

THE FULFILLMENT OF TRAINEES' EXPECTATIONS IN
IN-SERVICE TEACHER TRAINING PROGRAMS

A THESIS PRESENTED BY

N. FEYZA ALTINKAMIŞ TÜRKAY

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 2000

794922

T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ

ABSTRACT

Title: The Fulfillment of Trainees' Expectations in In-Service Teacher Training Programs

Author: N. Feyza Altınkamaş Türkay

Thesis Chairperson: Dr. Hossein Nassaji
Bilkent University, MA TEFL Program

Committee Members: Dr. James Stalker
Dr. William E. Snyder
John Hitz
Bilkent University, MA TEFL Program

In recent years, the importance of in-service teacher training programs has been realised for professional development. Therefore, in-service teacher training programs have been started to be established in most educational institutions.

The purpose of this study was to investigate the teachers' expectations for in service programs in two universities and whether these expectations were fulfilled or not. The research was conducted in two different institutions. 36 teacher trainees and two trainers from Çukurova University, and 12 teacher trainees and a trainer from Hacettepe University, Preparatory Schools participated in the study.

Data were collected through interviews and a questionnaire. The questionnaire was administered to teacher trainees. The in service administrators were interviewed. The questionnaire consisted of three parts and a total of 30 items. Part 1 collected demographic data. Part 2 elicited data on expectations and fulfillment of

expectations. Part 3 provided open ended comment. There were ten questions in the interviews.

Data from the questionnaire (part 2) were analyzed calculating frequencies and percentages in order to find out the teachers' expectations. Then, the pairs of the questions regarding expectations and fulfillment were correlated to see whether the expectations were met or not. Data from the questionnaire (part 1, 3) and data from interviews were analyzed focusing on the question asked.

The results of the study revealed that teacher trainees expect in-service teacher training programs

- A) to provide them new methods and trends in ELT field,
- B) to provide them practical teaching skills,
- C) to provide them theoretical information in ELT field,
- D) to provide activities that increase their language proficiency,
- E) to motivate them for further academic education,
- F) to encourage them to pursue their professional development outside the in-service program.

Also, teacher trainees expected the administrators to provide support, time and budget them to attend in-service teacher training programs inside and outside the institution. They also thought that attendance in an in-service teacher training program should be voluntary.

The fulfillment questions showed that not all expectations were met by the INSET programs.

BİLKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

July 5, 2000

The examining committee appointed by the Institute of Economics and Social Sciences
for the thesis examination of the MA TEFL student

N. Feyza Altınkâş Türkiye

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title : The Fulfillment of Trainees' Expectations in In-Service Teacher
Training Programs

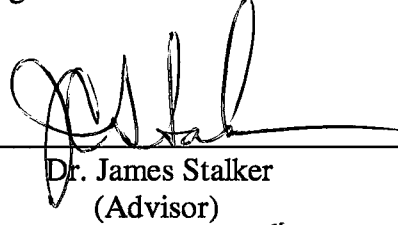
Thesis Advisor : Dr. James Stalker
Bilkent University, MA TEFL Program

Committee Members : Dr. Hossein Nassaji
Bilkent University, MA TEFL Program

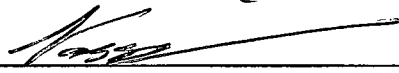
Dr. William E. Snyder
Bilkent University, MA TEFL Program

John Hitz
Bilkent University, MA TEFL Program

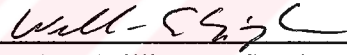
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Dr. James Stalker
(Advisor)



Dr. Hossein Nassaji
(Committee Member)

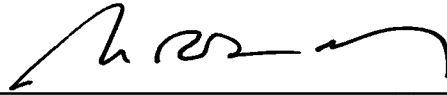


Dr. William E. Snyder
(Committee Member)



John Hitz
(Committee Member)

Approved for the
Institute of Economics and Social Sciences



Ali Karaosmanoğlu
Director
Institute of Economics and Social Sciences

Acknowledgments

I would like to thank my thesis advisor, Dr. James E. Stalker for his continuous feedback and invaluable guidance throughout the study. I would like to express my appreciation and gratitude to Dr. Hossein Nassaji for his support especially at statistical data analysis stage of the study, to Dr. William Snyder for his moral support during the academic year, to John Hitz for his assistance in computer and writing skills during the study.

I would like to thank Prof. Dr. Özden Ekmekçi, who gave me permission to attend the MA TEFL program and also to carry out my research at YADIM.

Special thanks to the trainee participants and trainers, namely, Figen Şat Yılmaz, Emine Çakır Sürmeli from Çukurova University and Nazan Özçınar from Hacettepe University and to Ülkü Göde, Nermin Tüm for their help during data collection.

I must also express my love and sincere thanks to all my classmates for being positive and supportive during the program. Thanks to them, this year was a great pleasure for me.

İpek, my colleague and my classmate, I would especially like to thank, for her co-operation and friendship throughout the year.

My deepest gratitude to my mother, Necla, father, Hüseyin, brother, Taylan Altınkamış for their increasing moral support and encouragement throughout this year as well as my life.

My greatest thanks go to my husband, Sami, for being devoted and supportive to me.

***Achievement is a WE thing not a ME thing,
always the product of many heads and hands.***

J. W. ATKINSON



To my husband and future child(ren)

TABLE OF CONTENTS

LIST OF FIGURES	x
LIST OF TABLES.....	xi
CHAPTER 1 INTRODUCTION.....	1
Background of the Study	1
Statement of the Problem	4
Purpose of the Study	5
Significance of the Study.....	5
Research Questions	6
Data Analysis and Conclusion.....	6
CHAPTER 2 REVIEW OF THE LITERATURE.....	7
Introduction	7
Problems from Pre-Service Education.....	7
What is in-service teacher training.....	9
Needs Assessment.....	12
The Different Conceptions of Teacher Training and Teacher Development.....	18
Inset Examples, Models and Teacher Education	26
The Craft Model.....	30
The Applied Science Model	31
The Reflective Model.....	32
Conclusion	37
CHAPTER 3 METHODOLOGY	39
Introduction.....	39
Participants	39
The Description of the INSET program at Çukurova University, YADİM	41
The Description of the INSET program at Hacettepe University, Preparatory School	42
Instruments/Materials.....	44
Interviews.....	44
Questionnaire	44
Procedure	47
Data Analysis	48
Conclusion	49

CHAPTER 4	DATA ANALYSIS	50
	Expectation	51
	Expectation Fulfillment.....	53
	Analysis of open-ended questions in the questionnaire	58
	Interview Analysis	60
	Discussion of the Findings	63
CHAPTER 5	CONCLUSION	67
	Summary of the Findings	68
	Institutional Implications.....	69
	Assessment of the Studies	70
	Suggestions for Further Studies.....	72
REFERENCES		73
APPENDICES		77
	Appendix A:	
	Interview Questions	77
	Appendix B:	
	Questionnaire.....	79
	Appendix C:	
	The transcription of the interview with the teacher trainer at Hacettepe University, Preparatory School	84
	Appendix D:	
	The transcription of the interview with the teacher trainer at Çukurova University, YADİM	87
	Appendix E:	
	The transcription of the interview with the teacher trainer at Çukurova University, YADİM	89
	Appendix F:	
	Informed Consent Form.....	92

LIST OF FIGURES

<u>FIGURE</u>	<u>PAGE</u>
1 The relationship between needs and expectations	12
2 The INSET Cycle.....	13
3 Teacher Development and Needs Assessment	17
4 The contrasting list between training and development.....	19
5 Educating strategies	20
6 Differences between training and development	21
7 Teacher Investment Continuum.....	23
8 Teacher training-teacher development Associations	24
9 The Craft model of professional education	31
10 Applied Science model.....	32
11 Reflective Model.....	33
12 Teacher Training Model 1	34
13 Teacher Training Model 2	35
14 Normal Structure of an in-service training course.....	35
15 Structure of trainee-centered In-service training course	36

LIST OF TABLES

<u>TABLE</u>	<u>PAGE</u>
1 The INSET background of participants from Çukurova University ...	42
2 The INSET background of participants from Hacettepe University ...	43
3 Expectations: Çukurova University	51
4 Expectations: Hacettepe University	52
5 Expectation Fulfillment: Çukurova University.....	53
6 Expectation Fulfillment: Hacettepe University	54
7 Professional development outside institution Çukurova University.....	55
8 Professional development outside institution Hacettepe University..	56
9 Voluntary attendance questions Çukurova University.....	56
10 Voluntary attendance questions Hacettepe University.....	57
11 The correlation and significance level of questions from Çukurova University	57
12 The correlation and significance level of questions from Hacettepe University.....	58

CHAPTER 1: INTRODUCTION

Background of the Study

Teaching is a very demanding profession. Once one starts teaching, she or he should concentrate on it primarily. Teaching is not a profession which is performed only between working hours at an office. Preparing the next lesson, checking assignments, dealing with students' psychological development and scoring require extra time out of class teaching. Therefore, teachers sometimes cannot focus on their development. Mariani (1979) states "a teacher's day-to-day classroom routine tends to obscure his or her possibilities as a qualified researcher" (p. 77). Another reason why teachers get routinized in their profession is the feeling of satisfaction in their occupation. Head and Taylor (1997) state that it is a common attitude between most of the teachers that they have acquired all skills necessary for teaching. In order to get over this barrier, an inner drive to activate them is essential for further advancement (p. 5). Fresh improvement is necessary in teaching because its main concern is on human beings. To be able to have a fruitful communication with learners, their needs, interests, and demands should be taken into account by teachers. Productive teacher training programs will result in effective teaching.

An effective teacher should be aware of the innovations in the field. From both the learners' and teachers' perspectives, teaching requires keeping up to date. Most teachers believe that it is essential to update their skills and knowledge in their profession. However, there is a minority including teachers who consider that they do not have to develop themselves after graduation (N. Özçınar, personal communication, November 5, 1999). Some external factors may have affected the

minority group's attitudes. It is claimed that when teachers do not get something concrete in their mind from in-service training activities, they do not evaluate them as useful activities. It is believed that teachers' decisions about their own teaching and their further development in their professions are the starting point in such studies.

Freeman (1989) defines language teaching as a decision-making process based on four constituents: knowledge, skills, attitude and awareness. The teacher's language proficiency on the specific subject matter is considered as knowledge whereas skill is the teacher's teaching ability covering presentation, giving clear instructions, managing classroom interaction. These are the knowledge base of teaching. Attitude is a kind of bridge, influencing the effective functioning of the individual teacher in particular situations. Attitude is unique to individuals. The last component, awareness, is the capacity to recognize and monitor the attention one is giving or has given to something. Of these four components, awareness is the one that activates the teachers for further development because it is the realization process as Gattegno (as cited in Freeman, 1989) points out "awareness is needed to bring back what is known and work on it again to change it, make it more conscious, more precise, more useful and connected with other...knowledge" (p. 34). It is nearly impossible to push teachers for their own professional development if they do not want that development. The only way to attract their attention for their further development is to activate the self-awareness (E. U. Arısoy, personal communication, July 26, 2000).

Researchers and writers on this subject have focused on the difference between training and development. According to Freeman (1989), training is a

strategy for direct intervention by the collaborators to work on specific aspects of the teacher's teaching. Development, on the other hand, is the teacher's generation of change through increasing or shifting awareness. Woodward (1991) states "training is a skill/technique and knowledge based; however, teacher development is awareness based, angled towards personal growth and the development of attitudes/insights" (p. 147). As these definitions mention, the striking difference lies in the concept of awareness. The ultimate goal of teacher training is teacher development in in-service programs. Training plays the bridging role in this process.

In well-established institutions, in-service teacher training programs are considered as a vital element. Principles of any in-service training program should be both same in general basic concepts and apart, because they are held in different settings. To exemplify the common concepts, trainees' values should be taken into consideration in in-service teacher training activities that make use of their experience and knowledge will be more meaningful for them. Their ethics should be respected. When it comes to different principles, it should not be forgotten that there is a link between what is done in the classroom and what will be performed in in-service teacher training sessions. Each institution may have different facilities and this may limit or broaden the teacher's performance. Breen, Candlin, Dam, and Gabrielsen (1989) claim that "an in-service teacher training course or program is likely to be most useful if it grows directly out of experiences, assumptions and perceived problems of trainees" (p. 134).

Teachers may come to in-service training programs with different goals. It is assumed that there will be differences between inexperienced and experienced teachers' goals, and all will demand their goals to be met. From the trainers'

perspective, preparing the in-service training schemes are demanding since the goals of a range of teachers as well as the goals of administrators must be met. Wherever the in-service training activities are held, the matching of the objectives of all parties are essential.

Statement of the problem

This will be a descriptive study in which the importance of in-service teacher training is focused on and principles of different training programs are dealt with. In productive in-service training programs, the trainees' goals are the initial point. Kennedy (1993) concludes in her study "what we, as trainers, might want-a theoretical underpinning to practice- may not meet the needs of our trainees in the best way at certain stages in their careers. We should avoid making too complex the tasks trainee teachers have to undertake on their practices" (p. 164).

An informal observation and survey in different in-service teacher training activities indicated that the trainees do not always find in-service teacher training programs that they attend productive because of the failure in the fulfillment of the the trainees' expectations. There may be many reasons for such a disappointment. In this study, it is hypothesized that one of the reasons for experiencing dissatisfaction in in-service teacher training programs is not to know the trainees' expectations at the preparation phase. For this reason, the major goals of this research are first to find out the trainees' expectations in in-service teacher training programs and to see whether these expectations are met or not.

Purpose of the study

In recent years, the center of INSET programmes has changed from group studies to individuals. The differences between individuals have been given an increasing attention. With regard to this, an individual teacher's perception of his needs has gained importance. For this reason, the teachers' needs are more significant than previous trends in ELT for INSET programs. However, whether these needs are taken into account by trainers or organizers is a debatable topic. In order to see specific situations in practice, two different in-service teacher training programs were studied.

Significance of the study

In-service teacher training programs are accepted as vital for professional development. Many efforts are put forward for preparing better in-service programs. However, still problems can be observed. Not only the preparation of the program but also the preparation of the trainees for the program is important. When they realise that their expectations are given importance, it raises their motivation for the program. Therefore, this study is a reflection of their expectations from in-service teacher training programs.

The recent trend, the reflective teaching, in the ELT field gives emphasis on the teachers' ideas about their own teaching. For this reason, teachers' inner evaluation became main drive as well as other factors from outside. This study, focusing on the teachers' expectations from in-service teacher training, is important in terms of outlining the teachers' preferences.

Research questions

- 1) What are the expectations of the teacher trainees for in-service teacher training activities?
- 2) Are these expectations fulfilled in the in-service teacher training programs?

Data analysis and conclusion

The data in the study were obtained from two major sources: questionnaires and interviews. The frequencies and percentages of each question in the questionnaire were computed to report the trainees' expectations. Then, the correlation between each pair of questions were found out to see whether there was a correlation or not. As for the interviews, the data was analyzed focusing on the question asked. Then, responses were grouped according to common points raised.

