T.C.
GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

DESIGNING AN IN-SERVICE TEACHER TRAINING PROGRAM FOR ENGLISH LANGUAGE INSTRUCTORS AND IDENTIFIYING THE EFFECTIVENESS OF THE PROGRAM: AN APPLICATION AT AFYON KOCATEPE UNIVERSITY

MA THESIS

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Derya ÜNAL

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Supervisor
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ANKARA-2010

JÜRİ ÜYELERİ ONAY SAYFASI

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

DERYA ÜNAL'ın "DESIGNING AN IN SERVICE TEACHER TRAINING PROGRAM FOR ENGLISH LANGUAGE INSTRUCTORS AND IDENTIFIYING THE FFECTIVENESS OF THE PROGRAM: AN APPLICATION AT AFYON KOCATEPE UNIVERSITY" başlıklı tezi 14 / 06 / 2010 tarihinde, jürimiz tarafından İNGİLİZ DİLİ EĞİTİMİ Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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Derya ÜNAL, Ankara, 2010.

ABSTRACT

DESIGNING AN IN SERVICE TEACHER TRAINING PROGRAM FOR ENGLISH LANGUAGE INSTRUCTORS AND IDENTIFIYING THE EFFECTIVENESS OF THE PROGRAM: AN APPLICATION AT AFYON KOCATEPE UNIVERSITY

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It is of crucial importance for teachers of English to develop professionally at this time of rapid change. In order to encourage this aim of the teachers, the institutions should have attempts like having offices responsible for professional development of the academic staff and organizing events for the sake of on-going development. This study was conducted at Afyon Kocatepe University School of Foreign Languages Department and the participants of the study were the 10 newly hired teachers and 12 experienced teachers. In order to meet the needs of the academic staffs' professional development Teacher Training and Development Office was founded and it organized in service teacher training program (hereafter INSET) considering the needs of the participants. To be more helpful and beneficial, needs were analyzed in a comprehensive way. During the implementation of the program different techniques, models, activities like microteaching, peer observation, on the job observation, intensive INSET program were applied to meet the needs of the participants and the effectiveness of these studies was evaluated as a part of this study. The research questions posed for this study investigated to what the novice teachers and experienced teachers' needs are and what aspects affect these needs and to evaluate the effectiveness of the overall program. Two data collection instruments were employed in this study. First, a survey was completed at the beginning and at end of the program. Second, semi-structured interviews with ten randomly chosen participants were conducted after the intense 15-day INSET and after microteaching activities. Generally speaking, the results showed that novice and experienced teachers' needs differ in most of the components, their needs were met at the end of the program, and all components of the program resulted in success.

Key Words: Teacher Training and Development, In-service Teacher Training Program, Needs Assessment, Foundation of Teacher Training and Development Office, Professional Development.

ÖZET

ÜNİVERSİTE HAZIRLIK OKULU ÖĞRETİM ELEMANLARINA YÖNELİK HİZMET İÇİ EĞİTİMİ PROGRAMININ TASARLANMASI VE ETKİNLİĞİNİN ÖLÇÜLMESİ: AFYON KOCATEPE ÜNİVERİSTESİ'NDE BİR UYGULAMA

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Mesleki gelişim en az diğer alanlarda olduğu kadar eğitim alanında da hayati öneme sahiptir. Eğitim kurumları çalışanlarının mesleki gelişimini teşvik etme amaçlı 'öğretmen eğitimi ve gelişimi birimleri' oluşturmalıdır. Bu çalışma Afyon Kocatepe Üniversitesi Yabancı Diller Yüksek okulu bünyesindeki 10 yeni başlayan kişi ve 12 tane kurumda bir süredir görev yapmakta olan tecrübeli öğretim elamanına uygulanmış, öncelikle kurulan ofisin katılımcıların ihtiyaçlarını belirlemeleri, bu ihtiyaçlar doğrultusunda söz konusu ihtiyaçlara cevap verebilecek bir eğitim programının hazırlanıp uygulanması ve sonrasında da eğitim programının etkinliğinin ölçülmesi aşamalarını kapsamaktadır. Araştırmada iki veri toplama yöntemi kullanılmıştır. Birincisi program başlamadan önce ihtiyaçları belirlemek için daha sonra da program bittiğinde etkinliğinin belirlenmesi için uygulanan anket, diğeri ise rastgele ve gönüllü katılımcılardan oluşan 10 kişiyle yapılan 'görüşme' tekniğidir. Araştırmanın bulgularına göre katılımcıların ihtiyaçları yaş, mezuniyet yılı, eğitim tecrübesi, söz konusu bölümdeki tecrübeleri, eğitim geçmişleri, daha önce herhangi bir eğitime katılıp katılmaları gibi farklı değişkenlere göre farklılıklar göstermektedir. Program sonrası veriler ise programın tüm bileşenlerinin katılımcılarda olumlu gelişmelere yol açtığı saptanmıştır.

Anahtar Kelimeler: Öğretmen Eğitimi ve Gelişimi, Hizmet içi Eğitim, İhtiyaç analizi, Öğretmen Eğitimi ve Gelişimi Biriminin Kuruluşu, Mesleki Gelişim

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1. INTRODUCTION

1.1. Introduction

"The person who says "s/he knows" is already dead. But the person who thinks "I don't know," who is discovering, finding out, who is not seeking an end, not thinking in terms of arriving or becoming- such a man is living and that living is truth." This idea of Krishnamurti shows people especially the teachers the continuity of learning which also leads to professional development in one's career. There is room for improvement at every stage of a person's career.

When the history of in-service teacher training is examined, it can be observed that the starting point of such training depended on economical concerns of the teachers who would get their salary according to the success of their students. Before the national salary scale in 1925 in UK, teachers' salaries depended on their students' exam results and teachers had to improve themselves and learn new styles to make their students successful and their salaries high. In time rather than economical concerns it became a voluntary act. (Duggal 2005, 11-13).

According to the Civil Servants' Law and the National Education Principal Law, Turkish teachers should attend in-service training programs in order to continue their professional development (Devlet Memurları Kanunu, 1965; Milli Eğitim Temel Kanunu, 1973).

English as a foreign language (EFL) teachers and schools are constantly looking for alternative ways to promote professional development and to improve instructional practices and results. In this study one can reach the reasons for in-service teacher training and professional development in general spectrum. Specifically this study explored the substructure that leads to found a Teacher Training and Development Office at Afyon Kocatepe University (AKU) School of Foreign Languages (SFL) Department.

1.2. Background of the study

Teaching is a demanding profession as it always requires teacher's professional development through one's career. If not a necessity it is a must in most of the institutions. Some institutions in Turkey manage this need on their own founding Teacher Training and Development Units, while some universities may make all their staff attend a TEFL course, others may prefer self development on the part of the teacher.

As Hirsh (2005:38) mentions, a significant challenge to schools is selecting the staff development approach that aligns most clearly with the assumptions and beliefs of staff members and produces the results desired for students. When beliefs are in alignment, change in behaviour accelerates; when beliefs underlying a new staff development program contradict long-held beliefs of participants, change can come much slower or not at all. To accelerate the change process and successfully close the achievement gap, educators might begin the process by ensuring a thorough understanding of the assumptions and beliefs underlying staff development programs.

Sparks (2003) emphasizes the good results of effective professional development as it will deepen participant understanding, transform beliefs and assumptions, and create a stream of continuous actions that change habits and affect practice (cited in Hirsh, 2005:38).

There are different models, activities, programs that help teachers for their professional enrichment. When considering personal differences and different types of learning unique forms of professional development are inevitable.

There are various possible ways for teachers who want to add what they already know, update their knowledge, who are courageous enough to question their long-held beliefs for their intellectual, experiential and attitudinal growth.

Subscribing to ELT magazines and journals, joining professional organizations such as British Council, IATEFL, TESOL and so on and attending their conferences whenever possible, forming local teachers' groups and holding regular meetings to share opinions, inviting teacher trainers to contribute lectures, workshops, doing actions research, clinical supervision, all kinds of cooperative development, getting a place on a postgraduates course such as an MA, cooperative/collaborative development can be shown as ways for professional growth of teachers. (Wallace, 1995; Harmer, 2005)

If this quest of novelty and teachers' desire of development are supported by the institutions, teachers will surely make the best use of facilities their institutions offer and besides they will utilize what they can pursue on their own.

As a final word it can be said that, whatever forms of teacher training and development is pursued the most important thing is to create the notion of change, keeping up-to-date and lifelong learning in teachers' minds.

1.3. Statement of the Problem

Afyon Kocatepe University School of Foreign Languages English Preparatory School is a newly founded and ever-developing department. Its instructors were generally young and increasing in number each year. There were three main offices called Curriculum, Material Development and Testing Offices. Teacher Training and Development Office was founded with this study for the first time considering the need in the department because there were no in-service training courses, from which the teachers, both new and experienced, could benefit.

As the department did not have any Teacher Training and Development Office or such kind of activities for instructors to provide personal and professional development or orientation of the newly hired teachers, there was a great need to compensate this gap. There was some willing help from relatively experienced instructors, but it was not an organized, well-ordered help.

As the number of students who would be educated in preparatory school increased enormously and unexpectedly, a need of having more instructors occurred immediately. These were going to be covenanted employees and all of them were inexperienced and newly graduated. There was only a summer in front of them to be ready to teach university students as a profession in beginning of the academic year 2007-2008.

During the academic year 2007-2008 there were 34 teachers and 19 of them were experienced and 15 of them were newly-hired teachers. 12 newly hired and 10 experienced teachers participated in the study turning back the questionnaires.

The majority of teachers at AKU SFL graduated in 2000s, had 0-5 years of experience in teaching and 0-5 years of teaching experience at AKU by 2008. As there

was not an ongoing in-service program in the institution, they did not have much training except their own efforts. Therefore, it becomes a necessity to have and organize professional development activities for AKU SFL Preparatory School.

1.4. Purpose of the study

The three major goals of this study are to determine in-service teacher training needs and to form an in-service teacher training program that would best fit the needs to cause continual professional development of the academic staff and to identify the effectiveness of the program. This study was done in order to develop a model for an ongoing teacher education program which can appeal to the needs of both the inexperienced and experienced teachers of AKU SFL.

The aim of this study is to identify whether there is a need of Teacher Training and Development Office that encourages professional development and organizes training events for the sake of professional development at AKU SFL. If there is such a need what can be the characteristics of training events in the department, and how these can be achieved by the office are the sub questions.

The purpose of the study is to put forward scientific results and to shape the training program according to the needs of the teachers. Another aim of the study is to see whether there is a difference in newly-hired and experienced teachers' needs of development.

What the study wants to achieve is to arouse a consciousness on the necessity of the professional development in one's career, and to show there are always things to learn, investigate, question, give up long-held beliefs, replace.

The ultimate aim of designing an in-service training model is the enhancement of the teachers' professional competence so that the teachers can better find solutions to their classroom related problems. It is hoped that the development of the teachers' competence will be reflected in their teaching and facilitate the learning situation in the institution. It is also aimed to discover the teachers' needs specific to their teaching situation at AKU.

1.5. Research Questions

In this study, it is aimed to identify the level of needs of the teachers after they start their profession and to evaluate the effectiveness of the program that is designed to meet these needs. In search of these aims the following questions will be answered.

1. What is the level of teachers' needs towards in service teacher training program?

2. Before the application of the program do the needs of the newly-hired and experienced teachers differ in terms of training areas?

3. Do the needs differ according to personal features like age, year of graduation, experience in general and experience at AKU, academic background, attending any other training?

4. What is the level of effect of the in service teacher training program on the participants?

1.6. Significance of the study

Having a continuous training for professional development, the implementation and development of an in-service teacher training program can be based on the following assumptions;

1) people develop in different ways and at different rates, and are responsible for their own performance,
2) training enhances individual performance, and assists individuals to become effective,
3) training is effective when it acknowledges the needs, experience and capabilities of individual teachers,

4) training works best when teachers accept the purpose, assumptions and policies of the programs.

This study is important in terms of creating a Teacher Training and Development Office at AKU for the first time from the very beginning and adapting the needs of the participants to create a new form of training that best meets the needs of the teachers.

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

As this is the first attempt to organize professional development at AKU SFL, it will lead further studies to check its effectiveness, to adapt new dimensions, innovations to this office when it is necessary. Besides this vitality, this study causes the professional development at AKU being in a systematic, organized, more professional way. This study arouses awareness of the necessity of such an organized, encouraged training programs at universities that are the focus of scientific studies and continual change. .

In light of the results of this study, Afyon Kocatepe University School of Foreign Languages will be able to strengthen future in-service teacher and training programs for its novice experienced teachers.

1.7. Conclusion

This chapter explores the background of the study, statements of the problem, significance of the study, and the research questions. In the following chapter, the relevant literature will be reviewed. In the third chapter, the research methodology, including the participants, instruments, data collection and data analysis procedures of the study will be described. In that chapter a suggested model for AKU SFL will be presented. In the next chapter the data collected from qualitative and quantitative data are analyzed and the results of the questionnaire will be presented in detail. Finally, in

the last chapter research findings will be summarized in accordance with the research questions, discussion of the findings, limitations of the study, and implications for further research are presented.

1.8. Definition of key terms

AKU SFL: Afyon Kocatepe University School of Foreign Languages

In service training/INSET: It is a program which provides teachers with a variety of activities and practices with the purpose of helping them develop personally by broadening their knowledge, improving their teaching skills and increasing their self-awareness and reflective abilities. This training takes place after the participants completed their bachelors' degree and started their career.

Teacher training: It refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community (wikipedia.com, 11.04.2010).

Teacher development: The endeavor includes cultural and individual constraints. Culturally, teachers are embedded in a community with various group norms and mechanisms which influence what they do in the classroom. Beyond these constraints, changing one's instructional practice can be a difficult instance of conceptual change at an individual level. It may end in changing one's view of classroom instruction (e.g., becoming a guide on the side rather than a sage on a stage) to be similar to children changing their scientific ideas about the physical world. "(edutechwiki.unige.ch, 08.04.2010)

Professional development: Fullan (1991) expands the definition to include "the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement" (p. 326) (cited in ncrel.org, 13.04.2010).

Needs assessment/analysis: It is a method used to determine training needs by reviewing work tasks, identifying performance factors and objectives, and defining training objectives and recommendations (dictionary.bablyon.com, 17.04.2010). Process that collects and examines information about school wide issues and then utilizes that data to determine priority goals, to develop a plan, and to allocate funds and resources (dpi.state.nd.us, 17.04.2010).

Microteaching: Microteaching is a teaching method whereby the teacher reviews a videotape of the lesson after each session in order to conduct a "post-mortem". Teachers find out what has worked, which aspects have fallen short, and what needs to be done to enhance their teaching technique (encyclopedia.thefreedictionary.com, 09.04.2010).

Novice teachers/newly hired teachers: For the purposes of this study novice teachers are accepted as those who have graduated in recent times and started to work at AKU SFL in 2007-2008 academic year.

Experienced teachers: For the purposes of this study experienced teachers are accepted as those who have already been working at AKU SFL.

2. LITERATURE REVIEW

2.1. Professional Development

To find a very comprehensive definition for such a broad term like ‘professional development’ is not possible as every researcher or writer adds to the definition another aspect and without any the definition becomes imperfect. Roe (1992) describes that “language teaching is career for life, and career development is a life-long process”. This definition underlines the importance of continuity in professional development. Professional development (PD) is a demanding active process that spans teachers’ entire careers and that requires their active involvement. All ESL or EFL teachers have engaged in different activities that promote their personal and professional growth.

Teachers’ initial education is only a beginning in that life-long or at least career long process. As Centre for Educational Research and Innovation ([CERI].1998) puts forward, teachers’ initial training fails to meet rising expectations. It can be guessed that even the next year will be different from this year in terms of technology, changes, and innovations. Thus, initial education is the first step that prepares, equips students with the necessary basic knowledge of ELT but it cannot teach everything to the candidate of a teacher, cannot predict the changes of next years, and cannot respond to the needs that will occur with time while teaching. It is this urgent necessity that leads many language teachers to continue their education through workshops, seminars, in-service training or academic studies.

Professional development involves “…the sum total of formal and informal learning experiences throughout one’s career from pre-service teacher education to retirement.”. It involves any activity that develops an individual’s skills, knowledge, expertise and other characteristics as a teacher through personal study, reflection and formal courses (Fullan, 1991:326; CERI, 1998).

The reason for undertaking further development may well change for each teacher; however, the need for such development is beyond question in today’s world.

What was once a voluntary act is now a great necessity if not a must. However, more clarification is necessary concerning what professional development involves, as there are different interpretations of the concepts such as teacher training, teacher development, and teacher education.

Sparks presents that "the old view of professional development as "something done to educators" for 3 or 4 days during the school year is being replaced by a perspective that sees professional development as a series of extended, job-embedded learning experiences" (cited in Guskey, 2000:7). Guskey (2000) adds this comment with these words:

> Viewing professional development as special events that occur on 3 or 4 days of the school year severely restricts educators' opportunities to learn. But if we view professional development as an ongoing, job-embedded process, every day presents a variety of learning opportunities. These opportunities occur every time a lesson is taught, an assessment is administered, a curriculum is reviewed, a professional journal or magazine is read, a classroom activity is observed, or a conversation takes place with another teacher or administrator. The challenge is to take advantage of these opportunities, to make them available, to make them purposeful, and to use them appropriately. (Guskey, 2000: 19).

The concept of professional development is moving away from the practice of attending courses and training days to the concept of lifelong learning and continuing learning today. (Fraser et al., 2007 cited in Bayrakçı, 2009:12). Theunissen & Veenman (1998) say that in modern education systems, in-service training is no longer seen as a remedy for deficiencies in initial training, but is already beginning to be considered as a long-term process and a part of continuing education. In many countries it is considered a part of lifelong learning as well. As a result of rapid social and technological changes, it is important that teachers maintain or improve the competence they have acquired through a process of lifelong learning (cited in Bayrakçı, 2009:12).

Guskey (2000) suggests that teachers must constantly analyze the effectiveness of what they do, reflect on their current practices, make adaptations when things are not going well, and continually explore new alternatives and opportunities for improvement (p.19).

Professional development is defined by Guskey (2000) as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students (p.16).

Blandford (2000) evaluates professional development for the sake of institutions, namely schools attracting attentions by saying: "The expertise and experience of its

academic and administrative staff are a school's most valuable resource, and for all teachers learning and development are central to professional practice." (p.3). She also adds that "the effective management of professional development depends on individual enthusiasm, not compulsion, and on individuals prepared to take action in addressing their own professional needs. In a learning organization staff will recognize for themselves the importance of keeping up-to-date, maintaining good practice and networking with others." (Blandford, 2000:4). Sonia Blandford (2000) says that professional development performs four major functions within a school. According to her, professional development serves to

1 enhance individual performance;
2 rectify ineffective practice;
3 establish the groundwork for the implementation of policy;
4 facilitate change (p. 4).

Fleurquin (2009) gives a list of characteristics of 'professional development' and it deserves a notice.

- ✓ PD is a journey that teachers embark on even before they start their teaching careers. The journey is as relevant as the destination and begins when teachers choose the field they will work in.
- ✓ PD is a process that requires teachers' active desire to increase their awareness of the variables that affect their success as teachers and learners of teaching, to explore their experience as their professional knowledge and skills evolve, and to gain a deeper understanding of the impact of their actions on their students' lives and the community.
- ✓ PD involves a conscious decision and requires active cognitive involvement on the part of the teacher.
- ✓ Each teacher's PD needs are different and vary according to the stage of the teacher's career.
- ✓ PD requires time.
- ✓ PD requires a supportive environment (p.2).

In the light of what has been said above, one can conclude that professional development is an intentional, ongoing, and systemic process from pre-service education to retirement in one's career.

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

These three terms, teacher education, teacher training and teacher development, need to be described in detail to make the meaning clear. As it is mentioned above, professional development is a term that contains these three terms in it. These terms serve for professional development, and they are components of it. Several terms related to professional development are found in the literature including, for example, teacher development, in-service education and training (INSET), staff development, career development, human resource development, professional development, continuing education and lifelong learning (Bolam and McMahon, 2004: 33). These have overlapping meanings and sometimes it is difficult to separate them. There is a tendency to make a distinction among them, while others prefer to use them in a close-meaning in literature.

Craft (2000) adds 'continual professional development' to these terms and describes all of them in a similar meaning signifying that teacher development and teacher training are terms which are sometimes used loosely and interchangeably. According to her, they tend to be used to cover a broad range of activities designed to contribute to the learning of teachers. In-service teacher training, INSET, is seen in terms of going on an external course or participating in one laid on in a school, the phrase is also used in a broader sense. The terms 'professional development' and 'continual professional development' are sometimes used to describe moving teachers forward in knowledge or skills. She emphasizes that in practice, therefore, it is possible for the distinction between professional development, continual professional development and INSET to break down." (Craft,2000:9).

However, there are also some researchers who believe that there exists discrimination between these terms. According to Freeman (2001), teacher education is the "sum of experiences and activities through which individuals learn to be language teachers" (p.72).

Language teacher education serves to link what is known in the field with what is done in the classroom, and it does so through the individuals whom we educate as teachers. We must therefore understand it on its own terms. It has to be examined and better understood if what is being learned through linguistics, language acquisition

research, materials development, and methodological exploration is to come to proper fruition in teaching practice (Freeman, 1989: 30).

Teacher education in Wikipedia, refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community.

In considering the terms *teacher training* and *teacher development*, certain distinctions emerge. Training deals with building specific teaching skills: how to sequence a lesson or how to teach a dialogue, for instance. Development, on the other hand, focuses on the individual teacher – on the processes of reflection, examination, and change that can lead to doing a better job and achieving personal and professional growth (Freeman, 1982:21-22).

Teacher Training (TT) and Teacher Development (TD) are also contrasted based on their view what teaching is. As Freeman (1982) puts forward, TT perceives teaching as a "finite" skill which can be mastered. Conversely, TD views teaching as a dynamic, evolving process which necessitates growth and change. "It is an expansion of skills and understanding, one in which the teacher is responsible for the process in much the same way students are for learning a language" (Freeman, 1989: 22).

Training addresses certain immediate needs; for example, helping a person to achieve some degree of confidence in what he is doing. Development, however, speaks to broader, long-term concerns; how a teacher can be encouraged to grow, to explore new avenues and ideas and thereby avoid professional atrophy or the feeling that one has done it all before (Freeman, 1989: 39-41).

