

THE EFFECTS OF AN IN-SERVICE TEACHER
TRAINING CERTIFICATE PROGRAM ON
THE TEACHING PRACTICES
OF
NOVICE TEACHERS

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NOVICE TEACHERS

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Approval of the Board of Graduate Programs

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ABSTRACT

THE EFFECTS OF AN IN-SERVICE TEACHER TRAINING CERTIFICATE PROGRAM ON THE TEACHING PRACTICES OF NOVICE TEACHERS

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Although there have been a number of studies focusing on the contents of In Service Teacher Training (INSET) and the perceptions of teachers attending INSET courses, the objectives in the INSET course guidelines and the possible effects of INSET on classroom teaching seem to be receiving considerably less attention. In an attempt to address this gap in the literature, this study focuses on an INSET course designed by a reputable British university offered at a Turkish university.

The study aims to investigate whether novice teachers who have taken the course benefit regarding their in-class teaching in a university setting and how the course contributes to their professional development. After their completion of a year-long INSET course, two novice English language teachers were invited to participate in the study.

During a 15- week semester, their classes were periodically observed and audio recorded. Additionally, each teacher was interviewed using stimulated recall regarding both their classroom instructional practices and their application of the

INSET course. For data triangulation, the INSET tutors were also interviewed.

The results indicate that although participants responded positively on the INSET programs' contents, and felt that the course contributed to their professional development, the INSET course did not have much effect on their teaching, due to interplay of cultural, contextual and institutional constraints. The teacher participants mentioned that they sometimes had to step out of INSET course guidelines in order to better meet their students' interests and motivations and that they could not make use of the INSET course.

Key words: INSET, Teacher Development, Novice Teachers, Teacher Cognition.

ÖZ

HİZMET İÇİ SERTİFİKA KURSUNUN
YENİ ÖĞRETMENLERİN ÖĞRETİMLERİ ÜZERİNDEKİ ETKİSİ

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Hizmet içi eğitim içeriğine odaklanan, ve bu hizmet içi eğitimlerine katılmış olan öğretmenlerin görüşlerine yer veren bir takım araştırmanın olmasına rağmen, bu tür eğitimlerin müfredatındaki amaçlar ve hizmet içi eğitimlerin sınıf içi öğretim tekniklerine olan etkileri giderek azalan bir ilgi ile karşı karşıya. Literatürdeki bu boşluğa hitab etmek amacıyla, bu araştırma önde gelen bir İngiliz üniversitesi tarafından hazırlanan ve bir Türk üniversitesinde yürütülen bir hizmet içi eğitim programını araştırmayı amaçlamıştır.

Araştırma, öğretmenliğe yeni başlayan öğretmenlerin bu hizmet içi eğitimden sınıf içi öğretme becerileri konusunda ne derecede faydalandıklarını ve bu eğitimin profesyonel gelişimlerinde nasıl bir etken oluşturduğunu aydınlatmaya çalışmaktadır. Bir yıllık hizmet içi eğitim kursunu tamamladıktan sonra, öğretmenliğe yeni başlamış iki öğretmen bu araştırmaya katılmak üzere davet edilmişlerdir.

On beş haftalık bir sömestr boyunca dersleri periyodik bir şekilde gözlemlenip, derslerinde ses kaydı yapıldı. İlaveten, her öğretmenle hatırlatmalı

görüşmeler yapıp sınıf içi öğretme ve profesyonel pratikleri hakkında veri toplanmıştır. Veri çeşitlemesi için kursun eğitimcileri ile de görüşme yapılmıştır.

Sonuçlar, öğretmenlerin hizmet içi eğitimin içeriğine genel olarak olumlu bir tavır içerisinde olduklarını ve bu eğitimin profesyonel gelişimlerine olumlu katkıda bulunduğunu, fakat kültürel, bağlamsal ve kurumsal faktörlerin etkileşiminden dolayı, eğitiminin öğretim teknikleri üzerinde çok büyük etkisinin olmadığını ortaya çıkarmıştır. Katılımcılar, öğrencilerin öğrenimlerini daha iyi sağlayabilme adına bazen eğitim kriterlerinin dışına çıkıp eğitimden çok fazla yararlanamadıklarını bildirmişlerdir.

Anahtar Kelimeler: Hizmet içi Eğitim, Öğretmen Yetiştirme, Profesyonel Gelişim, Öğretmen kavramı

To my dear parents; Karl and Barbara Personn
and my family...

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TABLE OF CONTENTS

ACADEMIC COMMITTEE.....	iii
PLAGIARISM.....	iv
ABSTRACT.....	v
ÖZ.....	vii
DEDICATION.....	ix
ACKNOWLEDGEMENTS.....	x
TABLE OF CONTENTS.....	xi
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background of the Study.....	2
1.2 The ICELT Course in the SFL.....	5
1.3 Purpose of the Study.....	7
1.4 Research Questions.....	8
1.5 Rationale for the Study.....	9
1.6 Definition of Terms.....	11
2. LITERATURE REVIEW.....	12
2.1 Introduction.....	12
2.2 The necessity of Teacher Development and Teacher Training.....	12
2.3 Defining Teacher Education, Teacher Development and Teacher Training.....	14
2.4 Origins and Characteristics of INSET Certificates.....	17
2.5 Significance of INSET Programs.....	19
2.6 Effects of INSET Programs.....	22
2.6.1 Effects of INSET – Selected Studies from the Global Context.....	22
2.6.2 Effects of INSET – Selected Studies from the Turkish Context.....	28
2.7 Studies focusing on Novice Teachers.....	32

2.7.1 Studies on Novice Teachers from the Global Context.....	33
2.7.2 Studies with Novice Teachers at Universities in Turkey.....	35
2.8 Conclusion.....	36
3 METHOD.....	37
3.1 Introduction.....	37
3.2 Overall Research Background.....	38
3.2.1 Contextual Background: EFL / ESL Background in Turkey.....	38
3.2.2 ICELT in the SFL.....	39
3.3 Participants.....	41
3.3.1 Novice Teachers.....	42
3.3.2 Novice Teacher Participants.....	42
3.3.3 Tutor Participants.....	45
3.4 Context.....	47
3.5 Data Collection Instruments.....	50
3.5.1 Semi Structured Initial Interviews.....	51
3.5.2 Class Observations.....	52
3.5.3 Stimulated Recall Interviews.....	53
3.6 Data Collection Procedure.....	56
3.7 Data Analysis.....	58
4 RESULTS.....	62
4.1 Introduction.....	62
4.2 Research Question 1.....	62

4.2.1 Planning and Conducting a Lesson.....	63
4.2.1.1 Lesson Planning.....	64
4.2.1.2 Beginning a Lesson.....	66
4.2.1.3 Time Management.....	69
4.2.2 Instructional Activities.....	72
4.2.2.1 Pair Work and Group Work.....	72
4.2.2.2 Communicative Activities.....	74
4.2.2.3 Peer Checking – Students Correcting Students.....	77
4.2.2.4 Personalization.....	79
4.2.2.5 Mechanic Activities	80
4.2.2.6 Managing the Class.....	82
4.2.2.6.1 Warning Students.....	83
4.2.2.6.2 Seating Arrangement.....	85
4.2.3 Interaction with Students.....	86
4.2.3.1 Encouraging Student Autonomy	87
4.2.3.2 Impediments to Autonomy.....	89
4.3 Research Question 2.....	91
4.3.1 Making use of ICELT in Class.....	92
4.3.1.1 Limitations of ICELT in Class.....	92
4.3.1.2 Teachers Resisting ICELT in Class.....	95
4.3.1.3 Threat of testing in using ICELT in class.....	98

4.3.2 Teachers' Perceptions of their Students a contributing factor for their Teaching Practices.....	100
4.3.2.1 Students' Educational Background.....	101
4.3.2.2 Teachers' Perceptions regarding Students' reactions to Activities.....	104
4.3.2.3 Communicative abilities of Students.....	107
4.4 Research Question 3	110
4.4.1 Knowledge and Expertise.....	110
4.4.1.1 Adapting ICELT to the Classroom.....	111
4.4.1.2 Teacher Talking Time.....	113
4.4.1.3 Expectations from ICELT.....	117
4.4.1.4 Criticisms of ICELT.....	119
5 DISCUSSION AND CONCLUSION	124
5.1 Introduction.....	124
5.2 Future Implications and Limitations of the study.....	141
5.3. Conclusion.....	144
REFERENCES.....	146
APPENDICES.....	159
A Initial Interview for Teacher Participant One and Two.....	159
B Initial Interview for Tutor Participant One and Two.....	161
C Sample Post Observation Interview Participant One.....	162
D Sample Post Observation Interview Participant Two.....	166

E Investigated Construct in each data collection tool.....	169
(Based on the ICELT syllabus)	
F ICELT Syllabus Overview.....	180
G Fotokopi Izin Formu.....	181

Chapter One

Introduction

1. Introduction

In recent years, Second Language Teacher Education (SLTE) has gained a growing popularity. The reasons for this boost in popularity vary. A globalizing culture, availability of technology, an ever growing demand for multilingual workforce, competitiveness and the intrinsic urge to keep up with challenges in business may be the core factors for the spread of English which has created a huge market for language education. In general, it can be said that in countries aiming to keep up with the rest of the world, a good proportion of its citizens are expected to be competent in English (Richards, 2008). The consequence of this growing expectation of competency also brings along an increasing demand in qualified English language teachers.

During pre-service teacher education, teachers are instructed in the basics of teaching and they are expected to enter classrooms and ensure that students benefit from their education in the best possible way. In the past, effective and fruitful teaching was seen as a completely different concept than it is seen today. As Freeman and Johnson (1998) state “Prior to the mid-1970s, research in general education sought to describe teaching as a set of discrete behaviors, routines, or scripts drawn from empirical investigations of what effective or expert teachers did in practice” (p. 399). Furthermore, they explained the perceived notion of learning to teach in the following way:

Learning to teach was viewed as learning about teaching in one context (the teacher education program), observing and practicing teaching in another (the practicum), and, eventually, developing effective teaching behaviors in yet a third context (usually in the first years of teaching).

(Freeman and Johnson, 1998, p.399)

Every teacher will agree that the way we teach is affected by various factors which are based upon a number of other factors. According to Cruikshank, Bainer and Metcalf (1995), our teaching is based on personal characteristics, experience and preparation in our teaching and the context. As professional teachers, we soon realize however, that there are other influential factors as well. For instance, Pretorius (2012) underlines that in a rapidly changing world, we, as teachers are faced with multiple tasks and the training teachers receive, is the major factor influencing whether they will be effective teachers or not. At this point, we need to question how we can catch up with the evolving world around us in our profession and thus, it becomes essential to underline the importance of professional development (henceforth PD) in the form of teacher development and in service teacher training (henceforth INSET). However, what effective teaching is also to be questioned, and in which context this teaching is regarded as effective. In other words, it can be seen as essential to comprehend that teaching may be regarded as effective in different ways in different contexts.

1.1 Background of the Study

One category of teachers which is strongly affected by the mismatch of the snapshot pre-service teacher education programs (henceforth PRESET) present to prospective teachers and the picture they see when in their first year(s) of teaching

are novice language teachers (Richards, 2008).

Assistance and help in the form of INSET and PD is not only necessary for novice teachers to help in adapting to a new teaching environment, but also for experienced teachers in order to refresh existing knowledge and share experiences. Novice teachers, who are in their first years of teaching, usually experience more problems until they reach a certain level of experience and knowledge in their practice. Research has shown that supporting novice teachers in their profession is of crucial importance as there is a high level of teacher attrition, especially in the first five years (Moon, 2007). This assistance is often achieved through INSET courses, offered within the institutions the novice teachers work in. These INSET courses may be in the form of induction programs, training sessions, meetings, workshops, seminars and tutorials (Richards & Farrell, 2005). This is an essential support factor for novice teachers as can be seen from Kanno and Stuart's (2011) study which revealed that "beginning language teachers are shocked by the gap between their idealized visions of teaching and the realities of the classroom" (p. 237). This shows us that novice teachers face totally different realities than they envisioned before they entered the classroom. In such cases, it is essential that novice teachers are assisted and encouraged by teacher trainers or experienced colleagues and INSET programs in order to reduce both previously mentioned "reality shock" and the number of frustrated teachers leaving the profession (Farrell, 2012).

Nowadays, it is a common practice and a necessity that teachers, whether novice or experienced, who are active in the field of English language teaching (henceforth ELT), have the opportunity to educate and train themselves further. According to Ur (2000), throughout their career, teachers should improve their

general professional knowledge and expertise and teachers should have the opportunity to join many teacher development courses offered by various institutions on various levels. For this reason, many (leading) universities offer teacher development courses for pre-service teachers and in-service teachers.

Over the last decades, many experts have supported the idea that local teaching contexts should be the main focus in the development of teacher education and teacher training programs and teaching (e.g. Kramsch & Sullivan 1996; Kumaravadivelu, 2001). This has brought along a refocus in the area of teacher education. The focus on research in language teacher education programs has been increasing in recent years, and, according to some experts, there is a shared view that the design of teacher education programs needs to be more experiential and practice focused in order to be able to cope with the requirements of the profession and provide quality teaching and teachers (Mattheoudakis & Nicolaidis, 2005).

However, there seems to be little evidence that INSET courses which are designed by major shareholders in the ELT certificate awarding sector have initiated changes in their programs to suit local contexts. In fact, the last alteration made to the INSET course on which this study focuses was made a decade ago and it has been in the form of merging two courses rather than an adaptation to local contexts (Poulter, 2007) (please see section 1.3 in this chapter for more details).

In order to ensure high quality language education, it is necessary for language teachers to engage in continuous professional development after they have started teaching in their institutions. It needs to be pointed out that professional development is not only essential for novice teachers; it is similarly necessary for experienced teachers in order to remain focused and up to date regarding teaching

techniques and ensuring motivation for the profession (Wichadee, 2011). This development may be in the form of in service training, external training, online training, short duration courses, workshops, seminars, reading, discussion groups, etc. (Wichadee, 2011). In addition to the training courses designed and offered by individual institutions, the number of certificate programs and courses offered for language teachers' development and teaching certification increased rapidly (CELTA, ICELT, DELTA, TESOL) (Barduhn & Johnson, n.d. in Burns & Richards, 2012).

1.2 The ICELT Course in the SFL

One of the above-mentioned certificate programs, namely the In-service Certificate for English Language Teachers (ICELT) has been established in the School of Foreign Languages at the Northern Cyprus campus of a highly reputable Turkish university. The ICELT course, which awards successful participants with a certificate in one of three possible evaluation criteria (pass, merit, distinction) was established in 2008 in the SFL and ran its first course in the same year. The purpose of the certificate course is to provide teachers working in the SFL with teaching knowledge complementary to their formal academic training and create an awareness of teaching techniques and reflective practices for novice as well as experienced teachers (T 1, Initial Interview). The course is described as “a highly practical course-based award which provides in-service teacher training and development for practicing English Language teachers” (ICELT Syllabus and Assessment Guidelines, p. 2).

The ICELT course was developed in the year 2004 by the University of Cambridge, by combining two certificate programs – COTE (Certificate for Overseas

Teachers of English) and DOTE (Diploma for Overseas Teachers of English). Both courses were designed for overseas teachers (Godfrey, 2009). According to the Cambridge ESOL Syllabus and Assessment Guidelines document for the ICELT course (2005), the main criterion for enrollment in the course is that participants need to be practicing English teachers. The course offers the participants a total of 120 to 150 hours of contact with the tutors. These contact hours involve guided reading, feedback sessions on observed lessons, tutorial support, guided teaching practice and feedback, peer observations and directed reading assignments. The course also involves some assessed components in the form of four supervised and observed lessons which are assessed by a tutor, four classroom related assignments (methodology tasks, i.e. MT's) and four language tasks (LT's) aimed at developing the participants' language skills related to their professional practice. Furthermore, the course involves guided observations of eight lessons and at the end of the course the participants have had a total of 150-300 hours of workshops, guided reading, research, lesson preparation and assignment preparation. In general, the course is designed to give its participants a total of 500 hours of experience in teaching at the end of the course. The course consists of seven units and, in general, aims to extend the participants' language knowledge related to the teaching profession and the knowledge about the context the participant learners are learning English in, together with the basic principles involved in learning English (ICELT Syllabus and Assessment Guidelines, p. 2). In addition, the course aims to familiarize the participants with resources and materials for ELT and develop their skills in evaluating, adapting and / or creating new materials which can be used in the classrooms. Another aim of the course is to enhance the teachers' ability to reflect on

their lesson planning and refining their lesson planning skills, as well as their classroom skills. In addition, the course aims to develop the teachers' ability in evaluating and following the learners' progress and an awareness of different means of testing. Furthermore, the aim of the course is to reveal the needs and opportunities for teachers to advance in their development as professionals as well as improving and advancing the knowledge and comprehension of the language required for the professional development of the teachers and improving their capability of using English in general and in the classroom (ICELT Syllabus and Assessment Guidelines, p. 2) (for detailed information see www.cambridgeenglish.org).

Newly hired teachers in the SFL, who do not have a higher education degree such as an M.A. or equivalent or a teaching certificate offered by one of the leading institutions in the field (Cambridge ESOL, TESOL etc.), are hired after successfully passing a recruitment test, a demo teaching session and; on the condition that they attend and successfully complete the ICELT course in their first year of teaching. The purpose behind this conditional employment is to help teachers overcome the adaptation process, to assist them in their first years in the institution, to ensure that they have an additional highly-respected teaching certificate and to make sure that they are familiarized with the ways of teaching suggested by the ICELT course schedule. This schedule is supported by the institution.

1.3 Purpose of the Study

Currently, the ICELT course has been running for more than five years in the SFL. The present study aims to gather and present data about the ICELT course offered at the SFL and its outcomes by adopting a case study approach. Many of the limited number of studies that have been conducted in the field of INSET have

focused on the participants' views regarding the content of the courses or have aimed to be evaluative in nature. Few, if any, have focused on the in-class outcomes of these courses.

The main purpose of this study is to directly focus on the outcomes of the ICELT course and tap into the cognitions of the teacher participants after they have taken the ICELT course and to find out what the participants think about how the course has affected their teaching in class (Borg, 2003). This approach has been adopted as there seemed to be a gap in the literature regarding the effects of such INSET courses. For this reason, the aim of the study is to investigate how the teachers' teaching really is affected by such courses, how the course fits in the local teaching context, how the participants thought the ICELT course posed constraints on their teaching practices and whether the participants were satisfied with the objectives of the course and whether these objectives had been met. In other words, the aim is not to evaluate the ICELT course or its tutors but to identify how the teachers make use of the course components and whether they think the course fits into their teaching environment.

1.4 Research Questions

In order to obtain data for the study, three research questions guided the study. Because the study was of qualitative nature, the questions were seen more as guidance and it was not specifically targeted to prove or validate any of the questions. Specifically, the questions were as follows:

1- What do novice English Preparatory school teachers learn through ICELT in relation to teaching skills and their use?

2- How do the novice language teachers' assess the relevance of ICELT for the classroom context in terms of its cultural, psychological and educational aspects?

3- What impact of ICELT do novice teachers perceive on their knowledge and professional expertise?

1.5 Rationale for the Study

This study is one of the few (if not one of the first) studies to the knowledge of the author, focusing on the effects the ICELT course has on the teaching practices of course participants by adapting this methodology design. Specifically, this qualitative study will report the results of two novice teacher participants with the aim to present the tutors and the administrators of the SFL, as well as the designers of the ICELT course with in-depth results about the effects this course has on teachers. This is important because previous literature in the field has underlined the need for such research (Atay 2004, 2008) and the necessity for such courses to be adapted to their local environments, rather than adopting a rigid framework which seemingly imposes prior determined criteria on to the teachers (Bax, 2003; Kumaravadivelu, 2001; Topping & Brindle, 1979).

My aim in conducting this study was to find out whether the participant teachers thought the pre-designed INSET course with a one size fits all approach added to their teaching and their professional repertoires in general, as the purpose of the ICELT course is to present practicing English language teachers in different global contexts, a certificate which adds to their teaching practices and professional development in general (ICELT Syllabus and Assessment Guidelines).

Within the Turkish context, I wanted to discover whether the participants really made use of the things they learned from the course and whether they felt they

were able to use the experiences from the course in their teaching. It is essential to look at the teaching of teachers in class after such courses because teachers teaching in different contexts may be able to adapt the things learned from the courses in different ways, or not make use of the things learned from the course at all. In this sense, the aim was to pinpoint how pre-designed frameworks and methodologies of such courses were regarded by novice teachers and how they thought this type of courses worked in their classes.

Finally, this study aims to tap into the teachers' cognition and find out what they think and do and how they act as teachers after having taken this course (Borg, 2003). After having reviewed prominent literature focusing on studies related to INSET, I decided to achieve this by designing a study which would investigate the teaching practices of two novice teacher participants working in the SFL with the purpose to find out which aspects of the course they thought were of use to them. By conducting this study, I wanted to provide data from the participants and draw attention to this type of research which presents some effects of an ICELT course on novice teachers.

In order to achieve this, the study design aimed to give novice teachers a voice and a chance to tell their part of the tale, without having to worry about any assessment or evaluation, and observing their teaching in class and reflect on their practice by giving voice to their cognition and their overall thoughts regarding the ICELT course. Finally, this case study did not aim to judge any of the parties involved, but to hear what the main actors in teaching English (in this case novice teachers) had to report after they had completed the course.

1.6 Definitions of Terms

INSET: In Service Teacher Training, in this study INSET will refer to the ICELT course designed and administered by Cambridge ESOL.

ICELT: The in-service certificate for English Language Teachers offered by Cambridge ESOL; the course the participants attended before they participated in the study.

Novice Teachers: English Language Teachers with no more than three years of experience as defined by Farrell (2012).

Teacher Cognition: What teachers think of themselves, their identity and what they do; as defined by Borg (2003).

SFL / Prep School: These terms may be used interchangeably and refer to the setting of the study which is a preparatory English school and is officially called School of Foreign Languages.

POI: Post Observation Interview; the interviews which were conducted after the in class observations.

P1 & P2: The participants of the study, the allocation of codes was completely random because giving pseudonyms might have challenged the anonymity of the participants.

T1 & T2: The tutor participants of the study, again the allocation of codes was random to ensure anonymity.

Initial Interview: This refers to the interviews which had been conducted before the observations started.

ESL: English as a Second Language

EFL: English as a Foreign Language

Chapter 2

Literature Review

2.1 Introduction

Many teachers would agree that teaching is an enjoyable, demanding and at times a stressful job which needs a lot of preparation and dedication as well as staying on track with the latest developments and trends in the profession. For this reason, a number of teacher development programs and INSET courses are being run in and out of institutions. This study focuses on the effects of an INSET course on the teaching practices and the cognition of two novice teachers after attending a one year teacher training course in the institution they are working in. Teacher cognition stands as an umbrella term, including what second language or foreign language English teachers think, know, believe and do (Borg, 2003; Borg, 2006). However, throughout the years, there have been alterations to this definition. Attitudes, identities and emotions have been included in the term as they are defined as the unobservable dimension of teaching, which is the prime focus of teacher cognition (Borg, 2012 p. 11).

This section of the study will present an overview of studies on teacher training, the characteristics and importance of teacher development, in service teacher training (INSET), the characteristics of INSET, and certificate training programs as well as a description of novice teachers and studies focusing on INSET programs.

2.2 The Necessity of Teacher Development and Teacher Training

A globalizing culture, availability of technology and an ever growing demand for multilingual workforce has created a huge market for language education.

Competitiveness and the intrinsic urge to keep up with challenges in business are some of the core factors for the spread of English. In general, it can be said that in countries aiming to keep up with the rest of the world, a good proportion of its citizens are expected to be competent in English (Richards, 2008). The consequence of this growing expectation of competency also brings along an increasing demand for qualified English language teachers. This creates a necessity for the education of teachers but also for continuous professional development (henceforth CPD). For this reason, a refocus in the area of teacher development (henceforth TD) and teacher training (henceforth TT) is needed.

A quick glance at the existing literature in the field reveals that in the last two decades, there has been a great emphasis on the shift in the approaches and methods in teacher education, TD and training (e.g. Canagarajah, 2012; Johnson, 2006; Kumaravadivelu, 2001). According to some experts, the design of pre service teacher education, as well as in service TD and TT programs needs to be changed in order to be able to cope with the requirements of the profession and provide quality teaching and teachers (Mattheoudakis & Nicolaidis, 2005).

Due to the evolving nature of teaching environments, TD and TT are undoubtedly essential for the development and successful practice of teachers. Development for teachers is an essential part in every attempt to improve education (Guskey, 2002). The reason for this need is that many young teachers do not possess the necessary expertise to cope with the demands of the profession (Farrell, 2012). The mismatch between expectations and realities within the classrooms forces many novice teachers to quit their profession in their first years of teaching; also known as burnout (Farrell, 2012; Ur, 2000).

TD is essential if teachers aim to remain in the profession for more than their first years. In order to achieve this goal, professional development is offered in many institutions as in house training (INSET), workshops, seminars, courses and meetings. Professional development is in a way, an input and educational tool to help inexperienced teachers as well as keep experienced teachers aware of new trends and practices as well as giving the participants a chance to reflect on and develop their teaching practices (Borko, 2004).

A different perspective, addressing insufficient pre-service education programs and explaining the necessity of TD and TT (in the form of INSET) is presented by Gonzalez (2003) who argues that teachers who need training during their service did not receive sufficient pre-service education as teachers and that the teachers may require some assistance during the teaching phase (p. 154). The author supports her argument by stating that new graduates are loaded with theory because in the curricula there is not enough focus on practical aspects of teaching and that teaching practice is only addressed during the practicum. Furthermore, she states that training is sought due to insufficient language skills of the graduates, the necessity to develop and adapt different materials and learning tasks, to seek help in the management of the students' personal and academic problems and the urgent need of the new graduates to learn to learn on their own after graduation (Gonzalez, 2003 p. 155).

2.3 Defining Teacher Education, Teacher Development and Teacher Training

In the previous section, I have tried to draw brief attention to the importance of teacher education, TD and TT in teaching environments. In the literature, a number of definitions and models have been suggested for TD programs as well as

teacher training programs and experts in the field mention that it is difficult to draw clear lines between TD, CPD, TT and In Service Training (INSET) (Mann, 2005). Yet, although these terms at times are used interchangeably, a difference between TT and PD has been highlighted throughout the literature and this section will aim to pinpoint these differences.