CHAPTER 2: LITERATURE REVIEW

Introduction

As discussed in Chapter 1, in contemporary understanding of second language teaching, teaching is accepted as a life-long process. Therefore, in-service teacher training programs (INSET hereafter) have gained increasing importance and interest in the field. INSET programs consist of two main participants: trainers and trainees. In order to experience a productive training period, the connection between the trainers and trainees is important. One of the ways to establish a healthy INSET atmosphere is to give enough attention to the trainees' expectations. With the emergence of trainee-centered training in language teaching, the trainees' expectations are accepted as a leading component of training. According to Reznich (1985), "by expressing their expectations, participants become actively involved in their training" (p. 277). In this study, the main goal is to define the trainees' expectations and to find out the extent to which those defined expectations are met in specific INSET programs. Since the primary focus is on the trainees' expectations, the issues that arise from research questions in the study, such as the problems coming from their pre-service education to the INSET atmosphere, perceptions of training and development and description of different INSET examples and models and their implications are presented in this chapter.

Problems from pre-service teacher education

INSET programs are essentially beneficial in terms of functioning as a step for novice teachers in order to adapt themselves to the teaching. Their pre-service education lacks some aspects of teaching. It is observed that all pre-service teacher

education programs follow the same basic outlines. Pre-service teacher education programs aim to integrate theory and practice in language teaching. Richards (1987) states that “in second language teaching, teacher education programs typically include a knowledge base, drawn from linguistics and language learning theory, a practical component, based on language teaching methodology and opportunity for practice teaching” (p. 209). The student teachers are first supposed to attend the theory-based courses, and then practice based sessions. However, both experts and the student teachers do not find the extent to which the practice teaching is harmonized in the ELT curriculum satisfactory. Altan (1992) states that

The length of the practicum course and its positioning within a program should be subjected to critical scrutiny to ensure that a maximum integration of theoretical and practical components has been achieved according to the goals of the program. The survey indicated that some respondents felt that length of the practicum should be increased (p. 93).

In one study, Ekmekçi (1992) notes that 69% of her subjects believe that the time span of practicum was too short. The actual situation supports this finding. In Turkey, English teachers mostly graduate from ELT departments or English/American Language and Literature departments. Those who graduate from ELT departments attend pedagogy courses (sometimes called professional courses) in their curriculum. The ones who graduate from English/American Language and Literature departments have to take these courses by attending extra courses out of their curriculum, and then they receive a teaching certificate. This certificate is vital for being an official teacher in Turkey. Namely, the pedagogy courses are introduction to education, the psychology of education, general education techniques,

measurement and evaluation, the sociology of education and personal education. Although sufficient theoretical information related to teaching is presented in these pedagogy courses, the practical component of teaching is lacking, so novice teachers face many problems when they start teaching. With regard to this, further training is a requirement for teachers who come to the teaching environment with some problems in their pre-service training. One of the main goals of INSET is to help novice teachers adapt themselves according to the demands of institutional teaching. The definition of INSET also focuses on this aspect.

What is in-service teacher training?

The main features of INSET are all common in the literature. Bolam defines INSET as “...education and training activities engaged in by...teachers and principles, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children...and learners of all other ages...more effectively” (as cited in Roberts, 1998, p. 221). INSET is an atmosphere where teachers exchange their ideas, experiences, and problems in an academic situation. The aim in INSET is to improve teaching, offer practical, academic solutions, and keep up to date (Koç, 1990).

Unlike pre-service training, trainees attend such activities after they have completed their formal certification. Therefore, their background knowledge should be considered and teachers ought to be guided to make use of their previous education about teaching. The fact that trainees are already teaching is the other important aspect in INSET programs. It is both advantageous and disadvantageous. Implications from any training session can be transferred to the classroom and

immediate feedback can be elicited from the students while the training sessions are still going on. Consequently, it is possible to make actual modifications about the input that is acquired in the training program. It also brings disadvantages because training requires extra attention and work as well as daily class load. Therefore, only time allocated to the formal sessions may not match with the teachers' schedules. For this reason, teachers are responsible for their own training. Mariani (1979) points out that "teachers themselves should take care of their own professional training, especially once they have started their career and therefore need constant revision and research activities" (p. 77). Whatever the difficulties are, teaching, due to its own dynamic, demands development more than other professions.

Roberts (1998) classifies types of INSET programs based on their starting point and purpose.

- A) Programs in co-ordination with initial teacher education: The link between trainees' pre-service education and INSET is strengthened.
- B) Centrally determined programmes: Such activities are mostly held by the Ministry of Education in Turkey.
- C) Locally determined content with local control: Trainees' local needs such as teaching context and facilitates are given importance.
- D) Determined by individual needs: Personal demands, self-development of teachers are reinforced (p. 223).

The four types of INSET programs reflect the importance of the trainees' needs in making such grouping. The more the trainees' needs are common in a specific program, the more productive the output will be. As can be seen especially in the

last two types, the categorization is to gather the trainees from mostly shared backgrounds.

The characteristics of the learner-centered approach in language teaching is adaptable to trainee-centered approach in the training field. In the learner-centered approach, Mariani (1979) states that “the learners, with their needs and expectations, are taken as the core of the whole process, but are at the same viewed in their relationships with the other subjects in the process” (p. 73). Similarly, the trainees’ needs and expectations should be the heart of the training process. In order to define expectations, firstly needs should be articulated. According to Reznich (1985),

For a teacher training program to be effective and accountable, a clear picture of the training needs of teachers is necessary. Assessing training needs of teachers is a first step to giving a teacher training program direction, as well as a first step in deciding what to teach teachers, where to begin (p. 99).

As the trainees realise their training needs, they set up expectations for a training session. These expectations are also helpful in identifying the training objectives. At that point, it is the trainers’ responsibility to determine clear objectives that really derive from trainees’ needs and expectations. There is a mutual interaction among needs, expectations and objectives. However, expectations are more concrete in terms of articulating them. A specific expectation may have more than one need underlying it. The relationship that I see between needs and expectation can best be presented in a triangle because of the interactional link between them. Either a need or an expectation may lead to determine the objective(s) of the training program.

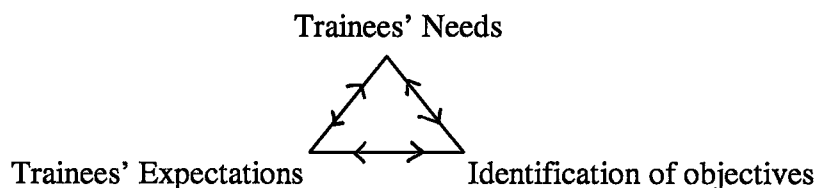


Figure 1. The relationship between Needs and Expectations

In addition to the trainees' expectations, institutional expectations might affect the outline of the program. The more the trainees' expectations match with the institutional expectations, the more positive outcomes are supposed to be observed. Özen (1997) found in her study that "teachers perceived a need for them which would strike a balance between the expectations of the institution and the expectations of individual teachers" (p. 82). Therefore, in order to study the trainees' expectations, initially needs should be assessed. This raises the importance of needs assessment in teacher training.

Needs assessment

A well-established needs assessment is a crucial factor in any INSET program. Dubin and Wong (1990) emphasize that "IST (in-service teacher training) usually takes place for a specific purpose, even if that purpose is not evident on the surface; therefore, gathering information at the outset in order to produce a meaningful needs analysis is crucial" (p. 282). Needs assessment has gained importance in conducting INSET programs with the emergence of a trainee-centered approach in the field. Reznich (1985) defines needs assessment in Consortium Teacher Training Task Force (CTTF) as "an activity aimed at describing needs. In a teacher training context, needs assessment helps to provide information to formulate teacher training goals and objectives" (p. 99). A productive needs assessment will result in an inventive needs analysis. Roberts (1998) points out that "Teachers'

needs vary, and the challenge for INSET is to identify and respond to needs which vary between individuals and which change in individuals over time” (p. 221). According to the needs, set at the initial period of INSET programs, the ongoing cycle of training will be more concrete in terms of addressing the trainees’ expectations. Roberts also draws the INSET cycle, focusing on needs assessment as one of the main components of INSET.

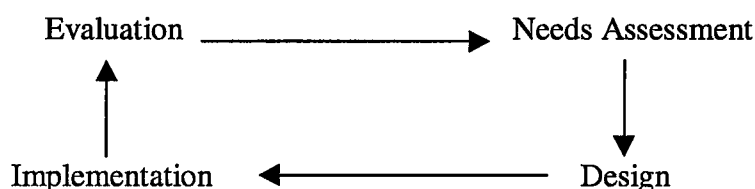


Figure 2. The INSET Cycle (in Roberts, 1998, p. 231)

As can be concluded from Figure 2, needs assessment is significant in choosing the design of the INSET program. The implementation phase is the corresponding intersection of trainees’ needs and the appropriate activities. As a result, a well-done evaluation of the INSET program will be expected to find out new needs to start the INSET cycle.

Since teaching and learning is an interactive process, the learners’ demands are important in shaping the teachers’ needs from any INSET program. Orlich states that “An essential component of effective staff development programs is a needs assessment that includes state and local directors, instructors, and learners. Assessment of staff development needs should rely heavily, although not exclusively, on the perceptions of teachers and volunteer instructors” (as cited in Kutner, 1992). Although the learning needs are supposed to be different from teachers’ and learners’ perspectives, the needs that intersect in terms of objectives will lead in more productive teaching-learning environment (Berwick, 1989). It is

clear that learners' needs are challenging for teachers. Therefore, it can be pointed out that learners' needs are the main concern when teachers try to identify their needs. As a result, a complete needs analysis for INSET programs should also integrate learners' needs and take into account the relationship between learners' and teachers' needs.

When the trainees' needs are known at the outset of the INSET program, the preparation and practice phases of training will be more productive. Specific trainee needs help to make the objectives of the training program clear. Specific activities can then be designed for these clear objectives. The trainees may easily recognize those activities that match their stated needs (Reznich, 1985). In contrast, some trainees do not come into the training environment with clear, specific needs in their mind. Roberts (1986) and Reznich (1985) agreed on the idea that teachers' perceptions of their needs differ. Some may not admit that they need training, some may be over enthusiastic but unable to guide their enthusiasm into appropriate directions, some may have difficulties in practicing the techniques that they have just learnt. For this reason, needs assessments conducted by means of questionnaires may not satisfactorily reflect the real needs. These difficulties suggest that needs assessment may be conducted in an interview form between trainee and trainer because immediate follow-up questions can be asked. These interviews will be fruitful in figuring out the trainee's needs. The other factor that is essential in talking about the trainees' needs is the teaching context. The facilities that trainees receive in their contexts are different, so the teachers' needs might differ due to the absence or presence of any teaching materials. With regard to this, in that

environment, the trainees may be directed how to do their best with limited facilities and the trainees may be guided to be more productive with available materials.

Kaufman's perspective into needs assessment also focuses on another aspect of needs assessment. Kaufman defines "'needs' as a gap in results, and 'needs assessment' as the planning requirement for selecting needs in order to close the gaps in results and to see what works well as an opportunity in order to think strategically" (as cited in Özen, 1997, p. 25). What Kaufman defines as a gap is the realization between what is happening in the classroom and what should be done in the classroom. The realization of strengths and weaknesses in the classroom practice will be expected to function as signals for teachers to motivate them for INSET programs. When the classroom procedure attains the point which covers what should be done in the classroom, the gaps will be filled in.

In addition, Richards and Lockhart (1996) use the same term "gap" as Kaufman in referring to classroom procedure. Richards and Lockhart point out that "...if teachers are actively involved in reflecting on what is happening in their own classrooms, they are in a position to discover whether there is a gap between what they teach and what their learners learn" (p. 4). As a result, teachers should be observers of the gaps in their classes.

The term 'gap' raises another important issue for INSET programs: Self-awareness. Self-awareness has started to be mentioned in the ELT field with the introduction of reflective teaching. Reflective teaching functions for both professional development of teachers and improvement of classroom teaching. Teachers are supposed to be mirrors of themselves and find out their own teaching strengths and weaknesses. If there are problems in classroom practice, the teachers

are supposed to discover their own solutions. Farrell (1998) states that “Reflection-in-action refers to teachers subjecting their beliefs and practices of teaching to a critical analysis” (p. 10). Reflective teaching activities such as microteaching, action research projects, and observation schemes take place in INSET programs, aiming at activating teachers’ self-awareness.

Being reflective in our profession is not as easy as it seems. It requires a new perspective for teaching. Bartlett (1990) claims that “Reflective teaching involves a major shift in emphasis in our thinking and acting. Becoming reflective forces us to adopt a critical attitude to ourselves as individual second language teachers” (p. 213). With the emergence of reflective teaching, teachers are given a new duty for their teaching. They are supposed to assess their profession in terms of criticizing themselves. Once the ability to evaluate one’s own teaching is established, professional development in teaching should be accepted as a life-long process. Richards and Lockhart (1996) say that “Teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change” (p. 4). Reflective teachers can provide better responses to a needs assessment query than nonreflective teachers. Better needs assessment data leads to better INSET programs.

Wallace (1991) also mentions the significance of reflection in teacher training programs for professional competence. Head and Taylor (1997) agreed with Wallace that becoming aware of one’s knowledge and skills is determined by reflection. All activities in reflective teaching aim at teacher development, focusing on teachers, as individuals. Teachers should be learners throughout their careers in order to experience ongoing improvement. Roberts (1998) takes into consideration the

characteristics of teacher learning and he deduces some implications for teacher development. The implications reveal the importance of needs assessment, too. As needs are important in identifying the trainees' expectations, a well-conducted needs assessment at the beginning of the training period will be effective for discovering trainees' expectations. Through the needs assessment, trainees will feel that their preferences are engaged in the training. Therefore, it is motivating for trainees and it raises the trainees' expectations from the program. In addition, by means of needs assessment before the INSET program is conducted, the awareness about the trainees' personal strengths and weaknesses, and the institutional limits that may affect their teaching can be increased. The assumptions that underlie each implication are clear in Figure 3.

<u>Assumption</u>	<u>Implication</u>
Ownership: a sense of participation Maximizes effectiveness at work and in professional learning.	Participation can develop with the use of consultative needs assessment methods.
Teacher learning is 'adaptive and heuristic' i.e. it takes place as a series of trial and error experiences.	It is essential to incorporate action planning with the assessment of needs.
Teacher learning is evolutionary and non- linear.	Perceptions of need will evolve as the teacher experiences INSET activities.
Teacher learning should be linked to curriculum development in school.	Both systemwide and individual needs can be addressed through participation in curriculum development with local support.
Teacher learning is critically influenced by school and local constraints and opportunities.	Needs assessment must reflect the real conditions of teachers' work.
Teachers possess important clinical expertise i.e. teachers know their classroom best.	Teacher development activities should maximize the use of teachers' own resources.

