expressed by Worthen and Sanders (as cited in Payne, 1994), is a form of evaluation that aims at improving a program by frequently collecting data and trying to answer questions like: what is working, what needs to be improved, and how can we improve it. Here, formative evaluation is very important since the information collected at the initial stages of the program actually shed light on the answers to these questions and, therefore, were used by the trainers to improve the program for the second semester. Some of the changes that were made in the program for the second semester were: more practical, discussion sessions were included, the number of workshops was increased and the number of assignments was decreased. Therefore, after the changes were made in the second semester, the negative attitudes of the trainees became slightly more positive. However, the trainers themselves were not quite sure whether the trainees were actually benefiting from those components of the program, especially the sessions that they stated they were benefiting from. The reason for this may be the abundance of negative reactions from the trainees regarding the sessions.

The results in relation to the **difficulties** that arose in the implementation of the program, extracted from three subject groups, the trainees, teacher trainers and the department heads, revealed that all groups stated different types of problems. The trainees responses were as follows: the sessions were not directly related to

the teaching they were actually doing in class, the program was too loaded and did not help them to build on to their existing knowledge, their expectations from the program were not met, they sometimes felt like students because of the attitudes of the trainers, the program content (sessions) was more emphasized on “theory” rather than “practice” and finally, they had personal problems and in particular, adaptation problems even though one of the aims of the program was to help new recruits to get acquainted with their new environment.

The problems the teacher trainers stated on the other hand were that they had not given the trainees enough guidance in the portfolio component of the program and that the trainees had problems proceeding in some parts of it, such as the “student profile”, the “peer observation reflections” and the “I as a teacher” parts (see Appendix C for an explanation of the parts of the portfolio). As stated earlier in the learning related results, the lack of guidance for the portfolio component of the program could be due to the fact that the trainers and the trainees may have not had enough experience with portfolios. The issue of understanding the importance of keeping portfolios may take time and effort.

As for the department heads, they also responded similarly to the trainees when they stated that the problems were mainly related to the fact that not all the materials were used from the course book, hence, not relevant to the actual teaching the trainees were doing in their departments. They also stated that this led to problems because the trainees found it difficult to make a connection between the program and the teaching they were doing as well as having problems transferring the knowledge into practice.

In conclusion, the reason for the differences in the responses of the different subject groups, related to the problems encountered in the program could be as a result of the trainers’ not wanting to accept that the session contents was a problem, whereas the trainees viewed this as one of the main problems. They felt that regarding the objectives of the program, every issue of the program was well thought of and relevant for the existing situation (program context). However, it must be mentioned here that since this was a newly initiated program by the trainers themselves, the reality may be that the trainers were being emotional and were not ready to encounter such main problems. Here, the importance of formal

evaluation of training programs is once again considered under the light of the reasons Kirkpatrick (1998) states for evaluating training programs. That is, the third reason that Kirkpatrick puts forth, which is to gain information on how to improve future training programs (p. 16). It seems that the best way to improve a program is to identify the drawbacks or the problems encountered in the implementation of the program and from this basis, start thinking of ways of improving it.

5.3 Discussion of Behavior Level Results

The results related to whether the trainees were ready to **change** their **behavior** mainly revealed, from the responses of the three groups of subjects (trainees, teacher trainers and department heads) that the trainees were ready to change their behavior. The responses of the trainees reveal that they are willing to take on different viewpoints, follow necessary developments and in general improve their teaching skills and classroom language. These responses display the fact that the trainees themselves are ready to improve, thus change their behavior. As for the teacher trainers and the department heads, their responses were similar in that they realized that the trainees were willing to learn and participate. However, it must be mentioned that these positive responses were taken from the initial reactions of the trainees and during the program became negative. The teacher trainers and department heads also initially stated that the trainees were eager, interested, cooperative, enthusiastic and looking forward to the program. These responses also reveal that the teacher trainers and department heads felt that the trainees were ready to change their behavior since they were willing to attend the program and improve their teaching skills in general. The trainees' readiness to change their behavior also shows that they had positive initial reactions and willingness to learn. In fact, all these issues are somewhat related to each other in that when the trainees of a program have positive reactions towards the program at the beginning, it shows that they are willing to learn and this in turn, reflects the fact that they are willing to change their behavior. Kirkpatrick (1998) maintains

that trainees will be motivated to learn only when they react favorably and only when they are motivated to learn are they ready to change their behavior

In conclusion all three groups of subjects admitted that the trainees held positive attitudes towards the program at the beginning and were expecting the program to help them to improve in their teaching. In spite of this, the negative attitudes of the trainees and the comments of the department heads regarding the problems encountered in the program implied that the program was not helpful. The trainees were willing to improve and change their behavior but because their expectations were not fully met, they did not have the opportunity to realize this. The main reason for the change in attitudes of the trainees may be that the impact of the program became evident in the long run and the stressfulness of the period was no longer experienced. Related to this issue, however, is the issue of the complexity and difficulty of evaluating behavior levels. For Kirkpatrick (1998), "it is impossible to predict when a change in behavior will occur." (p. 48). That is, for the trainees, when they state that they could not realize their expectations, they most probably are not giving themselves sufficient time for the changes in their behavior to take place. Hamblin (1974) also quotes from Sayles (1964) that it is not practically advisable to judge employees by results since a very long time is necessary for results to appear. It seems that the trainees were all expecting changes in their behavior to happen immediately after the program or even in the course of the program. This may be reflected in the responses that they wanted practical tips to use in their lessons immediately after a particular session was conducted, which can not always be the case. However, even though the teacher trainers and the department heads stated that the trainees were eager to learn and participate, thus change their behavior, at the end they stated that for some trainees this was impossible since they were not open to change. The reason for this resistance to change could be explained by the trainees' negative reactions concerning the fact that their expectations were not fully met via the program and that since they are unhappy about this issue, they felt lost in their first year at their departments. This issue is explained in more detail in the further parts of this chapter.

The results related to the **degree of institutional support** for creating the necessary climate for change mainly reveal the fact that the departments did create the opportunity for change to occur in the trainees. The trainees' responses reveal that the departments created opportunities for peer observations (trainees were allowed to attend experienced instructors' lessons) and sharing materials and ideas with other instructors in the departments. They also maintained that they were provided with a well equipped classroom for their sessions and that the trainers were helpful. However, they also stated that regarding the implementation of the program two different classes (one for experienced teachers and the other for inexperienced or less experienced teachers) would have been more effective. In spite of this negative response, when it comes to the conditions provided by departments, it would not be wrong to say that the necessary conditions were provided. This is evident in the responses of the department heads, who stated that their departments created the necessary conditions by providing opportunities for the trainees to voice their opinions in department meetings. They also morally supported the program and were continuously updated. Finally they provided the necessary equipment for the program.

To conclude, the necessary conditions for creating change in the trainees were sufficient both by the trainees and the department heads. Kirkpatrick (1998) mentions different climates for creating the necessary conditions for change to occur. The department heads displayed an 'encouraging' atmosphere for the trainees of the CTE program. This means that the trainees were encouraged to learn and apply their knowledge on the job. With this kind of climate, the boss (in this case, the department head(s)) discusses the program with the trainees at the beginning of the program and at the end. Therefore, it can be said that all the necessary conditions were provided for the trainees to change behavior. The fact that they made use of these conditions and did not change is another issue. This somehow shows that, in order for change to occur, positive climate is not sufficient in itself.

The results related to the question of how the trainees were **rewarded for their change in behavior** were analyzed threefold: responses from the trainees, teacher trainers and department heads. Each group of subjects revealed different

rewards that the trainees gained. The trainees themselves stated that their main rewards were their students' positive reactions towards them. The DBE trainees claimed that their students' positive reactions towards themselves and the fact that they could teach something to their students were the most fulfilling rewards for them. The DML trainees on the other hand mostly stated that the rewards they gained were being rewarded orally by the trainers and having very good communications with their students and colleagues. In addition, they stated that they were happy being there and attending the program.

The teacher trainers' comments about the rewards the trainees gained were that they were rewarded in the long run. They stated that the trainees learned a lot of things even though they were not aware of it at the time. The trainers also stated that the trainees not only developed themselves as teachers but also guides and facilitators as well as being rewarding for their students.

The department heads again stated that the trainees were rewarded by gaining ownership and a sense of discipline. They also stated that the negative reactions of some of the trainees changed for the better. Finally, they claimed that everyone seemed happy at the end of the program. Thus it was a rewarding experience for the trainees in spite of all the negative reactions. In addition to the rewards that were directly stated by the trainees, teacher trainers and department heads (moral support, material support), the trainees are also rewarded by being given certificates of the program they have completed, being sent abroad to conferences and in particular, having a prestigious job at one of the best universities in Turkey. These rewards were not mentioned by the participants of the study. However, they are the rewards that should not be underestimated.

In conclusion, all three groups of subjects admitted that it was a rewarding program for the trainees. However, there seems to be a contradiction between the trainees' initial remarks about the trainers treating them like students and the fact that they had not achieved their goals and their remarks later on about the fact that they are happy being a part of the program here and that the trainers rewarded them orally. This shows that even though they were not happy about certain issues related to the program, such as irrelevancy of the session contents and the whole portfolio component, they were still happy and did have good communications

with the trainers. That is, the fact that they were not satisfied with the program and the trainers did not prevent them from being happy at the end.

Brinkerhoff (1987) brings forward certain guiding questions to measure behavior level aspects. The most important of these questions is how trainees know whether they are using what they learned correctly. He maintains that trainees should develop their own systems to understand how well they are using what they learned. The trainees of the CTE program may have developed their own means of measuring and evaluating their own performances and therefore, become aware of and started making use of what they did learn in the program.

The view of the trainees that they were happy at the end was expressed in the final questionnaire that was administered to them. That is, the trainees stated this a year after the program had ended. Another reason for this satisfaction could be that at this time, they were accepted to the departments and were not under the stress of losing their jobs. This situation is quite surprising in that the trainees, while attending the program had negative reactions, but a year later their reactions had changed in that they were free from the burden and stress of the program and were expressing their intimate feelings. Therefore, this may be explained by the fact that when people are under pressure, they simply ignore the rewarding aspects of what they are going through. However, when the pressure does not exist any longer they are able to see the positive sides.

Kirkpatrick (1998) again mentions the fact that in order for the trainees of a program to successfully adopt what they learn in the program on their jobs, it is vital to provide help, encouragement and rewards. He discusses intrinsic (inward feelings of satisfaction, pride and happiness) and extrinsic (coming from the outside such as praise, freedom and recognition) reward. The trainees of the CTE program have actually experienced both types of rewards by being praised by their trainers and students, being happy about the program (as they stated in their responses), and receiving recognition (voicing opinions, mentioned by the department heads).

The results related to the **relevancy of the program content** for the courses the trainees were offering at their departments display the fact that they were not relevant. The trainees' and the department heads responses reveal the same results.

Both groups of subjects state that the program content, the content of the sessions in general, were not relevant to what they were teaching in their courses. The trainees went on further to state that the program content did not help them in the system and that they felt the need for more material on the courses they were offering at their departments. The responses of the trainees and department heads were different to those of the trainers could be because the department heads were well aware of the contents of the courses the trainees were offering, just as they know everything else that goes on in their departments. But the teacher trainers may not be that cognizant, for reasons being that those at the DBE did not attend classes at the department themselves. Therefore, they were not as aware as the trainees and the department heads of certain issues and decisions taken about the courses at the departments. In spite of this, the trainees felt more at ease with the assignments towards the end stating that they were able to apply some of the assignment topics in class. The department heads also stated that some trainees were still having problems at the end of the program trying to make the link between what they were exposed to in the sessions and their teaching.

As for the teacher trainers, they stated that the trainees would see the relevancy in the long run. Even though they did not understand the connection as they were attending the program they will eventually grasp the link when they have the opportunity to experience a few years of teaching at their departments. In addition, they also stated that in spite of everything else, they still developed themselves as teachers, and that “they are doing well in their classes.” This, for the trainers was a result of the sessions the trainees were attending.

In conclusion, it can be stated that while the trainers viewed the content of the program to be relevant and beneficial for the teaching the trainees were doing in their classes, the trainees themselves and the department heads’ views were not as so, stating that the content of sessions were not relevant (the reason for this has been mentioned above). In relation to this issue, the trainers stated that each session trainer prepared the sessions by considering the trainees’ needs, the main objectives of the program and the content of the courses they were offering. That is each session was prepared by taking these issues (trainee needs, objectives and content of courses trainees were offering) into account. The problem here then

may be due to the reason that, even though the content, as for the trainers, was relevant, because the trainees expected practical and applicable tips, they were expecting the trainers to make use of the course books that they used in their classes. However, for the teacher trainers, that would be ‘spoon feeding.’ The aim of the program in general was not to provide the trainees with ready made prescriptions to take and use exactly as they are in their classes but to provide them with the skills to be able to prepare lessons of the same kind using their own creativity and their own (or the course book’s) material. They were oriented towards using the skills that they gained in the program to make creative and genuine lesson plans and apply them in their own classes in order to meet the objectives of their lessons. If the trainees were ‘spoon fed’, according to the trainers, they would not be able to activate their minds and be successful in their teaching in their future lives, since they would fall into the trap of repeating themselves since they will be on their own in the long run. This issue is very important in that the trainers tried to “teach the trainees how to fish” instead of “give them the fish.” They seem to have a point in their decisions. This can be justified by Wallace (1991) who, while expressing the different models for teacher training, presents the reflective model (used in the CTE program) which implies that trainees reflect on their individual performances and work out their own theories of teaching to put into practice in their lessons.

In addition, the students of the trainees were generally satisfied with their teachers’ instructions, which can be clearly seen in the open-ended responses of the students in the same questionnaire (SQ). Such expressions such as “my teacher knew what she was doing”, “she was skilful”, “I was pleased with the course”, “the teacher was well prepared”, “the teacher was good at teaching the writing skills”, and “the teacher was always doing what there is in the curriculum” all reveal that the trainees were successful in their classes, which may be a result of the skills they acquired in the program.

The change that has occurred in the **actual job performance** of the trainees was evident through the observations of the trainees. When examining and comparing the checklists that were used to assess the trainees it can be seen that both trainees have improved in different areas of ELT. There was sufficient time

(1 year) between the first observations of these two trainees and the second observations in order for the impact to be realized. Thus, the issue that Kirkpatrick mentions related to allowing time for behavior change to take place has been considered. The first trainee had problems in lesson preparation, execution, classroom management, giving instructions, timing and achievement of aims (which is one of the most important features of a lesson). In the observation which took place one year after the program had ended, the trainee had shown improvements in these areas. As for the second trainee, there were problems with language, execution of the lesson, classroom management and mostly timing. Similarly, the second trainee showed improvements in these areas in the observation which took place one year after the program had ended.

To conclude, it can be noticed that the trainees have actually, by practice of teaching, improved in certain aspects of ELT that they were not very effective in at the beginning of the program. However, it is still difficult to understand the main reason for the trainees' improvements. The reasons could be firstly that they actually did make use of the skills they learned in the program and gradually started implementing them and developing them in their classes. A second reason may be that they were able to practice many times and acquired these skills throughout these practices in their lessons. Another explanation could be that both of these events occurred. One final reason could be that the trainees also made use of their past experiences. That is, the training programs that they attended in the past and the teaching experiences they had in their previous jobs could have a role in their improvements. This is actually a cumulative process in which one experience builds up onto another. These findings are consistent with those of Alliger et al., 1997; Severin, 1952; and Colquitt et al., 2000 as cited in Arthur et al. (2003), who maintains that although learning and behavioral criteria are somehow conceptually linked, there has been limited success in empirically demonstrating the relationship. They continue to state that the reason for this is that behavioral criteria are affected by environmental variables that influence the transfer of the trained skills on the job. It is impossible to identify the actual reasons for the trainees' improvements that were evident a year after the program had ended. Therefore, in order to minimize the influences stated above, it is important to be

careful when preparing instruments to assess behavioral criteria and also to carry out as many assessments as possible to outweigh the errors.

5.4 Discussion of Results Level Results

The first sub question under the main question in the results level evaluation was related to whether the program was **beneficial** in terms of increasing the trainees' overall perceptions of themselves as English instructors and improving their language, instruction and themselves. Results revealed that the trainees gained certain skills such as getting acclimatized to the teaching environment, learning how to manage time and workload, developing teamwork skills, developing themselves and learning methods of giving feedback to their students' written work. The trainees were also aware of the aspects they still need to develop in. All the responses given by the trainees display that they were aware of their gainings, their losses and the aspects they still need to develop in. It can be stated that the program was beneficial in terms of helping the trainees realize their gains and losses and work on their deficiencies.

The teacher trainers found the program to be beneficial for the trainees in terms of helping them to develop their teaching skills, helping them to help their students, and helping them to further develop as teachers, guides and facilitators. For the teacher trainers, the trainees will realize that the program has benefits for them in the long run, if not now.

Finally, when considering the department heads' responses related to whether the trainees benefit from the program, it is seen that they did, in that the program helped them to learn about how to teach. However, the department heads also stated that some trainees were still enthusiastic after the program ended and were open and still trying to learn whereas others did not bother with self-development.

To conclude, it can be stated that the trainees gained benefits from the program, whether they be directly related to their teaching or other professional skills like teamwork, coping with workload, or managing stress. If not anything, they at least became aware of what they were lacking or what they were not

sufficient at. In addition, through the program they also gained opportunities for practicing and being observed as well as being given feedback regarding their teaching, thus having opportunities for correcting and revising their instructions. Therefore, in spite of the trainees' maintaining that they did not benefit from the program and that this term was a loss for them, they still admit that they gained something from the program in general, similar to the responses of the trainers and the department heads. These findings are consistent with those of Şallı et al. (2005) in that in spite of the shortcomings of the program (i.e. irrelevant content), the trainees found it beneficial and effective.

The results related to whether the trainees are **willing to develop** in their profession reveal the fact that the trainees, in spite of their negative reactions towards the program, are definitely willing to continue to develop in the teaching profession. When it comes to what they plan on doing to develop, there were responses which were to continue with any type of postgraduate study, to publish articles in ELT journals, to attend and hold workshops at ELT conferences and one of the trainees even stated that she wants to become a teacher trainer in the future. The teacher trainers and the DBE department head held the same view about the trainees' doing further study to continue developing in their profession, stating that with some of the trainees it is impossible since they do not give much importance to this issue, do not spend much time on development and are not open to development. This is to say that these subject groups, the trainees who are not open to development are not promising for the departments but the trainees who are willing to continue to develop have started developing already, by attending ELT conferences and starting postgraduate studies. The DML department head, however, did not make such a distinction.

The responses of the trainees are also rewarding for the program when considering the fact that only when trainees of a program are satisfied can they continue to think of furthering their education in the field or the profession they are a part of. In spite of the teacher trainers and the department heads' opinions that some can never develop, meaning that they will not be willing to further their studies after they have completed the CTE program since they are only attending the program due to its being compulsory, the trainees hold different views by

stating that they are thinking of continuing to develop and have started doing so. In conclusion, it can be said that however negative the trainees' reactions are towards the program, they are still enthusiastic to learn and develop. However, stating that this is because of the program they have attended would be misleading. It could be due to the fact that they are relatively new, even though they have had some experience, in their careers and are idealistic. This is seen in the responses that they have given for the question related to what they are planning to do to develop in their professions in the final questionnaire they completed (PQF).