More recently, Freeman (2009) describes how the scope of second language teacher education has changed during the past 20 years. He says that it has gone from "a focus on training in knowledge and skills, to development of the individual teacher, to a broader examination of a common professional learning process and alternative conceptualizations of what was being learned through that process" (cited in Fleurquin, 2009).

Training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why. They differ in the means they adopt to achieve that purpose. When their scope is concerned another major distinction emerges. TT helps a teacher with little or no experience to enter a class with some level of confidence by addressing certain immediate needs of the teacher. However, TD focuses more on broader and long-term concerns of teachers such as

personal growth, exploration of new perspectives, and personal satisfaction. Freeman's distinction of the two terms is illustrated in the table below:

Table 1: Educating Strategies

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

Source: (Freeman, 1989:42)

Wallace (1991:3) mentions the distinction that has been made by several writers. The difference is described by these words; "training is something that can be presented or managed by others; whereas development is something that can be done only by and for oneself" By saying "others" the fact that teachers themselves do not interfere the decision making process as teacher training places authority in the hands of an external source is emphasized. After describing the difference he states that in his book these terms are used interchangeably.

Penny Ur (1997) draws teacher training and development figures after analysing Wallace's three models of teacher training: the *applied science*, *craft*, and *reflective* models (they will be examined in this study too.).



Figure 1: Teacher Training
Source: (Ur, 1997)

Adapting from the craft and applied science models of Wallace, Ur puts the trainee is on the end of all the arrows to show the trainee's being essentially receptive, being taught by the master teacher's model or criticism (craft model) or by the trainer's input on research and theory (applied science). There is very little place for his or her own initiative in creating new output, thoughts, or practical ideas.

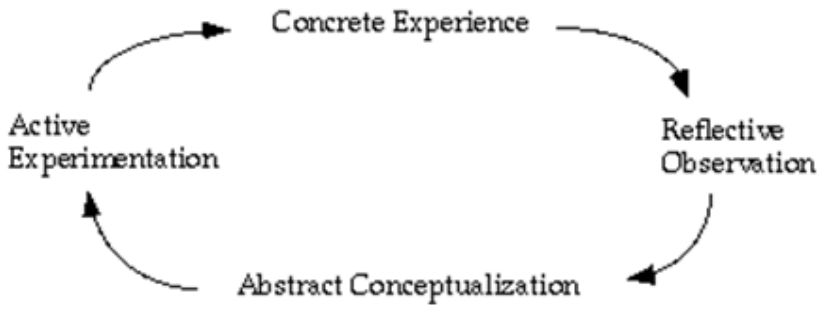


Figure 2: Teacher Development
Source: (Ur, 1997)

Ur, inspired by Kolb, uses this figure to visualize Wallace's third model. She refers to the first diagram, and attracts attentions that in the second figure, in other words in teacher development, the teacher-learner is active: experiencing, reflecting, conceptualizing, and experimenting. She criticises this model because external sources of input do not appear as a significant contributor to learning. Ur also gives a table to summarize the differences between teacher training and teacher development.

Table 2: Differences between Teacher Training and Teacher Development

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

Source: Ur, P. "Teacher Training and Teacher Development: A Useful Dichotomy?"

In this study, the terms professional development, continuing professional development, in-service learning, in-service education and in-service training (or INSET) are used interchangeably, to mean all types of professional learning undertaken by teachers beyond the point of initial training. The term 'INSET course' is only used where a narrow definition of what counts as in-service work is intended.

2.3. What is In-service Training?

It is necessary to have a look at the definitions of 'in-service training' in detail. To begin with, The Department of Education and Science in the United Kingdom (1970) defined in-service education as "any activity, which a teacher undertakes, after he has begun to teach, which is concerned with his professional work." (cited in Duggal, 4). So with this definition it can be seen that in-service training is restricted to a time period, it is for a specific need at a time, but also it is a step that leads professional development as a consequence.

Cane (1971) adds this definition more specific aspects like the purpose of in-service training programmes, and the teachers who participate these programmes. The

activities in these programmes that the teacher may participate for the purpose of extending his/her professional knowledge, interest or skills. Preparation for degree, diploma, or other qualification, subsequent to initial training would be included within the reasons to participate in-service training programmes according to Cane. (cited in Duggal, 2005:4)

Henderson (1978) puts emphasis in its being structured activities designed, exclusively or primarily, to improve professional performance. (cited in Duggal,2005: 5).

In-service teacher education in its broadest sense can be described by Duggal (2005) as everything that a teacher experiences from the first day to the last day of his/her job as a teacher, that contributes, directly or indirectly, to the performance of his/her professional duties. (p.4).

Lucas (1988) puts forward that teacher training involves giving novices and experienced teachers alike "ready-made answers" as opposed to "allowing them to discover their own alternatives" (cited in Tenjoh-Okwen, 1996:30). This is somehow the limitation or the drawback of what is called 'training'. According to this belief training restricts the trainees to the 'ready-made' solutions imposed by the trainer and it does not encourage self-inquiry or critical thinking.

In-service training is accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers by Locke (1984). It is a process used to continue the teachers' education once they have received their certification in teaching and are employed in a professional position (cited in Bayrakçı, 2009:10).

It is an organised effort to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or programme (Sapp, 1996). It is a key factor in influencing the professional development of teachers and contributing to the improvement of their knowledge through an active role (Saiti & Saitis, 2006) (cited in Bayrakçı, 2009:10).

2.4. Why Is INSET Necessary? The Need For Teacher Training Programmes

As Arends (2006) puts that the concerns about teacher competency have existed since the beginnings of public education in the nineteenth century (cited in Guaglianone, 2009). A teacher may serve for anything up to the age he/she gets retired.

During this long period, requirements of his/her profession change continuously, influenced by changes in policy, priorities, technology, society and the world at large. Emphasizing the long period Duggal (2005) says "continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing roles." (p.5).

A table that shows the changes in the world of teachers is necessary to visualize the situation.

Table 3: Changing Roles in Time.

The Teacher was/is	The Teacher's Role is Becoming More
A deliverer of information, a sage on stage	A facilitator of learning; a guide on the side, a living example and a leader.
A teacher of textbook	A teacher whose lessons are driven by reality and up-to-date information resources and vision.
A coordinator of group work	An information manager, building collaborating terms and a Reflective Practitioner
A ruler in a benevolent dictatorship	A knowledge navigator, celebrating and developing patterns for life-long learning and a catalyst of change filled with reflective thinking.
An educational island	A member of a learning community composed of technology assistant, media specialist, teachers, administrators, parents, on-line experts and students and living example for others to imbibe.

Source: (Murthy, 2006; 67).

There is a need for teachers to respond to changes imposed from outside of their own immediate context, which are matters of local and national policies. This in turn creates a need for a programme of staff development so that staff may acquire the skills necessary to achieve the educational objectives they have formulated to serve the children they teach.

Pre-service teacher education can bring the teachers to the point where they can enter classroom, with what is called 'entry level proficiency' but 'mastery level proficiency' can only be obtained after broadening and deepening of understanding and

acquiring skills based on extensive practical experience through in-service programmes. The elements of change and continuity in teacher education necessitate renewal and up gradation of skills and competencies. For this reason in-service training of teachers is inevitable. Professional development of teachers begins with pre-service and gets renewed through in-service programmes. (Duggal,2005:3).

One of the important observation was done by Wise (1991) because he claims that schools will not improve unless the administrators and teachers within them improve (cited in Guskey, 2000: 37).

As Arends (1998) puts it, INSET programmes are essentially beneficial in terms of functioning as a step for novice teachers in order to adapt themselves to the teaching. Novice teachers face many problems when they start teaching (cited in Alan, 2003: 27-28). Most of the instructors' pre-service education fails to fulfil some aspects of teaching. In Turkey, English teachers mostly graduate from ELT departments or English Language and Literature Departments, American Culture and Literature Departments, Translation Departments and so on. Those who graduate from ELT Departments have pedagogy courses in their curriculum. The graduates of other departments have to compensate these courses in which they acquire knowledge about psychology of education, general education techniques, measurement and evaluation, the sociology of education and personal education by attending extra courses out of their curriculum, and then they receive teaching certificate. With regard to these, further training is a requirement for teachers who come to the teaching environment with some problems in their pre-service training or are aware of the importance of continual development in such a profession.

According to Craft (2000), there are many reasons for undertaking professional development, such as:

- ✓ to improve the job performance skills of the whole staff or groups of staff
- ✓ to improve the job performance skills of an individual teacher
- ✓ to extend the experience of an individual teacher for career development or promotion purposes
- ✓ to develop the professional knowledge and understanding of an individual teacher
- ✓ to extend the personal or general education of an individual
- ✓ to make staff feel valued
- ✓ to promote job satisfaction

- ✓ to develop an enhanced view of the job
- ✓ to enable teachers to anticipate and prepare for change
- ✓ to clarify the whole school or department's policy (p. 9-10).

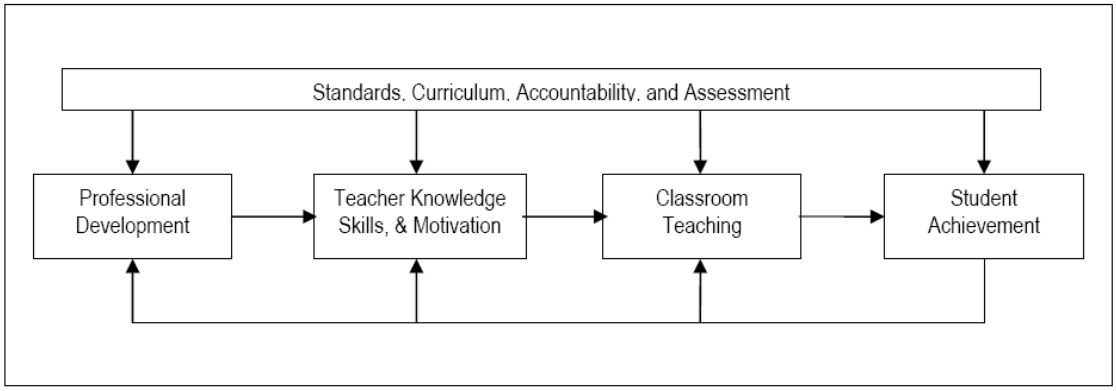


Figure 3: Logic Model of the impact of professional development on student achievement
Source: (Yoon, 2008: 3).

Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge, skills, and motivation. Second, better knowledge, skills, and motivation improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected. Another research results show what the teachers think, or which aspects they find it useful.

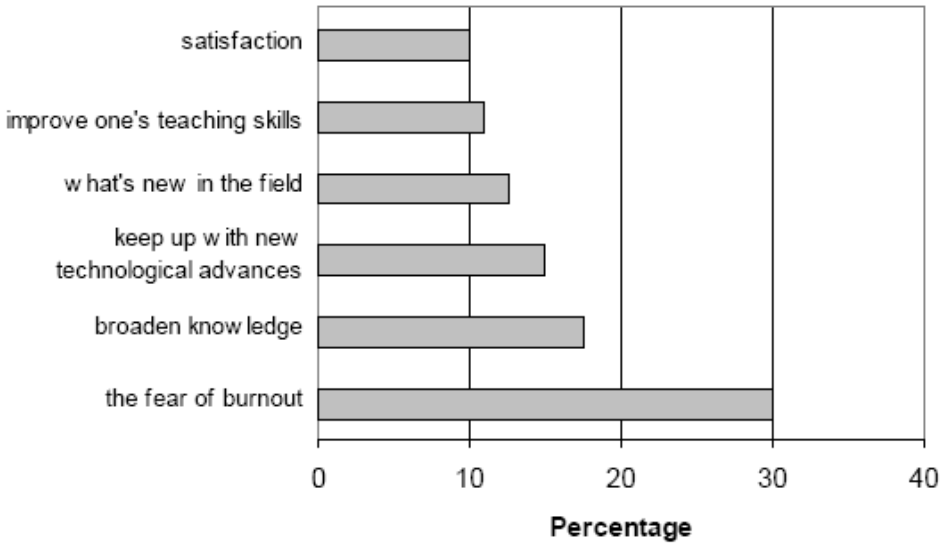


Figure 4: Reasons for professional development- the teachers' perspective.
Source*:http://oc.eab.org.tr*

As it can be seen, the teachers involve themselves in professional development since it broadens their knowledge about their students' needs (17.5%) and helps them keep up with technological advances (15%). Furthermore, professional development makes the teachers more aware of what is new in their field (12.5%), and as such, enables them to improve their teaching skills and strategies (11%). What is noteworthy, for 10% of the teacher-respondents the ability to conduct self-development sessions gives the teachers satisfaction and motivates them to move forward in their profession.

2.5. Principles of an Effective INSET Programme

For an effective INSET programme, Guskey (2000) recommends:

1. Begin with a clear statement of purposes and goals
2. Ensure the goals are worthwhile.
3. Determine how the goals can be assessed (17-18).

According to him, programmes are planned and activities scheduled without a clear idea of what they are intended to accomplish or how progress will be measured. And also he stresses that the true professional development is a deliberate process, guided by a clear vision of purposes and planned goals. These goals direct criteria by which content and materials are selected, processes and procedures are developed, and assessments and evaluations are prepared. While determining professional development goals focus should be on what participants want to do and what the organizers hope the results of teachers' actions will be. Namely the results should have a positive effect on students who are the ultimate concern of education.

Blandford (2000) stresses the importance of institutions' having a professional development policy that will find consensus between the individual and institutional requirements of staff development. She supports that when planning a professional development programme it is important to try to find a balance between the needs of institution and the aspirations of all who work within it. Having decided on the content and direction of the policy document, she says that the next stage is to plan the provision of resources to enable targets to be met. The final part of the policy process is

monitoring, evaluating and reviewing activities to ensure that each target has been properly addressed (p.7).

Vukelich & Wrenn (1999) suggest that in-service training should (a) focus on a single subject; (b) concentrate on the teacher participants' needs; (c) be ongoing and sustained; (d) engage teachers in generating answers to actual, 'real-life' problems; (e) provide for participants' meaningful engagement; (f) help participants to develop collaborative relationships; and (g) encourage participants to reflect on their teaching (cited in Bayrakçı, 2009:11).

As it can be concluded from Craft (2000), all promoters of professional development should pay attention to and worry about two fundamental requirements: (1) incorporating the attributes of successful professional development (*à la* Loucks-Horsley) in as many activities as possible, and (2) ensuring that the ultimate purpose of professional development is less to implement a specific innovation or policy and more to create individual and organisational habits and structures that make continuous learning a valued and endemic part of the culture of schools and teaching (p. 50).

Craft (2000) describes the necessity of seeing the effective professional development process as ongoing and continuous because change takes place over time and new issues arise as people implement new approaches (p. 49).

Broadly speaking, Craft (2000) shows some pathways when planning a programme. The following ways of learning need to be considered:

- learning from concrete experience, e.g. from doing things in the classroom; or from doing things during the professional development itself, such as being placed in the same role as the child learner
- learning through reflection in action (i.e. reflecting as you do a job) or through reflection on action (i.e. reflecting on what you have done, perhaps with the help of feedback from a colleague)
- learning through experimentation, i.e. assimilating a new idea, trying it out and making it part of your practice
- learning through conceptualising, i.e. exploring ideas, relating them to a theoretical framework (p. 49).

Coolahan (2002) identifies certain desirable characteristics associated with successful in-service provision:

- it should incorporate both on and off-site school dimensions;
- teachers should have a greater role in setting the agenda and being *actively engaged* in an experiential process;
- in some countries, through training of trainers courses, teachers have been assisted to work with their peers as facilitators and team leaders. This gives rise to a sense of empowerment and confidence building; and
- collaborative, interactive techniques are very much in favour, rather than lectures to large groups (cited in Fraser, et all. 2007:154).

When planning an in-service training programme all these principles should be taken into account to have a successful programme that helps improvement of its participants. As Breen et al.(1989) also notes "an in-service program is likely to be most useful if it grows directly out of the experiences, assumptions and perceived problems of the trainees" (p.134). Giving teachers the opportunities to guide their own professional development in a flexible system will enhance their professional approach and willingness to participate in in-service training activities.

2.6. Designing an In-Service Teacher Training / Content of INSET Programmes

The content of INSET programme should base on the unique characteristics and contributions of teachers. There are various aspects that should be considered when planning a programme. Díaz-Maggioli (2004) suggests the planners of professional development programmes to bear in mind the following facts:

• Teachers are talented and devoted individuals who have gained enormous experience by interacting with students, and possess a wealth of knowledge that must be explored and shared.

• Teachers differ from one another in terms of their theoretical and professional knowledge and the stages they are at in their careers. This diversity offers a wealth of resources and experience.

• Teachers fulfil different functions in their jobs. They are not only mediators of student learning, but also administrators of student information, counsellors on learning,

and resources for parents and the broader community. Their professional development should be embedded in their daily schedule; they should not be expected to devote their own free time to programs that are divorced from the context in which they work.

• In order for teachers to develop ownership of professional development, they need to be active participants in its construction, tailoring programs to their needs and motivations.

• Professional development should not be regarded as an administrative duty, but rather as a career-long endeavour aimed at disclosing the factors that contribute to the success of all students and teachers. Mandatory professional development that is offered only when it is convenient to administrators has little to offer to teachers.

• Professional development will only have an effect on student learning if it involves the entire school community. Knowledge about teaching and learning only makes sense when considered in the context of a teacher's own school culture and climate. The effect of professional development is not measured by the sum of the discrete actions of individual factors and stakeholders, but through an examination of how factors and stakeholders interact with one another. (p.13-14).

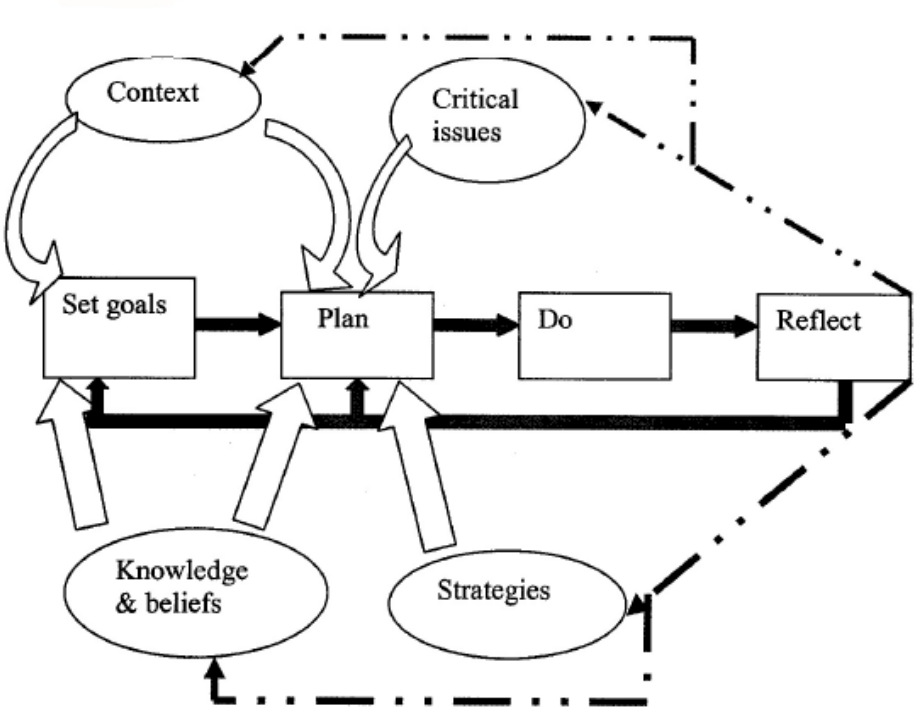


Figure 5: Loucks-Horsley Framework for designing professional development.
Source: (Cited in Kriek J., Grayson D. 2009:188)

In the framework that is presented in Figure 5, at the centre of the framework there is a generic planning sequence consisting of four elements - goal setting, planning, doing, and reflecting. This is referred to as the implementation process and was applied in each of the three phases of the development of the in-service teacher training model. The implementation process is informed and constrained by the implementation strategies that are available and feasible, critical issues that need to be addressed in the context of interest and the researchers' knowledge and beliefs about teachers, teaching, learners and the school context. Figure 5 indicates multiple feedback loops from the "reflect" stage to illustrate how design continues to evolve as we learn from doing.

According to Blandford (2003) team development plan should include:

- ✓ Aims and values
- ✓ Schemes of work
- ✓ Policy documents
- ✓ Teaching and learning
- ✓ Assessment and reporting
- ✓ Special educational needs
- ✓ Equal opportunities
- ✓ Differentiation
- ✓ Resources.

All staff should participate in:

- ✓ Goal setting and needs identification
- ✓ Policy making
- ✓ Planning of programmes
- ✓ Preparation and approval of programme budgets
- ✓ Implementing
- ✓ Evaluating (144).

The identification of need is the starting point for any in-house training, and it begins with the analysis of training needs (Blandford, 2003: 144).

In Blandford's book called Professional Development Manual, every detail of planning and managing of in-service training programmes are given as a guide to the coordinators of INSET. This team should represent the views of all staff. Once planned, the programme should be circulated and views and the contribution of colleagues on

appropriate approaches to each element should be included. The final details should reflect staff needs and concerns. These should relate directly to pupil needs. INSET is only a part of the process of developing, implementing and reviewing change. It is not a medication which can heal any problem, but should be placed in the context of practice. If change is needed, it should be considered within the priorities of the school development plan (Blandford, 2003: 145).

2.7. Approaches / Models in Teacher Education

One can conclude from the abundant research that there is no one best design model that can accommodate the complexities of professional relationships, dynamic communities of practice and educational agendas that impact on teachers' practice. Wallace's three models of teacher learning and development are the basic models that should be examined in the literature. Researchers pay attention to these models and criticize them.

a) *The craft model* refers to learning to teach in the way apprentices learn crafts: by modelling and imitating an expert teacher and following directions without questioning why they need to do so.

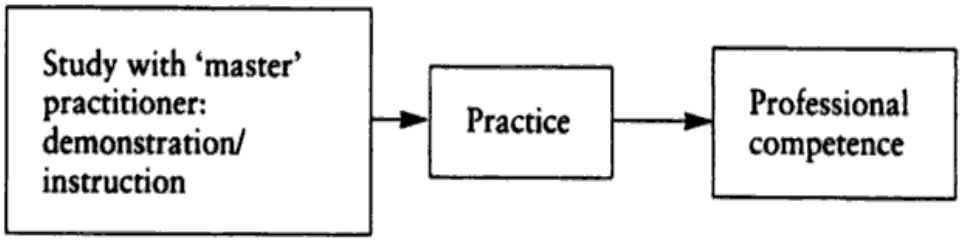


Figure 6: The Craft Model.
Source: (Wallace, 1991: 6)

In this conservative model, the young trainees learn by imitating an experienced professional practitioner, that is, someone who is expert in the practice of the profession, and by following his instructions and advice.

b) *The applied science model* suggests that teachers learn to be teachers by drawing on research-based theories and applying that knowledge into their practice. This knowledge is thought to be generalizable.