Figure 3. Teacher Development and Needs Assessment (in Richards, 1998, p. 232)

As can be concluded from the Figure 3, the establishment of a well-done need assessment is crucial in talking about teacher development. While dealing with

teacher development, many contradictory views about what constitutes teacher development and what constitutes teacher training arise. Keeping in mind that the trainees' expectations from INSET programs can be influenced by their perceptions of training and development, in the next part of the chapter, the definitions of training and development and their possible consequences on trainees' expectations are presented.

The Different Conceptions of Teacher Training and Teacher Development

Distinguishing training from development is the main concern in most of the materials about INSET programs. To what extent they are different or same concepts is discussed by many experts in the field. In this discussion, different aspects of this issue are brought up. Ur (1996) and Freeman (1982, 1989), while presenting their views about the difference between training and development, give more emphasis on the way of involvement. Kennedy (1993) and Maley (as cited in Spratt, 1994) emphasize the fixed nature of training when compared to development. Palmer (1993) presents his views related to that differentiation taking into account years of experience. Woodward (1991) also discusses the same points and mentions the period of time in training and development.

There are some differences between training and development that most of the above mentioned experts agreed on. To begin with, the fundamental difference comes from the person who is actively involved in training period. Freeman (1989) says that "training is a strategy for direct intervention by the collaborator to work on specific aspects of the teacher's teaching whereas development is highly dependent on the individual teacher, the collaborator, and their interaction" (p. 39). This means that training is more trainer-based. Both Ur and Woodward support the same view

and point out that input is from experts in training but development is done with peers. Trainers, experts, collaborators, and trainees are all involved in not only in training but also in development. However, their modes of involvement are subject to variation. In training, since it is supposed to be a set of sessions, there is a fixed syllabus. For this reason, as pointed out by Ur (see Figure 4), the course structure is pre-determined.

<u>Training</u>	<u>Development</u>
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
<u>Disempowers individual teacher</u>	<u>Empowers individual teacher</u>

Figure 4. The contrasting list between training and development (Ur, 1996, pp. 10-11)

The trainer prepares the possible topics or problems beforehand for the sessions. In training, the trainer's job is to present the topic and offer alternative ideas. If there are pre-determined problems, some solutions are also given. Training

becomes more effective if the trainees are also actual teachers. Therefore, it is possible to see on-the spot feedback of training sessions. However, the trainer's job is to activate the teachers for carrying the responsibility of their own development. Trainees are supposed to be active participants and also take the trainer's role. The on-going procedure of development is determined according to the immediate demands of trainees. Freeman (1989) says that "development is a strategy that works with the more indivisible, idiosyncratic aspects of a teacher's teaching. In training, however, it is the collaborator's role to be responsible both for the issue and its solution" (p. 41) (see Figure 5). In training, the trainer is dominant whereas in development, the focus is on the trainee. Freeman's perspective about training and development is more than what is discussed here. This is only the simplified presentation of the point, particular to this study.

	Teacher Training	Teacher Development
Characteristics of aspects of teaching focused on	Process of direct intervention Generally accessible; can be mastered through specific courses of action	Process of influence 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 until teacher decides to stop

Figure 5. Educating Strategies (Freeman, 1989, p. 42)

The next shared point about the difference between training and development is the fixed nature of training and flexible components of development. Training is mostly in the form of a set of sessions following each other. However, development

is a life-long process. There is a fixed program in training in terms of time and goals. Since there is a fixed program, the training will be over when the program is completed. Freeman and Maley agree that training has an end but development is continuing (see Figures 5, 6). Freeman (1982) mentions that “training addresses certain immediate needs...development, however, speaks to a broader, long-term concerns” (p. 22). According to Maley, training is related to needs of courses and it is in the form of information/skills transmission. This means that there are fixed goals in training. However, development is related to both the needs of the individuals and problem-solving. Therefore, it is not possible to set up goals beforehand in development. (see Figure 6)

Differences between TT and TD

Teacher Training	Teacher Development
Time-bound	Continuing
Related to needs of courses	Related to needs of the individuals
Information/skills transmission	Problem solving
Fixed agenda	Flexible agenda
Hierarchical	Peer oriented
Other-directed	Inner-directed
Top-down	Bottom-up

Figure 6. Differences between Training and Development. Maley (cited in Spratt, 1994, p. 54)

The content of training and development also change. Classroom teaching improvement is the main aim in training. Therefore, training activities are oriented according to the teaching skills. Kennedy (1993) emphasizes that “training can be seen as reflecting a view of teaching as a skill which has a finite components which

can be learnt” (p. 162). Good models of using skills in the classroom will result in improvement in teaching. For this reason, in most training sessions, trainers are accepted as the symbol of good models. On the other hand, development requires more effort in order to attain better ideas in teaching. Since development is based on individuals, significant differences can be seen in improvement among individuals. Kennedy (1993) explains that “development focuses much more on the individual teacher’s own development of a ‘theory’ through personal reflection, examination and intelligent analysis” (p. 162). Teaching is accepted as a more complicated process in development. Freeman (1989) states that “development is a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual” (p. 40) (see Figure 5).

Palmer (1993) deals with the training and development differentiation by focusing on experience. He says that there are three principal input styles: transmission, problem-solving, and exploratory. If the trainees are novice teachers, the transmission approach, which is mainly controlled by the trainer and does not require personal investment, is more appropriate for them. As for experienced teachers, the problem-solving approach, which is in the middle of the teacher-investment continuum, is proper. In this input style, the involved parties are supposed to interact. Trainees come into the training setting with their teaching experiences, and specific problems. In the long run, both the transmission and the problem-solving approach will gradually lead to the exploratory approach where the trainees are more active participants than trainers who are just facilitators (pp. 168 - 170). Figure 7 shows the gradual expansion from training where low investment is required. In the

transmission approach, skills-based activities are chosen with novice teachers in order to provide them models.

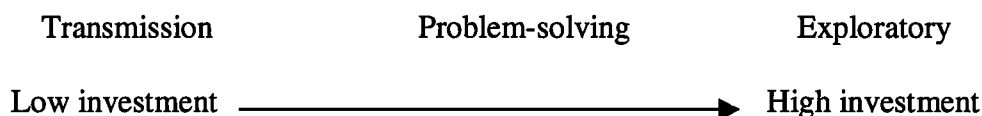


Figure 7. Teacher Investment Continuum (Palmer, 1993, p. 168)

Training sessions are mostly held within the specific institutions over a period of time. After such sessions, trainees are generally given a kind of document that represents their presence in the training sessions. To exemplify, in the 1999-2000 academic year, at Hacettepe University, trainees are given “attendance certificate” for the sessions that they take part in. At Çukurova University, for a specific activity that is completed successfully at the end of the academic year, trainees are given certificates. According to Woodward, training is product/certificate weighed whereas development is process weighed. (see Figure 8). As development aims at life-long professional evolution, it is not possible to label it with such concrete documents. Ur (1996) acknowledges that “teacher training may be defined as preparation for profession usually through formal courses at colleges or universities. It usually result in some kind of recognized accreditation, granting successful candidates a certificate and the right to put letters after their names such as BATEFL, PGCE, and RSA Dip. TEFLA etc” (p. 9). According to her, “teacher development usually refers to professional learning by teachers already engaged in professional practice, usually through reflective discussion sessions based on current classroom experience” (p. 9).

Teacher Training	Teacher Development
Compulsory	Voluntary
Competency-based	Holistic
Short-term	Long-term
One-off	Ongoing
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge based	Towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighed	Process weighed
Means you can get a job	Means you can stay interested in your job
done with experts	done with peers

Figure 8. Teacher Training-Teacher Development Associations (Woodward, 1991, p. 147)

Richards approaches the same discussion by using different terminology.

Richards (1996) emphasizes two approaches and their reflections in teacher education. According to him, “a micro approach to the study of teaching, is an analytical approach that looks at teaching in terms of directly observable characteristics. It involves what the teacher does in the classroom” (p. 4). He also adds that micro approach deals with training. Training here means acquiring better teaching skills by direct observation. The second domain is the macro-perspective.

Richards defines it as: “a macro approach is holistic and involves making generalizations and inferences that go beyond what can be observed directly in the way of quantifiable classroom processes” (p. 4). In addition, he states that “the macro perspective reflects a view of teacher preparation as education and focuses on clarifying and elucidating the concepts and thinking processes that guide the effective second language teacher” (p. 149). The macro perspective underlies the development in teacher education.

As discussed previously, the experts agreed on the main distinctions between training and development. However, training and development are not two extreme ends of a whole where there is no connection between them. Head and Taylor (1997) claim that teacher training and teacher development are not two distinct notions. They are complementary points of a continuum. The three principal input styles that Palmer has pointed out really reflects the transition from training to development. Development is the upper level of training. As was emphasized, training is limited by some constraints such as time, setting, or the trainer. When the training ends, development starts. Productive training will accelerate the self-awareness for development. Maley (as cited in Spratt, 1994) listed the reasons that have determined the need for development.

A – A feeling that training courses can not alone satisfy all trainees’ needs.

B - A need to go beyond more training.

C - The search for a sense of direction which characterizes the increasing professionalism.

D - The growing confidence of teachers in their ability to shape their own growth.

E - The influence of the wider life-long education movement (p. 54).

A good INSET program should provide for the realization of the need for development. Teacher development aims to attain personal and professional growth. Due to the differences in trainees' needs, it is not possible to address all of the needs in a specific training course. Therefore, trainees should learn to take the responsibility for their own learning.

Inset Examples, Models and Teacher Education

In different teaching contexts, it is more fruitful to conduct different INSET programs, based on the expectations of trainees. In this part of the chapter, significant INSET examples, models and their implications in teacher education will be presented.

The first two INSET examples are important in terms of pointing out the natural shift in the program from training to development, whether or not that development was planned by the trainers. Throughout the programs, there were such demands from trainees. The second similarity of these programs is the increasing attention given to the trainees' expectations. Immediate changes were added to the programs in order to meet the trainees' expectations. In the first study, the phases of the program were planned similarly to the three principal styles that Palmer pointed out. The second study, CTTF (1985), also follows a similar process that Palmer has shown in the teacher-investment continuum. The second study gradually changes from low investment to high investment.

The first example is a case study in Denmark between 1978 and 1985 with over a hundred experienced teachers by Breen, Candlin, Dam, Gabrielsen (1989). The main aim of the program was to introduce the teachers to new developments in

communicative language teaching (CLT) and to show them how to adapt the principles of CLT to their teaching materials. The Danish teachers were not happy with their course books at that time. The crucial point in this program was that teachers not only participated in the program but also evaluated the program afterwards. The program had 3 phases:

A - training as transmission

B - training as problem solving

C - training as classroom decision making and investigation

All the phases were evaluated by taking into consideration these perspectives:

A - trainer and trainee roles

B - the purposes of the workshops

C - the general content and method of the workshops

D - the outcomes for the trainees' classroom practice

E - the weaknesses the trainers deduced in their training approach which they felt they needed to reduce or eliminate (p.114).

The trainers described the program as evolutionary because after each phase, in order to overcome the weaknesses in the previous phase was built by them.

In the first phase, training as transmission, the main purposes were first, to convince the trainees of the rightness of CLT and second, to involve the trainees in a critical evaluation of their current textbooks including the classroom exercises and activities they contained, with a view to adaptation along more communicative lines and use in more communicative ways. During the workshops, trainers introduced presentations in which the current theory and research was synthesized. The aim in

these presentations was to make the trainees aware of the key criteria for good materials in CLT. Then, current textbooks were evaluated by the trainees. Trainees were guided to redesign the textbooks with the help of each other. Few of them liked the new design in the class whereas some of them discovered new approaches during the class. The weaknesses of this phase came out here. What the teachers did and experienced in their classes was not given importance. It was a top down approach in which the change and development was driven by the trainer.

As a response to training as transmission, according to Breen et al.(1989), the main purposes in training as problem solving were

to consider ways in which the innovation of more communicative approaches to teaching and learning might help solve problems identified by teachers from their own classroom work and to build on the teachers' own knowledge and awareness of their own learners so that the rationale and essential principles of CLT could be closely related to the teachers' views of their learners and the language learning process they undergo (p. 120).

As can be seen, the trainers were consultants whereas the trainees provided the input for the sessions from their own classes. Although training as problem solving is not as problematic as training as transmission, trainers are still experts from the trainees' perspectives.

The last phase was training as classroom decision making and investigation. The main goals were, according to Breen et al. (1989), "to discover whether or not particular innovations are needed, and if they are, how they can evolve with direct learner participation through more explicit sharing of decision making with teachers and to guide teachers to investigate their own classrooms" (p. 127). Trainees were

supposed to be researchers. On the other hand, trainers were facilitators. From the first phase to the third, there was a tendency to move from trainer-centered training to trainee-centered training. It means that trainees' needs are gradually becoming the driving force of the INSET program.

Similar to the previous model, Reznich (1985) focuses on the teacher competencies which include program, teaching, students, subject matter, English in the CTTF. There are three phases of teacher development in the Consortium. The phases were determined according to the degree of increasing independence and effectiveness on the part of the teacher. The teachers in the program have been mostly novice or have had little experience. In the first phase, the teachers were guided by the supervisors and experienced teachers in the form of assigned tasks and responsibilities. Teachers' independent decision making was of secondary importance in this phase. In the next phase, teachers were given more freedom and responsibility. The supervisors supported and guided them when necessary. The teachers are directed to make more decisions for themselves. In the last phase, the teachers decided about their needs, and priorities for their further development. They had become 'independent individuals'.

Both examples are closed, time-fixed and one time programs. However, it does not mean that INSET programs should be time-bound and have a definite beginning and ending. Due to its own nature as expressed in its name, "in-service teacher training," such programs are supposed to be held within a specific institution and in a limited time. There may be institutional limitations there.

The awareness raised in INSET programs for professional development should lead to open-ended willingness to go on for further study. INSET programs

should be considered a means for showing the way for professional development. According to Özen's study (1997), "the respondents considered in-service TTPs as an appropriate means for professional development" (p. 82). She conducted her study at the Freshman Unit of Bilkent University to determine in-service TTP as one means for professional development of staff and to determine the contents of in-service TTPs that would best fit the structure and objectives of the Unit.

Wallace (1991) presents three models which the professional education of different occupations have passed through. Wallace mentions each of the models, which reflect the background of training, based on the attention they received throughout history. The models that Wallace discussed were very similar to Breen et al.'s (1989) in terms of evolutionary steps.

1- The Craft Model

2 - The Applied Science Model

3 - The Reflective Model

The Craft Model

In this model, "the wisdom of the profession resides in an experienced professional practitioner. Someone who is expert in the practice of the 'craft'. The young trainee learns by imitating the expert's techniques and by following the expert's instructions and advice" (Wallace, 1991, p. 6). When the characteristics of training are recalled from the previous part of the chapter, it is clear that the craft model is completely based on training. In the field of teaching, experience is always supposed to be a key criterion for being a good teacher.