A general umbrella term defined by many experts in the field which covers PD and TT is teacher education (Freeman & Johnson, 1998; Mann, 2005; Ur, 2000). Teacher education is defined by some experts as the process of learning to teach; specifically “the process of developing professional knowledge among practitioners” and includes a broader range of teacher learning procedures apart from PD and TT or INSET (Freeman & Johnson, 1998, p. 398). According to Ur (2000), teacher education is the professional preparation of teachers and involves an ability of decision making, developing an awareness of options and theories (p. 3). It also involves a close interaction with research and applying these research findings in teaching practice. In other words, it underlines the importance for teachers to “update their knowledge of current research and seek ways of applying such knowledge to their teaching” (Richards, 2000, p. 45). This indicates that teachers need to build on their existing knowledge and ability in teaching. This can be achieved by conducting research and following the latest publications in the field or by participating in training or professional development programs.

According to Dall’Alba and Sandberg (2006), the term professional development refers to the “formal courses and programs in professional education and to the formal and informal development of professional skill that occurs in the work-place” (p. 384). Furthermore, Dall’Alba and Sandberg (2006) mention that

“Professional development in the work-place may be organized in the form of structured activities or courses with the purpose of enhancing professional skill, keeping a group of professionals up-to-date, or supporting change in the organization” (p.384).

Regarding TT and PD, the views differ and a number of approaches have been defined. For instance, Mann (2005) states that TT differs from PD in a sense that it is initiated by institutions and explains this difference in the following way:

The role of teacher training is to introduce the methodological choices available and to familiarize trainees with the range of terms and concepts that are the ‘common currency’ of language teachers. The trainer typically demonstrates the range of models and techniques available. (p. 104)

In other words, the focus of training programs is on the acclimatization and familiarization of new teachers in their new teaching environment as well as on methodology and the ways of doing things in class (Mann, 2005).

Although it is not a main focus in this study, it is worth mentioning the differences of TD and TT as it is important to differentiate the concepts and perceptions of the two. The following table aims to clarify the different perceptions of TD and TT as presented by Mann (2005):

Table 1: Objectives of teacher development and teacher training

Teacher Development	Teacher Training
Is a bottom up process	Is a top down process
Values insider view	Values outsider view
Focus on non trainable aspects such as context based awareness	Introduces teaching choices; demonstrates ways of teaching

Is a continuous process	Continues over a limited time
Articulates an inner world of conscious choices responding to the teaching context	Sets guidelines and does not really respond to the teaching context
Puts great emphasis on personal and professional growth guided by teachers themselves	Presents pre prepared methodologies

Table1 (contd.)

As can be seen from the table above, TD has a more inclusive approach focusing on the individual teacher and the context. It is essential that TT and INSET programs adopt this kind of approach. Altman, (1983) explains this issue as follows:

Teacher trainers must not forget the age old pedagogical dictum that 'teachers teach as they were taught, not as they were taught to teach'. This suggests that learner centered language teachers are trained most effectively in learner-centered teacher training programs. (p. 24)

This clearly shows that teacher training programs are most effective if they integrate the needs of the participants in training programs. Regarding the fact that every educational context and classroom has its own needs; training programs have to anticipate and be aware of these issues. If training programs do not address these needs of teachers (and students), they seem to be bound to be ineffective.

2.4 Origins and Characteristics of INSET certificates

In service teacher training programs gained a spiraling popularity beginning from the 1960's. One of the first INSET programs designed and run was by John Haycraft in the UK at International House (Ferguson & Donno, 2003). In 1988, the INSET course based on Haycraft's syllabus was taken over by Cambridge University ESOL examinations (Poulter, 2007). This one month short INSET course was the

pioneering work and has created the basic syllabus for today's INSET courses, almost five decades ago (Ferguson & Donno, 2003). Since then, INSET has changed into many various programs and providing INSET has become a major commercial industry in English as a second language (ESL) and English as a foreign language (EFL).

Nowadays, there are many teacher training courses being offered worldwide, however, there are a few globally accepted teaching certificates. Among the most commonly accredited and accepted are the certificates issued by Cambridge University and TESOL. Currently, Cambridge ESOL runs three certificates: DELTA, ICELT and CELTA. The most sophisticated and specific one in terms of expertise it adds to teachers is the DELTA (Diploma in English Language Teaching to Adults), however the most popular one is the CELTA (Certificate in English Language Teaching to Adults). In addition, the ICELT (In-service Certificate in English Language Teaching) was designed for practicing teachers and is in some cases, conducted in their institutions (see chapter one for more details on ICELT).

In the literature, the types of INSET programs are multiple. However, according to the Organization for Economic Co-operation and Development, there are three main types of INSET methods (OECD, 1998). The first method is called a Top-Down method; that is, authorities provide the courses in areas that they wish teachers to develop competencies. This is usually the case with certificate programs. The second one is Bottom-Up where the school or a group of teachers identify their needs and training is provided accordingly as also identified by Mann (2005). Finally, Bottom-Across is the one where collaboration is enhanced between and among networks of teachers (OECD, 1998).

The INSET program investigated in this study is externally designed, run and assessed by locally operating tutors. The tutors, however, are responsible for the running of the course and the workshops, in other words, they are the operators. The guidelines and framework, on the other hand, is set by the University of Cambridge, ESOL Examinations. Therefore the ICELT course can be categorized a Top-Down INSET certificate.

2.5 Significance of INSET Programs

In the literature, the necessity for the evaluation of training programs has been underlined. As previously mentioned, there are a large number of INSET certificate program providers all over the world. The reason of this growth in the industry has been mentioned in the first section of this chapter.

One of the first to draw attention to necessity of evaluation of pre-designed INSET programs was Tomlinson (1988). Focusing on short INSET courses and describing the constraints of such courses by elaborating on the causes of these shortcomings and reporting from and extensive personal experience as tutor and designer of INSET courses, Tomlinson (1988) reports that INSET courses may have the result that teachers refrain from using newly learned techniques in class because they feel these techniques may threaten their usual ways of teaching and therefore threaten their security zone they have built up throughout their career. Tomlinson adds that some teachers may feel that the new techniques may not be appropriate in their local school system and that some teachers may try too hard to adapt the things they have learned and oversee that some of the aspects are useless in their local context. The causes of the damage are explained by Tomlinson as deriving from the tutors or trainers who do not have enough experience in the practical aspect of the

local teaching context and therefore are presenting no more than a bulk of theory.

Furthermore, another criticized aspect is that the participant teachers are rarely asked to contribute their experience and that the aims of such courses are content oriented rather than behavioral. In other words, they only present theories rather than showing how to use these theories in class.

Finally, Tomlinson underlines the fact that these type of INSET courses need to be experiential and not just theoretical. In other words, they need to give the participants the chance to practice what they have learned. Also it is important to run follow up sessions focusing on constructive feedback sessions and to regard the end of the INSET course as the beginning of teacher development and not the end. These criticisms clearly call for an analysis and evaluation of INSET courses as the limitations and constraints are preventable if the content of such courses is designed according to the needs of teachers in local contexts.

Almost two decades later, a different critical view was presented, claiming that “the demand for English instructors abroad has far outpaced the number of qualified instructors available” and that this ever growing demand for EFL / ESL teachers has created a market of institutions claiming to ‘certify’ teachers, creating a major economic turnover (Thomson, 2004 p.41). Unfortunately this type of certification has created a lack of trust in these types of programs and many teachers complete these programs without the necessary background knowledge and input. Thomson (2004) explains this point as follows:

The result is that many prospective ESL / EFL teachers are unwittingly duped into paying high fees for courses that neither provide adequate

preparation nor give them access to more job opportunities than they would have without such training. (p.41)

This statement clarifies that teaching English has turned into an industry and that there a considerable number of certifying institutions which do not see TT, TD or CPD as their primary goal. In order to overcome these obstacles, it is essential to evaluate INSET courses and identify the problematic aspects mentioned. It is vitally important to evaluate INSET courses focusing on the effects these have on the teaching practices of teachers.

Another important reason for the necessity of the evaluation is that such programs are expected to respond to a number of needs. For instance, Marsden (1991) identifies seven reasons why (in service) training programs should be evaluated and explains these reasons in the following way: “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.”

However, INSET programs should be evaluated according to whether they have assessed and met the needs of the teachers who are participating in them. The focus of INSET programs needs to be the teachers teaching in individual contexts and the main aim should not be to represent the institutions offering the courses but to improve the quality of teaching. It is also essential that teachers are assisted with the teaching techniques and methodologies such courses present (Ferguson & Donno, 2003).

2.6 Effects of INSET programs

Although many researchers have claimed that the general amount of research in to the field of teacher education and INSET is scant (Ferguson & Donno, 2003; Freeman & Johnson, 1998; Richards, 1987), a number of studies focusing on INSET have been carried out in recent years (Alwan, 2000; Atay, 2004, 2008; Birch, 2011; Borg, 2005; Borg, 2011; Campbell, Ghali & Imhoof, 1975; Gonzalez, 2003; Guskey, 2002; Harumi, 2005; Lamb, 1995; Mattheoudakis & Nicolaidis, 2005; Meng & Tajarosuk, 2013; Phipps, 2007; Thomson, 2004; Waters, 2007; Waters & Vilches, 2009; Watkins, 2007; Wichadee, 2011; Wolters, 2000). There are two lines of research that are directly related to the present study: (1) The studies investigating the effects of INSET courses on the teaching practices of teachers, (2) The studies that focus on the effects of INSET courses on novice teachers.

This section will first present an overview of studies focusing on the effects of INSET courses in the global context and then it will present an overview of studies focusing on novice teachers in the same context. Next, the study will present studies elaborating on the effects of INSET in Turkey and on studies focusing on novice teachers in Turkey. In both contexts however, there are studies that overlap regarding the two foci.

2.6.1 Effects of INSET – Selected Studies from the Global Context

In recent years the number of studies focusing on INSET has increased the amount of data related to the effects of INSET programs. These studies have focused on a range of topics related to INSET. Studies focusing on one of the topics which achieved a growing popularity is the topic of teacher cognition (see Borg, 2003; Borg, 2006; Johnson, 2006). This increase in the amount of research has also created

a variety of approaches and focus areas in these studies. For instance, a number of studies have focused on the beliefs of teachers (e.g. Borg, 1998a, 1998b, 2003, 2011; Borg; 2001; Farrell, 2005; Kiely & Askham, 2012; Nicolaidis & Mattheoudiakis, 2008; Phipps and Borg, 2009; Velez-Rendon, 2006). A number of the studies focusing on teacher cognition, specifically beliefs and the effects of INSET on teaching practices will selectively be presented in further detail in this section.

Among these publications, some have focused on the definitions and characteristics of teacher beliefs (Borg, 2001; Borg, 2003). Other studies report on research regarding the beliefs of English language teachers in various contexts such as Mattheoudiakis (2007), Peacock (2001) and Yurtsever (2013).

Borg (1998b) reports in one of his studies on the use of in-class data and using this for TD and how this type of research impacts teacher beliefs. The study reveals that TD is an effective tool in targeting teacher beliefs. In a study more relevant to the present study, Borg (1998a) explores the rationales and pedagogical triggers behind the teaching of grammar in an EFL context. The study is a case study following a cyclical data collection procedure. Similar to the present study, Borg (1998a) conducted pre-observation interviews, in class observations over a period of two weeks and post observation interviews in the form of stimulated recall. (For a case study related to beliefs of teachers related to the teaching of grammar in primary schools, also see Farrell, 2005).

Borg (2011), in a longitudinal study, investigates the changes in six novice EFL teachers' beliefs after taking an eight week INSET course. The study is also a qualitative study and data included initial questionnaires, six semi-structured and audio-recorded interviews and the analysis of the coursework of the participants;

including tutor feedback. The study revealed that the INSET had impact on their beliefs; however, it also revealed that the course content could have targeted the exploration of the participants' beliefs more. Compared to the previous study, this study did not make use of in class observations which could have helped to support the participants' comments regarding their beliefs and practices in class.

A quantitative case study of English teachers and the impact of INSET courses on teachers' beliefs is a major concern for Nicolaidis and Mattheoudiakis (2008) that has investigated the teachers' views on INSET courses in Greece. It is evident from their large scale study that INSET seems to have a little impact on the teachers' beliefs; however, the study also stresses the importance for the involvement and desire for change by the Greek officials in the education sector. Although this was a large scale study adopting a quantitative approach, more qualitative in-depth exploration is needed.

The table below aims to summarize selected studies published in the field of teacher cognition and their beliefs. Due to spatial constraints, only a selected number of studies from the global context focusing on cognition and beliefs have been included.

Table 2: Studies investigating teacher cognition and beliefs

Source	Focus	Methodology
Borg (1998 a)	How the personal pedagogical system of teachers influences grammar teaching	Pre-observation interviews, in class observations (two weeks) & post observation interviews (stimulated recall)
Borg (1998 b)	How data from teacher research can be used in professional development	Qualitative data from the classroom
Borg (2011)	How a DELTA course affects teachers' teaching and beliefs	A case study with a pre INSET questionnaire and six interviews
Farrell (2005)	The beliefs and practices of teachers	A qualitative case study

		with pre study interview, two observations, pre lesson & post lesson interviews
Nicolaidis & Mattheoudiakis (2008)	Teacher trainees' beliefs regarding the relevance of the knowledge acquired to their individual needs	A questionnaire given to participants one year after completion of the INSET
Velez-Rendon (2006)	The contextual, biographical, academic and cognitive factors in teaching of a German teacher	Open ended interviews, observations, videotaping lessons, stimulated recall interviews and lesson plans

Table 2 (contd.)

The studies summarized in the above table are relevant to this study as they focus on the changes of beliefs of teachers and in what ways this has an effect on the teaching practices of the participants. In addition, the methodology the studies used to gather data are also relevant as all except one (Nicolaidis and Mattheoudiakis, 2008) are qualitative studies, employing a similar research design to the present study.

The outcomes of government initiated INSET programs on teachers have also been the focus of a number of studies (e.g. Birch, 2011; Harumi, 2005). Birch (2011) and Harumi (2005), both focus on the impact of a compulsory INSET program, initiated by the Japanese Ministry of Education in 2003. The INSET program in focus was a two week program with the aim to implement reforms in the educational system in Japan. The case study by Birch (2011) focuses on one teacher and her perceptions after having attended an INSET program aiming to improve the communicative competence of English learners. In other words, the INSET course was specifically designed to improve this aspect of the learners of English. Data was collected through observations, initial analysis of observations aiming to identify critical aspects, collecting material and stimulated recall interviews in order to

evaluate the effectiveness of teaching. One of the aims of the study was to identify how the participant integrated the aspects she learned from the INSET course into her lessons. The results show that the ‘all English’ policy caused some difficulties as this was a new territory for the participant. However, the study revealed that the course was enjoyed by the participant.

Similarly, Harumi (2005) also investigates the outcomes of the same INSET program initiated by the Japanese government adopting a qualitative case study approach. The study included several items and aimed to find out whether the participants benefitted from the course in terms of language use and whether they thought that the INSET would raise their TOEFL scores, how the participants reacted to the short notice given by the officials to the participating teachers and whether they thought the course was long or short. Of a total of seven research questions, only two focused on the participants’ opinion. These investigated the participants’ reaction to the teacher training and teacher education components and whether the INSET course changed their teaching practices after they had attended the course. Regarding the teacher training and teacher education components, all participants mentioned that they enjoyed the collaborative reflection part.

Both of these studies are relevant because they are case studies focusing on the outcomes of INSET programs. However, they focus on programs which have been initiated by the Ministry of Education in Japan as a part of an educational reform. Also their studies are not based on the syllabus of the INSET course.

In recent years, a growing number of studies have focused on INSET. In this section, I have tried to present a selected number of case studies relevant because their main focus is on the changes these outcomes cause in the teachers’ cognition

and beliefs. A table has been included below aiming to summarize the studies focusing on INSET. A brief summary of the studies on the outcomes of INSET from the global context is presented in the table below.

Table 3: Studies on the outcomes of INSET from the Global Context

Source	Focus	Methodology
Alwan (2000)	INSET and teachers' professional growth	Questionnaire and Interviews
Birch (2011)	The perceptions of a teacher after a state initiated INSET program	Case study using observations and stimulated recall interviews
Borg (2011)	Impact of INSET on teachers' beliefs	Pre INSET questionnaire and six interviews
Campbell et al. (1975)	Outcomes of INSET in Jordan	Descriptive report on the outcomes of INSET
Gonzalez (2003)	The professional needs of EFL teachers in Columbia – Focus on INSET	Focus group sessions, a structured written questionnaire and in depth open ended interviews
Harumi (2005)	The outcomes of an INSET course initiated by the Ministry of Education in Japan	Interviews based on the INSET content and procedure
Hobbs (2007)	The outcomes of short term teacher education programs	Descriptive report of three studies on short INSET courses
Kiely & Askham (2012)	The impact a short term teaching certificate program had on teachers	Semi structured Telephone and Skype interviews
Lamb (1995)	The consequences of INSET	Twelve non-directive interviews and four in class observations
Mattheoudakis & Nicolaidis (2005)	Analysis of INSET for EFL teachers in Greece	Questionnaires and oral discussions after INSET
Meng & Tajaroensuk (2013)	Problems tertiary EFL teachers face in their INSET professional development in China	Questionnaire and group interview
Nicolaidis & Mattheoudiakis (2008)	The long term effectiveness of INSET in Greece	Questionnaire one year after completion of the INSET
Waters & Vilches (2009)	The identification of best	Semi structured

	practices in EFL INSET	interviews, focus group meetings and a questionnaire
Watkins (2007)	ICELT - The evaluation of a reflective ESP program	INSET participants' views regarding the course

Table 3 (contd.)

The table summarizes the studies focusing on the outcomes of INSET courses. The studies focus on different aspects but their common feature is that all of them aim to investigate the outcomes of INSET courses. The majority of the studies presented in the table were qualitative studies employing data collection procedures such as interviews, discussions, reflection and questionnaires. However, only two of the studies (Birch, 2011; Lamb, 1995) used class observations as data collection. This indicates that there is a need for the investigation and inclusion of in class teaching practices of participants in such studies.

This section aimed to present an overview of studies conducted in the global context focusing on the effects of INSET. The next section aims to present studies from the Turkish context with similar foci. A number of selected studies focusing on the outcomes of INSET in Turkey will be presented in the next section.

2.6.2 Effects of INSET – Selected Studies from the Turkish Context

One study in the Turkish context which is directly linked to INSET was conducted by Odabaşı, Çimer and Çakir (2010). In the 2007-2008 academic year the Turkish government implemented a curriculum change for primary and secondary schools and the purpose of this qualitative study was to investigate the effects of short term INSET courses on the practices of primary and secondary teachers by using semi structured interviews. Although the present study focuses on INSET for university teachers, the study by Odabaşı, Çimer and Çakir (2010) is relevant to this

study because it focuses on the changes this reform brought into the classrooms. In other words, the effects of this INSET training on the teaching practices of teachers were investigated. The study revealed that many of the INSET courses initiated by the Ministry of Education in Turkey failed due to lack of know-how and because many of the courses presented theoretical knowledge. Another reason for the failure of such courses was that no needs assessment had been carried out before the courses had been launched.

A mixed method study conducted by Uysal (2012) designed interviews and questionnaires evaluating the INSET programs initiated by the Turkish Ministry of Education gathered data from 78 primary school teachers and also aimed to focus on the effects this one week INSET course had on the in-class teaching practices of the participants. The results of the study revealed that there were major problems in the planning and implementation stage of the course. Also the researchers mentioned that tracing the effects into the classrooms was almost impossible and that local follow up workshop was essential. This seems to support the findings from the previous study mentioning that the INSET courses organized by the Ministry of Education are more or less ineffective. For a large scale study about the views of school teachers regarding INSET in Turkey also see Büyükyavuz & Inal, (2008), Iyidoğan (2011) and Küçüksüleymanoğlu (2006).

Besides these studies focusing on the effects of INSET initiated by the Ministry of Education in the school context in Turkey, there have also been a number of studies focusing on INSET courses being offered and run in university prep school programs (e.g. Arıkan, 2002, 2004; Atay, 2004, 2006, 2008; Çelik, Bayraktar-Çepni & İlyas, 2012; Duzan, 2006; Ekşi, 2010; Ekşi & Aydın, 2012; Kasapoğlu, 2002;

Karaaslan, 2003; Phipps, 2007; Şahin, 2006; Şentuna, 2002;). The following table aims to present a better overview of the studies that have focused on INSET courses in Turkey in the recent years.

Table 4: Studies on the effects of INSET in Turkey

Source	Focus	Methodology
Arikan (2002)	Teacher Study Group as an alternative to Teacher Development in a university preparatory school setting	Qualitative study including pre-questionnaire, meeting recordings, field notes, reflective journals and interviews
Arikan (2004)	The relationship between PD programs and English Language teachers	Interviews from nine instructors from universities
Atay (2004)	The effectiveness of collaborative dialogue after INSET	Interviews and two observations – one before the INSET and one after the start of INSET
Atay (2006)	How collaborative action research impacts on in-service and pre-service teachers	Qualitative study including journals of pre-service teachers and informal dialogues with in-service teachers and field notes of the researcher
Atay (2008)	INSET training EFL teachers to do research	Participants' narratives and journals
Çelik, Bayraktar-Çepni & Ilyas (2012)	To identify the views of university EFL instructors regarding PD	Quantitative – 71 item likert scale questionnaire
Duzan (2006)	An evaluation regarding the effectiveness of an university (induction) INSET program	Mixed method study including questionnaire and interviews with the participating teachers
Ekşi (2010)	The importance of PD in university setting	Survey
Ekşi & Aydın (2012)	Identify perceptions and need areas of LT's regarding professional development and how the department of graduation, experience and workload influences their perceptions	Survey
Kasapoğlu (2002)	How peer observations contribute to PD in a university EFL setting	Qualitative study including interviews, peer observations and reflective journals
Karaaslan (2003)	The perceptions of EFL teachers regarding PD	Survey
Phipps (2007)	The impact of DELTA on EFL teachers in Turkey	Reflective journal, two interviews, two observations followed by post

		observation interviews
Şahin (2006)	A study aiming to assess the Certificate of Teaching English, focusing on participants views and practices and by using Kirkpatrick's four step evaluation model	Mixed method, questionnaires, observations, interviews and student work
Şentuna (2002)	The interests of Turkish EFL teachers regarding the content of INSET programs	Survey

Table 4 (contd.)

As can be seen in this table, only three (Duzan, 2006; Phipps, 2007 & Şahin, 2006) of the presented studies in the recent years focus on the impact of INSET programs on the teaching practices of teachers. The study by Duzan (2006) evaluated the induction INSET course designed for newly hired teachers at a Turkish university and revealed that the newly hired teachers were happy with the INSET program, although the tutors of the program made some suggestions for the improvement of the program.

Externally designed INSET courses were also investigated. Phipps (2007) for instance, designed a case study and focused on the changes DELTA had on the teaching of participants and which aspects helped teacher learning and how this contributed to teacher education. Although this study is relevant in terms of methodology and its focus, the limitation seems to be that the main focus was on the teaching of grammar and not general teaching practices. In order to create a general picture of teaching practices the number of in class observations might have been increased.

A study conducted by Şahin (2006) investigated the effectiveness of the Certificate of Teaching English (CTE). The large scale study used a number of data collection methods and aimed at evaluating the CTE program. The study also

applied Kirkpatrick's (1998) four stage evaluation model. The results primarily show that this method of evaluation is not appropriate for evaluating this type of course. Furthermore, the results showed that the department heads as well as the teachers mentioned in the interviews thought that the course (CTE) content was not appropriate to what they were teaching in their institution. However, the results also revealed that the course contributed to the participants concerning theoretical aspects such as lesson planning, preparation, timing and class management.

As it can be seen from the table, although there have been a number of invaluable studies focusing on the effects of INSET in university contexts, the studies focusing on the effectiveness of these INSET courses and thus, on the teaching practices of teachers are limited. Another interesting feature is that compared to the global context, the studies in the Turkish context included a relatively higher number of quantitative studies (e.g. Çelik, Bayraktar-Çepni & Ilyas, 2012; Ekşi, 2010; Ekşi & Aydın, 2012; Karaaslan, 2003; Şentuna, 2002).

The next section will aim to present an even further limited aspect of these studies; studies on the effects of INSET on novice teachers. The first part will present studies from the global context and in the second part studies from the Turkish context will be presented.

2.7 Studies focusing on Novice Teachers

Regarding the effects of INSET courses on teaching practices, a number of researchers have focused on novice teachers (Borg, 2008; Faez & Valeo, 2012; Farrell, 2003, 2006, 2008, 2012; Kanno & Stuart, 2011; Mann, 2008; Schmidt, 2008; Urmston & Pennington, 2008; Warford & Reeves, 2003). In this section, selected studies focusing on novice teachers will be presented as the main focus of

the present study are novice teacher participants. The first section aims to present a summary of recent studies investigating the practices of novice teachers conducted in the global context.

2.7.1 Studies on Novice Teachers from the Global Context

In a large scale study, focusing on the outcomes of a CELTA course on novice teachers, Borg (2008) reveals the outcomes of a CELTA course in the United Kingdom by applying a qualitative case study methodology, gathering data from three participants with interviews conducted at the beginning, middle and end of the course, observation of teaching practice and feedback, observation of all workshops, administering a questionnaire and analyzing the related CELTA documents. The results show that although there was some success in adapting teaching techniques to the classroom, one of the participants “returned to the UK frustrated” because the teaching techniques learned from the course did not work in her teaching context (p. 115).

Another researcher who has published extensively on novice teachers is Farrell (e.g. Farrell, 2003, 2006, 2012). In a recent qualitative case study, Farrell (2008) investigated the development of a novice teacher over a period of time and also reported on a frustrated novice teacher. The data collection procedure was made up of analyzing field notes, written logs, six classroom observations, post observation conferences, semi structured interviews with administrators and written journals of the novice teacher. The results indicated that the participant faced complications regarding his teaching approach. The way the participant wanted to teach (using student centered activities such as pair and group work) was not possible because of the local system which is teacher centered. The second complication

mentioned in the study is related to course content. The study reports a conflict between what the participant viewed as necessary and beneficial for his students and what the administrator wanted him to teach. This created restrictions on the participants' in class performance. Lastly, the study mentions the complicated collegial relationships. The findings of the study report that the participant spent the first year of teaching on his own as the other teachers did not have the time to bond with him or had formed groups of their own.