The **overall benefits for the departments** in which the trainees work are revealed in the responses of the department heads in the interview (DHI) conducted with them. According to the department heads, the benefits that the trainees have on the departments are, they voice their opinions at department meetings, which means that there are fresh ideas that are spoken out in relation to the implementation of the courses offered at the departments. This result may not be a direct consequence of the program but a result of a personal characteristic. However, one of the objectives of the program states that the trainees will be able to collaborate and share ideas with other teachers by openly giving and receiving feedback (see App. D). This is vital in department meetings where courses are discussed. In addition, the department head, who stated this, indicated that when compared with other years of training experienced at the department, this can be mentioned as a difference from the previous years' trainees.

That is, this year, the trainees feel freer to speak out their opinions in meetings and contribute to decisions at the department. According to the department heads, some of the trainees are good at research, which means they may in the future become members of the research committees at the departments, again working for the benefit of their departments. Even though there is not a specific program objective that states this, what it comes down to is that in the long run the trainees are being trained for the benefit of the departments and their students. In addition, the department heads were pleased with the idea that the program gave the trainees a sense of discipline and ownership towards their departments. By this, as the department heads state, the trainees will hopefully work efficiently in their jobs in the future since the department will be very

important for them. Even though this is not a main objective in the CTE program, this feeling of ownership on behalf of the trainees made the department heads pleased. This shows that the CTE program is conducive to the success of the department and in turn, of the School of Foreign Languages.

Kirkpatrick (1998) also touches on this issue when he discusses the wonderful things that can happen to a trainee when he or she is accepted, trusted, respected and needed: one of them being that the senior management listens to your advice (p. 15). Finally, the department heads stated that some of the trainees are beneficial for the departments by working at the Academic Writing Center, showing that the department heads have trust in the new instructors (trainees) to be able to delegate other duties related to the departments, and the trainees themselves feel confident enough to work at other duties that require a lot of hard work and dedication.

In conclusion, it department heads regard the trainees as potentially valuable assets to the institution. Even though one of the department heads previously stated that some of the trainees are not open to development, the department heads however, admit that they will somehow be beneficial for and contribute to the works of the departments. In relation to this issue, Bramley (1991) discusses different types of criteria used to judge the effectiveness of the training program on the organization. The internal processes approach seems to play an important role in the effectiveness of the CTE program on the departments. Bramley also states that the feeling of belonging and commitment to the organization leads people to put in extra effort to achieve organizational goals and maintains that this has to do with 'morale'. Certain issues to be considered in measuring the effectiveness of the program is by examining whether there is a motivating climate, job involvement, job satisfaction and group cohesiveness, all of which show positive morale. It seems that for the teacher trainers, these elements will be evident in the trainees in the long run.

The results related to the final sub-question of the results level evaluation was whether the **students of the trainees** of the program **benefited from their teachers' lessons**. Results of this data gathered for this sub-question were expressed by four different groups of subjects: the trainees, trainers, department

heads and the students of the trainees. The trainees stated that they were able to strike a connection and had good relations with their students and that they received positive reactions from their students, showing that they think the students did benefit from their lessons. However, at the same time they still maintained the idea that the load of the program prevented them from doing things they thought they should be doing in class and that they felt as if they were repeating themselves and were not equipped enough to move on to different things. Therefore, for the trainees, in spite of these negative issues, their students were benefiting.

As for the teacher trainers, they thought that there was no doubt that the trainees were being beneficial for their students, which was the ultimate goal of the program. They also added that the trainees were contributing to the learning of their students as a result of the skills they have acquired due to the program.

The department heads also revealed that the trainees were beneficial for their students. In relation to this, they stated that even though some trainees could not see the relationship between the course and the teaching they were doing, there still was some overlap. However, department heads still maintained that the more the course books were used, the more beneficial the trainees would be to their students.

When it comes to the students of the trainees, they definitely found their teachers' lessons beneficial by stating that "the teacher was always planned and organized in lessons", "was skilful and good at teaching the skills" to them and was "doing what there is in the curriculum by enjoyable way." They also stated that they were pleased with their teachers in the student questionnaire (SQ).

When comparing the responses given by these four groups of subjects, it can be seen that the teacher trainers and the students of the trainees totally agreed that the trainees were contributing to their students' learning. However, even though the trainees and the department heads agreed to this point to some extent, they again agreed that with some changes or improvements in the content of the program the trainees could be even more useful for their students. In conclusion, it can be said that even though everyone was happy with the contribution of the

trainees to their students, the degree of being beneficial for the students changed for the different groups of subjects.

On close examination of the responses of the trainees and their students regarding the Likert scales parts of the questionnaires administered to them (PQI (5-point Likert scale) and SQ (4-point Likert scale)), it can be seen that both groups of subjects agreed on the main areas of ELT. That is, for those aspects that the trainees rated high in the “competence” dimension were rated as high by the students also. The highest ratings for both the trainees and their students were seen in General methodology and teaching practices, classroom management, planning lessons, the use of teaching resources and finally, evaluation and assessment. These responses reveal the fact that trainees and their students agree on the fact that the trainees were effective in these areas. It must not be forgotten that the Likert scales for the two questionnaires were not identical. That is, the trainees (PQI) questionnaire consisted of a 5 point Likert scale whereas the students’ (SQ) questionnaire consisted of a 4 point Likert scale for reasons being that the students would be oriented towards responding negatively or positively since they tend to select the mid point if there exists one. Kerlinger (1986) expresses one of the main weaknesses of rating scales as the “error of central tendency” (p. 495), which he claims to be an exasperating source of invalidity in ratings. This, he maintains, is the general tendency of a respondent “to avoid all extreme judgments and rate right down the middle of a rating scale.” (p. 496). Guilford (1954) had also previously mentioned the error of central tendency, and when discussing the ways of controlling this error, had stated that if there are too few steps, it would be a coarse scale; however, if there are too many steps, it would be “beyond the raters’ limited powers of discrimination.” (p.291). Therefore, he has stated that there are not hard and fast rules for the scale divisions. The student questionnaire (SQ) was devised such that this error in central tendency would be minimized. This way the responses would help in gaining more reliable and sincere data.

As mentioned earlier in the method and results chapters of this study the student questionnaire (SQ) return rate was low. In addition, the scores of these students were not used in this study since the return rates for those students who

were studying prep classes at the time of the study were not sufficient enough to be considered for any comparisons.

Due to the fact that these return rates were low, comparisons of the scores of students of trainees of the program and the students of those who are not full participants of the program were made. As were seen in Table 28 and Table 29 the scores of the students seemed higher (between 90 – 100) in English 101 for the students of both trainees of the program and those of the non – participants of the program. The next highest scores can be seen in English 102 and English 211 for non-participants of the program and English 211 for trainees of the program. The majority of the students of the non – participants received scores of between 80 – 85 in English 211 and those of the trainees received scores of 75 – 80 in English 101. This means that most of the trainees’ students clustered around the letter grade CB whereas the non participants’ students clustered around the letter grade BB. This may suggest that the non - participants’ students were slightly more successful than those of the trainees. One speculative explanation for this may be that the non – participants were more qualified than the trainees of the program, since they had gone through this training program themselves and were particularly more experienced in the departments.

In addition, Appendix R (Tables 33, 34 and 35) displays the scores of the trainees and the non – participants of the CTE program in more detail. These tables express the cross tabulations of the scores of the students regarding each of the English courses, 101, 102 and 211 respectively. As can be seen from the results of the scores of the students, the non – participants’ students scored the highest in English 101 and English 102. With English 211, however, the same number of students scored between 90-100. Therefore, it must be stated that the students’ proficiency scores cannot solely be considered as an indicator of trainees’ impact on their students’ learning.

The results of the above statistics reveal that, as also mentioned above, the non – participants’ students were reasonably more successful in their English courses. This shows that the training program may not be the sole cause of the academic success of the students and that there are other factors which contribute to the success of these students. These other factors may include the students’

background in learning English, their socio-economic status, their success in their departmental courses and even their attitudes towards English. These factors, however, were out of reach for the researcher of this study since they are all out of reach owing to their being confidential data that the student affairs information system of the university keeps records of and is not available on the student affairs web site.

When observing the results in general, as mentioned in the limitations of this study in chapter 3, the nature of the data collected for the behavior and results levels of Kirkpatrick's evaluation model was somewhat not directly related to the actual performance of the trainees. Rather, data were collected by indirect measures in terms of the perceptions of the trainees.

In spite of all the negative responses as were expressed in Table 30, however, like with any evaluation study, the suggestions that may be put forward in this study may be useful for the improvement of the program for the following years. Some suggestions for improvement can be listed as follows under the implications title.

5.5 Implications

The implications of the present study will be presented in three parts. Firstly, the implications for the improvement of the CTE program will be listed. Then implications on the use of Kirkpatrick's model for the SFL CTE Training program will be listed, followed by implications for further research.

5.5.1 Implications for the Improvement of the CTE Program

- According to the responses obtained by all 6 of the trainees, the two departments may add new dimensions specific to themselves and run the programs according to the needs of their own newly hired instructors. However, since this may be exposed to many other administrative requirements (which may not be very easy to accomplish, such as providing more personnel for the training units), it may be advisable to devise a

program in which the departments separate for only the sessions that require special attention to their own systems that they are running in their departments. That is, there should be room for a common core in which the general areas of ELT are dwelt with and in addition, department specific issues should also not be ignored.

- A detailed needs analysis could be conducted before the program starts in order to be able to define the objectives and the session contents in the light of the particular needs of the trainees, since the needs that four of the trainees had expressed at the beginning of the program in the PQI had definitely not been met by the end. This needs analysis must be conducted with all stakeholders, not only the trainees, at the beginning of the program. A similar post evaluation must be repeated at the end of the program in order to examine whether there has been a discrepancy between what is expected of the trainees and what actually is observed. In order to observe this discrepancy, there must also be a clear concrete explanation as to job performance that is required of the trainees.
- As all the trainees and the two trainers have also stated, some components of the program can be strengthened. For example, the portfolio component needs revision and more guidance by the trainers. That is, the trainers could explain the importance and aims of keeping a portfolio to the trainees at the beginning of the program and provide more one to one guidance throughout the program.
- The workload of the trainees could be reduced since the program itself is quite demanding and very time-consuming when considering the trainees' teaching loads at their departments, as also expressed by all of the six trainees of the program.
- More workshops where trainees are given more opportunities to practice different aspects of their teaching could be held as a replacement of certain input sessions. In this way, the trainees will have the chance to practice and receive feedback for their lessons before actually implementing their lessons in class. This issue calls for attention since the teaching practices are the most valued component of the program, as expressed by all the trainees and

the trainers. More workshops will give the trainees more opportunities for practice apart from the opportunities they receive in the 6 teaching practices that they experience throughout the program though it will also increase their load.

- More use could be made of the course books in preparing the contents of the sessions in order for the program to meet its objectives of guiding the trainees in their jobs at their departments. The use of the course books in the session contents was expressed by all the trainees and the department heads. However, it must be kept in mind that solely using the course book as a main text for session contents may give way to the ‘spoon feeding’ of the trainees, as mentioned earlier in this chapter. Therefore, it would be advisable to adapt the content of the course books instead of solely using the material as it is.
- The usefulness and importance of the teacher in-service program should be explained in more detail to the faculty in the departments. This could be achieved through regular staff meetings in which the training unit demonstrates what the training unit is doing and suggests ideas of activities they have devised for exploiting the course book in their classes. In order for a teaching unit to be successful, it needs to justify its existence by showing that it contributes to the organization’s objectives.
- The designers of the CTE program, that is the trainers of the program, should revise the model they follow in developing the program for future years. In revising the model, it may be suggested that they take the immediate needs of the trainees, themselves as trainers, the two departments involved and the students of the trainees into account. In addition, this needs analysis that is suggested in this study, will definitely provide data for the type of model to be used in the CTE in-service training program.

5.5.2 Implications on the use of Kirkpatrick's Model for the SFL/CTE Training Program

The following implications have been derived from the discussion of the results of the present study.

1. Kirkpatrick's training program evaluation model was implemented in this study. Because all four levels of the model (Reaction, Learning, Behavior and Results) were implemented in the study, it was an intensive evaluation study which involved the complexities of all features of the model. Not many training program evaluation studies cover all levels of an entire model (all four levels: Reaction, Learning, Behavior and Results). As mentioned earlier in this study, Esereyel (2002) expresses the results of reports indicating the levels of evaluation studies of courses. According to these reports, only 28% of courses that are evaluated were conducted at level four evaluation (results) whereas 93% of courses were evaluated only at level one evaluation (reaction). The main levels of any evaluation model that are inherent in many studies are the first two levels, reaction and learning, which are observed as the easiest and most applicable levels to use in evaluation studies of training programs.

The present study was an example of a comprehensive evaluation study of a training program including all levels of the evaluation model. However, even though Kirkpatrick suggests using all levels of evaluation, in this study also, level three (behavior) and level four (results) evaluations were limited and only based on the trainees' perceptions. This was due mainly to the difficulty of and lack of opportunities for evaluating the overall performance of the trainees on the job.

In addition, it is important to indicate here that during the course of this study, it was observed that the answers to different level questions from time to time tend to overlap. The levels are not as discrete as some may assume. For example, responses to initial reactions part of the study may also reveal data related to the trainees' willingness to develop, or the difficulties which arose in the implementation of the program may also shed light on the trainees' responses related to the relevancy of the program content for the courses they offered at their

departments. This problem in the similarities of responses for the different levels may have been resolved by identifying more concrete, clear cut definers or questions for each sub-question under each main research question. It must be mentioned here that the difficulty in using Kirkpatrick's evaluation model for evaluating the CTE program does not lie in the model itself. Kirkpatrick also states that the levels inherent in the model are the parts of a whole and that it is quite natural to expect transitions between the levels. The evaluator may find himself or herself going back and forth among the levels. The difficulty mainly lies in the context in which the evaluation model was put into use.

In relation to the drawbacks, mentioned above, of using this clear cut model for evaluating the CTE program, it may be suggested to use a more open model which would allow the researcher to go back and forth in the evaluation study to plan, conduct and evaluate each step of the program whenever required. Since more time is essential in such an evaluation study of the CTE program, in order to observe the long term effects, even though it was not the case for this study, a longitudinal study may be suggested. In addition, as the importance of needs analysis at the beginning of the program was also suggested, one model which could be of use in the complete design of the CTE program is that proposed by Nadler and Nadler (The Critical Events Model), which provides the opportunity to plan, identify and determine all steps of the program and at the same time, allows the possibility of evaluating at any time in the program.

2. "Reaction" criteria used to obtain the **personal reactions** the participants of a training program are considered by the use of self report measures. In this study the trainees of the CTE program were asked for their personal reactions towards the program at different time periods of the course of the program. However, due to the changing reactions of the trainees towards the different components of the program and at different times, it was somewhat difficult to assess the overall reactions of the trainees towards the program in general. Reactions of trainees in a program obviously may differ, as Kirkpatrick also maintains, such that their reactions may be positive, negative or neutral, from time to time and according to other personal factors like boredom, stress and personal problems. This makes it difficult to analyze the results. This issue needs to be considered very thoughtfully in future

reaction level evaluation studies at the School of Foreign Languages (SFL) and in general.

3. Under the issue of whether the **trainees' felt needs** were covered in the program, it was mentioned that the trainees of the program were not in need of many of the aspects related to English Language Teaching, since they perceived themselves competent in these aspects and had taken the necessary education required for teaching English. However, it must not be ignored that the CTE program was tailored by making use of the drawbacks and limitations of the COTE course, which was not relevant for the needs of the trainees in past years. The objectives of the CTE program were all devised from the immediate needs and expectations of the previous trainees of both departments (DML and DBE) involved. Therefore, it can be stated that the needs of the trainees were in fact considered, even though the trainees of the year 2003-2004 stated that their expectations were not met. This in turn, shows that more comprehensive needs analysis study must be conducted at the beginning of each academic year in order to retailer the contents of the program for the newly hired instructors at the departments. Or it may be a good idea to develop a frame for CTE model and after recruiting novice instructors their needs can be determined and the details of the program be sketched accordingly. That is, the program could be redesigned or developed having determined the needs of the new trainees.

4. The “learning” level of Kirkpatrick’s evaluation model and in line with this, the present study, mainly sought information on the **skills** and **attitudes** the trainees developed or improved. In this study, attitude scales were not made use of. Instead, the responses related to the skills and attitudes were mainly inferred from the perceptions of the subjects of the study. The trainees, being experienced teachers who have gained the theoretical background in English language teaching, mainly repeated what they already know. However, through the “teaching practice” component of the program, trainees gained further teaching skills by practicing teaching. This component provided them with the opportunity to try out new skills and implement their existing knowledge in the classroom with their students, helped them to gain an awareness of their teaching strengths and weaknesses and chances

for overcoming their weaknesses. Therefore, it must not be underestimated that practicing in such skills oriented training programs is vital in the development or improvement of learning.

5. “Learning” outcomes are assessed via different instruments, but mostly via pen-and-paper tests. In this study, however, the difficulty of trying to extract information related to the ‘learning’ of the trainees was embedded in the fact that there were no tests conducted in the program. The reason for this was that it was a performance based training program and in the previous year it was decided that pen-and-paper tests would not be used in this newly established CTE program (one of the main reasons for abandoning the Certificate for Overseas Teachers of English (COTE) was that the trainees were under the stress of the exam). Therefore, the inclusion of tests would disturb the flow of the program. Its being a performance based program lead way to mostly the focus on the improvement in the performance of the trainees. However, if the trainees were non-experienced teachers and the content of the program was new to them, then maybe the issue of pre and post tests would have been relevant for the study and the aspect or the amount of learning that has occurred in the trainees could be assessed more effectively. This in turn, would provide a solid ground for the learning level evaluation and therefore, the use of the whole model and a complete evaluation study would be present. Apart from this, if Kirkpatrick’s evaluation model is to be used for the evaluation of the CTE program, one suggestion may be to reincorporate the pen-and-paper tests into the program and announce this at the beginning of the program. In this way the assessment of “learning” would be applicable.

6. The **difficulties** that arose were mainly related to the sessions of the program and were stated to be on the content of the program. The fact that the content was not relevant to the content of the courses the trainees were offering at their departments seemed to cause confusion because the trainees found it difficult to make the connection between what they were exposed to in the sessions of the program and what they were to implement in their classes. More emphasis of the course books the trainees were using in their classes could be incorporated in the

content of the sessions of the program. Tips on teaching skills relevant to the courses the trainees are offering to their students could be suggested.

7. The main issue related to the evaluation of the CTE program was on the “behavior” level. Behavior is generally assessed as an on-the-job performance. That is, the changes in the trainees’ on-the-job performance are examined in respect to the success of the program. The **change that occurred in the actual job performance** of the trainees reveals that there has been some improvement in their performance when their observations at the beginning of the program and a year after the ending of the program are compared. This improvement may be attributed to two factors, one being that this was a result of the program and the other that in the year after the trainees had completed the program, they may have gained more experience and improved by practice. However, it must not be forgotten that the trainees may have made use of what they gained during the program in the following year. What this brings is a need for comprehensive study of the follow up of the program in order to understand what the causes of the improvements in the trainees are attributed to. This aspect was mentioned among the limitations of the study.