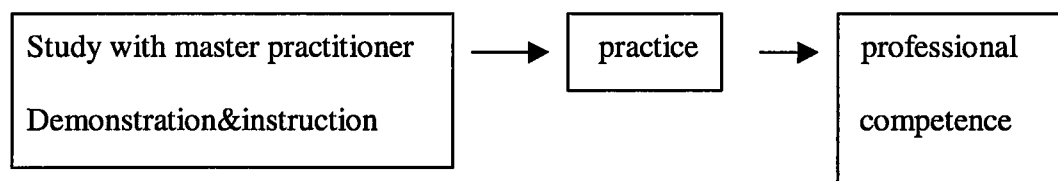


Figure 9. The craft model of professional education

According to Figure 9, observation of experienced teachers became the main component of INSET programs. It was proposed that by studying with experienced expert in the field and practicing, a novice person could gain professional competence. However, teaching is not a profession which can entirely be acquired through imitation or observation. For this reason, the programs that only take the craft model for establishing INSET programs will not be satisfactory, especially in today's conditions. Also, in the craft model, the personal characteristics of teachers are ignored. Every teacher has his own philosophy. Just through observation of master practitioner, personal attributes of teachers are paid no attention.

The Applied Science Model

The applied science model is one-way directed. Wallace (1991) says that "the findings of scientific knowledge and experimentation are conveyed to the trainee by those who are experts in the relevant areas" (p. 9). The first two phases in Breen et al.'s program, training as transmission and training as problem solving may be characterized as Wallace's craft model and the applied science model, because they are trainer-centered.

In this model, the scientific knowledge in the field is highly important in establishing the relevant background. However, as the previous studies argue, research or literature should be left to the trainees. Trainers present and convey the

refinement and results of scientific research. After that point, trainees are given the chance to implement what they have presented by the trainers. The problem here is in the presentation of results (see step 3 of Figure 10). Results can be penetrated differently by each trainee. As was explained in the craft model, trainees come into training environment with their individual differences. Trainees were not given chance to bring something from themselves. This lack gives rise to a new model, the reflective model, in the historical process.

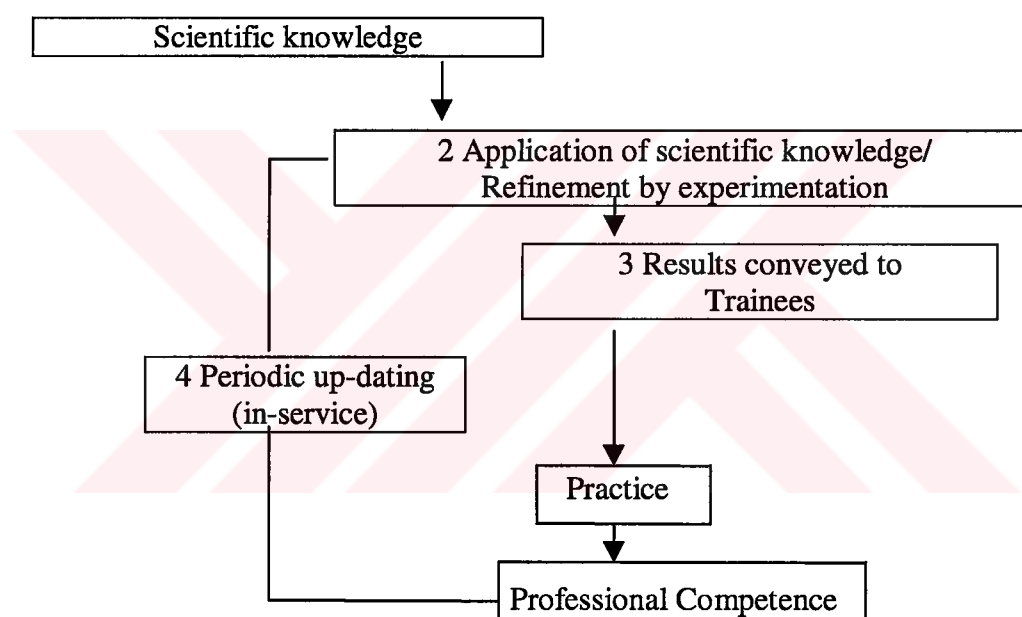


Figure 10. Applied Science Model

The Reflective Model

In the discussion of the reflective model, Wallace mentions that two kinds of knowledge development should be included in structured professional education. The first one is the received knowledge. Wallace (1991) states that “In this the trainee becomes acquainted with the vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession” (p.14). The second one

is the experiential knowledge. Wallace (1991) says that “the trainee will have developed knowledge-in-action by practice of the profession, and will have had, moreover, the opportunity to reflect on that knowledge-in-action” (p. 15).

Therefore, both the theoretical and practical background came together in the reflective model. After learning both of them, the trainees are given chances to practice what they get through practice and reflection sessions. This practice-reflection cycle may occur so many times. Ideally, it should be continuous. During the practice-reflection cycle, the insight gained may effect the received and experiential knowledge because after experiencing practice-reflection cycle, the new perspective gained will affect the background. For this reason, I may add two dimensions to this figure, pointing out the back going in the process.

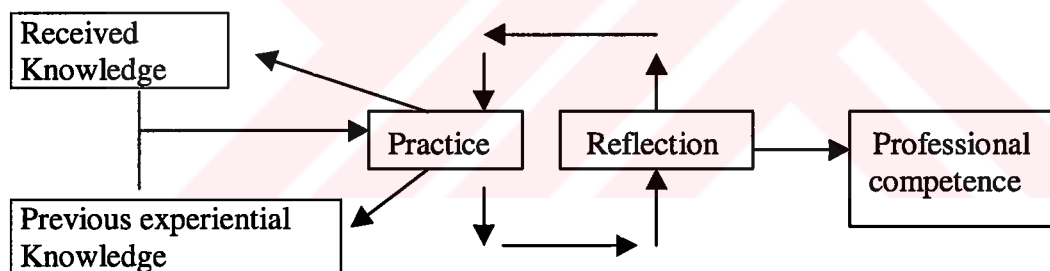


Figure 11. Reflective model

When the models, as presented by Wallace, are followed, practice gains more importance. The background experience that the trainee brings into the training environment receive more attention. The last model, the reflective model, is accepted as the most productive one in terms of integrating theory and research in recent years by Richards and Lockhart (1994). However, although the craft and the applied science model seem that they have lost their popularity, the underlying assumption of reflective model derives from lacks of both the craft model and the applied science model. As can be seen in three of the models, the historical

evolution in professional education gives increasing attention to trainees' beliefs and opinions. With the inclusion of received and experiential knowledge, the negative points that were discussed in the craft and the applied science model were overcome.

Williams (as cited in Özen, 1997) offered two models of teacher training. Özen (1997) states that "in Williams's model, the first one reflects the traditional way of training teachers, that is giving theory as an input and providing feedback after the teachers practice techniques derived from theory while the trainers observe the performance of the teacher in the classroom" (p. 17). It is similar to the applied science model of Wallace in the way that the input is presented. The second model is more reflective and supports the cooperation between trainees and trainers. Özen (1997) claims that "...creating a mutual understanding and sharing environment are considered useful sources of input in this design" (p. 17).

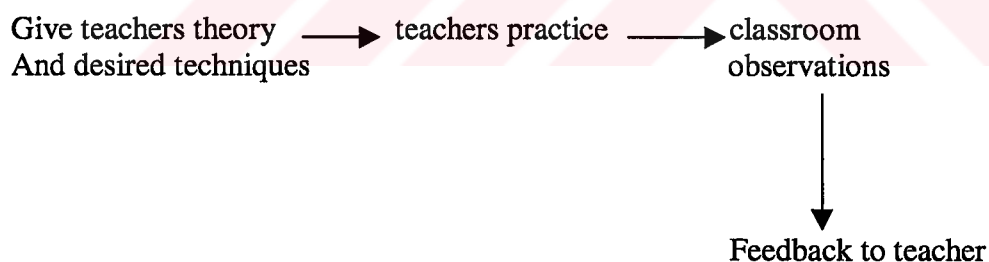


Figure 12. Teacher Training Model 1 (Williams, 1988 as cited in Özen, 1997, p.18)

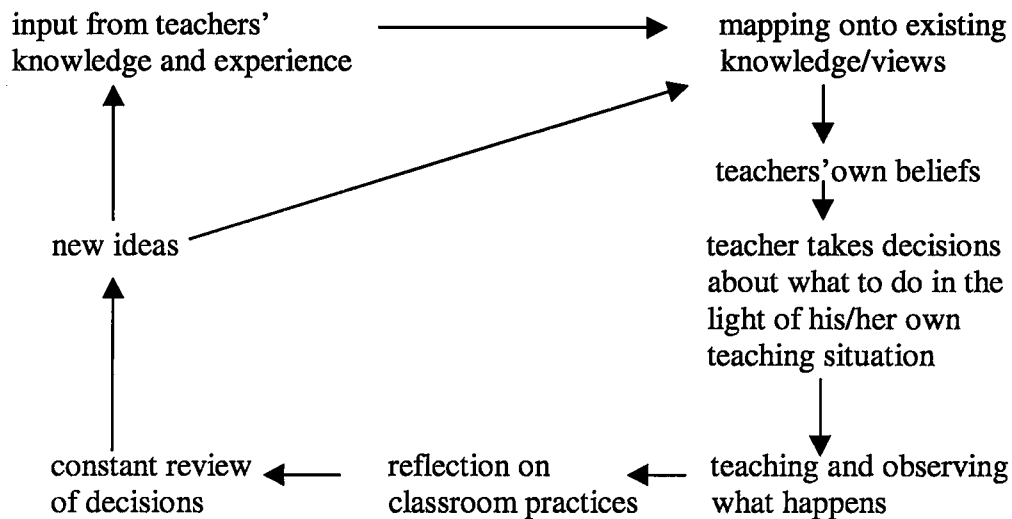


Figure 13. Teacher Training Model 2 (Williams, as cited in Özen, 1997, p. 18)

Murdoch (1994) offers a trainee-centered approach to INSET. According to him, lectures and model lessons are given in typical training courses. The normal training syllabus focuses on the trainer. However, the focus should be on active involvement. He presents the phases of most existing training courses as follows

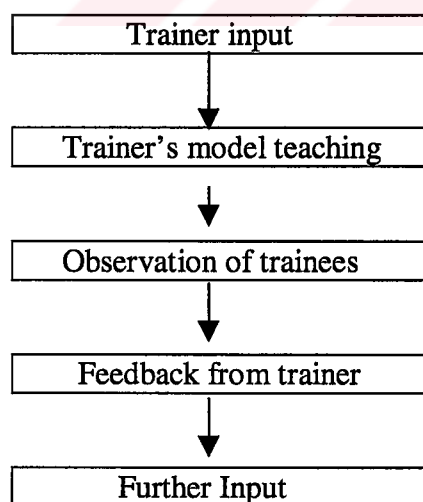


Figure 14. Normal structure of an in-service training course (p. 51)

In his trainee-centered approach, Murdoch (1994) claims that trainees should be active participants. He states that “we must practice what we preach in the sense of providing the trainee with an experience of the role of the involved and

interested learner” (p. 52). In his model, the trainer should be the arbiter of feedback, not the pronouncer of absolute judgements. (see Figure 15)

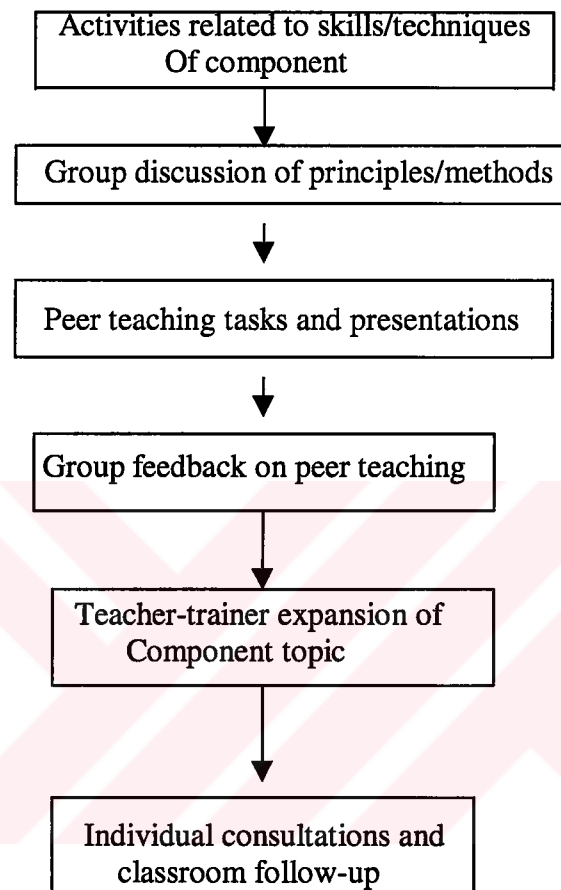


Figure 15. Structure of Trainee-Centered In-Service Training Course

Though each model uses different terminology, the ideas presented are mostly shared. The gradual expansion of trainees’ expectations is revealed in all mentioned models. To summarize the common areas in all discussed models; professional development has become increasingly important in our field in recent years. The act of teaching is no longer considered presenting what is known by the experts to the target group who consists of learners. Teacher empowerment which underlines the bottom-up approach to teacher learning has begun to be considered essential. The shift from a trainer-centered approach to a trainee-

centered one in INSET programs is clear in these models. The models that focus on trainers' expectations have lost their popularity. In addition, trainees demand more development-based curricula in INSET programs, such as experiential and awareness-raising activities, research-based activities. Trainee-centered approaches are more directly involved in development when compared trainer-centered ones in which the main emphasis is on training. According to a study conducted by Ergüdenler in 1995 at the Eastern Mediterranean University, Preparatory School, "analysis of data shows that the current in-service programme at EMUEPS mainly employs a teacher training approach where most of the decisions are taken by tutors/trainers" (p. 90). The trainees' expectations, and needs were not given much importance. When it comes to the trainees' preferences, it was mentioned that "teachers indicated that they prefer programmes which employ a problem-centered model backed up with classroom findings. According to the data, teachers at EMUEPS want an in-service programme which employs both problem-solving and exploratory approaches" (p. 91). Therefore, it is so significant that teachers are also willing to take the responsibility for their learning and they want to express their preferences more in decision-making.