A study by Kanno and Stuart (2011) researched the impact of INSET programs on identity development. Their study was designed as a longitudinal case study focusing on two MA TESOL teachers and how their identity formation was affected by the INSET program. The data collection of that study is also partially relevant to this study as it employed a broad spectrum of data collection methods such as interviews, in class observations, videotaped lessons, teaching journals, stimulated recalls, and documents. The results revealed that the participants felt more like teachers at the end of the program and that there was a difference in their own perception as professionals. However, being a longitudinal case study, its main focus is on the identity development of the participants and not on the outcomes on the teaching practices of the participants.

In this section, I have tried to present a number of studies that had been selected according to their focus on the effects of INSET, that they included institutional or certified INSET and that they were case studies. Although the presented studies are only a small number, they are all relevant because they focus on the effects of INSET and because they are case studies. A more detailed overview of studies related to the Turkish context will be presented in the next section.

2.7.2 Studies with Novice teachers at Universities in Turkey

In this section, I will present the limited amount of studies relevant to the present study and focusing on novice teachers in university contexts. The first study is a small scale study by Akbulut (2007) who aimed to identify whether novice teachers deviate from their pre-service training once they have started teaching. The study gathered data by applying a questionnaire that was responded to by 13 novice teachers and further data was collected through interviews in order to get insight into the concerns of novice teachers. The results reveal that novice teachers had concerns regarding the establishment of classroom conduct, discipline in class, finishing activities on time and preparing students for exams rather than engaging them in meaningful activities that foster learning.

Alan (2003) investigated the perceptions of 17 novice teachers after attending a 10 week INSET program at a university. The methodology was mixed. More specifically, quantitative surveys as well as semi-structured interviews were conducted. The results indicate that the participants thought that the course's timing and contextual relevance needed to be considered in the future. Furthermore, the results suggest that collaboration of trainers and trainees is essential, and the difference between ELT and non ELT graduates has to be considered. Lastly, the study stresses the fact that novice teacher participation in INSET programs is invaluable.

In a more recent study, Ünal (2010) focuses on the impact of an INSET course on 10 newly hired and 12 experienced teachers at a university's prep school. The study was conducted using a mixed methodology. Specifically, a pre and post survey was done - before and after the INSET course – and semi structured

interviews with 10 teachers were conducted. The results indicate that the needs of novice teachers and experienced teachers vary. The study showed that novice teachers needed more practical guidance rather than theoretical input. The study also revealed that novice teachers as well as experienced teachers were happy with the INSET course in general.

2.8 Conclusion

This section presented an overview of the terms and definitions related to teacher education, teacher training and professional development. Furthermore, the emergence and importance of INSET and teacher development have been presented and the importance of analyzing INSET programs has been underlined.

This section also aimed to provide an overview of the existing state of studies investigating teacher cognition initiated by INSET in the global and Turkish context. The focus was narrowed to studies on novice teachers in the global and Turkish context. Regarding the studies in the Turkish context, specific importance was given to studies conducted in university settings.

Based on the literature reviewed above, it is essential to further investigate the impacts of INSET courses on the teaching practices of teachers; specifically novice teachers. Therefore, this study will try to contribute to the existing literature of teacher cognition and teacher development by applying a case study methodology, aiming to identify the impact of the ICELT course on the teaching practices of novice teachers and revealing the views of novice participants on the course content in general. A detailed description of the research design will be presented in the next chapter.

Chapter 3

Method

3.1 Introduction

The ICELT course is being offered by the university since 2008. Since then the course has been running and over 25 participants have successfully completed the course. The course is being run by the school of foreign languages (SFL) and two experienced tutors run workshops in the course. Since the course has started, the majority of participants were teachers working at the SFL at the university offering the course. The course aims to give the participants a chance to increase their general knowledge in the field of teaching, raise their awareness of teaching and increase their practical experience as well as their theoretical knowledge (T 1, Initial Interview). It has to be noted that the course provides successful participants with not only teaching expertise but also with a widely accepted and respected teaching certificate. According to the website on which the course is promoted, the INSET course is being offered in 35 centers in 20 countries worldwide (more information can be found at www.cambridgeenglish.org).

The purpose of this study is to focus on the changes in teaching practices of participating novice teachers and whether these changes have been initiated by the INSET course. To the knowledge of the researcher, a similar study has not been conducted at this institution. Primarily, the aim is to focus on the effects of the INSET course after the participants have received their certificates and aims to investigate the changes of the teachers' teaching practices as well as investigating their thoughts regarding the restrictions the course posed on the in-class practices and the participants' views regarding the cultural appropriateness of the course related to

the students educational background.

This chapter will present a detailed overview of the research methodology, the contextual background including the setting and participants and the data collection procedure and tools. In the first section, the research methodology will be explained in detail and the reasons why this type of research methodology was applied will be explained. In the second part, a detailed description of the research setting will be presented and I will also present the participants' background. As there were primary (teachers) and secondary (tutors) participants, the information concerning the participants will be presented consecutively. Detailed information regarding their age, education, experience and roles within the institution will be presented. The next part will present the data collection methodology, the data collection tools and then the process of evaluating the data will be explained in detail.

3.2 Overall Research Background

In this part, an overview of the EFL / ESL background in Turkey will be given. The purpose is to present a more vivid picture of the English background in Turkey and also present reasoning for the spread of English which has led to an increased popularity of English. This, in return, has led to an increase in the number of studies focusing on EFL / ESL in Turkey.

3.2.1 Contextual Background: EFL / ESL Background in Turkey

As Turkey is geographically situated in a transit location and has close relations with the Middle East and Europe, the spread of English has been unstoppable in recent years (Kirkgöz, 2009). The increasing number of English speakers in the country has led to an ever flourishing quality in English language

education. Another influential factor regarding English language teacher education has been the reform in the educational system in 1997 which has made language education compulsory in all state schools (Inceçay, 2011; Kirkgöz, 2009). These factors have not only increased the number of English language speakers in Turkey, they have also increased the demand for high quality language education, i.e. teacher training (Kirkgöz, 2009). According to Kirkgöz (2009), globalization and the presence of foreign institutions such as the British council and other renowned institutions have offered short term and long term teacher training facilities.

3.2.2 ICELT in the SFL

After the ICELT course had been established in the SFL in 2008, I was immediately intrigued by the idea of how effective this ICELT course could be in this setting. Specifically I was curious as to whether participants thought that completing the course had affected their teaching in class or not and if so, in what ways. Anecdotally, during the first years the ICELT course was in use I was told that teachers experienced difficulties in applying the requirements of the ICELT course in their classrooms. Not only because the curriculum was loaded but also because the students were not willing to participate. I was also provoked by the idea of whether participants, especially novice teachers, found this course appropriate for the educational setting they were working in. I wanted to find out how the practices, views and perceptions of ICELT takers had been affected by the ICELT course. This anecdotal information and my personal reflections on the use of the ICELT course in the SFL were the impetus for this current study.

In the literature, there are a large number of studies exploring the practices of teachers. However, I narrowed down my research topic and specifically focused on

studies investigating the practices of teachers and novice teachers in particular. A number of studies which applied quantitative data collection methods investigated the beliefs, practices, perceptions and thoughts of novice teachers (e.g. Çelik, Bayraktar-Çepni & Ilyas, 2012; Mattheoudakis & Nicolaidis, 2005; Nicolaidis & Mattheoudiakis, 2008; Şentuna, 2002). These studies are an invaluable addition to the literature but they seem to present a more in breadth approach rather than an in depth approach (Dornyei, 2007). Other studies applied methodologies which were a combination of quantitative and qualitative methods. For instance, they used questionnaire tools and interviews or reflective journals (e.g. Atay, 2004; Atay, 2008). These studies present a more in depth analysis and a clearer picture, yet they do not provide the in depth exploration which this study attempts to achieve.

In order to be able to gain a clearer picture of the effects the ICELT course had on the practices and thoughts of novice teachers, a design with which I could tap in to the teachers' cognition was designed (Borg, 2003). It was decided to work with only two participants so the study could focus on their teaching practice in more detail. A case study design would enable me to create an in depth picture of the teaching practice the participants used in their classes. Although a number of experts present a number of different definitions for case studies (Cohen et.al, 2007; Duff, 2008; Richards, 2003) , I believe that it is possible to say that case studies primarily aim to present in detail the case being investigated and an in depth description of the data that emerges from them. As I was interested in the teaching practices of my participants and the possible changes in their teaching practices after attending the ICELT course, the study should let the theory emerge from my data.

One major advantage of case study design is that it “provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles” (Cohen et al., 2007, p. 253). Rather than applying, testing or trying to prove a theory, I wanted to use a case study design as case studies give the researcher the possibility to be directly involved in the case which enables the researcher to gather realistic and first hand data from within the context of teaching (Cohen et.al, 2007; Duff, 2008). This was very important as it was essential for me to be able to gather truthful data from my participants.

3.3 Participants

The study was conducted as a case study and two novice teachers were the main participants. Secondary data was collected from two tutors of the ICELT course, offered at the university’s SFL. As the purpose was to focus on the effects the ICELT course has on in class teaching, two novice teachers were selected according to purposeful sampling criteria. The participants were selected because both of them were novice teachers and were in the process of completing the INSET course when this study was being planned. Another participant who also was a novice teacher at the SFL was not invited to participate in the study because of a Master’s degree the participant had attained. Furthermore, the participant had prior teaching experience which was more than three years.

A pilot study, which had been conducted before this study, had also been conducted with 16 teachers of the SFL who had successfully completed the ICELT course. This pilot study had been conducted as a part of a Master’s course and gathered data using a survey and open ended questions and focused on novice and

experienced teacher's views of the ICELT course. At the time of this piloting study, the two novice participants still were enrolled in the course. As the two novice participants were not included in that study, they were invited to participate in this study.

In the next section, a general definition of novice teachers will be presented and then the focus will be on the novice teacher participants who participated in the study.

3.3.1 Novice Teachers

Novice teachers are referred to as teachers who have graduated from their educational departments or who have obtained a teaching certificate and have recently started teaching English in an institution (Farrell, 2013). After finishing their pre-service teacher education which includes all theoretical and methodological education and their teaching practicum, they start their teaching careers. Throughout the literature there have been various definitions of novice teachers but for the purpose of this study, novice teachers will be identified as teachers who have successfully completed their pre service teacher education programs and who have been teaching no longer than three years (Farrell, 2012). The teachers who fall into this category have been teaching for a year in a university setting and have completed the ICELT course last year.

3.3.2 Novice Teacher Participants

Currently there are approximately 50 teachers employed in the SFL and a total of approximately 630 students are enrolled in the SFL. Every year the number of students is increasing and so is the number of teachers. Therefore, the institution hires new teachers nearly every year. For the purpose of the study, the participating

teachers' names have been kept anonymous, in order to ensure confidentiality.

The first participant (P 1) is 24 years old and had the first basic contact with English in primary school. High school education also included English and the participant had intensive English lessons there (24 hours a week). After graduating from high school, the participant took the university entrance exam and enrolled in the English Language Teaching department at a highly reputable Turkish university and later gathered first teaching experiences by giving private English lessons. The participant gathered further experience during the practicum and as an exchange teacher in Germany. After graduating in 2012, the participant started working at the SFL and completed the ICELT course in the first year as a teacher.

The participant is a Turkish citizen and Turkish is the mother tongue. P1 moved to Cyprus in 2012 in order to start working as an English Language teacher at the SFL. In other words, the teacher had not lived in Cyprus before and had to adapt to the environment and culture in the first year at the SFL. The research was conducted in the second year the participant was on the island; in other words, the adaptation process had been completed and the participant appeared much more confident and outgoing than in the first year. This is important because the participant was much more open and had less hesitation when talking to people and in forming collegial bonds. The participant seems to have integrated into the teacher community in the SFL.

The second participant, (P 2) is 25 years old and is a graduate of the English Language Teaching department at the North Cyprus Campus of a highly reputable Turkish university. In fact, the participant graduated from the ELT department of the university the research was conducted at and was already familiar with the

surroundings at the campus. The participant received primary and secondary education in the Turkish educational system and Turkish is also the first language of this participant. The participant started learning English at the age of 10 and studied foreign languages in high school. Similar to the first participant, this participant also enrolled at university after taking the university entrance exam. At university, the participant studied Teaching English as a Foreign Language and gained minor teaching experience during the internship. The participant also taught at a kindergarten for a short period of three months. Shortly after graduating in June 2012, the participant was offered a job at the SFL and since then has been working there as an English language teacher. In the same year the participant has attended and fulfilled the requirements of the ICELT course. The participant mentioned not having lived or worked in any foreign or English spoken country.

Both participants were employed after a high level English recruitment test and a demo teaching session in front of some members of the academic board of the SFL and both are currently teaching at the SFL and were teaching beginner level students at the time of data collection. Both teachers have 20 contact hours a week and are coping with the high standards of the institution.

When the design of the study was considered, the two participants matched the determined criteria for this study. Therefore, I approached both participants and asked them whether they would be interested in participating in the study. I briefly outlined the procedure they would be involved in, because both of the novice teachers had no teaching experience in this specific teaching environment and I assumed that they might be reluctant to share their thoughts with me. I thought some kind of reluctance might occur because in studies focusing on teaching practice,

especially novice teachers may feel as if they are being evaluated or judged by a colleague who has been working in the institution for a longer time. I also aimed to establish mutual trust with my participants by breaking the ice and giving them information regarding the data collection procedure and how I planned to conduct my study. In short, I selected the participants purposively and they kindly agreed to be part of the project on a voluntary basis and both of the participants were given a consent form and returned it signed at the beginning of the data collection period. Both were selected because both of them were new graduates and had recently finished the ICELT course and with both of the participants I had no collegial association or any kind of friendship before the study started. Having any kind of bond may have caused the data to be biased or distorted. In other words, the two participants were newly hired novice teachers who had recently finished the ICELT program. Another reason they were selected was because they were both allocated to teach beginner courses by the administration. Other participants who had recently finished the course were teaching other levels of students, had participated in a piloting study in the previous semester and had been my colleagues for a number of years or had various qualifications such as a recently completed MA degree.

3.3.3 Tutor Participants

Secondary data was collected from the tutors teaching / lecturing in the ICELT course. From these participants, data was collected to be able to support findings and correlate data. Both tutors are native speakers of English and have more than 30 years of teaching experience in the field.

One of the tutors (T 1) has been working at the SFL as a full time tutor since 2005 and is the head of the Teacher Development Unit (henceforth TDU) and is in

charge of the Self Access Center (henceforth SAC) at the SFL. The main purpose of the TDU is to support teachers in the SFL by offering an open door policy. The TDU also organizes workshops and seminars and invites guest speakers aiming to address the needs of the teachers working at the SFL. The TDU has been running the INSET course since 2008. The aim of the SAC is to give students the chance to study and practice their English after class using a variety of materials.

The teaching qualification of this tutor is a teaching certificate which was acquired more than 20 years ago and the tutor has been actively involved in teaching related tasks since then. The major duties of the tutor are to organize the TDU, run the SAC, conduct observations, coach students regarding IELTS exams and run workshops and tutoring sessions for INSET participants. The tutor has had a long career of teaching and has worked in Poland / Warsaw, (1990-1993), the British Council language school; and in Northern Cyprus, the tutor has worked as an ICALT tutor and teacher at another university and has a good knowledge of the student profile seeking education in this country. The tutor is a life-long educator and is respected by all teachers in the SFL. The tutor is also an advocate of autonomous learning and has organized a number of workshops to mediate between this ideology and the demanding curriculum set by the institution.

The second tutor (T 2) is a part time tutor and is a professional teacher trainer. The tutor has a Post Graduate Certificate in Education (PGCE) from the University of Exeter and has almost 40 years of experience in teaching and began teaching English, music and English as a foreign language in state schools in England. The tutor has been living and working as a tutor in Cyprus for more than 25 years and started working at the SFL as a tutor in the year 2008 and is a part time teacher

trainer / tutor and a moderator, working specifically on the ICELT course. The tutor does not only work in the SFL but is also involved in tutoring / moderating in Istanbul and in the Ukraine. The tutor has extensive experience in the local teaching context and has spent many years teaching and tutoring at another university in Northern Cyprus. In fact, both tutors used to work at the same university before they started running the ICELT course at the SFL. At the moment, the tutor is not involved in any student teaching duties but is only a tutor educating teachers in the ICELT course.

The tutor is also a highly respected teacher educator and is known for a very positive attitude towards ICELT participants. An outgoing personality, positive approach and an expertise in giving constructive feedback are only few characteristics that are appreciated by ICELT participants. The preparedness of the tutor to assist, help and guide teachers of any background are features that are also highly appreciated by fellow colleagues. It is needless to say that both of the tutors are highly qualified and have been tutoring in the ICELT course since it has been established in 2008.

The following section will present an overview of the context of the study and then, a description of the data collection tools and procedure will be presented.

3.4 Context

The data were collected at the school of foreign languages (SFL) at the campus of a highly reputable Turkish university. The main campus was set up in the 1950's in Ankara in Turkey and is widely considered one of the best universities in Turkey. The campus in Northern Cyprus was set up in 2005 and the number of students has been increasing since. The current number of students is currently

around 2000 students of which approximately 630 are enrolled in the SFL. The North Cyprus Campus was set up in order to grant access to more students and to increase the number of graduates from this highly reputable university. The medium of education is English in both campuses and the syllabi in the SFL are the same. The campus in Cyprus offers its students and teachers many facilities and does not lack any kind of learning support for its students.

The SFL runs a syllabus in coordination with the main campus in Ankara and it would not be exaggerated to say that the level of education is high. The standards for both, the students and the teachers, are demanding and the students are given all kind of support such as self-access centers, office hours and a well-equipped library.

The teachers teach 20 hours per week and are also supported by the Teacher Development Unit and regular workshops focusing on a variety of topics. The levels which are taught at the SFL are beginners, elementary, pre-intermediate, intermediate and upper intermediate. Most of the students at the SFL are accepted to the Cyprus Campus after taking the “University Entrance Exam” also known as the YGS exam. After they have been accepted to the university, they take a high level English proficiency test and those who get a score higher than 60 points can start their freshman year, but those who receive less than 60 points need to study English for a year at the preparatory English school and take a placement test and are grouped into their level groups according to the results they receive in the placement test.

Students need to attain a certain amount of points at the end of the preparatory school year in the SFL in order to be eligible to take the proficiency test which determines whether the students will be able to start as freshmen in their departments or not. If the students do not succeed in passing the test they have the

chance to take the test in September and October or go to summer school or repeat their year in preparatory school.

In each semester in the preparatory school, there are two midterm exams in which the students gather their points in order to be able to take the proficiency exam. In addition, there are a number of pop quizzes every week. These quizzes are given without prior notice and no one knows when they will be given. The purpose of these quizzes is to keep the students on track and ensure that they study on a regular basis to keep up with the program.

The main focus areas of the syllabus are reading, writing, grammar and listening. The students at beginner or pre-intermediate level have 30 contact hours a week. Students at higher levels have less contact hours, however the loaded syllabus is demanding for them, as well. The high pace is not only demanding for the students but also for the teachers.

As mentioned earlier, the teachers in the SFL have 20 contact hours on average (contract bound) and in addition to this the teachers are responsible for office duties, invigilation duties and marking students' work. From personal experience, I can say that it is a very demanding job because the students who are in the SFL are mainly from Turkey and they not only have difficulties in learning English but also they need some kind of guidance because many of them are separated from their families for the first time. A large majority, if not all, students in the SFL come from state schools in Turkey and have had very little contact with English in their primary and secondary education.

Another effective factor related to language education is that the Turkish educational system is a very teacher centered, exam oriented education system (e.g.

Inceçay & Inceçay, 2009; Kirkgöz, 2009). In the last two years of their high school education, students are drilled to solve multiple choice questions which are the type of questions they will encounter in their university entrance examinations. In other words, they have only one focus which is passing the university entrance exam. This is also the case when they enroll in their university and have to study English at the preparatory school. Many students I have encountered in the SFL classes have reported that their primary aim is to pass the proficiency test and become real university students as well as learning English.

Finally, it is worth mentioning that there are a number of students in each class who give up on their studies in the preparatory school because of various reasons. Some of the reasons mentioned may include the students' lack of enough background knowledge of English they need in order to survive in an English medium university, the adaptation problems and homesickness they face, the demanding pace of the program etc. Therefore, each year there are a number of students who quit or give up after a certain time. This factor is very influential within the classroom setting as it may affect the motivation of the whole classroom and it requires extra effort by the teacher to motivate students to stay on track and participate in class.

3.5 Data Collection Instruments

The data collection for this study was done by using semi structured initial interviews, field notes and memos from class observations and stimulated recall interviews which were based on the audio recordings from the class observations. A detailed description of the data collection instruments and the procedure will be presented in the next section.

3.5.1. Semi Structured Initial Interviews

In this section I will explain in detail how I structured my initial interviews. At the beginning of the data collection period, I wanted to gather background information about the participants and I also wanted to find out what their perceptions were regarding the INSET course. For this reason, I designed a semi structured initial interview which consisted of 22 questions for the teachers and 13 questions for the tutors. The number of questions for the tutor interviews was less as the tutors were not primary participants in the study (see appendix A and B for initial interview tools).

The purpose of the initial interview was to break the ice and develop rapport with my participants (Dornyei, 2007). The initial interview also gave me a better sense of how ‘talkative’ my participants were. I decided to use this type of interview technique as the pre-prepared questions would guide me through the process interviewing. As I had completed the INSET course myself, I knew the context and wanted my participants to elaborate on the “phenomenon in question” (Dornyei, 2007 p.136). The initial interviews were also a good way of giving the participants a feeling of how the interviews would be conducted throughout the rest of the study.

According to the feedback the participants gave to the questions in the study, necessary changes were made and the initial interview questions were designed. Furthermore, a final piloting of the initial interview questions was made with two other researchers to clarify and fit the questions, and according to the researchers’ feedback necessary changes were made in order to avoid any misunderstanding regarding the questions.

3.5.2 Class Observations

During my class observations, I was a nonparticipant observer (Dornyei, 2007). In other words, I sat at the back of the classroom and did not interfere in the actions happening in class, I did not participate in any interaction. My primary purpose was to focus on the two participants' teaching practices. For this reason I had to be as silent and as unobtrusive as possible in order to be able to gather as authentic data as possible from the class observations.

While observing the lessons, I did not use any pre-defined or structured observation table or tool as suggested by Dornyei (2007) or Richards (2003) because the purpose was to let the data emerge from the study. Using this kind of standardized tool was irrelevant regarding the nature of this qualitative case study as it could have limited the emergence of data. However, the ICELT syllabus and guidelines document was analyzed and focus points for class observations (such as language use, activities, classroom management, language use, giving instructions etc.) were identified (see appendix E for the guidelines). The purpose of these guidelines was to identify how data could be gathered covering the objectives mentioned in the ICELT syllabus. For instance some aspects were included in the initial interviews and some aspects were included and mentioned during the POI's in case they were made use of in class by the teacher participants.

A pilot observation was conducted in the first week of the 15 week semester (the data collection period) because the first week is usually a warm up period for the students and the teachers. This was a good opportunity to pilot the observation procedure in terms of identifying how to make use of the selected guidelines from the ICELT course in class, testing the recording device and getting acquainted with

the students in the classes.

As the main purpose was to observe the teaching practices of the participants, aspects mentioned in the objectives in the ICELT syllabus tried to be identified during the observations. Habitual occurrences, interactions, behaviors, routines, and procedures in class were noted down (Richards, 2003). I used my field notes and memos as a support for my audio recordings in order to construct my stimulated recall interviews which I conducted with each participant after four observations.

Although unstructured observations which are criticized for being “less clear” were chosen, these observations served the purpose of the study because the general teaching practices of my participants were the main focus and the aim was to observe the participants in their natural teaching environment (Dornyei, 2007 p.179). After completing each recorded interview, the recordings were transferred to my computer, named and numbered with dates and then I listened to the recordings carefully, scrutinizing my notes and memos that had been taken for each lesson. From that data, patterns of behavior, procedures and ways of teaching were extracted and used in the stimulated recall interviews.

3.5.3 Stimulated Recall Interviews

The main bulk of data was collected from the teacher participants by using stimulated recall interviews. I decided to use these types of interviews for data triangulation. In a sense, I wanted to know what the motivation and cause behind the actions of teachers in the classroom were.

Stimulated recall interviews are designed to take place after the initial observation has been completed. As two observations per week were conducted and

were followed by an observation related interview after four observations, the time lapse between interviews was two weeks for each participant. Although I thought that it might be problematic for my participants to recall after such a long time, this proved to be wrong as I used recorded segments from the lessons as stimuli for the participants.

Stimulated recall interviews intend to retrieve the participants' relevant thoughts about an issue or subject and are used in combination with a type of recording, usually video or audio (Dornyei, 2007). I used audio recordings and as previously mentioned, listened to the recordings of the in class observations and noted down exactly the observation and time of the part I wanted to use for my recording. The intention was to achieve an insider view of the teaching practice of the novice teacher participants and create a stimulated recall protocol. As defined by Borg (2003), my aim was to find out what teachers think, know, believe and do.

Specifically, my purpose was to find out what motivational drive and which background provoked the participant teachers to perform certain actions in the classroom. This could be related to giving feedback, classroom management, giving instructions, starting a lesson or anything related to teaching. Then I needed to determine if the action was one described in the ICELT syllabus and if the teacher was aware of or acknowledged that the ICELT course was the motivation for the action.

In the stimulated recall interviews, parts from the recordings from the class observations were played to the participants and they were asked what their purpose was in performing that specific action and how or why they thought this action would be effective. I also aimed to find out whether this was something they learned

from the ICELT course and asked how they acquired this technique or way of teaching. There was no time limit for the interviews and the participants were allowed enough time to think their response through and leading questions were not asked and explanations and interpretations by the novice teachers were encouraged (Dornyei, 2007).