8. The reasons for abandoning the COTE program, such as its not being suitable for both departments and its not meeting the expectations of the trainees (see purpose of the study) were also evident for the CTE program. That is, the same problems that caused the abandoning of the COTE program also came up as problems as a conclusion of this study. The main reasons for this may be firstly due to the lack of an intensive needs assessment, as mentioned above, and secondly due to the changes made in the overall curricula for both the departments. This does not mean that the decision to make changes in the curricula did not lay the foundations for the improvement of the courses taught at both departments. In an attempt to renew the curriculum of the School of Foreign Languages, the training unit needed to reconsider its contents so that it would cater for both departments at the same time. However, this was a long and difficult task for the training unit in that it required a whole reestablishment of the program in the limited time given and at a time at which the new curricula were actually being implemented for the first time.

5.5.3 Implications for Further Research

The present study has implications for further research mainly because there are still complexities related to the evaluation of training programs. These complexities may range from problems regarding selecting appropriate models for evaluating training to deciding who will do the evaluation; from the scarcity of evaluation studies that have been conducted until today to the difficulties inherent in evaluating training programs in general. The implications are presented below:

1. The use of Kirkpatrick's training program evaluation model should be more widespread with the evaluation of teacher training programs since it provides a comprehensive framework for all issues related to the evaluation of on-the-job performance of trainees and also allows the evaluator to examine the training program in all dimensions. However, as mentioned above, the model must be suitable for the type of program and the purpose of evaluating.
2. Related to the issue of long term effects and the comprehensiveness of the evaluation study, another suggestion could be to track the students of the trainees from the very beginning of the study and also compare their success in their lessons from the beginning of the program to that at the very end of the program. This could be achieved through administering questionnaires to the students or interviewing the students at the beginning and the end in order to compare the possible changes in their responses.
3. In addition, a more comprehensive evaluation could be conducted by including the other experienced teachers working at the two departments (DML and DBE). Including experienced teachers of both departments, would provide valid data on the comparison of the trainees' and the experienced teachers' ways of teaching, how the experienced teachers view the program, whether they are aware of what goes on in the program and whether they favor it or not. This information may provide data related to how the training unit can justify its existence. It will also provide a more comprehensive and detailed evaluation of the program regarding the impact of the

program. This would also overcome the limitation related to the small sample used in this study although a convenience sample was used.

4. In order to overcome the problem of low return rates of the student questionnaire in this study, as expressed in the limitations of this study, the students could be tracked from the very beginning of the program (the semester) and the questionnaire could be conducted by entering the classes of the trainees, distributing the questionnaires and collecting them there and then.

5. More evaluation studies must be conducted on the in-service training program at the School of Foreign Languages (SFL) in order to continuously revise and adjust the necessary components of the program for each following year. As Brinkerhoff (1987) states, “to fail to do something better simply because it works today ... should not be tolerated (p. 34). Therefore, whatever the conditions, whether the program is working or not, there is always need for continuous evaluation since there is always room for improvement.

6. Since the meaning of training has come to the point where the satisfaction of the institutions rather than the individuals is more important, evaluation studies should include this particular aspect of examining the long term effects of training programs for the institutions in which they are run or for which they work.

7. More comparative studies on evaluation research and the effectiveness of different training program evaluation models can be conducted so that the choice of models to use when conducting evaluation studies of training programs will become a less complicated task for evaluators.

8. Research needs to be conducted on the barriers and difficulties of evaluation of training and how training is evaluated in institutions. Teacher training evaluation is not institutionalized in many ELT programs in Turkey, as it has not been in SFL, METU. However, evaluation is of utmost importance and must be considered by all institutions since institutional evaluation will become the tool for improvement in all institutions. That is there is a need for all institutions to consider their own programs

and the importance of evaluation of their programs for them to develop. This study points to the existence of such a need for institutional evaluation so that such a tradition can be established, which will ultimately serve for the improvement of teacher training programs and hence English Language Teaching and the quality of education in general.

REFERENCES

- Akpınar, W. N. (2002). Effectiveness of a faculty development program on instructional planning, effective teaching and evaluation at METU. Unpublished Master's thesis. Middle East Technical University, Ankara.
- Answers.com. (n.d.) Retrieved August 11, 2006 from <http://www.answers.com/benefit>.
- Arthur Jr., W., Bennett Jr., W., Edens, P. S. & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features [Electronic version]. *Journal of Applied Psychology*. 88(2), 234-245.
- Bell, J. (2002). *Doing your research project: A guide for first time researchers in education and social sciences (Third Edition)*. Open University Press. Buckingham / Philadelphia.
- Borg, W. R. & Gall, M. D. (1983). *Educational research: An introduction (Fourth Edition)*. Longman Inc. U. S. A.

- Boverie, P. Mulcahy, S. D. & Zondlo, J. A. (1995). Evaluating the effectiveness of training programs. Retrieved December 08, 2005, from <http://www.swcp.com/access/eval.htm>.
- Bramley, P. (1991). *Evaluating training effectiveness: Translating theory into practice*. McGraw Hill International Limited. U. K.
- Brinkerhoff, R. O. (1987). *Achieving results from training: How to evaluate human resource development to strengthen programs and increase impact*. Jossey-Bass Publishers. San Francisco.
- Brown, S. M. (1997). Changing times and changing methods of evaluating training. Retrieved November 13, 2003 from http://www.ktic.com/TOPIC/14_BROWN.HTM.
- Case study: Delta proves the value of training. (2003). [Electronic version]. *ROI Network News*. 2(2), 1-3.
- Cronbach, L. J. (1982). *Designing evaluations of educational and social programs*. Jossey – Bass Inc. Publishers, California.
- Daloğlu, A. (1996). A case study on evaluating “the certificate for overseas teachers of English” curriculum at Bilkent University. Unpublished Doctoral dissertation. Middle East Technical University, Ankara.

- Day, R. (1993). Models and the knowledge base of second language teacher education [Electronic version]. *University of Hawai'i Working Papers in ESL*. 11(2), 1-13.
- Eseryel, D. (2002). Approaches to evaluation of training: Theory and Practice [Electronic version]. *Educational Technology and Society*. 5(2).
- Eunice, N. A. (2000). Workplace literacy: Evaluation of three model programs. *Adult Basic Education*, 10(2), 100-107. Retrieved September 30, 2006, from EBSCOhost database.
- Fitzpatrick, J. L., Sanders, J. R. & Worthen B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines*. Pearson Products Inc. U. S. A.
- Fraenkel, J. R. & Wallen N. E. (2000). *How to design and evaluate research in Education. (Fourth Edition)*. McGraw Hill Companies Inc. U. S. A.
- Goldstein, I. L. (1974). *Training: Program Development and evaluation*. Brooks/Cole Publishing Company. California.
- Green, D. T. (2004). Corporate training programs: A study of the Kirkpatrick – Phillips model at electronic data systems. Retrieved December 09, 2005, from http://wwwlib.umi.com/dissertations/preview_all/318944

Guilford, J. P. (1954). *Psychometric Methods*. McGraw-Hill Book Company, Inc. USA.

Hamblin, A. C. (1974). *Evaluation and control of training*. McGraw Hill Book Company Ltd. London.

Harmer, J. (2002). *The practice of English language teaching. (Third Edition)*. Pearson Education Ltd. Malaysia.

İskenderoğlu-Önel, Z. (1998). The effect of action research as a teacher development model on becoming reflective in teaching: A case study. Unpublished Doctoral dissertation. Middle East Technical University, Ankara.

Karaaslan, D. A. (2003). Teachers' perceptions of self-initiated professional development: A case study on Başkent University English language teaching. Unpublished Master's thesis. Middle East Technical University, Ankara.

Kerlinger, F. N. (1986). *Foundations of behavioral research*. Holt, Rinehart and Wiston Inc. USA.

Kirkpatrick, D. L. (1987). *More evaluating training programs. American Society for Training and Development*. Alexandria.

- Kirkpatrick, D. L. (1998). *Evaluating training programs: The four levels. (Second Edition)*. Berrett – Koehler Publishers, Inc. San Francisco.
- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3rd ed.). Sage Publications, Inc. California.
- Laird, D. (1985). *Approaches to training and development*. Perseus Publishing. Massachusetts.
- Lawler, P. and King, K. (2000). *Planning for Effective Faculty Development: Using Adult Learning Strategies*. Krieger Publishing Company. Malabar, FL.
- Lee, S. H. & Pershing, J. A. (2002). Dimensions and design criteria for developing training reaction evaluations [Electronic version]. *Human Resources Development International*. 5(2), 175-197.
- Marsden, M. J. (1991) Evaluation: Towards a definition and statement of purpose [Electronic version]. *Australian Journal of Educational Technology*. 7(1), 31-38.
- McMillan, J. H. & Schumacher S. (2001). *Research in education: A conceptual introduction*. (Fifth Edition). Longman. U. S. A.

- Morant, R. W. (1981) in Dictionary of Education Plus. In-service education of teachers. Retrieved December 9, 2005 from <http://dictionary.soe.umich.edu/plus/Action.lasso>.
- Nadler, L. & Nadler, Z. (1994). *Designing training programs: The critical events model*. Gulf Publishing Company. Houston.
- Naugle, K. A., Naugle, L. B. & Naugle, R. J. (2000). Kirkpatrick's evaluation model as a means of evaluating teacher performance. *Education*, 121(1), 135-145. Retrieved September, 09, 2002, from EBSCOhost database.
- Ornstein, A. C. and Hunkins, F. P. (1998). *Curriculum: Foundations, principles, and issues*. Allyn and Bacon. U. S. A.
- Özen, R. (1997). The effectiveness of an in-service training program for improving the general English levels of Anatolian high school science and mathematics teachers. Unpublished Doctoral dissertation. Middle East Technical University, Ankara.
- Payne, D. A. (1994). *Designing educational project and program evaluations: A practical overview based on research and experience*. Kluwer Academic Publishers. Massachusetts.
- Posavac, E. J. & Carey, R. G. (2003). *Program evaluation: Methods and case studies. (Sixth Edition)*. Pearson Education, Inc. New Jersey.

Publication Manual of the American Psychological Association. (Fifth Edition).

(2001). A. P. A. Washington, D. C.

Promoting a culture of teaching: The teaching portfolio. (1996). [Electronic version].

Speaking of Teaching, 7(3), 1-4.

Reitz, J. M. (n.d.). Odlis – online dictionary for library and information science.

Retrieved December 9, 2005 from http://lu.com/odlis/odlis_t.cfm

Research methods: Triangulation in research (n.d.). Retrieved July 08, 2006 from

<http://www.tele.sunnyit.edu/trianulation.htm>

Salvatore, V. F. (1998). Book reviews [Electronic version]. *American Journal of*

Education, 19(2), 259-261.

Şallı, D. et al (2005). A situation analysis on the in-service teacher education program.

Unpublished research project report. School of Foreign Languages. Middle East Technical University.

Shepardson, D. P. & Harbor, J. (2004). Envision: The effectiveness of a dual-level professional development model for changing teacher practice [Electronic

version]. *Environmental Education Research*. 10(4), 471-492.

Thorne, S. (2000). Data analysis in qualitative research [Electronic version].
Evidence-Based Nursing. 2000(3), 68-70.

Training evaluation . (n.d.). Retrieved December 9, 2005 from
<http://www.reliablesurveys.com/trainingevaluation.html>

Ur, P. (1996). *A course in language teaching: Practice and Theory*. Cambridge
University Press. Cambridge.

Wallace, J. (1991). *Teaching English through English*. Longman Group Ltd. Hong
Kong.

Woodward, T. (1991). *Models and metaphors in language teacher training: Loop
input and other strategies*. Cambridge University Press. Cambridge.

APPENDICES

APPENDIX A

METU / SFL CTE 2003 – 2004 FALL TERM WEEKLY SCHEDULE
--

Oct 14	Ice-breaker / Introduction to the course
Oct 16	Qualities of a good teacher
OCT 20 – 24	WEEK FOR UNASSESSED OBSERVATION
Oct 21	Classroom Language
Oct 23	Classroom Management
Oct 28	Official Holiday
Oct 30	Language Awareness
OCT 30	SUBMISSION OF PORTFOLIOS (1)
Nov 4	Language Awareness
Nov 6	Peer Observation
Nov 11	Teaching Vocabulary
Nov 13	Writing Comprehension Questions for a Reading Text
NOV 17 – 21	WEEK FOR ASSESSED OBSERVATION 1
Nov 18	Caring and Sharing
Nov 20	Workshop: Writing Comprehension Questions for a Reading Text
NOV 20	ASSIGNMENT 1 DUE: AN ARTICLE ON ELT AND YOUR APPLICATION

Nov 25	Official Holiday
Nov 27	Official Holiday
Dec 2	Writing (The Paragraph, Unity, Coherence, etc.)
Dec 4	Action Research
DEC 4	SUBMISSION OF PORTFOLIOS (2)
Dec 9	Designing Tasks for a Reading Text
Dec 11	Action Research
DEC 15 – 17	WEEK FOR ASSESSED OBSERVATION 2
Dec 16	Listening
Dec 18	The Role of Storytelling in ELT
Dec 23	Caring and Sharing
Dec 25	Communicative Approach
Dec 30	SUBMISSION OF PORTFOLIOS (3)

SEMESTER BREAK

APPENDIX B

METU / SFL CTE 2003 – 2004 SPRING TERM WEEKLY SCHEDULE
--

Feb 24	Feedback to the questionnaire
Feb 26	Getting familiarized with ENG 102
March 02	Writing
March 04	NO SESSIONS
March 09	Writing
March 11	Microteaching I
March 16	Workshop (Writing)
March 18	Speaking
MARCH 22 – 26	WEEK FOR UNASSESSED OBSERVATION
March 23	Storytelling
March 25	Microteaching II (Integrating Skills)
March 30	Caring and Sharing (article of the month)
April 01	Study Skills and Learning Strategies
APRIL 01	SUBMISSION OF PORTFOLIOS CONTENTS: <i>post observation, post conference reflections</i> <i>second semester student profiles + student</i> <i>compositions article of the month and reflections</i> <i>second semester peer observation/s – tools and</i> <i>reflections journal entries, notes etc.: I as a teacher</i>
April 06	Lexical Approach
April 08	Workshop (Lexical Approach)

April 13	Multiple Intelligences + Brain – based Learning (3 hrs)
April 15	Workshop (MI)
APRIL 19 – 22	WEEK FOR ASSESSED OBSERVATION 1
April 20	Creativity in Teaching
April 22	NLP
April 27	Creativity in Writing
April 29	Microteaching III (Integrating Skills)
May 04	Workshop (NLP)
May 06	Songs and Drama
MAY 6 – 14	WEEK FOR ASSESSED OBSERVATION 2
May 11	Workshop (Songs and Drama)
May 13	Testing
May 18	Caring and Sharing (article of the month)
May 20	Workshop (Testing)
MAY 20	ASSIGNMENT II DUE: ASPECTS OF TEACHING
May 25	Teaching Philosophy
May 27	Teaching Philosophy
JUNE 04	FINAL SUBMISSION OF PORTFOLIOS CONTENTS: <i>post observation, post conference reflections</i> <i>second semester student profiles, progress</i> <i>reports reflections of the two assignments</i> <i>article of the month</i> <i>journal entries, notes, etc.: I as a teacher</i> TEACHING PHILOSOPHY
June 08	Farewell Party

APPENDIX C

2003 – 2004 METU / SFL CTE

CTE PORTFOLIO

OBJECTIVES:

- Recognize the highly contextual and interpretive processes involved in language learning and teaching and be able to reflect on, critically analyze, and evaluate their own teaching practices and be able to develop professionally,
- Use their knowledge of theory to become aware of their institutional practices,
- Participate in professional collaborations with other teachers as they reflect on and thus learn about language teachers, language teaching and learning,
- Come to recognize students' strengths and weaknesses and be able to follow their development as language learners rather than recording simply accumulate of their performance,

All participants are expected to develop a satisfactory portfolio of teaching materials with objectives and comments on use/reflections during the course. The portfolio is submitted to the course tutors at certain times as stated in the course programme. Participants must maintain and submit a portfolio of all coursework including:

- *Lesson plans, materials, post lesson reflections, post conference reflections, (and tutor feedback) for all unassessed and assessed lessons. (INPUT: Introduction to the Course & Qualities of a Good Teacher)*
- *Written assignments and tutor feedback (and overall reflections at the end of the course) (INPUT: Introduction to the course)*
- *Peer observation notes with the observation tools and teacher's reflections. (INPUT: Peer Observation)*
- *At least two student profiles per semester focusing on learners' strengths and weaknesses and their developments as language learners with teacher's reflections as well as a progress report of 200 – 250 words for each learner which covers the above issues, (INPUT: Introduction to the course)*

Above are the requirements for the course portfolio, however, any other material that the teacher wants to include in her portfolio is welcome provided that it has an objective (please see the objectives of the program and CTE portfolio) and reflections attached to it.

ULTIMATE GOAL FOR THE CTE PORTFOLIO:

- Understand your own beliefs, values and knowledge about language learning and teaching and become aware of the impacts of such knowledge and beliefs on your classroom practices.

HOW?

- *A section called 'I As A Teacher' focusing and elaborating on teacher's classroom experience, her beliefs and values as well as her development as a teacher*

HOW?

- Teacher's journals, notes, anecdotes etc.
- Input sessions e.g. Qualities of a Good Teacher, Action Research, Peer Observation, Language Awareness etc.
- All teaching practices and pre/post conferences
- All reflections by the teacher

FINALLY

- *An essay called 'I As A Teacher' (750 – 1000 words) in which the teacher summarizes his/her experience by using all possible data at hand. (to be submitted at the end of the year)*

APPENDIX D

METU / SFL CTE 2003 – 2004

OBJECTIVES OF THE PROGRAM

At the end of the METU/SFL/CTE program participants will:

1. enlarge their knowledge and increase their awareness of the different aspects of language relevant to their professional roles
2. identify their own needs as English Language teachers and further develop as professionals by reflecting on their own performance
3. become aware of and be able to choose from a variety of methods and techniques in ELT
4. make use of a variety of resources and materials for English Language Teaching and develop their ability to use, adapt and supplement classroom materials appropriately
5. become aware of and make use of different conventions of teaching the language skills and be able to teach at different proficiency levels up to advanced level
6. extend their knowledge of the metalanguage of teaching and increase their ability to use language for classroom purposes and for general purposes
7. plan efficiently and refine their practical classroom skills
8. effectively manage classes and efficiently make use of the various classroom aids and technology
9. identify learner needs and teach appropriately to the different needs, ages and levels of their learners
10. develop an awareness of and apply different means of assessment
11. be able to evaluate learner progress and give appropriate feedback
12. be able to collaborate and share ideas with other teachers by openly giving and receiving feedback
13. develop accurate and appropriate academic writing skills
14. become aware of the need for ongoing professional development

APPENDIX E

EXAMPLES OF FEEDBACK SHEETS

FEEDBACK SHEET FOR LANGUAGE AWARENESS SESSION:

“WRITE THREE ADJECTIVES TO DESCRIBE TODAY’S SESSION. STATING YOUR REASONS FOR CHOICE BY COMPLETING THE FOLLOWING SENTENCE:”

Today’s session was;

1. because

2. because

3. because

FEEDBACK SHEET FOR PEER OBSERVATION SESSION:

FEEDBACK TO THE SESSION

1. Name of the session:

Date of the session:

2. Rate of session 1 – 5:
(1=very poor; 5=excellent)

3. Reason for above rating:

4. In this session, was there anything important for you that you expected but did NOT find?

5. What new technique, idea, and so on did you discover in this session?

FEEDBACK SHEET FOR CLASSROOM MANAGEMENT SESSION:

“PLEASE STATE THE PROBLEM YOU IDENTIFIED AT THE BEGINNING OF THE SESSION IN THE SPACES PROVIDED BELOW AND DISCUSS WHETHER YOU FOUND A SOLUTION TO YOUR PROBLEM IN THIS SESSION AND IF SO, STATE WHAT YOUR SOLUTION WAS:”

My problem was

I did / didn't find a solution to my problem.