Conclusion

As is clear in the introduction of different models of teacher training and the discussion about teacher training or development, many different trends have developed throughout history in the related literature. The literature suggests that the ultimate goal in all training sessions is effective teaching. Every professional improvement in teachers is expected to upgrade teaching. We may like or benefit

from any specific training activity. However, teaching requires continuous professional development because the main tool in our profession is learners who are dynamic and open to changes. Learners are mirrors in terms of reflecting teachers' performances. The profession of teaching demands keeping up to date so much. Pennington (1989) points out that "In some cases, in-service workshops might be intended not only to upgrade and expand teaching capabilities but also to reorient teachers to cope with changing conditions in the field or in the society at large which affect the priorities and objectives of the school or which require changes in the language program" (p. 94). Any field of profession requires training, but teaching, owing to its dynamic nature, emphasizes continuing development more than other fields. In recent years, teaching has been accepted as a decision-making process. Teachers are guided to see their own position in the profession and make decisions about themselves. For this reason, the concept that "teachers are also learners" is so often emphasized. With the rising importance of teachers' needs and expectations as the governing force, trainee involvement in INSET programs has increased accordingly.

CHAPTER 3: METHODOLOGY

Introduction

This research is a descriptive study, focusing on trainees' expectations in INSET programs. The study investigates the trainees' expectations and attempts to find out whether the on-going INSET programs in two specific universities serve these expectations. This research also guides the trainees to evaluate the INSET programs in their institutions. In order to understand the INSET programs that were studied in this research, activities in the programs are also explained in the study. This chapter presents the participants, the instruments, and data collection procedures that were used in this descriptive study.

Participants

This study was conducted in two different institutions. The participants in the research were trainees and trainers at Çukurova University and Hacettepe University. In both cases, the trainees and trainers were teachers in the Preparatory Schools which are part of the Foreign Languages Department. Çukurova University (YADİM) and Hacettepe University Preparatory Schools were chosen because they were mostly alike in the program that they have been giving. Both institutions provide intensive preparatory language programs to students for their academic studies in their own departments. In addition, in both universities, the medium of instruction is Turkish. There are both undergraduate and graduate students in both of them.

Although nearly 70 teachers from Çukurova University and 80 teachers from Hacettepe University were invited to take part in the research, only 36 trainees from

Çukurova University and 12 trainees from Hacettepe University volunteered to participate in the study.

The age range of the participants from Çukurova University is between 22 and 47. As for experience in teaching, 10 teachers from Çukurova University have more than 10 years experience in teaching. Five of them have taught less than 1 year. Twenty one of them have taught between 2 and 9 years. Out of 36 subjects, 14 of them have attained their MA degrees at Çukurova University. One of them is still a Ph.D.student. Thirty two teachers from Çukurova University are graduates of ELT departments, two of them from English/American Language and Literature, one of them from Linguistics. Only one participant did not answer this question.

The age range of the participants from Hacettepe University is between 23 and 47. Five teachers have more than 10 years experience in teaching. Three of them have been teaching less than 3 years. Four of them have been teaching between 5 and 7 years. Out of 12 subjects, two of them have attained their MA degrees. Seven of them graduated from ELT, one of them from Linguistics, one of them from English/American Language and Literature and one of them chose the 'other' option.

Trainers are the other group of the participants in this research. There is only one teacher trainer at Hacettepe University. She has been teaching nearly 9 years. She has several certificates as a teacher trainer from the British Council and Cambridge University, UCLES. There are two teacher trainers at Çukurova University. Both of them have been teaching for 7 years. They have not attended any special teacher training courses.

The Description of the INSET program at Çukurova University, YADİM

The activities that are included in the INSET program are categorized under three headings.

A- Language Proficiency activities: In this group, there are two main activities. The Cambridge Exam for English language teachers (CEELT hereafter) is given at Çukurova University, YADİM. YADİM is an official center for administering the CEELT exam. The goal of the CEELT exam is to assess the language proficiency of non-native English teachers. The second language proficiency activity is the KPDS (The Foreign Language Proficiency Exam for State Employees) and TOEFL preparation program. TOEFL and KPDS are not compulsory exams. The volunteer instructors at YADİM, who plan to take those exams, gather and study once a week for two hours.

B- Teaching-based activities: The first activity in this group is the preparatory studies for the COTE exam (Cambridge University Certificate for Overseas Teachers of English) The COTE exam is designed for non-native English teachers. The certificate is recognized internationally and is a kind of label for professional teaching. The next activity is called “exploratory learning group”. The aim in this group is to improve individual teaching, discover problems to solve cooperatively. The third activity is the induction program which is conducted with novice teachers in order to introduce them to the system at YADİM and to improve their classroom skills. The last activity is the presentation. Instructors present a classroom activity that works well or share an article or an idea from their classroom experience at those presentations.

C- The academic programs: Two different presentations are included in this group:

MA and Ph.D. thesis presentations and School-University Collaboration Seminars. In the first group, the instructors who have completed their MA or Ph.D degrees introduce their studies. In the latter, instructors from YADİM and teachers from secondary education gather in order to work collaboratively. Presentations are held to introduce new trends in the field, to share common problems in the classrooms and to produce solutions.

Table 1 The INSET background of participants from Çukurova University, YADİM

<u>Activity</u>	<u>Number of teachers (N=36)</u>
The subjects who had the CEELT certificate	17
The subjects who had the COTE certificate	15
The subjects who attended the exploratory group	7
The subjects who are still attending induction group	5

Out of 36 subjects in the study, one of them had the CERTELT (certificate for English Language Teachers) certificate and one of them had the DIPELT certificate (Diploma for English Language Teachers) both of which were acquired outside the institution. Other activities such as university-school collaboration were not asked the subjects because this activity was not conducted in the academic year that this research was conducted.

The Description of the INSET Program at Hacettepe University, Foreign Languages, Preparatory School

A- Training with novice teachers: The Hacettepe University, Foreign Languages Department, Preparatory School generally hires 15 - 20 new teachers every academic year. However, in 1999 - 2000 academic year, only 6 new teachers were hired. Therefore, instead of organising regular sessions, individual training sessions were

held with new teachers. The aim in this program is to introduce the system at the department and to help the new teachers familiarize themselves with the current textbooks. It is similar to the program, called induction, at Çukurova University, YADİM.

B- Training in coordination with the British Council: In the 1999-2000 academic year, the INSET program at Hacettepe University was conducted with the aid of the British Council. In a period of nearly three months, regular presentations were given by the trainer from Hacettepe University and the trainers from the British Council. Since the class hours were fixed within the academic year, some teachers could not attend presentations. The same program will be held in next days for the instructors who are willing to attend. That program has been called “Motivating and Moving Teachers and Learners”

Table 2 The INSET background of participants from Hacettepe University, Foreign Languages, Preparatory School

<u>Activity</u>	<u>Number of teachers (N=12)</u>
Training with novice teachers	6
Training in coordination with the British Council	9

Out of 12 subjects in the study, one of them had the RSA (Royal Society of Arts) and DOTE (Diploma for Overseas Teachers of English) certificates, acquired outside the institution. Two of them mentioned that they also attended the seminars held by USIS and the British Council.

Instruments/Materials

In this research, two instruments were used: A questionnaire with teacher trainees and a set of interview questions with teacher trainers. This study employed qualitative and quantitative data. The data from open-ended questions in the questionnaire and the interviews held with the trainers formed the qualitative data whereas the quantitative data were from the questionnaire, which included questions with Likert-type scale response forms.

Interviews

A set of interview questions were prepared beforehand (see Appendix A). The interview questions were to some extent parallel with the questions in the questionnaire, which was given to the trainees in order to see whether the trainees' expectations and trainers' preparations were in harmony or not. The interviews were held only with the teacher trainers. The trainers were also guided to add anything about the INSET programs in their institutions that the interview questions did not cover. There were 10 questions in the interviews. The first three questions revealed the trainers' background education. The other questions were directly related to the INSET programs in the institutions. Both interviews and the questionnaires were held in English because of using the INSET terminology comfortably.

Questionnaire

The same questionnaire was administrated at Çukurova University, and at Hacettepe University Preparatory Schools (see Appendix B). The questionnaire that was administrated in Özen's study (1997) was used as a starting point to develop the questionnaire used in this research. The questionnaire was designed in order to

investigate the trainees' expectations and to see whether the on-going INSET programs meet their expectations. In this questionnaire, there are three sections and a total of 30 items. In section 1, questions focusing on the trainees' professional background were asked. This information was collected for descriptive purposes. In section 2, questions 1, 3, 5, 7, 9, 11, 13, 15 were constructed to determine what trainees thought about the main components of INSET. In the study, it was supposed that through clarifying expectations, the trainees' needs can also be found out. Therefore, they were in the form of "should" propositions. Questions 2, 4, 6, 8, 10, 12, 14 were presented in order to see whether the specific expectations were met by the current INSET program or not. Open-ended questions were added, so that subjects might feel free to express their ideas about INSET programs and such responses are guides for the researcher of follow-up studies.

The specific questions to be included in this study were constructed based on the literature review in Chapter 2. Özen (1997) and Ergüdenler (1993) were particularly helpful. One of the components of INSET is focused on language proficiency. Keeping in mind that English is taught as a second language in Turkey, some institutions such as Çukurova believe that it is important to include this component in the program. However, language proficiency in INSET curricula has not been given adequate attention. To exemplify, I found only two studies focusing on language proficiency. Cullen (1994) claims that it should not be forgotten that gradual improvement in proficiency will help teachers feel more confident in the language and express themselves freely. They will acquire better command of language with the support of proficiency-based activities. In addition, in a study, conducted by Berry (1990), (as cited in Cullen, 1994), language improvement was

ranked as the most important need by the participants. Therefore, questions 7 and 8 were included in the questionnaire.

Secondly, INSET programs should positively challenge the trainees for further development. According to Head and Taylor (1997), doing an MA or a Ph.D means development for some teachers. For this reason, questions 9 and 10 were included in the questionnaire in order to see whether this aspect was valued in the specific programs or not .

Another underlying assumption in the questionnaire derives from the ideas that reflective teaching inspired. In the long run, reflective teaching aims at changing trainees to independent researchers in their own classrooms. Since reflective teaching and the trend that it has inspired are widely accepted in the ELT field, questions 11, and 12 were added to evaluate this aspect.

Next, whether theoretical or practical topics must be included in INSET programs are strongly discussed by experts and trainers in the literature. Some claim that since novice teachers also attend INSET programs, practical guidance should be mentioned. Altan's (1992) and Ekmekçi's (1992) studies, as discussed in Chapter 2, point out the novice teachers' lack of experience when they start teaching. Theoretical knowledge of the field has also gained attention. According to Wallace's evolutionary models (see pages 30, 31, 32), with the emergence of the applied science model, the scientific model of any field was given considerable attention. In order to explore the balance between theory and practice that trainees expect, questions 3, 4, 5, 6 were asked of participants in this study.

Informal observation and survey among colleagues were also helpful in determining the trainees' common expectations. For most of teachers, INSET

programs are the primary way for keeping up to date with new trends and methods in the field. For this reason, participants were directed to answer the first two questions, covering new trends and methods in the questionnaire.

Lastly, the mutual understanding between administrators and teachers creates a more productive INSET programs. Pennington (1989) says that “Faculty members expect to negotiate and interact with the program administrator in a climate of participative decision-making” (p. 107). Therefore, a good harmony between administrators and teachers will result in fruitful teacher education. Questions 13, 14, 15, 16 related to administrators and attendance were expected to meet this need in practice.

As for the responses, for questions 1, 3, 5, 7, 9, 11, 12, 13, 14, Likert-type scale was chosen (strongly agree-agree-undecided-disagree-strongly disagree) because these questions were about hypothetical situations, that is, expectations and a string of these expectations. The five point scale was offered because participants may not want to be held to such extreme points as yes or no. For questions 2, 4, 6, 8, 10, frequently-sometimes-never were chosen as response types because I wanted to know whether the expectations were being fulfilled. I wanted the participants to assess the specific activities in their program with regard to their expectations. For questions 15, 16, yes-no form was preferred due to the questions’ direct response nature. No problems with these scales were discovered during piloting.

Procedures

The questionnaire was piloted with Bilkent University 1999-2000 MA TEFL students during the period of March 6 - 10, 2000 in order to check whether the format and the items of the questionnaire were clear to the subjects. The subjects

were asked to write any questions or comments about the items that were not clear on the questionnaires. Piloting was helpful in terms of making necessary alterations. Based on the given feedback, the revised version of the questionnaire was prepared. The questionnaires were administered at Çukurova University, English Preparatory School during the period of March 20 - 24, 2000 and at Hacettepe University, Foreign Languages Preparatory School during the period of April 10 - 14, 2000. The second step in the procedure was interview administration. The interviews at Çukurova University took place during the period of May 25 - 29, 2000. The trainer at Hacettepe University was interviewed on June 2, 2000.

Data analysis

In this study, the questionnaire and interviews were the main data collection instruments. The data were analyzed both quantitatively and qualitatively. The closed-ended items of the questionnaire were evaluated with the aid of SPSS. Frequency and percentage of each item in the questionnaire were computed. The closed-ended items of the questionnaire required match comparisons across each pair of questions in the questionnaire. For this reason, Pearson-product correlation was used. The quantitative data analysis were presented in written and tabular form. The questionnaire also employed open-ended items. Open-ended items were analyzed using qualitative data analysis. The second instrument in the study was the interviews. The interviews were analyzed by factoring and categorizing responses. The interviews with three teacher trainers were recorded and transcribed (see Appendices C, D, E).

Conclusion

In this study, the expectations of trainees were pre-determined by reviewing the related literature. The pre-determined expectations were presented to the subjects with the aid of questionnaire. The trainee-subjects were first instructed to evaluate whether the pre-determined specific idea in the relevant literature was expected to be included in the INSET program in their institution. Then, they were asked to point out if this component was really taken into account in their INSET program. Therefore, in this research, the relationships between each pair of the questions in the questionnaire were highly important. The same procedure was also employed during the interviews. In the following chapter, the data obtained through questionnaire and interviews were analyzed.

CHAPTER 4: DATA ANALYSIS

The analysis of the questions of part 2 will be presented in four separate groups. The first part covers the questions 1, 3, 5, 7, 9, 11, 13. They were constructed as statements using “should” in order to probe the respondents’ expectations. The scale of this group of questions consisted of five options: strongly agree, agree, disagree, strongly disagree. In order to compare results across groups, strongly agree and agree responses were categorized as agree, strongly disagree and disagree were grouped as disagree. Therefore, there were three main response forms in the tables: agree-undecided-disagree. The second part includes the questions 2, 4, 6, 8, 10 which investigates whether or not trainees’ expectations are fulfilled. Although this group of questions was constructed in the form of questions, the responses use the scale frequently, sometimes, never. In the third and fourth groups, there are questions 12, 14, 15 and 16 which focus on the trainees’ attitudes about the INSET program in terms of institutional approaches. As the response types of each pair in this group are different, they are displayed separately in tables. For questions 15 and 16, yes-no scale was chosen in order to see the trainees’ exact views. The frequencies and percentages of each question will be presented in tables in the following part.