As the research was conducted during the semester and all of the participants were working full time, the data collection and recall interviews were conducted every two weeks as defined by Gass and Mackey (2000), because it was not possible for me to interview the participants immediately because I had to listen to the observed lessons and work out possible interview questions.

For each stimulated recall interview I included three or four questions at the beginning to ease the tension and break the ice (Gass & Mackey, 2000). This part included questions such as “How are your students doing in class?”, “How were their midterm results?” and also questions related to the teacher participants such as “What are your plans for the weekend?” etc. These were questions which did not aim to collect data but to create a certain rapport with the participants (Dornyei, 2007).

During the stimulated recall interviews, I would explain to the participants the teaching situation I wanted to ask about and play them the recording of the observed lesson. I used this structure for both participants and the stimuli were enough for the participants to recall their practice in class (see appendix C and D for sample stimulated recall questions).

Each of the stimulated recall interviews was around 45 to 55 minutes in length and had been piloted with another colleague who had volunteered to comment on the instructions of the POI. The purpose was to clarify the instructions and to

eliminate the possibility of any unclear parts. Piloting was done during the first week of the semester as it was the week in which the students got to know each other and classes were at a low pace.

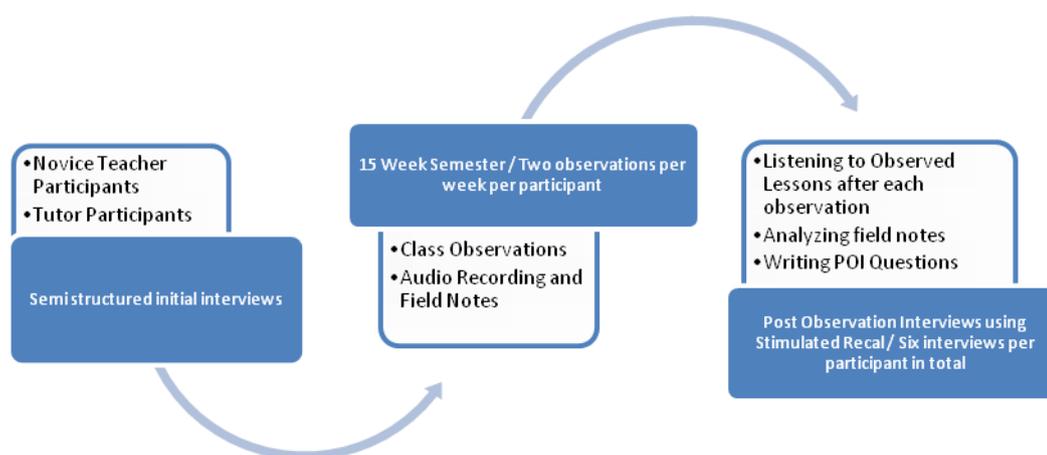
Once I conducted and recorded the interviews, I transferred them to my computer and labeled them according to participant name, date and POI number. At the end of the 15 week data collection period I had collected a total of six POI's per participant. This does not include the initial interviews. In the next section I will give a detailed account of the data analysis procedure I used for this study.

3.6 Data Collection Procedure

For the data collection in this study, a combination of initial interviews, in class observations, followed by post observation interviews was designed, in order to gather data from the novice teachers and to ensure data triangulation. As the tutors of the INSET course were secondary participants, only one interview was conducted with the tutors.

After permission had been granted to conduct research at the SFL by the Applied Ethics Research Center, the novice teacher participants were informed that the data collection procedure was scheduled to begin at the beginning of the 2013-2014 Fall semester. The first week of the semester was intentionally skipped as this usually is a week in which most of the students are still in the process of adapting to their environment and there is not much teaching going on in the classroom. This week was used to conduct a pilot observation, in order to test the audio recording device, my note taking skills and to familiarize myself with the classrooms that would be observed for the next 15 weeks. The following table aims to clarify the data collection procedure.

Table 5: Data collection procedure



As the study aimed to shed light on the way teachers teach in class and what the INSET added to their teaching, class observations were regarded as essential. It was important to tap into the novice teachers' general perceptions regarding the INSET course before they started teaching and possible fossilized teaching habits from their first year of teaching surfaced. Furthermore, the intention was to find out what their motivation to participate in the course had been, and to obtain a general picture of the participants' view regarding the INSET course. For this reason, the decision to conduct an initial interview with the teacher participants was made. A total number of approximately 18 questions for this interview (see appendix A) were prepared. The interviews were designed as semi structured interviews and were conducted in September 2013 at the SFL in the teacher participants' offices and were audio recorded. The purpose of the initial interview was to familiarize the participants with the interviewing procedure, release the tension and gather information regarding their views about the INSET course.

Primary data for this study was collected from the post observation interviews (POI). Two observations per week for each participating teacher were planned. During the observations, I was a non-participant observer and sat at the back of the

class and took field notes for the POI. A research design where I observed the participants' lessons twice a week, each lesson being 50 minutes, was designed. The POI's were conducted after 4 observations of each participant. In other words, the POI's were held every two weeks in the SFL building.

Fixed dates or days prior to the observations were not set with the participants as I thought that this would harm the authentic teaching atmosphere in the class and the teacher as well as the students would fall in to a routine on 'observation days'. The participants agreed to be informed even with short notice and so we agreed that I could decide whenever I wanted to observe them. During this process, great importance was given not to be intrusive and last minute notifications regarding the observations were avoided. The participants were contacted at least 24 hours before each observation to confirm my presence in class.

In order to capture as much data as possible, we decided to audio record the lessons. I recorded every observation I attended and also took field notes. At the end of the observations I had a total of 24 recorded observations per participant.

3.7 Data Analysis

In order to design the POI's, the observed lessons were listened to and instances in the class which reoccurred and which were mentioned by the ICELT syllabus and were also supported by the tutors were noted down and the time of the occurrence in the recording was also noted. These occurrences were used for the stimulated recall interviews.

After the stimulated recall interviews had been transferred onto my computer, they were transcribed. For the purposes of this study, I decided to selectively transcribe the interviews. In other words, only the parts which were relevant to this

study were transcribed. I used (...) to indicate that an irrelevant part had been left out in the transcription. For instance, repeated words, long pauses and comments about general topics were not transcribed. Once I had transcribed the first couple of interviews, I started reading through these interview texts in order to familiarize myself with the data. In other words, I tried to move “deeper and deeper into understanding the data” (Creswell, 2009 p.183).

After I had read through the data and the final versions of the transcribed interviews, an initial coding process which was completed by hand on the printed versions of the transcribed interviews was done. I did initial open coding by hand and after I had completed this task I read through the material again to double check and to avoid any confusion in the coding procedure. One transcribed interview for each participant was chosen randomly and read, and codes such as ‘teaching activity’, ‘pacing’ or ‘comment on ICELT’ were used. Afterwards, through iterative reading, I tried to identify topics that had not been noticed or skipped and further specified my coding. When I read the interviews the third time, annotations in the text with topics and categories were made and more specific details were noted. These notes were related to the specific actions of the teachers or the nature of the activity. For instance, when the participants were talking about group activities they had done in class, this was coded as ‘In class activities – group work’. When the participants specified their activity in class such as talking about ways of managing the class (changing a student’s place), this was coded as ‘classroom management – changing seating’.

The initial interviews of the tutor participants and teacher participants were also coded following this procedure. For instance when the tutors talked about

possible reasons of the low English background of the students, this was coded as ‘students educational background’. Similarly, when the teacher participants talked about things that reoccurred with their students, such as students liking or disliking different types of activities, this was coded as ‘knowledge of students’.

The next step was to code and classify the codes electronically. For these purposes, the transcribed interviews were coded according to the reoccurrence of information in the initial interviews and POI’s, using MaxQDA11, which is a professional qualitative analysis program, specifically developed for coding and evaluating qualitative data. Once the coding was completed, a second rater was invited for an inter coder reliability check, or intercoder agreement (Creswell, 2009). Regarding the coding and thematization of the data, a predefined codebook or scheme was not followed. In other words, rather than applying a set of pre-set codes or categories, the purpose was to identify the themes during the data analysis process (Richards, 2003). The following table aims to clarify the data collection cycle.

Table 6: Summary of data collection and Analysis

	Source of Data	Rationale	Form of Analysis
1	Semi structured initial interviews	To ‘break the ice’ and gather initial data regarding all three RQ’s.	Selectively transcribed and coded using MaxQDA 11 software after initial coding.
2	In class observations and field notes	Address RQ1 and RQ2	By listening to each recorded lesson and writing out questions related to the teaching practices of the participants.
3	Post Observation Interviews in the form of stimulated recall interviews (Gass & Mackey, 2000)	To address all three RQ’s and give voice to the teacher participants and to tap into their cognition.	Transcription and open coding; then coding with MaxQDA11 software and inter reliability check.

After the coding process, the emerging themes were categorized regarding their relatedness to the three research questions and the relevant categories were listed under each theme and the results were checked by a second rater for inter rater reliability. The themes and categories were identified by the frequency they were coded and were also checked for their relevance to the themes by the second rater.

In order to increase the validity of the findings, data were triangulated by looking at the statements mentioned in the initial interviews and comparing them with the class observations and the statements the teacher participants made regarding their teaching (Creswell, 2009). These were also compared with the statements the tutor participants made.

The initial results that emerged after the coding process were also sent to the participants for a member check, aiming to prevent any misinterpretation or false reporting of the data (Creswell, 2009). After the codes were confirmed by the participants, the results were reported.

Chapter Four

Results

4.1 Introduction

Initially, this study aimed to answer three research questions and the data collection was designed to meet this purpose. Besides responding to these three research questions, the study also revealed that both participants were concerned regarding some practices of the ICELT course. In this part of the study, the results will be described and the data related to each research question will be presented.

4.2 Research Question 1:

To begin with, the first research question aimed to find out whether the ICELT course affected the teaching of novice teachers at the SFL and if so, in what ways it affected their teaching. In other words, the purpose was to tap in to the novice teachers' views regarding their teaching and in what ways they thought the ICELT course had an impact on their teaching. The second research question aimed to identify the teachers' perceptions related to possible constraints the course may impose on their teaching and whether the participants thought the course was appropriate in their teaching context. The third question aimed to clarify whether the expectations of the novice teachers were met regarding the course and whether they thought it added to their knowledge in their profession.

In order to collect data, stimulated recall interviews were conducted after four observed lessons and questions related to the novice teachers' in class practices were asked. As the themes that emerged related to the first research question cover a wide spectrum related to teaching, I organized data and related results in the way a lesson

is prepared and taught. In total, four themes emerged from the data related to the first research question. The emerging themes and the relevant categories for the research questions are presented in the section below. The table presents a summary of emerging themes and categories for the first research question.

Table 7: Summary of results for the first research question

RQ1						
Category	1	2	3	4	5	6
Theme 1: Planning and Conducting a lesson	Lesson Planning	Beginning a Lesson	Time Management			
Theme 2: Instructional Activities	Pair work and Group Work	Communicative Activities	Peer Checking; Students correcting Students	Personalization	Mechanistic Activities	Managing the Class (Warning Students and Seating Arrangement)
Theme 3: Interaction with Students	Encouraging Student Autonomy	Impediments to Student autonomy				

4.2.1 Planning and Conducting a Lesson

This was the first theme that emerged from the data. Due to the fact that the ICELT course lays great value on the proper planning and teaching of a lesson, it was evident that the participants had been trained regarding this aspect. As the first research question directly aims to tap into the thoughts of the participants regarding their in class practices after having completed the ICELT course, this section will present the data related to the participants' views and perceptions of their theoretical

as well as practical teaching practices and how they think the ICELT course has shaped these.

4.2.1.1 Lesson Planning

One of the components in the objectives of the ICELT course, directly related to in-class practice and the observed lessons is lesson planning. This was also a category the participants mentioned in their initial interviews and POI's and that they had to write very detailed lesson plans which included aspects such as the profile of students, the number of students in class, materials to be used, and justifications for the choice of materials, contingency plans and detailed timing for the activities, to name few. During the initial interviews with the teacher participants, I touched on this topic in order to see what their perceptions of lesson plans were and whether they still use them in their classes. In other words, I wanted to find out whether this was something they had learned from the ICELT course or whether the course had no effect on this. Both of the participants mentioned that they already had lesson planning knowledge and that they thought "it [lesson planning] was very detailed; that was the boring part" (P 2, Initial Interview). Both of the participants mentioned during their initial interviews that preparing lesson plans was not really beneficial because "in regular courses, we do not plan" (P 1, Initial Interview).

Both of the participants also mentioned that they did not use this type of lesson planning because they thought it was very time consuming. When they were asked whether they planned their lessons at all, both participants stated that they planned their lessons by thinking about the topic and writing ideas they wanted to use in the lesson, on a piece of paper, thinking carefully and in detail about the order and timing of activities. However, neither of them prepared detailed lesson plans.

As I intended to find out how they had acquired this organized lesson structure, and whether this was something they learned from the INSET course, I questioned this behavior and was told by one of the participants that: “In fact our lesson plans everything was pretty well structured...so in that way ICELT trained us, but in my undergraduate years, we used to prepare very detailed lesson plans, in a way ICELT fostered that habit” (P 1, POI 1). In this sense, the INSET course has functioned as a kind of recycling tool for the participants to refresh their existing knowledge. On the other hand, the second participant had mentioned in the initial interview that: “for lesson plans, I already knew the frame so I was used to it, so there was no problem about it” (P 2, Initial Interview).

Primarily, the data that emerged from the semi structured initial interviews and the post observation interviews reveals that there was awareness regarding the planning of lessons. However, it became evident from the initial and post observation interviews that both of them thought that lesson planning was time consuming and both of them did not plan their lessons in detail as they did while taking the course because in reality, they had a very tight schedule and did not want to spend time on very detailed lesson planning.

The participants mentioned that preparing detailed lesson plans was not a part of their practice and stated that the detailed lesson plans were useful for the tutors in Cambridge and that the tutors in the UK were the ones reading their assignment and “in that perspective, they (lesson plans) are useful” (P 1, Initial Interview). However, when the participants were asked whether they still prepare lesson plans for their everyday teaching practice, the response of P 2 was:

To tell the truth, I do not prepare a very detailed lesson plan, I just think about what I can do and just think about it, I don't write anything...but sometimes if it is really a hard topic, let's say...present perfect tense, which is very difficult for the students... I can plan it, I can write it, I will do this and do this and...this activity like this...but it's not always (P 2, Initial interview).

Given the demanding teaching schedule at the institution, planning a lesson in such detail seems to be no more than a must procedure during the ICELT course. This was confirmed by P1 during the initial interview when asked whether detailed lesson plans were still prepared, the reply was straightforward: "I don't write because I don't need, it is time consuming, instead of writing eight pages thing, I can find one more practical task in the classroom" (P 1, Initial interview). These excerpts seem to support the assumption that lesson planning, although essential, can be a time consuming burden on the teachers – especially in such a demanding work environment. In addition, whether these lesson plans really become a part of the practice of teachers is doubtful. During my observations, the lessons I attended were conducted in a smooth and meaningful manner and one could not tell whether detailed lesson plans had or had not been prepared. However, it was evident that the students participated and enjoyed the lessons.

4.2.1.2 Beginning a Lesson

During the class observations, a set of repeated in-class behaviors were observed and it became evident that the participants engaged in a certain set of rituals when they started a lesson. As mentioned earlier, the beginnings of the lessons followed a pattern which was observed on several occasions. In the second post

observation interview, I asked P 2 whether there was a certain purpose when she asked questions about the students' weekend activities. The participant replied that it was: "Just as a warm up, not warm up. To give a start to the lesson, I generally ask them on Mondays, what did you do at the weekend,... where did you go? Just to give a start to the lesson" (P 2, POI 2). The same participant used the same technique throughout the lessons and it had turned into a kind of warm up ritual which the students seemed to enjoy. This became evident when she was asked why she used the same technique in POI 4, which was conducted 4 weeks after POI 2, P 2 replied as follows: "I use it as an icebreaker; I generally try to ask about their weekend when it is the beginning of the week" (P 2, POI 4). Regarding the question how the participant acquired this technique, P 2 replied in the following way: "Yes, in the (ICELT) course we learned that we should start the lesson with an ice breaker; I also learned it in my undergraduate years. Always start the lesson with an ice breaker... So I tried to do it" (P 2, POI 4). This response clearly indicates that the INSET course acted as a confirmation of techniques learned by the participants in undergraduate studies.

As the observations continued throughout the semester, similar to P 2, P 1 also used similar structures in class and started lessons by asking about his students' weekends. When I noticed this specific start of lessons and asked what the purpose of this type of strategy was, the participant said that: "maybe it was also an ice breaker" (P 1, POI 2).

Besides these ritualistic patterns the teacher participants followed at the beginning of their lessons, I noticed in the analysis of the observations that the participants had a very specific way of continuing the lesson after the ice breakers.

By asking specific questions and using stories or anecdotes the participants grabbed their students' attention. When I wanted to know what the purpose was, P 2 replied: "I try to activate their schemata, and try to see if they remember what we did previously, I try to use it almost every day" (P 2, POI 6). This evidently shows that the technique of talking about a subject and activating schemata is a successful way of beginning a lesson in this context. However, the reply of P 1 regarding the beginning of lessons seems to clarify it even more:

Sometimes before starting a unit, I do not give the title, they keep their books closed and I ask what they know about a topic or a theme. For example if it is going to be the night, then I write night on the board, they come and write on the board or sometimes they say and I write on the board; in a way I just try to activate their schemata related to that (P 1, POI 5).

As these excerpts show, the technique of schemata activation is used by both participants at the beginning of lessons after the ice breaking phase. Both of them had internalized this technique and used it by eliciting information from the students at the beginning of activities and exercises. Applying this technique in class was a very effective way of ensuring student involvement and giving the students an opportunity to share their knowledge on the topic by generating ideas. Both of the participants confirmed that this was something they had learned during their undergraduate studies but also in the ICELT course and that the ICELT course fostered this technique and that they had a chance to add to their practical knowledge. In short, both participants thought that using this technique was beneficial for their teaching with their students in this given context.

4.2.1.3 Time Management

Another category emerging from the data was related to time management. As I observed the participants over a 15 week period, I noticed varying techniques related to the use of time management in class for activities. In other words, I noticed that both participants had varying approaches towards the use of timing regarding activities in class. While one participant used time management for in class activities in ways such as: “you have three minutes”, the other participant did not tell the students how much time they had to complete their activities. As time management was an important issue in lesson planning and lesson preparation during the ICELT course, I wanted to find out what the motivation was behind the use or rejection of timing for activities, as one of the participants always told the students how much time they have for the activities, but the other participant never seemed to allocate any time for the activities in class. Having noticed this difference in behavior, I intended to find out what the motivation was and asked what their perception regarding the timing of activities was.

The topic emerged from the observed lessons a number of times, so I decided to approach the participants regarding this topic and asked whether they had any specific ways or purpose when they were allocating time for their in class activities. Reflecting back on his ICELT experience and talking about an observed lesson, P 1 mentioned that: “in one of my lessons, the timing was terrible; I couldn’t finish half of my lesson plan almost. But it was not a problem for me because I was able to do the things” (P 1, POI 5). This shows that timing is important and that sometimes things do not work out the way they are planned beforehand.

As I had noticed that one of the participants allocated time for activities, I decided to include this aspect in my post observation interviews and in the first interview the participant replied that:

I generally give them time limit because we have the reality of proficiency exam, in which they are going to compete against time, I give less time than they need, if they need more, I give two or three minutes extra (P 1, POI 1).

From this excerpt it is evident that the participant wanted to get his students acquainted with the idea that they are facing a difficult exam at the end of the term and wanted to ensure that the students practiced how to make use of time during activities as they would benefit from this in their exams.

When I asked how the participant allocated time for his activities in his lessons throughout the semester (POI 5), the participant mentioned that: “It depends on the activity...So I think you do it intuitively, let’s say...it is something you decide suddenly there; or beforehand maybe when you are planning the lesson” (P 1, POI 5). This shows that the participant had developed a sense of ‘feeling’ for the timing of activities compared to the failed attempt during the observed lesson mentioned earlier.

Although the first participant followed a strict timing for activities, the second participant followed a different pattern and seemed to be more lenient when it came to the completion of activities. In other words, the participant hardly allocated any timing for the activities in class. If it was something the ICELT had recommended to the participants, it was worth investigating whether they used it consciously. P 2 explained this issue in the following way:

Actually, timing is not very important for me...in the learning stage. While practicing it is of course important because in the exams, they need to do everything on time, they need to finish everything in time but in the lessons, I don't tell them that they have to finish in X minutes (P 2, POI 6).

I intentionally asked questions related to timing towards the end of the observation period because I assumed that when I insistently inquired about it, it may have caused the participants to change their natural way of teaching. The participants did not have exactly overlapping views regarding the timing of activities and it was quite evident in the observations that P 2 behaved a little more flexible regarding the timing of activities in class. I observed this on a number of occasions. This may be a result of personal choice or a way of showing flexibility in class. However, what was very evident in both participants was the ever present guidance and motivation of the proficiency exam at the end of the term. This factor emerged in other categories as well and will be present throughout this chapter.

As it can be seen from the excerpts, the participants aimed to train their students in terms of using time effectively during their activities in class. So it appears that although the ICELT course aims to use timing as a guiding structure in lessons in order to be able to estimate the needed time for the activities, the participants saw it more as a practice for their students as they would need time management in their exams which indicates the importance given to exam preparation in the SFL.

4.2.2. Instructional Activities

The second theme that emerged from my data is directly related to the instructional activities of the participants. Therefore, I gathered the data in this category under the general theme of ‘Instructional activities’. I will elaborate on the activities that were used in class and the reactions these activities caused. In other words, I will try to create a vivid picture of the activities and support these by presenting excerpts of initial and post observation interviews as well as my observations.

In this category, a number of sub categories surfaced because they are directly related to the instructional activities of the participants. The sub categories that were mentioned by the participants were related to the practices regarding pair work / group work, communicative activities, peer checking – students correcting students, personalization, using mechanic activities, managing the class, warning students and seating arrangement.

4.2.2.1 Pair work and group work

One of the main objectives of the ICELT course is to promote the use of communicative activities in class; specifically pair work and group work. The ICELT course’s objective is to move towards more student centered communicative activities, in which the students work together and learn English from one another in a communicative process. Participants in the ICELT course are encouraged to promote the active integration of the students in the lessons and the tutors always encourage participants to ‘let the students do the work’ (T 1, Initial Interview; ICELT Syllabus and Assessment Guidelines). This issue was also one of my focus areas and I wanted to tap into this area.

During the observations, it became obvious after a short while that both participants had a favorite set of activities. For instance, both of the participants preferred to do pair work and pair checking/peer checking, in other words, working in pairs of two. However, during the observations, I observed the use of group work only twice for each participant. When I asked the participant what the motivation behind it was, the participant replied: “There are some low achievers and some better students, and I want them to help each other while learning, so I generally try to use pair work or group work, to help them” (P 2, POI 1). When I enquired how the participant had attained this technique the reply was: “we learned it in the ICELT it’s very effective so, I try to use it” (P 2, POI 1).

Regarding the use of pair work and group work, similar to the second participant, the first participant also thought that the use of pair work and group work in the classroom was effective, but also referred to the students in the classroom and mentioned that:

It depends on the activity, if it is just a quick check or if it requires two people, then I prefer pair work. Group work is also possible; sometimes but you need to design it very well to make it very efficient so it depends on the activities (P 1, POI 3).

As it can be seen from these excerpts, although the ICELT course promotes the use of pair work and group work, it is not always the best option. Another influential factor in the use of these activities seemed to be the long preparation time for group work. If group work was going to be used efficiently, it had to be prepared in an efficient way. When I used a stimulus regarding the use of pair work in POI 3, the participant recalled that she preferred pair work for a specific reason: “I generally

prefer pair work because when they work in groups, they make too much noise and there are also some students who really disturb the group” (P 2, POI 3).

It seems that the participants thought that preparation; implementation, monitoring and including all students were the decisive factors regarding the use of pair work and group work. As pair work was easier to plan, implement and monitor, the participants seemed to prefer pair work to group work. Another important factor affecting this preference was that it was difficult to include all of the students in group work – in a class of 23 students. This was very evident when the participant justified the preferred activity and said: “I just think that when they work in groups, there is always one student who is silent and who doesn’t participate in the activity they do; but when they work in pairs, they have to do it together sometimes” (P 2, POI 3). In other words, working in pairs seemed to ensure student participation whereas in group work the students had the chance to avoid participation as other students are there to do the work.

Further throughout the analysis of the collected data, I realized that both participants had a very strong opinion regarding the use of communicative activities in class which I will try to explain in the next section. The participants had slightly mentioned the use of communicative activities during the initial interviews but after the analysis, more evident results emerged. These results will be presented in the next section.

4.2.2.2 Communicative Activities

The data revealed that the participants did not seem to be convinced by the communicative aspects of the ICELT course, which first surfaced as pair work and group work and then became clear as a general category of communicative activities.

I had asked my participants in the initial interviews what their perceptions regarding the course requirements related to integrating communicative activities were (bearing in mind the present student profile) and almost unanimously both of the participants mentioned that “it was difficult to have a group work because they are used to doing everything on their own” (P 2, Initial Interview).

Another comment made by the participants was that “whenever I use group and pair work, there is a risk that we are going to lose time...or the students are lost in the group” (P 1, Initial Interview). Furthermore, the participant mentioned that the tight schedule and curriculum did not leave any proper space to integrate pair and group work. This was also one aspect acknowledged by the tutors during the initial interviews that the dense schedule did not leave the teachers any space to add any flexibility to their teaching which did not allow the students to process the subjects covered in class. In other words, teaching was done in a very dense way which did not allow students to fully comprehend what they had covered in class.

However, as mentioned previously, the integration of ice breakers and schemata activation techniques can be regarded as teacher guided communicative activities. During the class observations, both of the participants used communicative activities and mentioned later, that they always tried to integrate a communicative aspect in their lessons when the schedule permitted. However, the participation in these communicative activities was always limited to a small number of students in class.

When I tried to discover the reason for this reluctance of using communicative activities, the answer was quite clear: “Because in the ICALT course, we try to create an environment, a communicative environment, as much as possible

but with our students it is really difficult to have such an environment in our classes” (P 2, POI 4). When I asked about the reason of this behavior of the students, the participant mentioned that the students are not used to this kind of teaching and that “we are trying to change something which is really hard for us and also for the students” (P 2, POI 4). This seems to indicate that the participants, as graduates of the same educational system their students come from and as members of the same cultural background, had formed an opinion regarding the proposed communicativeness of the ICELT course.