My solution is

.....

.....

.....

FEEDBACK SHEET FOR PARAGRAPH WRITING SESSION:

“PLEASE FILL IN THE GRID BELOW REGARDING THIS SESSION:”

I already knew:	I became aware of:
I always wanted to do differently:	I haven't grasped completely:

APPENDIX F

QUESTIONNAIRE FOR TRAINEES OF THE TRAINING PROGRAM

The purpose of this questionnaire is to collect data for the evaluation of the in-service teacher training program at METU, SFL, The Certificate for Teachers of English. All individual responses will be kept strictly confidential. Therefore, I would be grateful if you would give sincere and detailed responses to all of the questions. Thank you very much in advance for your time and patience.

Vildan Şahin
METU, Department of Educational Sciences
Doctoral student

PART I: GENERAL INFORMATION

1. Age: _____ (year)

2. Years of experience as an English teacher:

Years _____ months _____

3. Which age group(s) have you taught?

Young learners (below 14)	_____
Secondary school learners (14-18)	_____
University students (over 18)	_____
Students from outside university who are working	_____
Other (please specify)	_____

4. Write your reasons for taking the in-service training course (apart from its being compulsory):

5. Have you attended any other in-service teacher training course/s? Please tick the appropriate box.

YES NO

If yes, could you fill in the chart below regarding the course(s) you have taken. If no, continue with PART II.

	1 st course	2 nd course	3 rd course	4 th course
Name(s) of the course(s)				
When?				
Duration				
Comments				

PART II: THE TEACHING PROFESSION

1. Could you indicate which one of the following aspects are **i) the most important** (please write only one) and **ii) the least important** (please write only one) for you as a teacher. Please indicate your choices in the boxes provided.

- i) ii)
- a) improving my English
- b) improving my classroom language
- c) improving my teaching skills
- d) being able to reach the latest ELT theories and practices
- e) other (please specify) _____

Please explain why.

I) most important _____

ii) least important _____

2. Below is a list of skills and abilities related to teaching English as a foreign language. On the left hand column could you rate **how competent you consider yourself** in each skill and ability. On the right hand column could you rate **your need** for these skills and abilities as a teacher. (Could you respond by putting a circle around the appropriate number in each column).

Degree of Competence

Degree of Need

<u>Not at all</u>		<u>Average</u>		<u>Very high</u>		<u>Not at all</u>		<u>Average</u>		<u>Very high</u>
SKILLS AND ABILITIES										
					<u>A. General methodology and teaching techniques</u>					
1	2	3	4	5	1. gaining knowledge of the aspects of language necessary for the teaching profession	1	2	3	4	5
1	2	3	4	5	2. being able to choose from a variety of methods and techniques in ELT	1	2	3	4	5
1	2	3	4	5	3. being able to teach at different proficiency levels	1	2	3	4	5
1	2	3	4	5	4. identifying learner needs	1	2	3	4	5
1	2	3	4	5	5. teaching appropriately to different learner needs, ages and levels	1	2	3	4	5
1	2	3	4	5	6. analyzing language in terms of form, meaning and function	1	2	3	4	5
1	2	3	4	5	7. providing sufficient practice opportunities for students	1	2	3	4	5
1	2	3	4	5	8. asking oral questions	1	2	3	4	5
1	2	3	4	5	9. asking written questions	1	2	3	4	5
1	2	3	4	5	10. encouraging and supporting learners in their attempt to learn and use English	1	2	3	4	5
1	2	3	4	5	11. monitoring my learners' oral and written use of English	1	2	3	4	5

<u>Not at all</u>		<u>Average</u>		<u>Very high</u>	SKILLS AND ABILITIES	<u>Not at all</u>		<u>Average</u>		<u>Very high</u>
1	2	3	4	5	12. stimulating and participating in informal conversation with learners	1	2	3	4	5
1	2	3	4	5	13. using intonation, stress and rhythm to achieve intelligibility and effect	1	2	3	4	5
1	2	3	4	5	14. making up and telling stories for classroom purposes	1	2	3	4	5
1	2	3	4	5	15. facilitating learning	1	2	3	4	5
<u>B. Classroom Management</u>										
1	2	3	4	5	16. managing classes effectively	1	2	3	4	5
1	2	3	4	5	17. giving clear instructions to students	1	2	3	4	5
1	2	3	4	5	18. giving oral and written instructions for games, activities and exercises	1	2	3	4	5
1	2	3	4	5	19. organizing class activities	1	2	3	4	5
<u>C. Planning Lessons</u>										
1	2	3	4	5	20. planning efficiently	1	2	3	4	5
1	2	3	4	5	21. preparing effective lesson plans and presenting them	1	2	3	4	5
<u>D. Teaching the Skills</u>										
1	2	3	4	5	22. presenting a structure, tense or function	1	2	3	4	5
1	2	3	4	5	23. teaching vocabulary	1	2	3	4	5
1	2	3	4	5	24. developing students' reading skills	1	2	3	4	5
1	2	3	4	5	25. developing students' writing skills	1	2	3	4	5
1	2	3	4	5	26. developing students' speaking skills	1	2	3	4	5
1	2	3	4	5	27. developing students' listening skills	1	2	3	4	5

<u>Not at all</u>		<u>Average</u>		<u>Very high</u>	SKILLS AND ABILITIES	<u>Not at all</u>		<u>Average</u>		<u>Very high</u>
1	2	3	4	5	28. adapting and carrying out listening activities	1	2	3	4	5
1	2	3	4	5	29. adapting and carrying out speaking activities	1	2	3	4	5
1	2	3	4	5	30. adapting and carrying out reading activities	1	2	3	4	5
1	2	3	4	5	31. adapting and carrying out writing activities	1	2	3	4	5
					<u>E. The use of Teaching Resources</u>					
1	2	3	4	5	32. being able to use classroom materials appropriately	1	2	3	4	5
1	2	3	4	5	33. being able to adapt and supplement classroom materials appropriately	1	2	3	4	5
1	2	3	4	5	34. effectively making use of the various classroom aids and technology	1	2	3	4	5
1	2	3	4	5	35. using audio-visual aids	1	2	3	4	5
1	2	3	4	5	36. using songs and drama in lessons	1	2	3	4	5
					<u>F. Evaluation and Assessment</u>					
1	2	3	4	5	37. developing an awareness of different means of assessment	1	2	3	4	5
1	2	3	4	5	38. being able to apply different means of assessment	1	2	3	4	5
1	2	3	4	5	39. being able to evaluate learner progress	1	2	3	4	5
1	2	3	4	5	40. being able to give appropriate feedback to learners	1	2	3	4	5
1	2	3	4	5	41. correcting errors	1	2	3	4	5
1	2	3	4	5	42. selecting, adapting and writing texts for learning and for assessment purposes	1	2	3	4	5

<u>Not at all</u>		<u>Average</u>		<u>Very high</u>	SKILLS AND ABILITIES	<u>Not at all</u>		<u>Average</u>		<u>Very high</u>
1	2	3	4	5	<u>G. Teacher Development</u>	1	2	3	4	5
					43. identifying my personal needs in order to further develop as a professional					
1	2	3	4	5	44. reflecting on my own performance in order to further develop as a professional	1	2	3	4	5
1	2	3	4	5	45. being able to use language for classroom purposes	1	2	3	4	5
1	2	3	4	5	46. being able to use language for general purposes	1	2	3	4	5
1	2	3	4	5	47. collaborating and sharing ideas with other professionals	1	2	3	4	5
1	2	3	4	5	48. having an awareness of the need for ongoing professional development	1	2	3	4	5
1	2	3	4	5	49. reading efficiently	1	2	3	4	5
1	2	3	4	5	50. improving my knowledge of phonology	1	2	3	4	5
1	2	3	4	5	51. improving my knowledge of grammar	1	2	3	4	5
1	2	3	4	5	52. improving my knowledge of vocabulary	1	2	3	4	5
1	2	3	4	5	53. improving my knowledge of discourse	1	2	3	4	5
1	2	3	4	5	54. improving my knowledge of the language as communication	1	2	3	4	5

PART III: EXPECTATIONS

1. What would you like the teacher training program you are attending to do for you?

2. Any other comments related to content / subjects, instructional process, activities, materials, assessment procedures or any other elements of the program?

THANK YOU VERY MUCH FOR YOUR TIME AND PATIENCE

APPENDIX G

QUESTIONNAIRE FOR CTE TRAINEES OF YEAR 2003-2004 (END OF THE FIRST SEMESTRE)

Dear participants, we need your feedback in order to improve and make adjustments to our program. We appreciate all individual responses and assure you that all responses will be taken into consideration. Please spare the time to respond in detail and sincerely as this feedback will be for the benefit of all those involved in the program. Thank you very much for your time and patience in advance.

PART I: SESSIONS

4. Do you think that the sessions you have attended so far have contributed to your teaching in general?

If so, in what way have they influenced your teaching? What parts of the sessions were the most beneficial for you?

If not, why do you think so? What kinds of changes need to be made in order for the sessions to be beneficial for you?

2. Do you have any other comments regarding the sessions?

PART II: TEACHING PRACTICES

1. How many TPs have you had until now? _____
2. What was the main aim in the TPs? Did they reach this aim?
3. Which aspects of the TPs were the most difficult for you (if any)?
4. Did you have to make any changes in your lesson plans for the TPs? If so, when (after the pre-conference, during the TP ...) did you have to make changes and what were they?
5. Have the pre-conferences been beneficial to your teaching in general? If so, how? If not, why do you think so?
6. Have the post-conferences been beneficial to your teaching in general? If so, how? If not, why do you think so?
7. Do you think that the TPs are contributing to your teaching in general? If so, in what way? If not, why do you think so?
8. Do you have any other comments regarding the teaching practices?

PART III: THE PORTFOLIO

1. Have you encountered any difficulties related to the portfolios? If so, what are they?
2. Do you think there was enough guidance for keeping the portfolio? If not, how could this have been provided?
3. Which part / component of the portfolio are you benefiting from the most / least?
4. Has the portfolio had any influence in your classroom teaching in general so far?
If so, in what way? If not, why do you think so?
5. Do you have any other comments regarding the portfolio?

PART IV: GENERAL

1. Do you think there is a reasonable balance between theory and practice in the CTE program? If not, which one is there more emphasis on? What changes do you think are necessary in this respect?

2. What were your expectations before you started the CTE program?

3. Have your expectations been met so far? If not, why not?

4. Could you write down a negative and a positive aspect for each of the following component of the CTE program:

	Positive	Negative
a. Sessions		
b. Teaching practices		
c. The portfolio		
d. The trainers		
e. Any other (please state)		

5. Do you have any other comments to add in general about the CTE program so far?

THANK YOU FOR YOUR TIME AND EFFORT

APPENDIX H

QUESTIONNAIRE FOR CTE TRAINEES OF YEAR 2003-2004 (END OF THE SECOND SEMESTRE)

Dear participants, this questionnaire is designed in order to get your feedback on the changes made in the second term of the CTE program and its overall effectiveness. Your feedback will be most valuable in contributing to the improvement of the program. We appreciate all individual responses and assure you that all responses will be taken into consideration and kept confidential. Sincerity and reliability will be of utmost importance since names will not be considered and permission will be obtained by respondents if individual answers are to be revealed. Therefore, please spare the time to respond in detail and sincerely, as this feedback will be for the benefit of all those involved in the program. Thank you very much for your time and patience in advance.

Vildan Şahin
Department of Educational Sciences
PhD Student

PART I

Could you please express what changes (if any) were made in the program in respect to the following headings when compared with the first semester? Could you also comment on your opinions of the changes that were made and your opinions about the program in general in the spaces provided?

A) SESSIONS	CHANGES?	YOUR OPINIONS	YOUR OPINIONS ABOUT THE WHOLE PROGRAM
1) No. of sessions			
2) Balance between theory and practice			

A) SESSIONS (cont.)	CHANGES ?	YOUR OPINIONS	YOUR OPINIONS ABOUT THE WHOLE PROGRAM
3) The way the sessions were conducted			
4) The subjects of the sessions			
5) Your degree of learning in the sessions in the second term compared to that of the first term sessions			
6) Your reactions towards how the sessions were conducted			
7) Any other aspects related to the sessions you would like to comment on? Please specify			

B) PORTFOLIOS	CHANGES?	YOUR OPINIONS	YOUR OPINIONS ABOUT THE WHOLE PROGRAM
1) Time you spent on the portfolio			
2) Content of the portfolio			
3) No. of submissions of the portfolio			
4) Feedback given to the portfolio			
5) Your reactions towards the portfolio			
6) Any other aspects related to the portfolio that you would like to comment on? Please specify			

C) TEACHING PRACTICES	CHANGES ?	YOUR OPINIONS	YOUR OPINIONS ABOUT THE WHOLE PROGRAM
1) No. of TPs			
2) Pre observation conferences that were held with the tutors			
3) Post observation conferences that were held with the tutors			
4) Your reactions towards the TPs			
5) Your degree of learning through the TPs in the second term as opposed to that of the first term			
6) Any other aspects of the TPs that you would like to comment on? Please specify			

* * *

D) ASSIGNMENTS	CHANGES?	YOUR OPINIONS	YOUR OPINIONS ABOUT THE WHOLE PROGRAM
1) No. of assignments			
2) The usefulness of the assignments (To what extent the assignments can be used in practice)			
3) Feedback given to the assignments			
4) Your reactions towards the assignments			
5) Your degree of learning through the assignments			
6) Any other aspects of the assignments that you would like to comment on? Please specify			

* * *

E) TUTORS	CHANGES ?	YOUR OPINIONS	YOUR OPINIONS ABOUT THE WHOLE PROGRAM
1) Guidance/help from the tutors			
2) Reactions / attitudes of the tutors			
3) Your reactions towards the tutors			
4) Any other aspects of the tutors that you would like to comment on? Please specify			

PART II

1) Was there any change in your attitudes towards the program in general when comparing the two terms? If so, how?

2) What are the main skills you developed / acquired very well during this program?

3) What do you think you still need to develop as a teacher?

4) In general, did the program content aid you in the course you are offering at your department? If so, how? If not, why?

5) Did your department provide the necessary conditions / opportunities for you to develop yourself? If so, how? If not, why?

6) Have you observed any changes in your behavior since the time you entered the department? If so, have you been rewarded in any way (how)?

7) What professional plans do you have in order to continue with your development?

8) Are there any other comments / suggestions you would like to make regarding the program as a whole?

THANK YOU VERY MUCH FOR YOUR TIME AND PATIENCE

APPENDIX I

**QUESTIONNAIRE FOR STUDENTS OF TRAINEES
OF THE CTE PROGRAM FOR THE YEAR 2003-2004
(STUDENT QUESTIONNAIRE)**

Dear students, this questionnaire is designed for research purposes only. The aim is to obtain information about a course, which your English instructor attended. In order to find out information about the course I need your responses to the following questions related to the English course that your instructor offered. This information will be used in a doctoral dissertation towards the improvement of the mentioned course. Therefore, I would be grateful if you would provide sincere and detailed answers, as all responses will be kept strictly confidential. Thank you in advance.

Vildan Şahin
Department of Educational Sciences
PhD student

PART I: PERSONAL INFORMATION

1. Which department are you studying in? _____

2. Which of the following English courses did you take in the spring 2003-2004 Semester? Mark the appropriate box please.

Prep school

English 102

3. If you attended prep school, what was your prep school instructor's name?

What was your proficiency exam grade (out of 100)?

If you took English 102, what was your Eng 102 instructor's name?

What was your Eng 102 grade (letter grade and grade out of 100)?

PART II: INFORMATION RELATED TO CLASSES

The purpose of this part of the questionnaire is to gain information related to your agreement about aspects concerning your English teacher and the English classes you took.

- Below there are statements related to the teacher, activities and the English classes you took. Could you read each statement carefully and state your degree of agreement by putting a check in the appropriate box for each statement?

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. My teacher always used different techniques in her classes (group work /pair work / different activities etc)				
2. My teacher was always competent in what she was doing				
3. My teacher always made use of different resources and materials in her classes (ohp / video / computer etc)				
4. I could follow my teacher's English very well				
5. I always understood what my teacher wanted me to do				
6. My teacher was always planned and organized in her lessons				
7. My teacher was very effective in handling any problems we encountered in terms of learning English in class				
8. I always understood the questions my teacher asked				
9. We all had equal opportunities in class to state our personal responses to the questions our teacher asked				
10. My teacher always gave importance to our feelings and tried to solve our problems				
11. My teacher's assessment was always fair				
12. I always received feedback from my teacher on my progress				
13. I always had the opportunity to use English with my friends in the lessons				

14. I generally liked having lessons with my teacher				
15. Any other? (Please add and check) _____ _____				

2. What other comments would you like to make about your instructor's teaching skills, classroom behaviors etc?

3. What other comments would like to make about the English lessons you took from your instructor (materials, content, etc)?

THANK YOU VERY MUCH FOR YOUR TIME AND EFFORT

APPENDIX J

INTERVIEW SCHEDULE FOR CTE TRAINEES (END OF FIRST SEMESTRE)

1. How do you see yourself as a teacher?

2. How do you find the program you are attending?
 - b) Do you think you have achieved any improvements in yourself due to the program so far? If so, in what ways?

 - c) Are there any changes you have observed in your teaching skills due to the program? If so, what?

 - d) Do you think you will achieve any improvements in yourself due to the program in the future?

3. Are there any problems you have encountered in this program? If so, what are they?

4. Are there any comments you would like to make regarding the program you are attending? Why?

APPENDIX K

INTERVIEW SCHEDULE FOR CTE TEACHER TRAINERS

This interview aims at gathering data for research purposes only. It will be used in an evaluation study for a doctoral dissertation in which an evaluation of the CTE program of the year 2003 – 2004 will be made. Your responses will be of great use in the improvement of the following year's program and will be kept strictly confidential. Therefore, I would appreciate it if you would give sincere and detailed answers to the questions asked. Thank you for sharing your time with me in advance.

Vildan Şahin
Department of Educational Sciences
PhD Student

1. How long have you worked as a teacher trainer at METU?
2. Are you still working as an active teacher trainer?

THE INPUT SESSIONS

3. How were the participants' (trainees') reactions towards the input sessions at the beginning of the program?
4. Did those reactions change at the end of the program? If so, in what way?
5. Do you think the sessions were beneficial in terms of developing the trainees on their professional teaching abilities? If so, how?
6. Was there a change in the trainees' behavior / feelings / attitudes at the end of the program due to the sessions? If so, how? If not, why do you think so?
7. Do you think there were beneficial results of the input sessions for the trainees and their departments? If so, how? If not, why?