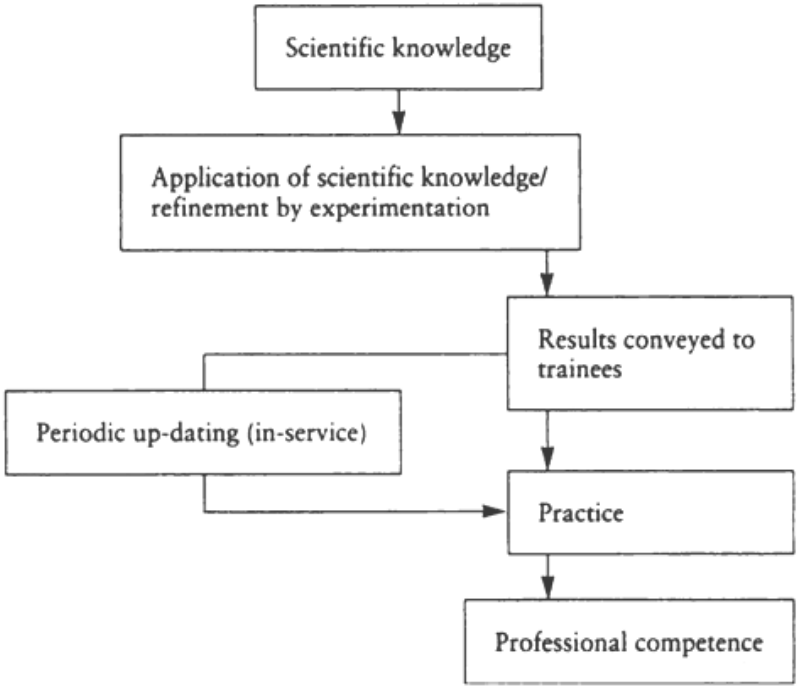


Figure 7: The Applied Science Model.
Source: (Wallace, 1991:9)

In this model the findings of scientific knowledge and research are conveyed to the trainees by experts in the relevant areas of investigation and it is up to the trainees to put the recommendations and suggestions from these findings into practice.

c) *The reflective model* means teachers learn by reflecting on their own experience. They then apply what they have learned through reflection into their practice with the aim of further refining their professional abilities.

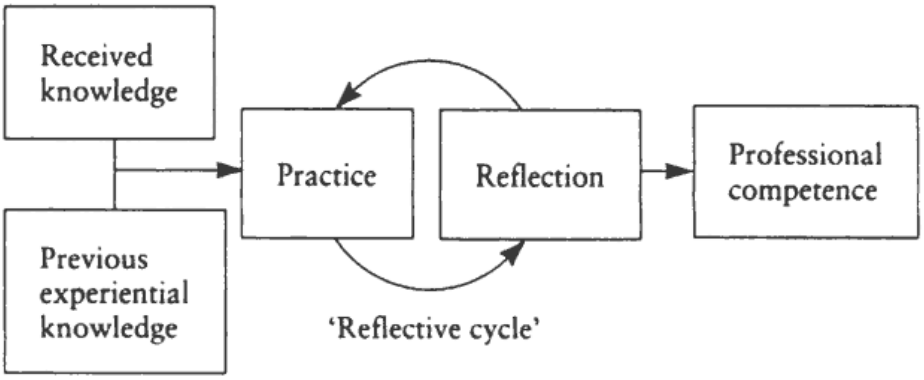


Figure 8: The reflective model.
Source: (Wallace,1991: 15)

This model proposes a compromise combination of both the trainees´ experience, and the scientific basis of the profession. This model has two main dimensions: the "received knowledge" which involves knowledge that the trainees have acquired through research findings and theories and skills widely accepted as being part of the academic content of the profession; and the "experiential knowledge" (Wallace 1991:12) which relates to the development of the trainees´ knowing-in-action by practice of the profession and to the opportunity to reflect on that knowledge.

Sparks and Loucks-Horsley (1989)'s models are worth mentioning, too. They suggest five models that are useful for accomplishing the goals of staff development:

- ***Individually Guided Development*:** The teacher designs his or her learning activities. An assumption of this model is that individuals are motivated by being able to select their own learning goals and means for accomplishing those goals. A belief that underlies this model is that self-directed development empowers teachers to address their own problems and by so doing, creates a sense of professionalism.
- ***Observation and Assessment:*** Instructional practices are improved if a colleague or other person observes a teacher's classroom and provides feedback. Having someone else in the classroom to view instruction and provide feedback or reflection is also a powerful way to impact classroom behaviour. The person observing acts as another set of "eyes and ears" for the teacher. Observers also learn as they view their colleagues in action.

- ***Involvement in a Development or Improvement Process:*** Systemic school-improvement processes typically involve assessing current practices and determining a problem whose solution will improve student outcomes. The solution might include developing curricula, designing programs, or changing classroom practice. New skills or knowledge may be required and can be attained through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviours.
- ***Training:*** A training design includes an expert presenter who selects the objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude transfer of training, and "executive control" need to be addressed as well. The improvement of teachers' thinking should be a critical outcome of any training program. The most effective training programs include exploration of theory, demonstrations of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.
- ***Inquiry:*** Teachers formulate questions about their own practice and pursue answers to those questions. Inquiry involves the identification of a problem, data collection (from the research literature and classroom data), data analysis, and changes in practice followed by the collection of additional data. The inquiry can be done individually or in small groups. This model is built on the belief that the mark of a professional teacher is the ability to take "reflective action."

2.8. Other forms and activities that lead professional development / Activities and Strategies for Professional Development

Professional development can be manifested in many forms. As individual differences cannot be neglected any form of alternative way cannot be superior to another. Even critics of the professional development movement admit that all forms of teacher development, whether effective or not, have at their core the noble intention of personal enrichment and improving student learning. One might disagree with the implementation processes available, but not with their purpose.

There are courses to take, journals to read, colleagues to talk with and observe, classroom research to conduct, textbooks to review, and workshops to attend. This

range of professional development opportunities allow teachers to develop a comprehensive, yet personal Professional Development plan.

Although it is necessary to be supported by the institution, professional development is a personal choice, personal desire. It is for sure that INSET is not the only way of improvement. Making a personal commitment to their own ongoing professional growth is of vital importance for teachers. Each of them must be personally committed to seeking out additional opportunities to learn and develop. And also it is unlikely that any single model will prove effective for all individuals under all conditions.

Other methods include action research, working group discussions, planning activities, visits to other schools, visits to museums/galleries, teacher placements, mentoring, peer networks, and job shadowing, rotation or exchange. (Craft, 2000:28).
Some of these activities and methods are:

Individually guided activities: In the individually guided professional development model, educators determine their own individual professional development goals and then select the activities that they believe will result in the achievement of those goals. The model is based on the assumption that individuals can best judge their own learning needs and are capable of self-direction and self-initiated learning. It also assumes that individuals are more motivated to learn when they initiate and plan their own learning activities (Guskey, 2000:26-27).

Observation is accepted one of the best ways to learn. Observing others or being observed and receiving specific feedback from that observation, analyzing and reflecting on this information can be a valuable means of professional growth (Guskey, 2000:23).

Action Research. Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success or appropriacy of certain activities and procedures. This trend has, consequently, helped to promote the evaluation of both classroom management and teaching and learning. Julien Edge (2001) suggests steps to follow for an effective action research. Teachers first consider problems or issues in their teaching which lead them to design a questionnaire in order to collect data. Having collected the data they analyze the results, and it is on the basis of these results that they decide what to do next (Glover, 37; Craft, 2000:28; Harmer, 2005:344-345).

Coaching is described by Harrison (2001) as having someone observing the teacher in her/his particular area of activity and commenting and feeding back on what teacher is doing well, strategies for improvement and also so on, and then perhaps observing the teacher again (cited in Rhodes,2004: 13). Peer coaching which is more collegial is, in principle, more professional says Tomlinson (2004:103). It is a potent way of collaborative working to ensure co-operative professional development. The fundamental purpose of peer coaching for teachers is to improve teaching and learning by encouraging teachers to work together as colleagues. Many problems encountered by the teacher in the classroom can be resolved if the teacher changes his or her behaviour in positive ways. A firm bond of trust must be established between peer coaches if meaningful improvement is to take place.

Mentoring is when the teachers talk to a more experienced colleague about things he/she wants to do, about career opportunities (Harrison 2001, in Rhodes, 2004:14). Mentoring at an in service level involves being 'a sort of prop if and when it's needed…but more importantly somebody with whom the teacher could talk things over at the end of the day if he/she needs it (Glover, 1996:37).

Short Courses This traditional INSET provision has advantages, where the purpose is to pass on information or to practise particular pedagogic or assessment processes (Glover,1996:33)

Conferences are again off-site, but involve 'bringing people together with like interests and with a clear idea of what they want to achieve' (Glover, 1996: 33).

Belonging to an *online community* offers teachers the opportunity to exchange ideas, make connections with a wider peer group and form collaborative networks. Online communities provide continuous and self-generating professional development for teachers through flexible, authentic and personalised opportunities for learning. Teachers in many countries are looking forward to online communities for professional support, guidance and inspiration (Bond, 2004; Chen & Chen, 2002; Cornu, 2004; Matei, 2005) to supplement or replace more traditional forms of professional engagement. These communities – usually grouped around subject area disciplines – differ in their formality but display common characteristics of sharing and collaboration (cited in Lloyd and Duncan-Howell, 2009:60).

Professional journal, Holley (1987) sees it as 'a dialogue with oneself, over time' and keeping it as 'a learning process in which you are both the learner and the one who teaches'. The idea depends upon 'reflecting on experiences before or as you write;

and then reflecting on the journal entries themselves at some later stage'. Keeping such a journal is a way of undertaking someone's own professional development by exploring his/her own action and development as a teacher (cited in Craft, 2000: 210).

Microteaching is organized practice teaching. The goal is to give instructors confidence, support, and feedback by letting them try out among friends and colleagues a short slice of what they plan to do with their students. Ideally, microteaching sessions take place before the first day of class, and are videotaped for review individually with an experienced teaching consultant. Microteaching is a quick, efficient, proven, and fun way to help teachers get off to a strong start. 'The briefing', 'the teach', 'the critique', 'the reteach' are the stages that are followed when implementing microteaching (Wallace, 1991:92-93).

Clinical Supervision is an important part of counselling training (Goodyear & Bernard, 1998 cited in Bakes, 2007). Moris Cogan (1973:9) defines it as the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behaviour (cited in Paker 1995). Since clinical supervision aims at professional development of teachers, it can help teachers improve their instructional performance. Through clinical supervision, a supervisor can give better guidance to teachers easily, because it is interactive, democratic and teacher-centred. According to Acheson and Gall (1980), Goldhammer (1980) et al. (cited in Paker, 1995:45) the structure of clinical supervision is composed of four steps: 1. Pre-observation Conference: In this first step, the supervisor and the teacher come together:

a) Identify the teacher's concern about instruction,

b) Translate the teacher's concerns into observable behaviours,

c) Identify procedures for improving the teacher's instruction,

d) Assist the teacher in setting self-improvement goals,

e) Arrange a time for classroom observation,

f) Select an observation instrument and behaviours to be recorded,

g) Clarify the instructional context in which data will be recorded.

2. Observation: the supervisor visits the teacher's class and collects the data related exclusively to the problem area. Observation can be done in many ways: tape-

recording, video-recording, and hand recording; ethnographic type and checklist, selective verbatim and analytic method.

3. Data Analysis and Strategies: the supervisor analyzes the data s/he has collected and proposes some strategies to solve the problem.

4. Post-observation Conference: the supervisor and the teacher come together and go through the analyzed data and strategies to be used to overcome the diagnosed problem. The idea of a post-observation conference is:

a) to provide the teacher with feedback using objective observational data,
b) to elicit the teacher's inferences, opinions, and feelings,
c) to encourage the teacher to consider alternative lesson objectives, methods and reasons,
d) to provide the teacher with opportunities for practice and comparison.

Day (in Richards and Nunan 1990) discusses training methodology under the heading "teacher preparation practices," which he sees as divided into experiential activities and awareness-raising activities, with the two types being potentially integrated. Teacher trainees should be encouraged to develop their experiential and awareness-raising practices, which are closely related to and subsumed under the notion of autonomy. Experiential practices involve the trainee in actual teaching. This can occur through teaching practice, where the trainees are required to teach actual students in real classrooms, or it can occur in simulated practice. On the other hand, awareness-raising practices are intended to develop the trainees' conscious understanding of the principles underlying EFL teaching and the practical techniques which teachers can use in different kinds of lessons. Both practices do not need to be separated; they can be combined in a single way.

Craft (2000) puts that there is a wide range of methods of professional learning. They include:

- ✓ action research
- ✓ self-directed study as well as teacher research linked to awards such as the Education Doctorate
- ✓ using distance-learning materials
- ✓ receiving and/or giving on-the-job coaching, mentoring or tutoring
- ✓ school-based and off-site courses of various lengths
- ✓ job shadowing and rotation

- ✓ peer networks
- ✓ membership of a working party or task group (these may include what are sometimes called ‘professional learning teams’ and also ‘learning partnerships’ which may involve a range of different participants e.g. schools, LEAs and Higher Education)
- ✓ school cluster projects involving collaboration, development and sharing of experience/skills
- ✓ teacher placement including those in business but also those in other schools
- ✓ personal reflection
- ✓ experiential ‘assignments’
- ✓ collaborative learning 10 theories of teacher and school development
- ✓ Information technology-mediated learning (e.g. through e-mail discussion groups, or self-study using multi-media resources) (p. 10-11).

2.9. Why Do INSET Programmes Fail?

How can it be that something universally recognized as so important also can be regarded as so ineffective? The success of the implemented programme is not always as it is expected. But the reasons behind the failure should be examined in detail so as not to repeat the same mistakes or to see whether it is so for everybody or for every institution. Can it be useful to another institution although it fails for the other institution? As mentioned before in this study, every institution has its own dynamics, needs, characteristics so there cannot be a general rule, the most successful method, or unique way that leads success for everybody, or institution.

Guskey (2000) tries to find the deficiencies in such programmes and puts forward that many of the professional development experiences in which educators engage are meaningless and wasteful. Many are not well planned or supported. Others focus on ideas that are faddish and not based on well-documented research evidence. Still others present ideas that may be valuable but are impractical to implement because of insufficient resources or lack of structural support (p.4). He stresses a handicap that programmes are planned and activities scheduled without a clear idea of what they are intended to accomplish or how progress will be measured. He also supports that

"professional development is not, as some perceive it to be, a set of random, unrelated activities that have no clear direction or intent." (2000: 17).

Sparks(1996) signifies "if changes at the individual level are not encouraged and supported at the organizational level, even the most promising innovation will fail (cited in Guskey, 2000: 21).

Commitment to professional development is crucial. It should be a voluntary action for individuals. Educators themselves frequently regard professional development as having little impact on their day-to-day responsibilities. Some even consider it a waste of their professional time. They participate in professional development primarily because of contractual obligations but often see it as something they must 'get out of the way' so that they can get back to the important work of educating students. Guskey's (2000) observations support this idea. He draws attentions to many conventional forms of professional development which are seen too top-down and too isolated from school and classroom realities to have much impact on practice (p.3)

According to the research that Bayrakçı (2009) has conducted the most important problems facing in-service training activities in Turkey are a lack of professional staff, no collaborative partnerships between teachers, no provision for feedback and no systematic in-service training model (p.20).

In most education systems, traditional in-service training activities are considered to be general rather than specific: they focus on listening rather than doing; they lack effective models; and they generally do not have any provision for feedback. Therefore, these activities are perceived as a fixed training programme transferred to trainees by lecturers (Borg, Kallanback, Kelley & Langer, 1970; Ozdemir, 1997 cited in Bayrakçı, 2009:11).

Sapp (1996) states teachers' opinions on in-service training activities. Teachers believe the activities are planned with insufficient relevance to particular classroom practices. In addition, follow-up communication and guidance is inadequate to foster the integration of the new ideas and methods into daily instruction .Thus, many courses fall short of the expectations of course participants and there are significant gaps between expectations and outcomes (Yan, 2005 cited in Bayrakçı, 2009:11).

Schmid & Scranton (1972) claim that although the motives are good, the traditional and still prevalent practice of hiring an 'expert' to speak to a captive

audience results in satisfying almost no-one. Many teachers view in-service training activities as unimportant and therefore resist attending (cited in Bayrakçı, 2009:11).

The reasons for the failure of a training program can change according to lots of variables like the dynamics of the program, components of it, or depending on the participants' interest and variety of other reasons.

3. METHOD

3.1. The Research Model

This study has an experimental design. It is a scientific research method and primarily used in social sciences. It is used when the researcher is concerned with the analysis of data generated from an experiment. It is wise to take time and effort to organize the experiment properly to ensure that the right type of data, and enough of it, is available to answer the questions of interest as clearly and efficiently as possible.

3.2. Subjects and Settings

This study has been conducted in Afyon Kocatepe University School of Foreign Languages. 22 instructors who work in Afyon Kocatepe University (hereafter AKU) School of Foreign Languages (hereafter SFL) Preparatory School took part in the study. This study was conducted in the educational year of 2007 - 2008 at AKU SFL Preparatory School. The subjects were the staff members of AKU SFL Preparatory School. At the time this study was conducted there were 19 instructors who were already working in this school for about 1 to 5 years and there were 15 newly hired instructors who had no or little working experience and were hired to meet a big need in the school. These newly hired instructors were going to have classes in the preparatory school and there was only a summer in front of them to be ready to teach.

The subjects were grouped into two categories; experienced teachers and newly hired teachers. Including the researcher there were 19 instructors who were already working at AKU SFL and they consist the first group of subjects. 3 of them could not attend the sessions in the Training and Development Program because of their personal excuses and not being in the school during that period. In order not to mislead the data the researcher and the other two members of the Teacher Training and Development

Office did not answer the questionnaire. From 13 people whom the questionnaire were sent 12 of them answered and returned the questionnaire. All staff attended the in-service teacher training program voluntarily. The second group of subjects were 15 newly hired teachers with no or little experience and all of them participated in the study. 15 newly hired teachers took the first questionnaire which aims to identify the needs of participants. One subject in this group did not return the questionnaire. 4 newly hired teachers discontinued and could not completely attend the sessions and could not take the second questionnaire which aims to identify the changes occurred in the participants after attending the program. In conclusion from this second group, newly hired teachers, there are 10 questionnaires that can be evaluated. In total 22; 12 experienced teachers and 10 newly hired teachers' questionnaires are evaluated.

From different age ranges, different departments of graduation, with different academic backgrounds, general years of experience and experience at AKU SFL 22 instructors of English participated in the study. Detailed personal information about the participants of the study will be given in the fourth chapter under the title of 'findings about personal information'.

3.3.Data Collection Instruments

For collecting information which would be helpful to answer the research questions in this study, two different ways of data collection procedures were followed. The first instrument is a questionnaire consisted of a 50-question. The same questionnaire was used twice for the same participants. It was first applied before the Teacher Training Program to identify the needs of the participants and after the application of the program it was given again to the same participants to see its effects. The second instrument to gather data is an interview conducted with some participants of the study. The following sections will provide more detailed information on the instruments used to collect data in this study.

3.3.1. Questionnaire

One type of questionnaire was administered to the same participants. The aim of this questionnaire was to collect information on the needs of newly hired teachers at AKU SFL and it was given to the trainees to identify their needs and to organize the program that can meet their needs best. The same questionnaire was given at the end of the training program and it was primarily aimed at measuring the trainees' degree of satisfaction and collecting information on their evaluation of the overall training program. The questionnaire has two parts. The first part consists of eight questions some of them ratio scale type and others are open ended type that are designed to collect information on the trainees' background concerning their education, age, experience in the teaching profession, and their involvement in an in-service training before. The second part has 50 Likert scale questions that aim at gathering information on trainee's preferences or priorities in teaching. The Likert scale items were designed by Vildan Şahin (2006) for her PhD thesis that was submitted to METU. The answers to the Likert scale items were given are based on four alternative answers: very high, high, low, very low. In this study, the reliability was measured 0,93. It can be concluded that the questions in this questionnaire are very reliable. As the same questionnaire was used by Şahin and Duzan (2006) the piloting was done by them, and as there were not enough people to conduct the questionnaire it was not piloted in this study. These fifty items were used to collect information on the needs of the participants concerning certain aspects of language teaching such as methodology, classroom management, lesson planning, skills teaching, use of resources, evaluation and teacher development. The participants were asked to answer the items according to the level they see themselves and they were informed that the training and development program would be designed to compensate the low and very low levels. When it was administrated for the second time after the training program they were asked to fill in the questions with the level they achieved in the training and development program. They were informed that it would be the evaluation of the program in a sense. With the analysis the changes will be observed between the pre and post administration of the instrument.

3.3.2. Interviews

At the end of the in-service teacher training program the participants were interviewed by the researcher and the office members to get feedback on the strengths

and weaknesses of the program and to identify the most useful application or method or session of the in service teacher training and development program. It was started with a general question that requires overall comments of the participants and evaluation of the program from their perspective. The participants of the interview session were choosen randomly from the teachers and it was voluntary to take part in this interview session. The interview was videotaped, and analysed for the study.

3.4. Data Analysis

In this study, the questionnaires and the interviews were the main data collection instruments and thus data were analyzed both quantitatively and qualitatively. For the analysis of the data collected, different methods were used in this study. Reliability analysis scale (alpha) Cronbach Alpha Coefficient was used. For the personal information of the participants frequencies and percentage analysis were used. In this study for the analysis, nonparametric tests were preferred as the number of participants is under 30 which is not seen enough to conduct parametric tests (Ergün, 1995; 204) whereas some experts declare that if the number of the participants is above 10 parametric tests are still valid for such studies. Therefore, while analysing the effectiveness of the program both parametric t test and non parametric Wilcoxon Signed ranks test were used.

In order to define the participants' needs Mann Whitney-U test for independent samples and mean scores analysis were conducted. While evaluating the effectiveness of the applied in-service training program, for two variables Mann Whitney-U test for independent samples, for more than two variables Kruskal Wallis H test for independent samples were used. In order to compare situations of the participants for the pre and post in-service training program Wilcoxon Signed Rank Test for paired samples was used.

The Mann–Whitney *U* test is a nonparametric test for a between-subjects design using two levels of an independent variable and scores that are measured at least at the ordinal level (Büyüköztürk, 2002:149; Ho, 2006: 368; Ural, 2005: 241). The Kruskal–Wallis test is a nonparametric test that is used with an independent groups design

comprising of more than two groups. It is a nonparametric version of the one-way ANOVA, and is calculated based on the sums of the ranks of the combined groups. It is used when violations of assumptions underlying parametric tests (e.g., population normality and homogeneity of variance) are extreme (Büyüköztürk, 2002:152-153; Ho, 2006:372; Ural, 2005: 245). The Wilcoxon signed ranks test is used for within-subjects design with data that are at least ordinal in scaling. When a researcher wants to analyze two sets of data obtained from the same individuals, the appropriate test to use is the related *t*-test. However, when there is an extreme violation of the normality assumption or when the data are not of appropriate scaling, the Wilcoxon signed ranks test can be used (Büyüköztürk, 2002:156; Ho, 2006: 375-376; Ural, 2005: 243).

For quantitative analysis all data gathered were analyzed after computations were made on SPSS 15.0 for windows. The mean score analysis for the four-point scale items were conducted. The four-point scale was based on the possible answers "very low", "low", "high", "very high", which stand for the means between 1.00-1.75; 1.76-2.50; 2.51-3.25; and 3.26-4.00 respectively. Similarly, the participants' responses to the interview questions were transcribed and analyzed based on the recurring themes in their answers and were grouped under three headings; strengths and weaknesses of the program and suggestions for the later training programs.

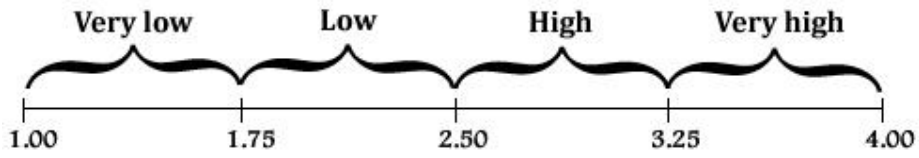


Figure 9: Indicators

3.5. Procedures

After the office was founded, the timing and the general procedure were determined by the researcher taking into account the academic calendar, the list of the items that should be covered in the program with the help of the other instructors in accordance with the needs of the administration. The study started in June 2008 and lasted in the first half of December, 2008.

To be able to evaluate the effectiveness of the in-service teacher training program at AKU SFL, it was decided to conduct a pre and post questionnaire and an interview with the randomly attended and voluntary participants. The first questionnaire was conducted in the beginning of June and needs assessment was completed in a week and the program that could meet those needs of the participants was designed.

The program contained the process of newly-hired teachers' observing an experienced teacher during a summer course to Erasmus students from the end of June to the first half of the July. Secondly, their real teaching experience took place in this Erasmus summer course and the newly hired teachers were being observed by the experienced teachers for constructive feedback. To compensate their lack of teaching experience micro teaching activities were added to the program through July and August. Next, the newly hired teachers and experienced teachers became pairs for newly-hired teachers' adaptations to the department. To meet all other needs 15 day intense in-service teacher training program, between 1 and 15 September 2008, was organized. After the program ended the post questionnaire was distributed to the participants and it was returned in a week. On 15th September 2008 the interview was done and data were collected to evaluate the program. When the term started clinical supervision was organized for continual development. Clinical supervision lasted about two months once in a week.

All the data that were collected were analyzed and the researcher draw conclusion on the effectiveness of the training program. The steps that are followed in this study will be given in detail.

3.5.1. Foundation of the Office:

In the summer of 2008, the term had just finished and all the instructors were working on the next year's curriculum, syllabus and preparing materials for the next term, negotiating about the course book, determining the objectives and aims, organising testing duties, and so on. There were three main offices that organize these events; namely Curriculum, Material Development and Testing Office. These offices were responsible for their own duties and they were all independent in a way. The members of these offices have very big workload and are busy with managing necessary changes for the next year.

AKU SFL gave education to approximately 450 prep students in 2007-2008 academic year. According to the documents, it was estimated that the number of students would increase dramatically in 2008-2009 academic year and there occurred a great need for new staff. In a short time, the applications were accepted and all the candidates were asked to start work in the department without elimination. Nearly all of them were new graduates and they do need training, and orientation program which helps them to get accustomed to work conditions and to the department and all the stuff that was going on in the department.

The other offices could not be busy with that orientation and training program and this was a unique field of study. After long negotiations and brain storming the head of the school supported the idea to have a new office that would be responsible for teachers' professional development and newly hired teachers' orientation to the work, and their being ready for the next term both professionally and practically.

Officially the office was founded to respond this urgent need of being ready for the term as a teacher who is the key element of an educational institution. The name of the office was AKU Teacher Training and Development Office and aimed to provide teachers with;

- In-service training programs,
- Conferences, seminars, and workshops,
- Opportunities and support to organize events,
- Information about current news related to ELT and international professional organizations,
- Newsletters and journals,
- Certificate and diploma programs.

The Teacher Training and Development Office aims to create positive teaching-learning environment where continuous professional development and collaboration are encouraged through the following activities of In-service Teacher Training, and Continuous Development Programs;

- Periodic Workshops,
- Micro-teaching,
- External Expert Seminars,
- Peer observations,

- Clinical Supervision

The mission of the office was declared and made known by everybody. The most important missions of the office were to improve the quality of English Language teaching via helping teachers improve themselves and to arouse consciousness for continuous development of teachers. To achieve this, it is to create platforms for sharing opinions, experiences, and knowledge.

The office members were the writer of this thesis, a teacher who completed her MA degree at Bilkent University MA TEFL Program and a 20-year experienced teacher.

3.5.2. Identifying the needs

The office needed to know the needs of the teachers, especially 15 newly-hired teachers' needs. To achieve this aim the office delivered a questionnaire that consisted of questions to identify the basic fields and areas that were needed by the participants. It was observed that they were all newly graduates and only two of them were graduated in 2006. It was clear that working at AKU would be their first real experience. None of the participants taught university students before and only two of the participants had an experience of teaching young learners for 2 and 4 months. Except 4 of them, they were graduated from different departments other than English Language Teaching Department.

From their answers and sayings it became apparent that the most important need was their not being familiar to classroom atmosphere. To compensate this need the office arranged observation opportunity of real classes full of university students. They had a chance to observe both more experienced teachers and student profile they would face in their own classrooms.

The needs will be given in the fourth chapter 'Results and Data Analysis' in a detailed way.

3.5.3. Organizing the in-service training program

In the light of the newly hired and experienced teachers' needs the researcher and the members of the office decided on the most helpful and useful applications, activities and training areas after searching and scanning the literature on training of the teachers. The common needs of the newly hired teachers turn around getting accustomed to classroom atmosphere, making use of theoretical things applying them in real situations, sharing of knowledge and experience between teachers that is called co-operative learning. They also need feedback that can lead them into positive changes.

3.5.3.1. Observation

Observation is the fundamental core of this teacher training and development program. Depending on the need, different types of observations were used during the implementing process of the program. On the job observation, peer observation, clinical supervision, mentoring are a few of them.

Observing an experienced teacher

When they started job, they were asked to observe an experienced teacher's lesson on Erasmus course. Although this course did not represent a real prep class situation, it still gave an idea about how to cope with classroom management, or how to introduce the topic and so on. This Erasmus course was carried out for adult learners who had specific needs to be able to succeed in the Erasmus exam. The aim of the course was to make the learners ready for the exam which had writing part and multiple choice grammar part. The candidates of this course would need speaking skill when they achieved the exam and were chosen to go abroad.

At the beginning no specific information was given when they visited the class to observe the teacher. It occurred accidentally and they were not asked to do anything. After a while the experienced teacher warned the Teacher Training and Development Office that the novice teachers were not well organized or not aware of what to observe and what to do while observing another teacher. And the newly hired teachers also complained about getting bored as they did not do anything .

To be more organized and to be more specific the office prepared two observation forms that asked the novice teachers to pay attention to ‘classroom management’ and ‘general methodology and teaching techniques’ of the experienced teacher that was being observed. (See Appendix 1 and 2).

They were asked three questions on these two different aspects. For ‘general methodology and teaching techniques’ the questions were;

1. What is the role of the teacher as a learning facilitator during the lesson? Explain how the teacher is facilitating learning by giving examples.
2. How does the teacher encourage and support learners in their attempt to learn English during the lesson? Give examples.
3. Is the lesson contextual? Are the activities and exercises meaningful or mechanical?

Classroom management questions were;

1- What are the vital points you observed during this lesson in terms of classroom management?

2- What are some of the examples that have caught your attention? Why?

3- What would you do if you were in the teacher’s shoes? Explain by giving examples.

In appendix 3 and 4 some of the forms that were filled in by these novice teachers are given as an example.

On the job observation of newly hired teachers

After newly-hired teachers had practice their teaching that is microteaching, they entered a real classroom to teach a lesson. This time they were observed in three steps. There were pre-conference, observation and post-conference steps.

During the summer, there was an Erasmus course going on. There were approximately 12 highly motivated students and only two of them were university students while the others were research assistances at AKU.

Before newly-hired teachers taught there was time for their preparation. On the day they taught, there was a pre-conference session in which the observers and the teacher met to talk about the teacher’s aims and plans about the lesson. Three of experienced teachers were chosen to observe the newly hired teacher with an aim to give feedback on the fields that the newly hired teacher wanted to be observed.

The experienced teachers were informed about the way to give positive feedback which leads development. The aim of these 'on the job observations' was to help the newly-hired teacher by sharing observers' observations during the lesson. To be more objective while giving feedback at least three observers followed the lesson. The newly hired teachers were informed about the aim of these observations and their questions were answered and the concerns of the newly hired teachers were decreased. The observers were not the authority who would judge them. They were only responsible to take notes, and write down some necessary feedback about the specific aspects that the newly hired teacher wanted to learn.

During the pre-conference sessions the observers asked questions to identify what they were going to observe. The teacher shared his/her lesson plan, and informed them about the aims and objectives of the lesson. He/she asked them to observe what s/he wanted to know, for example she/he might want to know how to attract students' attention to the subject, to learn effective use of board, time management, classroom management, to use effective teaching methods, clear instructions, to apply the plan, to plan and manage silent time he/she provides for students, to organize communicative activities, and so on. To observe these points, the observers needed guidance and a practical chart to ease their job (See Appendix 5).

During the second step, observation took place. While observing, the experienced teachers tried to take down notes that might help the newly hired teacher to be aware of what was going on during the lesson. They observed the teacher for 45 munities, filling in the list, collecting evidences by writing down what happened, how it happened, how it ended, and so on.

The third and the main sharing step is post-conference that took place immediately after the lesson not to forget anything by time. The teacher was asked some awareness rising questions such as "Tell us what objectives were achieved. If you had a chance what would you like to change? Did anything unexpected happen during your class? If yes how did you cope with them? What parts do you think your students got benefit from?".

While he/she was answering these questions he/she already became aware of what was going on in the class on his/her own. While highlighting some specific parts that they noted down no judgmental tone was used by the observers. It was like sharing opinions on this area.

3.5.3.2. Micro teaching

At AKU SFL teacher training and development office, these activities were organized with the aim of providing teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject. At the time the novice teachers started observing experienced teachers on the job, the experienced teachers were teaching at Erasmus course in the summer time, the novice teachers also started micro-teaching process which would last from July to September 2008.

The aim is to make the teachers ready to the classroom atmosphere which is unfamiliar to them. It was planned with experienced teachers who would be the students of these micro teaching classrooms. Although they claimed to know theoretical things about lesson planning, warm-ups, starting and closing the lessons effectively, time management, classroom management, coping with the problematic students, teaching grammar, skills, and so on, they had a chance to see whether they could apply these information during the lessons.

It was done nearly every working day by two teaching hours, including discussion and feedback period which lasted about one hour. At that time the course books that would be taught were not selected yet and the course books of the previous year were used for practice and getting the novice teachers to be familiar with an alternative course book.

The parts of the course book were distributed to the newly hired teachers and the novice teachers were asked to prepare a 45-minute lesson on the related pages of Pathfinder course book. In this way they practiced to prepare a lesson plan, to create appropriate materials, to find and adapt useful and interesting activities, to cope with different or unexpected situations, to answer challenging questions of the students.

While one of the newly hired teachers was presenting a prepared lesson all the other novice and experienced teachers pretended as students and at the same time they took notes on specific items, different aspects of the lesson, and suggestions to share in the feedback session with their colleagues.

After getting permission some of the lessons were videotaped and were used for raising awareness purposes and given to the teachers when they wanted.

15 novice teachers had a chance of micro teaching more than three times and each time they were focusing on different skills and aspects of language. While

presenting, they were asked lots of questions, and they were prepared for varied question types from different types of students. As it was a previous year's course book, the experienced teachers shared their own experiences, and their students' reactions at that part. So it gave reality to that artificial classroom atmosphere.

At first, it was challenging for them to cope with all the problems that occurred during the lesson and this situation discouraged them in a sense, but in time they got accustomed to that real-like students' behaviours and questions. After each feedback session, they admitted that each day they learned lots of new things about real situation in the school, real students' profile, new techniques, new activities, time management and so on.

During feedback sessions, they shared valuable information, unique and general experiences of teachers, magnificent ideas, encouraging comments, useful notes that were taken as a reminder for the forthcoming real class situation. The feedback sessions were made with the use of positive feedback, or hamburger type feedback; starting and ending with positive comments, and telling the negative things in an appropriate form like asking awareness rising questions. There was a great atmosphere of sharing very interesting ideas and activities that worked well with students among all teachers regardless of their being newly hired or experienced. They made use of all new things mentioned in the micro teaching process. Each note was photocopied and was kept in their own files. At the end they were full of different and new ideas of flourishing their own classrooms and the experience to use a course book effectively. Through the end of this method, the course books that would be used in the term were provided and during the summer all the academic staff got used to the course book. They prepared their material for the semester and the office staff worked on the curriculum and testing observing real lessons, identifying real objectives, preparing comprehensive questions (See Appendix 7) .

3.5.3.3. 15-day INSET Program

To meet the needs of the whole staff there should be a comprehensive program. This program was designed according to the findings, needs in the questionnaires. After

a long summer holiday all the staff needed an orientation to the new academic year and wanted to know all the changes in the department and to refresh themselves and their knowledge in field of ELT.

The program was prepared for two weeks. The participation is highly recommended for the sessions but some of them are compulsory for everyone as these sessions were very informative, and there would not be another chance to compensate the absences.

On the first day, 01 September 2008, there was the last micro teaching training. Three newly-hired teachers prepared a lesson on teaching skills making use of a course book. All of them were recorded, including feedback and discussion sessions. Copies of these recordings were given to the teachers themselves to see how she/he was on the stage. Good parts of the recording were shown on the screen and it became encouraging for them.

On the second day, 02 September 2008, there were two halves; in the morning and in the afternoon. In the morning there was a workshop on 'Material Development'. The first trainer did a power point presentation on material development while the second trainer tried to create a creative atmosphere encouraging participants to think creatively. Different activities were used to help participants stimulate their capacity on material development. They were informed that everything in the classroom can be a tool, a material for the sake of the subject that is taught. In the afternoon, the trainers covered 'approaches and methods in ELT' with the entire participants who attended the session voluntarily, especially the newly-hired teachers. As a group work activity, each group prepared a poster on their subject and after presenting each, they were hung on the wall. After each method that was covered, there was an opinion exchange among the novice teachers on the positive and bad sides of the methods.

On the third day, 03 September 2008, in the morning session the trainer did a sample lesson on the new course book's first three units with a bunch of activities and tips. It was a demo lesson about the book. In the afternoon session, the trainer prepared a collection of the 'first day activities' for teachers that would warm the classroom on the first day of the school. Most of the activities were done all together in this workshop.

On the fourth day, 04 September 2008, by a freelance trainer Devrim Özdemir 'How to Teach Writing?' was presented. He also demonstrated the writing course book and showed how to use it efficiently in the class. There were so many memorable

activities for writing and vocabulary. The activities were done interactively with the participation of all the staff.

On the fifth day, 05 September 2008, one of the experienced teachers was the trainer of the session and she shared all the tips and activities she made use of in her lessons. Handouts and interesting reading passages were used as examples. And there was discussion and opinion sharing part in this workshop on teaching reading. Strategies were given as a list, and the advantages of them were discussed.

On the first day of the second week, there were three sessions. In the morning, the participants were informed about the principles and rules of 'Portfolio' that would be applied to the students in the academic year. As it was the first time for the newly-hired teachers to hear about 'Writing Portfolio' in the department, it was a necessary session that would help teachers while applying it in the class. It was also necessary for the experienced teachers as the Portfolio would be applied differently in this new academic year. In the afternoon session, Curriculum Office introduced itself to the newly-hired teachers, and they were informed about weekly syllabus and the procedure in the department. 'Using Technology in Classroom' was the last session of the day. How to use smart board, internet, useful websites, laptop, speakers and tape recorder was the focus of this session. The innovations in the technology were mentioned and the trainer tried to guide the teachers through these changes and developments.

On Tuesday, 09 September 2008, in the morning, 'Vocabulary Learning Strategies and Vocabulary Notebook' was covered by the trainer. Master's thesis of the trainer was about vocabulary teaching and she shared all the important documents with her colleagues. Vocabulary notebook was used in the Prep Classes as a helpful tool for students to learn the vocabulary. The newly-hired teachers needed to know the procedure and all the necessary information on this item. The trainer included the participants in the activities and all kinds of different vocabulary notebooks were shared with them. In the afternoon session, Testing Office gave necessary and vital information to the participants. The changes in the assessment system of Prep Classes and reminders for the proficiency test rules were given. Whole staffs were invigilators and everybody felt the need to know what to do while the application of the test.

On Wednesday, 10 September 2008, there was a Proficiency Test, and everybody had a job. The newly hired teachers entered the classrooms with an experienced teacher to see how to apply the test correctly, and to experience a real exam in the department.

On the next day, a native speaker of English trainer presented a session on ‘User Seminar for Real Writing’ as especially the newly-hired teachers had difficulty in using this course book efficiently. Whole day she demonstrated both how to use the book and how to use the other activities in a writing lesson. She was prolific in her suggestions for a qualified writing lesson that students benefited from. Activities were practiced as groups of teachers in the session.

On Friday, 12 September 2008, Kristina Smith helped teachers on ‘How to teach Pronunciation’ in the morning session. It was one of the basic subjects that the teachers needed help . During the workshop the charts used as a tool to teach pronunciation. And extra materials were used as an activity to teach pronunciation. In the afternoon the useful tips and tactics were mentioned in the ‘User Seminar for Success’ session. It was the course book that would be used in the 2008-2009 academic year. The trainer shared the aims of the book to achieve.

The last day of the training was on Saturday with the trainers from Izmir Economy University Teacher Training and Development Unit. They were so kind to come at the weekend. It was a dense program and there were co-sessions in the afternoon. It started with Evrim Üstünoğlu and her presentation on ‘The Learner and Learning’ that focuses on NLP and learning styles. Immediately after this presentation, all the academic staff participated in a common workshop and Ian White taught Bulgarian to the teachers under the title of ‘Putting Yourself in the Shoes of the Learner’. It aimed to provide empathy between teachers and their students. The lesson followed all the necessary steps to teach Bulgarian at the basic level. At the end of the workshop, he asked how they felt while learning a foreign language that you did not even know a word of it. After a lunch break, the afternoon sessions were co-sessions. The participants were divided into two and voluntarily they chose which session to attend. Rob Ledbury covered the subject ‘Controlled Oral Practice’ which focused on the importance of the dialogues, while at the same time Ian White was giving a workshop on ‘Classroom Management’. After these sessions, Ian White again talked about the ‘Teaching Grammar’ and Rob Ledbury gave a presentation on Teaching Vocabulary.

At the end of the day, everybody tried to get relaxed and tried to digest what he/she learned. The head of the School gave a reminder from AKU SFL. And the official AKU SFL inset and development program ended with lots of experience and activities and practice.

At the end of the program an interview was done with the voluntary participants that mostly newly-hired teachers to see their reactions towards the program.

3.5.3.4. Body/ Partner Application:

As a part of getting to know the department and everything that was going on, every newly-hired teacher had a partner who had been working in the department for a long time to help newly-hired teachers' needs. It was like an apprenticeship but in a way different because there was a mutual information exchange, but the experienced teachers were responsible to make them know the physical environment, building, the facilities and so on.

3.5.3.5. Clinical Supervision

As mentioned before there is no end point in education. Clinical supervision was used in the department in order to provide continuity in professional development. It was conducted during the semester from October to the end of November. The office prepared a handout to guide these activities and to prepare teachers for that new process. The function and the aim of clinical supervision were written, and the steps that they were going to follow while implementing the program were given in the handout (See appendix 9). To make it more obvious the planning conference, classroom observation and feedback conference were described in detail by examples in a meeting that was organized to make everything clear before the program was started.

It was done on Thursdays of each week for two teaching hours. In case of any emergency, the day of Clinical Supervision could be changed by the teachers. To organize it effectively, to prevent chaos the peers were given in a table and announced with the dates that they were responsible for. For the first four weeks, they were asked to observe specific areas in the classroom (See the appendices 10,11,12). After the observation the observee and the observer exchanged opinion and gave feedback. At the beginning, it was done eagerly but through the end of the program, teachers started to

complain about their workload and this program was ended by the office not to bother the teachers .

4. RESULTS AND DATA ANALYSIS

In this chapter the reliability of the scale will be given and the findings of the study will be presented and the analysis will be interpreted.

4.1. The reliability of the scale

Researchers must demonstrate that instruments are reliable since without reliability, research results using the instrument are not replicable, and replicability is fundamental to the scientific method. Reliability is the correlation of an item, scale, or instrument with a hypothetical one which truly measures what it is supposed to (Bas, 2001, 185; Erdoğan, 2003, 247, Ercan ve Kan, 2004, 212). Cronbach's alpha is the most common form of internal consistency reliability coefficient. Reliability is assessed as it is given below:

$0{,}000 \leq \alpha < 0{,}400$ scale is not reliable,
$0{,}400 \leq \alpha < 0{,}600$ reliability is low
$0{,}600 \leq \alpha < 0{,}800$ scale is reliable,
$0{,}800 \leq \alpha < 1{,}000$ scale is highly reliable (Kalaycı, 2006: 405).

Although it changes according to the scale type for social sciences, more than 60% Cronbach's Alpha reliability analysis coefficient is accepted as a proof of reliability (Akgül ve Çevik, 2003, s.430; Morgan, 2004, s.124, Ural ve Kılıç, 2006, s.290).

The reliability of the scale was measured 93% (.930). This was accepted highly reliable for social sciences.

4.2. Distribution of Participants according to Personal Features

In this part the distribution of the participants according to their personal features will be given with frequency and percentages.

Table 4: Distribution of newly-hired and experienced teachers

Groups	**f**	**%**
Newly hired	10	45,5
Experienced	12	54,5
Total	22	100,0

The participants of the study consisted of %45.5 newly hired teachers who would start working at AKU SFL in 2008-2009 academic year and %54.5 experienced teachers who started earlier than 2008 summer.

Table 5: Distribution of the participants according to age groups

Groups	**f**	**%**
20-29	17	77,3
30 and over	5	22,7
Total	22	100,0

The participants are relatively young and this shows that they are at the beginning of their career, or professional life. 77.3% of them are below their 30s. The frequency decreases when the age range increases. There are 5 participants who are over 30. Only %22.7 of the participants are 30 or over. All the newly hired teachers, 10 participants, are in the 20-29 category and it could be observed that there is a high incidence of young teachers among experienced teachers. 7 out of 12 experienced teachers are in the 20-29 age group. With this age range of participants it can be predicted that this is both very positive and in some occasions it can be disadvantages. Being so young keeps the institution alive and is open to the changes and improvement while it may also end in being inexperience.

Table 6: Distribution of the participants according to the departments they graduated.

Departments	**f**	**%**
Linguistics and other departments	3	13,6
English Language Teaching Department	11	50,0
English/American Language and Literature	8	36,4
Total	22	100,0

50% of them are graduates of English Language Teaching Departments which can be accepted the most related department with the job they are doing as a profession. It can be guessed that these participants have a profound idea about teaching methodology, teaching techniques, approaches, and they are familiar with teaching terminology of the field. The other majority, 50% consists of the participants from English/American Language and Literature Department, Linguistics and other fields like translation studies. Their educations do not focus on teaching but on other fields like literature, linguistics, translation studies and so on. These participants do not have enough background in teaching and they are in need of compensating these gaps with other ways, like pedagogical formation courses, or other alternatives like teacher training courses, seminars, conferences and so on.

Table 7: Distribution of the participants according to the year they graduated in.

Graduation Year	**f**	**%**
1999 and before	3	13,6
2000-2008	19	86,4
Total	22	100,0

86,4% are newly graduates, while only 3 participants, %13.6, graduated before 1999. Respectively the participants graduated very close to date. Most of them graduated after 2000. Newly graduates have a chance to be educated with the most contemporary approaches, methods. They are familiar with the new perspectives to the field and they are equipped with theoretical knowledge in a great deal. When the year of graduation goes back to earlier years there occurs the need to be up to date, to attain knowledge, to reshape attitudes, to have personal enrichment, and most importantly to update their knowledge. The newly graduates are lack of experience and these who graduated long ago are lack of fresh knowledge about the field and improvements.

Table 8: Distribution of the participants according to their total teaching experience.

Total teaching experience	**f**	**%**
0-5	17	77,3
6 and over	5	22,7
Total	22	100,0

Besides being newly graduates the participants are also new in teaching. 77.3 % have little or no experience in teaching and this means they are practicing what they know for the first time in their life and in their profession. %22.7 of the participants have 6 years or more experience, which is still not much. Being new in a profession requires so much effort, devotion on behalf of themselves and guidance from the respectively experienced teachers. This high amount of novice teachers calls for some institutional help like Teacher Training courses, seminars, and so on.

Table 9: Distribution of the participants according to their experience in AKU.

AKU experience	**f**	**%**
5 and less	19	86,4
6 and over	3	13,6
Total	22	100,0

Being new in an institution requires special preparation for the teachers. According to this table %86.4 of the participants are not familiar enough to the institution. Actually the preparatory school does not have more than 5 years background but there were English lessons in different faculties and before preparatory school some English instructors were responsible for giving these English lessons in the faculties. %13.6 of the participants have 6 years or more experience in AKU SFL and in other faculties for English lessons.

Table 10: Distribution of the participants according to their Academic background.

Academic Background	f	%
BA	18	81,8
MA	4	18,2
Total	22	100,0

At the time this study was conducted 81,8% of the participants completed their Bachelor's degree, and 18,2 % completed their Master of Arts Degree. Two of them studied on English Language Teaching field in their Master of Arts Degree and got their certificates from Bilkent MA TEFL while the rest completed their masters on literature or other fields rather than ELT. At the time of the study, there were not anybody who attained doctorate studies or whose studies were in progress. As mentioned before nearly all of the newly hired teachers were newly graduate therefore none of the newly-hired teachers were doing any academic study at the time of this thesis.

Table 11: Distribution of the participants according to their attendance of any teacher training program.

Attendance of TT Program	f	%
Yes	9	40,9
No	13	59,1
Total	22	100,0

40,9 % of the participants declared that they have attended a training course, but none of these trainings are universally recognized and they were not more than 2 days long. The rest, 59,1% answered 'no' to that question. None of the newly hired teachers mentioned any training that they have participated in their career. Only one of the participants referred Educational Pedagogical Formation as a training program that she/he took part in during his/her university years.

4.3. Needs Analysis Tests

4.3.1. General Findings On The Needs Of The Participants

In the first questionnaire the participants were asked to mark and evaluate their level of knowledge on specific fields of teaching English. And they were informed that the program would be designed with the aim of compensating their deficiencies and improving the low and very low points. The lower they mark the more they need training for those items.

Table 12: Needs analysis of Part A.

	Very low		Low		High		Very high				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**
A. General methodology and teaching techniques											
1. gaining knowledge of the aspects of language necessary for the teaching profession	-	-	8	36,4	14	63,6	-	-	2,64	,492	22
2. being able to choose from a variety of methods and techniques in ELT to teach certain point	-	-	9	40,9	11	50,0	2	9,1	2,68	,646	22
3. being able to teach at different proficiency levels	1	4,5	9	40,9	12	54,5	-	-	2,50	,598	22
4. identifying learner needs	1	4,5	10	45,5	11	50,0	-	-	2,45	,596	22
5. teaching appropriately to different learner needs.	-	-	9	40,9	12	54,5	1	4,5	2,64	,581	22
6. analyzing language in terms of form, meaning and function	3	13,6	9	40,9	8	36,4	2	9,1	2,41	,854	22
7. providing sufficient practice opportunities for students	2	9,1	9	40,9	11	50,0	-	-	2,41	,666	22
8. encouraging and supporting learners in their attempt to learn English	4	18,2	10	45,5	6	27,3	2	9,1	2,27	,883	22
9. monitoring learners' oral and written use of English	1	4,5	9	40,9	10	45,5	2	9,1	2,59	,734	22
10. participating in informal conversation with learners	2	9,1	9	40,9	10	45,5	1	4,5	2,45	,739	22
11. using intonation, stress and rhythm to achieve intelligibility and effect	2	9,1	12	54,5	6	27,3	2	9,1	2,36	,790	22
12. making up and telling stories for classroom purposes	2	9,1	13	59,1	6	27,3	1	4,5	2,27	,703	22
13. facilitating learning			8	36,4	12	54,5	2	9,1	2,72	,631	22

Source: Şahin, V. (2006)

Examining each of the items in this part called 'general methodology and teaching techniques', it can be observed that the participants get the lowest points for item 8 and 12. It shows that they need training in these areas more than the other items in this part. 63.7% of the participants express a need of training for item 8 (m=2.27)

'encouraging and supporting learners in their attempt to learn English'. 68.2 % of the participants evaluate their level of 'making up and telling stories for classroom purposes' as low and very low for item 12 (m=2.27). The mean scores of 8 out of 13 items are below 2.50 and according to the figure x, the mean scores under 2.50 mean that the participants indicated low and very low competency in those specific components and the more training they want for these items at that time of their career steps. These subjects that need improvement are; 'being able to teach at different proficiency levels' (item 3, m=2.50), 'identifying learner needs' (item 4, m=2.45), 'analyzing language in terms of form, meaning and function'(item 6, m=2.41), 'providing sufficient practice opportunities for students' (item 7, m=2.41), 'participating in informal conversation with learners' (item 10, m=2.45), and 'using intonation, stress and rhythm to achieve intelligibility and effect' (item 11, m=2.36). However, they express a lower need for item 13 (m=2.72), 'facilitating learning' as 63.6% of the participants mark themselves high and very high for this item.

Table 13: Needs analysis of Part B.

	Very low		**Low**		**High**		**Very high**				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**
B. Classroom Management											
14. Managing classes effectively	2	9,1	8	36,4	9	40,9	3	13,6	2,59	,854	22
15. Giving clear instructions to students	2	9,1	8	36,4	10	45,5	2	9,1	2,55	,800	22
16. Coping with problem students	-	-	10	45,5	11	50,0	1	4,5	2,59	,590	22
17. Organizing class activities (pair work, group work…etc.)	1	4,5	9	40,9	9	40,9	3	13,6	2,64	,790	22

Source: Şahin, V. (2006)

Classroom Management part covers four items and the participants revealed that item 15 (m=2.55) 'giving clear instructions to students' is what they want training as 45.5 % of them mark low and very low level and they believe that 54.5% of them are more competent in 'organizing class activities (pair work, group work..etc)' (item 17, m=2.64). Although the mean scores are close to 2.50 in number 14, 15 and 16 they are all above 2.50 and this specific component of the program has the lowest level of need as it is elicited in the table.

Table 14: Needs analysis of Part C.

	Very low		Low		High		Very high				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**
C. Planning Lessons											
18. Planning lessons effectively	-	-	8	36,4	13	59,1	1	4,5	2,68	,568	22
19. Implementing lesson plans	1	4,5	10	45,5	10	45,5	1	4,5	2,50	,673	22
20. Preparing contingency plans for unexpected problems	3	13,6	10	45,5	8	36,4	1	4,5	2,32	,780	22

Source: Şahin, V. (2006)

'Planning Lessons' is the other part of the needs analysis questionnaire and the lowest item that the participants required training is item 20 'preparing contingency plan for unexpected problems' (m=2.32). 59.1% of the participants state that they want to learn about item 20 during the in-service training program. 'Implementing lesson plans' (item 19, m=2.50) is the other point the participants need training on. On the other hand, 63.6% of them think that they can handle 'planning lessons effectively' item 18 (m=2.68) more than the two other items of this part.

Table 15: Needs analysis of Part D

	Very low		Low		High		Very high				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**x**	**sd**	**n**
D. Teaching the Skills											
21. presenting a structure or function	-	-	10	45,5	12	54,5	-	-	2,55	,510	22
22. teaching vocabulary	2	9,1	8	36,4	10	45,5	2	9,1	2,55	,800	22
23. developing students' reading skills	2	9,1	10	45,5	9	40,9	1	4,5	2,41	,734	22
24. developing students' writing skills	-	-	12	54,5	9	40,9	1	4,5	2,50	,598	22
25. developing students' speaking skills	1	4,5	13	59,1	8	36,4	-	-	2,32	,568	22
26. developing students' listening skills	-	-	10	45,5	12	54,5	-	-	2,55	,510	22
27. adapting and carrying out listening activities	1	4,5	9	40,9	12	54,5	-	-	2,50	,598	22
28. adapting and carrying out speaking activities	1	4,5	11	50,0	8	36,4	2	9,1	2,50	,740	22
29. adapting and carrying out reading activities	3	13,6	8	36,4	11	50,0	-	-	2,36	,727	22
30. adapting and carrying out writing activities	1	4,5	12	54,5	9	40,9	-	-	2,36	,581	22

Source: Şahin, V. (2006)

Item 25 ‘developing students’ speaking skills’, item 29 ‘adapting and carrying out reading activities’, and item 30 ‘adapting and carrying out writing activities’ are the areas that need to be improved as 63.6% of the participants for item25 (m=2.32) , 50 % of them for item 29 (m=2.36) and 59% of them for item 30 (m=2.36) choose very low and low levels and they need to learn about these points. The other scores under 2.50 cover these specific points like ‘developing students’ reading skills’ (item 23, m=2.41), ‘developing students’ writing skills’ (item24, m=2.50), ‘adapting and carrying out listening activities’ (item 27, m=2.50) and ‘adapting and carrying out speaking activities’ (item 28, m=2.50). However, having the same means 2.55, items 21’ presenting a structure or function’, item 22 ‘teaching vocabulary’, and item 26 ‘developing students’ listening skills’ have respectively lower degree of need according to the participants’ responses.

Table 16: Needs analysis of Part E

	Very low		**Low**		**High**		**Very high**				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**
E. The Use of Teaching Resources											
31. being able to use classroom materials appropriately	1	4,5	7	31,8	13	59,1	1	4,5	2,64	,658	22
32. being able to adapt and supplement extra materials appropriately	2	9,1	12	54,5	8	36,4	-	-	2,27	,631	22
33. selecting, adapting and writing texts for learning	1	4,5	11	50,0	10	45,5	-	-	2,41	,590	22
34. Effectively making use of technology in class (i.e: video, cassette player …etc.)	1	4,5	12	54,5	7	31,8	2	9,1	2,45	,739	22
35. Using audio-visual aids (i.e: posters, realia, recordings…etc.)	2	9,1	10	45,5	9	40,9	1	4,5	2,41	,734	22
36. using songs and drama in lessons	4	18,2	8	36,4	10	45,5	-	-	2,27	,767	22

Source: Şahin, V. (2006)

According to the table, the participants want special care for items 32 and 36. ‘Being able to adapt and supplement extra materials appropriately’ (item 32, m=2.27) and ‘using songs and drama in lessons’ (item 36, m=2.27) are the areas that the participants want to improve themselves as the mean scores reveal in the table. The other items that have mean scores under 2.50 are about ‘selecting, adapting and writing

texts for learning' (item 33, m=2.41), 'Effectively making use of technology in class (i.e: video, cassette player …etc.)' (item 34, m=2.45) and 'Using audio-visual aids (i.e: posters, realia, recordings…etc.)' (item 35, m=2.41). On the other hand, 'Being able to use classroom materials appropriately'(item 31, m=2.64) is the area that 63.6 % of the participants feel more comfortable under 'The use of teaching material' title.

Table 17: Needs analysis of Part F.

	Very low		**Low**		**High**		**Very high**				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**
F. Evaluation and Assessment											
37. developing an awareness of different means of assessment (project, essay, portfolio,…etc.)	-	-	9	40,9	11	50,0	2	9,1	2,68	,646	22
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)	-	-	10	45,5	11	50,0	1	4,5	2,59	,590	22
39. being able to evaluate learner progress	1	4,5	8	36,4	12	54,5	1	4,5	2,59	,666	22
40. being able to give appropriate feedback to learners	1	4,5	10	45,5	10	45,5	1	4,5	2,50	,673	22
41. using different techniques for error correction	3	13,6	14	63,6	5	22,7	-	-	2,09	,610	22
42. selecting, adapting and writing texts to assess students	-	-	15	68,2	6	27,3	1	4,5	2,36	,581	22

Source: Şahin, V. (2006)

In Part F, Evaluation and Assessment, the participants state that item 41 'using different techniques for error correction' and item 42 'selecting, adapting and writing texts to assess students' are the situations that need to be developed according to low mean scores like 2.09 for item 41 and 2.36 for item 42. The other point they show interest is to learn about 'being able to give appropriate feedback to learners' (item 40, m=2.50). On the other hand, 59.1 % of the participants mark high and very high and they do not see much need for item 37 (m=2.68) 'developing an awareness of different means of assessment (project, essay, portfolio,…etc.)'

Table 18: Needs analysis of Part G.

	Very low		Low		High		Very high				
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**
G. Teacher Development											
43. identifying personal needs in order to further develop as a professional	3	13,6	8	36,4	10	45,5	1	4,5	2,41	,79637	22
44. identifying personal needs in order to further develop as a professional	1	4,5	11	50,0	9	40,9	1	4,5	2,45	,67098	22
45. collaborating and sharing ideas with other professionals	3	13,6	9	40,9	7	31,8	3	13,6	2,45	,91168	22
46. improving my knowledge of phonology in English	1	4,5	10	45,5	9	40,9	2	9,1	2,55	,73855	22
47. improving my knowledge of grammar in English	2	9,1	7	31,8	10	45,5	3	13,6	2,64	,84771	22
48. improving my knowledge of vocabulary items in English	1	4,5	9	40,9	9	40,9	3	13,6	2,64	,78954	22
49. improving my knowledge of written and spoken discourse in English	1	4,5	10	45,5	10	45,5	1	4,5	2,50	,67259	22
50. improving my communicative competence in English	1	4,5	11	50,0	9	40,9	1	4,5	2,45	,67098	22

Source: Şahin, V. (2006)

Table 18 shows the general needs analysis results for the last part 'Teacher Development'. The mean scores of each item in this part is close to each other. 50 % of the participants state a need for 'identifying personal needs in order to further develop as a professional' in item 43 (m=2.41). Item 47 (m=2.64) 'improving my knowledge of grammar in English' and item 48 (m=2.64) 'improving my knowledge of vocabulary items in English' have high means and lower degree of need. The mean scores under 2.50 show the items that the participants want training and gain knowledge on 'identifying personal needs in order to further develop as a professional' (item 43, m=2.41), 'identifying personal needs in order to further develop as a professional'(item 44, m=2.45), 'collaborating and sharing ideas with other professionals'(item 45, m=2.45), 'improving my knowledge of written and spoken discourse in English'(item 49, m=2.50) and 'improving my communicative competence in English'(item 50, m=2.45).

4.3.2. The finding on the differences between newly hired and experienced teachers for the in-service teacher training program

Table 19: Comparison of newly hired and experienced teachers' needs by Mann Whitney U test results.

	New / Exp.	n	Mean Rank	m	t/F	p (sig.)
A. General methodology and teaching techniques	New.	10	6,15	2,15	-3,537	,000***
	Exp.	12	15,96	2,78		
B. Classroom Management	New.	10	5,95	2,10	-3,694	,000***
	Exp.	12	16,13	3,00		
C. Planning Lessons	New.	10	7,50	2,13	-2,691	,007**
	Exp.	12	14,83	2,81		
D. Teaching the Skills	New.	10	6,65	2,14	-3,225	,001**
	Exp.	12	15,54	2,73		
E. The Use of Teaching Resources	New.	10	8,35	2,15	-2,099	,036*
	Exp.	12	14,13	2,63		
F. Evaluation and Assessment	New.	10	9,10	2,30	-1,604	,109
	Exp.	12	13,50	2,61		
G. Teacher Development	New.	10	6,05	1,99	-3,621	,000***
	Exp.	12	16,04	2,95		

*p<.05, **p<.01, ***p<.001

In this table the needs of the newly hired and experienced teachers' can be seen according to training areas. As it is seen in table 19 , there is a meaningful difference between experienced and newly hired teachers (p=,000). In Part A, general methodology and teaching techniques, experienced teachers (m=2,78) see themselves in the high level whereas newly hired teachers (m=2.15) see themselves in the low level and they express their need of training in this field more than experienced teachers.

For part B, classroom management, there is a meaningful difference between experienced and newly hired teachers (p=,000). The newly hired teachers (m=2.10) need training in this field according to their responses. This is the second lowest level of the newly hired teachers among all seven fields. When the experienced teachers (m=3,00) are examined it can be observed that they see themselves at the high level and this means they do not need much training in this area.

Part C, planning lesson, shows that there is still a meaningful difference between these two groups (p=,007). Newly hired teachers (m=2.13) do not see themselves efficient in this field whereas experienced teachers do not express much need in this field as they see themselves at the high level (m=2.81).

There is a meaningful difference (p=, 001) in Part D, teaching the skills. The newly hired teachers (m=2.14) have a need for the items in this part while the experienced teachers (m=2,73) do not have much need according to their responses.

Examining the results of the fifth part called 'The use of Teaching Resources' there is also a meaningful difference (p=,036). The mean value of newly hired teachers (x=2.15) differs from the experienced teachers' (m=2,65).

The only part that there is no meaningful difference between newly hired and experienced teachers is Evaluation and Assessment Part. The experienced teachers see the highest need in this area (x=2.61). On the other hand, the newly hired teachers feel confident in this area compared to the other parts (m=2.30).

The last part, Teacher Development, has a meaningful difference (p=,000). The lowest mean for the newly hired teachers is seen for Part F(x=1.99) however the second highest mean of the experienced teachers is in this part (m=2.95).

4.3.3. Do age, year of graduation, teaching experience in general and at AKU, academic background of the participants affect the needs of the participants?

In this part the effects of participants' demographic features will be discussed. Depending on the number of variables Mann Whitney U and Kruskal Wallis tests are applied and the results are given below.

Table 20: Needs analysis in connection with participants' age with Mann Whitney U test.

Age	N	Mean Rank	z	p
20-29	17	9,71		
30 and over	5	17,60	-2,390	,017
Total	22			

According to the table, it can be observed that there is a meaningful difference between two age groups (p=,017). Taking all kinds of teaching areas into account it can be observed that 20-29 age group (mean rank=9.71) has indicated low degree of competency whereas the participants that consist of the second group 30 and over (mean rank=17.60) see themselves more competent compared to the other group.

Table 21: Needs analysis in connection with participants' year of graduation with Mann Whitney U test.

Year of graduation	**N**	**Mean Rank**	**z**	**p**
1999 and before	3	18,50		
2000-2008	19	10,39		,044
Total	22		-2,010	

It is apparent according to the table that there is still meaningful difference between the participants who graduated in 1999 and before that year and the second group of participants who graduated between 2000 and 2008 (p=.044). Newly graduates or novice teachers (mean rank=10.39) state low competency and the relatively experienced participants belong to 1999 and before group state higher levels (mean rank=18.50).

Table 22: Needs analysis in connection with participants' teaching experience with Mann Whitney U test.

Teaching experience	**N**	**Mean Rank**	**z**	**p**
5 and less	17	9,59		
6 and more	5	18,00	-2,547	,011
Total	22			

Participants' teaching experience causes meaningful difference between two groups' needs; 5 and less, 6 and more (p=.011). Participants who have 5 and less years (mean rank=9.59) of teaching experience have indicated low competency level and they need more training compared to those who have 6 and more experience (mean rank=18.00).

Table 23: Needs analysis in connection with participants' experience at AKU with Mann Whitney U test.

AKU experience	N	Mean Rank	z	p
5 and less	19	10,39		
6 and more	3	18,50	-2,010	,044
Total	22			

Experience in the institution affects the needs of the participants and results in meaningful difference (p= .044). Participants that have less experience need more training as they have indicated low level of competency (mean rank=10.39).

Table 24: Needs analysis in connection with participants' academic background with Mann Whitney U test.

Academic background	N	Mean Rank	z	p
Bachelors Degree	18	10,08	-2,171	,030
Masters of Art	4	17,88		
Total	22			

There is a meaningful difference between participants' academic background (p=.030). Four out of 22 people completed their Masters Degree and they indicated high level of competency in these teaching areas mentioned in the questionnaire(mean rank=17.88). Participants initial training, Bachelors degree do not prepare them as much as those who completed MA degree. BA participants (mean rank= 10.08) have stated that they need training compared to others.

Table 25: Needs analysis in connection with participants' attending any other training.

Attend any other training	N	Mean Rank	z	p
Yes	9	16,89	-3,240	,001
No	13	7,77		
Total	22			

Whether participants attend training shapes their needs and as seen from the table there is a meaningful difference between two groups (p=.001). If the participants attend any training program before, they evaluate themselves competent (mean

rank=16.89) and demand less training than the others. The participants who answer ‘no’ to that question (mean rank=7.77) demand training more than the other group.

Table 26: Needs analysis in connection with participants’ departments of graduation with Kruskal Wallis test.

Graduation department	N	Mean Rank	p
Linguistics	3	14,17	,480
English Language Teaching Department	11	12,27	
English/American Language and Literature	8	9,44	
Total	22		

As there are three variables, Kruskal Wallis test is used to see the difference among these groups. According to the result of this test, one cannot talk about any meaningful difference that changes according to the departments they graduate.

4.4. The Wilcoxon test analysis for the difference between before and after of the INSET program

Table 27: Wilcoxon test for before and after the program.

		n	Mean Rank		Mean	Sd.	z	p
after - before	Negative Ranks	0(a)	,00	Before	2,48	,423	-4,107	,000*
	Positive Ranks	22(b)	11,50	After	3,30	,277		
	Ties	0(c)						
	Total	22						

a after< before
b after > before
c after= before
*p<,001

As seen from the table, there is a meaningful difference between the competency levels of the participants before and after the application of the in service teacher training program (p=.000). It can be commented that the in service teacher training program is effective in terms of causing positive change in the participants. The participants have indicated that after the application of the program their competency

level in these areas of teaching has improved as the before mean is 2.48 and it becomes 3.30 in the end. To see the most and least effective fields of the program, a detailed analysis will be given and examined.

Table 28: Before and after of the program Wilcoxon test results of part A.

		Very low		Low		High		Very high					
		F	%	F	%	F	%	F	%	m	sd	N	p
A. General methodology and teaching techniques													
1. Gaining knowledge of the aspects of language necessary for the teaching profession	Before	-	-	8	36,4	14	63,6	-	-	2,64	,492	22	,000
	After	-	-	-	-	16	72,7	6	27,3	3,27	,456		
2. Being able to choose from a variety of methods and techniques in ELT to teach certain point	Before	-	-	9	40,9	11	50,0	2	9,1	2,68	,646	22	,003
	After	-	-	-	-	16	72,7	6	27,3	3,27	,456		
3. Being able to teach at different proficiency levels	Before	1	4,5	9	40,9	12	54,5	-	-	2,50	,598	22	,002
	After			1	4,5	14	63,6	7	31,8	3,27	,551		
4. Identifying learner needs	Before	1	4,5	10	45,5	11	50,0	-	-	2,45	,596	22	,001
	After	-	-	1	4,5	16	72,7	5	22,7	3,18	,501		
5. Teaching appropriately to different learner needs.	Before	-	-	9	40,9	12	54,5	1	4,5	2,64	,581	22	,001
	After	-	-	-	-	15	68,2	7	31,8	3,31	,477		
6. Analyzing language in terms of form, meaning and function	Before	3	13,6	9	40,9	8	36,4	2	9,1	2,41	,854	22	,001
	After	-	-	-	-	16	72,7	6	27,3	3,27	,456		
7. Providing sufficient practice opportunities for students	Before	2	9,1	9	40,9	11	50,0	-	-	2,41	,666	22	,001
	After	-	-	2	9,1	9	40,9	11	50,0	3,41	,666		
8. Encouraging and supporting learners in their attempt to learn English	Before	4	18,2	10	45,5	6	27,3	2	9,1	2,27	,883	22	,000
	After	-	-	1	4,5	8	36,4	13	59,1	3,54	,595		
9. Monitoring learners' oral and written use of English	Before	1	4,5	9	40,9	10	45,5	2	9,1	2,59	,734	22	,002
	After	-	-	-	-	15	68,2	7	31,8	3,32	,477		
10. Participating in informal conversation with learners	Before	2	9,1	9	40,9	10	45,5	1	4,5	2,45	,739	22	,004
	After	-	-	2	9,1	13	59,1	7	31,8	3,23	,612		
11. Using intonation, stress and rhythm to achieve intelligibility and effect	Before	2	9,1	12	54,5	6	27,3	2	9,1	2,36	,790	22	,000
	After	-	-	-	-	11	50,0	11	50,0	3,50	,512		
12. Making up and telling stories for classroom purposes	Before	2	9,1	13	59,1	6	27,3	1	4,5	2,27	,703	22	,000
	After	-	-	4	18,2	9	40,9	9	40,9	3,23	,752		
13. Facilitating learning	Before	-	-	8	36,4	12	54,5	2	9,1	2,72	,631	22	,001
	After	-	-	-	-	9	40,9	13	59,1	3,59	,503		

Source: Şahin, V. (2006)

As seen from the table, there is always a positive change in all items' before and after periods. Detailed examination of the first part, general methodology and teaching techniques, the most effective in service teacher training courses cover the items 7 (p=.001),8 (p=.000) and 11 (p=.000). The difference between before and after means of item 7,8 and 11 is higher than the other items. Item 7 'Providing sufficient practice opportunities for students' (mean difference 1.00), item 8 'Encouraging and supporting learners in their attempt to learn English' (mean difference 1.27) and item 11 'Using intonation, stress and rhythm to achieve intelligibility and effect' (mean difference 1.05) show that the participants feel more comfortable after getting an in service training. 4 out of 22 participants (18.2 %) have indicated that after the training they see themselves at the low level for item 12, 'Making up and telling stories for classroom purposes' (p=.000). For item 12 it can be interpreted that although majority of the participants get benefit in this area, 4 of them do not totally utilize it.

Table 29: Before and after of the program Wilcoxon test results of part B.

		Very low		**Low**		**High**		**Very high**					
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**	**p**
B. Classroom Management													
14. Managing classes effectively	Before	2	9,1	8	36,4	9	40,9	3	13,6	2,59	,854	22	,003
	After	-	-	-	-	12	54,5	10	45,5	3,45	,510		
15. Giving clear instructions to students	Before	2	9,1	8	36,4	10	45,5	2	9,1	2,55	,800	22	,000
	After	-	-	-	-	10	45,5	12	54,5	3,55	,510		
16. Coping with problem students	Before	-	-	10	45,5	11	50,0	1	4,5	2,59	,590	22	,001
	After	-	-	2	9,1	11	50,0	9	40,9	3,32	,646		
17. Organizing class activities (pair work, group work…etc.)	Before	1	4,5	9	40,9	9	40,9	3	13,6	2,64	,790	22	,001
	After	-	-	-	-	11	50,0	11	50,0	3,50	,512		

Source: Şahin, V. (2006)

According to the results, the participants get benefit from item 14 (p=.003) 'Managing classes effectively', item 15 (p=.000) 'Giving clear instructions to students', item 16 (p=.001) 'Coping with problem students' and item 17 (p=.001) 'Organizing class activities (pair work, group work…etc.)' . However there are still 2 participants (9.1%) who have indicated low level of competency on 'coping with problem students' after in service teacher training program.

Table 30: Before and after of the program Wilcoxon test results of part C**.**

		Very low		Low		High		Very high					
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**	**p**
C. Planning Lessons													
18. planning lessons effectively	Before	-	-	8	36,4	13	59,1	1	4,5	2,68	,568	22	,021
	After	-	-	2	9,1	17	77,3	3	13,6	3,05	,486		
19. implementing lesson plans	Before	1	4,5	10	45,5	10	45,5	1	4,5	2,50	,673	22	,003
	After	-	-	2	9,1	17	77,3	3	13,6	3,05	,486		
20. preparing contingency plans for unexpected problems	Before	3	13,6	10	45,5	8	36,4	1	4,5	2,32	,780	22	,001
	After	-	-	2	9,1	15	68,2	5	22,7	3,14	,560		

Source: Şahin, V. (2006)

The findings of Part C, Planning Lessons, can be interpreted that there is a meaningful difference between before and after situations of the participants. While the before mean of item 18 ‘planning lessons effectively’ (p=.021) is 2.68, after the training it becomes 3.05. According to the results, the participants have improved themselves in ‘implementing lesson plans’ (item 19, p=.003), and ‘preparing contingency plans for unexpected problems’ (item 20, p=.001). Especially for item 20 ‘preparing contingency plans for unexpected problems’ the very high level percentage is 4.5% before the program, it becomes 22.7% after the implementation of the program.

Table 31: Before and after of the program Wilcoxon test results of part D.

		Very low		Low		High		Very high					
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**	**p**
D. Teaching the Skills													
21. Presenting a structure or function	Before	-	-	10	45,5	12	54,5	-	-	2,55	,510	22	,001
	After	-	-	-	-	17	77,3	5	22,7	3,23	,429		
22. Teaching vocabulary	Before	2	9,1	8	36,4	10	45,5	2	9,1	2,55	,800	22	,001
	After			1	4,5	11	50,0	10	45,5	3,41	,590		
23. Developing students' reading skills	Before	2	9,1	10	45,5	9	40,9	1	4,5	2,41	,734	22	,001
	After	-	-	-	-	15	68,2	7	31,8	3,32	,477		
24. Developing students' writing skills	Before	-	-	12	54,5	9	40,9	1	4,5	2,50	,598	22	,000
	After	-	-	2	9,1	9	40,9	11	50,0	3,41	,666		
25. Developing students' speaking skills	Before	1	4,5	13	59,1	8	36,4	-	-	2,32	,568	22	,001
	After	-	-	4	18,2	12	54,5	6	27,3	3,09	,684		
26. Developing students' listening skills	Before	-	-	10	45,5	12	54,5	-	-	2,55	,510	22	,001
	After	-	-	-	-	18	81,8	4	18,2	3,18	,395		
27. Adapting and carrying out listening activities	Before	1	4,5	9	40,9	12	54,5	-	-	2,50	,598	22	,001
	After	-	-	1	4,5	19	86,4	2	9,1	3,05	,375		
28. Adapting and carrying out speaking activities	Before	1	4,5	11	50,0	8	36,4	2	9,1	2,50	,740	22	,012
	After	-	-	5	22,7	13	59,1	4	18,2	2,95	,653		
29. Adapting and carrying out reading activities	Before	3	13,6	8	36,4	11	50,0	-	-	2,36	,727	22	,000
	After	-	-	1	4,5	12	54,5	9	40,9	3,36	,581		
30. Adapting and carrying out writing activities	Before	1	4,5	12	54,5	9	40,9	-	-	2,36	,581	22	,000
	After	-	-	2	9,1	9	40,9	11	50,0	3,41	,666		

Source: Şahin, V. (2006)

For part D, Teaching the skills, it can be said that generally all the items have meaningful differences between before the program and after the program. The difference between before mean score and after mean score is high in items 29 'Adapting and carrying out reading activities' (p=.000) and 30 'Adapting and carrying out writing activities' (p=.000). However 18.2 % of the participants have indicated low level of competency after the program for Item 25 (p=.001) 'Developing students' speaking skills' and 22.7% of the participants for item 28 (p=.012) 'Adapting and carrying out speaking activities'. All of the participants have indicated high and very high level of competency for item 21 (p=.001) **'**Presenting a structure or function ', for item 23 (p=001) **'**Developing students' reading skills' and for item 26 (p=.001) **'**Developing students' listening skills'.

Table 32: Before and after of the program Wilcoxon test results of part E.

		Very low		Low		High		Very high					
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**m**	**sd**	**n**	**p**
E. The Use of Teaching Resources													
31. Being able to use classroom materials appropriately	Before	1	4,5	7	31,8	13	59,1	1	4,5	2,64	,658	22	,000
	After	-	-	-	-	10	45,5	12	54,5	3,55	,510		
32. Being able to adapt and supplement extra materials appropriately	Before	2	9,1	12	54,5	8	36,4	-	-	2,27	,631	22	,000
	After	-	-	1	4,5	11	50,0	10	45,5	3,41	,590		
33. Selecting, adapting and writing texts for learning	Before	1	4,5	11	50,0	10	45,5	-	-	2,41	,590	22	,003
	After	-	-	2	9,1	14	63,6	6	27,3	3,18	,588		
34. Effectively making use of technology in class (i.e: video, cassette player …etc.)	Before	1	4,5	12	54,5	7	31,8	2	9,1	2,45	,739	22	,000
	After	-	-	-	-	9	40,9	13	59,1	3,59	,503		
35. Using audio-visual aids (i.e: posters, realia, recordings…etc.)	Before	2	9,1	10	45,5	9	40,9	1	4,5	2,41	,734	22	,001
	After	-	-	2	9,1	10	45,5	10	45,5	3,36	,658		
36. Using songs and drama in lessons	Before	4	18,2	8	36,4	10	45,5	-	-	2,27	,767	22	,001
	After	-	-	2	9,1	13	59,1	7	31,8	3,23	,612		

Source: Şahin, V. (2006)

The use of Teaching Resources part has indicated that majority of the participants get benefit from this field of teaching of the in service teacher training program. For example, all the participants mark high and very high for items 31(p=.000) **'**Being able to use classroom materials appropriately' and item 34 (p=.000) **'**Effectively making use of technology in class (i.e: video, cassette player …etc.)'. Although there is still one person (4.5%) who marks 'low' in after the program session, number 32 'Being able to adapt and supplement extra materials appropriately' has the highest mean scores in before (2.27) and after (3.41) of the program and has a significant difference (p=.000) among the other items..

Table 33: Before and after of the program Wilcoxon test results of part F.

		Very low		Low		High		Very high					
		F	%	F	%	F	%	F	%	m	sd	n	p
F. Evaluation and Assessment													
37. developing an awareness of different means of assessment (project, essay, portfolio,…etc.)	Before	-	-	9	40,9	11	50,0	2	9,1	2,68	,646	22	,003
	After	-	-	1	4,5	15	68,2	6	27,3	3,23	,528		
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)	Before	-	-	10	45,5	11	50,0	1	4,5	2,59	,590	22	,002
	After	-	-	1	4,5	15	68,2	6	27,3	3,23	,528		
39. being able to evaluate learner progress	Before	1	4,5	8	36,4	12	54,5	1	4,5	2,59	,666	22	,002
	After			1	4,5	15	68,2	6	27,3	3,23	,528		
40. being able to give appropriate feedback to learners	Before	1	4,5	10	45,5	10	45,5	1	4,5	2,50	,673	22	,000
	After	-	-	1	4,5	15	68,2	6	27,3	3,23	,528		
41. using different techniques for error correction	Before	3	13,6	14	63,6	5	22,7	-	-	2,09	,610	22	,000
	After	-	-	2	9,1	16	72,7	4	18,2	3,09	,526		
42. selecting, adapting and writing texts to assess students	Before	-	-	15	68,2	6	27,3	1	4,5	2,36	,581	22	,000
	After	-	-	3	13,6	15	68,2	4	18,2	3,05	,575		

Source: Şahin, V. (2006)

According to the table that shows the results of Part F, Evaluation and Assessment' item 41 'using different techniques for error correction' has the highest mean difference between before (2.09) and after (3.09) means . 9.1% of the participants think that they have low competency in using different techniques for error correction. 13.6% of the participants think that they have low competency in 'selecting, adapting and writing texts to assess students' (item 42, p=.000). For item 37 ' developing an awareness of different means of assessment (project, essay, portfolio,…etc.)' the number of people who mark 'low' decreases from 9 (40.9%) to 1(4.5%) after the program. Similarly, the number of people who mark 'low' decreases from 10 (45.5%) to 1(4.5%) in item 38 (p=.000) 'being able to apply different means of assessment (project, essay, portfolio, ..etc.)'. 95.5% of the participants have indicated high and very high level of competency level for item 40 (p=.000) 'being able to give appropriate feedback to learners'.

Table 34: Before and after of the program Wilcoxon test results of part G.

		Very low		Low		High		Very high					
		F	%	F	%	F	%	F	%	m	sd	n	p
G. Teacher Development													
43. Identifying personal needs in order to further develop as a professional	Before	3	13,6	8	36,4	10	45,5	1	4,5	2,41	,796	22	,000
	After	-	-	-	-	12	54,5	10	45,5	3,45	,510		
44. Reflecting on my own performance in order to further develop as a professional	Before	1	4,5	11	50,0	9	40,9	1	4,5	2,45	,671	22	,000
	After	-	-	-	-	9	40,9	13	59,1	3,59	,503		
45. Collaborating and sharing ideas with other professionals	Before	3	13,6	9	40,9	7	31,8	3	13,6	2,45	,912	22	,001
	After	-	-	-	-	8	36,4	14	63,6	3,64	,492		
46. Improving my knowledge of phonology in English	Before	1	4,5	10	45,5	9	40,9	2	9,1	2,55	,739	22	,001
	After	-	-	1	4,5	10	45,5	11	50,0	3,45	,596		
47. Improving my knowledge of grammar in English	Before	2	9,1	7	31,8	10	45,5	3	13,6	2,64	,848	22	,035
	After	-	-	5	22,7	13	59,1	4	18,2	2,95	,653		
48. Improving my knowledge of vocabulary items in English	Before	1	4,5	9	40,9	9	40,9	3	13,6	2,64	,790	22	,004
	After	-	-	1	4,5	13	59,1	8	36,4	3,32	,568		
49. Improving my knowledge of written and spoken discourse in English	Before	1	4,5	10	45,5	10	45,5	1	4,5	2,50	,673	22	,002
	After	-	-	-	-	17	77,3	5	22,7	3,23	,429		
50. Improving my communicative competence in English	Before	1	4,5	11	50,0	9	40,9	1	4,5	2,45	,67098	22	,001
	After	-	-	-	-	15	68,2	7	31,8	3,32	,477		

Source: Şahin, V. (2006)

Teacher Development Part looks effective according to the results given in the table. The highest mean score difference belongs to item 45 (p=001) 'Collaborating and sharing ideas with other professionals' whereas the lowest mean score item belongs to number 47 (p=.035) 'Improving my knowledge of grammar in English'. All of the participants have indicated high and very high level of competency for item 43(p=.000) 'Identifying personal needs in order to further develop as a professional, item 44 (p=.000) 'Reflecting on my own performance in order to further develop as a professional' and item 49 (p=.000) 'Improving my knowledge of written and spoken discourse in English'. 22.7 % of the participants evaluate their competency as 'low' after the implementation of the program for item 47 (p=.035).

4.5. Analysis of the Interviews

The analysis of the interview responses was done by re-watching the video and categorizing them under two headings like strengths and weaknesses of the program. The interview was done in newly-hired teachers' room to make them feel relaxed and feel like home.

Their overall opinions and impression about the program were asked by the researcher. "What was it like being a participant in an in-service teacher training program?", "How do you feel at the end of the workshops?", "Which workshop(s) was/were the most valuable for your actual teaching? Why?", and "What can be done to improve the course?" were the other questions to learn more specific aspects of the program and to have more detailed feedback on the in-service teacher training and development program.

The responses were analyzed by identifying the recurring items and points and grouping them under the pre-determined headings to show positive and negative aspects of the implementation of the program.

The interview lasted about two hours and it was about all aspects of the program. They expressed their opinions. For the researcher it was a unique opportunity to get a detailed feedback from the participants.

The analysis of the interview responses showed that the participants generally satisfied with the overall program although they have some suggestions for some activities, workshops or process.

Strengths of the program according to participants' comments are ;

P.1: *" It was a great opportunity for me. I learned how to attract my students' attentions during the lessons. I was really tired at the end of each day, and at the end of the in-service training but it is worth. I wouldn't expect so many new things, because I thought, I already knew lots of things...but I am aware now that there are lots of things more... "*

P.9: "*I owe much to the feedbacks I got after I taught a lesson. I personally could not be aware of them*. There was a friendly atmosphere.."

P.3: " *By the help of micro-teaching, we had a chance to see what we would face in the real class. This was my first teaching experience, and I had a chance to explore*

myself...I got to know my colleagues during the training and we became like a friend. I can easily ask something from now on. Thanks to the training relations improved among the academic staff, and we met administrative staff and all the people we had to know."

P7: "*I did not know what to do without a course book. I did not have any idea what the activity meant and how I could make use of it during my teaching. I practiced it a lot, and used variety of them*."

P3 and P4: " *If nothing else it improved my speaking via native speaker workshops."*

P4: *"Although I am a graduate of English Teaching Department, I learnt a lot. I heart lots of things for the first time in the workshops. Maybe I was a bad student at university that ."*

P.10: *"I feel like I gained two-year experience. I did lots of things for the first time. The saying 'Action speaks louder than words' has a great meaning for me. Doing the things helped me more than knowing the theory."*

P1: *"One of the most fascinating in-service training workshop was the demolesson of the first three units of the course book by an experienced teacher/trainer. I was amazed that the course book is just a tool, or like an activity of a well organized lesson plan. How to plan a lesson is an art. I am going to imitate it."*

P3: *"First day activities helped me to see my way for the first week of the term. They were so practical, applicable. We have almost same problems or needs as far as I can observe. I also made use of reading activities and that session. I had no idea how to teach reading skill, what to do such a dead text. But I learned that each text has a say, and there are a lot to do, share and learn about the text. "*

P10: *"Video lesson demo was one of most useful sessions for me. I have never thought of teaching English via video. I am new to teaching field but I saw that my other colleagues did not know much about it, too. It was like discovering a new continent for me. There is a very long path in front of me in terms of teaching as a profession."*

P.9: *"I learnt how to use smart board. I have not seen one before. I was encouraged to use it in my class. I felt that technology is not something being afraid of."*
Portfolio was a big issue for me. I did not have any idea before the in-service session. It was like a nightmare. But the handouts were prepared in a detailed way. Everything is written thankfully. Despite this wonderful guides I still have some hesitations about the application of it. That session seemed longer, and tiring. I did not want to miss anything, this made me tired."

P4: *" I took notes that could enlighten me during my teaching process. It was of crucial importance to learn tips that could be helpful in my real classroom atmosphere. Writing activities would be helpful to liven up the class."*

P14: *"These colleagues are very lucky to have such an opportunity to learn everything beforehand. They will compensate their lacks before real classroom atmosphere. We had not this chance and I still remember my troubles. I had to learn everything on my own and after I had a problem about it. My first year was full of mistakes and it took long time to orient myself to the school. I saw that there is no end in our career. This in-service training program reminded me lots of things. I was full of creative and helpful activities, new ideas, important opinions on different aspects of teaching and so on. I really liked to discover the importance of NLP in teaching in that session. And I remembered the meaning of being a learner in Bulgarian lesson. A good teacher should not lose the empathy with students."*

As seen from the scripts the participants have positive attitude towards the program. They especially imply that the workshops, other activities enrich their horizon and they got benefit for most of the teaching areas. The newly hired teachers' comments reveal that they see the program as a great opportunity to be ready for the classroom atmosphere. The experienced teachers sometimes see the program as a repeat of what they have already known but also they add that sometimes they become aware of new information, techniques and they realize that there are always new things to be learnt.

Weaknesses the program according to participants' comments are ;

P.3: *"Vocabulary teaching was a revision of what we had already done on the first day. Nothing new, unfortunately. But what I learnt about vocabulary teaching was really helpful for*

me. In June when I first started here, it was hard not knowing what was going to happen next. The schedule should be more concrete and the participants should be acknowledged. And it was a very long program. Immediately after my graduation I started here and had no holiday at all. Very tiring..."

P1*" The pre-conference sessions seemed very stressful to me. We were the first and we got stressed although you explained that procedure we could not feel relaxed. Being observed was always stressful. Clinical supervision showed us different realities about our classroom practices but later it became as a duty and lost its effectiveness. "*

P3: *"we thought that if we could not teach well, we would not have been hired to the job. Pre-conference sessions gave a strict impression. During micro-teachings one day I taught a very crowded classroom. I was nervous. I could not follow the lesson plan I prepared. I did not know what to do. I saw that I had some problems with classroom management. But this was because I could not decide how to cope with the teachers who were behaving like a student. When the teachers changed their names, it became easier to warn them. It should be like this from the beginning. In micro-teaching the use of nicknames are of crucial importance. Otherwise the teacher could not interfere with."*

P1 and P8: *" It was torturing when we were teaching the experienced teacher were writing down notes. It made me feel that I had a mistake, everything sucks and they were finding my mistakes. Of course I was sure it was for my benefit but I was uncomfortable with this."*

P.7: *"I developed a lot, thanks to the program. There is a great difference between my first try and the last teaching day. The feedbacks I got were full of positive things through the end of the program. The only drawback I can mention is that I feel very tired and the term will start soon. It would be better if there was a holiday before the term."*

P.6: *" On the last day I would like to attend both of the co-sessions. They should not be selective. By the way some of the trainers did not involve us the decision making process, luckily their sessions still answered our needs in a sense.*

The criticism of the program mostly focuses on the procedural implementations. The program has some negative feedbacks about not being able to reduce the stress level of the newly-hired teachers. Motivation of the participants decreases at some

points due to the lack of special motivation tools like holidays, short time relaxing periods or so on. Program's being so long attracts negative eyes according to the comment of the participants. One of the participants mention that some of the workshops are not trainee-centred enough.

5. CONCLUSION AND DISCUSSION

As part of its teacher development program, an in-service teacher training (INSET) program was implemented at Afyon Kocatepe University School of Foreign Languages in the 2007-2008 academic year. In this study, ten novice teachers who are at their first year of teaching and twelve experienced teachers participated in INSET courses at AKU SFL. The aim of this study was to explore the newly hired and experienced teachers' perceptions of these INSET courses. The research questions posed for this study are as follows:

1. What is the level of teachers' needs towards in service teacher training program?
2. Before the application of the program do the needs of the newly-hired and experienced teachers differ in terms of training areas?
3. Do the needs differ according to personal features like age, year of graduation, experience in general and at AKU, academic background, attending any other training?
4. What is the level of effect of the INSET program on the participants?

In this chapter, the summary of the study, findings of the study, factors affecting novice and experienced teachers' perceptions of the usefulness of the workshops, implications for practice, implications for further research, limitations of the study, and conclusion will be presented.

5.1. Summary of the Study

Ten novice teachers who were newly recruited to the Afyon Kocatepe University School of Foreign Languages and twelve teachers who are already working at AKU SFL participated in this study. Two data collection instruments were employed in this study. First, a survey was completed before designing the program for needs assessment

and was completed at the end of the INSET to see the effectiveness of the program. Second, the interview was conducted in September covering the comments on whole summer program, workshops and other training activities.

The survey (Appendix 21)) consisted of two parts. The first part consisted of eight statements adapted from Şahin (2006). The statements on the first part of the survey aimed to explore the participants' demographic features. Participants responded to some of these open-ended statements and chose the appropriate alternatives concerning their age, year of graduation, department they graduated, year of teaching experience, year of experience at AKU SFL, attending any other training course or program. The second part consisted of 7 headings covering 7 basic teaching areas (General Methodology and Teaching Techniques, Classroom Management, Planning Lessons, Teaching the Skills, The Use of Teaching Resources, Evaluation and Assessment, Teacher Development) with 50 questions in total. The questions were replied according to four scale which signifies 'very low', 'low', 'high' and 'very high' levels of competency. The first survey was conducted at the beginning of June and the second one was done in the middle of September to see the effectiveness of the program.

In order to get more detailed and clear opinions of the participants, interview technique was used instead of open-ended question that asked their comments in the questionnaire. The questions were asked to explore participants' perceptions of the training workshops and whole summer training and development activities. After the workshops were over, the most and the least valuable workshops for their actual teaching and how they would reflect the knowledge they gained from the workshops in their actual teaching are tried to be identified via the interview technique. In other words, the interview was a tool to elicit the participants ideas about the effectiveness of the program concerning its specific components.

The training period covered approximately three months time starting in June and going on to the beginning of September. Additionally, after the term started on 16 September 2008, some other forms of continual professional development techniques were applied like 'clinical supervision'(until November), encouraging to attend conferences, seminars, workshops and also academic studies, MA and doctorate degrees have been supported.

The data collected through the previously stated means were analyzed quantitatively and qualitatively. Four scale items in the questionnaires were analyzed

quantitatively by calculating the mean scores for each item via the SPSS program and conducting to compare the means to identify any statistically significant difference. On the other hand, the interview with the trainees was videotaped and analyzed qualitatively based on the emergent themes.

5.2. Discussion of the Findings

This part discusses the findings of the study in relation to the research questions outlined previously. Each of the research questions will be examined and interpreted in the light of what has been said before by the authors and thinkers who work in this field and given in the 'Literature Review' part.

1. **What is the level of teachers' needs towards in service teacher training program?**

Related to the first research question, which is to what extent the teachers both newly hired and experienced need the items mentioned in the questionnaire, data analysis indicated that all of the participants generally feel the necessity of such a training program that aims to meet their expectations. The analysis of the mean scores related to their needs for each specific components of the program reveals that their degree of need changes related to the different components of the program. When analyzing the data, mean scores which are under 2.50 show higher degree of need because 2.50 and under this score means low and very low level of competency according to the Figure 9 given in chapter 3. The overall analysis of the 50 items in the questionnaire shows that the participants declare a need for 30 items out of 50 as the mean scores of these 30 items are 2.50 or under it. It is noteworthy that there is a common need for improvement in these 30 items that can be seen in the tables given in the third chapter.

When the needs were interpreted according to seven specific components of the questionnaire, it is apparent that the participants ranked high and very high level of competency and they declared that there was not so much need for 'Classroom Management'. All of the 4 items that form Part B, Classroom Management had mean

scores that were over 2.50. As a conclusion, it has the lowest level of need in the perceptions of the participants. According to Blandford and some other experts the needs of the participants should be taken account and the program should be designed in the light of these needs. Although they did not put much emphasis on 'Classroom Management' it was taken as a part of the program depending on the case studies that shows novice teachers' difficulties in coping with problems in the class (Alan, 2003: 27-28).

The teachers declared need on 'General Methodology and Teaching Techniques' marking 8 items out of 13 items under 2.50 mean score. Additionally, they demanded in-service training on Part C:'Planning Lessons', Part D:'Teaching the Skills', Part E: 'The Use of Teaching Resources', Part F:'Evaluation and Assessment' and Part G: 'Teacher Development'. In the shed of these findings, it can be concluded that as some experts say a detailed examination of the needs analysis is necessary to reach the expected aims of an in-service teacher training and development program (Breen, et all,1989).

2. Before the application of the program do the needs of the newly-hired and experienced teachers differ in terms of training areas?

This study explored answers for the differences between novice and experienced teachers' needs. In order to answer this question, the results of Mann Whitney U test should be looked at with a critical point of view. The mean scores of the newly hired and experienced teachers varied in all of the seven specific components of the in service training and development program.

Emphasizing the long period Duggal (2000) says "Continuous in-service education of teachers is necessary to keep them abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing roles." And he also refers to the experienced teachers who should desire to better their teaching skills (p.5). However, the findings of the study do not support this idea because all newly hired teachers' mean scores are under 2.50 and all the experienced teachers' mean scores are above 2.50. It can be interpreted that the experienced teachers have indicated higher level of competency for the components of the program.

According to the results, for the novice teachers the first two areas that they want training about are Teacher Development and Classroom Management Parts. For the novice teachers, there are things to be learned about professional development, self-reflection, collaborating and sharing ideas with other professionals, and so on. Besides this, the second highest need is for Classroom Management. They want to develop their skills in coping with problematic students, problems aroused during the lessons, and so on. Novice teachers think that they may face many problems when they start teaching as it was predicted by some authors (cited in Alan, 2003: 27-28).

The difference may steam from newly hired teachers' being novice or having no experience while the experienced teachers feel more comfortable as they know what to do and what will happen depending on their own experiences. However, there should be still a need for these components as most of the authors claim that in a rapidly changing world there is always a room for change and improvement (Murthy, 2006: 67; Duggal, 2005:5).

3. **Do the needs differ according to personal features like age, year of graduation, teaching experience in general and experience at AKU, academic background, attending any other training courses?**

As concluded from the results, the needs differ according to personal features like age, year of graduation, teaching experience in general and experience at AKU, academic background, attending any other training courses. However contrary to the general belief there is not a significant difference according to the departments they graduated from.

The participants who are 20-29 age group express more need than 30 and over age group and it can be interpreted that younger participants mark low level of efficiency and require much training.

Although newly graduates, between 2000 and 2008, have been educated with the latest methods and they are all familiar with most of the changes in English Language Teaching field, they demand much training than those graduated in 1999 and before. It can be because of being inexperienced in the field and it shows that experience is a great remedy in teaching field.

As discussed before the group that has a 5-year and less experience declares that there are more things they want to improve than those who a 6-year experience and more. Actually the more experienced group also needs training as it is suggested by Duggal that they have to keep up with the date (2005:5).

Being familiar with the institution also affects the level of needs. According to the results, the new staff who has a 5-year or less experience at AKU wants more training compared to those who have 6 or more years of experience.

The participants with MA degree feel more confident about the components of the INSET program while the others who have Bachelors degree mark low level of efficiency about the same components.

The participants who attended any training in their career feel more competent than the others who have not had any training. This also shows that training sessions attribute to the teachers' professional development.

4. What is the level of effect of the INSET program on the participants?

The results show that there is a significant difference between before and after the implementation of the program. While the average of the before part is 2.48 it becomes 3.30 after the program. The level of competency of the 22 participants is low before the application of the program and it becomes very high after the INSET program. The average of means of the novice teachers is 2.13 and at the end of the program it increases to 3.43. The experienced teachers' average mean scores before the program is 2.77 and it becomes 3.79 at the end of the program. It can be interpreted that newly hired teachers have benefited from the in service teacher training and development program more than the experienced teachers. Moreover the newly hired teachers' difference between before and after averages is 1.30 however the experienced teachers' situation changes less and the difference between before and after situations is 1.05.

If it is looked deeper to the results the most effective component of the program can be obtained, too. The difference between average of the before mean and after mean in Part E, The Use of Teaching Resources, is 0.98 and this is the highest among all. After the program, participants' level of efficiency increases more than the other components of the program. However the change of efficacy of the participants in C,

‘Planning Lessons’ is the lowest among all, the difference between before and after of the program is 0.6.

Most of the participants tended to evaluate the workshops helpful and successful, and they are positive towards the INSET workshops. However, it is hardly possible to mention a workshop or one of the activities that all of the participants like, or find beneficial or want to participate during the in service teacher training and development program. This shows that they have different interests, perceptions, tastes, needs, expectations in other words they are different individuals who seek their own remedy for their own experiences, problems, and needs. At this point it is apparent that in-service teacher training programs are bound to lose some of the participants for each time and for each session.

INSET program, as data analysis indicated, achieves its aims but not satisfies everybody as it is almost impossible for every program which addresses the participants not as individuals but as groups. As long as the needs do not differ from the group, it is beneficial but if even one of the participants desires something different from the group the program cannot satisfy that person. The negative comments about the implementation or components of the program derive from individual differences because while some of the participants praise the activity or a workshop other participants revile the same activity or workshop.

According to the participants, the positive aspects of the training program include the following: the attempts to meet the participants’ needs, trainers’ being good at their fields, meeting native speaker trainers, enriching the participants’ knowledge and experience in specific fields, encouraging collaborative work in the department among all the academic staff, having the novice teachers get accustomed to new environment easily, and so on. Besides these good points, they also mention some points need to be improved, or changed. The participants generally are not satisfied with the time and duration of the program. They put forward that as they have graduated in recent times, there is no room for their rest in that dense teacher training and development program. They also admitted that some of the activities caused stress on them like micro teaching, peer observation and clinical observation. Some expressed that some of the trainers behaved as if they were the only person who knew a lot about a subject and made the participants feel uncomfortable during those sessions. Moreover, some of the experienced participants declared that some of the sessions were like a revision for them as they had already known the subject.

5.3. Implications of the Study: A Suggested Model

The findings should lead the person in charge of Teacher Training and Development activities to 'individually guided activities'. This should be flexible enough and to suit each individuals' needs, and should not be arranged in a fixed time or place. However the planning of the program should be done according to individuals' self plans and readiness, and their self directed professional development needs.

Self-Directed Professional Development is a model that promotes teacher self-reflection and choice, and it provides a practical framework for enacting teacher-identified needs and interests. Through Self-Directed Professional Development, the teacher has control over his / her Professional Development experiences and is motivated by tasks or problems that he /she finds meaningful. As Van Eekelen and others (2006) put forward, self-directed professional development is defined as the professional development arising from the teachers' own initiative, i.e. the process is internally determined and initiated Hall's early research in 1997, suggests that self-directed professional development could be a key determinant in the success or failure of professional development programmes (cited in Mushayikwa and Lubben, 2009: 376).

As mentioned before, different age groups, personalities, learning abilities and social backrounds call for different teacher training applications and it is blindingly obvious that according to the results of this study there should be 'self directed' or the other words 'individually guided activities' activities and programs. In order to reach high level of satisfaction among all participants the suggested model should include

1-Individual's setting his/her goals for the year, the term, and the month

2-Planning of the individually guided activities

3-Supporting the realistic aims, providing materials, conditions for the sake of the teacher

4-Self evaluation of the individual professional development activity and suggestions.

In order to obtain this information a specific form that is enhanced by the Teacher Training and Development Office should be used. In the form, there should be

contact information of the teacher as it is of crucial importance to keep in touch with him/her to inform about the facilities that the teacher wants to have in order to achieve his /her aims. The second part should ask the teacher his/ her interests, basic study fields that he /she wants to focus. The third part, for setting the goals there should be a form that is filled by teachers of the school, expressing their aims and goals for that academic year like "I would like to do my MA degree", or "I would like to study on 'the use of technology in the classroom' and develop myself". After setting the goals, in the fourth part, the teacher should be supplied with the necessary materials, tools, and documents to achieve the mentioned goal. The next part should be related to what the teacher wants from the office or from the management. The teacher can say 'I need a decrease in my workload and a day off for my MA studies" or "I need a course on the use of technology in the classroom, or I need to read essays on the benefits of technology in the classroom". The sixth part should make the teacher think of an evaluation method, which may not cause any stress or unwanted results. Being evaluated by other people causes stress on the teachers as it is apparent in this study results. The teachers should be free to choose his/her own way of evaluating his / her process. Some of the possible evaluation methods should be presented in the form and any support should be provided by the office if the teacher asks. Teacher should not be forced to attend any training session, to study on subjects that he/she does not mind, unless he/she feels necessity to do that on his/her own or unless he/she feels ready to learn something new. As it is known, he/she may show some resistance to learn as it is not his / her choice. Willingness should be the key term for professional development. Instead of bombarding the teachers about all conferences, training workshops, articles, essays, journals, all kinds of different things there should be a comprehensive website that includes all those things, but it could give chance to visitors to learn about what they want. So the suggested model can be seen in the diagram.

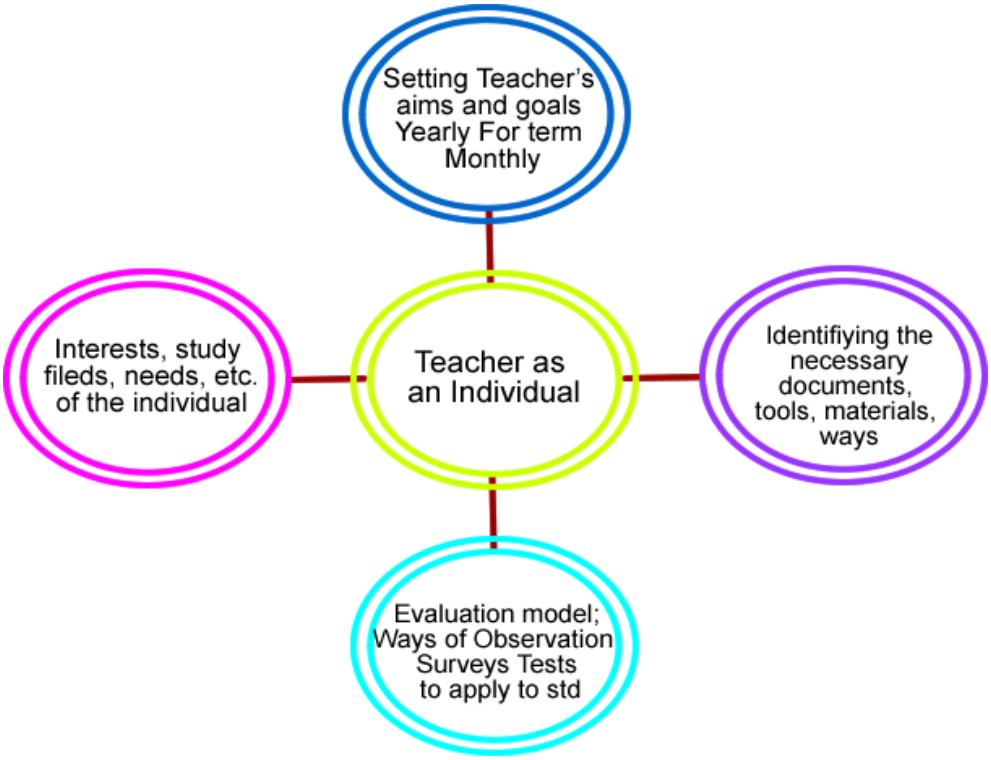


Figure 10: Suggested model

5.4. Limitations

This study has three noteworthy limitations. The first limitation of this study is that the results obtained from this study cannot be generalized to other contexts. It was conducted at Afyon Kocatepe University School of Foreign Languages Department and with its 22 newly hired and experienced teachers. Therefore, the findings of this study only reflect the characteristics of the in service training and development program implemented in this institution and may not be true for similar training programs in other institutions. The study was limited to the period that the teachers started their career at AKU and it was aimed to identify the participants' needs, and their level of efficiency after the implementation of more or less a 6-month period.

5.5. Suggestions for Future Research

This study investigated the in-service teacher training and development program at AKU SFL and aimed to explore the needs of the participants and the effectiveness of

the program. Although the results showed that it was a successful training program in terms of measurable results of the components of the program there can be some immeasurable aspects that can be obtained via different methods and a better program should be developed.

Another study may be conducted to include the opinions of the administrators. In this way the administration's needs and requirements from the Teacher Training and Development Unit and the newly hired teachers could be clarified.

Professional development is a must in today's world and especially the managers should take the responsibility and should organize events to encourage the academic staff. There should be a systematic procedure and teacher development portfolios should be used to observe the process. There should be encouraging factors but no obligation. Self-directed professional development method should be developed, and planned as willingness is more powerful than obligation.

The results of this study can also be compared by replicating this study with other teacher training courses conducted at different institutions. In this way, contextual differences affecting the participants' perceptions of the courses and what they have gained from the courses can be investigated.

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APPENDIX 1: Observation Form on Classroom Management

Name - Surname:
Date of observation:
Subject of the lesson:
Lesson duration:

A.K.U SCHOOL OF FOREIGN LANGUAGES
TEACHER TRAINING OFFICE
OBSERVATION FORM
Classroom Management

1- What are the vital points you observed during this lesson in terms of classroom management?

2- What are some of the examples that have caught your attention? Why ?

3- What would you do if you were in the teacher's shoes? Explain by giving examples.

APPENDIX 2: Observation Form on General Methodology and Teaching Techniques

Name-Surname:
Date of observation:
Subject of the lesson:
Lesson duration:

A.K.U SCHOOL OF FOREIGN LANGUAGES
TEACHER TRAINING OFFICE
OBSERVATION FORM
GENERAL METHODOLOGY AND TEACHING TECHNIQUES

1. What is the role of the teacher as a learning facilitator during the lesson? Explain how the teacher is facilitating learning by giving examples.

2. How does the teacher encourage and support learners in their attempt to learn English during the lesson? Give examples.

3. Is the lesson contextual? Are the activities and exercises meaningful or mechanical?

APPENDIX 3: Samples of Completed Observation Form-1

Name - Surname: Müşerref Sirve
Date of observation: 08.07.08
Subject of the lesson:
Lesson duration:

A.K.U SCHOOL OF FOREIGN LANGUAGES
TEACHER TRAINING OFFICE
OBSERVATION FORM
Classroom Management

1- What are the vital points you observed during this lesson in terms of classroom management?

The teacher is successful in handling the subject in an organized way. She answers the questions of the students but she manages to put the subject of the lesson on focus even if some of those questions are irrelevant.

2- What are some of the examples that have caught your attention? Why ?

Some details about the teaching techniques about the teacher have attracted my attention. One of them is her writing the newly learnt words on the board, then checking if the class has memorized them or not in the next lesson. Another technique is the teacher's using timetables and charts in order to explain some complicated subjects better.

3- What would you do if you were in the teacher's shoes ? Explain by giving examples.

In my opinion the teacher is quite successful in her profession but I think that it would be much more better if she used ups and downs in her voice, it would make the lessons even better.

08.07.08

APPENDIX 4: Samples of Completed Observation Form-2

Name-Surname: Berna Hondu
Date of observation: 01.07.2008
Subject of the lesson:
Lesson duration:

A.K.U SCHOOL OF FOREIGN LANGUAGES
TEACHER TRAINING OFFICE
OBSERVATION FORM
GENERAL METHODOLOGY AND TEACHING TECHNIQUES

1. What is the role of the teacher as a learning facilitator during the lesson? Explain how the teacher is facilitating learning by giving examples.

The teacher directs the class activities. she wants her students to be able to use the language communicatively and appropriately. there is a interaction between the teacher to students and the students to teacher. The teacher wants students to join the group activities so she controls them while they are doing exercises. she tries to create an enjoyable and a friendly environment in the classroom.

2. How does the teacher encourage and support learners in their attempt to learn English during the lesson? Give examples.

She prepares different and enjoyable speaking and group work activities, she gives dialogues and fill in the blank activities with the pictures in order to make the students learn the lesson easily. When the students give a wrong answer, she encourages them to do self-correction and she helps them to find the correct answer.

3. Is the lesson contextual? Are the activities and exercises meaningful or mechanical?

The lesson is contextual. The activities are meaningful. All the exercises relate to the context. The activities and exercises are arranged logically. By the help of the activities and the exercises, the students can quickly understand the context and the grammar topic. Thanks to the exercises and the activities, the students have an interaction with each other.

Thanks!

APPENDIX 5: On the Job Observation Form

On The Job Observation - Language Presentation and Organizing an Activity

Observer:	**Observed Teacher:**	**Date:**
Class Level:	**Number of Learners:**	**Lesson Duration:**

1- How did the teacher get the learner's attention before giving instructions? Was it successful? If not, what happened next?

2- Was there an introduction to the language topic? If so, what was it?

3- Did this provide enough context? If not, was more context provided? How?

4- Did you understand the teacher's instructions clearly? Was there any visual support or demonstration given?

5- Did the learners seem to understand what they had to do? If not, what happened?

6- What did the teacher do to check understanding of the instructions?

7- How was the meaning demonstrated?

8- Was there a focus on form? If so, was it provided by the teacher or the learners? How was it dealt with?

9- Was there a focus on pronunciation of the language topic? How was this done?

10- Was a time limit given for the activity? Did the teacher stick to the time limit? Were there any early finishers? If so, how were they dealt with?

11- How did the teacher do while monitoring the activity?

12- How would you range the teacher's ability of providing students' involment during the lesson?

1 (very poor) 2 3 4 5(very high)

13- Did the learners ask any questions about the topic? How did the teacher deal with them?

14- How did the teacher deal with students who were using L1?

15- How did the teacher get feedback at the end of the activity?

16- Make a note of some learner errors; how the teacher indicated that an error had been made and how the error was corrected (or not!).

Learner Error	How was it indicated?	How was it corrected?
1-		
2-		
3-		
4-		
5-		
6-		
7-		

17-Vocabulary- How did the teacher deal with vocabulary in this lesson?

Vocab. Item	How was it dealt with? Explained, illustrated, demonstrated, elicited, more examples given, word form (-ness, -less, etc), word-family introduced, pronunciation, focus on use (formal, informal, etc) others?
	Examples;

18- What is the skill focused on?

19- Are any sub skills included? What are they?

20- Describe the 'pre-stage' – What happened?

21- Describe the 'while-stage' – What happened?

22- What kind of feedback was there?

23- Describe the 'post-stage' – What happened?

24- What was the topic? Were the materials appropriate for the level, interest and the needs of the learners?

25- What would have been done differently in this lesson?

Any other comments?

- Eye contact
- Voice
-
-

APPENDIX 6: Sample Completed Form on the Job Observation

On The Job Observation - Language Presentation and Organizing an Activity

Observer: Turkay	**Observed Teacher:** Özlem Özkan	**Date:** 15.07.2008
Class Level: Erasmus	**Number of Learners:** 7	**Lesson Duration:**

1- How did the teacher get the learner's attention before giving instructions? Was it successful? If not, what happened next?

It was quite successful.

2- Was there an introduction to the language topic?If so, what was it?

Yes. There was a kind of warm up activity relevant with the text and new unit

3- Did this provide enough context? If not, was more context provided? How?

I think So.

4- Did you understand the teacher's instructions clearly? Was there any visual support or demonstration given? Her instructions were clear and she brought some pictures

5- Did the learners seem to understand what they had to do? If not, what happened?

They weren't aware of what they were doing indeed.

6- What did the teacher do to check understanding of the instructions?

She sometimes repeated or tried to get feedback by asking questions.

7- How was the meaning demonstrated?

? :)

8- Was there a focus on form ? If so, was it provided by the teacher or the learners? How was it dealt with?

No.

9- Was there a focus on pronunciation of the language topic ? How was this done?

Although the lesson ~~it was~~ based on spealing list, there wasn't enough focus on pronunciation.

10- Was a time limit given for the activity? Did the teacher stick to the time limit? Were there any early finishers ? If so, how were they dealt with?

There was not a limitation in terms of time. There were a few early finishers and they sat still without doing anything.

11- How did the teacher do while monitoring the activity?

She walks among the ss.

12- How would you range the teacher's ability of providing students' involment during the lesson?

1(very poor) (2) 3 4 5(very high)

13- Did the learners ask any questions about the topic? How did the teacher deal with them?

They never ask questions, they just answer the given questions.

14- How did the teacher deal with students who were using L1?

Sometimes she tried to make them speak Eng. However, from time to time she also gave the instructions in Turkish.

15- How did the teacher get feedback at the end of the activity?

can't get feedback

A.K.U School of Foreign Languages Teacher Training Office

16- Make a note of some learner errors; how the teacher indicated that an error had been made and how the error was corrected (or not!).

Learner Error	How was it indicated?	How was it corrected?
1- Some of them speak or answer the questions in Turkish		Teacher translates or make them speak Eng.
2- Ptace - pronunciation like palace		Teacher didn't correct the mistake
3-		
4-		
5-		

17-Vocabulary- How did the teacher deal with vocabulary in this lesson?

Vocab. İtem	How was it dealt with? Explained, illustrated, demonstrated, elicited, ~~more~~ examples given, word form (-ness, -less, etc), word-family introduced, pronunciation, focus on use (formal, informal, etc) others ?
adventure →	Examples; explained by giving some examples such as; studying ~~rarely~~ supported by pictures

18- What is the skill focused on?

Listening and Speaking

19- Are any subskills included? What are they?

No,

20- Describe the 'pre-stage' – What happened?

A short introduction to the unit.

21- Describe the 'while-stage' – What happened?

Teacher asked several questions but sometimes ss. can't give enough feedback

22- What kind of feedback was there?

No feedback

23- Describe the 'post-stage' – What happened?

24- what was the topic? Were the materals appropriate for the level, interest and the needs of the learners?

Activities such as ; skydiving, sailing ... . The materials would have been better. I mean more ~~and~~ attractive but still they were appropriate for the level.

25- What would have been done differently in this lesson?

She would have brought some more authentic materials.

Any other comments?

- Eye contact ✓ She had an eye contact with ss.
- Voice
-
-

APPENDIX 7: Notes Taken By a newly hired teacher during 'Micro Teaching'

Password

14.08.08
Pers

- Preparing flashcards and writing numbers from 1 to 20 on the one side, and writing words on the other and making the sts match the same words as many as possible in order to make their group the winner.
- Giving the sts 1 or 2 mins. and making them write as many words as possible beginning with the capital letter of their names.
- When the sts are bored and you cannot keep on teaching, make a change in the classroom in order to attract their attention to the lesson again. (eg. make them sit on the desks)
- Preparing some questions related to the reading text may be very useful since the sts can understand the passage more easily.
- Paying attention to the title in a unit or a passage is very significant and it can be useful for the sts to find a new title appropriate to the passage in terms of improving their creativity and learning new words.

Success

- Preparing small flashcards and writing target words in disorder and make sts write the correct forms on the board.
- Using some photos esp. the photos of your own family makes the lesson more enjoyable and efficient.
- Giving the names of the members of the family by dividing them into two groups as male & female
- Drawing a family tree on the board

APPENDIX 8: Schedule

IN-SERVICE TEACHER TRAINIG PROGRAM

01-05 SEPTEMBER 2008

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45-12.00	MICRO TEACHING	MATERIAL DEVELOPMENT (Derya Ünal & Türkan Kaplan)	SAMPLE LESSON (SUCCESS UNITS 1-3) (Kutlu Kaplan)	***HOW TO TEACH WRITING** (Dervrim Özdemir, Cambridge)	HOW TO TEACH READING (Nurcay Kuru)
12.45-16.30	MICRO TEACHING	APPROACHES AND METHODS IN ELT (Derya Ünal & Gülin Kale)	FIRST DAY ACTIVITIES (Engin Aytekin)	***HOW TO TEACH WRITING** (Devrim Özdemir, Cambridge)	VIDEO TEACHING (Kutlu Kaplan)

***All lecturers are supposed to attend the sessions written in bold. Everybody is very welcomed to the other sessions.**

Teacher Training and Development Office

IN-SERVICE TEACHER TRAINIG PROGRAM

08-13 SEPTEMBER 2008

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8.45-12.00	***PORTFOLIO ASSESSMENT** (Pınar Uğur)	VOCABULARY LEARNING STRATEGIES AND VOCABULARY NOTEBOOK (Yasemin Tezgiden)	PROFICIENCY TEST	***USER SEMINAR FOR 'REAL WRITING'** (Liz, Cambridge)	*** HOW TO TEACH PRONUNCIATION** (Kristina Smith, Longman)	***10.00 - 11.00 The Learner and Learning (Evrim Üstünlüoğlu)** **11.30 - 12.30 Putting yourself in the shoes of the learner (Ian White)**
12.45-16.30	CURRICULUM OFFICE (Elçin Ölmezer) USING TECHNOLOGY IN CLASSROOM (İlyas Saykılı)	***REMINDERS FOR THE PROFICIENCY TEST** AND ASSESSMENT SYSTEM OF PREP CLASSES (Ümit Kaya)	PROFICIENCY TEST	***USER SEMINAR FOR 'REAL WRITING'** (Liz, Cambridge)	***USER SEMINAR FOR 'SUCCESS'** (Kristina Smith, Longman)	***A 13.30 to 14.30 Controlled Oral Practice (Rob Ledbury)** **Classroom management (Ian White)** **B 15.00-16.00 Teaching Grammar (Ian White)** **Teaching Vocabulary (Rob Ledbury)**

***All lecturers are supposed to attend the sessions written in bold. Everybody is very welcomed to the other sessions.**

Thank you

Teacher Training and Development Office

APPENDIX 9: Handout for Clinical Supervision

Handout for Clinical Supervision

As a Teacher Development Office we would like to introduce you the "**Clinical Supervision**". We aim to achieve the professional development of teachers, with an emphasis on improving teachers' classroom performance.

It is designed to engage the supervisor and teacher in a supportive and interactive process that

1) provides objective feedback on instructions;
2) diagnoses and solves instructional problems
3) assists teachers in developing strategies to promote learning, motivate students, and manage the classroom; and
4) helps teachers develop a positive attitude towards continuous professional development.

"Clinical supervision" should be different from traditional classroom visits that are usually unannounced, supervisor-centred, authoritarian, directive, and judgemental.

Approaches that are characterized by honest dialogue and constructive feedback will lead to professional growth and result in positive supervisor/supervisee experiences and outcomes.

We are planning to apply The Clinical Supervision with three basic steps;

1) **The planning conference** involves a meeting between the supervisor and supervisee during which they agree on the focus of the forthcoming classroom visit and a method for collecting data for later analysis. As a TDO we will announce you the topic of the week.

2) **Classroom observation**: the supervisor observes a lesson systematically and non-judgmentally, collecting data related to the objectives agreed upon during the planning conference.

3) **Feedback conference**: the supervisor meets with the teacher to analyze the data collected during the classroom visit. The data provide a mirror-like reflection of classroom activities so that teachers can see what they are actually doing while teaching.

The TDO wants copies of data collected during this process; any notes, any comments, etc.

APPENDIX 10: Clinical Supervision -1

Observer:

Date:

Teacher:

Subject of the week: <u>What kind of questions does the teacher direct to students?</u>

- **Yes/No Questions,**
- **Information gap questions,**
- **Rhetoric questions.**
- **What is the aim of the teacher for asking the questions? (to explore something, to make the students be aware of the phrase, to get information, to make students think critically, to teach vocabulary/grammar, to revise something, etc)**

<u>Step1: The planning conference</u>

Methods for collecting data:

-Suggested method: Record teacher's questions word for word

-

-

<u>Step 2: Classroom observation:</u>

Examples from the lesson

<u>Step 3: Feedback conference :</u>

Results and comments (You can use the back side of the page):

Please return this to TDO, Thank you☺

APPENDIX 11: Clinical Supervision -2

Observer:
Date:
Teacher:
Subject of the week: How does the teacher use the whiteboard?
(Is the handwriting legible, too small or too big? Does the teacher use different colours? Does the teacher use the board as a whole or dividing it into parts? Does the teacher use the board in an organised way or randomly? Etc.)

Step1: The planning conference
Methods for collecting data:
-Suggested method: Taking photos of the whiteboard. (If you have any personal camera please use your own, if not, cameras are available in TDO.)
-Record items written on the board in the way in which they are written in the board to the boxes given below..
-
Step 2: Classroom observation:
Examples from the lesson

Step 3: Feedback conference :

Results and comments (You can use the back side of the page):

Please return this to TDO, Thank you☺

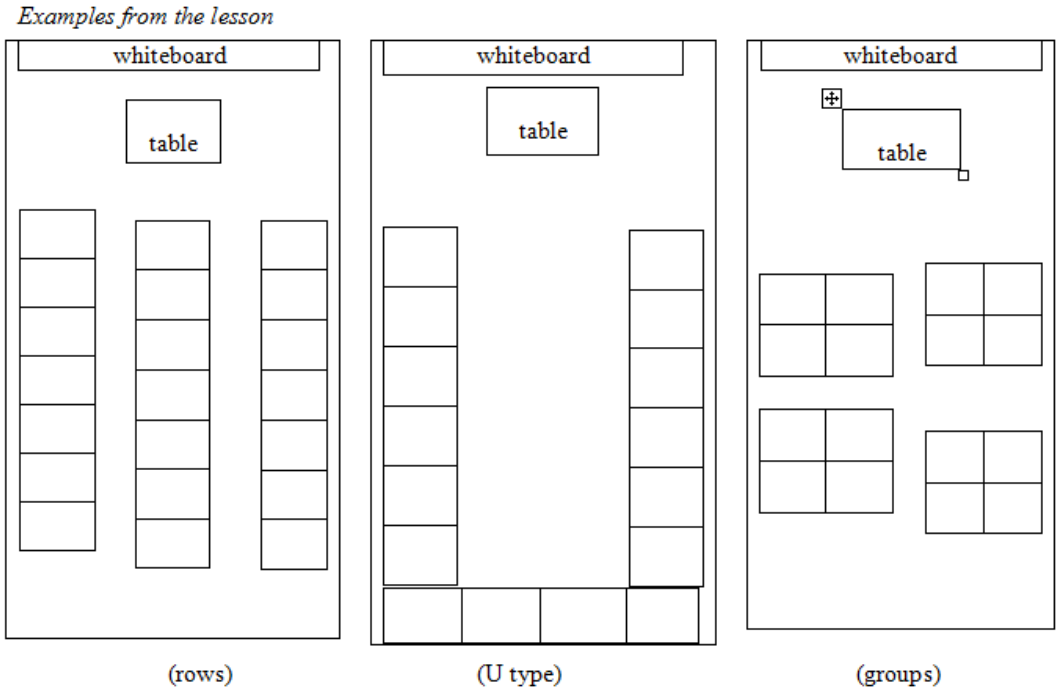
APPENDIX 12: Clinical Supervision -3

Observer:
Date:
Teacher:
Subject of the week: Does the teacher give all students equal attention?

Step1: The planning conference
Methods for collecting data:
-Suggested method: Seating chart observation. Choose the most suitable sample seating chart above and draw it again taking the classroom seating position into consideration.

-Put a mark to the place of the student to whom the teacher is talking/ giving attention. (The marks will be put each time the teacher gives attention to that student. So that the observer and the teacher can see whether the teacher gives equal attention to all students or some students talk more than others.)

Step 2: Classroom observation:
Examples from the lesson



Step 3: Feedback conference :
Results and comments (You can use the back side of the page):

APPENDIX 13: Pictures of How to Teach Writing



APPENDIX 14: Pictures of Sample Lesson









APPENDIX 15: Pictures of "How to Teach Reading" Workshop





APPENDIX 16: Pictures of Video Teaching









APPENDIX 17: Pictures of "Using Technology in Classroom"







APPENDIX 18: Pictures of Portfolio Assessment and Curriculum Office



APPENDIX 19: Pictures of Last Day External Expert Seminars



APPENDIX 20: Trainers and Trainees



APPENDIX 21: Questionnaire

Name Surname:_____

The purpose of this study is to collect data to compare two situations before and after implementing Teacher Training Program at AKU SFL. Therefore, honest responses will be highly appreciated. Your identity and answers will remain confidential. Your answers will be used only for academic aims.

Part I: General Information

1) Age:_____

2) The department you graduated from:
(____)Linguistics
(____)English Language Teaching Department
(____)English/American Language and Literature
(____)Other : _____

3) Year of graduation from this department mentioned above: _____

4) Years of teaching experience in general:
(____) year/s (____) month/s

5) Years of work experience at AKU SFL:
(____) year/s (____) month/s

6) Academic Background:
(____)BA
(____)MA
(____)Ph. D

7) Have you attended any teacher training program before?
(If your answer is 'Yes' please answer the following question (8). If your answer is 'no' go to Part II)
(____) YES (____) No

8) Content of the program:
It was on _____

Part II: Evaluate your level of efficiency for these 50 items before training and after training parts.

Before Training					After Training			
1 Very low	2 Low	3 High	4 Very high	**A. General methodology and teaching techniques**	1 Very low	2 Low	3 High	4 Very high
				1. Gaining knowledge of the aspects of language necessary for the teaching profession				
				2. Being able to choose from a variety of methods and techniques in ELT to teach certain point				
				3. Being able to teach at different proficiency levels				
				4. Identifying learner needs				
				5. Teaching appropriately to different learner needs.				
				6. Analyzing language in terms of form, meaning and function				
				7. Providing sufficient practice opportunities for students				
				8. Encouraging and supporting learners in their attempt to learn English				
				9. Monitoring learners' oral and written use of English				
				10. Participating in informal conversation with learners				
				11. Using intonation, stress and rhythm to achieve intelligibility and effect				
				12. Making up and telling stories for classroom purposes				
				13. Facilitating learning				
1 Very low	2 Low	3 High	4 Very high	**B. Classroom Management**	1 Very low	2 Low	3 High	4 Very high
				14. Managing classes effectively				
				15. Giving clear instructions to students				
				16. Coping with problem students				
				17. Organizing class activities (pair work, group work…etc.)				
1 Very low	2 Low	3 High	4 Very high	**C. Planning Lessons**	1 Very low	2 Low	3 High	4 Very high
				18. Planning lessons effectively				
				19. Implementing lesson plans				
				20. Preparing contingency plans for unexpected problems				
1 Very low	2 Low	3 High	4 Very high	**D. Teaching the Skills**	1 Very low	2 Low	3 High	4 Very high
				21. Presenting a structure or function				
				22. Teaching vocabulary				
				23. Developing students' reading skills				

				24. Developing students' writing skills				
				25. Developing students' speaking skills				
				26. Developing students' listening skills				
				27. Adapting and carrying out listening activities				
				28. Adapting and carrying out speaking activities				
				29. Adapting and carrying out reading activities				
				30. Adapting and carrying out writing activities				
1 Very low	**2 Low**	**3 High**	**4 Very high**	**E. The Use of Teaching Resources**	**1 Very low**	**2 Low**	**3 High**	**4 Very high**
				31. Being able to use classroom materials appropriately				
				32. Being able to adapt and supplement extra materials appropriately				
				33. Selecting, adapting and writing texts for learning				
				34. Effectively making use of technology in class (i.e: video, cassette player …etc.)				
				35. Using audio-visual aids (i.e: posters, realia, recordings…etc.)				
				36. Using songs and drama in lessons				
1 Very low	**2 Low**	**3 High**	**4 Very high**	**F. Evaluation and Assessment**	**1 Very low**	**2 Low**	**3 High**	**4 Very high**
				37. Developing an awareness of different means of assessment (project, essay, portfolio,…etc.)				
				38. Being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
				39. Being able to evaluate learner progress				
				40. Being able to give appropriate feedback to learners				
				41. Using different techniques for error correction				
				42. Selecting, adapting and writing texts to assess students				
1 Very low	**2 Low**	**3 High**	**4 Very high**	**G. Teacher Development**	**1 Very low**	**2 Low**	**3 High**	**4 Very high**
				43. Identifying personal needs in order to further develop as a professional				
				44. Reflecting on my own performance in order to further develop as a professional				
				45. Collaborating and sharing ideas with other professionals				
				46. Improving my knowledge of phonology in English				
				47. Improving my knowledge of grammar in English				
				48. Improving my knowledge of vocabulary items in English				
				49. Improving my knowledge of written and spoken discourse in English				
				50. Improving my communicative competence in English				

(Souce: Şahin, V.(2006). **Thank you filling in the questionnaire.**