The following excerpt summarizes the scarce use of communicative activities in the teaching context the participants and their students come from in a very clear way:

Maybe it can also be something from their [the students’] previous education because some of my students say “we didn’t do activities like this, we just listened and filled in the blanks in our English lessons we did such activities, we didn’t speak”; I even when I was in high school it was like that, so when they started here it is difficult to adapt to this. And it is also related to their personalities, I have very shy students, they share their ideas with their friends but when they talk to me even in Turkish, they are shy. (P 2, POI 4).

From this excerpt, it is evident that the students are not familiar with extensive communicative activities. Although it is possible to change these habitual lesson patterns, it may be difficult. The educational background of the students plays an important role in this and it is arguable how successful a teacher can be in changing habits which have been acquired throughout an educational life. The importance of communicativeness while doing activities is prevalent. However, it is

evident that the factors permitting this kind of communicativeness are not totally applicable in the SFL curriculum. This limitation of the institutional syllabus was also shared by the tutors stating that the dense curriculum of the institution needed to be more adaptable to ICELT course criteria. In other words, the tutors mentioned that the teaching schedule had to be made more flexible and open towards communicative teaching strategies, allowing the students to practice their English more.

4.2.2.3 Peer Checking – Students correcting Students

Another interesting aspect regarding in class activities was the use of peer checking and peer correction. The observations in class and the data analysis afterwards showed that the participants used both peer checking and peer correction in their classes. As was evident from the in-class observations, peer correction was used so frequently I wanted to find out what the purpose of using this technique was and by what factors the participants were provoked to use peer checking and correction in class.

The participants used techniques such as writing a sentence on the board and asking another student whether she would like to help that other student with the answer. On other occasions during observations, the teachers did not give the correct answer immediately but asked the other students whether they agreed or disagreed with the utterance, sentence etc. Upon giving the stimulus and asking what provoked P 2 to use peer checking and correction in class, the participant mentioned that “we learned it in the ICELT course, (...) I encourage other students to help their friends and maybe correct their friends’ paper, I use peer check and it is useful; for most of the students” (P 2, POI 5). When the participant was asked for which type of

activities peer checking was preferred, P 2 mentioned that peer checking was mainly used for writing activities. The participant also mentioned that almost all of the students had difficulty in checking and correcting their friends' work but that this situation had improved and that their initial reluctance of participating might have been triggered by the teacher centered education system the students had come from. However, it was also evident during the observed lessons that the participant was happy with how the students coped with correcting their friends' work: "when they work in pairs, maybe one of the partners understands what I say and helps his or her partner, so it is also good for me" (P 2, POI 3).

Frequent use of peer correction was also used by the first participant and the observations revealed that P 1 as well as P 2 used almost the same techniques regarding peer correction. When I noticed this feature of both participants during the observed lessons, I asked P 1 whether peer correction was a frequently used technique and how P 1 thought this was beneficial for the students:

They feel more relaxed when giving answers ... because they know that their friends also did like that. So first doing individual work and then doing a pair check might be helpful in terms of motivating them and raise their hands to answer the questions. So they like doing individual work but they also like doing a quick pair check in order to be on the safe side (P 1, POI 3).

As it can be seen from this excerpt, the students felt more confident when they had the chance to quickly check their responses with a friend and by doing this reduced the possibility of giving the wrong answer which may have caused them to lose confidence in class. In terms of teaching, the participants encouraged this

behavior in class because it created a sense of confidence among the students and it made the students more willing to share their thoughts. Another important aspect that surfaced during the data analysis which was encouraged by the ICELT course and which was also adapted by the participants was personalization. This sub category will be presented in the next section.

4.2.2.4 Personalization

Similar to the use of peer check or peer correction in class, both of the participants used a technique which emerged as ‘personalization’ in their classroom activities, defined by the participants a chance of relating the material to their own lives (P1, POI 1&2). During the initial interviews with the participants, P 1 had mentioned that among the techniques that were used in class, relating class content (?) to students’ lives was still being used. The participant also mentioned that this was something the ICELT course encouraged the teachers to do.

When I analyzed the data, I noticed that both participants used personalization in their classes. In one of the first observed lessons, P 2 used personalization and continued using it throughout the semester. During the POI’s, P 2 mentioned that it was a good thing and “more memorable” (P 2, POI 1&2) for the students to personalize the things they have learned. Towards the end of the semester, I observed that the students had become much more involved in student discussions in the target language and that they were giving examples from their own lives. When I asked P 2 whether in class discussions were welcome, the response was: “I think it really helps students to see the difference or to understand whatever we are doing, because when they discuss the answer, they try to explain it and they try to see why we use [it]” (P 2, POI 6).

Obviously, this unanimous use of personalization was not a coincidence. I had noticed personalization in P 1's classes and decided to stimulate the participant and encourage recall concerning the use of this technique. When we were talking about a TV series the students and the teacher used as examples in class, I asked the participant whether he encouraged his students to watch this type of series and how he thought the students benefitted from it. The response was self explanatory: "...a connection with the students' life and their lessons is also another thing that is suggested by ICELT; the personalization issue, students can personalize the things better if you relate the things to their lives" (P 1, POI 4). From this excerpt it becomes evident that the INSET course seems to have had an impact on the use of personalization in class and that it is still being used in class by the novice teachers. Both participants also added that using examples the students can relate to in classes is not only beneficial for in class participation of the students but also for creating a certain bond and rapport and motivating the students because they feel appreciated and have something to say.

This sub category tried to present the benefits the participant teachers had from the personalization in class. In other words, the data underlines the importance of creating a bond with the students' lives because when this is achieved, effective teaching emerges automatically. The next sub category will focus on another aspect that emerged from the data analysis and which was also evident during the observations is related to the use of mechanic activities during teaching.

4.2.2.5 Mechanic Activities

Although the participants made use of certain aspects of the INSET course, there were also some aspects which the participants preferred not to make use of,

especially theoretical aspects. Similarly, some activities the participants preferred to use were not really confirmed by the ICELT course; or at least not welcomed by the tutors giving feedback, especially after observed lessons during the ICELT course.

During the observations, I noticed that both of the participants used a number of mechanic activities such as fill in the blank exercises. Usually these were on handouts and photocopies which could be obtained from the SFL's staffroom and be photocopied to be given to the students. In fact, almost any subject or topic covered in the syllabus had a relevant handout. I knew that these types of activities were used in the lessons but it was a common practice that participants preferred to refrain from mechanic activities during their observed lessons during the ICELT course.

When I was going through the recorded observations and my field notes, I noticed that there were periods of activities which lasted up to 10 minutes in which there was complete silence in the classroom. In my field notes I had written 'students working with handout' or 'students reading text and answering questions'. During the POI's I wanted to know why the participants thought that these kinds of mechanic activities and ways of practicing were useful.

Regarding the use of handouts and fill in the blank exercises, P 2 mentioned that they were useful because they help the students by giving them the chance to practice grammar and structures. Furthermore, the participant added that these types of activities were needed to understand whether the students had understood something or not; and that students asked for such activities (P 2, POI 3, 4 and 6). In other words, the students were requesting this kind of mechanic tasks in which they could work on their own and answer the questions silently.

When I listened to the recorded lessons of P 1, I noticed that similar patterns emerged from the recorded observations. When I mentioned handouts and non-communicative tasks in the classroom, P 1 also replied that students were literally unhappy and started talking among themselves when they were not given mechanical tasks for a period of time. The reason for this request by the students was justified by the participant as ‘the students being exam oriented’, and that the teachers needed to train students for the exam. Furthermore, the students needed “mechanic skills because they are racing against time” (P 1, POI 3). The participant also added in another interview that the more the students are exposed to mechanical activities, the more confident they will feel in the exam (P 1, POI 4).

Evidently, the participants frequently made use of mechanical activities in class, although the INSET course does not necessarily support the repeated use of mechanical activities. The teachers and students insisted on using these types of activities because they viewed these types of activities as useful for the students, especially in an exam centered teaching environment. This was also something acknowledged by the tutors, yet the tutors claimed that the aim of the INSET course was to show the participants that they could use a variety of activities in this exam centered syllabus and that the aim was not to encourage the participants to teach in ways contradictory to the curriculum.

The next sub category will focus on management techniques applied by the participants in class. This was a category that emerged from the data.

4.2.2.6 Managing the Class

A topic which is present in the objectives in the ICELT Syllabus and Assessment Guidelines booklet is classroom management. I was curious to see

whether the participants had views about the types of classroom management techniques presented during the ICELT course. Throughout my observations I noticed that the classroom management techniques were present, as could be strongly assumed, however, I noticed that there seemed to be major and minor classroom management techniques. For instance, I categorized techniques such as tapping the board marker on the board or making comments as minor while changing the seating arrangement as major classroom management technique. In other words, I observed that some management techniques were intended for short duration and others were intended for long duration. At the end of the data analysis procedure, I noticed that the classroom management techniques could be divided in to two categories: warning students and seating arrangement.

4.2.2.6.1 Warning Students

In the classrooms, both teachers had a certain similar style of ensuring their students' concentration and staying on focus during the lessons and this pattern of behavior was evident in every situation the students interrupted the flow of the lesson. Whether it was by using the board marker, their tone of voice or selecting a student to respond to a question or repeat something, both participants had a very effective, yet decent way of managing the class.

Warning students emerged as a minor category of classroom management. In other words, it was not a radical management technique as will be described later. For instance when a student did not listen, the teacher would ask a student to repeat the question or statement, which the student mostly had difficulties with. When I brought this issue up in the POI's, P 2 recalled that "he was not listening, so just to warn them I told him to repeat his answer; to listen to his friend carefully. We

learned this in the ICELT course. If they are not listening, tell them to repeat the answer” (P 2, POI 3). This clearly illustrates that there has been some input regarding the use of classroom management and that the participants make use of it. Similar to P 2, P 1 also used this type of decent warning techniques in class. For instance, P1 used varying voice levels, body language and pauses in his speaking to warn students.

Another, very effective, minor warning technique emerged from the data when it became obvious that both participants used different ways to keep their students on track in their classes. Although the ICELT course tutorials reportedly focused on the use of warning techniques for classroom management, the participants also warned their students regarding their performance. In other words, teachers had found a way to manage the class by using warnings related to their overall class and exam performance. When it occurred that some of the students were not listening or were dealing with other things in class, and the teachers wanted to gain their attention, a comment in form of a warning related to the exam was made and the participant reflected on previous experiences he had with his students and uses this as a way of warning students and keeping them alert:

then the exam comes, and I know this from experience from last year, and there is ‘in order to’ and they just need to put ‘to’ there, but you should see; ‘in order such’, I don’t know, there are many different answers, I warned them, after all prepositions you need to use a noun or gerund; but after all prepositions, they use a sentence. In such cases I really get angry and make some talk (P 1, POI 5).

Obviously, in such situations, the participants had the full attention of the class because of the importance of the exam the students have to pass at the end of the semester. In other words, the reality of this exam and the pressure it creates on the students has enabled the teachers to use it as a classroom management tool.

4.2.2.6.2 Seating Arrangement

The category of using the seating of students as a way of managing the class occurred at the beginning of the semester when one of the participants just looked at one of the students, said his name and everyone in the class started laughing. I noted this event in my class observation notes and when I mentioned this behavior in the POI after the observations, the participant explained that this technique was very effective to separate chatty students from other chatty students and therefore, reduce disruptive behavior in class. The reaction of the students in class also indicates that this kind of seating management had become a kind of ritual. In other words, the students knew who the disruptive students were and despite the efforts of these students to try and sit next to their friends of choice, they were being separated by the teacher.

However, the participant not only signaled that the seating would be changed when the name of the student was said. Interestingly, the participant also communicated management techniques without speaking: “They even understand from my mimics, when I look at him like this, he understands that he will change his seating” (P 2, POI 2).

As I observed this type of behavior, I wanted to know how the participants acquired this type of basic, yet effective management technique. Both participants mentioned that this was something they had learned from the ICELT course and that

the course suggested to change the seating arrangement accordingly in order to suit their purposes.

As well as being a technique learned from the ICELT course, this category also clearly indicates that precautions such as these are not just implemented in class in order to retain order. The participants also mentioned during the POI's that these types of changes in the seating arrangement of the students also made it possible for students to sit next to other students. In other words, it gave them the chance to exchange ideas with other friends in the class. This was regarded as beneficial by both participants because it enabled the teacher and the learner to bring some change in to a seating arrangement which may become boring after some time. Changing the seating arrangement in class was also encouraged by the tutors of the ICELT course in order to overcome routine and boredom on the side of the students. Clearly this shows that changing the seating arrangement is not only beneficial in terms of managing the class, but also giving a breath of fresh air to the class.

4.2.3 Interaction with Students

One of the aspects the ICELT course tries to underline is that participants should encourage students to become autonomous learners and that the students should not expect everything from their teachers and that they should show some effort to learn and make progress by themselves. In other words, the tutors of the ICELT course provoke participants to avoid spoon feeding in class. This was also emphasized by the tutors during the initial interviews and the importance of being student centered was mentioned (T 1, Initial Interview).

During the class observations, the effort of motivating students and encouraging them to become more autonomous rather than fully autonomous was

evident. This issue emerged as the third theme related to the first research question. The first category that emerged from the data was the effort of the participants in class to encourage student autonomy. Secondly, the results revealed that the students in class resisted to autonomous learning. The findings related to the students' resistance to autonomous learning will be presented as the second category.

4.2.3.1 Encouraging Student Autonomy

The university surrounding in which the students are educated offers them a wide spectrum of studying opportunities and facilities in which they can practice and improve their language skills. In the SFL, there is a Self Access Center (hereafter as SAC), a silent study room and the teachers working in the SFL usually have an open door policy in order to be able to help their students and students are generally encouraged to make use of these facilities. Furthermore, the setting provides the students with a well equipped library including study rooms and there are also a great number of foreign students with whom students have to speak English in order to communicate. In other words, the campus seems to offer many opportunities and possibilities for the students to indulge into learning and practice English.

During the observed lessons, I noticed that the participants repeatedly asked their students what they did at the weekend and whether they studied, which at the beginning, seemed like regular 'ice breaker' questions. What I noticed was that many of the students did not reply to these 'did you study' questions. However, the insistence of the participants regarding these questions was evident. When I presented the participants stimuli from the lessons, the purpose of these questions became quite obvious. The purpose of the participants was not only to encourage the students to revise the material they had covered in class, but they wanted them to do

work outside the class as well. For instance, both participants encouraged the students to read books outside the classroom so that the students could learn the language within a context and to make use of the library and the SAC (P 1, POI 3).

The students had also to prepare in-class presentations about other languages (which the students chose) and presented these to their friends in English. When I asked what the purpose was, the participant mentioned that it is important for students to be actively involved in such activities and that they need to learn to associate their language with other activities. Other examples of such autonomous activities can be seen in the following excerpt of P 1: “For example... [student’s name]; one day I was explaining gerund and infinitives he told me, Hocam can I come and explain? I let him, I was the student, he was the teacher and explained” (P 1, POI 3). This shows that the students have encouragement to actively participate and share their knowledge with the rest of the class. This is an important factor as it may provoke other students to be more interested in autonomous learning when they see their friends. This shows that the participants tried to encourage student centeredness in class as encouraged by the tutors throughout the ICELT course.

In general, throughout the observations, both participants tried to encourage this type of autonomous learning inside and outside of class. For instance during pair work or when the participant initiated peer correction, the main aim was to give the students a chance to find and correct their own or their friends’ mistakes; without the teacher having to help them and enabling the students to learn from each other. Similarly outside of class, the students were encouraged to actively use their language within different contexts by the participants.

However, both of the participants mentioned that they had learned the encouragement of student autonomy in their undergraduate courses and that the ICELT course was a kind of revision for them and that it did not add anything new to their theoretical knowledge regarding student autonomy. In fact, they regarded the encouragement of student autonomy as a revision of the theory they had learned in undergraduate studies.

4.2.3.2 Impediments to Autonomy

During the POI's it emerged that the participants sometimes had problems with the 'autonomy encouragement' they tried to encourage in the class as the students seemed to be resisting the idea of autonomous learning. This was an experience I had also encountered in many of my lessons but thought it had something to do with my teaching or the students' attitude towards me. "Letting students do the work' as suggested by T 1 in the initial interview, was not an easy task.

When resisting autonomy emerged from the class observations, the assumption that this might be a general tendency which had to do with the students, rather than the teacher, surfaced. Interestingly, during the initial interviews, both of the tutors also had acknowledged that overcoming hesitation regarding autonomous learning was a difficult task, both for teachers and students, as the time frame given (two semesters) to train students as autonomous learners, was too short. In other words, the tutors agreed that autonomous learning for students coming from a teacher centered background was almost impossible in an exam centered institution.

Wondering why the participants thought this was so and wanting to capture the participants' views regarding this phenomena of resisting autonomous learning

by the students, I tapped into the participants' thoughts related to their students' teacher dependency. The participants mentioned that most of their students were very teacher dependent which shows that they rely on the teacher and do not initiate learning on their own. Indulging further and asking whether the INSET course's suggestions regarding student autonomy matched with the students' autonomy in class, both of the participants mentioned that it did not.

Regarding the reason why the students were not autonomous and what the reasons for this may be, P 2 responded in the following way: "From their previous education probably because they were always forced to do something but here, they find it hard to get used to being an autonomous learner I think" (POI 3). Furthermore, the same participant also mentioned that the students always relied on the teacher and that almost none of the students really tried to ask a friend or use sources of learning other than the teacher.

From this it can be clearly understood that; although the participants had the necessary input and motivation to comply with the requirements of the ICELT course regarding the fostering of autonomous learning, the background of the students made it very difficult to apply these techniques in class due to the educational system the students came from and their low level of English knowledge. The participant teachers were also aware of fostering student autonomy as suggested by the tutors of the ICELT course, yet it seems evident that the course requirements and objectives are only one part of successful autonomy encouragement and the students in class and their long term learning background are another.

4.3 Research Question 2

In this section, the results regarding the second research question will be presented. The aim of the second research question was to identify whether the participants thought the ICELT course posed any constraints on their in-class teaching and whether they thought the course requirements complied with the cultural classroom setting they worked in. As can be seen from above, some concerns the participants had regarding the course have already been mentioned. In order to present the findings that emerged from the data, the two main themes; (1) Making use of ICELT in class and (2) the participants' perceptions of the students will be presented in the next section. The following table aims to give an overview of the themes and categories for the second research question.

Table 8: Summary of results for the second research question

RQ 2			
Category	1	2	3
Theme1: Making use of ICELT in Class	Limitations of ICELT in Class	Teachers resisting ICELT in class	Threat of testing in using ICELT in class
Theme 2: Teachers' Perceptions of their Students as a contributing factor for their Teaching Practices	Students' Educational Background	Teachers' Perceptions regarding Students' Reactions to Activities	Communi- cativeness of Students

4.3.1 Making use of ICELT in Class

The first category under this theme is related to the limitations the participants mentioned they had in their classes. During the observations, I observed that the participants had certain patterns they used in their lessons, yet they also did not use a number of techniques and ways of teaching mentioned in the ICELT syllabus' objectives. During the data collection period it became evident that the participants had their own views regarding the appropriateness of ICELT in class and it became evident that both participants thought that there were certain limitations of the course in their in-class practice.

4.3.1.1 Limitations of ICELT in Class

During my in class observations, I noticed that the participants repeatedly used similar techniques in the classroom. When I played the stimuli regarding these occurrences from the class, the participants mentioned that they used certain methods of teaching in the classroom, although these did not comply with the objectives set forth by the ICELT course and added that they preferred to use these techniques because they thought they were useful.

For instance, the participants mentioned that whenever they tried to give as simple instructions as possible in the class, the students generally did not understand and that they had to repeat these instructions over and over again (P 2, POI 3). Furthermore, after I played the recording of the participant re-explaining the instructions in L1 (Turkish), the participant mentioned that it was not possible to apply all of the things proposed by the ICELT course, especially regarding the use of English regarding instructions and when clarifications had to be made. The participants both mentioned that if these clarifications were done in English, it would

take up too much time and although the ICELT course did not encourage (?) it, they preferred to use Turkish. This view of the participants however, contradicts with the views of the tutors who mentioned that the use of Turkish in class for clarification purposes was accepted and as long as it is not a lecture in Turkish it was “fine” (T 1, Initial Interview). This seems to indicate that there is a grey area regarding the use of Turkish as the views of the teachers and tutors differed.

Furthermore, the participants mentioned that their efforts to ‘activate’ students and make them participate in activities was in vain, because most of the students simply did not want to participate or did not have the necessary language proficiency to confidently participate in activities initiated by the teacher.

Similar comments were also made by the participants regarding the students talking in class. One of the participants mentioned that it was not realistic to expect true beginner students to speak or communicate verbally in the TL in the classroom for the majority of class time. When I questioned the origin of this idea, the participant mentioned that the ICELT course suggested motivating or convincing the learners to share their views and thoughts in English. However, the participant also mentioned that this was an unattainable task as the students hardly spoke any English and that as teachers they had to use L1 because of this reason. Based on my interviews with the participants and the class observations, it is questionable how student centered a lesson can be with a large number of students who are false beginners in communicating in the target language (English).

Another topic which emerged from the data was that the participants both mentioned not being able to conform to the requirements of the ICELT course fully, as they thought that the activities in class were more suitable for students or learners

of English who did not have to pass the proficiency exam. In other words, they thought that the course requirements were not really enhancing in class teaching. When I played a stimuli regarding a listening activity which included repetitive clarification efforts with one of the participants, the participant mentioned that this type of communicative activities were encouraged throughout the ICELT course and that trainees were strongly encouraged to maximize the number of communicative activities in their classes. When I wanted to know the participants' opinion about this issue and whether this was regarded as suitable for the classroom, the participants responded in the following way: "This does not fit in; not in my classroom, I think not into our context as a school; as a school culture. They need to change the way they are doing this course" (P 1, POI 4). The reason for this thought was explained by the participant in that there are different levels of students and that each of these levels need different instruction. The ICELT course, however, followed a standard way of instruction, in other words, top to bottom, disregarding the different teaching styles needed for the different proficiency levels of the students.

The comments of the tutors, on the other hand, were not about the INSET course but related to the way the institution conducted its teaching practices, mentioning that the way of teaching was "too rule based" and "narrow" and that in general there was little emphasis on communication in the curriculum (T 1, Initial Interview). The tutors did not mention the different ways of teaching for different levels of students.

These views of the participants clearly indicate a need for an adaptability of the ICELT content to different levels of teaching. It is essential for the course design to appreciate local teaching environments and present flexibility in terms of

assessment and guidelines. However, in such cases, the expertise of the tutors and the attitude of the institution are also of critical value. In other words, in order for the participating teachers to be able to benefit from such courses in the best possible way, the limitations of this ICELT course need to be minimized.

Another category which emerged from the data, being closely related to the limitations of ICELT, surfaced in an almost parallel way and was evident in the responses of both participants.

4.3.1.2 Teachers Resisting ICELT in Class

As briefly mentioned above, this category will present the findings related to the resistance of the participants towards ICELT. By resistance I mean the choice of techniques and teaching methods the participants learned in the ICELT course but did not use in their classes because they simply were not able to use the techniques suggested by the course tutors and objectives in the ICELT Syllabus and Assessment Guidelines booklet.

Throughout the course, I observed that the participants used certain techniques in the classroom and also certain patterns which I thought would clash with the requirements of the course. As I wanted to tap into the thoughts of the participants regarding the appropriateness of the INSET course in this cultural setting, I was interested in how efficiently they made use of the things they learned in the course; specifically in their thoughts regarding the appropriateness of these techniques.

When I used a stimuli related to L1 use in class, and asked how much the participant still made use of the things learned in the course, the participant replied that some of the techniques they had learned in the course simply did not work with

these students and that the participant was “not very willing to use the techniques or the things that we learned in the course” (P 2, POI 6). The participant added that approximately 50% of the things learned in the course were still being used in class. Similarly, the same participant stated that the things suggested by the ICELT course related to target language use in class were not being used. When I asked why this was so, the participant replied that the students were de-motivated by the use of English and that “...they don’t understand. They don’t ask it again, even if they don’t understand. I repeat it, okay, I repeat it one more time, and they say ‘okay’ but I see that they don’t understand it” (P 2, POI 5). In other words, the participant drew attention to the frustration the students experienced when the participants insisted on using English in class. From this statement, it is evident that there seems to be a mismatch of conceptions. Although the tutors mentioned that the use of Turkish is acceptable for clarification purposes, it seems to be used constantly by the teachers as the English level of students is very low. The paradox is that it becomes very difficult to draw a line between acceptable use of Turkish for clarification and an overuse of Turkish or not enough Turkish and frustrated students in class.

Another reason mentioned by the participants regarding the resistance towards ICELT emerged when the usability of the course content in class was discussed in the POI’s. Both of the participants mentioned that the course definitely had positive impacts on their teaching and knowledge of teaching, but they also stated that they had to skip these techniques due to limitations caused by the loaded syllabus of the institution. For instance, it was mentioned by the participants that the ICELT course encouraged them to adapt teaching practices and make use of them in the most beneficial way. In other words, it allowed the participants a certain amount

of flexibility. However, the following excerpt gives a very clear summary of the views shared by the participants regarding the ICELT course and the reasons why they resisted some of the techniques the course suggested:

[the ICELT course] it is too much communicative for our context. We are exam oriented but ICELT always wants us to use these communicative activities; it is not possible in the classroom. I mean, you have an exam. If they were learning the language for the sake of learning and speaking it, what ICELT offers and suggests is okay. But they are not learning it because they want it, they are learning because there is a test. It is not a high stake one, but there is a test there. I mean, I cannot say that I am using ICELT all the time in my classroom, or the things I learned from ICELT (P 1, POI 5).

From this excerpt it can be understood that the participants faced a dilemma regarding the expectations of the course and the requirements of the institution. As previously mentioned the institution follows a loaded, exam oriented syllabus and requires the students to take a proficiency test at the end of the semester. On the other hand, the ICELT course is communicative task oriented and encourages the teachers to be more student centered and “let the students do the work” (T 1, Initial Interview). This is not always possible as the time for such activities in class is limited. For this reason, the participants mentioned that they simply resisted ICELT and taught in the most convenient way for them; even if it was contradictory to what the ICELT course suggested.