THE TEACHING PRACTICES (TEACHER OBSERVATIONS)

8. How were the trainees' reactions towards the teaching practices at the beginning of the program?

9. Did those reactions change at the end of the program? If so, in what way?
10. Do you think the trainees learned anything from the teaching practices? Explain.
11. Was there a change in the trainees' behavior / feelings / attitudes at the end of the program due to the teaching practices? If so, how? If not, why?
12. Do you think there were beneficial results of the teaching practices for the trainees and their departments? If so, how? If not, why?

THE PORTFOLIO

13. How were the trainees' reactions towards the portfolio as a teaching tool at the beginning of the program?
14. Did those reactions change at the end of the program? If so, in what way?
15. Do you think the trainees learned anything from the portfolio? Explain.
16. Was there a change in the trainees' behavior / feelings / attitudes at the end of the program due to the portfolio? If so, how? If not, why?
17. Do you think there were beneficial results of the portfolio for the trainees and their departments? If so, how? If not, why?
18. Were any problems encountered related to the portfolios? If so, what were they?

ASSIGNMENTS

19. How were the trainees' reactions towards the assignments as a teaching tool at the beginning of the program?
20. Did those reactions change at the end of the program? If so, in what way?
21. Do you think the trainees learned anything from the assignments? Explain.
22. Was there a change in the trainees' behavior / feelings / attitudes at the end of the program due to the assignments? If so, how? If not, why?
23. Do you think there were beneficial results of the assignments for the trainees and their departments? If so, how? If not, why?

GENERAL INFORMATION

24. Do you think the program in general was beneficial for the trainees?
25. Do you think there was a reasonable balance between theory and practice in the program?
26. What are your personal views about the program?
27. Related to your insights, what changes could be necessary for the coming years?
28. Do you have any other comments you would like to make regarding the overall effectiveness of the program?

THANK YOU VERY MUCH FOR YOUR TIME AND CONSIDERATION

APPENDIX L

INTERVIEW SCHEDULE FOR DEPARTMENT HEADS

These interview questions have been prepared in order to find answers to certain questions related to the evaluation of the School of Foreign Languages teacher training program, The Certificate for Teachers of English. The aim in collecting this data is to evaluate the program for a doctoral dissertation which will in the long run aid in the improvement of the program for the coming years. Your answers will be kept strictly confidential. Therefore, I would appreciate it if you would give sincere responses to the questions asked. Thank you very much in advance for your time and patience.

Vildan Şahin
Department of Educational Sciences
PhD Student

1. How long have you worked as a department head at METU?
2. Are you still working as a department head? If not, why did you leave and when?
3. What were your newly hired teachers' views, attitudes and reactions towards the program they were to take (the CTE program) at the beginning of the year?
4. Did you notice any changes in those reactions at the end of the year when the program was completed? If so, in what ways?
5. Was there a change in the teachers' (trainees') behaviors towards their jobs / colleagues / students, the department in general after the program ended? If so, in what ways?
6. In your point of view, do you think the teachers (the trainees of the program) had positive contributions to the department you run? If so, what kind of beneficial results were there?
7. Do you think that the CTE program in general was beneficial for your department? If so, in what ways? If not, why?
8. What are your personal views about the program (CTE)?
9. Are there any other comments you would like to make in regard to the overall improvement of the CTE program?

Thank you very much.

APPENDIX M



MIDDLE EAST TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

CHECKLIST AND REPORT ON PRACTICAL TEACHING

Instructor's name:		Class:			
Observer's name:					
Date:		Time:			
Course book:		Unit:			
Number of students in class:					
Any further information about class and conditions:					
Aim of lesson:					
The classroom:	Outstanding	Good	Adequate	Borderline	Poor
Arrangement					
Atmosphere					
Comments:					
The instructor's personal qualities:	Outstanding	Good	Adequate	Borderline	Poor
Presence					
Level of confidence					
Rapport					
Voice					
Comments:					
Appropriacy of language:	Outstanding	Good	Adequate	Borderline	Poor
Structure					
Vocabulary					
Register					
Pronunciation/stress/intonation					
Fluency					
Sensitivity to ss' level of language					
Comments:					
Preparation:	Outstanding	Good	Adequate	Borderline	Poor
Lesson plan					
Clarity & specification of aim					
Timing					
Suitability of materials and methods					
Comments:					

APPENDIX N

Table 28
Categories for Responses of Open-ended Items in the Questionnaires

Categories	Subjects	Instruments
Reactions		
Initial reactions		
<ul style="list-style-type: none"> • More suitable for inexperienced teachers • Doesn't help in the module system • Want practical ideas • Effective, a good chance to revise what we know • Program works against its purpose 	P1, P2, P5, P6 P1, P3, P6 P2, P4, P5, P6 P2 P3, P4	PQP/PQI
Final reactions		
<ul style="list-style-type: none"> • Two departments should divide • Could still have more practical sessions • A lot of hard work • I was more lost in the second term • Felt like a student rather than a colleague 	P1, P2, P3, P4, P5, P6 P1, P2, P3, P4, P5, P6 P3 P1 P1, P3	PQF
Learning		
Skills / attitudes acquired		
<ul style="list-style-type: none"> • Not one skill / managing time and workload • Became aware of how to make use of the assignments in class • Developing oneself • Teamwork skills 	P4 P1 P6 P2	PQF

Difficulties hindering learning

- | | | |
|--|--------------------|-----|
| • Sessions are not related to the system | P1, P3 | |
| • Didn't help to build on to the existing knowledge | P1, P3 | |
| • There was more emphasis on theory rather than practice | P1, P2, P3, P5, P6 | PQP |
| • Sessions were sometimes too long with unrealistic activities | P1, P2, P3, P5 | |
| • The program was too time-consuming in general | P4, P5, P6 | |

Behavior**Readiness in changing behavior**

- | | | |
|--|------------|-----|
| • Trying to improve and evaluate myself as a teacher | P2, P4 | |
| • After the program I felt more confident in teaching, more relaxed and less tense | P4, P6, P3 | PQF |

Degree of institutional support for change in behavior

- | | | |
|---|--------|-----|
| • Peer observations | P4, P6 | |
| • Sharing materials and teaching practice | P4 | PQF |
| • Well equipped classroom for sessions | P2 | |
| • Very helpful tutors | P6 | |

Rewards for change in behavior

- | | | |
|--|------------|-----|
| • Orally rewarded by trainers | P2, P4 | |
| • We have good communications with students and colleagues | P2, P4, P6 | |
| • Positive student reaction | P1, P3 | PQP |
| • Happy about being here | P6 | |

Results**Positive aspects of the program for trainees' benefit**

- | | | |
|--|----|-----|
| • Program helped with learning how to manage time, workload | P4 | |
| • Program helped to get acclimatized to the teaching environment | P4 | PQF |
| • Learned teamwork skills | P2 | |

Willingness of trainees to continue developing	P4	
• MATEFL	P2	PQF
• Publishing articles	P2	
• Attending ELT conferences	P6	
• Becoming a teacher trainer		
Benefits for students of (trainees' perspective)	P4	
• Able to strike a connection with students	P1, P3	
• Good communications with students	P4	PQP / PQF
• Load of the program kept me from doing things I should be doing in class (didn't want the lessons to suffer		
• Not equipped to move on to different things	P1, P3	
Benefits for the students (Students' perspective)	S10, S25	
• Teacher was always planned and organized in lessons	S10	SQ
• Very pleased with the course	S30	
• Teacher was always doing what there is in the curriculum	S9	
• Teacher made lessons always attractive by materials		

APPENDIX O

CODING PROCESS FOR THE RESPONSES IN THE INTERVIEWS

I: Interviewer
 T1: Trainer 1
 T2: Trainer 2

I: Err alright, the first few questions are related to the input sessions of last year's program. Firstly I'd like to ask how were the participants', I mean the trainees' reactions towards the input sessions at the beginning of the program?

T1: Ahh, they seemed willing to participate and err, eager to find out more about their improvements and developments in this area and err, so I thought that at the beginning everything was working really smoothly, they seemed to be interested and err...

T2: ... willing to learn.

T1: cooperative.

I: Do you think those reactions changed at the end of the program?

T2: With some of the tutees, yes. I think we both think so..

I: Yes, in what way?

T2: Err, some of the reactions of some tutees, not all of them I should say, changed mainly because of the program which was run by the ... basic English, cause the more they had difficulty in applying the program, the more they frustrated...

T1: .. they got frustrated..

T2: .. got frustrated and showed reactions towards the CTE program as well claiming that it, err, it didn't fit in with their requirements related with the schedule that they had in hand.

T1: But this was from certain tutees, not all actually.

I: Was this mainly towards the sessions, the input sessions?

T1: Err, well, some of them at times did have certain resistance towards certain, err, let's say inputs, but it wasn't for all the sessions.

T2: No, but still their claim was that the input sessions didn't serve as a tool, as actual real life in the classroom, err, the syllabus being the basis.

I: Alright, do you think the sessions were beneficial in terms of developing the participants in their teaching?

T1: I think so. Definitely much so because err, when we collected the data from the very beginning, of our tutees, they were having trouble in many basic skills of teaching, but throughout the sessions, as time went by, with of course the help of observations, the portfolio, the assignments, they seemed to really develop in all of their, in all of the emm, teaching skills, in some of these skills. So I think this is the major err, one of the major objectives of our program, to help them get more practical, err, to give them the tips on becoming more professional in their fields.

Trainers' expectations
Initial reactions
willing to learn / cooperative
Problems - difficulty applying
Resistance towards input sessions
Sessions: beneficial in developing teaching skills

First impressions of trainees willing to participate, eager, interested
change of reactions of trainees frustrated
Reactions towards the program
Did not fit in with requirements of courses.
Expectations not met
change of attitudes
Reactions Did not serve as a tool for classroom applications
Learning Trouble at first
Components of the program which developed teaching skills.

aims of the program

APPENDIX P

Table 29
English Scores of all Students of the Trainees and Non-participants

PAR	eng101	eng102	eng211
Participant 1	70-74.5		
2	75-79.5	85-89.5	
3	80-84.5	60-64.5	
4	80-84.5	65-69.5	
5	70-74.5	65-69.5	70-74.5
6	70-74.5		
7	60-64.5	60-64.5	75-79.5
8	75-79.5	80-84.5	85-89.5
9	65-69.5	65-69.5	
10	70-74.5	70-74.5	75-79.5
11	90-100	Not attended	
12	70-74.5	85-89.5	90-100
13	65-69.5	70-74.5	75-79.5
14	90-100	90-100	90-100
15	70-74.5	80-84.5	75-79.5
16	70-74.5	75-79.5	80-84.5
17	70-74.5	70-74.5	Not attended
18	90-100	70-74.5	90-100
19	70-74.5	80-84.5	70-74.5
20	80-84.5	80-84.5	80-84.5
21	85-89.5	85-89.5	90-100
22	75-79.5	90-100	90-100
23	90-100	90-100	85-89.5
24	90-100	75-79.5	80-84.5
25	75-79.5	80-84.5	70-74.5
26	75-79.5	70-74.5	80-84.5
27	70-74.5	80-84.5	Not attended
28	70-74.5	75-79.5	80-84.5
29	60-64.5	0-49.5	
30	80-84.5	80-84.5	70-74.5
31	85-89.5	75-79.5	80-84.5
32	90-100	80-84.5	
33	75-79.5		
34	75-79.5	75-79.5	
35		65-69.5	
36	70-74.5		
37	70-74.5	Not attended	
38	0-49.5		

39	70-74.5	60-64.5	
40	80-84.5	85-89.5	
41	65-69.5	75-79.5	
42	80-84.5		
43	75-79.5	75-79.5	
44	80-84.5	85-89.5	
45	0-49.5		
46	75-79.5		
47	90-100	85-89.5	75-79.5
48	70-74.5	80-84.5	Not attended
49	90-100	90-100	80-84.5
50	75-79.5	70-74.5	80-84.5
51	75-79.5	70-74.5	
52	60-64.5	70-74.5	
53	75-79.5	75-79.5	
54	Not attended	60-64.5	
55	80-84.5	65-69.5	
56	75-79.5	60-64.5	65-69.5
57	75-79.5	70-74.5	
58	75-79.5	70-74.5	
59	70-74.5	75-79.5	75-79.5
60	90-100	85-89.5	
61	90-100	90-100	80-84.5
62	75-79.5	75-79.5	85-89.5
63	75-79.5	75-79.5	75-79.5
64	65-69.5	85-89.5	85-89.5
65	90-100	90-100	75-79.5
66	75-79.5	80-84.5	85-89.5
67	70-74.5	80-84.5	80-84.5
68	85-89.5	90-100	
69	80-84.5	75-79.5	80-84.5
70	65-69.5	85-89.5	80-84.5
71	90-100	75-79.5	
72	75-79.5	75-79.5	
73	80-84.5	70-74.5	85-89.5
74	70-74.5	90-100	85-89.5
75	85-89.5	85-89.5	90-100
76	70-74.5	80-84.5	85-89.5
77	75-79.5	70-74.5	
78	50-59.5		
79	75-79.5	75-79.5	
80	75-79.5	80-84.5	
81	80-84.5	85-89.5	85-89.5
82	75-79.5	60-64.5	
83	75-79.5	75-79.5	
84	80-84.5	85-89.5	
85	75-79.5	70-74.5	
86	70-74.5	75-79.5	
87	70-74.5		
88	75-79.5	80-84.5	75-79.5
89	65-69.5	0-49.5	
90	75-79.5	80-84.5	85-89.5
91	80-84.5		
92	65-69.5	65-69.5	

93	75-79.5	75-79.5	0-49.5
94	80-84.5	85-89.5	85-89.5
95	65-69.5	70-74.5	
96	60-64.5	85-89.5	75-79.5
97	80-84.5	80-84.5	75-79.5
98	75-79.5	75-79.5	80-84.5
99	75-79.5	70-74.5	80-84.5
100	75-79.5	80-84.5	85-89.5
101	70-74.5	60-64.5	75-79.5
102	70-74.5	90-100	85-89.5
103	75-79.5	85-89.5	85-89.5
104	65-69.5	75-79.5	85-89.5
105	70-74.5	75-79.5	80-84.5
106	60-64.5	65-69.5	Not attended
107	90-100	75-79.5	90-100
108	80-84.5	85-89.5	85-89.5
109	75-79.5	80-84.5	85-89.5
110	70-74.5	85-89.5	80-84.5
111	70-74.5	70-74.5	75-79.5
112	75-79.5	90-100	85-89.5
113	60-64.5	80-84.5	80-84.5
114	70-74.5	75-79.5	80-84.5
115	65-69.5	70-74.5	85-89.5
116	70-74.5	65-69.5	
117	75-79.5	65-69.5	
118	70-74.5	65-69.5	
119	70-74.5	85-89.5	70-74.5
120	75-79.5	75-79.5	
121	75-79.5		
122	80-84.5	90-100	85-89.5
123	75-79.5	85-89.5	
124	75-79.5	90-100	
125	60-64.5	80-84.5	
126	85-89.5	75-79.5	
127	85-89.5	70-74.5	
128	70-74.5	70-74.5	
129	75-79.5	0-49.5	
130	85-89.5	85-89.5	85-89.5
131	80-84.5	80-84.5	75-79.5
132	70-74.5	65-69.5	
133	70-74.5	0-49.5	
134	75-79.5	70-74.5	
135	60-64.5		
136	80-84.5	90-100	
137	60-64.5	70-74.5	
138	70-74.5	80-84.5	
139	80-84.5	90-100	
140	65-69.5	60-64.5	
141	70-74.5		
142	0-49.5	70-74.5	
143	90-100		
144	70-74.5	90-100	
145	70-74.5		
146	80-84.5	65-69.5	75-79.5
147	75-79.5	75-79.5	

148	80-84.5	85-89.5	90-100
149	70-74.5	70-74.5	85-89.5
150	75-79.5	75-79.5	75-79.5
151	75-79.5	80-84.5	65-69.5
152	60-64.5	75-79.5	75-79.5
153	80-84.5	85-89.5	85-89.5
154	65-69.5	75-79.5	65-69.5
155	70-74.5	85-89.5	80-84.5
156	75-79.5	75-79.5	
157	70-74.5	70-74.5	70-74.5
158	80-84.5	80-84.5	90-100
159	75-79.5	90-100	85-89.5
160	75-79.5	70-74.5	80-84.5
161	70-74.5	75-79.5	
162	75-79.5	75-79.5	
163	90-100	75-79.5	85-89.5
164	75-79.5	75-79.5	85-89.5
165	90-100	85-89.5	90-100
166	75-79.5	75-79.5	75-79.5
167	75-79.5	85-89.5	85-89.5
168	90-100	85-89.5	90-100
169	90-100	90-100	85-89.5
170	75-79.5	80-84.5	80-84.5
171	70-74.5	75-79.5	75-79.5
172	60-64.5	65-69.5	
173	90-100	90-100	90-100
174		90-100	90-100
175	90-100	90-100	90-100
176	80-84.5		85-89.5
177	75-79.5	85-89.5	85-89.5
178	65-69.5	80-84.5	85-89.5
179	75-79.5	65-69.5	
180	90-100	90-100	85-89.5
181	90-100	70-74.5	75-79.5
182	65-69.5	85-89.5	90-100
183	75-79.5	65-69.5	80-84.5
184	75-79.5	75-79.5	90-100
185	90-100	90-100	85-89.5
186	75-79.5	75-79.5	90-100
187	75-79.5	70-74.5	85-89.5
188	70-74.5	85-89.5	90-100
189	70-74.5	65-69.5	
190	90-100	80-84.5	90-100
191	70-74.5	80-84.5	85-89.5
192	70-74.5	70-74.5	75-79.5
193	90-100	90-100	80-84.5
194	90-100	85-89.5	90-100
195	80-84.5	80-84.5	
196	70-74.5	70-74.5	85-89.5
197	80-84.5	60-64.5	65-69.5
198	70-74.5	60-64.5	
199	90-100	Not attended	
200	75-79.5	85-89.5	85-89.5
201	75-79.5	75-79.5	75-79.5
202	70-74.5	75-79.5	