Expectations

Table 3

Teachers' Expectations: Çukurova University (N=36)

	1		2		3		4	
	f	%	f	%	f	%	f	%
Q 1 (new methods and trends)	34	94	-	-	2	6	-	-
Q 3 (practical teaching skills)	34	94	1	3	1	3	-	-
Q 5 (theoretical information)	27	75	3	8	6	17	-	-
Q 7 (language proficiency)	29	80	1	3	6	17	-	-
Q 9 (further academic education)	29	80	5	14	2	6	-	-
Q 11 (encouragement for pro. dev. outside the ins.)	29	80	5	14	2	6	-	-
Q 13 (administrators' support)	34	94	2	6	-	-	-	-

Note. 1 = Agree; 2 = Undecided; 3 = Disagree; 4 = No response

At Çukurova University, questions 1 and 3 elicited strong positive responses. For both questions, there is 94% agreement. This response means that teachers expect INSET programs to provide them with new methods and trends in the ELT field (question 1) and to provide them with practical teaching skills such as class organization, dealing with four skills, giving instructions, correcting errors (question 3). Questions 5, 7, 9 also elicited positive responses. There is nearly 80% agreement. In questions 5 and 7, there is 17% disagreement and in question 9, the disagreement percentage is 6. When compared to questions 5 and 7, in question 9, the undecided response percentage (14%) is high. When the specific questions in the questionnaire 5 and 7, in which the disagree option was chosen, was looked at in details, no significant factors about the respondents' academic and demographic background were observed. Question 11 also elicited 80% agreement. Teachers expect INSET programs to encourage them to pursue their professional development outside the in-

service program such as attending conferences, reading journals on their own.

Question 13 elicited strong agreement. 94% of the teachers expect administrators to provide support, time and budget them to attend in-service teacher training programs inside and outside the institution.

Table 4

Teachers' Expectations: Hacettepe University (N=12)

	1		2		3		4	
	f	%	f	%	f	%	f	%
Q 1 (new methods and trends)	12	100	-	-	-	-	-	-
Q 3 (practical teaching skills)	12	100	-	-	-	-	-	-
Q 5 (theoretical information)	8	67	1	8	3	25	-	-
Q 7 (language proficiency)	7	58	2	17	2	17	1	8
Q 9 (further academic education)	5	42	6	50	1	8	-	-
Q 11 (encouragement for pro. dev. outside the ins.)	11	92	1	8	-	-	-	-
Q 13 (administrators' support)	12	100	-	-	-	-	-	-

Note. 1 = Agree; 2 = Undecided; 3 = Disagree; 4 = No response

At Hacettepe University, there is strong agreement (100%) in questions 1 and 3 too. Teachers expect INSET programs to provide them with new methods and trends in ELT field (question 1) and to provide them with practical teaching skills such as class organization, dealing with four skills, giving instructions (question 3). In questions 5 and 7, there is greater variability but most responses are still in the agree range. In question 5, 67% of teachers expect INSET programs to provide them with the theoretical information in ELT field such as theories of second language acquisition, the information processing of brain. There is 25% disagreement in question 5. In question 7, 58% of teachers expect INSET programs to provide them activities that increase their language proficiency. However, in question 7, there are

17% disagree and 17% undecided responses. In question 9, the range of responses vary. Only 42% of the participants showed that INSET programs should motivate them for further academic education such as MA, Ph.D. 50% of the participants were undecided whereas 8% of them disagreed. Question 11 elicited strong agreement that teachers expect INSET programs to encourage them to pursue their professional development outside. There is a complete agreement in question 13 that participants expect administrators, within the limits of resources available, should provide support, time and budget them to attend in-service teacher training program inside and outside the institution.

Expectation Fulfillment

The second group of questions were analyzed in order to see whether the expectations are fulfilled or not. They were constructed in question form. Three options (frequently, sometimes, never) were chosen as response forms.

Table 5

Expectation Fulfillment: Çukurova University (N = 36)

	1		2		3		4	
	f	%	f	%	f	%	f	%
Q 2 (new methods and trends)	7	19	27	75	1	3	1	3
Q 4 (practical teaching skills)	17	47	15	42	1	3	3	8
Q 6 (theoretical information)	8	22	15	42	12	33	1	3
Q 8 (language proficiency)	10	28	18	50	7	19	1	3
Q 10 (further academic education)	6	17	24	66	5	14	1	3

Note. 1 = Frequently; 2 = Sometimes; 3 = Never; 4 = No response

At Çukurova University, in almost all of the questions in this group, there is a great variability in responses. In question 2, the majority (75%) indicated that their INSET program sometimes provided them with new methods and trends in the ELT

field. 19% of the participants chose “frequently”. In questions 4 and 6, 42% of the participants indicated that their INSET program sometimes provided them with practical teaching skills such as class organization and the theoretical information in the ELT field such as theories of second language acquisition. In question 6, 33% of the participants chose “never” and 22% of them chose “frequently”. In question 8, 50% of the participants indicated that their INSET program sometimes provided activities that increase their language proficiency. 19% of them chose “never” and 28% of them chose “frequently”. In question 10, 66 of the participants indicated that their INSET program sometimes motivated them for further academic education such as MA, or Ph. D. 17% of them chose “frequently” whereas 14% of them chose “never”.

Table 6

Expectation Fulfillment: Hacettepe University (N = 12)

	1		2		3		4	
	f	%	f	%	f	%	f	%
Q 2 (new methods and trends)	4	33	8	67	-	-	-	-
Q 4 (practical teaching skills)	4	33	8	67	-	-	-	-
Q 6 (theoretical information)	1	8	7	59	4	33	-	-
Q 8 (language proficiency)	1	8	4	34	6	50	1	8
Q 10 (further academic education)	1	8	3	25	8	67	-	-

Note. 1 = Frequently; 2 = Sometimes; 3 = Never; 4 = No response

At Hacettepe University, questions 2 and 4 elicited “sometimes” response more. 67% of the participants in both questions indicated that their INSET program sometimes program them with new methods and trends in the ELT field and with practical teaching skills such as class organization. The percentage of “frequently” response (33%) is same in both questions. In question 6, 59% of the participants

indicated that their INSET program sometimes provided them with theoretical information such as theories of second language acquisition. 33% of the participants chose “never”. The questions 8 and 10 elicited “never” responses more. In question 8, 50% of the participants indicated that their INSET program never provided activities that increase their language proficiency. In question 10, 67% of the participants indicated that their INSET program never motivated them for further academic education. Only 25% of them chose “sometimes”.

Table 7

Professional development outside Institution Çukurova University (N = 36)

	1		2		3		4	
	f	%	f	%	f	%	f	%
Q 12 (encouragement for pro. dev. outside the institution)	23	64	8	22	3	8	2	6
Q 14(administrators' support)	12	33	11	31	11	31	2	6

Note. 1 = Agree; 2 = Undecided; 3 = Disagree; 4 = No response

At Çukurova University, although question 11 elicited 80% agreement (see table 3), in question 12, teachers indicated only 64% agreement that their INSET program encouraged them to pursue their professional development outside the in-service program such as attending conferences. In question 14, the responses vary. 33% of the participants agreed that their administrators, within the limits of resources available, provided support, time and budget for them. 31% of the participants were undecided and 31% of the participants disagreed.

Table 8

Professional development outside Institution Hacettepe University (N = 12)

	1		2		3		4	
	f	%	f	%	f	%	f	%
Q 12 (encouragement for pro. dev. outside the institution)	6	50	4	33	2	17	-	-
Q 14(administrators' support)	4	33	2	17	6	50	-	-

Note. 1 = Agree; 2 = Undecided; 3 = Disagree; 4 = No response

At Hacettepe University, although there was a strong level of expectation for development in question 11 through external activities (92%) (see Table 4), in question 12, only 50% of the teachers indicated that their INSET program encouraged them to pursue their professional development outside the in-service program such as attending conferences. In question 14, though there is a variability in responses, 50% of the participants were in disagree range. It indicates that only 33% of them agreed that their administrators, with the limits of resources available, provided support, time and budget for them.

The last group covers questions 15, 16 which are about the matters that derive from institutional attitudes.

Table 9

Voluntary attendance questions Çukurova University (N =36)

	1		2		3	
	f	%	f	%	f	%
Q 15 (voluntary attendance)	31	86	4	11	1	3
Q 16(fulfillment of voluntary attendance)	12	33	22	61	2	6

Note. 1 = yes; 2 = no; 3 = no response

At Çukurova University, there is an acceptance in question 15. 86% of the participants thought that attendance in an in-service teacher training program should be voluntary. Only 11% thought that in-service teacher training programs should be

compulsory. In question 16, 61% of the participants indicated that attending the in-service teacher training program has not been truly voluntary in their institution. However, 33% responded that attending the in-service program has been truly voluntary in their insitutions.

Table 10

Voluntary attendance questions Hacettepe University (N = 12)

	1		2		3	
	f	%	f	%	f	%
Q 15 (voluntary attendance)	9	75	3	25	-	-
Q 16(fulfillment of voluntary attendance)	4	33	7	59	1	8

Note. 1 = yes; 2 = no; 3 = no response

At Hacettepe University, the majority (75%) indicated that attendance in an in-service teacher training program should be voluntary whereas 25% of them responded that it should be. In question 16, 59% of the participants indicated that attendance has not been truly voluntary their institution whereas 33% responded it has.

In order to answer the second research question in the study whether the expectations were fulfilled or not, each pari of questions was correlated.

Table 11

The correlation and significance level of questions from Çukurova University

	Q 1-Q 2	Q 3-Q 4	Q 5-Q 6	Q 7-Q 8	Q 9-Q 10	Q 11-Q 12	Q 13-Q 14	Q 15- Q 16
Pearson correlation	.095	.209	.313	.463	.116	.073	.161	.303
Sig. level	.589	.243	.067	.005	.507	.682	.363	.081

$P < .05$

As can be seen from Table 11, there was no significant correlation among questions Q1-Q2, Q3-Q4, Q5-Q6, Q9-Q10, Q11-Q12, Q13-Q14, Q15-16 at Çukurova University. Only the correlation between Q7-Q8 was significant at Çukurova

University. The positive correlation in this pair of questions meant that what the teachers expected from INSET programs about language proficiency activities was presented them in their INSET program. The lack of correlation in other questions indicates that the trainees believe that their expectations were not fulfilled.

Table 12

The correlation and significance level of questions from Hacettepe University

	Q 1-Q 2	Q 3-Q 4	Q 5-Q 6	Q 7-Q 8	Q 9-Q 10	Q 11-Q 12	Q 13-Q 14	Q 15- Q 16
Pearson correlation	-	-	.365	.403	.487	.270	-	.810
Sig. level	-	-	.243	.219	.108	.397	-	.003

$P < .05$

At Hacettepe University, again, there was no significant correlation among questions Q5-Q6, Q7-Q8, Q9-Q10, Q11-Q12. The correlation could not be calculated in the pairs of Q2, Q4, Q14 because there is a complete agreement in questions Q1, Q3, Q13. Only between questions Q15-Q16, the correlation was significant. The teachers thought that attendance in an in-service teacher training program should be voluntary and attending the in-service teacher training program has been truly voluntary at Hacettepe University (see Tables 4, 6).

Analysis of open-ended questions in the questionnaire

Although 36 participants from Çukurova University and 12 participants from Hacettepe University took place in this study, only 20 of them from Çukurova University and 4 of them from Hacettepe University responded to the open-ended questions in the questionnaire. The data from the open-ended questions were analyzed by focusing on each question. When necessary, the recurring themes were organized. There were three open-ended questions in the questionnaire. The data from Çukurova University and Hacettepe University were analyzed separately.

What do you like about your in-service teacher training program? Why?

Nearly all participants who responded to the open-ended questions in the questionnaire from Çukurova University emphasized that the INSET program is positive because it is a chance for them to share their problems and experiences with toher colleagues. INSET programs are good for teachers to improve themselves to discover more about the content and value of their profession. In addition, the comments of trainees about “action research group” at Çukurova University are so significant. All action research participants maintained that action research group provided them with the idea that the best researcher for their problems is themselves. The next positive idea about the INSET program is about the induction group. Most of the teachers explained that induction group is of great help to the new teachers for adapting themselves to the system at YADİM and to the profession.

Are there any aspects of your in-service teacher training program, which you feel could be improved?

As explained before, COTE and CEELT certificate courses are given at Çukurova University. COTE courses were given by native teacher trainers nearly four years ago. With related to this, most participants indicated positive tendency towards native trainers. Since there are no native teacher trainers now, they expressed their need for native teacher trainers. Two of the participants indicated that there could be more readings of current ELT newspapers and magazines in order to be familiar with the current issues in teaching English. One of the participants mentioned that there should be more certificate based courses that are recognized world-wide but they should be financed a bit by the administration. Two of the participants mentioned that practical teaching skills and language proficiency activities should be increased.

Most of the trainees expressed their positive attitudes about trainers whereas three of them emphasized that the trainers should improve themselves and should be more experienced.

Any other comments?

One of the participants indicated that there should be an on-line system connecting with other institutions by the help of computers in order to exchange ideas.

What do you like about the in-service program? Why?

All of the participants who responded to the open-ended questions in the questionnaire from Hacettepe University claimed that the INSET program broadens their horizon and makes them more creative.

Are there any aspects of your in-service teacher training program, which you feel could be improved?

One of the participants told that the trainer(s) should have the necessary qualities both professionally and personally. Also, the number of activities in the INSET program should be increased.

There were no further comments from Hacettepe University.

Interview Analysis

The second main data in the study came from the interviews held with the teachers trainers at Çukurova University and Hacettepe University. The data collected through interviews were analysed by focusing on each question asked. The questions were pre-determined before the interviews. The interview questions were parallel to some extent with the questions in the questionnaire.

After some questions about the academic background of trainers were asked, firstly they were asked what their overall aim in conducting INSET program in their

institutions was. The teacher trainer at Hacettepe University explained that the aim of the training is to train those teachers to become better teachers at the Hacettepe University, Preparatory School. She said that they teach with the latest coursebooks and the teachers should know how to apply those coursebooks into their classes so that students will benefit from the teachers. The teacher trainers at Çukurova University told that the aim is to present the various programs that aim at improvement in teaching at teaching methods to the instructors at YADİM.

In question 2, they were asked what factors they took into account during the preparation phase, What their procedure was, and who was involved in the planning. The teacher trainer at Hacettepe University told that they take into account the coursebooks, what the teachers need, the necessary qualifications for teaching, the new techniques, like NLP, multiple intelligence. Since they were also teaching at the same time, she told that she knew what the teachers needed. She added that they plan the training sessions with all group and according to the teachers' needs. She told that informal interviews are always helpful at this step. The teacher trainers at Çukurova University explained that they offer programs according to the observed and perceived needs of the trainees by the administrators. Then, the trainees' suggestions, complaints are taken into account. They told that they have some kind of evaluation questionnaires. In this questionnaires, trainees are asked if they are satisfied with the current program. They are always in contact with the trainees by means of informal interviews. They maintained that at the beginning of the year, they introduce the activities in the program, so the trainees know what the program covers.

In the next question, they were asked whether a kind of needs assessment is conducted during the preparation phase. The teacher trainer at Hacettepe University told that they know what their trainees' needs because they have been teaching at the same institution. However, there is no formal needs analysis. The teacher trainers at Çukurova University explained that they give questionnaires at the end of the term to the teachers. They ask them what kind of in-service training they would like. If there are suggestions, they are given importance. If there are not, they introduce some suggestions.

Then, they were asked how they plan the training program in their institution. The teacher trainer at Hacettepe University indicated that they first offer pre-service program for novice teachers. Then, regular INSET sessions are prepared. The teacher trainers at Çukurova University told that they plan the program according to the availability of the materials, the needs of teachers and the feasibility. During the summer before the academic year, they have preparations. At both institutions, trainers told that they make necessary changes throughout the academic year.

As a last question, they were presented the ideas in the questionnaire that was given to the trainees. According to the relevant literature,

- a) The INSET programs should include a theoretical component and a practical component.
- b) The INSET programs should provide you with new trends and methods in the field.
- c) The INSET programs should provide activities that increase the trainees' language proficiency.

- d) The INSET programs should motivate the trainees for further academic education such as MA., Ph.D.
- e) The INSET programs should encourage the trainees to pursue their professional development outside the in-service program such as attending conferences, reading journals on their own, doing personal action research projects.
- f) Administrators, within the limits of resources available, should provide support, time and budget the trainees to attend in-service teacher training programs inside and outside the institution.

Then, they were asked if they thought that their INSET program meet those expectations. The teacher trainer at Hacettepe University explained that since the trainees ask for new sessions and follow-up training, their INSET program meets those expectations. She told that they try to offer different activities in the program. (for detailed information about the activities at Hacettepe University, see page 42)

The teacher trainers at Çukurova University thought that their INSET program meets those expectations. They said that in order to address different demands of trainees, they try to offer many activities. They told that they are also Ph.D students. It meant that they learn new things and share with the trainees in the program. Especially they claimed that their INSET program is motivating for further academic education because novice teachers plan to do their MAs. (for detailed information about the activities at Çukurova University, see page 41).

As can be realised at both institutions, the teacher trainers claim that they take into account their trainees' demands and prepare the program accordingly.

Discussion of the findings

According to Ismat (1996), effective professional development :

is on-going;

includes training, practice, and feedback; opportunities for individual reflection and group inquiry into practice; and coaching or other follow-up procedures;

is school-based and embedded in teacher work;

is collaborative, providing opportunities for teachers to interact with peers;

focuses on student learning, which should, in part, guide assessment of this effectiveness;

encourages and supports school-based and teacher initiatives;

is rooted in the knowledge base for teaching;

incorporates constructivist approaches to teaching and learning;

recognizes teachers as professionals and adult learners;

provides adequate time and follow-up support; and

is accessible and inclusive.

The principles that Ismat puts together in explaining the effective professional development do not mention the starting point. An effective professional development should start from teachers' needs and expectations. This study reflects the teachers' expectations in terms of their level identified in the study. Previously, the expectations were presented in terms of frequencies and percentages. However, here, they were grouped in terms of level of expectations. The level between 100%-80% was accepted as high, 79%-60% as middle, 59%-40% as mixed.

At Çukurova University, as the statistical data indicates, teachers point out high level of expectations about INSET programs;

A) to provide them with new methods and trends in ELT field,

- B) to provide them practical teaching skills such as class organization, dealing with four skills,
- C) to provide them activities that increase their language proficiency,
- D) to motivate them for further academic education such as MA, Ph.d,
- E) to encourage them to pursue their professional development outside the in-service program such as attending conferences, reading journals on their own.

Also, teachers indicate high expectation that INSET programs should provide them support, time and budget for them to attend in-service teacher training programs inside and outside the institution. They also point out high expectation that attendance in an in-service program should be voluntary.

They indicate middle level of expectation about INSET programs

- A) to provide them with theoretical information such as theories of second language acquisition, the information processing of brain.

There was no mixed level of expectation at Çukurova University.

At Hacettepe University, as the statistical data indicates, teachers point out high level of expectations about INSET programs,

- A) to provide them with new methods and trends in the ELT field,
- B) to provide them practical teaching skills such as class organization, dealing with four skills,
- C) to encourage them to pursue their professional development outside the in service program such as attending conferences, reading journals on their own.

As in Çukurova University, teachers at Hacettepe University indicate high expectation that administrators, within the limits of resources available, should

provide them support, time and budget for them to attend in-service teacher training programs inside and outside the institution.

Teachers reveal middle level of expectation about INSET programs

A) to provide them with theoretical information such as theories of second language acquisition, the information processing of brain.

Also, teachers indicate middle level of expectation that INSET programs should be voluntary.

Teachers show mixed level of expectation about INSET programs

A) to provide them language proficiency activities,

B) to motivate them for further academic education such as MA, Ph.d.

Another level of analysis in the research came from the ideas that were put forward in the literature by the experts. Although the questions were prepared intending to differentiate teachers' perspectives whether they demand training or development, during the study it was realised that teacher training and teacher development are not two distinct notions. Questions 1, 3 were intended to explore teacher training aspect, Q 5, 9, 11 were intended to investigate teacher development aspect. Q 7 was difficult to differentiate and it was not included in this categorization. Q 13, 15 were for institutional perspectives.

As can be seen from the statistical data, as an overall conclusion, the expectations of teachers were not fulfilled by the specific INSET programs. Although it was the case, during the interviews, according to the teacher trainers' perspectives at both institutions, they thought that the INSET programs meet the expectations of the teacher trainees.

CHAPTER 5: CONCLUSION

In recent years, as professional consciousness in education has risen, the number of on-going in-service programs has increased. The role of trainees has also changed in this process. They have become more involved in the preparation process rather than being only participants. Their demands have been started to have value as the driving force for in-service teacher training programs. With regard to this, this study was conducted in order to determine the teacher trainees' expectations for in-service teacher training programs. The second concern in the study was to see whether their expectations were fulfilled in the specific settings.

In order to find out the trainees' expectations and to see their perspectives about whether their expectations were fulfilled or not, a questionnaire was administrated to the trainees. The questionnaire consisted of three parts. The first provided data about both biographical and academic background of the trainees. The data in this part were analyzed by grouping. In the second part, there were questions that focused on the trainees' expectations (1, 3, 5, 7, 9, 11, 13, 15) and the fulfillment of the expectations (2, 4, 6, 8, 10, 12, 14, 16). In order to report the trainees' expectations, the frequencies and percentages of the questions were computed. Correlation among each pair of questions was calculated to show if there is a fulfillment or not. In part 3, open-ended questions were asked. The responses were analyzed according to each item asked. The interviews with teacher trainers were tape-recorded and transcribed. They were analyzed according to the question asked. The research was conducted at two different settings. 36 trainees and two teacher trainers from Çukurova University and 12 trainees and a teacher trainer from Hacettepe University Preparatory School participated in the study. The data from

both institutions was studied and analyzed separately because different INSET programs were held in both cases.

The Summary of the Findings

The first research question in the study indicated that teachers expect INSET programs;

- A) to provide them with new methods and trends in the ELT field,
- B) to provide them practical teaching skills such as class organization, dealing with four skills,
- C) to motivate them for further academic education such as an MA, or Ph.d.,
- D) to encourage them to pursue their professional development outside the in service program such as attending the conferences, reading journals on their own, doing personal action research projects,
- E) to provide them language proficiency activities,
- F) to provide them theoretical information, such as theories of second language acquisition, information processing in the brain, or theories of second language teaching.

Also, they expect administrators to provide them support, time and budget for them to attend in-service teacher training program inside and outside the institution. With regard to this; Jones&Lowe, 1982; Lieberman, 1988 (as cited in Kutner, 1992) state that “Teachers need to be “rewarded” (with money, release time, advancement) for engaging in staff development, “recognized” for their achievements, and “respected” as professionals. They also need time and support to pursue new learning and to experiment in their classrooms”. They expect that attendance in an in-service teacher training program should be voluntary.

The second research question revealed that the expectations of the trainees were not completely met in the current programs.

Institutional Implications

Based on both the description of the activities in the two programs at Hacettepe University and Çukurova University and responses given to the open-ended questions in the questionnaire, some implications for each institution will be offered here.

When the activities in the program were taken into account, it was realised that Hacettepe University Preparatory School offers training-based in-service teacher training program. Although a kind of informal needs analysis was done in the preparation period of the program, the study showed that the trainees' expectations were not met in the program. Consequently, a well-done, wider needs assessment can be conducted during the preparation phase in the institution.

When the question for teacher development (question 11 in the questionnaire) (see appendix B) was considered, the expectation percentage was very high (92%).

It meant that there is a demand for encouragement to pursue their professional development outside the in-service program such as attending conferences, reading journals on their own, doing personal action research projects. Therefore, some activities to address this expectation should be included in the program. To exemplify; the trainees' attitudes about exploratory learning group (action research group) at Çukurova University were very positive. Such an activity can be implemented in the in-service teacher training program at Hacettepe University. In addition, the expectation percentages in questions 1 and 3 were so high (see appendix B). It showed that activities for both introducing new trends and methods in the

ELT field (question 1) and practical teaching skills (question 3) must be increased. At that point, a further expectation analysis can be done in the institution in order to understand what kind of specific activities the trainees demand for dealing with these components such as workshops, presentations. As an alternative, many possible activities can be introduced to the trainees and then, they may be asked what they prefer in their in-service teacher training program.

As for Çukurova University, the in-service teacher training program is more teacher-development based when compared to the program at Hacettepe University. Since there is a demand for development, more activities can be included in the program. Also, at Çukurova University, the percentage of question 9 (80%) was quite high. Teachers expected INSET programs to motivate them for further academic education such as an MA or Ph.D. With regard to this, different further education programs can be introduced to the trainees. They can also be supported in terms of time and promotion. In open-ended questions, trainees mentioned their wish to have native trainers in the in-service teacher training program because during the COTE exam preparation phase, most trainees worked with native trainers in the past. Therefore, some short-term programs with the support of the British Council, and the US Embassy can be conducted in the institution. It may be a chance for native trainers to visit the institution.

Assessment of the Study

The main limitation of the study came from the number of the participants. Although nearly 80 participants from each institution were invited to take part in the study, only 36 trainees from Çukurova University and 12 trainees from Hacettepe University took part in the research. For this reason, the participants may not be a

good representative unit of their institutions. The questionnaire consisted of an “informed consent form” (see appendix F). It was pointed out in the consent form that if teachers did not turn back the questionnaire at the announced deadline, they would not be part of the study. Therefore, the participants in the study were all volunteers. The questionnaire did not obtain data from a large portion of the teaching staff at either institution.

Also, for fulfillment questions, another option could have been included. They may find the activity included in the INSET program satisfactory. The scale provided may not express their views whether the assumed component is enough or not. For example, in Q 3 at Çukurova University, 94% of the participants agreed that practical teaching skills should be included in INSET programs. they responded at 42% with “sometimes” included. What we do not know is whether sometimes is enough, too much or too little.

The statistical data revealed that not all expectations were met in the current programs. However, the statistics reflect the actual situations more extreme. For this reason, statistical findings of the study might have been supported by other data.

In addition, different versions of the same questionnaire in terms of the tense used in the questions were administrated in two institutions. Although the shortcoming of this point has not been realised during the study, the questionnaire that was given at Hacettepe University may have guided the participants to take into account a longer time period owing to the tense used in the questionnaire (the present perfect tense) more than the Çukurova University participants.

Suggestions for further studies

In this study, first, the teacher trainees' expectations in in-service teacher training programs were explored. Then, it was studied whether these expectations were addressed in their INSET program. As a follow-up study, each expectation can be analyzed more deeply and activities can be offered to meet this particular expectation. The contrast between the high level of "agreement" in the expectation questions, what a program should have, and the high frequency of "sometimes" choice in the fulfillment questions suggests that the respondents' expectations are not fulfilled. But we can not be sure because "sometimes" may be "enough". In addition, different in-service teacher training programs at different universities can be studied and by using data from each of them, a better model for the Turkish educational setting can be introduced. Also, trainees might be asked whether they find the activities that are presented to them in their INSET programs satisfactory in terms of addressing specific expectations.

REFERENCES

- Altan, M. Z. (1992). A descriptive study of the practicum component of EFL training programs in Turkey. In A. Daventry & A. J. Mountford & H. Umunç (Eds), *Tradition and innovation: ELT and teacher training in the 1990s*, vol. 2. (pp. 85 – 95). Ankara: British Council.
- Bartlett, L. (1990). Teacher development through reflective teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education*. (pp. 202 – 214). Cambridge: Cambridge University Press.
- Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R. K. Johnson (Ed.), *The second language curriculum*. (pp. 48 - 62). Cambridge: Cambridge University Press.
- Breen, M., Candlin, C., Dam, L., & Gabrielsen, G. (1989). The evolution of a teacher training program. In R. K. Johnson (Ed.) *The second language curriculum*. (pp. 111 – 135). Cambridge: Cambridge University Press.
- Cullen, R. (1994). Incorporating a language improvement component in teacher training programmes. *ELT Journal*, 48, 162 - 169.
- Dubin, F. & Wong, R. (1990). An ethnographic approach to inservice preparation: The hungary file. In J. C. Richards and D. Nunan (Eds.) *Second language teacher education*. (pp. 282 – 292). Cambridge: Cambridge University Press.
- Ergüdenler, Z. (1995). *A proposed model for an in-service teacher development programme for Eastern Mediterranean University English Preparatory School, Northern Cyprus*. Masters Thesis, Bilkent University: Ankara.

- Ekmekçi, Ö. (1992). Problems encountered in teacher training sessions. In A. Daventry & A. J. Mountford & H. Umunç (Eds), *Tradition and innovation: ELT and teacher training in the 1990s*, vol. 2. pp. (73 – 84). Ankara: British Council.
- Farrell, T. (1998). Reflective teaching: The principles and practices. *English Teaching Forum*, 36, 10 - 17.
- Freeman, D. (1982). Observing teachers: Three approaches to in-service training and development. *TESOL Quarterly*, 16, 21 - 28.
- Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language education. *TESOL Quarterly*, 23, 27 - 45.
- Gower, R. (1988). Are trainees human? In T. Duff (Ed.), *Explorations in teacher training*. (pp. 20 – 25). London: Longman.
- Head, K. & Taylor, P. (1997). *Readings in teacher development*. Oxford: Heinemann English Language Teaching.
- Ismat, A. (1996). Making time for teacher professional development. ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC. (ERIC Document Reproduction Service No. ED 400259).
- Kennedy, J. (1993). Meeting the needs of teacher trainees on teaching practice. *TESOL Quarterly*, 47, 157 - 165.
- Koç, S. (1992). Teachers-on-line: An alternative model for in-service teacher training in ELT. In A. Daventry & A. J. Mountford & H. Umunç (Eds), *Tradition and innovation: ELT and teacher training in the 1990s*, vol. 2. (pp. 47 – 53). Ankara: British Council.

- Kutner, M. (1992). Staff development for ABE and ESL teachers and volunteers. National Clearinghouse on Literacy Education, Washington, DC. (ERIC Document Reproduction Service No. ED 353862).
- Mariani, L. (1979). Some guidelines for teacher training programmes. In S. Holden (Ed.), *Teacher training*. (pp. 73 – 78). Hong Kong: Moorgate Typesetting Company Limited.
- Murdoch, G. (1994). Practising what we preach: A trainee-centered approach to in-service training. In T. Kral (Ed.), *Teacher development: Making the right moves*, (pp. 48 – 56). Washington, D. C: English Language Division, United States Information Agency.
- Özen, G. (1997). *A needs assessment of in-service teacher training programs for professional development at the freshman unit of Bilkent University*. Unpublished Masters Thesis, Bilkent University: Ankara.
- Palmer, C. (1993). Innovation and the experienced teacher. *ELT Journal*, 47, 166 – 171.
- Reznich, C. (1985). *Teaching teachers*. U.S.A.: The consortium.
- Richards, J. C. (1987). The dilemma of teacher education in TESOL. *TESOL Quarterly*, 21, 209 - 226.
- Richards, J. C. (1996). Teachers' maxims in language teaching. *TESOL Quarterly*, 30, 281 - 296.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Roberts, J. (1998). *Language teacher education*. London: Arnold Publishing Company.

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

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

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

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

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

Appendix A

Interview Questions

- 1- Where did you graduate from?
- 2- Do you have any degrees such as MA or Ph.D?
- 3- How long had you been teaching before you started training?
- 4- Are you still teaching or only training? If you are teaching, what English program are you teaching?
- 5- What is your background as a teacher trainer?
- 6- What is your overall aim in conducting INSET program in your institution?
- 7- What factors do you take into account during the preparation phase? What is your procedure? Who is involved in the planning?
- 8- Is a kind of needs assessment conducted during the preparation phase?
- 9- How do you plan the training program in your institution?
- 10- According to the relevant literature,
 - a- The INSET programs should include a theoretical component and a practical component.
 - b- The INSET programs should provide you with new trends and methods in the field.
 - c- The INSET programs should provide activities that increase the trainees' language proficiency.
 - d- The INSET programs should motivate the trainees for further academic education such as MA., Ph.D.

- e- The INSET programs should encourage the trainees to pursue their professional development outside the in-service program such as attending conferences, reading journals on their own, doing personal action research projects.
- f- Administrators, within the limits of resources available, should provide support, time and budget the trainees to attend in-service teacher training programs inside and outside the institution.

Do you think that the INSET program in your institution meets these expectations? How?

11- Is there anything else you want to add? Any suggestions?



Appendix B

Questionnaire

Dear Colleague,

This questionnaire is designed to investigate your expectations from an in-service teacher training program and the extent to which your expectations are met by your in-service teacher training program. Therefore, your co-operation would be much appreciated. Please, answer honestly.

Please note that in this questionnaire, in-service teacher training courses mean seminars, workshops, conferences and training related to language teaching.

I look forward to receiving your replies. Once again, thank you for your participation.

Feyza Altınkamış TÜRKAY

PART 1

Age: _____

The department you graduated from: (please tick the appropriate choice.)

_____ Linguistics _____ English Language Teaching Dep.

_____ English/American Language and Literature _____ Other

Years of work experience in your current institution: _____

Years of ELT experience in general: _____

Academic background (please tick the appropriate choice)

_____BA _____MA _____Ph. D

Have you attended in-service sessions? (please, tick the appropriate choice)

(If your answer is yes, please answer the following three questions.)

_____Yes _____No

ELT in-service course(s) attended (please, list all):

Reasons for attending the course(s) mentioned:

Content of the course(s) mentioned:

PART 2

Please tick the box on the scale that best represents your opinion.

1. In-service teacher training programs should provide you with new methods and trends in ELT field.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

2. Does your in-service teacher training program provide you with new methods and trends in ELT field.?

Frequently	Sometimes	Never
☐	☐	☐

3. In-service teacher training programs should provide you with practical teaching skills such as class organisation, dealing with four skills, giving instructions, correcting errors.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

4. Does your in-service teacher training provide you with practical teaching skills such as class organisation, dealing with four skills, giving instructions, correcting errors ?

Frequently	Sometimes	Never
☐	☐	☐

5. In-service teacher training should provide you with theoretical information in ELT field such as theories of second language acquisition, the information processing of brain, theories of second language teaching.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

6. Does your in-service teacher training program provide you with theoretical information such as theories of second language acquisition, the information processing of brain, theories of second language teaching?

Frequently	Sometimes	Never
☐	☐	☐

7. In-service teacher training programs should provide activities that increase your language proficiency.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

8. Does your in-service teacher training program provide activities that increase your language proficiency?

Frequently	Sometimes	Never
☐	☐	☐

9. In-service teacher training programs should motivate you for further academic education such as MA. , Ph. D..

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

10. Does your in-service teacher training motivate you for further academic education such as MA., Ph. D.?

Frequently	Sometimes	Never
☐	☐	☐

11. In-service teacher training programs should encourage you to pursue your professional development outside the in-service program such as attending conferences, reading journals on your own, doing personal action research projects.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
☐	☐	☐	☐	☐

12. Your in-service teacher training program encourages you to pursue your professional development outside the in-service program such as attending conferences, reading journals on your own, doing personal action research projects.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

13. Administrators, within the limits of resources available, should provide support, time and budget you to attend in-service teacher training programs inside and outside the institution.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

14. Administrators, within the limits of resources available, do provide support, time and budget for to attend in-service teacher training programs inside and outside the institution.

Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
☐	☐	☐	☐	☐

15. Should attendance in an in-service teacher training program be voluntary?

Yes	No
☐	☐

16. Is attending the in-service teacher training program truly voluntary in your institution?

Yes	No
☐	☐

PART 3

Please add anything that you feel that this questionnaire does not cover.

1. What do you like about your in-service program.? Why?

2. Are there any aspects of your in-service teacher training program, which you feel could be improved?



3. Please add any other comments that you might have.

Appendix C

The transcription of the interview with the teacher trainer, Nazan Özçınar, at
Hacettepe University, Foreign Languages, Preparatory School

- 1- Where did you graduate from? (BA Degree and MA degree)
 - From Holland, ZMA College
- 2- Do you plan to complete your Ph.D.?
 - No.
- 3- How long had you been teaching before you started training?
 - I started teaching in 1987 and I started with my teacher training in 1996. About 9 years then.
- 3- What is your background as a teacher trainer?
 - I have got all qualifications in teacher training. I have a teacher training certificate from Fitz William Colleg Cambridge. Another certificate from the British Council in teacher training. I have a diploma in teacher training from the British Council in Ankara.
- 4- Are you still teaching? If yes, what program are you teaching at?
 - That is what I like here at Hacettepe University. I also teach. I teach about 8 hours a week. I teach at prep school graduates.
- 5- How do you plan the training program in your institution?
 - We started of with two people. That was me and Gülten Ögütel in 1996. We started planning pre-service program that took about a week. And then, INSET which was once a week with the new teachers only. And then, in 1997, one of our teachers also joined us. Her name is Havva Songül Baysan. She also

finished all her qualifications in teacher training. We started of with three people.

6- Is a kind of needs assessment conducted during the preparation phase?

- Of course. We know what our trainees' needs actually. Because we have been teaching at Hacettepe University for many years. And we know the course books. First of all, we plan with all group what they need and we plan the program accordingly.

7- What do you take into account during the preparation phase?

- We take into account the coursebooks, what they need, the necessary qualifications for teaching, what they need and the new techniques, for example, something like NLP, multiple intelligence, we try to add these things in our training program as well.

8- What is your overall aim in this program?

- The müdür is really behind this program, Güray König. The aim of the training is to train those teachers to become better teachers at our prep school. We teach with the latest coursebooks and they should know how to apply those coursebooks into their classes so that students will benefit from those teachers. The connection between teachers and the learners is very strong.

9- Do you think that the INSET program in your institution meets those expectations that were mentioned in the relevant literature?

- In a way, I think it does. Because they see us as an example. They keep up asking questions what I can do after this training, where I can go, if I could help help them, if they should take DOTE or DIPELT or other diplomas and I think it

helps. Because we have at Hacettepe University lots of people who go to the courses at the British Council. We try our best to do at Hacettepe University.



Appendix D

The transcription of the interview with the teacher trainer, Figen Şat Yılmaz at

Çukurova University, YADİM.

- 1- Where did you graduate from? (BA and MA degree)
 - BA Degree is from Çukurova University, MA degree is from Bilkent University.
- 2- Do you plan to complete your Ph.D.?
 - I am currently doing my Ph.D.
- 3- How long had you been teaching before you started training?
 - For two years but I also had the experience of being a member of Testing Unit.
- 4- Are you still teaching or only training? If yes, what program are you teaching?
 - I am teaching but to some private groups.
- 4- What is your background as a teacher trainer?
 - Actually, I did not take any trainer-training, apart from trainer-training for CEELT which lasted for a short time and started at the time when I was a trainee in the course. So, I was both trainer and trainee, which was a very interesting experience for me. I think I learnt training through “apprenticeship” as I took advantage of almost all the training program in and out of my institution.
- 5- What is your overall aim in this program?
 - There is a kind of mission statement. The aim is to present the various programs that aim at improvement in teaching and teaching methods to the instructors at YADİM.
- 6- How do you plan the training program in your institution?
 - According to availability of the materials, the needs of teachers and the feasibility.

- 7- Is a kind of needs assessment conducted during the preparation phase?
- Yes, for example, for the induction program that we have been running for two years, we gave a questionnaire at the beginning, besides we let the trainees express their immediate needs, and we try to help them. Most of the time, the skeleton is prepared beforehand according to the perceived needs, but on the spot changes are made.
- 8- What factors do you take into account during the preparation phase? What is your procedure? Who is involved in the planning?
- Usually we offer a program according to the observed and perceived needs to the administrators. We talk about its feasibility. And then, we involve the trainees. They make suggestions, complaints, complements etc. But we have some standard programs such as CEELT. For these programs we can not change its content but we rearrange the schedule according to the needs.
- 9- Do you think that the INSET program in your institution meets these expectations mentioned in the relevant literature?
- The induction program covers theoretical and practical component. The action research group study and the theses presentations partly encourage professional development. Also, through action research and weekly meetings for presentations, new methods and trends are introduced. We also have programs for KPDS and TOEFL, which aimed directly to increase the trainees' proficiency.

Appendix E

The transcription of the interview with the teacher trainer, Emine Çakır Sürmeli, at

Çukurova University, YADİM

- 1- Where did you graduate from? (BA and MA degree)
 - I graduate from Hacettepe University, ELT Department in 1993. I did my MA at Bilkent University. Currently I am doing my Ph.D. at Çukurova University, ELT Department.
- 2- How long had you been teaching before you started training?
 - Actually 3 years.
- 3- Are you teaching now? If yes, what program are you teaching at?
 - At the moment I am not teaching. In the previous period, I was only responsible for training.
- 4- What is your background as a teacher trainer?
 - Actually, I started with COTE. After COTE, I was chosen as a teacher trainer for CEELT and I had a kind of training myself for CEELT, how to give CEELT, so I started teacher training with CEELT. Later on, actually, I did not have professional training. I do not have any certificates. Not maybe a certificate but I have a kind of certificate from YADİM to be a teacher trainer. It is also from YADİM. As I said it is not universal or not known by other people. I have a certificate that states that I am at eacher trainer at Çukurova University.
- 5- How do you plan the training program in your institution?
 - Actually, during the summer, with Figen, the coordinator of our unit, we had preparations but of course since we have to evaluate during the course, we

always change our program. But the main preparations are in the summer, during the course we make modifications.

6- Is a kind of needs assessment conducted during the preparation phase?

- Yes, actually as you know we give questionnaires at the end of the term to the teachers. We have around 60 instructors. Then, we ask them what kind of in-service training they would like. According to their suggestions, but if there are no suggestions, we give suggestions. And as you know we have one compulsory in-service course, theses presentations. You know training should not be compulsory but unfortunately, at least, this is also Özden Hanım's belief, one teacher training course should be compulsory. But the others are voluntary. In the past, CEELT and COTE, in a way, were compulsory. Unfortunately, we do not have COTE since there are no trainers for it. CEELT is voluntary now. People like and when they demand, we open such a course.

7- What factors do you take into account during the preparation phase?

- Of course, during the year, we have some kind of evaluation questionnaires. In this questionnaires. In this questionnaire, we ask them if they are satisfied with the current program, if they have any suggestions. And we always make informal interviews, we get feedback from their evaluations about the current program. According to that, we try to suggest activities in the new program. It is really difficult to make people happy. We try to advertise our program. At the beginning of the year, in a meeting, we introduced our activities in the program, so they know what the program covers. Still, I believe there should be more people involved in such a program.

- 8- Do you think that the INSET program in your institution meets those expectations, mentioned in the relevant literature?
- Definitely, we had different kind of programs this year. One of them is induction program. It is for first year teachers. They are not aware of the system at YADİM, the students, teachers. In induction program, we first give information about teaching. Actually, they know the theory of the field beforehand. But we integrate theory with practice. Because they are teaching at the moment, so we have skill training, classroom management training, even such small things like blackboard usage. We try to establish an atmosphere in the classroom which we are in the equal basis. We never want to make our colleagues feel that we are trainers and they are trainees. We just share, try to reflect our experiences. When it comes to new trends, since we started our Ph.D. with Figen, the coordinator of our unit, we have a chance to introduce new ideas. In order to introduce something new, we should learn something new first, so we always say to our administrators that we need something new in our program such as trainer-training. Thanks to Ph.D, we learned so many new things this year. We are proud of presenting something new this year. Trainees are so happy with action research. Since we do not have any native speakers, we always speak in English in our activities. In a way, we increase our proficiency. For further academic education, our program is really motivating. In the induction group, 2 or 3 of our colleagues plan to do their MA at Bilkent University.

Appendix F

INFORMED CONSENT FORM

Dear Participant;

You are being asked to participate in a qualitative study. The aim of the study is to find out what kind of expectations the trainees have for in-service programs and the extent to which your expectations are met in your current in-service teacher training program. In order to attain available data, you are being asked to fill out a questionnaire.

Your participation in this study will bring invaluable contributions to my study. Any information given to the researcher will be kept confidential. This study involves no risk to you. You are free to withdraw from the study at anytime if you wish. The deadline for returning the questionnaire will be announced in your institution. If you do not return the questionnaire until the announced deadline, it will be assumed that you are not willing to take part in this study.

I would like to thank you for your participation in advance.

Very Truly Yours,

FEYZA TÜRKAY
Bilkent University
MA TEFL Program
Tel:0312 290 60 44

e-mail: fturkay@hotmail.com

I have read and understood the information given above. I know that I am free to withdraw from the study at anytime. I hereby agree to participate in the study.

University:

Date:

**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**