4.3.1.3 Threat of Testing in using ICELT in class

As briefly mentioned in the previous section, the observations and interviews revealed that the teaching practices of the participants were heavily inclined towards an exam centered approach. Although this may have been predicted, it became very obvious during the POI's as this approach took up a huge part in classroom teaching. This approach being so evidently prevalent in the teaching context inflicted a great sense of inflexibility on the participants as they did not have the possibility to use, adapt or exploit the techniques and communicativeness the ICELT course initially aimed to provide. After the first weeks of class observations and POI's, the participants drew attention to the fact that there is a mismatch between the constructed theoretical recommendations of the ICELT course and the competitive, success oriented demanding syllabus created by the institution. This category will reveal the thoughts of the participants regarding their thoughts about the cultural classroom setting and how it aligns with the ICELT course.

As mentioned previously, the participants brought up the issue of exams, quizzes and the proficiency exam in their classes and in the POI's. In the initial interviews, the participants also had mentioned that their teaching practice in class heavily relied on the exam centeredness of the syllabus. This aspect was also mentioned by both of the tutors.

During the observations I noticed that the orientation and in class instruction was strongly guided by this factor. When I enquired about this in the stimulated recall interviews, the participants unanimously mentioned that the exam guided syllabus hindered a proper integration of the activities and teaching techniques suggested by the ICELT course. For instance in one of the interviews, one of the

participants mentioned that communicative interaction was preferred less because there was the reality of the midterm exam and that the students did not study hard enough. The importance of the exams was stressed from the first weeks onwards and students were reminded about the approaching exams. When I asked the participant what the purpose of reminding the students was, the participant replied: “To remind them that they have to study and that they need to study for the midterm” (P 2, POI 2).

This exam centeredness was also a major factor in class when the students completed activities. Most of the time, the students preferred to work on their own and did not talk to any of their friends. As I observed this throughout the semester, I asked the participants what they thought the reason is and whether it was something the teachers initiated or the students chose to do. The response of the participants was that it was an arrangement they had with their students for some activities and that their aim was to practice doing the tasks individually as they would be doing them individually in the exam: “Think that you are in the exam and you are all alone” (P 1, POI 3).

Upon the question how the participants thought this type of in-class practice complied with the ICELT background, the participants said that it did not match with the ICELT criteria and justified their reasons: “this is my motivation [the exam in prep school] I need to keep those communicative aspects [ICELT] in mind but we also have some realities and very tough realities” (P 1, POI 3). It is evident that the participants, although aware of the desired teaching strategies of ICELT, were not able to fully make use of these teaching strategies in class because their focus was on the ultimate exam (Proficiency) at the end of the term. From these results the

dilemma between the course recommendations and the syllabus requirements can be seen clearly. Both participants admitted that they had to skip activities fostered by the ICELT course and focused on the achievement focused criteria required by the institution.

From this analysis, it can be understood that the institutional syllabus and the goal of the students has a great influence on the teaching performance and choice of in class activities. It was surprising to observe that the students were happy with the mainly exam centered practices in class. It has to be mentioned that not all of the activities were exam centered or related to exams. However, it was clearly evident that the teachers were stuck in between the ICELT course and the syllabus. It was also evident that the students were not complaining about this situation. A more in-depth analysis of the influence the students had in class and how they influenced the classroom atmosphere will be given in the next section.

4.3.2 Teachers' Perceptions of their Students as a contributing factor for their Teaching Practices

It may be possible to argue that the participation of the students in the classroom is generally seen as a crucial aspect for an enjoyable and fruitful lesson (for the students) and effective teaching (for the teacher). The motivation and the passion of both, the teacher and students, is often based on an interchangeable cooperation among students and teachers. Despite the fact that students as well as teachers may have more or less motivated days, the background knowledge of the students is an essential part for the teachers if they want to create a good learning environment in the classroom.

During the observed lessons it was evident that the participants tried to respond to the students' learning needs. However, it was also evident that the efforts of the participants to include the students in activities and encourage interactive and communicative learning within the class were mainly unsuccessful. For this reason, I wanted to know what the participants knew about their students' motivation in class and what the influential factors in terms of participation were based their own knowledge of the students. The categories that emerged from the data related to the second theme will be explained in the next section. They were related to the students' educational background, the students' unwillingness to communicate and their general reactions to activities initiated by the teacher participants.

4.3.2.1 Students' Educational Background

During the observations, I realized that the teacher participants tried to encourage communicative activities and tried to initiate activities in which the students had to use the language with their peers or with the teacher. The participants used a variety of strategies such as games, pair work, group work, discussion rounds, and role play as much as their tight schedule permitted. However, the reluctance of the students to actively participate in such activities was evident for most of the students. Primarily, it is the initiation and motivation given by the teacher, but it is also the motivation coming from inside, in other words, intrinsic motivation shown by the students to participate in such activities that make the activities effective. In other words, if the students do not want to do the activities, usually all effort is in vain. When one of the tutors was asked what the ICELT course recommended regarding the inclusion of students in activities, T 1 mentioned that "it is up to the teacher to find a way of connecting with the students" and added that the course was

hoping to help teachers in this sense (T 1, Initial Interview). Regarding the use of such techniques, the participant teachers did not mention any specific ways suggested by the ICELT course.

During the initial interviews, before the class observations started, I wanted to know the participants' knowledge of their students and what their perceptions were regarding the student profile. When I touched upon this issue during the initial interview, inquiring about the thoughts of the participants regarding the cultural appropriateness of the course, P 1 mentioned that "our students are generally introverted students, and the tasks are generally for extroverted students" (Initial Interview). In other words, the participants explained by referring to their experience from the ICELT course, that it was difficult to integrate students coming from the Turkish educational context in interactive activities. Similarly, P 2 also stated that it was sometimes difficult to create a certain 'student centered' learning atmosphere and shared the feedback received from the tutors; "one of the things that our mentors told me that my classes were teacher centered...but this is the system...in Turkey, so it was difficult to have a student centered classroom" (P 2, Initial Interview).

This excerpt supports the claim that the educational background of the students is a crucial point in adapting, using or initiating the activities and requirements promoted in the ICELT course. The requirements of the course to conduct lessons in a communicative and learner centered way is not always possible due to the educational background the students come from. They have been educated in a teacher centered education system and suddenly are required to change this.

Throughout the semester, I observed similar patterns of reaction in both observed classes. I wanted to know what the participants knew about their students

and what they thought were the causes of the students' reactions or passiveness.

While I was observing the class, there sometimes seemed to be a strange atmosphere in class and it seemed as if the teacher was performing a 'one man show'. I wanted to find out what the participants thought the reason for this was. When I asked whether the participants thought the students are used to sharing ideas and working together in class, the participants replied that the educational system the students came from was very teacher centered and that the students did not prefer to share thoughts with their friends because:

...they are teacher dependent because they don't trust their friends, even if one of their friends gives the correct answer, or tells the correct instructions, they don't trust them so they again ask me about what they are going to do (P 2, POI 5).

This excerpt is only one snapshot of the teacher dependency of the students in the preparatory school environment. It also clearly reflects the students' lack of trust towards each other and the role of the teacher as an authority in the classroom, and is also supported by the statement of the other participant who presented a critical reflection regarding the inclusion and participation in classes: "Maybe, we don't like group and pair work, because we are being afraid of being judged by others, we don't feel very confident while doing collaborative work maybe that might be the reason also" (P 1, POI 4).

It has to be acknowledged that these are factors which need to be taken into consideration when teaching our classes. The knowledge of the students' background and being able to cope with their educational biases is crucial in terms of the adaptability and usability of activities presented by the ICELT course in class.

Naturally, it is too much to expect these students, at beginner level, to overcome their previous education and evolve into students drifting away from teacher centered education. In other words, the requirements set by the ICELT course aiming to encourage student centered learning should take these background factors of the students into consideration and should present its participants with concrete solutions to overcome this disconnectedness.

4.3.2.2 Teachers' Perceptions regarding Students' Reactions to Activities

Due to the educational background the students came from, it was not surprising that the students showed different reactions to activities initiated by the participants in class. This difference in reaction is undoubtedly a firsthand feedback for the teacher participants in terms of which activity works with the students and which does not. Having observed these reactions of the students, I wanted the participants to share their views regarding the students' preferences and how they thought their students felt about the activities they used in class. The ideas shared by the participants regarding the openness and preference of activities and how the students reacted will be presented in this section. This section was categorized after the section about the students' educational background (section 4.3.2.1) because the two categories are closely linked and the reactions of students are influenced by the educational background.

The teachers' perceptions regarding the students' reactions to activities was not mentioned in the initial interview, however, it became evident during the in-class observations and was included in the post observation interviews. As I noticed similar reactions in both classes to different activities, I wanted to know how the participants implemented activities and how the students reacted to these activities.

For instance, in one of the observations I noticed that the students resisted to the teacher's efforts trying to initiate an activity in which the students had to share their ideas with their friends in class.

However, the students' reactions varied from class to class. On some occasions, the students were interested in activities and in some occasions, they did not want to be part of the action at all. In POI 5, P 2 mentioned that the students really enjoyed writing in their class. However, in the observations prior to the interview, I observed that some students were really hesitant to write their answers on the board. The answers were sentences the students had written about a task given by the teacher. When talking about this issue, the participant indicated that the students liked to do writing at home or on their own and share it with the teacher. The participant also added that this type of behavior is linked to the students' fear of making mistakes and being judged by others.

Both participants mentioned in the POI's that their students had a very specific pattern of doing activities in the classroom. This emergence of similar patterns actually clarifies the picture of the students which are in the preparatory school and which have obviously come from a teacher centered 'mechanical activity' oriented school education. The main focus of the students was explained by the participants as being 'rule focused'. In other words, "they don't listen to the rest of the instructions or teaching because they know the rule, they think 'okay I will use it' but they cannot use it of course, they just try to memorize the rule" (P 2, POI 6). This excerpt underlines the assumption that the students' educational background has an impact on their reactions to certain ways of teaching. Their background education may also be an explanation as to why the students have difficulties in coping with

inductive teaching methods. During the same interview, regarding the question whether the participant thought that the students understood and appreciated why they were encouraged to be involved in communicative activities, the participant replied that the students were not aware why they were doing these types of activities because they were simply not used to this type of classroom conduct from their previous education.

Another thing that was mentioned by the participants was that both of them tried to anticipate how their students would react to the activities they planned. This was viewed as an important aspect as it is important to be able to estimate which activities are favored and which might be rejected by the students. For instance, in POI 3, P 1 made a rather clarifying comment related to the use and adaptation of activities and teaching techniques in class:

There are some cases where you just need to skip the activity, or change the style, or technique, of course there are some difficulties I encounter in the classroom. It depends all on your mood, students' mood; the classroom dynamics, or topic, anything and everything might affect your lesson and the procedures (P 1, POI 3).

This excerpt shows that in-class improvisation during the lessons is essential, especially in such a loaded and demanding program as in the preparatory school. In addition, it is an indicator that the teachers in the preparatory school cannot rely on one type of activity when they are teaching. In other words, it is essential to sometimes skip an activity, adapt, adjust or improvise an activity because of the changing dynamics within the classroom.

The last category which emerged from the data is related to the communication habits of the students in class. Throughout the observations I noticed that most of the students preferred to communicate only in certain instances. These findings will be presented in the next section.

4.3.2.3 Communicative abilities of Students

During my observations in class, I noticed that the students communicated with their teachers in certain instances. As the teachers were following a certain syllabus, or scenario, they made sure to integrate as many students as possible and to encourage students to speak as much as possible. For instance, using warm up techniques at the beginning of the lessons, asking questions as ice breakers and eliciting information can be named as some of these techniques.

The willingness of the students to speak or actively communicate, however, was limited to a few instances, preferably in L1 and often not very related to the topic being discussed or intended for discussion by the teacher. I noticed that the students naturally preferred to participate in speaking activities when the topic was not related to the lesson or the items covered in class. In other words, their preferred communication was related to topics which they were confident with (their own lives or daily issues; not grammar or lesson related topics). When the participants encouraged them to share their ideas in English, most of the students were rather hesitant, with the exception of a small number of students for each class. When I played a recording in which the participant tried to initiate a speaking activity and the students insisted on replying in Turkish, and I asked how this overlaps with the ICELT course, the participant mentioned that:

...the ICELT course also encouraged us to use English as much as possible but sometimes we have to use Turkish. This is one thing I am disturbed by, maybe, because I cannot use English all the time. I have to use Turkish. The student should also speak in English but they cannot speak English. I learned in the ICELT course that we had to encourage students to speak English as much as possible but however hard I try, some of the students still insist on using Turkish (P 2, POI 6).

Although, this kind of behavior is nothing unexpected and probably true for most beginner level learners, it is a key issue, especially regarding an INSET syllabus, based on communicative language teaching (CLT), which suggests that teachers should encourage students to produce in the target language as much as possible. In other words, it would be unfair and too demanding to expect beginner students to show high linguistic verbal interaction in class. According to one of the participants, this reluctance had a number of causes:

In fact speaking is one of the hardest skills. Maybe it is the hardest one for them because it is both productive and there is also the stage fear. I mean, they are going to speak something and the teacher is there, he is going to rate what we say maybe or students are going to laugh at them, so they are reluctant (P 1, POI 6).

This type of behavior is normal for almost all learners of a foreign language; especially at this level. I brought this issue up in the last POI because I observed the speaking behavior of the students throughout the semester and noticed that although some students became more and more confident in verbal communication, the

majority refrained from using English in class, despite the participants' efforts to encourage them to speak: "But in my classroom I told them, I am the only authority to judge their pronunciation, their sentences, they are all equal; they can make mistakes, no problem" (P 1, POI 6).

From this data, it emerges that despite the efforts of the participants to encourage and comfort the students to contribute to the lesson in English, both of them reported that their efforts did not yield any productive results, simply because the level of the students was not proficient enough to be able to respond in meaningful ways in the target language. Although some students were able to respond to the teachers' questions and were somewhat willing to share their ideas, most of the students were not confident and fluent enough to make use of the target language and this had a hampering impact on communication in the target language in class. This did not seem to correspond with the suggestions of the INSET course because the level of the students was not sufficient enough so this caused a natural hesitation in verbal TL production.

In this section, I tried to present an insight of the participants' views regarding the appropriateness of the INSET course within the local, cultural classroom setting. The results show that although the participants think that the ICELT course has added many positive aspects to their teaching, other factors such as the students' educational background, students not being used to communicative activities, hesitation to speak and being non communicative, hinder the full implementation of the ICELT objectives. In other words, in this particular cultural classroom setting, the participants mentioned that they did not think that the course requirements could be implemented in full.

4.4 Research Question 3

The data regarding the last research question, which aimed to investigate the participants' views with focus on the perceived impact the INSET course had on them in terms of knowledge and expertise it added to their profession, will be presented in the next section.

Table 9: Summary of results for the third research question

RQ3				
Category	1	2	3	4
Theme1: Knowledge and Expertise	Adapting ICELT to the classroom	Teacher Talking Time	Expecta- tions from ICELT	Criticisms of ICELT

4.4.1 Knowledge and Expertise

This section will focus on the data related to the participants' views regarding the third research question which aimed to find out whether the participants thought the INSET course met their expectations in terms of knowledge and expertise it added to their profession. My aim was to generally tap into the participants' thoughts related to their teaching practices and how these were influenced and shaped by the INSET course and how the participants thought the course added to their profession in terms of knowledge and expertise and whether the participants thought the objectives of ICELT had been met.

I have briefly mentioned in previous sections that the participants adapted the INSET course requirements in certain ways to meet their classroom and teaching dynamics. This section will specifically focus on four categories: the ways the

participants adapted ICELT, controlled teacher talking time, satisfaction with ICELT and the criticisms of ICELT mentioned by the participants will be presented.

4.4.1.1 Adapting ICELT to the Classroom

This section aims to present the data related to the adaptations the participants made to the techniques and approaches they learned in the ICELT course. I included questions related to the participants' changes in teaching practices in the initial interviews with the aim to gather information about the participants' thoughts about the influence the course had on their teaching practices. The participants both mentioned that they still used a number of activities and techniques they had learned in the course in their classes. Some examples of these strategies mentioned by the participants were jigsaw reading, simplifying instructions, changing seating arrangements, using ice breakers, minimizing teacher talk and personalization. During the in class observations, I noticed that these techniques were used by the participants, however some of them were modified or adapted by the participants and I also noticed that there was a random use of Turkish, especially for clarification purposes.

For instance, during the observations, I noticed that the participants used elicitation techniques to elicit the answers to questions in the class, and when I inquired what the motivation for the use of this technique was, the participants mentioned that it was something they had learned from the ICELT course. However, during the observations I observed in a number of instances that P 2 asked the students to translate what they had understood from the answer in order to check comprehension. When I asked whether this technique was something the INSET course supported, the reply was that the elicitation part was but the translation part

was not and that it was something the participant had added to the input of the course.

Another aspect in this category which was mentioned by the participants was related to giving instructions in class. According to the participants, the ICELT course had indicated some aspects of giving instructions. The participants explained this issue as follows: “[ICELT taught us] our instructions should be simple, clear and we should make clear that the students have understood and to see whether they have understood, we should ask them to repeat what we said, I use this technique” (P 2, POI 6). Related to giving instructions, one of the participants mentioned that during the assessed observed lessons in the course, the participant had problems related to giving instructions and the observing tutor mentioned this in the feedback session after the observation. When I was in class observing the participant, I noticed that the participant repeated the instructions four times. When I played the recording of this and asked what the motivation was, the participant talked about the feedback given by the tutor and said that clarification of instructions is a major goal and that translation into Turkish was an effective way. Another aspect I observed in class and which also emerged from the observations and stimulated recall interviews, was the frequent use of choral repetitions in class. I observed that both participants used this kind of repetitions from the very first day of observations. For this reason I wanted to find out what the purpose of this was. When I included these choral repetitions in my stimulated recall interviews and asked what the purpose was, the participants mentioned that this type of activity in class was useful because it prevented embarrassment of single students who had problems with pronunciation and that it was less offensive for the students (P 1, POI 1).

In general, the participants both made similar comments about the adaptability of the course in the classroom. The following excerpt seems to summarize the views of the participants regarding the INSET course: “ICELT says that if something is going to be useful for you, adapt it, use it, make use of that thing, if you think that it is going to serve in your purpose, no problem” (P 1, POI 1). This excerpt also confirms the tutors mentioning that their aim in the course was not to present a fixed set of rules from the course rather present the teacher participants with ways of adding flexibility to the lessons and focus on the usefulness of the activities in class (T 2, Initial Interview).

This aspect of adaptability regarding the use of activities in class was one of the aspects which gave the participants certain flexibility in the classroom, and which was adapted by the participants according to their own individual classroom needs. In addition, the participants also mentioned that this objective of the ICELT course made teaching a little easier for them in class, due to the fact that the institutional syllabus demanded a high pace and presented all involved with a loaded syllabus. On the other hand, the participants also tried to make use of practical things in the classroom as much as possible.

One other aspect which was reported by the participants emerged as teacher talking time in class. The participants seemed to have worked on their teaching talking time because it was an issue which was frequently mentioned by both participants and which will be discussed in the next section.

4.4.1.2 Teacher Talking Time

During the initial interviews, both participants mentioned that during the INSET course the tutors expected them to control their teacher talking time

(henceforth TTT) in class and that this was something criticized by the tutors in the feedback sessions after the observed and assessed lessons. Although the participants mentioned that the INSET course made them aware of their TTT, both of the participants explained in their initial interviews that this was one of the most challenging requirements of the course. Similarly, the tutors also mentioned that one of the challenges in the course was reducing TTT and that INSET course requirements suggested a low(er) TTT in class, described by one of the tutors as a ‘productive and meaningful teacher talking time’, aiming to let the students be involved in verbal language production (T 2, Initial Interview).

Both participants mentioned in their initial interviews that the course requirements had an impact on their TTT in a sense that it made them aware of their TTT. In other words, the participants commented that the course was a kind of awakening for them and that it reminded them to let the students do the talking in class - the proficiency level of the students permitting.

Although the participants were aware of the fact that their TTT had to be as low as possible in their classes, I noticed that the teachers were the ones doing the large majority of the talking during the lessons. At the end of the observations, I decided to include this aspect in my POI’s and tap into the participants’ thoughts regarding their views about TTT in class. Both of the participants mentioned that although they desired to minimize TTT, this was not always possible. Justifying the high TTT, P 2 mentioned in the last POI that it was especially difficult to maintain a low TTT and explained that in lower levels:

The teacher talking time should be a little bit higher when compared to the other levels, because I cannot expect the students, especially at the

beginning of the semester to explain me, to help me because they don't know anything, so my teacher talking time has to be high. I cannot decrease it but I try to decrease it as the students learn (P 2, POI 6).

This excerpt shows that the participants were aware of the factors influencing high TTT. They mentioned that at true beginner levels, it is almost impossible for the students to speak and therefore not really possible for the teachers to minimize TTT. In addition, it shows that the teachers were working on their TTT and that the INSET course had added to their awareness regarding TTT. The tutors however, shared the view that teacher talk has to be meaningful, although not specifying the term. The major problem, according to the tutors was 'meaningless burble' and 'chattering' in lessons and that the quality of the language used by teachers should be the focus (T 2, Initial Interview).

Complimenting the comments about high TTT levels, both participants similarly drew attention to the educational background of the students and said that their students were not used to talking in class as they came from a very teacher centered background and had difficulties in participating in class which in turn left the teachers no choice but talk. Furthermore, the repeated instructions and clarifications increased TTT.

Similarly, both participants mentioned that they would like to reduce their TTT but that it was simply not always possible because they had to repeat instructions, clarify things, explain and give feedback and sometimes even use translation in class because some of the students had difficulties in understanding the input in L2.

One of the applied solutions mentioned and used by the participants in order to reduce TTT was making the students read out sentences. In other words, the participants mentioned that they encouraged students to read out all of the answers rather than just the correct verb, part, chunk etc. Another reason the participants used this strategy was mentioned as being a good way of checking the students pronunciation.

Another suggested solution to minimize TTT in class was mentioned by the participants. However, this technique was not developed by the participants themselves but had been suggested by the ICELT tutors. The solution to high levels of TTT was explained as:

ICELT tells us that we need to record our voices and then listen to it, and then we are going to see the percentage that our students are talking and we are talking, but in a beginner classroom, sorry! I am not teaching upper intermediate or elementary classrooms; it is me, who is talking all the time... This [speaking] is impossible for our beginner students, so in beginner classrooms they just speak when we have some activities and if they know the target structure. So in beginner level, I think my teacher talking time is really high (P 1, POI 6).

It is evident that the participants tried but could not reduce TTT and that reducing TTT, especially in low levels, is a difficult task. Despite the suggestion of voice recording of the lesson and deciding which factors to omit, it seemed rather inapplicable as the participants had a busy schedule and were teaching 20 hours a week and mentioned that in the first semester they had given up on checking their TTT in class but that they were hopeful to reduce TTT and increase student talking

time in the second semester as the students would be more proficient and more confident when speaking.

Finally, both participants also mentioned that if they wanted to encourage students to talk in the classroom, this had to be guided speaking activities, initiated by the teachers. For instance, one of the participants mentioned that the students had to prepare presentations to be presented in class. Although this type of activity reduced TTT in some cases, the activity had to be initiated, explained and often re-explained a number of times by the teacher. Both of the participants also mentioned that they were advised to differentiate between ‘effective’ and ‘ineffective’ TTT in such cases. In other words, TTT had to be effective. However, both participants criticized this by saying that they talked about the lesson in class and that they were exposing their students to maximum input, as suggested by the ICELT workshops.

4.4.1.3 Expectations from ICELT

During the initial interviews, both participants criticized certain aspects of the ICELT course by generally stressing the fact that the design of the course was not appropriate for this setting, complimenting this by mentioning that the institution’s high expectations almost did not leave time for any communicativeness in their classes. However, both participants mentioned that their expectations were partially met in terms of positive additions to their teaching and practice as teachers in general. These findings will be presented in this category.

Regarding the expectations of the course, both participants mentioned that being fresh graduates from an ELT program was not very beneficial for them in terms of knowing the theory the course presented the learners. However, the participants mentioned in their initial interviews that the ICELT course provided

them with the skill of reflecting on their teaching. The participants mentioned that their reflective skill was improved and their ability in doing this was fostered by the feedback they received from the tutors. This is can be clearly understood from the following excerpt:

With the ICELT I became more student centered...and I started thinking more on their needs, and while doing the things, I started questioning, why am I doing this so I think in that sense it enabled me to be more reflective and student centered (P 1, Initial Interview).

In this aspect, the perceptions of the participant teachers overlap with the aims of the course as mentioned by the tutors in the initial interviews. Both of the tutors stated that one of their main aims was to create a sense of self-awareness and self-reflection, in other words, a sense of knowledge about what teachers are doing and why they are doing it.

The feedback regarding the observed lessons enabled both of the participants to look at their in-class practice from a critical angle and think about their teaching. Regarding the observed lessons and the feedback sessions intending to initiate self-reflection, P 2 mentioned that: “if the number of observed lessons had been increased, it had been much better” (Initial Interview). This shows that the novice participants felt the need to receive feedback guiding their self-reflection after lessons.

When I wanted to find out how the participants benefitted from the course in terms of identity formation, they mentioned that it enabled them to develop self-confidence and to overcome their shyness. Specifically they mentioned that overcoming this shyness and gathering was enabled by focusing more on the

practical aspects of the profession, in other words, it gave them a chance to gather ‘hands on’ experience because “when you graduate from the faculty, you are full of theory and you do not have any idea about the practical stage” (P 1, Initial Interview).

Similar views were also shared during the POI’s and the participants repeatedly mentioned that the practical aspects added to their in class teaching and their reflective skills. Both participants also repeatedly mentioned that the observed lessons were very beneficial because the feedback given by the tutors enabled the participants to alter their in class teaching techniques and try new approaches in class. Both of the participants mentioned that they thought this type of constructive feedback motivated them in their classes and, as mentioned above, helped them to overcome their shyness in class and helped them to become more confident teachers.