	203	80-84.5	70-74.5		
	204	65-69.5	85-89.5	80-84.5	
	205	75-79.5	70-74.5	60-64.5	
	206	90-100	80-84.5	85-89.5	
	207	75-79.5	85-89.5	90-100	
	208	75-79.5	80-84.5	90-100	
	209	75-79.5	75-79.5	80-84.5	
	210	80-84.5	Not attended		
	211	70-74.5	65-69.5		
	212	75-79.5	75-79.5	85-89.5	
	213	75-79.5	Not attended		
	214	75-79.5	65-69.5		
	215	65-69.5	70-74.5	80-84.5	
	Total	N	215	215	215
Non- participant	1	90-100	80-84.5	70-74.5	
	2	70-74.5	80-84.5		
	3	75-79.5	85-89.5	65-69.5	
	4	75-79.5	90-100	85-89.5	
	5	75-79.5	65-69.5	70-74.5	
	6	70-74.5	80-84.5	90-100	
	7	65-69.5	85-89.5	75-79.5	
	8	80-84.5	90-100	85-89.5	
	9	80-84.5	85-89.5	85-89.5	
	10	80-84.5	90-100	90-100	
	11	80-84.5	75-79.5	80-84.5	
	12	75-79.5	90-100	90-100	
	13	90-100	85-89.5	80-84.5	
	14	70-74.5	70-74.5	80-84.5	
	15	70-74.5	85-89.5	85-89.5	
	16	90-100	90-100		
	17	60-64.5	75-79.5	80-84.5	
	18	75-79.5	85-89.5	80-84.5	
	19	60-64.5	80-84.5	90-100	
	20	75-79.5	85-89.5	85-89.5	
	21	75-79.5	90-100	90-100	
	22	70-74.5	80-84.5	85-89.5	
	23	75-79.5	85-89.5	75-79.5	
	24	90-100	90-100	80-84.5	
	25	70-74.5	80-84.5	85-89.5	
	26	60-64.5	50-59.5		
	27	80-84.5	90-100	75-79.5	
	28	60-64.5	75-79.5	75-79.5	
	29	80-84.5	85-89.5		
	30	80-84.5	80-84.5	85-89.5	
	31	60-64.5	80-84.5	80-84.5	
	32	70-74.5	70-74.5		
	33	90-100	75-79.5		
	34	85-89.5	85-89.5	85-89.5	
	35	75-79.5	70-74.5		
	36	70-74.5	80-84.5	80-84.5	
	37	90-100	75-79.5		
	38	65-69.5	75-79.5		
	39	90-100	85-89.5	85-89.5	

40	85-89.5	90-100	80-84.5
41	60-64.5	60-64.5	
42	85-89.5	75-79.5	
43	70-74.5	70-74.5	
44	60-64.5	Not attended	
45	75-79.5	85-89.5	
46	70-74.5	85-89.5	
47	90-100	70-74.5	70-74.5
48	90-100	75-79.5	80-84.5
49	75-79.5	90-100	90-100
50	75-79.5	70-74.5	85-89.5
51	70-74.5	80-84.5	80-84.5
52	80-84.5	80-84.5	85-89.5
53	65-69.5	75-79.5	75-79.5
54	60-64.5	70-74.5	Not attended
55	70-74.5	75-79.5	85-89.5
56	75-79.5	80-84.5	
57	70-74.5	90-100	
58	75-79.5	85-89.5	
59	70-74.5	85-89.5	85-89.5
60	75-79.5	85-89.5	80-84.5
61	90-100	70-74.5	
62	90-100	65-69.5	90-100
63	90-100	90-100	80-84.5
64	90-100	75-79.5	85-89.5
65	60-64.5	65-69.5	80-84.5
66	65-69.5	60-64.5	
67	80-84.5	75-79.5	70-74.5
68	75-79.5	65-69.5	75-79.5
69	Not attended	Not attended	
70	Not attended	Not attended	
71	75-79.5	Not attended	
72	70-74.5	Not attended	
73	65-69.5	85-89.5	
74	85-89.5	80-84.5	
75	70-74.5	75-79.5	75-79.5
76	70-74.5	85-89.5	80-84.5
77	70-74.5	70-74.5	65-69.5
78	90-100	80-84.5	80-84.5
79	90-100	80-84.5	85-89.5
80	75-79.5	75-79.5	70-74.5
81	90-100	0-49.5	
82	70-74.5	70-74.5	75-79.5
83	70-74.5	65-69.5	80-84.5
84	90-100	80-84.5	85-89.5
85	70-74.5	80-84.5	80-84.5
86	80-84.5	70-74.5	70-74.5
87	70-74.5	75-79.5	80-84.5
88	75-79.5	85-89.5	85-89.5
89	75-79.5	70-74.5	

90	65-69.5	75-79.5	80-84.5
91	60-64.5	80-84.5	80-84.5
92	90-100	85-89.5	75-79.5
93	75-79.5	90-100	
94	65-69.5	80-84.5	
95	75-79.5	90-100	85-89.5
96	70-74.5	70-74.5	80-84.5
97	65-69.5	75-79.5	80-84.5
98	70-74.5	80-84.5	70-74.5
99	70-74.5	65-69.5	
100	75-79.5	75-79.5	
101	70-74.5	80-84.5	85-89.5
102	85-89.5	65-69.5	
103	80-84.5	90-100	85-89.5
104	90-100	85-89.5	85-89.5
105	75-79.5	80-84.5	85-89.5
106	90-100	80-84.5	80-84.5
107	65-69.5	60-64.5	80-84.5
108	70-74.5	70-74.5	80-84.5
109	80-84.5	70-74.5	80-84.5
110	75-79.5	75-79.5	80-84.5
111	75-79.5	80-84.5	80-84.5
112	75-79.5	70-74.5	85-89.5
113	65-69.5	75-79.5	85-89.5
114	70-74.5	70-74.5	80-84.5
115	65-69.5	60-64.5	80-84.5
116	75-79.5	75-79.5	80-84.5
117	90-100	75-79.5	80-84.5
118	75-79.5	75-79.5	85-89.5
119	80-84.5	75-79.5	85-89.5
120	70-74.5	70-74.5	85-89.5
121	75-79.5	80-84.5	90-100
122	70-74.5	65-69.5	
123	60-64.5	75-79.5	
124	75-79.5	85-89.5	70-74.5
125	80-84.5	70-74.5	90-100
126	60-64.5	75-79.5	
127	70-74.5	80-84.5	80-84.5
128	70-74.5	80-84.5	85-89.5
129	75-79.5	80-84.5	
130	75-79.5	80-84.5	
131	80-84.5	90-100	80-84.5
132	85-89.5	85-89.5	65-69.5
133	80-84.5	80-84.5	Not attended
134	90-100	85-89.5	90-100
135	90-100	80-84.5	
136	70-74.5	70-74.5	65-69.5
137	90-100	85-89.5	
138	Exempt	85-89.5	80-84.5
139	85-89.5	75-79.5	75-79.5
140	80-84.5	85-89.5	85-89.5
141	Exempt	90-100	85-89.5
142	65-69.5	80-84.5	80-84.5
143	70-74.5	75-79.5	70-74.5
144	90-100	85-89.5	80-84.5

145			65-69.5	90-100	85-89.5	
146			90-100	80-84.5	75-79.5	
147			60-64.5	80-84.5		
148			90-100	85-89.5	75-79.5	
149			90-100	80-84.5	75-79.5	
150			Exempt	90-100	90-100	
151			65-69.5	80-84.5		
152			65-69.5	75-79.5		
153			Exempt	80-84.5	90-100	
154			60-64.5	60-64.5		
155			75-79.5	75-79.5		
156			70-74.5	75-79.5	80-84.5	
157			75-79.5	85-89.5	70-74.5	
158			75-79.5	85-89.5	85-89.5	
159			65-69.5	70-74.5	80-84.5	
160			70-74.5	80-84.5	85-89.5	
161			90-100	60-64.5		
162			75-79.5	70-74.5	75-79.5	
163			90-100	70-74.5	80-84.5	
164			60-64.5	70-74.5	70-74.5	
165			75-79.5	85-89.5	85-89.5	
166			70-74.5	75-79.5	65-69.5	
167			90-100	75-79.5	85-89.5	
168			65-69.5	85-89.5	80-84.5	
169			90-100	85-89.5	80-84.5	
170			75-79.5	70-74.5	75-79.5	
171			70-74.5	70-74.5	70-74.5	
172			60-64.5	75-79.5	75-79.5	
173			70-74.5	80-84.5	80-84.5	
174			90-100	75-79.5	Not attended	
175			80-84.5	85-89.5	90-100	
176			80-84.5	80-84.5	85-89.5	
177			65-69.5	75-79.5	90-100	
178			80-84.5	90-100	90-100	
179			90-100	90-100	90-100	
180			85-89.5		75-79.5	
181			90-100	85-89.5	85-89.5	
182			80-84.5	90-100	90-100	
183			90-100	85-89.5	90-100	
184			90-100	85-89.5	90-100	
185			80-84.5	90-100	90-100	
186			80-84.5	65-69.5		
187			65-69.5	0-49.5		
188			65-69.5	85-89.5	75-79.5	
189			75-79.5	65-69.5		
190			85-89.5	90-100	90-100	
191			80-84.5	85-89.5	85-89.5	
192			70-74.5	80-84.5	75-79.5	
193			80-84.5	80-84.5	85-89.5	
194			70-74.5	80-84.5	80-84.5	
195			Exempt	90-100	90-100	
	Total	N	195	195	195	195
Total	N		410	410	410	410

APPENDIX Q

English Scores of the Trainees and Non-participants' students

Table 30
*English 101 * PAR Crosstabulation*

		Participant	Non-participant	Total
Eng 101	90-100	28	37	65
	85-89.5	7	9	16
	80-84.5	29	25	54
	75-79.5	67	40	107
	70-74.5	50	41	91
	65-69.5	16	20	36
	60-64.5	11	16	27
	50-59.5	1	--	1
	0-49.5	3	--	3
	Exempt	--	5	5
	Not Attended	1	2	3
	2	--	2	
Total		215	195	410

Table 31
*English 102 * PAR Crosstabulation*

		Participant	Non-participant	Total
Eng 102	90-100	23	25	48
	85-89.5	33	40	73
	80-84.5	31	43	74
	75-79.5	42	36	78
	70-74.5	32	26	58
	65-69.5	18	10	28
	60-64.5	10	6	16
	50-59.5	--	1	1
	0-49.5	4	2	6
	Not Attended	5	5	10
		17	1	18
Total		215	195	410

Table 32
*English 211 * PAR Crosstabulation*

		Participant	Non-participant	Total
Eng 211	90-100	22	22	44
	85-89.5	39	40	79
	80-84.5	26	45	71
	75-79.5	22	19	41
	70-74.5	6	12	18
	65-69.5	4	5	9
	60-64.5	1	--	1
	0-49.5	1	--	1
	Not Attended	4	3	7
		90	49	139
Total		215	195	410

APPENDIX R

TÜRKÇE ÖZET

GİRİŞ

Yabancı dil olarak İngilizce eğitiminin önemi günümüzde herkes tarafından bilinmektedir. Ayrıca, tüm İngilizce Dil Öğretmenleri İngilizce öğretiminin düzenli bir yenileme ve geliştirmeden geçmesi gerektiğini bilir. Bu sebeple birçok meslek öncesi ve meslek içi eğitim programı geliştirilmektedir. Bu programların öncelikli görevi İngilizce öğretmenlerin dildeki yeteneklerini geliştirmek, kullandıkları eğitim metotlarını geliştirmek ve meslekteki eğitim yöntemleri konusunda bilgilendirmektir. Mesleki gelişim programlarının dışında öğretmenlerin gelişiminde önemli rol oynayan diğer unsurlar ise, kişisel araştırma (action research), literatür tarama, meslektaşlarıyla karşılıklı görüşmeler yapma ve kendi imkanlarıyla, yani mesleki günlükler tutma, meslektaşlarını gözlemleme vs. yollarıyla gelişmektedir.

Şu da önemlidir ki, öğretmenler kendilerini geliştirmek için sürekli kendi iş performanslarını değerlendirmek ve bu değerlendirmeler sonucunda kararlar almak zorundadırlar. Buradan anlaşılıyor ki, mesleki eğitim programlarının da değerlendirilmeye tabi tutulması gerekiyor. Bu programların değerlendirilme sebepleri Marsden (1991) tarafından şöyle sıralanmaktadır:

- İhtiyaç saptamasında kullanılan araç ve metotları geçerli kılmak
- Çözüm yollarını tespit etmek veya gözden geçirmek
- Eğitim stratejilerini tespit etmek veya gözden geçirmek
- Eğitici / eğitilen tepkilerini belirlemek
- Eğitilenlerin bilgi ve tutumlarını değerlendirmek
- Eğitilenlerin performansını değerlendirmek
- Kurumsal hedeflerin karşılanıp karşılanmadığını belirlemek

Bu nedenle eğitim birimleri varlıklarını kanıtlamak için yürüttükleri programları düzenli olarak değerlendirmek zorundadırlar. Ayrıca, günümüzde, özellikle eğitim alanında, sürekli değişim ve gelişim yaşanmaktadır. Bu nedenle de, yaşanan değişim ve gelişimden haberdar olmak ve tüm eğitim kaynaklarını güncelleştirmek için bu kaynakların değerlendirilmesi gerekir. Program ya da kurs değerlendirmesinin birçok yolu vardır. Eğitim programlarını değerlendirmede kullanılan birçok model mevcuttur. Ornstein ve Hunkins (1998) yapılan araştırmanın doğası açısından bu modelleri ikiye ayırmaktadır. Birinci gruptakiler nicel ölçümleri yansıtan bilimsel – pozitivist değerlendirme modelleridir. İkinci gruptakiler ise nitel metotlardan yararlanan hümanist – natüralist değerlendirme modelleridir. Değerlendirme için kullanılacak model yada modeller değerlendirme çalışmasını yapanlar yada programı yürütenler tarafından seçilmektedir. Seçilen model değerlendirmenin amacı ve okul yada kurumun koşullarına bağlıdır.

Bu genel program değerlendirme modellerinin dışında özellikle hizmet içi eğitim programlarını değerlendirmek için geliştirilmiş değerlendirme modelleri de bulunmaktadır. Bu modellerin başlıca dördü Nadler ve Nadler (1994) tarafından geliştirilen eğitim programı geliştirme modeli, Hamblin (1974), Brinkerhoff (1987) ve Kirkpatrick (1998 ilk olarak 1959'da geliştirilmiştir) tarafından geliştirilen eğitim programları değerlendirme modelleridir. Bu çalışmada kullanılması bakımından Kirkpatrick'in dört aşamalı değerlendirme modeli önem kazanmaktadır. Bu modelde şu aşamalarda değerlendirme yapılmaktadır:

- Tepki:** Eğitilenlerin program hakkındaki duygu ve düşünceleri (eğitmen, materyal ve geçirdikleri tecrübe hakkında olumlu duygulara sahipler mi?)
- Öğrenme:** Eğitim sayesinde edinilen bilgi, geliştirilen beceri ya da değiştirilen davranışların ölçüsü. Eğitim genellikle bu üç boyuttan en azından birinde ölçülebilir bir fayda ile sonuçlanması gerekmektedir. Birçok eğitim ortamında bu aşama mevcuttur ancak bu yeterli değildir.

Davranış: Eğitilenlerin bu bilgi beceri ya da teknikleri işlerinde kullanıp kullanmamaları. Diğer bir deyişle, eğitilenlerin aldıkları eğitim sayesinde “işbaşı” davranışlarını değiştirme oranının ölçüsüdür.

Sonuçlar: Eğitimin sonucunda ortaya çıkan nihai sonuçlar, eğitim açısından şunları içerir: sürekli eğitim için öğrenci motivasyonu, eğitimin sürekliliğini sağlayacak bir temelin oluşması, öğrenilenlerin uygulanması için gereken becerilerin geliştirilmesi ve kendileri ve toplum için daha refah bir yaşam oluşturmak için okulda edindiklerini okul dışına da taşımak için gereken beceri ve bilgiyi hayat boyu edinme.

Kirkpatrick’in üzerinde durduğu en önemli nokta ise, bu dört aşamanın sırasıyla takip edilmesidir. Bir değerlendirme çalışması ancak bu şekilde faydalı ve değerli olacaktır.

Hangi model kullanılırsa kullanılsın, meslek içi eğitim programlarının daima değerlendirilmesi gerekir. Bu çerçevede, önerilen bu araştırmanın amacı, Ortadoğu Teknik Üniversitesi Yabancı Diller Yüksekokulu’nda yeni yürütülmeye başlanan hizmet içi eğitim programını, CTE’ yi (The Certificate for Teachers of English), değerlendirmektir. Bu çalışma Kirkpatrick’in önerdiği değerlendirme modelini kullanarak yürütülmüştür. Bunun sebebi bu modelin özellikle eğitilenlerin tepkileri ve öğrendiklerinin ötesini incelemesidir. Başka bir deyişle, eğitilenlerin uzun vadede öğrendiklerini nasıl kullandıklarına ve de kurumlarına ne gibi faydaları olduğuna da bakılmaktadır. Kirkpatrick (1998) hizmet içi eğitim programlarının değerlendirilmesindeki sebepleri şöyle sıralamaktadır.

1. Hizmet içi eğitim biriminin, kurumun hedeflerine ve amaçlarına nasıl katkıda bulunduğunu göstererek varoluş sebebinin dayanağını ortaya koymak.
2. Hizmet içi programlara devam edilip edilmeyeceğine karar vermek.
3. Gelecekteki hizmet içi programlarının geliştirilmesi konusunda bilgi edinmek.

Bu çalışmayla CTE programında çıkabilecek muhtemel sorunlar araştırılarak, elde edilen bilgiler ışığında çözüm önerileri ortaya konulmuştur. Araştırmanın temel ve alt soruları şunlardır:

Aşama 1: Tepki

1. ODTÜ, Yabancı Diller Yüksekokulu'ndaki hizmet içi eğitim programı (CTE) katılımcıların ihtiyaçlarını karşılamakta mıdır?
 - 1.1 Katılımcıların katıldıkları programa karşı kişisel tepkileri nelerdir?
 - 1.2 Program, katılımcıların duygusal ihtiyaçlarını karşılamakta mıdır?

Aşama 2: Öğrenme

2. CTE hizmet içi eğitim programının katılımcıları öğretim becerileri ve davranışları açısından gelişim sağlamakta mıdır?
 - 2.1 Program sayesinde hangi beceriler gelişti ya da düzeldi?
 - 2.2 Katılımcıların hangi davranışları iyileştirildi?
 - 2.3 Programın yürütülmesi sırasında hangi sorunlar yaşandı?

Aşama 3: Davranış

3. Hizmet içi eğitim programı sayesinde katılımcılarda davranış değişikliği gözlemlendi mi?
 - 3.1 Katılımcılar davranış değişikliğine hazırlar mıydı?
 - 3.2 Değişikliğin oluşması için gereken şartların / koşulların sağlanmasında kurumsal destek ne ölçüdedir?
 - 3.3 Katılımcılar davranış değişikliği için nasıl ödüllendirilmektedirler?
 - 3.4 Program içeriği, katılımcıların bölümlerinde verdikleri derslere ne kadar uygundur?
 - 3.5 Katılımcıların asıl iş performanslarında ne kadar değişiklik gözlenmiştir?

Aşama 4: Sonuçlar

4. Program, katılımcılara, çalıştıkları bölümlere ve kendilerinden ders alan öğrencilerine faydalı sonuçlar getirmiş midir?
 - 4.1 Program, katılımcıların İngilizce öğretmeni olarak kendileri hakkındaki düşüncelerini geliştirmede ve dillerini (genel ve sınıf içi dil), öğretim tekniklerini ve öğretmen olarak kendilerini geliştirmede faydalı olmuş mudur?
 - 4.2 Katılımcılar, mesleklerinde ilerlemeye istekliler mi?
 - 4.3 Programın, katılımcıların çalıştıkları bölümlere ne gibi faydaları vardır?
 - 4.4 Katılımcıların öğrencileri, öğretmenlerinin derslerinden yararlanmışlar mıdır?

LİTERATÜR ÖZETİ

Öğrenme herkesi ilgilendiren bir konudur. Her yerde ve her koşulda mümkündür. Ancak öğretme bilinçli gerçekleşmediği takdirde önemini kaybeder. Bu nedenle otoriteler öğretmeyi daha etkin kılabilmek amacıyla daha verimli yollar aramaktadırlar. Bu yolda birçok araştırma ve uygulama yapılmıştır. İngilizce dil eğitimi ortaya çıktığı ilk günlerden bu yana bu uygulamadan geçmiştir. Her birinin artı ve eksileri olan birçok yöntem ve teknik geliştirilmiştir ve en doğrusunun bulunması için çalışmalar sürmüştür. Sürekli değişen ve gelişen teknolojiye ayak uydurabilmek amacıyla eğitimde de değişikliklerin oluşturulması gerekir (Harmer, 2001).

Eğitimde hizmet içi eğitimin önemini kavrayabilmek için hizmet içi eğitim tanımının çok iyi yapılması gerekir. Hizmet içi eğitim bir kişinin mesleğinde ilerleyecek becerileri kazanmasını sağlayacak herhangi bir faaliyeti ve mevcut işlerinde yardımcı olacak öğrenmeyi kolaylaştıracak herhangi bir tecrübeyi içerir (Hamblin, 1974, p. 3). Nadler ve Nadler ise hizmet içi eğitimi şöyle tanımlar, belirli bir süre içerisinde işveren tarafından, performansı geliştirmek ve / veya

kişisel gelişime yardımcı olmak için düzenlenen öğrenme deneyimleridir (1982, p. 1).

Yabancı dil eğitimi çaba gerektiren bir iş olması bakımından bu konuda her zaman hizmet içi eğitime gereksinim duyulmaktadır. Hizmet içi eğitimde yararlanılan birçok program modeli bulunmaktadır. Wallace (1991) üç belirgin modelden bahsetmektedir:

1. Craft modeli: stajyer, uzman eğitmeni gözlemleyerek ve taklit ederek öğrenir
2. Applied science modeli: stajyer, uygulamalı dilbilimi ve diğer dersleri çalışır ve edindiklerini sınıf ortamında uygular
3. Reflective model: stajyer ders verir, ders gözlemler ve geçmiş deneyimlerini hatırlayıp kişisel olarak yada başkalarıyla bunları tartışarak kendi sınıfında uygulayabileceği öğretim teorileri geliştirir

Öğretmenler genellikle kişisel deneyimleriyle daha etkili bir biçimde öğrenir, dolayısıyla, yansıtmalı (reflective) model öğretmenlere öğretmeyi öğretme konusunda daha etkili bir modeldir (Ur, 1996). Bunların dışında da birçok model geliştirilmiştir. Day (1993) dört model sunmuştur ve “Integrative” modelinin diğer üç modelin bir birleşimi, “reflective” bir yanının olduğunu ve dil eğitiminde stajyerlere ömür boyu sürecek mesleki gelişim sunabilecek imkan sağlaması bakımından en etkili model olduğunu vurgulamıştır.

Bu bağlamda program modelinin öneminin yanı sıra hizmet içi eğitimin değerlendirilmesi de vazgeçilemez bir unsur olarak karşımıza çıkmaktadır. Değerlendirmenin amacı genellikle günümüzde eğitim programlarının etkilerini belirlemek ve eğitim konusunda yapıcı kararlar almaktır (McMillan ve Schumacher, 2001). Buna bağlı olarak genel program değerlendirme modellerinin yanı sıra özellikle hizmet içi eğitim programlarını değerlendirmeye yarayan modeller geliştirilmiştir. Bunların başlıcaları Hamblin (1974), Brinkerhoff (1987) ve Kirkpatrick (1998) tarafından önerilenlerdir. Bu değerlendirme modelleri özünde birbirine benzer nitelikler taşımaktadır ancak kullanılan terimler

farklılıklar göstermektedir. Bu çalışmada yararlanılan model giriş bölümünde de bahsedildiği gibi Kirkpatrick modelidir.

Kirkpatrick modelinin kullanıldığı birçok değerlendirme çalışması bulunmaktadır (Kirkpatrick, 1998; Green, 2004). Bu çalışmalardan çıkan başlıca sonuçlar Kirkpatrick modelinin değerlendirme çalışmalarında etkili olduğu ve değerlendirme sonuçlarından elde edilen verilere göre çözüm önerileri getirilebileceğidir. Diğer bir meta-analiz çalışmasında, (Arthur Jr. et. al., 2003), ortaya çıkan sonuç ise kullanılan hizmet içi metodu, öğretilen beceri ya da özellik ve seçilen değerlendirme kriterinin hizmet içi programlarda önemli roller oynadığıdır. Ayrıca, Eseryel (2002) hizmet içi programlarının sürekli değerlendirilmediğinden bahsetmektedir. Değerlendirilenler ise çoğunluk olarak ikinci aşamayı (Öğrenme) germediğini vurgulamıştır.

Türkiye’de de hizmet içi program değerlendirme çalışmaları mevcuttur (Daloğlu, 1996; Karaaslan, 2003; Akpınar Wilsing, 2002; Önel, 1998; Özen, 1997). Bu çalışmaların sonuçlarında çıkan bulgulara göre değerlendirilen programlar etkili olmuştur fakat mesleki gelişmeyi engelleyen birtakım unsurların var olduğu ve bunların ortadan kalkması için programlarda değişikliklerin yapılması ve bu konuda daha fazla araştırma gerektiği ortaya çıkmıştır. ODTÜ Yabancı Diller Yüksekokulu’nda yürütülen hizmet içi eğitim programının da değerlendirme çalışmaları mevcuttur (Şallı et. al., 2005). Bu çalışma sonucunda program etkili bulunmuştur fakat bir takım değişikliklerle iyileştirilebileceği vurgulanmıştır.

YÖNTEM

Araştırma genel olarak nicel yöntemlerle sonuç elde etme temeline dayanmaktadır. Değerlendirme çalışması ODTÜ Yabancı Diller Yüksekokulu’nda yürütülen hizmet içi eğitim programının, Kirkpatrick değerlendirme modelini kullanarak yürütülmüştür ve 2003-2004 akademik yılını kapsamaktadır. Çalışma üç bölümden oluşmuştur ve dört ayrı gruptan veri toplanmıştır. İlk aşamada program katılımcılarından (N = 6) anket yoluyla veri elde edilmiştir. İkinci

aşamada program katılımcılarından (N = 6) anket, yüz yüze görüşme ve gözlemlene yollarıyla veri toplanmıştır. Son olarak, üçüncü aşamada program katılımcılarından anket yoluyla, program eğitmenleri ile (N = 2), programın yürütüldüğü iki bölüm başkanından yüz yüze görüşme yapılarak ve katılımcıların öğrencilerinden (N = 48) ise anket yoluyla veri toplanarak yapılmıştır. Program katılımcıları ODTÜ'deki ilk yılları olması nedeniyle çalıştıkları bölüm tarafından (Modern Diller Bölümünde 2; Temel İngilizce Bölümünde 4) bu programa katılımları mecbur tutulmuştur. Her biri az da olsa bir öğretmenlik tecrübesine ve biri hariç hepsi bir tür hizmet içi program deneyimine sahipti. Modern Diller Bölümündeki katılımcılar haftada 12 saat üç ayrı grup öğrenciye akademik İngilizce okuma ve yazma becerileri derslerini vermekteydi, Temel İngilizce Bölümündekiler ise haftada 5 gün sabahları birer gruba genel İngilizce dersleri vermekteydi. Program eğitmenleri ise çalışmanın başlangıcında dört kişi olmalarına rağmen, birtakım sebeplerden dolayı biri programdan diğeri okuldan ayrıldığından kalan ikisiyle görüşülmüştür. Eğitmenlerin ikisi de bu iş için bölüm tarafından görevlendirilmiştir ve yurt dışında bu konuda eğitim almıştır. Eğitmenler, programda eşit olarak görev dağılımı yapmakta, her iki eğitmenin de işine bağlı, hevesli ve çalışkan oldukları gözlemlenmiştir. Bu çalışmadaki üçüncü grubu da her iki bölümün başkanı oluşturmaktadır. Her iki bölüm başkanı, bu çalışma sırasında görevlerinden ayrılmalarına rağmen, Modern Diller Bölüm Başkanı altı yıl, Temel İngilizce Bölüm Başkanı ise 3 yıl görevlerini sürdürmüşlerdir. Her iki başkan yeni elemanlarının derslerini gözlemleyip karar vermede etkin rollerde bulunmuştur. Bu değerlendirme çalışmasında son olarak program katılımcılarının öğrencilerinden veri toplanmıştır. Her ne kadar toplam 230 öğrenciye ulaşılacak istense de (Modern Diller Bölümü'nden 150; Temel İngilizce Bölümü'nden 80), tabakalı örnekleme yapıldığında ODTÜ'deki çeşitli fakültelerde öğrenim gören toplam 166 öğrenci saptanmıştır ve bu öğrencilerden ancak 48'i öğrenci anketini doldurmuştur.

Bu çalışmada kullanılan tüm veri toplama araçları araştırmacı tarafından geliştirilmiştir. Kirkpatrick tarafından önerilen bazı kurallar, CTE programının ana hedefleri ve özellikle bu çalışmanın temel ve alt soruları araç geliştirmede

temel alınmıştır. Anket formları pilot çalışmaları sonucunda ve uzman görüşleri ışığında düzenlenmiştir. Ayrıca, yüz yüze görüşme formları da uzman görüşüne sunulmuş içerik geçerliliği ve iç güvenilirliği sınanmış, gerekli düzenlemeler ve değişiklikler bu yolla gerçekleştirilmiştir. Kullanılan anket formları farklı sayıda maddeler içeren açık uçlu, boşluk doldurmalı ve dört (öğrenci anketi) yada beş (katılımcı anketi) puan aralığındaki Likert alt ölçekli sorulardan oluşmaktadır.

Anket formları araştırmacı tarafından çoğaltılıp dağıtılmış ve elde edilen veriler SPSS yazılım programıyla da bilgisayar ortamına aktarılmıştır. Elde edilen nicel verilerin analizinde *ortalama*, *yüzde* ve *frekans analizi* kullanılmıştır. Nitel verilerin analizinde ise *içerik analizi* uygulanmıştır; genel temalar belirlenip kümelenecek ve araştırma sorularına göre gruplandırılmıştır. Bireysel görüşmeler görüşülen kişiler tarafından belirlenen zamanlarda araştırmacı tarafından ses alıcısı ile kaydedilerek yapılmış ve tamamı yazılı metin şekline dönüştürülmüştür. Tüm nitel veriler *içerik analizine* tabi tutulmuştur.

Bu çalışmada kullanılan diğer veri toplama araçları ise katılımcıların derslerini izlemede kullanılan gözlem formları ve programdaki bazı oturumlarda katılımcıların doldurdukları geri besleme formlarıdır.

BULGULAR

Tepki aşamasındaki sonuçlar: Katılımcıların devam ettikleri programa karşı tepkileri zamana ve ölçülen unsura göre farklılıklar göstermektedir. İlk tepkileri olumlu olarak gözlenirken, programın ortasında ve sonunda bu tepkilerin olumsuzla dönüştüğü görülmektedir.

Program katılımcılarının ihtiyaçlarını karşılaması bakımından elde edilen sonuçlardaki ortalamalara bakıldığında, 5 aşamalı Likert ölçütündeki “Yeterlilik” sütununda en düşük ortalamanın 3.1, “İhtiyaç” sütununda en düşük ortalamanın 2.1 ve en yüksek ortalamanın ise 3.5 olduğu görülmüştür. Bu sonuçlar katılımcıların genel olarak İngilizce eğitimi konusunda kendilerini yeterli gördüklerini ancak bunun yanında birçok beceriye de ihtiyaç duymamakta olduklarını göstermektedir. Bununla beraber, en çok ihtiyaç duydukları beceriler

ise *öğretmen geliştirme ve eğitim kaynaklarını kullanma* konusunda saptanmıştır. Bu sonuç katılımcıların mesleklerine önem verdiklerini ve bu meslekte ilerlemek istediklerini belirtmektedir.

Öğrenme aşamasındaki sonuçlar: Katılımcıların program sayesinde edindikleri beceriler genellikle programın uygulama (Teaching Practice) bölümünde gerçekleşmiştir. Yazılı ödev kısmından uzun vadede akademik yazma becerilerini geliştirdikleri ve oturumlardan sadece uygulamaya yönelik ve kendi ihtiyaçlarına uygun olanlarından faydalandıkları görülmüştür. En yararsız olarak nitelendirdikleri bölüm ise “Portfolio” bölümü olarak belirtilmiştir. Katılımcılarda iyileştirilemeyen davranışlara gelince; program oturumlarına ve “Portfolio” kısmına olan olumsuz davranışlarında değişiklik gözlenmemiş bunun yanında kendilerine “öğrenci gibi” davranıldığı düşüncesiyle eğitmenlere karşı olumsuz davranışlar baş göstermiş ve belirtilen husus ile ilgili olarak şikayetleri olmuştur. Değişmeyen diğer bir davranış ise uygulama (Teaching Practice) kısmında görülmüştür ki katılımcılar en çok bu kısımdan faydalandıklarını belirtmişlerdir.

Programın yürütülmesinde ortaya çıkan sorunlar ise; özellikle Temel İngilizce Bölümündeki katılımcıların bölümde kullandıkları modül sistemine uygun olmaması; çoğu oturumun verdikleri derslerle ilgisinin olmaması; katılımcıların adaptasyon sorunu yaşamaları; programın çok yüklü olması; programın uygulamadan çok teoriyi vurguladığı; katılımcıların zamana karşı yarışmak zorunda oldukları ve beklentilerinin karşılanmadığı şeklindedir.

Davranış aşamasındaki sonuçlar: Bu aşamadaki ilk alt soru katılımcıların davranış değişikliğine hazır olup olmadıkları idi ve çıkan sonuçlara göre programın başında katılımcıların ankete verdikleri bazı cevaplardan değişikliğe hazır oldukları gözlenmiştir.

Değişiklik için gereken kurumsal desteğin ise araştırma gruplarından elde edilen verilere göre tamamen sağlandığı görülmüştür. Kurumsal destek ise meslektaşlarının derslerini gözlemek fırsatı verilerek; materyal paylaşarak; program oturumlarını gerçekleştirecek tam teşekküllü bir sınıf sağlayarak; gerekli

teçhizatı sunarak ve sürekli programdan haberdar olup programı destekleyerek sağlanmıştır.

Katılımcılara değişimleri sonucunda ödüllendirilmeleri farklı yollarla gerçekleşmiştir. Bu ödüllendirmeler katılımcılar açısından şöyle özetlenebilir: öğretmenleri tarafından sözel olarak ödüllendirilmeleri; öğrencileri ve meslektaşlarıyla iyi ilişkilerinin oluşması; öğrencilerinin olumlu tepkileri; akademik yazı merkezinde görev verilmesi; uzun vadede bilgi ve beceriler edinmeleri; öz benliklerini geliştirmeleri ve bölüm toplantılarında kendilerini ifade etme özgürlüğüne sahip olmaları.

Programın içeriğinin, katılımcıların bölümlerinde verdikleri derslerle uygunluğu açısından bir takım sorunlar ortaya çıkmıştır. Bu bağlamda katılımcılar ve bölüm başkanlarından elde edilen veriler benzer olmakla beraber, içerik açısından programın uygun olmadığı vurgulanmıştır. Ayrıca katılımcılar programın içerik bakımından, daha tecrübesiz öğretmenlere uygun olduğunu belirtmişlerdir. Bunun sebebi ise program oturumlarında işledikleri konuları kendi derslerinde uygulamakta zorluk çektikleridir. Bu verilerin yanı sıra katılımcıların öğrencilerinden elde edilen veriler ise, olumlu sonuçlar göstermektedir. 4 aşamalı Likert ölçütünde yapılan değerlendirmede elde edilen ortalamalara göre en düşük ortalama 3.1, en yüksek ise 3.5 olarak görülmektedir. Ayrıca, açık uçlu sorulara göre de öğretmenleriyle ilgili olumlu cevaplar alınmıştır. Bu sonuçlar katılımcıların öğrencilerinin İngilizce derslerinden ve öğretmenlerinden memnun olduklarını göstermektedir.

Beceri aşamasındaki son alt soru katılımcıların asıl iş performanslarında ne kadar değişiklik gözlemlendiğidir. Bu sorunun cevabı ders gözlemlene formlarından elde edilmiştir. Program bittikten bir yıl sonra gözlemlenen iki katılımcının ders performanslarında gelişmeler görülmüştür. Bu farklılıklar bu iki katılımcının program başında ve program sonundaki gözlemlerinden ortaya çıkmıştır.

Sonuçlar aşamasındaki sonuçlar: Programın, katılımcılarına dil yetenekleri ve öğretim becerileri bakımından faydalı olduğu konusunda, araştırma grupları arasında farklı algılamalar bulunmaktadır. Katılımcılara göre elde ettikleri

faydalar şöyle sıralanabilir: zaman yönetimi ve iş yükü ile baş etme yolları; takım çalışması; kendini geliştirme. Öğitmenlerin görüşlerine göre ise katılımcılar tüm öğretim becerilerini kazandılar ve öğrencilerine de faydalı oldular ancak programın kendileri için genel faydalarını şimdi kavrayamazlar da, uzun vadede bunun farkına varacaklardır. Katılımcılardan elde edilen bu olumlu verilerin yanı sıra üzerinde durup geliştirmeleri gereken birçok beceriden ve hala kendilerini derslere girerken tedirgin hissettiklerinden, sürekli aynı yöntemleri tekrarladıkları hususunun da üzerinde durulmuştur.

Katılımcılar mesleklerinde ilerlemeye kararlı oldukları sonuçları da ortaya çıkmıştır. İlerlemek için yapmayı düşündükleri ise şöyle sıralanmaktadır: yüksek lisans programlarına katılmak; İngilizce Öğretmenliği ile ilgili konferanslarda bildiri sunmak ve izleyici olarak katılmak; sürekli yayınlarda makaleler bastırmak; ve hatta hizmet içi eğitim programı eğitmeni olmak.

Programın, katılımcıların çalıştıkları bölümlere olan faydaları ise bölüm başkanları tarafından elde edilen verilere göre şöyle özetlenebilir: bölüm toplantılarında fikirlerini açıkça belirtmeleri; bazılarının araştırmaya eğilimli olması dolayısıyla bölüm içi araştırmalara faydalı olabilecekleri; bölümü benimsemeleri ve çalışma ciddiyeti edinmeleri ve bazılarının akademik yazı merkezinde çalışmalarını.

Sonuçlar aşamasındaki son alt soru ise katılımcıların öğrencilerinin programdan fayda sağlayıp sağlamadıkları sorusudur. Bu konuda elde edilen verilerden öğrencilerin de programdan faydalandığı sonucuna ulaşılmıştır. Her araştırma grubundan gelen cevaplar bu yöndedir. Ancak, katılımcılar ve bölüm başkanlarından alınan öneriler kullanılan ders kitapların programa daha fazla entegre edilmesi gerektiği doğrultusundadır. Bu alt sorunun diğer bir sonucu ise, öğrenci anketlerin beklenilenden çok düşük sayıda olması sebebiyle yapılan ek bir çalışma yoluyla ortaya çıkmıştır. Bu çalışma ile katılımcıların tüm öğrencilerinin İngilizce derslerinden aldıkları notları ile katılımcı olmayan diğer bir grup öğretmenin öğrencilerinin aynı derslerden aldıkları notların karşılaştırılmasından oluşmaktadır. Bu ek araştırmada katılımcı ve katılımcı olmayanların öğrencilerinin dört ayrı İngilizce dersindeki notlarının frekansları alınmıştır.

Sonuçlara göre, alınan tüm İngilizce derslerinde, program katılımcısı olmayan öğretmenlerin öğrencileri katılımcıların öğrencilerinden daha yüksek notlar aldığı gözlenmiştir. Sırasıyla İngilizce 101, İngilizce 102, İngilizce 211 ve İngilizce 311 dersinden 90 – 100 arası alan, katılımcı ve katılımcı olmayanların öğrencileri ortalamaları şöyle belirtilmiştir: 28, 37; 23, 25; 22, 22; ve 1, 1. İngilizce 311 dersindeki düşük sayı ise bu öğrencilerin çoğunluğunun henüz üçüncü sınıfa gelmemiş olmalarından dolayı bu dersi almamış olmalarıdır.

SONUÇLAR VE TARTIŞMA

Tepki aşamasındaki bulgular program katılımcılarının başlangıçta olumlu, sona doğru ise olumsuz kişisel tepkilere sahip olduğunu göstermiştir. Buna göre literatürde de belirtildiği gibi, katılımcı tepkilerinin değişkenlik göstermesi olağan bir durumdur ancak Kirkpatrick'in belirttiği gibi, ilk tepkilerin olumlu olması önem taşımaktadır çünkü bu müşteri memnuniyeti ile eşdeğerdir. Yani bir programın katılımcılarının başta olumlu tepkiler göstermesi öğrenmeye istekli olduğunun göstergesidir (1998). Sonlara doğru olumsuz hale gelen tepkiler ise programın yoğun ve yorucu bir program olmasından kaynaklanmaktadır. Tepki aşamasındaki diğer bir bulgu ise katılımcıların duygusal ihtiyaçlarının program sayesinde karşılanmamasıdır. Buradan çıkan sonuç şöyle açıklanabilir ki, program katılımcıları başka kurumlarda da çalışmışlardır ve iş tecrübesine sahip öğretmenlerdir. Bu nedenle teorik olarak İngilizce öğretmenliği konusunda bilgi sahibidirler. Dolayısıyla, ihtiyaç duydukları beceriler daha çok yeni işe başlamış oldukları kuruma yönelik becerileri edinmek ve özellikle burada karşılaştıkları öğrencilere yardımcı olacak teknikleri öğrenmektir. Buradan çıkan sonuç ise, Bramley'nin (1991) de bahsettiği gibi, herhangi bir programa başlarken katılımcı profilinin ve özellikle katılımcı ihtiyaç analizinin yapılmasının çok büyük önem taşıdığıdır. İhtiyaç analizi yapılmadığı takdirde program katılımcılarının ihtiyaçlarının karşılanması zorlaşmaktadır.

Katılımcıların edindikleri bilgi ve beceriler ele alındığında, anket ve kişisel görüşmelerde katılımcılar, programın uygulama (Teaching Practice) bölümünün

dışında amacına ulaşmadığını belirtmişlerdir. Ancak, programın bazı oturumlarından sonra alınan geri bildirimlere bakıldığında, katılımcılar bilgi edindiklerini belirtmişlerdir. Bu çelişkinin açıklaması zor olmakla beraber şöyle bir muhtemel açıklama getirilebilir: katılımcılar oturumlar sonrasında gerçekte bilgi ve beceri edinmektedirler ancak kendi derslerinde doğrudan doğruya ve hemen bunları uygulayamadıklarından dolayı edindikleri bilgi ve becerilerin kendilerine fayda getirmediği, dolayısıyla da işe yarar bir şey öğrenmedikleri duygusuna kapılmaktadırlar. Ancak şu da önemli bir gerçektir ki, öğrenme bilinçsiz olarak da gerçekleşebilir (Ur, 1996). Programın ikinci yarısında yapılan bazı değişiklikler ile katılımcılarda davranış değişiklikleri gözlenmektedir. Özellikle bazı oturumlara ve yazılı ödev (assignments) kısmına karşı olan davranışlarında olumluya doğru bir değişiklik gözlenmiştir. Bunun sonucunda gelişmeye yönelik değerlendirmenin (formative evaluation) önemi vurgulanmaktadır. Bu tür değerlendirmeyle programda nelerin aksadığı, nelerin düzeltilmesi ve nasıl düzeltilmesi gerektiği konusunda cevaplar aramak için ve programı düzeltmek amacıyla sık sık veri toplanmıştır. Dolayısıyla, bu çalışmada, bir çeşit “formative” değerlendirme yapılmış ve bir nevi düzeltme yoluna gidilmiştir. Ancak iyileştirmeler katılımcıların davranışlarını tamamen değiştirmeye yetmemiş, programın yürütülmesi sırasında meydana gelen sorunlarda araştırma gruplarına göre farklılıklar göstermiştir. Bu bağlamda önemli olan Kirkpatrick tarafından da belirtildiği gibi değerlendirmenin bir amacı da gelecekteki hizmet içi programlarını iyileştirmenin yollarını araştırmaktır (1998). Bu nedenle, programları iyileştirmenin en iyi yollarından birisi de yaşanan güçlükleri saptayıp (ki bu da “formative” değerlendirmeyle de mümkündür) iyileştirmenin yollarını aramaya başlamaktır.

Katılımcıların davranış değişikliğine olumlu yaklaşımları gözlenmiştir. Ancak olumlu davranış değişikliklerinde bulunmadıkları, yada bulunamadıkları belirtilmiştir. Unutulmamalıdır ki davranış değişikliğinin ortaya çıkması zaman alabilir ve ne zaman ortaya çıkacağı belli olmaz (Hamblin, 1974). Ayrıca bu konuda çıkan diğer bir sonuç ise eğitmenler ve bölüm başkanlarının düşüncelerine göre bazı katılımcıların değişikliğe açık olmamasıdır. Bu direnişin sebebi

beklentilerinin karşılanmadığını görüp bölümlerindeki ilk yıllarında kendilerini kaybolmuş hissetmelerinden kaynaklanmış olabilir. Hatırlanacağı üzere gerekli kurumsal desteğin sağlanmış olması bulgular arasında yer almakta birlikte desteğin sağlanmasına rağmen katılımcıların değişim göstermemeleri tartışılır bir konu olup, bu durum değişikliğin oluşması için olumlu bir desteğin yeterli olmayabileceğini göstermektedir. Diğer yandan programın katılımcılara yararlı olması sorusu, katılımcılar dahil, her üç araştırma grubu tarafından olumlu cevaplanmıştır. Katılımcıların program ilerledikçe, programı faydasız olarak nitelenseler de, program tamamlandıktan sonra memnuniyetlerini dile getirmeleri çelişki doğurmaktadır. Brinkerhoff (1987) tarafından öne sürülen bir yorum bunun sebebini açıklayabilir: Katılımcıların katıldıkları bir programdan öğrendiklerini, işlerinde doğru kullanıp kullanmadıklarının kendileri tarafından nasıl bilindiğine ilişkin sorudur. Brinkerhoff katılımcıların bu soruyu cevaplamaları için kendi sistemlerini oluşturmaları gerektiğini savunmuştur. CTE programının katılımcıları da böyle bir sistem geliştirmiş olabilirler. Ayrıca, memnuniyetlerini program bittikten bir yıl sonra belirtmişlerdir. Yani, geçen bir yıl içerisinde programın ağır yükünden ve stresinden kurtulmuş olarak samimi duygularını belirtmiş olabilirler. Program içeriği konusunda da farklı görüşler ortaya çıkmıştır. Öğretmenler her ne kadar program içeriğini uygun bulsalar da katılımcıların ve bölüm başkanlarının fikirleri tam tersi yönde ortaya çıkmıştır. Bu konuya da şöyle bir açıklama getirilebilir: Öğretmenlerin amacı reflective yaklaşımı (Wallace, 1991) uygulamak olduğundan katılımcılara hazır ders planları sunmaktansa, onlara yöntemi öğretip kendi yaratıcılıklarını kullanarak ders hazırlamayı öğretmeyi amaçlamışlardır. Katılımcılar ise pratik ve de hemen uygulayabilecekleri öneriler beklentisi içinde olduklarından, program içeriğinin kendilerine fayda sağlamadığı düşüncesi içerisinde olmuş olabilirler. Davranış aşamasındaki son alt soru ise katılımcıların iş performanslarında gelişme göstermeleri konusunda idi. Katılımcılar uygulama (Practice Teaching) kısmından yararlanmış ve İngilizce öğretmenliği konusunda bir takım beceriler elde etmişlerdir. Ancak bu sonucu oluşturan sebepleri anlamak oldukça güçtür. Program başında ve bittikten bir yıl sonraki gözlemler sonucunda katılımcıların

geliştiđi gözlemlenmiř ve řu sonuçlara ulařılmıřtır: Katılımcıların gerçekten edindikleri becerileri kullanmaya bařladıkları; bir yıl ierisinde deneyim kazanmıř oldukları; anılan her iki geliřmenin birlikte gerçekleřmiř olduđu veya gemiř deneyimlerinden de faydalanarak bu duruma gelmiř olmalarıdır. Arthur et. al. (2003) bazı alıntılarında bu konuya deđinerek öğrenme ve davranıř kriterlerinin her ne kadar birbirine bađlı olsa da bu iliřkiyi açıklamanın gü olduđundan bahsetmiřlerdir. Bunun sebebini de davranıř kriterlerinin öğrenilen becerilerin iře transferini etkileyen çevresel etkenlerden etkilenmesi olarak belirtmiřlerdir.

Sonuçlar ařamasındaki ilk alt soru katılımcıların programdan yararlanıp yararlanmadıkları konusuydu. Katılımcılar her ne kadar faydalanmadıklarını düşünseler de son ankette belirttiklerinden řu anlaşılıyor ki programın bazı bölümlerinden yararlandılar. En azından uygulama imkanına sahip olduklarından eksik oldukları becerilerin farkına varıp düzeltme yollarının kendilerine sunulduđunu kabul ettiler. Ayrıca, takım çalıřması, iř yükü ve stres ile bař etme yolları gibi konularda bilgi sahibi oldular. Bu durum katılımcıların mesleklerinde ilerlemeye yönelik düşüncelerine de yansımıřtır. Çeřitli mesleki geliřim yollarına yönelmek istemeleri bunun bir iřaretidir. řöyle ki herhangi bir programın katılımcılarının ilerlemeyi düşünmesi katıldıkları programdan memnun olduklarını göstermektedir. Program katılımcıları bölümlerine karřı sorumluluk sahibi olarak ve bölümlerinde diđer görevlerde çalıřmaları bölüm başkanları tarafından olumlu karřılanmaktadır. Bramley (1991) program katılımcıların sahip olma ve sorumluluk duygusunun, kurumlarının hedeflerine ulařmasında önem tařıdıđını vurgulamıřtır. Katılımcıların öğrencilerine gelince, her arařtırma grubu tarafından elde edilen verilere göre olumlu sonuçlar ortaya konmuřtur. Katılımcılar her ne kadar öğrencilerine daha da faydalı olabileceklerini düşünseler de, yine de onların derslerinden yararlandıklarını kabul etmektedirler. Öğrenci anketinin yeterli sayıda olmaması ise bu konunun sonuçlarını etkilemektedir. Dolayısıyla, yapılan ek çalıřma ile katılımcı ve katılımcı olmayanların öğrencilerinin İngilizce derslerinden aldıkları notlar karřılařtırılınca görülmüřtür ki, katılımcı olmayanların öğrencilerinin ders notları genelde daha yüksek çıkmıřtır. Bu sonuç da gösterir ki katılımcı öğrencilerindeki bařarı ve

memnuniyetin tek belirleyicisi programın etkisi değildir. Öğrenci notlarındaki sonuçların sebebi öğrencilerin geçmişi, tahsili, aile yapısı gibi unsurlara da bağlı olabilmektedir.

Tüm tartışmalar ışığında CTE programının geliştirilmesi yönünde birtakım önerilerde bulunulabilir: her iki bölüm (Modern Diller ve Temel İngilizce) ayrılıp kendi ihtiyaçlarına göre hizmet içi eğitim verebilirler; program başlamadan önce çok detaylı bir ihtiyaç analizi yapılmalıdır; programın bazı bölümleri ciddi bir revizyondan geçmelidir; katılımcıların iş yükü hafifletilebilir; program içeriğindeki bazı konular yeniden düzenlenebilir; programa katılımcıların verdikleri derslere yönelik daha fazla alan çalışmaları (workshop) eklenebilir; katılımcıların derslerinde kullandıkları ders kitapları program içeriğine daha fazla entegre edilebilir ve hizmet içi eğitim programının her iki bölümün kadrosuna daha iyi anlatılıp varlığı ispat edilebilir.

ÖNERİLER

Bu çalışma CTE programının Kirkpatrick modelinin her dört aşamasını içeren geniş bir değerlendirmeyi kapsamaktadır. Literatürde hizmet içi eğitim programların değerlendirmesinde dört aşamanın birden vurgulandığı çok az sayıda çalışma mevcuttur. Bu çalışmada her ne kadar modelin aşamaları arasında çakışmalar ve veri toplamada güçlükler yaşansa da, modelin tamamının kullanıldığı örnek bir çalışma olmuştur. Buna rağmen değerlendirme çalışması sırasında yaşanan sıkıntılar sebebiyle, Kirkpatrick'in değerlendirme modeli CTE programının değerlendirmesinde yeteri kadar etkili olmamıştır. CTE programının değerlendirmesinde başka hizmet içi eğitim programı tasarlama yada değerlendirme modellerinden yararlanılabilir. Örneğin, ihtiyaç analizi ve aşamalar arasındaki iletişim kolaylığı sağlaması bakımından Nadlar ve Nadler'in (1994) tasarlama modeli önerilebilir. Tepki aşaması ile ilgili öneriler şöyle özetlenebilir: katılımcı tepkilerinin zamana ve duruma bağlı olarak değişkenlik göstermesi hususuna bu aşamada yürütülen çalışmalarda dikkat edilmesi gerekir; ihtiyaç analizinin program başında mutlaka yapılması ve tepkilerin buna bağlı olarak da

gözlmesi gerekir. Öğrenme aşaması ile ilgili öneriler: becerilerin ölçülmesi söz konusu olduğunda güçlükler yaşanmaktadır ve bu yüzden oldukça etkili araçların tasarlanıp kullanılması gerekir. Davranış aşaması ile ilgili öneriler: davranış değişikliği zaman alan ve güç ölçülen bir olgu olması bakımından bunun mümkün olduğu kadar sık ve değişimin oluşması için zaman tanıdıktan sonra yapılması gerekir. Ayrıca, bu aşamadaki değerlendirmenin takip edilmesi gerekir ki, eğer var ise, davranış değişikliğinin nedenleri ortaya konabilsin. Sonuç aşaması ile ilgili öneriler ise şöyle: detaylı bir sonuç aşaması değerlendirmesinin yapılabilmesi için düşünülmesi gereken unsurlar vardır. Programın etkilerinin ortaya çıkması birçok unsura bağlıdır. En önemlisi, aradan yeteri kadar zamanın geçmesi gerekir. Bu çalışmada zaman kısıtlaması sebebiyle programın uzun vadedeki etkilerinin değerlendirilmesi konusu yeterli ölçüde gözlemlenememiştir. Sonuç aşamasındaki diğer bir önemli unsur ise çalışmanın tüm ilgili kişileri kapsamasıdır. Bir program değerlendirmesinde uzun vadeli etkilerin ölçülmesi ilgili tüm kişilerin katılımıyla önem kazanmaktadır, ki ancak bu şekilde tam kapsamlı bir değerlendirme çalışması yapılmış olacaktır. Bu çalışmaya katılabilecek diğer kişiler ise hizmet içi programının önceki yıllardaki katılımcıları ve her iki bölümün tüm çalışanlarıdır. Ayrıca, daha verimli bir çalışmanın ortaya çıkması açısından katılımcı öğrencilerinin bu çalışmaya en başından katılması da önerilebilir.

Bu önerilerin dışında çalışma konusuna yönelik genel öneriler de sunulabilir. Öncelikle, Kirkpatrick değerlendirme modelinin öğretmen yetiştiren hizmet içi eğitim programlarının değerlendirme çalışmalarında daha çok yaygınlaştırılabilir. Buna bağlı olarak da Türkiye’de öğretmen yetiştiren hizmet içi eğitim programlarının değerlendirme çalışmaları da yaygınlaştırılmalıdır. Hizmet içi eğitim, değerlendirme ve özellikle hizmet içi eğitim programlarının değerlendirilmeleri konularına daha fazla önem verilmelidir. Hizmet içi eğitim programlarının değerlendirilme çalışmalarında kurumsal açıdan faydalarının da göz ardı edilmemesi gerekir ki günümüzde kişisel etkilerinin yanı sıra bu tür programların kurumsal etkileri de önem kazanmaktadır. Literatürdeki farklı hizmet içi eğitim programları değerlendirme modelleri ve etkileri üzerinde

karşılaştırmalı çalışmalara ihtiyaç vardır. Son olarak da hizmet içi eğitim programları değerlendirme çalışmalarında ve farklı kurumlarda bu programların değerlendirilmesinde karşılaşılan engeller ve güçlükler üzerinde çalışmaların yapılması gerekmektedir.

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Şahin, Vildan
Nationality: Turkish (TC)
Date and Place of Birth: 11 August 1969, İstanbul
Marital Status: Married
Phone: +90 312 210 3902
Fax: +90 312 210
Email: vildan@metu.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
MA	METU Foreign Language Education	1997
BA	Anadolu University, English Language Teaching, Eskişehir	1992
High School	Beyoğlu Anadolu High School, İstanbul	1987

WORK EXPERIENCE

Year	Place	Enrollment
1993- Present	METU SFL Modern Languages Department	Instructor of English, Teacher Trainer
1992-1993	Anadolu University, Education Faculty, ELT Department	Instructor of English
1990 - 1992 Summers	Önder Language Course, Eskişehir	English teacher

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

1. Cihan, N., Çavuşoğlu, C., and Şahin, V. (2002). Read to comprehend write to react I. Department of Modern Languages, School of Foreign Languages, METU. METU Press. Ankara.

2. Cihan, N., Çavuşoğlu, C., and Şahin, V. (2002). Read to comprehend write to react II. Department of Modern Languages, School of Foreign Languages, METU. METU Press. Ankara
3. Şahin, V. and Cihan N. (2000). (Translated). The International symposium of the 75th anniversary of the first women's meeting in Kastamonu. Kastamonu. Turkey.

CERTIFICATES

- 1997 – Cambridge University, Royal Society of Arts Diploma for Overseas Teachers of English (RSA DIPLOMA)
- 1997 – The British Council, Becoming a teacher trainer: an introduction to teacher training, Cambridge

HOBBIES / INTERESTS

Curriculum design and evaluation, ELT teacher training, teaching English reading and writing
Drawing, oil painting and swimming