4.4.1.4 Criticisms of ICELT

Although both of the participants mentioned that the INSET course added to their practical teaching experience and that they learned more from the course in terms of teaching practice and that the feedback given by the tutors was invaluable, they also criticized the theoretical aspects of the course and mentioned that they both were fresh ELT graduates when they started the course and that they knew all the theory but lacked the ‘hands on’ practice. In addition, the participants also voiced their criticism in general about the course. These criticisms will be presented in this section.

First of all, both participants criticized the INSET course by mentioning that the communicative environment the course wanted them to create in their classes was not authentic and that it only existed in the observed lessons in which the

participants were being assessed by the tutors or the external moderator from the UK.

In other words, they mentioned that this teaching situation and high participation of the students occurred when there was an observer in the classroom and that this communicativeness was not the norm because the students simply could not or did not want to participate in the lessons. One of the participants clarified this and mentioned that: “the students knew that they and I were observed so...some of them tried to participate more in the lesson but it was not the real environment” (P 2, Initial Interview). The same participant also mentioned that during the observed lessons, the atmosphere was not very authentic and that the atmosphere disappeared after the observer left the classroom.

It was confirmed by both participants that on assessed observation days, the students participated more in the lesson and tried to help their teachers than they would on ordinary teaching days. This leaves us to question how realistic these observation environments are; aiming to observe effective teaching. On the other hand, both participants also criticized the limited number of observations. Both of them said that the number of observations should have been increased, however not necessarily assessed. One of the participants mentioned that:

This was what I suggested to the moderator. I said, we shouldn't write pages and pages of things [assignments], maybe we should do more teaching. They should come and observe us maybe more than six times because we are loaded with theory;...the important thing is what I am doing in the classroom actually. Sometimes [the course] is much too theoretical; we are doing all those methodology assignments and other things (P 1, POI 5).

This clearly indicates that the participants were happy with the observed lessons and appreciated the feedback they received from their tutors, but the fact that these lessons were assessed and the participants were graded according to their performance created a non-authentic classroom atmosphere. The participants mentioned that they would have appreciated being observed and given feedback without being graded according to the ICELT criteria (pass, merit or distinction) (please look at section 1.2 for more details about ICELT). Regarding the grading of the observed lessons and the course in general the participants mentioned their demotivation by stating that:

When you are observed and you got strong pass, you feel really bad I think, ... they think that strong pass is going to motivate you, but in fact not. Why strong pass but why not merit? Why strong merit but why not distinction then you began to question that. I think that is de-motivating part of the evaluation part related to the observed lessons. Because they think, this time I got strong pass, next time I need a merit. No, you feel that, I tried a lot, I worked a lot but I got strong pass instead of merit. Why should I try more? Pass is pass, strong pass is going to be pass at the end. So I think that part was the de-motivating part (P 1, Initial Interview).

From this excerpt, it can be clearly understood that there is a discomfort of being 'graded' on the side of the participants and that it may be very demotivating for them. The comment by the participant also indicates that this type of assessment of teaching may be very frustrating and provoke the participants not to try to improve their teaching in class.

Regarding the grading criteria, the tutors also mentioned that they suggested to the moderator from Cambridge, that the grading of the course should be broken down in three bands. The tutors suggested that the course should grade observed participants in the pass band as weak pass, good pass and strong pass in order to motivate participants. This was mentioned as important because participants showing very little effort to pass and those who barely miss the merit band receive the same 'pass' grade. This was regarded as not fair by both, participants and tutors.

Another aspect of the course the participants criticized was that the tutors encouraged them to give short, meaningful and concise instructions. Both of the participants agreed that this was useful in its approach but at the same time almost impossible because any time they gave short and concise instructions, they had to repeat, clarify and explain what they meant, since the English levels of the students in class was simply not good enough to comprehend these short and concise instructions. In other words, a paradox between the requirements of the course and the applicability in class was mentioned by the participant teachers. The problem reported by the participants was that at this stage, the students did not know the meaning of many words, so they could not understand the instructions. Even when the participants encouraged other students to clarify, it mostly needed clarification which cost a lot of time.

As a result, the main criticisms that emerged during the interviews were that the assessed observations were not really motivating and not really fair in terms of grading, although the participants appreciated the feedback from the tutors and that some requirements of the course were contradictory, especially giving short and

concise instructions in the class because it was not possible for the student to understand these instructions most of the time.

Chapter 5

Discussion and Conclusion

5.1 Introduction

This section will discuss the results presented in the previous chapter with reference to the studies in the literature review. The results will be discussed related to each research question in chronological order. The last part of the chapter will conclude the study.

This study aimed to investigate the impact of an externally designed and locally conducted ICELT course, designed by a prominent British university, on the teaching practices of two novice English language teachers. The main objective of the study was not to evaluate the course in terms of content; but to shed light on the effects this course had on the in-class teaching practices of novice teachers and how the participants developed professionally. A case study methodology was designed in order to tap into the teachers' cognition and their views regarding their changes in teaching practices and their general perception regarding the ICELT course. Furthermore, the study aimed to find out whether the novice participants thought the ICELT course was appropriate regarding the cultural and local teaching background. In other words, the aim was to reveal how the participants thought the ICELT course fitted in to their classroom. Lastly, the purpose was to find out whether the participants thought the course really added to their profession and whether they thought the objectives had been met.

The results related to the first research question indicate that the ICELT course has had some impact on the teaching practices of novice participants. This

study also revealed that some of the initially taught aspects of the course were forgotten or simply disregarded in teaching as also stated in Borg (2008). For instance, the participants mentioned the course having an impact on the way they began a lesson after the ICELT course, yet it did not affect their lesson planning and that they (still) do not plan lessons in detail. In addition, the participants made use of time management in different ways in their classes. This shows that novice teachers have different perceptions regarding the importance of timing in their classes and that it was seen as a stress factor which might inhibit learning in class. The participants developed a sense of timing in the process of teaching as they gained experience and did not need any training on this issue. In other words, the theoretical input did not really help the participants in their classes and the teachers worked out their own ways of timing their lessons.

Regarding in-class activities, the participants mentioned their views on the activities the ICELT course suggested them to conduct and how the participants and students responded to these. For instance, regarding the use of pair work and group work, the participants mentioned that they faced some problems regarding the implementation of this type of activities in class and that they could not make use of these activities as much as they wanted to. These findings were also mentioned by Farrell (2008), describing that one of the participants had major difficulties in implementing communicative activities. The present study, however, found out that the novice teachers perceived that the students' educational background, the rigidity of the preset curriculum and the tight time schedule imposed upon them made it difficult for them to implement communicative activities.

The results also revealed that both of the participants preferred pair work rather than group work in class because pair work was easier to monitor and it ensured the inclusion of the students. The participants both criticized group work because during group activities, weaker students may not be able to contribute to the activity and also the participants mentioned that the large number of students in class hindered productive group work. This evidently shows the potential of the ICELT course regarding the teaching practices of teachers; however the preset syllabus and curriculum make it necessary to follow a high paced teaching program. This is also one of the findings in Farrell's study (2008) which confirms that it is very difficult to apply practices learned from INSET courses in certain teaching contexts.

Similar comments were made by the participants regarding the use of communicative activities. The tight schedule leading to loss of time was mentioned as being the major constraints. However, it also emerged from the results that during the ICELT course, the participants were encouraged to use this type of communicative activities but that this type of environment was very difficult to create in class because the main purpose of the students was to pass the proficiency exam. In other words, the results revealed that the exam driven curriculum hindered the use of activities. This put great constraints on the in-class application of learned teaching techniques. Interestingly, the participants also admitted that changing this type of behavior was not easy for them since they knew the educational background of the students. In other words, the participants knew that the students were not familiar with communicative activities because the educational system they come from is very teacher centered and does not leave room for flexibility regarding such activities. This knowledge of the students' background however, gives the

participants the ability to respond to the students' needs more easily. This overlaps with Tomlinson's (1988) findings stating that over time, teachers found that some aspects learned in INSET courses were not appropriate for their teaching contexts. It was also criticized by the participants in the present study that the requirements by the institution and the suggested ICELT methods did not overlap. (For a similar discussion regarding the reactions of university students regarding the use of communicative language teaching in the Turkish context, see Inceçay & Inceçay, 2009).

Another category related to the second theme was the use of peer checking and peer correction in class. This was also something suggested by the ICELT criteria and was also promoted by the tutors because it is believed that these types of activities will provide the students with autonomy, increase confidence, reduce the teachers' effort and reduce teacher talking time. The participants mentioned that the ICELT course encouraged them to use these types of activities and added that they worked well with their students. This shows that the students and the teachers seemed to be more confident in pair work activities, rather than group work activities. On the side of the teacher it shows that the teaching experiences in class have led to a teaching style which was both (partially) communicative and non-threatening for the students. In other words, the students could share their views with their friends without having to communicate in a group which eliminated the possibility of being embarrassed. This was beneficial for the teachers as this method also enabled them to monitor the class during activities more easily. It also shows that the novice teachers had found a way of adapting material derived from the ICELT course with the requirements of the institutional curriculum. This seems to

indicate that the novice teachers had gained enough experience to mediate between the ICELT requirement and the curriculum. If the content of the ICELT would have been more experiential rather than theoretical, as suggested by Tomlinson (1988), the novice participants would have gotten the chance to practice the use of activities in class. This might have encouraged making more use of the items taught through the ICELT course.

Another teaching technique which was frequently used in class by the participants was personalization. The participants had mentioned that it was something the ICELT course had taught them and that it worked with their students. The gradual effect of this technique was especially evident towards the end of the semester when most of the students were willing to participate in activities they could relate to their lives. The teachers made use of this way of teaching as it became evident that the efficiency of personalizing things was immense. In other words, rather than starting directly with the unfamiliar course material, the teachers decided to integrate familiar aspects in the course, which evidently shows that the ICELT course has been successful in promoting ways of teaching.

Regarding the use of in-class activities, one of the categories that emerged was the use of mechanical activities in class. This was significant as the ICELT course promotes the use of communicativeness and student centeredness as much as possible. The given teaching context, however, has to be taken into consideration when promoting this kind of teaching in class. The results revealed that the students refused to participate in communicative activities while the exam focused syllabus of the institution encouraged the teachers to use mechanical activities such as photocopied material in class. This is an aspect which needs to be taken into

consideration by the ICELT course designers and by the institution because, as mentioned by Şahin (2006), the INSET course content and the institutional course content do not complement each other. In other words, the ICELT content does not match with what is being taught in the English preparatory school in which the study was conducted. As a result, the desired way of teaching presented by the ICELT course did not overlap with the institutional teaching objectives. This issue is also underlined by Graves (2012), drawing attention to the importance of the context in which the INSET courses are conducted and that contextual factors need to be considered and taken into consideration when designing INSET courses. Graves (2012) also emphasizes the importance of addressing the unique needs of novice teachers and states that teacher education programs such as INSET courses need to be tailor made in order to address the teacher learners' needs (p. 119).

The need for mechanical activities was evident as the participants felt the need to prepare their students for the approaching exams. This clarifies the assumption that the content of the ICELT course and the recommendations and suggestions it makes for the teaching practice of teachers, does not match with the in-class reality of the teaching context. Similar findings regarding the mismatch of INSET content and a local teaching context is also evident in Farrell's study (2005).

In general, the demands of the students and of the teachers should be taken into consideration and the possibility for making appropriate and useful adaptations should be given by the INSET courses and the institution. The general perception of the participants about the ICELT course was that the course requirements were inflexible and that the framework for the lessons taught was rather rigid. The view of the tutors was contradictory. According to the tutors, the course was flexible in terms

of its framework and requirements. This clearly indicates a miscommunicated perspective. The results of the participants regarding the appropriateness of the ICELT course in this given context will be discussed in further detail in relation to the second research question.

The category related to classroom management revealed that the participants seem to use major and minor management techniques and these techniques were suggested by the ICELT tutors. This shows that the ICELT course was beneficial for the participants in terms of in class techniques it added to their teaching. Throughout their teaching, the participants had made use of these techniques and had developed their own strategy of managing the class. One of these techniques was reminding the students of the exam. Although this technique may be arguable regarding its ethical appropriateness and that it may include an element of threat to the students, it was very effective and goal oriented in a class of 23 students.

Another factor that was evident during the class management of the participants was related to experience and rapport and became evident when the teachers managed the behavior of students by using body language or looks. This underlines the assumption that techniques regarding classroom management are something which can be learned through INSET or TD. They also have to be practiced. In other words, the input from INSET courses is essential but it is something which develops over time as the teacher gets to know the students and the students get to know the teacher. Therefore it is difficult to assess during observations, especially at the beginning of the semester.

The third theme of the first research question emerged related to student's autonomy which is also strongly supported by the ICELT criteria and which is also

encouraged during workshops and feedback session with the tutors. “Let the students do the work” has become a slogan that all ICELT participants have heard many times. However, other studies have shown that students in this context have difficulties with this approach (see Inceçay & Inceçay, 2009). During the observations, it was evident that the participants tried to encourage the autonomous learning of students. This theoretical input of encouraging student autonomy was something the participants had also learned in their undergraduate studies and was regarded by the participants as a repetition of what they had already learned and was not seen as useful. The implication of this is that the ICELT course needs to give its participants the chance to practice such theories. The input alone is not enough, especially for novice teachers because the theoretical aspect is almost useless if the participants do not have the possibility to practice what they have learned (as stated by Ünal, 2010)

The importance of practicing the theory became evident in the next category which is related to the resistance of students towards autonomous learning. The results showed that although the participants were aware of the importance of autonomous learning from their undergraduate courses and ICELT course, the students’ resistance and teacher dependency was evident. The data revealed that the teachers perceived that the students resisted autonomous learning, simply because they were not used to learning autonomously. This can be interpreted as one of the results of the educational system the students come from and asking novice teachers to encourage their students to get rid of this teacher centeredness may result in a total rejection of the teacher. In other words, students may feel neglected by the teacher and give up trying to be an autonomous learner. In addition, an emphasis on teacher

centeredness is evident in the Turkish context. It may be different in different cultural backgrounds but it has to be considered by course designers that different cultural backgrounds have different learning habits. Therefore, the encouragement of autonomous learning was not really accepted by the students.

In general, the results regarding the first research question show that the participants were affected by the ICELT course in terms of practical aspects rather than theoretical aspects. Both of the participants made use of the input related to in class activities, and teaching techniques such as beginning a lesson, class management and making use of activities in class. However, the results also showed that the participants selectively chose the practices to be used in their classes and that they adapted certain practices; for instance using pair work rather than group work. This shows that the requirements of the ICELT course such as promoting group work were disregarded by the participants because the participants did not think that this type of activities were effective for the local teaching environment.

Another aspect that became evident during the analysis of the results is that novice teachers need to have the opportunity to practice the suggested theories of the ICELT course. In other words, the theory is secondary to teaching practice. This shows that the ICELT course, which is designed for practicing teachers, needs to be adjusted to local teaching contexts as the suggested teaching techniques are regarded as useful by the participants, but do not go further than being demo lessons during the observed and assessed lessons in the ICELT course. The reasons for this finding are the heavily loaded institutional curriculum and the educational background of the students. This aspect has to be considered by the course designers and changes need to be introduced accordingly.

The second research question aimed to shed light on the views of the participants regarding the restrictions they thought the ICELT course had on their teaching practices. The first category of this theme was the limitations of ICELT in class mentioned by the participants.

The results revealed that the participants had developed a certain way of making use of the techniques suggested by the ICELT course. The participants mentioned for instance, that the course required its participants to use simple instructions in English. They both mentioned that this was not possible due to the level of the students and that they had to repeat their instructions repeatedly and that this had been a point of criticism during their feedback sessions. This shows the paradox situation the teacher participants are in. In this context it can be unrealistic to expect the teacher participants to make use of the TL in beginner classes and give their instruction as simple as possible. In some cases it was observed that beginner students need explanations repeatedly and that the use of Turkish (L1) is a must. This issue was also mentioned by Harumi (2005) that reports that the participants of an INSET course had difficulty in applying the all English rule and that the students had difficulties in understanding their teachers.

Another topic mentioned by the participants was that the course expected them to make the students participate in activities as much as possible and “let the students do the work”. The participants questioned this approach and mentioned that this requirement had to be re-thought in some EFL contexts as it can be impossible to expect true beginner learners to participate in and complete group or any other activities. The requirement regarding the participation of true beginners in such communicative activities can sometimes be challenging. This is an aspect which

needs to be taken into consideration not only by the ICELT course designers but also by the institution running the ICELT course. The necessity regarding the adaptation and changes in the course requirements was also brought up by both participants and both of them mentioned that changes had to be made to the course. It has also been mentioned by researchers in the Turkish context who mention that some INSET designs lack any knowledge of the local teaching context (Ünal, 2010). This clearly shows the disadvantage of rigid top to bottom designs of courses and supports researchers in the field suggesting the need for a consideration of local needs and teaching environments when designing teacher education programs.

As a result of the limitations mentioned above, the participants also showed a resistance towards the use of teaching practices suggested by ICELT in their classes. This category emerged during the class observations and after stimulated recall regarding teaching techniques used in class. For instance, regarding the use of TL in class, the participants mentioned that the students were puzzled, especially when giving instructions in English and that the teacher had to turn to L1 most of the times. The participants also mentioned that the INSET course promoted the use of simple instructions in TL but that it was frustrating as the students were de-motivated by the continuous input in TL. The reason for this may be that the teaching context is very much exam oriented and the students and teachers felt that it was a waste of time to try and explain things in TL. As a result, based on the results of this study, it seems essential that the institution considers this aspect if teachers are supposed to make use of the course in the best possible way. For the ICELT course it seems necessary to accept that a fixed set of requirements is not always possible and that the needs of teachers have to be taken into consideration.

One of the major reasons for the criticisms of the participants was the exam oriented syllabus of the institution. As the students are expected to take a proficiency exam at the end of the year and in order to be able to do this, they need to have collected a certain number of grade points and as a result their teaching is affected by this. Similar findings, indicating that novice teachers were unconfident regarding the timing of activities and preparing students for exams were reported in Akbulut's (2007) study.

The results indicate that the approach of the ICELT course can sometimes be contradictory to the realities of the institutional syllabus. In other words, the results show that the requirements may be applicable in other contexts, but the course does not seem to be adaptable to such a demanding and success oriented preparatory school course in which this study was conducted. It was also evident that the students in class were fully aware of the requirements of the institution and preferred exercises that would prepare them for the exams. This factor made it even more difficult to apply ICELT in class, an observation also reported by Farrell (2008). It can be concluded from this that if an institution is willing to train teachers with an INSET course, it seems essential that the background for such an approach is set. In other words, the teaching environment needs to be suitable in order to be able to make use of all the suggested teaching techniques from the INSET course (Arikan, 2004; Ünal, 2010).

The second theme related to the second research question, emerged as the teachers' perceptions regarding their students. The results in this theme reveal that the students in this context are introverted students. This has an immense effect on successful teaching practices, especially if the activities that are being used in class

are for extroverted students and require active participation and communication. The results seem to support the assumption that activities presented in INSET courses need to be tailor made according to the needs of the teachers and the students.

One of the major reasons why the students did not want to participate in activities in this case was because their level of English was insufficient (as also stated by Harumi, 2005). The reluctance of students might be normal, especially at beginner level, yet the ICELT course expects the teachers to encourage the use of target language. This finding shows that even if the ICELT course requires target language in class, it is not always possible due to the students' level. Regarding this aspect, the institution may need to consider the necessity to make sure to give all ICELT participants equal standards. During one of the interviews, one of the participants mentioned that the evaluation of the observed lessons would have been much different if intermediate or upper intermediate students had been taught. It can be possible to suggest that in higher level classes, the teachers can make more use of the ICELT practices implemented by the tutors. This is an issue that needs to be taken into consideration by the institutions and the course designers.

The second research question aimed to shed light on the perceptions of the participant teachers regarding their views about the appropriateness of the ICELT course in this educational context and whether they thought the course fitted in the cultural classroom context and whether they thought this posed any constraints on their teaching. The results revealed that the participants viewed the course as not very suitable for this teaching context as the students come from an educational background which does not promote participation in the learning process. In other words, the students expect the teacher to initiate the knowledge transfer and this

makes it very difficult for the ICELT criteria to be met in class. Another factor is also the success oriented syllabus of the institution the course is initiated in. The students have to pass a proficiency exam after their first year in prep school; otherwise they have to repeat their year in prep school which will have not only financial disadvantages but also motivational drawbacks on them.

Regarding the way lessons are conducted, the participants mentioned that the way the ideal ICELT lesson is planned and conducted was simply not possible because the students did not want to or simply just could not communicate with their teachers. In other words, the results revealed that the observed lessons were just role plays of ideal lessons in which the participating teachers and students were the actors in unreal teaching events; as also mentioned by Arikan (2004). However, these planned assessed and observed lessons did not last and the reality of the lessons was reported and observed to be much different. This shows that the ICELT course aims to create an ideal teaching context; however the syllabus needs to be permitting in order to achieve or implement such communicative lessons. The reasons for not being able to implement ICELT criteria were reported as the low language level of the students, the inflexibility and inadaptability of the ICELT course and the exam driven syllabus of the institution.

The third research question focused on the participants' views regarding the accomplishment of the objectives of the course and whether the participants thought the course added to their teaching in terms of knowledge and expertise.

The results showed that the participants thought that the ICELT course was in some cases, unnecessarily theory-focused and that the emphasis on teaching practice had to be increased. This issue was also stated by Ünal (2010).

Regarding instructions, the participants mentioned that the course taught them to give clear and simple instructions in English. This was reported as difficult because the students could not comprehend the instructions and the participants had to use L1 for clarification and repeat these several times. The teachers persistently gave instructions in English and this made the students feel demotivated which, in turn, led to the students not focusing on the lesson. Regarding such aspects, the ICELT course needs to present the participants with other options. The paradox the participants drew attention to was that if the instructions were clear, they were not short and had to be re explained. If they were short, they were not clear because students did not understand. This necessity to clarify instructions also led to an increased amount of teacher talking time (TTT) in class. Although the tutors mentioned that even if TTT was high, as long as it was meaningful, it was okay to use it. However, the participants did not recall a technique to differentiate between meaningful and general TTT. The results also revealed that the participants were aware of their high level of teacher time but mentioned that in beginner classes it is simply impossible to minimize TTT as the student could not talk; as a result, the teachers had to talk. This shows that the criteria set by the ICELT course can be inflexible to implement, especially for teachers teaching true beginner students. The ways of decreasing TTT as suggested by the ICELT course were also not regarded as efficient by the participants as they were time consuming and were deemed as ineffective considering the level of the students.

Furthermore, the fact that the observed lessons were being assessed created a certain level of pressure on the participants. This, in turn, may inhibit an authentic teaching atmosphere in the classroom. In addition, the fact that the observations are

not transparent and the participants do not know what is being observed creates an even greater pressure on the teachers. The necessity of being a part of an observation, rather than an object of observation is essential (Freeman, 1982). The participants also mentioned that they appreciated the feedback given by the tutors after their observed lessons, yet they were absolutely unhappy with the fact that the lessons were assessed. This created an atmosphere which was not common to normal classes; without the presence of the assessor.

Regarding the beneficial aspects of the ICELT course, the participants mentioned that it added to their general awareness of being a teacher. The participants also mentioned that the ICELT course was beneficial in terms of developing the reflective skill. In this sense, the tutor guided feedback sessions have been especially beneficial. This is an important aspect because it shows that the ICELT course has had an effect not only on teaching but also on the professional development of novice teachers.

The participants also mentioned that they became more student centered which shows that guidance by professionals may help novice teachers 'bridge the gap' in their first years of teaching (Farrell, 2012). Furthermore, although the participants initially criticized this practice, they seem to have developed a sense of appreciation for the value of the observed lessons. Both of the participants mentioned that the feedback about their teaching was extremely useful and that the number of (non-assessed) observed lessons should be increased. The results also show that the observed lessons helped the participants in identity formation in terms of overcoming shyness and increasing self-confidence. This is a crucial aspect for novice teachers as this may be decisive in terms of leaving or staying in the profession. Lastly, the

ICELT course gave the participants an opportunity to practice techniques in class and receive expert feedback from the tutors. This was highly appreciated and regarded as helpful.

Among the criticisms of the ICELT course, the main focus was again on the previously mentioned observations. The results show that the participants viewed them as artificial and unrealistic as the teaching situation was not real. This shows that instead of assessing observations, reflective observation journals could be implemented in the course or the observations could still entail feedback but the assessment could be based on the reflective journals.

Another area of criticism was the theoretical aspect of the course as also mentioned in Odabaşı, Çimer and Çakir (2010). The participants complained about the theory and written work and mentioned that the time and effort could have been invested in practical teaching. This is an essential aspect, especially for participant teachers from ELT departments.

In this section the results of this study have been discussed and suggestions for improvement have been made. However, for the present study, a number of limitations and implications have also emerged. These will be presented in the next section.

5.2 Future Implications and Limitations of the Study

Although the results of this study shed light on the cognition of ICELT taking teachers and also directly focused on their teaching practices in class, there are a number of implications and limitations which need to be addressed in future studies.

For example, a study in different cultural contexts would reveal whether the context-bound limitations in terms of applying ICELT content in class are also valid in other contexts or whether the results obtained in this study are unique to this context. In other words, it would be interesting to see how the teaching practices of those teachers are affected in other parts of the world, as well as seeing if those teachers report similar experiences, different issues after taking the course or whether they report benefits only. For instance, during the initial interview, one of the tutors mentioned tutoring in another eastern European country. It would be interesting to tap into the views of the novice course participants in that context and compare the results with other studies in order to find out whether there is a patternized set of data or whether the data is unique for each individual context.

Apart from different cultural contexts, future studies may also focus on different institutional settings. The setting in which this study was conducted was part of a very competitive university and the students had only two semesters to achieve a certain level of English. Other institutional contexts such as language schools or institutions with less competitive surroundings can be focus points in future studies. Teaching in different academic surroundings may affect the teaching practices of the teachers, which, in turn, may have different effects on their classroom practices. Less competitive surroundings may affect the students which may, in turn, affect the teaching atmosphere and time flexibility in class.

In addition to focusing on different cultural and institutional contexts, future studies can also be conducted with students and participants who have not graduated from ELT / teaching departments. It would be interesting to see how the teaching practices of participants who have not had any teacher related education or training prior to taking the ICELT course are affected after completing the course. As the participants of this study are both ELT graduates, their theoretical foundations had been laid and the ICELT course's impact in terms of theoretical knowledge was limited. It would be interesting what the results indicate if a similar study is conducted with participants who have started teaching after completing the ICELT course only.

Another aspect to be taken into consideration when designing similar studies may be to conduct a longitudinal study. For instance a study over several academic years may be conducted as the teaching and the effectiveness of teaching may be influenced over a longer period of time. Factors such as exhaustion and stress related to proficiency exams might also be focused on. For instance, one of the themes emerged from this study was the threat of testing but it may be possible that in such a longitudinal study, the change in the proficiency levels of the students and the change in the application of more mechanical activities be observed more in the forthcoming semesters.

Another interesting study might be to design a delayed longitudinal study. In other words, a study which will be conducted after a certain time has passed after the participants have taken the ICELT course (e.g. two years), in order to reveal how effective the ICELT course is over time and whether or not the participating teachers revert back to their old teaching strategies. In addition, such a study could be

conducted over a number of years (e.g. three years) and a comparative content analysis could be conducted to find out whether (and how) the teaching strategies change over time. In such a study, it would be interesting to find out how the teachers' views, practices and cognitions in general change over time after the completion of the course. This could also give insight in to the number of years of expertise required to become a confident and proficient teacher and could shed light on the ways this experience is combined with content from the ICELT course.

Although this study focused on the effects of the ICELT course, it is necessary to conduct other studies in order to be able to create a set of data regarding INSET courses. Furthermore, the number of studies directly focusing on the teaching practices of certificate holding teachers is, according to the knowledge of the researcher, almost nonexistent. For this reason, it can be necessary to design further studies focusing on the effects of INSET courses. Otherwise, the flaws of such courses will be left in the dark and their efficiency will not be exploited fully. It can also be seen from the findings that the requirements of the course and the local teaching contexts may not always match will render the input of the course ineffective. In other words, if maximum efficiency is aimed at by INSET courses, the local context needs to be taken into consideration and rather than a 'top to bottom' a 'bottom to top' approach which is suitable and adaptable with the local contexts needs to be designed.

5.3 Conclusion

This study aimed to investigate the effects that an externally designed INSET course has on the teaching practices of two novice teachers. The study was designed as a case study and was conducted in the Turkish educational context. The study revealed that the teachers participating in this study did not think that the ICELT course had immense effects on their teaching practices in class. However, both of them learned a number of techniques and ways of teaching from the ICELT course. The data collected from the interviews support the observed assumption that the participants selectively chose the parts of the ICELT course, relevant to their teaching context. For instance classroom management techniques regarded as useful were selected but lesson planning techniques were not selected because the participants already knew the structure from their undergraduate studies.

Regarding the content of the ICELT course, the participants mentioned that it is not suitable for the local teaching context as many methods suggested by the course are unfamiliar to students coming from the Turkish educational background. It was also mentioned that it was very difficult for teachers and students to adapt to these requirements in a short while in an exam driven syllabus. Factors such as the local teaching context and the student profile need to be taken in to consideration by the course designers. Another factor that needs to be taken into consideration is the class size. With a class of 23 people, it is not easy to implement the methods suggested by the ICELT course.

Lastly, it is essential for course designers to integrate participants in the ICELT course. The trainees need to be active participants in the course rather than just listeners. This has to be addressed by the course as well as giving the participants

a chance to indulge into practical knowledge, in other words teaching practice. The necessity and importance of in class practice and guiding novice teachers through constructive feedback cannot be overemphasized.

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APPENDICES

APPENDIX A

INITIAL INTERVIEW QUESTIONS FOR P 1 AND P 2

P 1 and P 2: Initial interview Questions

Q1: What was the initial motivation to get the ICELT certificate?

Q2: How has the course added to your English language use and knowledge?

Q3: What are the most vivid memories of the course that come to your mind related to your profession?

Q4: In what ways did you benefit from the course regarding your identity formation as a teacher?

Q5: How would you describe your relationship with the tutors throughout the course? Friendly, imposing, disciplined?

Q6: How useful was the feedback given by the tutors? In general, and also related to your observed lessons.

Q7: How did you cope with the course requirements in your observed lessons?

Q8: How were your students' reactions to observed lessons?

Q9: How useful do you regard observations and how do you think they improved your teaching?

Q10: How easy was it for you to plan your lessons?

Q11: How do you plan your lessons now?

Q13: Which aspects related to teaching that you have learned in the course do you still apply in your classes?

Q14: Do you take your students to the SAC?

Q15: In class, how do you deal with disruptive students or students with learning difficulties?

Q17: In general, how do you manage your classroom?

Q18: How do you select materials you use in class?

Q19: How do you identify your learners' needs?

Q20: How do you follow and evaluate your students' progress?

Q21: How do you evaluate your teaching after your lessons?

APPENDIX B

INITIAL INTERVIEW QUESTIONS FOR TUTORS

Initial interview Questions – ICELT TUTORS

Q1: How many years of experience do you have in teaching?

Q2: Did you graduate from a department of teaching?

Q3: How many years have passed since you have retrained yourself?

Q4: How long have you been working at METU NCC?

Q5: What are your duties in the SFL?

Q7: Did you work at any other university as a teacher and/or a tutor before you came here?

Q8: In which ways do you think do participating teachers benefit most from the ICELT course?

Q9: In the ICELT course, what do you think your role as a tutor is?

Q10: Are there any most disagreed items or complaints you receive as feedback from the participants in the course?

Q11: Do you believe that there are any aspects of the ICELT course that could limit the flexibility of the teacher regarding in class teaching?

Q12: Do you think the ICELT course encourages or enhances the teachers' flexibility in the classroom?

Q13: How do you think this course fits in with the local teaching culture?

APPENDIX C

POST OBSERVATION INTERVIEW QUESTION SAMPLES

P1

Questions for Post Observation Interview 1 (27.10.2014)

Q1 (Lesson planning/structure): At the beginning of the lesson you said: “now we are going to do unit 9, lesson 3, but before starting that, let’s remember what we did yesterday” Is there any reason why you start your lessons with a ‘revision’ part? Do you have a specific pattern you follow, how influential has the ICELT course been in this aspect?

Q2 (Teaching skills/activities) You used miming activities to practice the present continuous tense in one of your lessons (obs.3) (jogging, walking, sleeping, talking on the phone, doing the washing up), and you acted out some actions in front of the class. How do you decide when to use this kind of activities?

Q3 (Use of L1) If I observed it correctly, you do not encourage your students to use L1 (Turkish) but you sometimes seem to use Turkish for clarification. For example you said: “‘whether you come or not’ – gelsende gelmesende, whether you are a morning person or not – sabah kisisi olsanda, akşam kisisi olsanda” but sometimes you use English. Did the ICELT course have any impact on the choices you make regarding the use of L1 in class?

Q4 (Giving instructions) In one of the lessons (obs. 3) your students were writing a first draft. You gave them a very clear definition of how you wanted the draft to be written. You drew the page on the board and showed it as a template. Is this something the institution asks the teachers to do?

Q5 (In class activities) You use choral repetitions. (obs. 4) – In one of the lessons, you were practicing irregular verbs with the students; they were listening to the recording and repeated it and the students seemed to enjoy it a lot. Especially when you said: “ ‘boys’, ‘girls’ and now all together”. How do you decide when and how to use choral repetitions? Is this something you learned from the course?

Q6 (Giving instructions): In your lesson, I realized that you give the students’ allocated time for every activity. You say “you have two minutes” etc and use a countdown timer. Do you prefer to give ‘clear-cut’ instructions and tell the students ‘which way to go’ or do you rely on your intuition and ‘go with the flow’? Has the course had any effect on the use of timing and instructions?

(Sometimes time was allocations were strictly adhered to, sometimes no time

allocations were given, sometimes pair work was encouraged, sometimes the students worked in pairs although they were not told to).

Questions for Post Observation Interview 2 (12.11.2013)

Q1: I want you to listen to the first skit; I thought this was very interesting. T: “Bonjour, Guten Morgen, Gunaydin, How are you? Fine. How was your holiday? ... (small talk with the students about their weekend activities) So, at the beginning of the lesson you greet them (the students) in three or four languages ... and you asked them what they did the previous day and you seem really interested in them, so what is the purpose of this? Why do think this is important?

Q2: The second one is again about abilities... T: “okay, this is ability and you might have abilities or inabilities. If you can do something, this is your ability, if you can't do something that is your inability. So, tell me something about yourself. I said I can swim very well. What about you? (Students answer; I can draw, I can sing) So you were talking about abilities and you asked every single student in the class about their abilities. What was the purpose of this?

Q4: Another interesting thing in the same observation was, and I think you used this more than once. One was about your friend and one was about your nephew. T: “...at the university, when I was at university I had a friend; she was very talented, talented? She was very...talented and then she was talking to us and at the same time she was writing messages, sms. Really, and it was all correct; there was no mistake...she was very fast. So she was very talented, talented. In Turkish talented means?” So you told them a short anecdote, a short story. Why did you use this?

Q5: Okay and here is the second one: T: “my nephew asked me, uncle uncle do you know knife of knight (a computer game), I thought for a while and said no, what is that? It's a game then we checked the game, and I said...” So why did you used this story of your nephew?

Q6: In the next observation...there is.. you were talking about contractions and I noticed that you spoke about it in detail: “So do you remember contraction.. give me an example of contraction... is not isn't, was not wasn't...cannot can't it is written together...they are written together and it is one word. But to be on the safe side, use can't, that is one word, but cannot is also one word because it is written together. If you write it separate, it is not accepted as one word and you lose the point.” What was the purpose of explaining it in such detail? You explained it very thoroughly and in detail, what was the purpose?

Q7: In the same observation, where you did the contractions, later on, you played a game ‘find someone who can – cook, draw, paint etc.’ and what I noticed was that you actively participated in the game and actively walked around in the classroom asking questions, with your paper in your hand, just like one of the students, you

were so enthusiastic and involved in the game, what was the purpose of this? Why did you feel the need to participate in such a way?

Q8: In the next observation (Obs. 7) and here again you ask questions to your students about their activities in the previous day

T: "What did you do yesterday, I know you all studied English... what else?"

S: " We ran under rain"

T: "What else?"

S: "I cooked pasta and kofte"

So again here you ask the student's questions but you also ask follow up questions and you seem very interested in the students.

So why did you feel the need to ask this type of follow up questions?

Q9: One other interesting thing was when you were about to do a listening activity and you were giving the students instructions:

T: "Before we look at page 117, let's go to page 116, there is a listening activity, let's do some listening because it is going to be helpful for you. Did you find it? Exercise which? Exercise? "

Q: You ask the question about which exercise the students are going to do. What was the purpose of this? Why did you ask this question?

Q10: Another one which I noticed was about an activity and you were giving instructions if I am not wrong:

T: "So, today we are going to read a text, about a magician, maybe you know him very well,... about Houdini, I don't know how to pronounce but I think it's Houdini. So, first of all, read the text very quickly, underline the vocabulary items that you don't know, and don't worry about those vocabulary items, and try to understand the text, just read it very quickly and try to understand (T stops his sentence). Hey did I finish my sentence?"

Q: Here you say "Hey did I finish?" What was the purpose of this?

Q11: This is the next observation (obs 8) and the students were answering some questions, some exercises and the boys name is [name of the student], I think he had some problems so you say something there and I was wondering if you could elaborate on that:

M: "Next one, [name of the student]"

Y: " When he was four years old, his family moved...."

The boy has problems and hesitates and you say very silently, "okay [name of the student]" and he gives the answer. I thought this was very interesting.

Q12: The next one is when you talk about listening activities, I think you were giving instructions, or some help with listening activities and you were talking about listening activities:

M “ Listening comprehension, what was the most important thing when we do listening? Do you remember?

Std: “Key words”

Q: Why did you feel the need to explain?

Q13: I noticed that while the students were writing sentences about appliances, there is a cooker, there is ... you ask them if they want to listen to a song and you played a song.

Why do you ask them if they want to listen to a song?

What was the purpose of asking them?

How do the students benefit from this?

APPENDIX D

POST OBSERVATION INTERVIEW QUESTION SAMPLES

P2

Questions for Post Observation Interview 1 (29.10.2014)

Q1: If I remember correctly, your students seem to use L1 in your classes and you reply in English. For example during the exercise related to colors, some students asked questions in Turkish and you replied in English. Is there any specific pattern or way you follow regarding the use of L1 in class?

Q2: In one of the lessons you gave feedback in Turkish. This feedback was regarding their errors in their writing assignments. You said: “bir bakın bakalım hatalarınız neymis, dün yazdığınız writingler” (obs. 2) Do you think that your students will not understand the feedback in English? Is there any reason for your L1 use in class?

Q3: In one of your lessons you told the students to close their eyes and think of their loved ones, you said: “close your eyes...close your eyes, all of you, think about people that you love, they can be your mother, your sister, your brother, or anybody that you love...what are they doing” (exercise to practice present continuous)... is there any reason you used this type of exercise?

Q4: In another lesson, you told the students to come to the board and act out their dialogues. They were asked to role play their dialogues, for example: “hello [name of the student] what are you doing right now? Oh well actually I am studying” Is there any reason you used this kind of personalization technique for the students?

Q5: In your lesson, you divided your students into groups; a who group, a what group and a where group and asked them to write sentences on a sheet of paper and then on the board. Why did you choose this kind of activity? How does it help the students?

Q6: In the fourth observation, you split up some students, [name of the student] and [name of the student] before the lesson starts. You told one to sit at one side of the room and the other at the other side. Was there a specific reason for that?

Q7: In the first observation you said “what did you learn in the morning” and did some revision, in the second observation you wrote some sentences on the board revising the affirmative, negative and question forms of the present continuous tense. In the fourth observation you revised the past simple / verb to be. Is this a specific pattern in your lessons? Did you learn this from the course or does this seem to work with your students better?

Questions for Post Observation Interview 2 (12.11.2013)

Q1: At the beginning you said something: “ T: [name of the student] ” ... You said [name of the student] and everybody started to laugh...

Q: what was the purpose?

Q: So it's a technique you developed?

Q2: The second one is ... you were working on adverbs and adjectives and I think they had some problems about it, you were explaining and you said: “T: Ok, now we will again continue with adverbs and adjectives...let's open page... 126” why did choose this kind of formulation? Does it have any specific reason; ‘we’ and “let's” ?

Q3: Ok, I'm interested in the expression you used; “we” and “let's”. Do you see yourself as a part of the group?

Q4: Did you learn this in the ICELT course or in the undergraduate studies?

Q: What do you think, how does this affect the students?

Q5: There's another one... you were doing activities...at the end you asked one student, [name of the student] and [name of the student] replied in Turkish “ T: Yes [name of the student] (Std cannot answer the question, complains in Turkish) ... okay let's help him. What was the purpose of this?

Q: Why do you do this?

Q: So you try to create this helping atmosphere, maybe?

Q6: In this excerpt, you were going over the rules, ... then you suggested something, and there was a very interesting reply by the students: “T: which one?... any problems? Okay.... We will work on them...it's the rule... okay, let's fill in the blanks in you books fill in the blanks in our book to write our rule...you can do it together, let's write the rule...Okay let's do it together then
Std: Hayir.

T: Okay

You suggested let's do it together then and one of the girls said no, so what was the purpose of this?

Q7: The next part.... You were going over adjectives and adverbs, ...the students had problems and you asked a question: “T: She speaks Thai fluent or fluently, which one? What was the purpose here?

Q: Is this a technique you developed yourself?

Q8: The next one is... You ask a question to the students and something happens “
T: Look at here, with those words what do we use? Appear, be, become... You have it in your books”

You ask a question and there is silence, and then you say you have it in your books. What was the purpose of this?

Q9: This one is in the last observation, it was at the beginning of the lesson, so I think you were talking about general things: “T: Ok, how was your weekend, what did you do at the weekend? [name of the student] what did you do at the weekend? [name of the student]: I sleep...” What was the purpose of this?

Q10: The next one is a little bit later on, you were doing an activity (The class was doing a choral repetition activity). What was the purpose of this activity? Why is it important?

Q11: There was one excerpt at the end of the lesson they were doing an activity and five minutes before the lesson stopped, “T: We have three minutes so we will continue in the second hour, ... let’s tell me, did you start studying for the midterm? Are you studying for the midterm? You know, we have a midterm next week or ... we have three weeks, are you studying for the midterm? You started? Ok, what are you studying? You kind of insistently were talking about the midterm, whether they have started studying. What was the purpose of this?

Q11: The next one is from the last observation, “T: okay continue, ...when he ... (writes on board) okay what is the problem here?” I think you were writing sentences on the board, the students read the sentence you wrote it on the board and said, what is the problem here. What was the purpose of this?

APPENDIX E

INVESTIGATED CONSTRUCTS IN THE DATA COLLECTION TOOLS –
BASED ON THE ICELT SYLLABUS

Investigated Construct	Interview & Stimulated recall	In – class Observation	Notes / Comments
Unit 1: Language knowledge and awareness	<ul style="list-style-type: none"> • Language selected for teaching programmes • Reference materials for language awareness 	<ul style="list-style-type: none"> • Concepts and terminology used in English Language teaching for describing form and meaning in language and language use • Language used by teachers and learners 	
Unit 2: The Background to teaching and learning English	<ul style="list-style-type: none"> • The context of English Language teaching: • can compare and contrast current approaches to the methodology of language teaching with learners' experience in other areas of formal learning, and can demonstrate in their own teaching their awareness of any differences which may emerge 	<ul style="list-style-type: none"> • The context of English Language teaching: • can demonstrate a positive attitude to the learner's educational and cultural background including, where relevant, the role of English as a medium of instruction • can demonstrate a commitment to equality of opportunity • are aware of the ways in which English 	

		Language teaching relates to learners' general educational development and, where relevant, to the curriculum as a whole	
2.2 Learning theory		<ul style="list-style-type: none"> • can relate current approaches to the methodology of English Language teaching to underlying theories of learning and acquisition and to learning theory in general • understand how learners learn first and second / additional languages and apply this understanding to planning and teaching 	
2.3 Learner development and motivation	<ul style="list-style-type: none"> • are aware of learner needs with reference to developmental, cognitive, social and affective needs, including, where appropriate, learners with special needs and disabilities 	<ul style="list-style-type: none"> • are aware of learner needs with reference to developmental, cognitive, social and affective needs, including, where appropriate, learners with special needs and disabilities • can where relevant, take account of literacy 	

		<p>development in first and second/additional languages</p> <ul style="list-style-type: none"> • understand the different motivations and expectations which learners bring to learning English • are aware of the different learning styles and preferences which learners bring to learning English 	
2.4 Implementing teaching programmes to meet the needs of learners in a given context		<ul style="list-style-type: none"> • understand the principles of planning programmes and schemes of work for teaching language skills and specific language items and for developing fluency and accuracy to meet the needs of specific groups of learners • can make use of procedures and strategies to integrate independent learning into their teaching programme 	
3. Resource and materials			

3.1 Familiarity with a range of resources and materials		<ul style="list-style-type: none"> are familiar with a range of currently available resources and materials for use by teachers and/or learners, for teaching or reference 	
3.2 Evaluating and selecting resources and materials	<ul style="list-style-type: none"> can evaluate resources and materials after use 	<ul style="list-style-type: none"> can evaluate and select resources and materials for use with their learners 	
3.3 Using, supplementing, adapting and creating materials		<ul style="list-style-type: none"> where relevant, can use classroom display to support learning 	
3.4 Effective use of teaching aids, technical support and self-access materials	<ul style="list-style-type: none"> where relevant, are aware of the role and use of self-access materials and of the ways in which learners can be helped to use them effectively 	<ul style="list-style-type: none"> are familiar with a range of appropriate technical aids and media and make effective use of these in the classroom 	
Unit 4 – Planning and management of teaching and learning			
4.1 Planning for teaching	<ul style="list-style-type: none"> understand the different organisational principles which teachers use to plan individual lessons and series of lessons 	<ul style="list-style-type: none"> can select appropriately using these principles and plan lessons or schemes of work according to the needs and contexts of specific groups of learners and the demands of syllabuses 	

		<ul style="list-style-type: none"> • can plan lessons appropriately with specific regard to: <ul style="list-style-type: none"> establishing aims and objectives; ways of focusing on and practising specific language items and skills; anticipating difficulties; staging and timing; ensuring variety and pace; selecting appropriate materials and resources; adopting appropriate teacher and learner roles 	
4.2 Classroom management		<ul style="list-style-type: none"> • can establish rapport and foster a constructive and an emotionally and physically safe learning environment • can manage classroom events and maintain discipline • can adapt plans in response to the learners and to classroom contingencies • can respond to the needs of individual learners and provide, where 	

		<p>appropriate, for their emotional and welfare needs</p> <ul style="list-style-type: none"> • can, where possible, arrange space, furniture and equipment to suit the needs of learners and types of lessons • can set up and manage whole-class work, pairwork and groupwork, as appropriate • can work successfully with learners of different levels, abilities (and with young learners, ages) in the same or separate classrooms, using appropriate activities in order to achieve stated learning objectives 	
4.3 Teacher and learner language		<ul style="list-style-type: none"> • can adjust their own language to suit the needs of the class and interact with the class in a way which facilitates the learners' language development • can teach meaningful 	

		<p>language which is relevant to learners</p> <ul style="list-style-type: none"> • can use appropriate language while managing classes • can choose appropriate moments and strategies to correct learners' written and spoken language • can make appropriate use of the learners' first/other languages 	
4.4 Classroom procedures and techniques		<ul style="list-style-type: none"> • are familiar with a range of appropriate procedures and techniques for teaching language skills and specific language items, setting up topic work, developing fluency and accuracy • can make appropriate use of a range of materials and resources in relation to specified aims • can demonstrate their ability to select and use tasks/activities 	Stimulated recall interview

		<p>appropriate to learners' needs</p> <ul style="list-style-type: none"> • where relevant, are familiar with the use of drama, art, craft, music, storytelling, physical activities and investigations outside the classroom • can, where relevant, use techniques for literacy development and for teaching learning skills across the curriculum • can make use of appropriate strategies to foster increasingly independent learning 	
Unit 5 – Evaluation, monitoring and assessment			
5.1 Identifying learner needs	<ul style="list-style-type: none"> • are aware of different strategies for identifying learner needs 	<ul style="list-style-type: none"> • can select and implement appropriate strategies to develop language skills, to develop fluency and accuracy and to foster acquisition of language items 	
5.2 Monitoring learners' progress and giving	<ul style="list-style-type: none"> • are aware of a range of methods for 	<ul style="list-style-type: none"> • can use the feedback from evaluation to set 	Skip C and D ??

feedback	<p>monitoring learners' progress and attainment including: – informal monitoring by the teacher – learner self-assessment – formal tests and examinations</p> <ul style="list-style-type: none"> • can monitor the progress of the learners they are teaching 	learning priorities	
5.3 Preparing learners for tests and examinations		<ul style="list-style-type: none"> • are aware of specific tests and examinations and relevant teaching strategies 	Or interview?
Unit 6 – Professional development			
6.1 Evaluating teaching and learning	<ul style="list-style-type: none"> • can evaluate their own planning and teaching with reference to the achievement of objectives, the development of language skills, the teaching of specific language items, the development of fluency and accuracy, the design of learning tasks, classroom management, and teacher and learner language • can evaluate their teaching, 		

	<p>take account of feedback from tutors, colleagues and learners and use these insights to develop their own practice</p> <ul style="list-style-type: none"> • can undertake directed observation of other teachers and learners at work, and draw appropriate conclusions for their own practice 		
6.2 Working with people	<ul style="list-style-type: none"> • are aware of the different roles they may play in their professional lives as teacher, colleague, group-leader and employee, and of the personal and professional qualities these roles may require • can listen to, learn from, share responsibility with, co-operate with and exchange views and ideas with others, including managers, tutors, colleagues and 		Not sure whether this needs to be included?

	<p>their own learner</p> <ul style="list-style-type: none"> • understand their responsibility with regard to the welfare, health, safety and supervision of learners and know when to assume responsibility themselves and when to refer responsibility, ensuring that it has been assumed by someone else 		
6.3 Continuing professional development	<ul style="list-style-type: none"> • can undertake a realistic analysis of their own strengths and development needs and plan for their further professional development in the light of this 		

APPENDIX F

ICELT SYLLABUS OVERVIEW

Syllabus overview

1	LANGUAGE KNOWLEDGE AND AWARENESS
1.1	Concepts and terminology used in English Language teaching for describing form and meaning in language and language use
1.2	Language used by teachers and learners
1.3	Language selected for teaching programmes
1.4	Reference materials for language awareness
2	THE BACKGROUND TO TEACHING AND LEARNING ENGLISH
2.1	The context of English Language teaching
2.2	Learning theory
2.3	Learner development and motivation
2.4	Implementing teaching programmes to meet the needs of learners in a given context
3	RESOURCES AND MATERIALS
3.1	Familiarity with a range of resources and materials
3.2	Evaluating and selecting resources and materials
3.3	Using, supplementing, adapting and creating materials
3.4	Effective use of teaching aids, technical support and self-access materials
4	PLANNING AND MANAGEMENT OF TEACHING AND LEARNING
4.1	Planning for teaching
4.2	Classroom management
4.3	Teacher and learner language
4.4	Classroom procedures and techniques
5	EVALUATION, MONITORING AND ASSESSMENT
5.1	Identifying learner needs
5.2	Monitoring learners' progress and giving feedback
5.3	Preparing learners for tests and examinations
6	PROFESSIONAL DEVELOPMENT
6.1	Evaluating teaching and learning
6.2	Working with people
6.3	Continuing professional development
7	LANGUAGE FOR TEACHERS
7.1	Professional competence in speaking and writing English
7.2	Professional competence in reading and listening to English
7.3	Using spoken English in the classroom
7.4	Using written English in the classroom

APPENDIX G

Tez Fotokopisi İzin Formu

PROGRAM

SEES

PSIR

ELT

YAZARIN

Soyadı: Personn

Adı: Jan

Bölümü: İngilizce Öğretmenliği

TEZİN ADI (İngilizce): The Effects of an In-Service teacher training certificate program on the teaching practices of novice teachers

TEZİN TÜRÜ : Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: