

To my true love, Elif

NOVICE TEACHERS' PERCEPTIONS OF AN IN-SERVICE TEACHER
TRAINING COURSE AT ANADOLU UNIVERSITY

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June 2003

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.

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ABSTRACT

NOVICE TEACHERS' PERCEPTIONS OF AN IN-SERVICE TEACHER TRAINING COURSE AT ANADOLU UNIVERSITY

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This study explored novice teachers' perceptions of a 10-week INSET program implemented at Anadolu University School of Foreign Languages in the 2002-2003 academic year. Seventeen novice teachers in the Anadolu University School of Foreign Languages participated in this study.

The research questions posed for this study investigated to what extent novice teachers perceived the INSET courses as valuable and in what areas of teaching novice teachers perceived INSET courses as valuable for their teaching practices.

Two data collection instruments were employed in this study. First, a survey was completed at the end of each workshop. Second, semi-structured interviews with five randomly chosen participants were conducted three months after the courses.

Results indicated that participants' perceptions of INSET workshops were generally positive. Participants regarded the workshops on classroom management, testing speaking, and teaching and testing grammar as the most valuable for their

actual teaching. Participants regarded the workshops on teaching reading and vocabulary and materials development as the least valuable.

Participants reported that the areas they reflected the knowledge they gained from the workshops were classroom management, teaching grammar, and testing speaking.

The results suggest that participants would like more participation in the workshops. They also need to gain local knowledge because of their lack of contextual knowledge in such areas as classroom management, textbook use, and testing. The INSET program should be continued, but redesigned to provide more contextualization of knowledge and with increasing participation by trainees in later sessions as they gain more experience.

Key words: INSET, teacher training, teacher development, novice teachers

ÖZET

MESLEĞE YENİ BAŞLAYAN ÖĞRETMENLERİN ANADOLU ÜNİVERSİTESİ'NDEKİ BİR HİZMET İÇİ EĞİTİM KURSUNA YÖNELİK ALGILAMALARI

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Bu çalışma, 2002-2003 akademik yılında Anadolu Üniversitesi, Yabancı Diller Yüksekokulu'nda mesleğe yeni başlayan öğretmenlere yönelik yürütülen 10 haftalık bir hizmet içi eğitim kursunun bu öğretmenler tarafından nasıl algılandığını incelemiştir. Çalışmanın katılımcıları da Anadolu Üniversitesi Yabancı Diller Yüksekokulu'nda işe yeni başlayan 17 öğretmendir.

Bu çalışmanın iki araştırma sorusu vardır. Birincisi, yeni öğretmenlerin adı geçen hizmet içi eğitim kursunu ne ölçüde değerli bulduğudur. İkincisi de, bu öğretmenlerin hangi öğretim alanlarında katıldıkları bu hizmet içi eğitim kursunu değerli bulduğudur.

Bu çalışmada iki veri toplama aracından faydalanılmıştır. Birincisi, katılımcıların her seminer sonrası haftalık olarak doldurdıkları bir anket ve ikincisi de, hizmet içi eğitim kursunun tamamlanmasından üç ay sonra rastgele seçilen 5 katılımcı ile yapılan mülakatlardır.

Çalışmanın sonuçları, hizmet içi eğitim kurslarının katılımcılar tarafından genellikle olumlu algılandığını göstermiştir. Katılımcılar, sınıf yönetimi, konuşma becerilerinin öğretimi ve değerlendirilmesi ve dil bilgisi öğretimi ve değerlendirilmesi seminerlerini kendi öğretimleri açısından en değerli seminerler olarak görmüşlerdir. Okuma becerileri ve kelime bilgisinin öğretilmesi ve değerlendirilmesi ile ders malzemesi üretimi seminerleri ise en az değerli bulunan seminerlerdir.

Mülakatların sonucunda, katılımcılar sınıf yönetimi, dil bilgisi öğretimi ve konuşma becerilerinin değerlendirilmesi konularında kazandıkları becerileri gerçek öğretimlerine aktardıklarını belirtmişlerdir.

Bu çalışmanın sonuçları katılımcıların seminerlerde etkin rol almak istediklerini göstermektedir. Ayrıca, yeni öğretmenler çalıştıkları kurumu iyi tanımamalarından dolayı sınıf yönetimi, ders kitabı kullanımı ve ölçme değerlendirme gibi alanlarda çalıştıkları kuruma has yerel eğitim almak istemektedirler. Uygulanan hizmet içi eğitim programı, katılımcılar daha fazla kurumsal bilgi ve tecrübe kazandıkça, daha fazla katılımcı iştirakine olanak sağlayacak bir şekilde sürekli olarak düzenlenmelidir.

Anahtar Kelimeler: Hizmet içi eğitim, öğretmen eğitimi, öğretmen gelişimi, yeni öğretmenler.

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CHAPTER I: INTRODUCTION

Introduction

Teacher development starts prior to the initial training of teachers and this initial training creates intuitive images, which are based on the assumptions about what teaching is instead of how teaching should be. Since students are not involved in how the teaching process takes place, they may interpret teaching as simply transmitting knowledge and waiting for students to understand and learn it (Elliot & Calderhead, 1993). Lortie (as cited in Bailey et al., 1996) defines this process as the “apprenticeship of observation” (p. 11). Teachers acquire images of teaching as students throughout their lives by watching their own teachers. These images are difficult to change due to the short period of the practicum component of initial teacher education. Indeed, no matter how novices are trained in their pre-service education, they tend to avoid applying theory in practice and imitate their former teachers instead (Elliot & Calderhead, 1993).

Novice ELT teachers’ first year teaching experiences do not necessarily match with the theory that they were taught in their pre-service education. The theoretical knowledge gained from initial training cannot presuppose the difficulties at a particular school (Clarke, 1994; Roe, 1992). Even though novice teachers experience teaching in their pre-service practicum to a certain degree, the practicum classroom environment is usually different from that in which they start to teach in terms of student profile, school policy, physical atmosphere, and available resources (Roe, 1992). Ward (1992) claims that the practicum component is often too late and too short. Teachers do not have a chance to teach and what they practice in their pre-service education is often limited to simulations or case studies (Pennington, 1990).

Since initial teacher training may not prepare novice teachers in terms of what really happens in the classroom, in-service teacher training programs are used to accomplish this task. Haynes (1999) argues that the perceptions of participants of teacher development courses create a change in their teaching and they find these courses the most important element of their professional development. Haynes suggests that in-service teacher training programs use a variety of activities and practices to a) improve the professional competence of teachers, b) facilitate moving that competence into teaching practice and, c) help teachers to reach mastery in their field.

Data from Şentuna (2002) has shown that many novice EFL teachers at Anadolu University are interested in participating in in-service teacher training programs and since the number of novice teachers increases yearly, Anadolu University School of Foreign Languages established a teacher-training program for its 17 novice teachers during the 2002-2003 academic year. This study will explore the 17 novice teachers' perceptions of this in-service teacher training program. In light of the results of this study, Anadolu University School of Foreign Languages will be able to strengthen future in-service teacher and training programs for its novice teachers.

Background of the Study

Studies related to the first-year experiences of novice teachers indicate that novice teachers need extra training, support, and guidance in their first year of teaching due to lack of practical knowledge from their pre-service education. In particular, they need in-service teacher training to compensate for their deficiencies (Capel, 1998; Eggen, 2002; Flores, 2001; Harrison, 2001). Although initial training tries to prepare them in terms of subject matter, novice teachers have difficulties

when they start to teach. Their initial training does not train them to be aware of real-life situations, such as problems which occurs daily and interactions with students (Capel, 1998). Their shifting role from student to teacher is also problematic for them (Eggen, 2002).

Initial teacher education has a limited effect on novice teachers' professional development (Flores, 2001). Novice teachers have difficulties in coping with classroom management requirements, a heavy workload, and the responsibilities of being a teacher. Novice teachers also hesitate to ask for help when they need it. They feel that they are expected to cope with the difficulties. Administrators are sometimes not as helpful as they expect and do not always give needed feedback to new teachers (Eggen, 2002). Teachers who have positive first-year experiences are the teachers who work in the schools that give importance to professional development (Harrison, 2001).

Wonnacott (2002) suggests that continuing support for novice teachers is particularly important. Novice teachers need mentoring programs to meet their instructional, professional, and personal needs through support, encouragement, and coaching. Eggen (2002) examined the first-year experiences of novice teachers in secondary schools in South Carolina. Participants stated that they did not receive the mentoring support that they had anticipated, nor the help of a more experienced teacher to deal with their problems and to overcome uncertainties in their first year of teaching. As a result of this lack of support, a number of these teachers left the profession.

Professional competence is shaped by theory in education and practice in training for novice teachers (Widdowson, 1992). Widdowson differentiates teacher training and teacher development in terms of professional competence. Widdowson

argues that teacher training is related with theory and that what is taught in teacher training is vague. However, teacher development is solution oriented and related to practical issues. Through teacher development, novice teachers are taught how to solve a problem when it occurs.

Breen, Candlin, Dam, & Gabrielsen (1989) suggest that trainees should bring their own experiences into in-service training workshops and the problems that occur in the classroom can be solved by group discussions. Breen et al. (1989) claim that in-service training is beneficial for novice teachers because it is based on what teachers know from initial training and what they encounter in their classrooms. In-service programs prepare novice teachers for what is really happening in language classrooms because what is taught in in-service training programs is not imaginary, but reflects the repercussions of daily life of the classroom (Widdowson, 1992). Roe (1992) argues that teachers' continuing development is gained through practice in its own settings. This is difficult to provide in pre-service education since the trainee teachers may not be aware of the situations in which they will likely teach.

Statement of the Problem

In order to meet the demand for English teachers in Turkey, universities hire English teachers at the beginning of each semester. Most of the teachers being hired are novice teachers because it is impossible to meet the national demand with experienced teachers. These teachers may be well equipped with theoretical knowledge thanks to their undergraduate education. However, their theoretical knowledge may not prepare them for real-life classrooms. Therefore, novice teachers need in-service training while they are teaching in which local training is emphasized so that they can receive immediate feedback from their

classroom and find solutions to problems that they have never experienced before (Mariani, 1979).

Since the number of novice teachers employed at Anadolu University is increasing yearly, Anadolu University School of Foreign Languages has established a teacher training unit. The unit initiated an in-service teacher training program for its 17 novice teachers during the 2002-2003 academic year. However, since this teacher-training unit is a new one, there may be some difficulties in designing its program. In addition, Anadolu University School of Foreign Languages does not know the trainees' perceptions of the program, which is important in designing the content and model of the program to be implemented. Therefore, this study aims at exploring the novice teachers' perceptions of the teacher training courses they took in the 2002-2003 academic year.

Research Questions

- 1) To what extent do novice teachers perceive the in-service teacher education and training courses as valuable for their actual teaching practices?
- 2) In what areas of teaching do novice teachers perceive the in-service teacher education and training courses as valuable for their teaching practices?

Significance of the Study

Most of the studies related to novice teachers' perceptions of in-service teacher training have been conducted with primary or secondary level teachers. Similarly, studies about first-year experiences of novice teachers, which explore to what extent novice teachers are ready to teach and in what ways they need in-service teacher training, have generally been conducted at the primary and secondary levels. There is a lack of research conducted at the tertiary level. For this reason, this study

may help to fill a gap in the literature and may be a model for future studies conducted at tertiary level.

This study also aims at providing insights for future in-service EFL teacher training programs at Anadolu University School of Foreign Languages. The School of Foreign Languages is determined to implement an in-service teacher training program for novice teachers and, in the long run, for more experienced teachers on a sound basis.

This is an exploratory study and it may give valuable ideas for future in-service teacher training programs. By discussing and evaluating the results of this study, other schools that intend to start in-service training programs may benefit from the results and adapt them to their own institutions.

Key Terminology

The terms which are often mentioned in this study are as follows:

In-service Training (INSET): One form of teacher development program in which training courses or activities are conducted along with teachers' classroom work. The aim of in-service education and training programs is to create a change in teachers' teaching practices.

Teacher Development (TD): A post-graduation "process of continual, intellectual, experiential and attitudinal growth of teachers" (Lange, 1990, p. 250).

Teacher Training (TT): Teacher training is a strategy emphasizing development of the teaching skills of a student teacher who will be in charge of his or her profession (Freeman, 1990).

Novice Teacher: Novice teachers are those who are at their first year of teaching.

Conclusion

In this chapter, a brief summary of the issues related to the first-year teaching of novice teachers and in-service teacher training was given. The statement of the problem, research questions, and the significance of the study were covered as well. The second chapter of the study is a review of literature on teacher development, in-service training, models of INSET, characteristics of novice teachers, and teacher training and INSET in Turkey. In the third chapter, participants, materials, and procedures followed to collect and analyze data are presented. In the fourth chapter, the procedures for data analysis and the findings are presented. In the fifth chapter, the summary of the results, implications, recommendations, limitations of the study, and suggestions for further research are stated.

CHAPTER II. LITERATURE REVIEW

Introduction

This study explores 17 novice teachers' perceptions of in-service teacher education and training courses given at Anadolu University School of Foreign Languages during the 2002-2003 academic year. This study also explores the ways in which novice teachers perceive the in-service teacher training courses as valuable for their actual teaching practices.

This chapter focuses on the characteristics of novice teachers and why they need in-service training courses. As background to this focus, teacher development, the scope, models, and design of in-service training issues, and novice teachers' characteristics are discussed. At the end of the chapter, the situation of in-service teacher training in Turkey is presented.

Teacher Development

Professional second language teacher education is a continuum which provides teachers with the necessary knowledge and skills to be able to teach. These knowledge and skills are “theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge” (Richards, 1998, p.1). This core knowledge of second language teacher education is gained through teacher training, which place an emphasis on classroom skills and knowledge, and teacher development, which is concerned with change and growth on the second language teacher education continuum.

The first four knowledge bases mentioned above --theories of teaching, teaching skills, communication skills, and subject matter knowledge-- are generally covered in the teacher training part of the continuum. Although efforts to develop the

last two knowledge bases, pedagogical reasoning and contextual knowledge, are included in teacher training programs, they are more often gained through teacher development programs. Figure 1 illustrates these knowledge bases showing the two ends of the second language teacher education continuum. For the purposes of this study, this section will focus on the features that distinguish teacher development from teacher training.

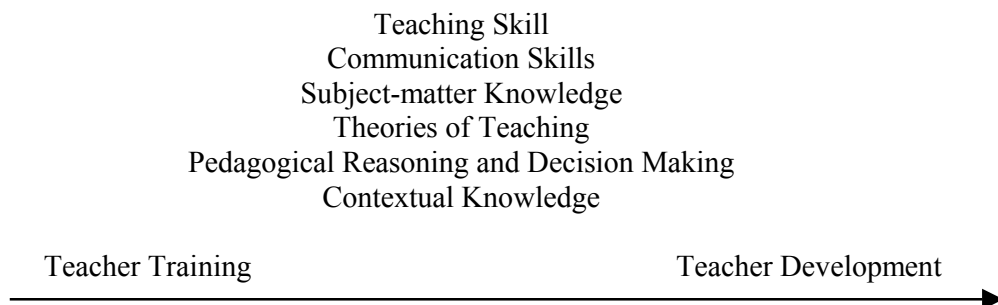


Figure 1. Knowledge and skills acquired within the second language teacher education continuum

Since teacher training (hereafter TT) cannot meet all trainees' needs and is not situation-oriented, teacher development (hereafter TD) programs may accomplish this task. TD is concerned with "change and growth" in the skills and knowledge bases presented Figure 1 (Head & Taylor, 1997, p. 1). TD represents the continual development of subject-area knowledge and the ability to convey the knowledge aimed at in pre-service education. However, TD is rarely established and gained through TT since TT usually provides teachers with general theoretical knowledge and limited practical experience (Lange, 1990). Therefore, there is a need for TD in which teacher education is focused on local training in order to make teachers aware of the context in which they teach and reflect their pedagogical knowledge bases for reshaping their teaching by considering the specific features of institutions and student profile (Freeman, 2001; Mariani, 1979). In order to reshape their teaching, teachers need to have teaching experience of the context they teach.

TD includes a “process of continual experiential and attitudinal growth of teachers” (Lange, 1990, p. 250). Since TD is based on an experiential and attitudinal growth of teachers, it is awareness-based and individual (Freeman, 2001; Wallace, 1991; Woodward, 1991). Teachers may encounter problems or difficulties in their teaching contexts which they may never have seen before in their careers. In this regard, TD helps teachers to overcome those difficulties through on-the-job training (Freeman, 2001).

TD is a bottom-up process focused on teacher’s practical experiences. Unlike TT, TD is based on personal experience and self-evaluation. In TD programs, the content and input are determined by either trainers or trainee teachers. Teachers have an opportunity to see their weaknesses and strengths in real situations, so TD is individualized to a certain extent and teachers are responsible for their own training. Teachers evaluate and share their experiences with their colleagues to become aware of their problems and they find solutions for their problems in order to continue their development (Freeman, 2001; Head and Taylor, 1997; Hiep, 2001; Lange, 1990; Ur, 1994).

TD can solve some problems related to the first-year reality shock of new teachers or the later burn out of more experienced teachers; therefore, TD is a prerequisite for the longitudinal growth of teachers. TD helps teachers to reach job satisfaction and develop abilities in related fields, such as materials development or teacher training (Ur, 1996).

Through TD programs, teachers gain creativity and skills necessary for strengthening their teaching. TD deals with developing teachers’ abilities for making interactive decisions in the course of lesson. TD programs involve learning how to adapt different materials according to the institution or students. Teachers engage in

finding alternative ways of strengthening their lessons since every teaching context is unique and requires different approaches in response to the various needs of students and curricular goals of the institution (Pennington, 1989).

TD builds on the background information in the TT. Through the knowledge gained in TT, teachers have the foundational knowledge and skills that are necessary in order to continue their development. While TT is restricted to a limited time, TD is a continual and longitudinal process. It is not limited by any time or setting constraints (Head & Taylor, 1997).

In-service Training

With the increased recognition of the need for teacher development to ensure well-qualified teachers, TD programs are implemented in several ways, including conferences, academic readings, classroom observations, and collaborative classroom research (Head & Taylor, 1997; Hiep, 2001). One form of TD is in-service training (INSET hereafter). The aim of INSET is to create a change in teachers' teaching performance (Koç, 1992). Since INSET courses are held locally, "teachers... consciously take advantage of resources to forward their own professional learning" (Ur, 1996, p. 318). Therefore, INSET programs provide teacher development for novice teachers in order to help them to adapt to their institutions and teaching conditions. INSET programs are also necessary for more experienced teachers to increase job satisfaction and to prevent burnout. Although the definitions of INSET vary, most of them share some common properties in that they are based on contextual, voluntary, individual, and continual development.

Through INSET programs, teachers evaluate the quality and the current situation of their teaching and explore appropriate approaches for their own situations (Breen et al., 1989; Murdoch, 1994; Palmer, 1993). INSET programs create an atmosphere in

which teachers share and exchange their experiences and ideas that they have gained from their classrooms. Whenever they encounter a problem or difficulty, they can try to find solutions by discussing it with their colleagues or their trainers. By discussing their students and schools, they develop both effective pedagogical goals and contextual knowledge.

Even though experts (Freeman, 2001; Lange, 1990; Koç, 1992; Wallace, 1991) suggest that INSET programs should be voluntary, the INSET programs implemented at Anadolu University, Bilkent University, and Middle East Technical University in Turkey are obligatory for all novice teachers since they may not aware of their needs due to their lack of practice. Therefore, both trainees and institutions are responsible for trainees' development in INSET courses. The fact that INSET should be voluntary does not guarantee a change in any trainee. Trainees may be aware or convinced of the fact that they need a new approach or new skills, but may have difficulty in integrating them with their already existing knowledge (Murdoch, 1994). In such cases, the institution in which INSET takes place plays an important role by creating a change in teachers' professional growth and presenting more contextual knowledge to the trainees (Freeman, 2001; Dubin & Wong, 1990; Larsen-Freeman, 1983).

Unlike pre-service training, INSET is more individualized and the trainees are responsible for their own training. However, the INSET program implemented at Anadolu University has followed a top-down approach since the trainees had different backgrounds. The individuality characteristic of INSET programs also establishes a basis for the content of the INSET courses. Beside methodological and linguistic knowledge, INSET programs cover teachers' individual needs and interests (England, 1998). For instance, the content of some of the courses given in the INSET

program at Anadolu University were determined through a survey of the participants' wishes.

Another significant component of INSET programs is that it is continuous. Teachers encounter a wide range of difficulties in the course of their career which may not be anticipated in advance. Therefore, teachers need INSET programs to overcome different difficulties at different times in their careers. Through INSET programs, teachers have an opportunity to be aware of the latest innovations and may be able to adapt them to their situations and their teaching. For instance, Breen et al's (1989) INSET models, which will be introduced later in this section, were initially designed to provide teachers with information about the latest innovations in communicative textbooks.

INSET Design

The design of a good INSET program requires the consideration of a number of factors, all of which may be interrelated to some extent. These factors include a) being classroom-centered, b) involving participants in the design of the courses, c) covering case studies, d) being collaborative, e) being reflective, and f) having variation in activities. (Atkin, 1992; Doecke, Brown & Loughran, 2000; Hashweh, 2003; Hayes, 1995; Jenlik & Welsh, 2001; Knight, 2002; Little, 2002; Sandholtz, 2002; Ur, 1992; Wolter, 2000).

Being classroom-centered: Teacher development activities in training sessions should be classroom-based. Rather than simply transmitting theoretical knowledge or a proposed model to trainees, trainers should provide trainees with issues directly related to the classroom that trainees have encountered or will likely encounter in the particular institution. The content of INSET sessions should mirror trainees' concerns that they have about teaching in their contexts. The materials used

for a particular topic in a training session should be representative of those which trainee teachers are using in their classrooms (Little, 2002; Hashwesh, 2003; Hayes, 1995; Sandholtz, 2002).

Involving participants in the design of the courses: Participants should have a say in structuring the content of INSET sessions. Before the content of sessions are determined, participants should be asked about the most problematic areas of teaching in their teaching context. Since TD is individualized and INSET is a tool of professional development, participants should be able to express their needs and interests as to what should be presented in sessions. This will increase trainee autonomy and will lead participants to feel ownership of the INSET program (Little, 2002; Hashwesh, 2003; Sandholtz, 2002).

Covering case studies: Both trainers' and trainees' teaching experiences should also provide a basis for INSET courses instead of a predetermined curriculum. INSET programs must be designed to allow interaction where trainers and trainees exchange and share their experiences and ideas about teaching for their particular context. Trainers and trainee teachers must be models for each other by telling their own teaching stories and anecdotes. In this process, trainees can also ask for suggestions to improve their teaching practices and become aware of their colleagues' experiences. Case studies can be especially beneficial for novice teachers since they may lack teaching experience and do not know the dynamics of the school in which they teach. Testing other teachers' experiences against their own may allow trainee teachers to recognize their own teaching practices better. Sharing teaching experiences results in a "common identity" (Jenlik & Welsh, 2001, p. 723) in the school community, in which colleagues can ensure empathy for each other (Hayes,

1995; Jenlik & Welsh, 2001; Doecke, Brown & Loughran, 2000; Knight, 2002; Sandholtz, 2002).

Being collaborative: INSET programs should be designed to enhance collaboration among trainees and trainers for continuing professional development. Participants can work with mentoring teachers or peers to evaluate their teaching receiving immediate feedback in the same place. Collaboration among teachers should be emphasized through small group work activities in which trainees discuss the value of what has been presented by evaluating its appropriateness for their teaching context. Participants can also bring their own difficulties that they confront in classroom to the program and explore solutions by discussing them together (Hayes, 1995; Hashweh, 2003; Sandholtz, 2002).

Being reflective: INSET programs should be designed on a basis in which participants can reflect on the knowledge bases they have gained from the training sessions in follow-up activity. Participants should be able to experiment with the effectiveness and appropriateness of the proposed techniques in their own classrooms. Participants should internalize abstract notions of theory presented in training sessions through recursive activities or sessions. Sandholtz (2002) argues that teachers believe that the least valuable professional development activities for them are one-shot workshops in which trainee teachers cannot further analyze the knowledge through follow-up or ongoing sessions. Therefore, institutions that are intending to implement INSET courses for their teachers should take into account of the need for reflection of the presented knowledge (Hayes, 1995; Hashweh, 2003; Sandholtz, 2002, Ur, 1992).

Having variation in activities: INSET activities should be organized to practice a wide-range of activities for trainees apart from lectures, reading and


classroom observations (Ur, 1992). INSET activities should be different from what trainees are accustomed to in their classrooms, but must be relevant to their classroom content so that trainees can perceive the benefits of professional development (Sandholtz, 2002). Variation in activities broadens teachers' skills and prevents them using monotonous activities in their own classrooms. Atkin (1992) suggests that professional growth and change in teachers' practices can take place only when they recognize deficiency in their own practice. Therefore, teachers attending INSET programs should engage with activities that are unfamiliar, but relevant to their teaching.

Models of INSET

There are different types of INSET models and they all aim at creating a change in trainees' teaching. However, INSET models should not be designed or implemented haphazardly. Instead, they should address a particular group of trainees and a particular institution. They should be derived from the local needs of teachers and institutions. For instance, Breen et al.'s (1989) stage 1, stage 2, and stage 3 models were developed in Denmark in an attempt to incorporate new developments of communicative language teaching into the materials used in local secondary schools because teachers of English in local secondary schools considered their textbooks to be old-fashioned. Palmer's (1993) transmission, problem solving, and exploratory models are based on Breen et al.'s three models mentioned above, distinguishing them according to amount of trainee participation. Wallace's (1991) applied science, craft, and reflective models view INSET programs in a chronological order in which they appear in the history of teacher education. Murdoch's (1994) trainee-centered approach is based on active participant involvement.

These models differ from each other in terms of the amount of trainee participation in the course of training. Participation refers to the extent to which trainees are involved in designing the content and making decisions about the training or how much learner-centered is it. Figure 2 illustrates how much trainee participation is allotted to the trainees in each INSET model.

Breen et al. (1989)	Stage 1	Stage 2	Stage 3
Murdoch (1994)			Trainee-centered Approach
Palmer (1993)	Transmission	Problem Solving	Exploratory
Wallace (1991)	Applied Science	Craft	Reflective



Low participation
High participation

Figure 2. Trainee participation in different INSET models

Breen et al.'s stage 1, Palmer's transmission model, and Wallace's applied science model fall into the low participation end of the continuum. These models would be appropriate for novice teachers since novice teachers do not have enough experience and are not aware of the dynamics of their context (Palmer, 1993). Novice teachers may need guidance and information about procedural issues, curricular goals, student profiles and materials used at a particular institution. Through such INSET models they can be made more aware of their teaching contexts. Novice teachers can be informed about some of the difficulties and problems that previous teachers have confronted. Furthermore, when trainees do not have enough background information and are not interested in related subject areas, they may have difficulty in interpreting and adopting what is taught into their actual teaching, so they may not have an opportunity for follow-up reflection (Wallace, 1991). Therefore, these three low-participation models can maximize the teaching

quality of novice teachers and minimize some of the problems derived from inexperience and the inherent uncertainties of teaching (see Floden & Buchman, 1993, on the issue of uncertainty in teaching).

In these models at the low-participation end of the continuum, the trainees are not involved in designing the content of the courses. Rather, the content of the courses is determined by the trainers, based on their perceptions of what needs to be taught and how it should be conveyed to the trainees. The training is controlled by the trainer and the trainees are not expected to participate in discussions or decision-making process. Trainees are introduced to the characteristics of the techniques and models through lectures. Trainees are expected to be convinced of the benefits of the proposed techniques and models. These models may not be appropriate for more experienced teachers since they may assume that the issues mentioned in the courses do not reflect their problems or needs. In addition, they may consider the courses as too theoretical, which may prevent trainees from paying attention to the courses (Breen et al., 1989).

Breen et al.'s Stage 2, Palmer's problem solving, and Wallace's craft INSET models fall in the middle of the continuum of participation. These models might be more productive with more experienced teachers as these teachers have enough experience and knowledge about theory and practice in order to internalize the proposed models, techniques, or ideas for their own classrooms (Palmer, 1993). Unlike the models in which there is low trainee participation, the trainees bring the problems that they face in their own classrooms and consult with the trainer to find solutions. The idea behind these models is that just as teachers need to create opportunities for students to involve them, the trainers need to involve trainees in training sessions.

These three mid-range models also introduce new approaches to trainees; however, the trainers play a consultant role and provide support for trainees in order for them to comprehend the rationale behind innovations. The trainees first identify problems and bring them into the discussion. Then it is the trainer's role to associate those problems with the innovations being introduced to build a rationale for the innovation as a solution to the teachers' problems. Finally, the trainees are expected to relate the new knowledge to their already existing knowledge and find an appropriate solution, considering their students and institutions (Breen et al., 1989).

In order to implement these three models, the trainees should have a certain degree of teaching experience to be more fully aware of their own and their students' needs and problems. Although trainee participation is higher than with the models which fall at the low-level end of the participation continuum, some teachers may not find an opportunity to discuss their specific problems since all participants may not have time to mention them or some teachers may reject the innovation since the trainer is still regarded as an outside authority (Breen et al., 1989).

Teachers tend to deny any innovation or suggestion that comes from someone or somewhere else because they think that the people who offer these innovations are not aware of their needs and interests. For this reason, the trainees may assume that the innovations or new approaches presented by the trainers are not applicable to their teaching contexts (Breen et al., 1989). In order to convince these types of teachers of the benefits of any innovation or suggestion, teachers should be involved in processing the innovation in training courses. Palmer (1993) suggests that if the trainees practice the proposed innovation in activities during the training sessions, they will more likely apply them in their teaching.

The third group of models, which fall on the high end of the participation continuum, include Breen et al.'s stage 3, Murdoch's trainee-centered approach, Palmer's exploratory model, and Wallace's reflective model. These models might be more appropriate for the teachers mentioned above. What all these four models share in common is the high level of trainee participation at every step in organizing the courses. In addition, the considerations mentioned in the INSET design section match with the features of these INSET models.

In this third group of models, the trainer is a facilitator rather than a lecturer or consultant as in the first two group of models. The trainees themselves determine the topics to be discussed during the courses. The topics or issues are derived from their own classrooms. In small group discussions, demonstrations, and presentations, trainees try to find the most appropriate solutions to their problems. At that stage, the trainer helps the trainees with extra suggestions. The integration of new and existing information, suggested by the second group of models presented on the continuum of participation, is enhanced through high-level involvement in the third group of models. The trainees discover the need for and effectiveness of an innovation by consulting each other after practicing the innovation (Breen et al., 1989; Murdoch, 1994; Palmer, 1993; Wallace, 1991).

The similarities and differences in these models are derived from the different amounts of trainee participation in the design and implementation of INSET courses. The first group of models can be useful for novice teachers since they have little or no teaching experience or those who may not have enough background knowledge to take part in discussions. The second group of models could be implemented with more experienced teachers because they are more aware of their problems, needs, and teaching context. The third group of models would be appropriate for teachers

who may be less open to innovation or have a bias against outside experts. While implementing an INSET course, these factors can be taken into consideration for the best results to be obtained.

Haynes (1999) provides a model for trainee-based evaluation of INSET programs. The evaluation of an INSET program can be done by looking at what particular insights the participants found valuable in relation to the survey design of Haynes employed in this study. The nine statements (see Appendix A) in the questionnaire are originally the outcomes of the training program intended to produce. Haynes groups the outcomes into a hierarchy of three orders. The first three outcomes, which are related to provisionary, informational, and new awareness and found in the 1st, 2nd and 3rd questions respectively, consist of the first order. Second order outcomes are found in the 4th, 5th, and 6th questions, related to motivational, affective and institutional factors respectively. Third order outcomes are found in the 7th, 8th, and 9th questions, which are related to impact on practice, value congruence, and knowledge and skills respectively. These are the greatest changes of significance. Haynes suggests that the training programs offering only the presence of the first order outcomes do not have a successful impact on participants' teaching. The presence of second and third order outcomes imply that the training programs have a considerable impact on teaching practices of the participants, and if the program produces all nine outcomes, it is accepted as a successful program.

Novice Teachers

Novice teachers have been defined as those who have three or fewer years of teaching experience (Freeman, 2001). However, Anadolu University regards novice teachers as those who are in their first year of teaching. These two definitions only take years of teaching experience into account and ignore other characteristics of

novice teachers. Although there is not a consensus on what the characteristics of novice and experienced teachers are, there is some empirical evidence that differentiates novice teachers from experienced teachers (Booth, 1993; Capel, 1989; Dubin & Wong, 1990; Eggen, 2002; Flores, 2001; Grenfell, 1998; Harrison, 2001; Holten & Brinton, 1995; Kumar, 1992; Numrich, 1996; Richards, 1998; Richards, Li & Tang, 1998). The outcomes of this research differentiate novice teachers from experienced teachers in terms of pedagogical factors, classroom management, and need for support.

Pedagogical factors refer to the ways of in which novice teachers approach lesson planning, make interactive decisions in the course of their lessons, and their competency at teaching. Classroom management refers to how novice teachers deal with student problems which arise spontaneously and how they manage planning and lessons. The need for support refers to the help that novice teachers need in terms of their workload, the feedback that they receive on their teaching, and socialization in order not to feel isolated from the school community.

Pedagogical Factors

Novice teachers tend to run their lessons according to their lesson plans and ignore the needs and interests of the students. Richards, Li & Tang (1998) conducted a study to explore how novice and experienced teachers planned a reading lesson at City University of Hong Kong. The participants were 10 novice teachers who had completed most of their methodology courses in their second year of a BA TESL degree and 10 experienced teachers with five years of experience and TESL qualifications. Both the novice and experienced teachers were asked to plan a 40-minute reading lesson about a short story. Data on lesson planning were collected through interviews

The results revealed that the novice and experienced teachers had different approaches to lesson planning. Novice teachers spent one hour on average for lesson plans which were based on traditional pre-, during-, and post-reading activities. They followed their methodology lesson plan format for a reading course. Their teacher-focused plans approached the story from their own perspectives. The overall objective of the lesson plans was to finish the lesson in time, ignoring the teaching potential in the story. Novices conducted the lesson through whole-class activities and there were no small group activities in which students needed to activate their schema in order to comprehend the text better.

Contrary to the novice teachers, experienced teachers needed only 40 minutes on average to plan their lessons. They prepared detailed and varied lesson formats. Their lesson plans were learner-oriented with both linguistic and broader objectives. They focused on raising students' awareness of the topic and structure to be taught, promoting autonomy in learning, involving the students with the text both as interpreter and creator, practicing for prediction, and integrating reading with other skills. Experienced teachers prepared alternative approaches in case they might encounter difficulties in their lessons. Their primary goal was the story's meaning rather than teaching vocabulary or finishing on time.

Novice teachers prepare written lesson plans for managerial purposes; however, experienced teachers prepare flexible mental plans in order to involve students in various language-oriented tasks. Richards (1998) conducted a study to find out how novice and experienced teachers use lesson plans and how their interactive decisions vary in the course of lessons at the British Council in Hong Kong. The participants were eight experienced teachers having nearly 10 years of teaching experience each and eight novice teachers who had approximately one and a

half years of teaching experience each. Data were collected through questionnaires, observations, and follow-up interviews. In terms of the use of lesson plans, the results revealed that the novice teachers prepared more frequent written lesson plans than experienced teachers. Novice teachers' plans were for managerial purposes; to keep transitions between the activities by indicating what to do step by step, or whether they should use predetermined materials and address predetermined structure rather than pedagogical purposes. Novice teachers either added or dropped some of the activities because of time constraints.

On the contrary, experienced teachers prepared shorter, mental lesson plans that aimed at activating students' schemata in order to analyze the text better. They planned the process of the lesson in their mental plans and elaborated their lesson plans, which were in an outline form, in the course of the lesson. They considered the problems that they might encounter.

The interactive decisions made by teachers in a lesson indicated that novice teachers dropped some of the activities because of time constraints or added some activities to fill out the time. However, rather than to fill out the time, experienced teachers added activities to strengthen students' engagement in the language work and strengthen the lesson. Most of the experienced teachers elaborated activities by using a wide range of objectives. Experienced teachers also modified activities in order to make them more interesting for the students. This shows that student participation was more important for experienced teachers than finishing the lesson in time.

The use of lesson plans and the interactive decisions of novice teachers indicate that the primary concern of novice teachers is to run the lesson without having any problems, in the process, sometimes ignoring students' needs and

interests. However, experienced teachers are concerned with a wide range of pedagogical alternatives to make the lesson more effective and useful for students according to purpose of the lesson. Teachers' ability to teach and make interactive decisions in the course of the lesson develop as they gain experience.

Korukçu (1995) carried out a study to explore the problems of novice teachers in order to develop an induction program for the Basic English Departments of Turkish universities. The study was conducted at eight English-medium universities which have Basic English departments that provide one-year intensive English language teaching. Participants were 67 senior ELT students and 28 novice teachers who were in their first year of teaching. Data were collected through questionnaires. The results revealed that one of the problems that novice teachers had encountered was lesson planning. Participants stated that they were interested in further training on identifying lesson objectives, arranging time in advance, and planning stages of a lesson. In comparison, when senior ELT students were asked about the problems that they might encounter when they start teaching, they stated that they felt they would not have problems with lesson planning.

Another novice teacher characteristic related to pedagogical factors that differentiates them from experienced teachers is novice teachers' teaching competency. In addition to preparing appropriate lesson plans and making critical interactive decisions in the course of the lesson, novice teachers have difficulty in identifying the level of the students, identifying the difficulty of tasks, and selecting appropriate materials. Holten and Brinton (1995) conducted a case study as part of an MA TESL course which they taught at the University of California, Los Angeles. Participants were three novice teachers with teaching experience of less than two years. The participants were placed in different continuing education programs with

a mentor teacher and wrote journals for 10 weeks. Their analysis of journal entries revealed that one of the most important challenges that the novices faced is that they had difficulties identifying the levels of students. They lacked an understanding of what would challenge the students. The tasks that they thought would challenge students were often easily accomplished or the tasks that they expected would be accomplished easily turned out to be challenging for the students. Parallel to this, they could not select materials appropriate to the students' levels and they did not arrange wait time when they asked students to accomplish a task.

Numrich (1996) conducted a similar study in terms of setting, participants, and data collection at Columbia University in the United States. The participants were 26 novice MA ESL teachers with less than six months of teaching experience. Teachers were assigned to teach their own classes of adult students. The teachers were asked to write diaries in order to identify their major concerns about teaching in their first year. Analysis of their dairies revealed similar results to Holten and Brinton's study. In addition, participants mentioned some other issues. They felt they were impatient with their students. They could not make decisions about when to use the textbook, what to correct, and when to correct. Finally, some of the novices noted that they could not manage the time properly. The study indicated that the novice teachers continued to feel frustrated about the issues mentioned above.

Grenfell (1998) conducted five case studies with five novice teachers on their Secondary Post Graduate Course in Education (PGCE) in England. The trainees were placed in five different secondary state schools for 13 weeks. Data were collected through interviews, diaries, and observations. The aim of the study was to explore to what extent the trainees reflected their classroom knowledge in their practice. The results of the study revealed that the lessons did not go as the novice teachers had

planned because the new context influenced their teaching. The outcomes they observed from students were different from what they had anticipated ahead of time. Moreover, they did not use the modern language teaching approaches that they had learned in their courses. They tended to teach in traditional ways that they themselves had been taught, reflecting Lortie's (1996) "apprenticeship of observation" (Bailey, et al., 1996).

Classroom Management

Novice teachers have difficulties in dealing with students when a problem arises spontaneously due to inexperience in the role of teacher. Capel (1998) examined the perceptions of 49 novice teachers before they started in their first teaching jobs and at the end of their first semesters of teaching in The United Kingdom. The study aimed at exploring the problems of novice teachers and what kind of support the novice teachers need in their first year of teaching. The findings of the study suggest that although the initial training of novice teachers tries to prepare them for their profession, the teachers had difficulties when they started teaching in a new environment. Their initial training did not provide them with an awareness of the realities of schools. Korukcu's study (1995), mentioned earlier, revealed similar results: classroom management was one of the most problematic areas that novice teachers encountered, and they were interested further training in it in an induction program. Moreover, senior students mentioned that they might have problems in terms of classroom management when they start teaching.

Kumar (1990) and Flores (2001) conducted similar studies related to the problems of novice teachers in India and Portugal respectively. Novice teachers had difficulties in coping with the problems arising daily in classroom

management or when an activity failed in their practicum lesson. The teachers stated that their pre-service educations did not teach them how to deal with these types of problems in the classroom. In fact, novice teachers are familiar with classroom problems from their pedagogical courses, but their recent shift role from student to teacher in a specific situation places them in a position which is unfamiliar to them (Arends, 1998).

Since the new roles of novice teachers and their workload are problematic for novices, they need extra training and guidance related with those issues. Booth (1993) conducted a study with 45 English, geography, and history teachers on their Secondary Post Graduate in Education (PGCE) courses in the Department of Education, Cambridge University in England. The PGCE course lasted for 36 weeks. The practical courses were held in a primary school and methodology courses were held in the training institution. The students did their practicum in secondary schools. There were mentor teachers who were responsible for the trainees. The study aimed at exploring the trainees' perceptions of mentoring in their practicum. The data were collected through questionnaires administered at the end of the first and second semesters. At the end of the first semester, the trainees' confidence in terms of teaching their subject matter was high. However, their confidence about classroom management was very low. At the end of the second semester, students' confidence related to their subject matter knowledge and the issues related with classroom management had increased significantly. The data analysis suggests that mentoring had an important impact on trainees' professional development. The trainees claimed that regular meetings with mentors on lesson planning and classroom management improved their effectiveness and confidence at teaching. However, novice teachers need not only support in terms of classroom management

and lesson planning, but in other areas as well. Support for novice teachers is an important issue that will be discussed in detail in the following section.

Need for Support

The third novice teacher characteristic is their need for support. Because novice teachers may feel isolated and helpless in their first year of teaching and they do not know the context in which they teach, they may need extra training or help to adopt their theoretical knowledge into practice. Harrison (2001) focused on the impact of an induction year on secondary school novice teachers in England in terms of support, help, and perceptions of induction experiences. The study was conducted with two different groups of teachers. The first group was composed of teachers who started teaching before the new induction procedures were implemented (1998) by the United Kingdom government. The second group of teachers started teaching with new procedures which provided an increased amount of support for novice teachers. Data were collected through questionnaires and follow-up interviews. Data analyses indicated that the increased support had a significant influence on teachers' future professional development. The teachers who had the most positive induction experiences were the teachers who were working in the schools which gave importance to professional development and had their own induction programs. The findings also suggest that mentoring and regular review meetings played an important role in shaping teachers' positive experiences.

Mentoring and support are one of the most important factors for novice teachers' continuing development (Bullough, 1989; Schick and Nelson, 2001). When novices do not find support and feel isolated, this may even lead them to leave the profession. Eggen (2002) focused on the primary reason for novice teachers leaving the profession through a survey of 359 former South Carolina teachers. The results

of her study revealed that one of the most important reasons for novice teacher attrition was lack of support from the administration. The participants in the study reported that school administrators had not been as helpful as they expected and did not give feedback to new teachers. Participants stated that they did not find mentoring support and felt isolated in their first year. The former beginning teachers reported that they had difficulties with management problems and their initial training was not sufficient to cope with them. Finally, the former teachers found their workload much more than they expected. Eggen suggests that the school staff should give more support and guidance to novice teachers in order to keep them in profession.

Teacher Training and INSET in Turkey

With the recognized need for well-qualified ELT instructors at the tertiary level, universities in Turkey have been implementing INSET programs, especially for novice teachers. Anadolu, Bilkent, Boğaziçi, Çukurova, Hacettepe and Middle East Technical Universities have INSET programs in order to prepare novice teachers for their new institutions. Novice teachers may have the necessary background knowledge to be able to teach; however, they may lack enough teaching practice due to the shortcomings of their practicum experience.

Newly qualified teachers who have graduated from education faculties in Turkey complete a practicum in their last year at the university. The aim of the practicum is to introduce the student teachers to real-life classroom environments and provide them with the opportunity to put their theoretical training into practice. Therefore, the practicum is an important component of student teachers' continuing development. However, studies conducted about novice teachers' perceptions of the practicum in Turkey indicate that it does not meet the needs of novice teachers for

integrating the theory they learned in pre-service education and the practice they make in their practicum due to the limited time allotted for teaching and the lack of relevance of the content of their pre-service education (Altan, 1992; Doğuelli, 1992; Ward, 1992).

First, novice teachers want to have more practice in their practicum and they are not pleased with the time allotted for teaching in their practicum. The practicum in Turkey should be improved in terms of time allotment. The practicum is neither long nor early enough for novices since it is practiced in one semester of the last year of pre-service education (Altan, 1992). Therefore, the novices may not be familiarized with what really happens in the classroom (Ward, 1992). Secondly, pre-service ELT training is insufficient and inadequate for particular local conditions and constraints (Doğuelli, 1992). At the tertiary level, more experiential work should be emphasized after the first two years of theoretical knowledge. A more “field-based and problem oriented” approach based on problems arising from real classroom should be adapted (Kocaman, 1992).

Coşkuner (2001) examined the Turkish provincial state university teachers’ perceptions of language teaching as a career. Data were gathered through questionnaires from nine state universities. Those teachers who were working at state universities considered professional development as an important factor in determining their professional life. Apart from learning innovations in ELT field, teachers regarded INSET programs as a means of job satisfaction.

Şentuna (2002) conducted a nation wide study in order to explore the interests of ELT instructors in Turkey in INSET content. Data were collected through questionnaires. The results revealed that teachers are interested in attending sessions on particular topics. The results also revealed that novice teachers were

more interested than the experienced teachers in most of the topics. Novice teachers' main concerns in attending INSET programs were classroom management and testing.

Kasapoğlu (2002) conducted a peer observation study as part of a pilot teacher development program at Anadolu University School of Foreign Languages. The participants were two novice and two experienced teachers. Data were collected through a pre-observation questionnaire, reflective journals, and follow-up interviews. The results revealed that all participants found the peer observation model productive and supportive for their future professional development. Novice teachers stated that this program helped them become aware of the teaching practices of both their novice and experienced colleagues and they learned much from their experienced colleagues. This teacher development program improved collaboration among teachers through peer feedback and the sharing of ideas about teaching. This study also shows that supportive feedback can improve novice teachers' professional development experience.

Conclusion

Studies conducted on the first year teaching experiences of novice teachers indicate that pre-service teacher education may not prepare individuals for the realities of specific schools and classrooms. Some of the knowledge gained from pre-service education cannot be applied by teachers who have no or little experience. INSET can help trainees to better understand conditions at the schools they work in because it is difficult for pre-service teachers to reflect their university knowledge unless they are involved in teaching in real schools with real students. Mariani (1979) suggests that in-service teacher training should emphasize local training because teachers' needs and challenges may vary according to the institutions in

which they work. Hence, novice teachers may have need for extra training or help to adopt their theoretical knowledge into practice. Assigning efficient mentor teachers who can be good models for novices may help solve some of their problems. INSET trainers have essential roles as mentors for novice teachers.

The initial training of novice teachers does not deal with the problems mentioned above and novice teachers may be lost if they do not have extra help and guidance from the institutions they work at. Many teachers may stop teaching at the very early stages of their teaching career since they do not find enough support from their institutions and colleagues (Eggen, 2001). Their initial training or practicum is too short and they do not have opportunity to test their theoretical knowledge in such a limited time (Ward, 1992).

Since the challenges for novice teachers are significantly higher than more experienced teachers, they need special training and support that is not given in the initial training. This can be provided by in-service teacher education programs that take into account the needs of the teachers and schools as well. Schools should design their own in-service programs because every institution is unique in terms of their available resources, teachers, and students (Roe, 1992). Therefore, institution-oriented INSET programs will more likely be successful for teacher development.

CHAPTER 3: METHODOLOGY

Introduction

As part of its teacher development program, an in-service training (INSET, hereafter) program was implemented at Anadolu University School of Foreign Languages in the 2002-2003 academic year. In this study, seventeen novice teachers who are at their first year of teaching participated in the INSET courses at Anadolu University. The aim of this study was to explore the novice teachers' perception of the INSET courses. The research questions posed for this study are as follows:

- 1) To what extent do novice teachers perceive the in-service teacher training courses as valuable for their actual teaching practices?
- 2) In what areas of teaching do novice teachers perceive in-service teacher training courses as valuable for their teaching practices?

In this chapter, the setting, the participants, the instruments, the procedure, and the data analysis strategies will be presented.

Setting

The study was conducted at Anadolu University School of Foreign Languages Eskişehir, Turkey. The School of Foreign Languages provides compulsory one-year intensive English language education before students pass to their departments for content instruction. There are nearly 100 English instructors and 1800 students at The School of Foreign Languages.

Based on Sentuna's (2002) study, a ten-week INSET program for novice teachers in The School of Foreign Languages was implemented in the 2002-2003 academic year. Şentuna (2002) had already revealed that novice teachers at Anadolu University School of Foreign Languages were interested in taking INSET courses in particular teaching areas. Therefore, the administrators of The School of Foreign Languages

determined to establish a teacher training unit for its novice teachers and started the first INSET program in 2002-2003. The program aimed at providing novice teachers with necessary knowledge about The School of Foreign Languages, anticipating the difficulties that novice teachers would encounter in their teaching so that they could continue their professional development. Some of the issues taught in the INSET workshops were derived from Şentuna's (2002) study. Her study revealed that novice teachers were interested in taking courses on classroom management, how to motivate students, teaching vocabulary, testing and teaching speaking, reading, and grammar. The workshops also aimed to help participants in issues related to materials development and classroom management that might be problematic for them due to their lack of experience.

Participants

Seventeen novice teachers who work for Anadolu University School of Foreign Languages participated in this study. Anadolu University School of Foreign Languages defines novice teacher as those who are in their first year of teaching. Participation in this INSET program was obligatory for novice teachers. All novice teachers were newly recruited to the department and they had little or no teaching experience before. Thirteen participants have BA's in TEFL, two participants have BA's in English Literature, one participant has a BA in Linguistics, and one participant has a BA in Translation.

Instruments

Two data collection instruments were employed in this study:

- A survey, which was completed at the end of each workshop on a weekly basis.

- Interviews with four randomly chosen participants conducted three months after the courses.

The survey (Appendix A) consisted of two parts. The first part consisted of nine statements aimed at exploring the participants' perceptions of the INSET workshops. The statements were adapted from Haynes (1999) and addressed the effectiveness of materials and provisional outcomes, informational outcomes, new awareness, value congruence outcomes, affective outcomes, motivational and attitudinal outcomes, knowledge and skills, institutional outcomes, and impact on practice of training workshops. Participants responded to these statements using a seven-point Likert-scale ranging from totally disagree to totally agree.

The researcher chose Haynes' statements rather than his approach for data collection because the statements were applicable to the INSET program implemented at Anadolu University School of Foreign Languages. In addition, Haynes' approach was mostly related to the degree of the success of an INSET program. However, the aim of this study was also to determine the teaching areas in which trainees applied the knowledge bases they gained from the INSET program.

The second part of the survey utilized three open-ended questions. The first question asked participants what they gained from each workshop. The second question allowed participants to identify questions they still had after the workshop. The third question allowed them to evaluate the value of the workshops and suggest alternative ways of implementing the workshops. Participants were asked to respond to the survey after each workshop; surveys were collected from the participants weekly.

A schedule of interview questions (Appendix B) was prepared in the light of the results gathered from the surveys. The interviews had two purposes. First, they were conducted to confirm survey results three months after the training workshops

were over. The survey results led the researcher to particular questions addressing a) what it was like being a participant in an INSET workshop, b) how participants reflected the knowledge they gained from INSET courses to their actual teaching c) the most valuable workshops for participants' actual teaching, d) the least valuable workshops for their actual teaching. Second, the researcher aimed at extending the survey data with a different data collection instrument.

Procedure

The procedure for this study consisted of three parts: an orientation workshop conducted by the researcher with all participants a week before the training workshops began, a 10-week course of training workshops, and interviews with five randomly chosen participants three months after the workshops.

Orientation Workshop

Before the training workshops started, an orientation workshop was conducted by the researcher. There were four goals of this workshop. First, the participants were informed about the aim of the study. Second, the researcher explained the procedure for filling out the survey forms and clarified any points which may cause any misunderstanding or trouble. Third, the researcher explained the procedure for turning in the survey forms each week. Fourth, participants were assigned code numbers by the researcher. The participants responded to the survey each week by writing their code numbers onto the survey.

Training Workshops

Since the participants of this study are all novice teachers with no or little teaching experience, these workshops aimed to raise their awareness of teaching procedures at Anadolu University School of Foreign Languages. Trainers' notes for the content and procedure of workshop 8 (teaching speaking) are provided as sample

in Appendix C. The training workshops were held at School of Foreign Languages after the lessons were over at 4 pm on a weekly basis. The second (classroom management), fourth (teaching and testing grammar), and sixth (teaching reading and vocabulary) workshops were followed by a reflection session. The reflection sessions were held in order to provide novice teachers with an opportunity to discuss the effectiveness of the theories and ideas taught in the courses and share their ideas with other colleagues and trainers. The date, topic (for a sample workshop note, see Appendix C), trainers, and number of each workshop are outlined in Table 1.

Table 1.

Number, Date, Topics, and Trainers of the Workshops

Number	Date	Topics	Trainers
1	13.11.2002	Reflective teaching	Administration & T.T.T. Member
2	20.11.2002	Classroom management	Administration
3	27.11.2002	Reflection	Administration
4	03.11.2002	Teaching and testing grammar	Skill coordinators
5	12.12.2002	Reflection	Skill coordinators
6	18.12.2002	Teaching reading and vocabulary	Skill coordinators
7	17.12.2002	Reflection	Skill coordinator & Instructor
8	15.01.2003	Teaching speaking	Skill coordinators
9	16.01.2003	Testing speaking	Skill coordinators
10	27.01.2003	Materials development	Head of Mat. Dev. Office

Note: T.T.T. M = Teacher Training Team Member, Mat. Dev = Materials Development

Some workshops were not conducted on a weekly schedule due to national holidays. In the early weeks of the workshops, there was a problem in collecting the survey forms. Some of the participants who were teaching in different buildings did not turn in the survey forms just after the training sessions but instead turned these forms in a few days later. This could affect the reliability of the study; therefore, they were asked to fill the surveys in just after the training sessions and the trainers collected them back.

Interviews

A schedule of questions for semi-structured interviews (Appendix B) was prepared based on the analysis of the survey and piloted with four students of the 2002-2003 Bilkent University MA-TEFL Program who had participated in an INSET program before, and some changes were made as a result of piloting.

Semi-structured interviews were conducted on April 10-11, 2003, three months after the training workshops. The interviews were conducted three months after the workshops were over to explore how the knowledge that the trainees gained from workshops was put into practice. The purpose of the interviews was also to provide the participants with an opportunity to elaborate their survey responses, and clarify the data from other sources. While choosing the interviewees, the participants were stratified according to two categories, ELT graduates and non-ELT graduates because the analysis of the questionnaire suggested that the groups were different. Therefore, the researcher anticipated each group's responses would be different. Five randomly chosen participants, three ELT and two Non-ELT graduates, responded to the open-ended questions individually. Open-ended questions allowed participants to explain their ideas and perceptions in detail.

The researcher audiotaped and transcribed the interviews (for an interview sample, see Appendix D). The transcriptions were sent to the participants to ensure their accuracy before further analysis. The participants read the transcriptions and no changes were made.

Data Analysis

In this study, both qualitative and quantitative data analysis procedures were used by the researcher. The first part of the survey was analyzed quantitatively. The

second part of the survey and the semi-structured interviews were analyzed qualitatively.

The first step in the procedure was the analysis of the survey. After the survey was collected the first part of the survey, responses to the nine statements, was entered into SPSS version 10.0. The analysis of the data was based on descriptive and inferential statistics. The second part of the survey, three open-ended questions, was analyzed qualitatively. Participants' responses were entered in a table (for a sample see Appendix E) and emergent themes were discovered by looking at the frequency of responses given to the three open-ended questions. Frequently emergent themes were highlighted using different colors, and these themes were labeled.

The second step in data analysis was the interpretation of the interviews. After the interviews were transcribed, they were read multiple times and every item and response related to the research questions and aim of the study was highlighted by different colors. This method allowed researcher to confirm survey results and to extend the data.

Conclusion

In this chapter, the setting of the study, participants, instruments, procedure, and data analysis were presented. The next chapter presents the data analysis procedures and the results in detail.

CHAPTER IV: DATA ANALYSIS

Introduction

As part of its teacher development program, an in-service teacher training (INSET, hereafter) program was implemented at Anadolu University School of Foreign Languages in the 2002-2003 academic year. In this study, 17 novice teachers who are in their first year of teaching participated in the INSET program. The aim of this study was to explore the novice teachers' perceptions of the INSET workshops. The research questions posed for this study are as follows:

- 1) To what extent do novice teachers perceive the in-service training courses as valuable for their actual teaching practices?
- 2) In what areas of teaching do novice teachers perceive the in-service training courses as valuable for their teaching practices?

Data Analysis Procedures

In this study, both qualitative and quantitative data analysis procedures were used by the researcher. The first part of the survey, adapted from Haynes (1999) and consisting of nine statements, was analyzed quantitatively. The second part of the survey data, taken from three open-ended questions, and the semi-structured interview data were analyzed qualitatively.

The first step in the procedure was the analysis of the survey, which consisted of nine statements and three open-ended questions. After the survey was collected, the data from the first part of the survey, the nine Likert-scale questions, were entered into SPSS 10.0. The second part of the survey, the three open-ended questions, was analyzed qualitatively. Participants' responses were entered in a table and analyzed based on the interpretation of patterns emerging from their responses.

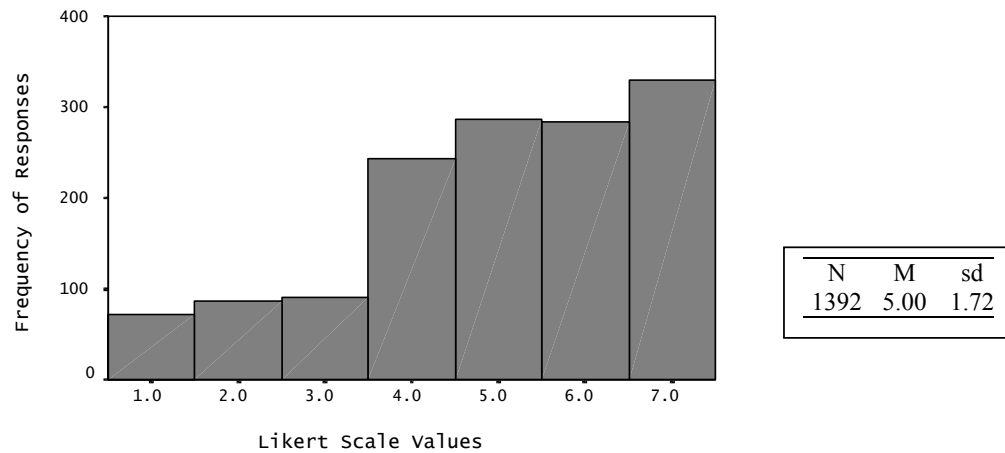
After analysis, the emergent patterns in the responses provided a base for the semi-structured interview questions.

The third step in data analysis was based on the interpretation of the interview data. After the interviews were transcribed, they were read and every item and response related to the aim of the study was highlighted. The responses of each participant were transcribed in a table. They were read multiple times and every item and response related to the research questions and aim of the study was highlighted.

In this chapter, the data from this study are presented in six sections. In the first section, the overall results of the responses of the participants to the nine Likert-scale items of the questionnaire are presented. The second section is allotted to determination of the most and least valuable workshops of the 10-week INSET program. The third section compares and contrasts the responses to the Likert-scale items of ELT and Non-ELT graduate participants. The fourth section analyzes the emergent themes from the open-ended questions. The fifth section presents the areas in which these 17 novice teachers apply the knowledge they gained from INSET workshops, based on their interview responses. The chapter ends with a conclusion of the data analysis.

Overall Results of Workshops

Data analysis indicated that 17 novice teachers' perceptions of INSET workshops were generally positive. Most of the participants tended to evaluate the workshops higher than the third band of the seven-point Likert-scale which means they were either neutral or positive towards the INSET workshops. Figure 3 illustrates participants' overall perceptions of the INSET workshops.



Note. 1= strongly disagree 2 = disagree 3 = partially disagree 4 = neither agree nor disagree 5= partially agree 6 = agree 7 = strongly agree, N= number of responses, M = mean, sd = standard deviation

Figure 3. Participants’ Overall Perceptions of INSET Workshops

Looking at the mean score of all participants’ responses to the workshops, the general tendency of the group towards INSET is positive because the overall mean score is 5.00. However, an overall mean score of 5.00 implies that participants evaluated the workshops as ‘partially agree’ according to the seven-point Likert-scale. This means that there is some discontentment with the workshops. Participants did not find some aspects of the workshops valuable for their actual teaching.

The standard deviation of 1.72 implies that 66% of all responses fall between 3.28 to 6.72 assuming that the responses of 17 participants are normally distributed. Figure 3 supports this claim, since 55.6% of all responses fall under the three highest bands of the seven-point Likert-scale. The percentage of responses for strongly agree is 20.4%, agree is 17.5%, and partially agree is 17.7%. The figures presented above indicate that participants regarded the training workshops as valuable for their professional development since more than half of the responses falls into the agree part of the seven-point Likert-scale.

The Most and the Least Valuable Workshops

As a second step in data analysis, the researcher determined the most and the least valuable workshops of the 10-week INSET program at Anadolu University School of Foreign Languages for the participants. Table 2 indicates the mean scores of each workshop.

Table 2.

Means of each workshop

	N	M	sd
Workshop 1	134	5.15	1.35
Workshop 2	153	5.03	1.62
Workshop 3	152	5.38	1.68
Workshop 4	144	5.38	1.86
Workshop 5	143	4.86	1.68
Workshop 6	144	4.12	1.89
Workshop 7	90	4.03	1.32
Workshop 8	135	5.39	1.61
Workshop 9	153	5.88	1.51
Workshop 10	144	4.22	1.64
Total	1392	4.19	1.72

Note. N : Number of responses to the statements M : Mean, sd : Standard Deviation

The researcher identified the most and least valuable workshops by looking at the mean scores of each workshop. Workshop 9 on testing speaking has the highest mean score; therefore, the researcher assumed it as the most valuable workshop. Since workshop 7, the reflection session of teaching reading and vocabulary, has the lowest mean score, the researcher assumed it as the least valuable workshop.

The Most Valuable Workshops

Since Table 2 indicates that workshop 9 has the highest sample mean score, it is reasonable to test if it has a mean significantly higher than the other workshops. To test the claim, the researcher ran independent sample T tests to compare the workshop having the highest sample mean with the means of every other workshop. Independent sample T test scores revealed that workshop 9 was more valuable than

workshops 1, 2, 5, 6, 7 and it was as valuable as workshops 3, 4, and 8 statistically. It is concluded that workshops 9, 3, 4, and 8 were the most valuable workshops even though workshop 9 has the highest mean score. Table 3 shows the results of the analysis.

Table 3.

The Most Valuable Workshops.

	N	M	sd	t
W9	17	5.88	1.21	2.08*
W1	15	5.15	0.72	
W9	17	5.88	1.21	2.45*
W2	17	5.03	0.75	
W9	17	5.88	1.21	1.37
W3	17	5.38	0.87	
W9	17	5.88	1.21	1.15
W4	16	5.38	1.24	
W9	17	5.88	1.21	2.39*
W5	16	4.86	1.23	
W9	17	5.88	1.21	3.66**
W6	16	4.12	1.51	
W9	17	5.88	1.21	4.04**
W7	10	4.03	1.10	
W9	17	5.88	1.21	1.20
W8	15	5.39	1.08	
W9	17	5.88	1.21	3.74**
W10	16	4.19	1.36	

Note: N= number of participants; M= mean; sd= standard deviation; t= t-test

*p < 0.05 **p < 0.01

Participants' responses in semi-structured interviews also supported the statistical data about the most valuable workshops for their actual teaching. Participants' responses indicate that they found workshop 9 on testing speaking valuable since it was given before students' oral exams and conducting oral exams would be a new

experience for them. Participants stated that workshop 9 on testing speaking was very useful for their actual practice because this workshop taught them what procedures they had to follow in a speaking exam. Participants also stated that it was the first time that they had learned how to evaluate students' oral performance.

(Participant 6) **We were gonna give speaking examinations and at that time we got speaking workshop about that.** It was a quite useful one... It was a really good one.

(Participant 14)...in speaking session, I learned new ehh... a new thing ehh... because it was about the examination technique because **it was about all examination technique and I haven't been in an oral examination before. That's why it was useful.** It was useful, yeah.

Data analysis revealed that one of the most valuable workshops for the 17 novice teachers was workshop 3 (the reflection session of classroom management). Participants found this workshop valuable for their actual teaching because they learned how to deal with different students and how they could solve classroom management problems they faced while teaching. Participants stated that the reflection session of classroom management provided them with self-confidence in teaching and they learned how to deal with problematic students.

(Participant 6)...**we talked about classroom management problems. It was a quite useful one** because we are young. There are some ehh... and **you know our student profile**, because of some reasons I don't want to mention, there are some classroom management problems and...

(Participant 12)...**I learned a lot**, so in the first workshop about classroom management... You know **some students are really problem makers...In the first few months of my teaching I had problems.**

(Participant 4) **The problems that we face while we are teaching.** We talked about the problems...and tried to solve the problems, find the solutions of the problems. That was OK. **I felt really great that time.**

The workshop on teaching and testing grammar (4) was also considered one of the most valuable workshops. However, participants' comments on this workshop were not as strong as the other workshops mentioned above. Participants considered the grammar workshop (4) valuable because it was one of the workshops they could remember or because of a specific technique they gained from the workshop.

(Participant 14) Valuable...**Grammar teaching maybe.**

(Participant 6) The grammar lecture, the grammar workshop was quite useful, but in some others...**not waste of time actually.**

(Participant 12) In the grammar workshop, I learned a lot...after the grammar workshop, **I believed that using discovery techniques could be a very good idea...**

Participants mentioned the classroom management (3), teaching and testing grammar (4), and testing speaking (9) workshops in the interviews; however, they did not mention the workshop on teaching speaking (8), even though it was one of the most valuable workshops according to the statistical data.

The Least Valuable Workshops

As was presented in Table 2, workshop 7, the reflection session of teaching reading and vocabulary, has the lowest mean score of the workshops. It is reasonable to test if it has a significantly lower mean than the other workshops. To test the claim, the researcher ran independent sample tests to compare the mean of workshop 7 with the means of every other workshop. The results revealed that workshop 7 was less valuable than workshops 1, 2, 3, 4, 8 and 9 and it was as valuable as workshops 5, 6 and 10 statistically even though the workshop 7 has the lowest mean score of all the workshops. Table 4 shows the results of the analysis.

Table 4.

The Least Valuable Workshops

	N	M	sd	t
W7	10	4.03	1.10	-2.82*
W1	15	5.15	0.72	
W7	10	4.03	1.10	-2.53*
W2	17	5.03	0.75	
W7	10	4.03	1.10	-3.30**
W3	17	5.38	0.87	
W7	10	4.03	1.10	-2.89**
W4	16	5.38	1.24	
W7	10	4.03	1.10	-1.77
W5	16	4.86	1.23	
W7	10	4.03	1.10	-1.17
W6	16	4.12	1.51	
W7	10	4.03	1.10	-3.03**
W8	15	5.39	1.08	
W7	10	4.03	1.10	-4.04**
W9	17	5.88	1.21	
W7	10	4.03	1.10	-.32
W10	16	4.19	1.36	

Note. N= number of participants; M = mean; sd = standard deviation; t = t-test

*p < 0.05 **p < 0.01

Apart from statistical data, the semi-structured interviews also supported the argument that workshop 7 on teaching reading and vocabulary was the least valuable workshop for the 17 novice teachers' actual teaching. The novice teachers' comments in the interviews revealed that they did not like the workshop because there were too many materials to be dealt with in it, its impracticality (i.e., the activities presented did not fit with the actual teaching situations of the participants), and its low amount of participation.

(Participant 4) It was reading I think... **They gave us lots of sheets,** OK? Paper, reading passages, comprehension questions, what else?...I do not remember exactly what. I did not like it.

(Participant 12) I already knew that in a reading lesson I should have given students some pre-reading activities, pre-reading questions...but the problem was not that. **The problem was that I have too thick a book for beginner levels and I had, I have little time.** Yes, I have little time to cover that book and the students who could not even tell their names in English have to deal with abbreviations, instructions find a vocabulary, using context and it was not so...logical...**I knew that things would not go that bright in my reading classes...**

(Participant 14)...in reading session, I was very bored because **the experienced teacher read what she wrote** and before coming to the session and I did not listened to her. I did not gain anything, so it was boring.

Apart from the reflection session of the reading and vocabulary workshop, the last workshop (10) on materials development was also one of the least valuable workshops for 17 novice teachers; however, only one participant mentioned the materials development workshop during the interviews. Participant 14 stated that the purpose of the information presented was not clear.

Because in the materials source room, I can, I cannot any, anything the teacher told us before the sessions. It was just for ehh...they were, **the materials were just for substitute teachers. That's why we ehh...I have not used them and I do not know why I joined the session.**

Comparison of ELT and Non-ELT Graduate Participants

While transcribing the open-ended responses in the questionnaire into a series of tables, the researcher recognized that participants' responses sometimes varied greatly. A particular participant would write that he or she liked a particular workshop very much, while another participant wrote that he or she did not like the workshop or did not gain anything new for his or her actual teaching.

After the second workshop on classroom management, for example, two participants responded to the question “What did you gain from this workshop?” differently. One participant stated that the knowledge bases presented were not new, but rather a review for her. Moreover, she stated that she had already applied the knowledge and ideas given in the workshop. The other participant stated that the knowledge bases presented were new for her and also stated that she learned some techniques (i.e., classroom management) from her colleagues who already know them.

(Participant 2)...Some basic problems that we can meet in our lessons. I can say that **the solutions of the problems are not new information for me**. I already tried to use those ways if I have any problem. So, I can say that **the workshop was just reviewing of the knowledge about methodology**.

(Participant 13) **I learned to solve some specific ‘management’ problems** according to different points of views of novice and experienced teachers.

Similarly, after the grammar workshop (4), some participants’ responses were different from each other. One participant stated that she reviewed her methodology lessons that she had took in her undergraduate study, whereas another participant stated that she learned two well-known grammar approaches (i.e., deductive and inductive) through this workshop.

(Participant 7) It was **just a brush up of my ideas** about teaching grammar.

(Participant 8) The session **broadened my approach to grammar teaching**. I became aware of what I tried to practice in class in fact related with **deductive and inductive methods**. I learned the activities that I prepare should be efficient and appropriate.

Based on the differing responses to the open-ended questions, the researcher assumed the participants could be divided into two different groups, ELT and Non-

ELT graduates. Therefore, the researcher referred to the quantitative data to further explore the differences between the two groups. To test the claim, the researcher ran a T-test to check whether there was a statistically significant difference between the two groups. Table 5 shows the results of the analysis.

Table 5.

Overall Mean Scores of ELT and Non-ELT Graduates

	N	M	sd	t
Elt	1098	4.91	1.26	-1.33
Nelt	297	5.24	1.28	

Note. N = number of responses; M = mean; sd = standard deviation; t = t-test; Elt = ELT graduates; Nelt = Non-ELT graduates

Table 5 indicates that there is not a significant difference between the two groups overall. Even though participants' responses to the open-ended questions were different from each other, their responses to the statements on the questionnaire for workshops showed no significant difference when the mean scores of the two groups were compared. This result suggests that perhaps the number of participants was too small to obtain a significant result even though the mean score of ELT participants' was lower than that of the Non-ELT graduate participants; however, the responses to open ended questions allow distinction to be seen more clearly. Then, the researcher ran independent sample T tests to test whether there was a significant difference between the two groups' average mean scores for each workshop. Table 6 presents the results of this analysis.

Table 6.

ELT and Non-ELT Graduates' Mean Scores for Each Workshop

		N	M	sd	t
W1	Elt	11	5.14	.74	-.647
	Nelt	4	5.38	.890	
W2	Elt	13	5.07	.71	.271
	Nelt	4	4.91	1.05	
W3	Elt	13	5.07	.87	-2.74*
	Nelt	4	6.36	.30	
W4	Elt	12	4.94	1.65	-1.20
	Nelt	4	5.88	.78	
W5	Elt	13	4.82	1.24	-.42
	Nelt	3	5.22	1.31	
W6	Elt	13	3.75	1.35	-2.62
	Nelt	3	5.74	1.14	
W7	Elt	9	4.46	.82	.
	Nelt	1	2.11	.	
W8	Elt	13	5.39	1.00	-.07
	Nelt	2	4.94	1.49	
W9	Elt	13	6.22	.77	1.54
	Nelt	4	4.77	1.81	
W10	Elt	12	4.04	1.38	-.70
	Nelt	4	4.72	1.51	

Note. N = number of participants; M = mean; sd = standard deviation; t = t-test

Elt = ELT graduates; Nelt = Non-ELT graduates

*p < 0.05 **p < 0.01

As seen in Table 6, the only significant difference between the mean scores of the two groups for each workshop is for workshop 3 (reflection session of classroom management workshop). Because of the small number of Non-ELT participants in workshop 7 (reflection session of teaching reading and vocabulary), the independent sample T test could not be done for that workshop. Even though the mean scores of the two groups for each workshop are different, there is not a

statistically significant difference for the workshops other than the third one. Therefore, the researcher decided to look for reasons why the two groups' mean scores were different from each other for that workshop in the open-ended responses of the participants.

Some ELT graduate participants mentioned that they had already learned the classroom management techniques which were presented in the classroom management workshop (2) and in the reflection session on classroom management workshop (3) in their undergraduate studies. Therefore, the classroom management workshop (2) and its reflection session (3) only helped them to remember their previous knowledge.

(Participant 1) The session was very important, but **it wasn't different for me. I have already learned them. I have already learned these strategies.** I know them. The important thing is how to use them in a class. In time, I am sure I can manage it. I try to use all these strategies in my classes.

(Participant 2) I have just practiced the things that we had learned before. We discuss on the materials that we have. I can say that although I read that handout before, it was useful. **It was helpful and I reviewed my knowledge.**

(Participant 14) **I gained nothing because I know all the things** that we talked from my education period. I had already read the articles. "Beginning/ending the lesson, classroom management". **In this session, there was nothing to me.**

Some ELT graduate participants stated that they were already familiar with the knowledge given in the workshop, but they learned some alternative techniques for classroom management. Participants stated that this workshop on classroom management enriched their repertoire of classroom management techniques.

(Participant 4) I gained **some different ideas about ending and starting the lesson and classroom management**

(Participant 12) I learned **how close-distant I should be to the students. I learned more/newer ways of beginning lessons.**

The Non-ELT graduate participants' responses were quite different from those of the ELT graduates. They all stated that the knowledge given in workshop 3 on classroom management was new for them, and it was useful for their future professional development because it allowed them to implement new classroom management strategies and techniques.

(Participant 6) **New strategies about the beginning and ending lessons**, a new awareness about how important they are.

(Participant 11) **I had the opportunity to improve myself in terms of turn-taking and transitions.**

(Participant 8) **I heard some different thoughts and opinions about the matter.** Discussion on what we read was **useful** for us to find a way to apply the theory.

As can be recognized from participants' responses above, the two groups, ELT and Non-ELT, were different from each other in terms of workshop 3 on reflection session of classroom management. Their responses to the open-ended question "What did you gain from this workshop" explain why these two groups were statistically different from each other for this workshop (as presented in Table 6).

Emergent Themes from the Open-Ended Questions

While analyzing the open-ended questions in the second part of the survey, the researcher identified two main categories which emerged from participants' entries: the themes that are common across all the workshops in terms of content and the themes that are common across all the workshops in terms of process.

Common Content Themes

The themes that are common across all the workshops in terms of content fall into three categories. These themes are the need for case studies (which will also be discussed in the later section on process), the mismatch between the knowledge bases

taught in the workshops and the teachers' curriculum and available textbooks, and inapplicable knowledge bases due to student level and time constraints.

The need for case studies: Semi-structured interviews revealed that novice teachers had some classroom management problems in their first months of teaching. They wanted to learn how experienced teachers have dealt with classroom management problems. They wanted to hear some specific examples for solving this type of problem.

After the workshops on classroom management (2 and 3), participants stated that they wanted to hear some case studies of problems that either the experienced or novice teachers had encountered in classroom management and they wanted to hear how these colleagues solved them.

(Participant 7) It (workshop) could be improved by suggesting different solutions **according to the experiences of other teachers rather than repeating all that stuff given in theory books.**

(Participant 11) In the workshop, **teachers could have given more examples or scenarios and we could have found useful solutions.**

(Participant 14) As novice teachers, **we should have given more experience samples.**

(Participant 3) **This session could have been improved by interesting examples and experiences.** Because, I have already known the examples given in the session.

After the grammar workshop (4), participants stated that they wanted to learn how to teach some grammar points (i.e., the ones that novice teachers have some problems in teaching) and how to teach to a particular level rather than listening to methods and approaches for grammar teaching. Some participants' answers to the question "How could this session have been improved?" were as follows:

(Participant 7) By presenting current methods of teaching grammar **except from the ones in methodology books** or there could be a workshop about **some problems that we had in teaching grammar**.

(Participant 10) There should be **much more practical solutions for specific problems**.

(Participant 5) How well the techniques and activities work **in what / which level / group etc.?**

Novice teachers continued to emphasize that they needed to learn more specific examples to teach in different skills. The entries below were written after the workshop on teaching reading and vocabulary (6).

(Participant 7) It (workshop) could have been improved **by trying to find out the solutions of problems that we have during our lessons**.

(Participant 16) **There could be some vocabulary games presented and demos of some reading lessons**. We, the participants, could be assigned **to find some vocabulary games and enjoyable reading lessons**.

Mismatch between the knowledge bases, curriculum, and textbooks: In some workshops, the participants did not find a relationship between the knowledge bases presented and the curriculum and textbooks they use. They stated that instead of talking about general teaching methods, they wanted to learn and discuss how they could integrate theory into their own teaching and how they could apply the theory to their textbooks.

After the two workshops on teaching and testing grammar (4 and 5), the participants mentioned that that they wanted to discuss the implications of the knowledge bases given in the workshops in terms of their own classes and textbooks.

(Participant 1) I want to learn the methods that I can use with my books. **With the books that I use in my classes**.

(Participant 7) It (workshop) could have been improved by discussing **the problems that we had during the lessons**. To be more realistic, maybe we could work on different level of **real classes**.

(Participant 17) The idea of talking about the methods is good idea I think. But instead of talking about the general methods, I think, **talking about the methods we should use in our department would be better**. We could work on **the books that we teach** our students now in the lessons.

After the materials development workshop (10), the participants also mentioned that the trainers should have explained how to use the materials for a particular level and skill.

(Participant 9) **For each skill** the related envelopes would be opened and the materials would be showed us. **It would be more clear**.

(Participant 16) Although it seems like the material office provide the extra materials needed in the department, I believe teachers also have a big role in this area since they have **different classes having different dynamics and needs**. I still have some questions on **how to prepare supplementary materials for different classes**.

The same themes emerged after the workshops on teaching reading and vocabulary (6 and 7).

(Participant 7) It (workshop) could have been improved by trying to find out the solutions of **the problems that we have during our lessons**.

(Participant 8) We may have discussed **the problems that we encounter in teaching reading**.

(Participant 12) **Real life problems. Teaching other reading skills –else than comprehending passages- should have been included**. For example, **how can I teach references better?** I already know a lot about pre-during-post –reading activities. **Our reading courses do not consist of pure passages. We have instructions / abbreviations / word forms etc.**

(Participant 15) More interesting and different topics could be presented. **The knowledge is general.** I want to get information about **how to teach these things to the students at prep school** because they hate English. **The presentations could be more specific.**

This theme was also mentioned by participant 12 in semi-structured interviews. She said that the techniques (i.e., using pictures) given by the presenters did not match with her textbook since the textbook she used was not appropriate for those techniques.

For instance, they (presenters) were giving some papers on which there were pictures before the essays, **but our book did not contain any pictures at all.**

Inapplicable knowledge bases: These themes were related to some specific knowledge bases which were regarded as inapplicable to the participants' teaching settings due to constraints of time, class size, and student level. Participants stated that they considered some knowledge bases as inapplicable regarding the teaching and testing grammar (4), teaching reading and vocabulary (6), and materials development (10) workshops.

After the grammar workshops, participants' entries (below) indicate that they still had some problems about which teaching method (i.e., deductive or inductive) would best fit their classes. They also found some methods impractical for their teaching situations.

(Participant 1) I know deductive and inductive methods but **the problem is how I can use them in my classes.** There is a curriculum that I must follow. **I don't have time to use the inductive method.**

(Participant 6) **While teaching a great number of students,** it is sometimes **difficult to use** all the teaching and testing methods which are ideal.

(Participant 10) **When the curriculum is so strict and full of topics to be taught, how can we use the time economically?** By deductive and inductive methods?

(Participant 14) Can deductive and inductive approaches **be combined?**

Participants are looking for the best teaching method for the appropriate level of students. They do not know how to integrate the deductive and inductive teaching methods. They do not know how to make pedagogical decisions in terms of teaching explicitly, implicitly or in an integrated fashion and expect the workshops to help them with this.

After the workshops on teaching reading and vocabulary (6 and 7), the participants' entries suggest that they were not sure about the benefits of teaching collocations as a method of teaching vocabulary or how to attract students' interests to the reading class.

(Participant 9) I will try to teach **vocabulary in chunks** and see **if it really works**. I wonder if teaching vocabulary by chunks is permanent. Because it is difficult for students to learn vocabulary.

(Participant 12) **How can I balance time and ideal teaching procedures? How can I have enough time while I am using new / unusual methods of teaching reading?**

(Participant 15) **How can we motivate students for reading** and what **other ways are there for learning vocabulary?** How can we make it **more enjoyable and attractive?**

Participants also mentioned that students considered reading classes as boring. They wondered how to include some fun in their reading classes in order to attract students' attention to the lesson. In addition, they want to learn alternative approaches to teaching vocabulary in their reading classes.

Common Process Themes

The two themes which emerged from the open-ended questions in terms of the process of the workshops were the manner of the presenters and the reduced amount of participation, and the timing of the workshops.

The manner of the presenters and reduced participation: Some trainers' lecture-style workshop presentations resulted in a reduced amount of participation. The formal environment of the workshop was regarded as an inappropriate INSET model by the participants. The following entries indicate the participants' attitudes towards the process of the workshops.

(Participant 14) **By creating a friendly atmosphere** it (the workshop) could be better. **For discussion, more time should be given.**

(Participant 16) We did a group work session. There was **only one person who presents** the outcomes of the group discussion in each group. **Every person in the session could have taken a part to speak instead of one person.**

(Participant 3) Each presentation might have been evaluated in different way. And, at the end, the lecturer might have presented the same topics so **we could have compared our presentations.**

(Participant 9) Our experiences would be discussed. I found the session **mechanical. As participators, we would take active roles in the session.**

Participants' responses in the semi-structured interviews supported the data emerging from the open-ended questions. Participants felt some presenters' manner of participation (i.e., lecture-type presentation of workshops, and treating participants as students) inhibited novice teachers' participation in discussions. Some workshops turned out to be lectures and created a formal environment.

(Participant 8) Because the instructors came the class and they read some texts and **they didn't even tried to communicate**

with us, so we couldn't ask the questions. It was like a lesson. It was like a class...we had no opportunity to ask them something and to discuss the subject in detail.

(Participant 12) It was overly emphasized that I was new...I suspected that people did not believe in me. **It was like being a student.** And even the physical atmosphere emphasized that because **we were sitting in this part of the class, and the experienced teachers were on the other side of the class...not like colleagues...**we were assigned some homework which drove me crazy...**They (workshops) were not based on discussion, just...exposure of some knowledge.**

(Participant 14)...**it was like lecture.** The atmosphere was not relaxing. That's why I got bored...**It was very formal...The experienced teacher read what she wrote before coming to the session and I did not listened to her.**

(Participant 4) The teachers demonstrated the classroom situations. We played games, and we sang songs together. That was really enjoyable. And, to compare with that one and this session (in Anadolu University) here in our school, that was better...**I mean the one prepared by XXX was better than this course (in Anadolu University).**

Participants stated that there was a formal environment in the workshops which did not allow them to participate in discussions or ask clarification questions. The presenters put a distance between themselves and the participants and did not try to communicate with the participants as colleagues. Therefore, the participants hesitated to comment on the issues presented in the workshops. What all participants mentioned in the interviews was that they were not active participants; rather, they were passive receivers, which caused them to feel like students in the workshops. In the last excerpt above, participant 4 compared an INSET program which he had participated in before with the INSET program that he participated in at Anadolu University School of Foreign Languages. He stated that the previous INSET program was better than the Anadolu University INSET because the former program was not formal.

Timing of the workshops: The timing of the workshops has two facets. The entries below indicate that the participants either complained about the lateness of the workshops because they were held after classes at 4 p.m. or they found the workshops too long, so they lost their concentration. Participants also found the date of the materials development workshop (10) inappropriate (i.e., too late) for their needs.

(Participant 6) **Meeting earlier hours may improve our performance** during the discussions

(Participant 12)...**The meeting was late. I had difficulties in concentrating.**

(Participant 17) I think **the workshops are done in quite late hours and as all of us feel exhausted**, we cannot think clearly and the only thing we think is going home. **I think the performance of the group would be much higher if they changed the time of the sessions.**

(Participant 16) **Because of the time (it was at 4 p.m.)** and the time limitation **I could not ask and comment the issues** that are not clear in my mind.

Participant 4 stated that he liked one workshop. However, his preference for the workshop is not related to the knowledge bases presented to help his professional development. The only reason he liked the workshop was its duration (i.e., it was short).

(Participant 4) **It was OK.** I enjoyed it because **it was not long.**

Participants' responses in semi-structured interviews also support the data gathered from the open-ended questions. Transcripts reveal that participants found some workshops so long that they lost their concentration.

(Participant 2) ...the time duration it took was **too long**, so **I could not concentrate on the topic after 45 minutes.**

(Participant 6)...Some seminars were really long and the those seminars were the...least how can I say, I don't want to say that

word, but **the shorter ones were the better for us**. It is not just we got bored...**we just lost our concentration in the long ones...**

(Participant 4)...I was bored in general during the courses. **The duration was long**. Only two or three lessons were OK.

In addition to the duration and hours of the workshops, participants complained about the inappropriate timing of the materials development workshop (10) in terms of their needs for that workshop. Materials development was the last workshop of the 10-week INSET program, and the participants stated that they could have benefited more from that workshop if it had been given earlier. Had the workshops been held earlier in the first semester, they would have learned about the presence of a materials development office.

(Participant 2) It could be better if we learned how to use the material office **at the beginning of the term**.

(Participant 3) This should have been presented **at the beginning of the term. I would be better**.

(Participant 6) It would be better if I learned the existence of such an office **at the beginning of the term**.

(Participant 13) **The time was wrong to show all these files**, so the workshop was not effective.

Since the materials development workshop (10) was presented at the end of the INSET program, participants became aware of the materials development office three months after they started teaching. Participants stated that if this workshop had been presented earlier, they could have enriched their lessons with extra materials.

The themes which emerged from the responses to open-ended questions indicated that the participants need more case studies that incorporate real life examples from experienced teachers. Instead of theoretical knowledge, they would like to learn how experienced teachers manage to teach different skills to different

levels of students with available resources. Novice teachers believe that some knowledge bases presented at the workshops are unnecessary because they do not match available textbooks or they are difficult to teach with some particular level of students. Participants also believe that the duration and timing of the workshops were too long and so late that they cannot concentrate. Finally, the participants would like to have more opportunities for discussion in which they can express their ideas and experiences to find solutions for their needs and problems.

Teaching Areas in Which Novice Teachers Report Applying Knowledge Gained from Workshops

This part of the data analysis chapter presents areas in which the 17 novice teachers reported using the knowledge they gained from INSET workshops in their actual teaching. The areas in which the novice teachers apply workshop knowledge to their actual teaching were classroom management, teaching grammar, testing speaking teaching reading, vocabulary, and reflective teaching.

As was mentioned earlier in this chapter, workshop 3 (the reflection session on classroom management) was one of the most valuable workshops for the participants. In this workshop, participants had the chance to evaluate the theoretical background of classroom management presented in workshop 2 (classroom management).

Participants applied the theoretical knowledge in their classroom over one week and they stated that this knowledge proved useful. Participants stated that because of this workshop, they could cope with problems that occur in the course of the lesson and they gained self confidence. Participants stated that the techniques (i.e., how to deal with sleeping or trouble-making students) that they gained from the classroom management workshop (2) and reflection session of this workshop (3) were practical since they tested and saw the benefits of the workshop. Participants' responses in

semi-structured interviews also supported the statistical data and responses to the open ended questions.

(Participant 6)...It (workshop) gave me some **self confidence**... There were some classroom management problems...**How to deal with sleeping students. Should we kick them out, or should we talk them in another way and I got a lot of... suggestions.** I learned... a lot of different things from my friends and the Hocas (trainers)... **I felt much more confident than the beginning.**

(Participant 4)...**Students sleeping in the lesson all the time.** What must you do? **What do you do that in that situation? ...I got some useful ideas.** That was useful...I tried to do the things given as examples and they worked. **The students never sleep anymore.**

(Participant 12)...in the first months of my teaching **I had some problems**, but an idea was really bright it sounded bright to ignore them. **I ignored them [trouble making students]and it worked.**

The teaching and testing grammar workshop (4) was also one of the most valuable workshops. Participants reported that they applied the knowledge they gained from this workshop in preparing lesson plans, testing, and using different activities.

(Participant 6) The grammar workshop...unbelievably good...some specific clues about **preparing a lecture, preparing a lesson and evaluating** and evaluation methods and some teaching different methods, **some different activities**, some which are quite useful for the students at this level and for **testing**.

(Participant 6) At the beginning of the semester, **I couldn't use some of the exercises in the classroom** because I thought they are time-wasting activities, but XXX Hoca [the trainer] **taught us some techniques by means of which we can apply those exercises in a shorter time and I use them. I used some of the activities she did.** It was really an enjoyable workshop. I use some of the games she did in the classroom.

(Participant 12)...**using discovery techniques**...and I used it...it worked...I tried to push students in a way to use their discovery technique and elaborate...**it worked.**

As was mentioned at the beginning of this chapter, workshop 9 (testing speaking) was the most valuable workshop. Participants' responses also supported the statistical data. Participants considered this workshop as valuable because it was a new topic that they had never learned about or experienced testing students' oral performances before.

(Participant 6) It was a really useful one [workshop]...because **we didn't know what to do during the examination and we learned that** (testing speaking)...by watching some videos and etc., and we learned how to do that.

(Participant 14) They told us you are going to do this and this and it was useful...**while showing a picture to a student, the sentence that I have to use was given and it helped me.** The content of the examination, they told and helped me.

Participants stated that they had no idea about what to do in an oral exam. They did not know what procedures they had to follow and what kind of questions they had to ask in order to keep students speaking. However, after the workshop, they were aware of the procedures that they had to follow in an oral exam.

Contrary to the other participants, participant 8, who was a Non-ELT graduate participant teaching reading, stated that she used different knowledge bases that she gained from the workshops. She stated that the reflective teaching workshop (1), teaching reading and vocabulary workshop (6), and its reflection session (7) were the most valuable workshops for her since she used the knowledge bases that she gained (i.e., reflective teaching, pre-, during-, post reading activities, teaching collocations) from these workshops in her actual teaching.

(Participant 8)...It [**reflective teaching**] helped me. When I go home after teaching, I started to think what... I performed in class and I tried to correct myself...**I learned to look at my past experiences and not to make the mistakes I have done before.**

(Participant 8)...For example before this (reading workshop), I was trying to paraphrase the texts and make the students understand the texts by myself only, but I understood that this is

not an individual process. This is a long-term process that also the students should participate. They should also try to understand the new words by themselves and **there should be a post reading, and pre-reading activities and I should make some warm-up activities in class.**

(Participant 8)...For example, **you cannot teach the single words to students.** They do not understand. Instead of that, **the instructor explained us you have to teach students the collocations,** so I began to look at the texts in a different way and **I tried to teach students the collocations** from texts and give the students before reading the passages.

Participant 8 stated that she applied knowledge bases that none of the other participants mentioned in the semi-structured interviews, two of which from the least valuable workshops (on teaching reading and vocabulary) as perceived by her peers. Perhaps, since participant 8 was a Non-ELT graduate participant, she may lack some basic knowledge related to teaching reading and vocabulary which the ELT graduate participants may already know.

Conclusion

The analysis of the data has indicated that participants' perceptions of the INSET program implemented at Anadolu University School of Foreign Languages were generally positive, but not overwhelmingly so. Participants' responses to the survey revealed that they regarded workshop 9 on testing speaking as the most valuable and workshop 7 on teaching reading and vocabulary as the least valuable for their actual teaching. Participants stated that they apply the knowledge gained from the workshops mostly in the areas of classroom management, testing speaking, and teaching grammar. The results also suggest that ELT and Non-ELT graduate participants are different from each other in their perceptions of the workshops.

The results suggest that the participants would like to be more active participants in the workshops and need further training on testing in general and

contextual knowledge since these issues are not necessarily learned in pre-service education.

The next chapter will present the implications and recommendations in light of these findings.

CHAPTER V. CONCLUSION

Introduction

As part of its teacher development program, an in-service teacher training (INSET, hereafter) program was implemented at Anadolu University School of Foreign Languages in the 2002-2003 academic year. In this study, seventeen novice teachers who are at their first year of teaching participated in INSET courses at Anadolu University School of Foreign Languages. The aim of this study was to explore the novice teachers' perceptions of these INSET courses. The research questions posed for this study are as follows:

- 1) To what extent do novice teachers perceive the in-service teacher education and training courses as valuable for their actual teaching practices?
- 2) In what areas of teaching do novice teachers perceive in-service teacher education and training courses as valuable for their teaching practices?

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

Summary of the Study

Seventeen novice teachers who were newly recruited to the Anadolu University School of Foreign Languages participated in this study. Two data collection instruments were employed in this study. First, a survey was completed at the end of each training workshop. Second, interviews with five randomly chosen participants were conducted three months after the workshops.

The survey (Appendix A) consisted of two parts. The first part consisted of nine statements adapted from Haynes (1999). The statements on the first part of the

survey aimed to explore the participants' perceptions of the workshops. Participants responded to these statements on a seven-point Likert-scale ranging from totally disagree to totally agree.

The second part of the survey utilized three open-ended questions. The first question asked participants what they gained from each workshop. The second question allowed participants to express what questions they still have after the workshop and the third question allowed them to evaluate the value of the workshops and suggest alternative ways of implementing the workshops. Participants were asked to respond to the survey after each workshop and the surveys were collected from the participants weekly.

A schedule of interview questions (Appendix B) was prepared in the light of the results gathered from the surveys. The questions were asked to explore participants' perceptions of the training workshops before the workshops started and after the workshops were over, the most and the least valuable workshops for their actual teaching and how they reflected the knowledge they gained from the workshops in their actual teaching.

Findings

Related to the first research question, which is to what extent novice teachers perceive the INSET program as valuable, data analysis indicated that the 17 novice teachers' perceptions of INSET workshops were generally positive. Most of the participants tended to evaluate the workshops higher than the third band of the seven-point Likert-scale, which means they were either neutral or positive towards the INSET workshops. However, their mean score is only equal to the partially agree option of the seven-point Likert-scale, suggesting they had some

discontentment about the workshops. This suggests that the training workshops can still be improved to maximize outcomes.

The second research question posed for this study was to explore the teaching areas in which novice teachers applied the knowledge they gained from the INSET workshops. Semi-structured interviews revealed that novice teachers mostly applied the knowledge bases in the areas of classroom management, testing speaking, and teaching and testing grammar.

Statistical results revealed that workshop 3, which was the reflection session on classroom management, was one of the most valuable workshops for novice teachers. In addition, when participants were asked in what areas of teaching they apply the knowledge bases they gained from INSET courses, almost all participants mentioned the classroom management workshop and the techniques they gained from it.

In Anadolu University School of Foreign Languages, there are some students who do not have any interest in learning English and other students who are not happy with the compulsory one-year intensive English education. These students are adolescents and because their ages are close to those of seventeen novice teachers participating in this INSET program, the students may not show proper respect for them. In semi-structured interviews and the participants' responses to open-ended questions, most participants stated that they had some problems with those students.

As discussed in chapter II, one of the characteristics of novice teachers was their need for further training in terms of classroom management (Booth, 1993; Capel, 1998; Flores, 2001; Korukcu, 1996; Kumar, 1992). Semi-structured interviews and responses to open-ended questions revealed that after the two workshops on classroom management, participants gained more self-confidence in

terms of classroom management and they learned how to deal with those types of students mentioned above. Participants also learned how to interact with different types of students as well. As shown in the second language teacher education continuum in chapter II, the pedagogical reasoning and contextual knowledge bases are two of the knowledge bases for teaching that future teachers need to learn about. However, since teacher trainees are not aware of the context they are going to teach in, these knowledge bases are often better presented through teacher development programs. Dubin and Wong (1990), Freeman (2001) and Larsen-Freeman (1983) suggest that the institution in which INSET takes place plays an important role in these areas by creating a change in teachers' professional development.

The results indicated that the most valuable workshop for novice teachers' professional development was the workshop on testing speaking. Şentuna's (2002) study had revealed that testing was one of the topics that novice teachers at Anadolu University are most interested in taking INSET courses on. Participants also reported in their interview responses and in their responses to the open-ended questions that they gained valuable knowledge about testing procedures from this workshop. The results supported Şentuna's findings that novice teachers are interested in taking training courses on testing. It was the only workshop that was allotted to a testing issue alone. The novice teachers had been taught theory of testing in their undergraduate study, but this workshop provided an understanding of the practice of testing in the local context.

The teaching and testing grammar workshop was also one of the most valuable workshops. Participants reported that they applied the knowledge they gained from this workshop in preparing lesson plans, using different activities, and testing. In addition, after the grammar workshop, some participants reported that they

started to use some exercises, activities or tasks which they initially assumed were unnecessary and for which they did not understand the purpose. The participants reported that they applied some techniques they learned and both they and their students felt the benefit of these techniques.

This change reflects a pattern of growth that distinguishes experienced teachers from novices. Richards and Li (1998) and Richards (1998) suggest that novice teachers drop or avoid activities because of time constraints. They may ignore students' interests or may not involve students in lessons by implementing different techniques and approaches. However, experienced teachers add activities or use different techniques which engage students more in the language work and strengthen the lesson. Novice teachers' reluctance to implement new techniques and approaches also supports Lortie's notion of an "apprenticeship of observation" (Bailey et al., 1996) in which novice teachers have observed their teachers as students and have acquired images of teaching which cannot be easily changed when they start to teach.

Participants also reported that knowing how to test grammar was another area that they gained knowledge in from the grammar workshop. Before the workshop, some participants did not know how to prepare questions and what were the evaluation considerations of an exam, but the grammar workshop provided them with self-confidence and knowledge about testing grammar.

The interest that participants showed in the workshops related to testing suggests that there should be more time allotted to testing. Therefore, it is reasonable to suggest that the number of workshops on testing should be increased in future INSET programs at Anadolu University School of Foreign Languages.

Factors Affecting Novice Teachers' Perceptions of the Usefulness of the Workshops

Novice teachers' perceptions of the usefulness of the workshops were determined by the timing of the workshops, the amount of contextual relevance of the knowledge presented, and amount of reflection and participation allowed in training sessions.

Timing of the Workshops

The timing of the workshops was one of the factors that shaped participants' perceptions of the workshops. The reason why workshop 9 on testing speaking was considered as the most valuable workshop was not only that testing issue was a concern for the participants, but also that it was presented just before the oral exams at Anadolu University School of Foreign Languages. The participants were anxious about conducting oral exams because they had not done this before and had no idea about the procedures of the oral exams. Since the workshop 9 on testing speaking was presented before the oral exams, participants were interested in the topic and paid close attention to the session. If the workshop had been presented earlier, they might not have paid close attention to the workshop and might have forgotten some of what was presented when it was needed.

However, the timing of the rest of the workshops was considered inappropriate by the participants. Novice teachers believe that the timing of the workshop on materials development, which was viewed as one of the least valuable workshops, was wrong. They believe that this workshop should be presented at the beginning of the term. As the results revealed, novice teachers did not know the existence of a materials development office until they took a training course on this topic. They believe that if this workshop had been presented earlier, at the beginning of the INSET program, they could have benefited from materials in the materials

development office and could have enriched their lessons. Holten and Brinton (1995) suggest that novice teachers may have difficulties in selecting and preparing challenging materials for the appropriate level of students. Therefore, a materials development workshop which might be presented at the beginning of the term can provide novice teachers with some sample materials used at School of Foreign Languages, and help them become aware of what kind of materials are required for different levels of students.

Participants also reported some discontentment with the late hour of the workshops. Holding the workshops at 4 p.m, after classes were over, was considered an extra burden by novice teachers. Harrison (2001) and Eggen (2002) suggest that novice teachers find their workload more than they anticipated when they first start teaching. Eggen also suggests that school staff should give more support and guidance to novice teachers in order to lessen the workload of novice teachers. The results support Harrison and Eggen's suggestions that novice teachers find their workload more than they expected because in their responses to open-ended questions and in the interview responses novice teachers stated that they felt exhausted when their lessons were over at 4 p.m.

Since novice teachers are not accustomed to working long hours, they feel tired and cannot concentrate on the workshops after a while. They think that their performance in the workshops can be enhanced if the workshops are held at earlier hours. The novice teachers also hesitated to ask questions in the late workshops because they did not want the workshops to be longer. The novice teachers believed that there should be at least one break in the workshops due to the length of the workshops. They believed that the shorter workshops were more valuable for their professional development. In these workshops they felt they did not lose their

concentration and they were more active participants in discussions since they did not feel exhausted.

Amount of Contextual Relevance

INSET programs should be designed and organized on an institutional basis. Mariani (1979) suggests that INSET programs should emphasize local training because teachers' needs and challenges may vary according to the institutions they work in. Roe (1992) suggests that the institution in which INSET takes place should design its own INSET program because every institution is unique in terms of its students, available resources, and aims. In addition, INSET programs should be classroom-centered (Little, 2002; Hashweh, 2003; Hayes, 1995; Sandholtz, 2002). Pre-service training provides novice teachers with necessary theoretical knowledge, but only limited practical experience and cannot make teachers aware of their specific future context. Novice teachers need to reshape their teaching considering the specific features of the institutional and student profile where they work (Freeman, 2001; Mariani, 1979).

For the workshops on classroom management and testing speaking, it seems that the considerations that literature suggests were realized. In the classroom management workshop, trainees had an opportunity to learn about the student profile at Anadolu University, and they learned how to deal with those students. In the testing speaking workshop, the participants learned the aims of the oral exams and they also learned how to use the materials employed in the exams. To know the contextual knowledge bases presented at these two workshops was considered necessary for the participants to be able to teach at Anadolu University School of Foreign Languages. Since the workshops on classroom management and testing

speaking were considered as the most valuable workshops, it can be concluded that the knowledge bases presented at INSET programs should be contextual.

Little (2002), Hashweh (2003), Hayes (1995), and Sandholtz (2002) also suggest that the materials used in an INSET program should be authentic, that is should match those that trainees use in their classrooms. However, participants reported that some knowledge presented at the training sessions was not contextual and did not match the materials they were using. Data analysis revealed that some techniques presented were not applicable with the available textbooks and to the level of the students the participants taught. For instance, regarding the workshops on teaching reading and vocabulary, participants stated that they already know how to teach pre-, during, and post reading activities. However, they stated that their textbooks did not consist of only reading passages with these activities. There were different tasks and activities that they had to teach, but the novice teachers were not familiar with these types of tasks and activities. Therefore, they had difficulties in teaching these types of activities and needed further training on teaching them which the workshop did not provide.

In some workshops, participants also found the knowledge bases inapplicable due to the level of the students and time constraints. They think that their curriculum is so full that they cannot implement some methods and techniques which require more time. They do not have the luxury of spending that amount of time on teaching using this knowledge. They also think that the proficiency level of students does not allow them to implement those techniques and methods in their classrooms. While this complaint may reflect the limitations of novice teachers regarding time management (Richards et al., 1998), experienced teachers at the institution make similar statements regarding time pressure in the researcher's experience. It can be

concluded that some workshops did not match with novice teachers' real textbooks, materials and student level. Future workshops should use the actual materials being employed by the trainees and presentations should provide guidance in how to use them with students at different levels.

Reflection and Participation

Sandholtz (2002) suggest that trainees consider the least valuable professional development activities to be those in which they do not have an opportunity to reflect the knowledge they gained to their teaching. For this reason, institutions should design INSET programs on a reflective basis (Hayes, 1995; Hasweh, 2003; Sandholtz, 2002; Ur, 1992). The results suggest that the reflection sessions of some of the workshops were considered more valuable than the workshops in which the participants did not actively participate in discussion or did not have the necessary opportunities to express their ideas about the proposed models presented in the workshops. In the reflection sessions, the novice teachers were involved in the discussions because they were able to comment on the proposed models and they had seen the benefits of the knowledge bases by trying them over a week after the initial workshop and before the reflection session. However, the results suggest that participants had some discontentment during most of the workshops in terms of participation.

Data analysis revealed that reduced amount of participation transformed some training sessions into lectures. This structure did not allow participants to ask further questions and they could not participate in discussions. In teacher development programs, teachers should evaluate and share their experiences with their colleagues to find solutions for their problems in order to continue their development (Freeman, 2001; Hayes, 1995; Hashweh, 2003; Head and Taylor, 1997; Hiep, 2001; Lange,

1990; Sandholtz, 2002; Ur, 1994). When participants do not find opportunities to discuss the value of the knowledge bases presented in the training courses, they do not feel a sense of ownership of the presented knowledge and they do not want to apply it. Palmer (1993) suggests that the more the participants are engaged with a proposed model in the training sessions, the more they will be willing to implement it. Without allowing enough participation, the trainees may be reluctant to implement the knowledge presented in the training sessions.

Novice teachers who participated in the INSET program at Anadolu University School of Foreign Languages stated that in some workshops they felt as if they were students. When participants are not involved in discussions in an INSET program, it is difficult to convince them that they are in the process of professional development. Instead, they feel that they are still learning the necessary foundational pedagogical knowledge bases and teaching skills. While differentiating TT from TD, Wallace (1991) suggests that TT is “managed and presented by others”. Therefore, in an INSET program in which participants think that the input and training are completely presented and managed by others, they may feel themselves as if they were still undergraduate students since TT is equated with pre-service training.

One of the features of a teacher development program is that it is awareness-based and individual (Freeman, 2001; Wallace, 1991; Woodward, 1991). Teachers should be aware of their strengths and weaknesses and they should bring their experiences into INSET discussions. Mariani (1979) suggests that teachers are responsible for their own professional development. They should know their strengths and weaknesses. However, if participants cannot find opportunities to express their thoughts, problems, and suggestions, they may not be convinced of the aim and benefits of the INSET program. England (1998) suggests that besides

methodological and linguistic knowledge, INSET programs should also cover teachers' individual needs and interests. Whether an INSET program falls into low, middle, or high participation models in the continuum of participation, as presented in chapter II, the teachers should be able to express themselves in it. One possible way to increase participation, and possibly a sense of ownership, suggested by the trainers is to let them make presentations related to the context of the workshops.

Implications for Practice

In the light of the literature review and the results of the study, it is reasonable to suggest that future INSET programs at Anadolu University School of Foreign Languages consider a) the timing and contextual relevance of the knowledge bases presented, including further training on textbook use, b) the collaboration between trainees and trainers and providing trainees with case studies, c) the differences between the ELT and Non-ELT graduate participants, and d) the value of increased novice teacher participation in training sessions.

Timing and Relevance of Workshops

Novice teachers believe that they should be provided with institutional information in the initial workshops of the training program. Participants considered the timing of the materials development (10) workshop, which was presented at the end of the INSET program, as inappropriate. Participants reported that this workshop should have been presented earlier so that they could make use of the materials development office and become aware of the materials used for different skills and levels at Anadolu University School of Foreign languages. Therefore, other institutional and contextual knowledge related to exams, exam procedures, and schedules should be presented with appropriate timing in early workshops, taking into consideration the needs for the participants to the knowledge to be presented.

The classroom management workshops and testing speaking workshop were considered the most valuable workshops by participants because these workshops were well-timed contextually bound workshops. The workshops on classroom management (2) and its reflection session (3) were presented at the early weeks of the INSET program. Through the workshops, novice teachers had a chance to learn about student profiles and some classroom management problems at Anadolu University School of Foreign Languages. Furthermore, they learned how to deal with the students and classroom management problems at the beginning of the INSET program. The workshop on testing speaking (9) was presented just before the oral exam and novice teachers learned what they were expected to do in the exams. Since these workshops were relevant and contextual, novice teachers regarded them as valuable for their actual teaching and professional development.

Apart from general contextual knowledge, novice teachers believe that they need further training on using the textbooks they are required to work with. Since they do not have enough experience with textbook use, and they are not accustomed to the textbooks and materials used at Anadolu University School of Foreign Languages, future INSET programs should cover ways to use these textbooks effectively for novice teachers. The materials development workshop could provide an opportunity for trainees to explore their textbooks and how to integrate other materials with them.

Collaboration and the Need for Case Studies

In some workshops, novice teachers believed that the experienced teachers who led the workshops were not necessarily supportive and helpful, and the presenters' manner inhibited novice teachers' participation in discussion and making requests for clarification. The novice teachers believed that some workshops turned

out to be lectures, creating a formal atmosphere in which they were being treated as students, not colleagues. The novice teachers think that the INSET program should be designed on a more collaborative basis where they can benefit from the experiences of presenters.

The literature supports novice teachers' belief that INSET programs should be designed to allow colleague interaction in which they exchange ideas and learn from each others' experiences (Bullough, 1998; Doecke, Brown, & Loughran, 2000; Hayes, 1995; Hashweh, 2003; Jenlik & Welsh, 2001; Kasapoğlu 2002; Knight, 2002; Sandholtz, 2002, Schick & Nelson, 2001). The novice teachers want to consider some case studies from experienced teachers. They believe that experienced teachers' case studies will help them deal with the difficulties they have at the beginning of their teaching career. Moreover, they want to learn how experienced teachers implement or approach certain teaching areas in order to be more successful in their profession and more helpful to their students and the institution in which they work. Therefore, the early workshops should be based on models in which there is a limited amount of participation, but with more information from case studies of experienced teachers that highlight issues related to student profiles, textbooks, and the institution. As Palmer (1993) suggests, these types of models may be more appropriate for novice teachers since they are not yet aware of the dynamics of their teaching context.

However, trainees' participation should increase in later sessions as trainees gain more contextual knowledge through early workshops. Trainees should gradually take a leading role in the workshops making presentations about topics of interest to them. Trainees should evaluate their presentations regarding their contextual relevancy, and hence, improve their professional development.

ELT and Non-ELT Participants

The results also indicated that the needs and interests of ELT and Non-ELT graduate participants differ from each other. Most ELT graduate participants believe that the knowledge bases given in the workshops are not necessary; rather, they were a review of their undergraduate study. However, Non-ELT graduate participants consider these knowledge bases as valuable and necessary for their further professional development. Although it is difficult to design different training programs for each group, a needs analysis can be conducted to find their common needs and interests and the outcomes which can be gained from workshops can be maximized. In addition, contextualizing and timing the workshops appropriately when the participants need the knowledge, may also reduce the different responses of the two groups.

Participation

Data analysis suggested that some of the reflection workshops in which participants discussed and shared their experiences after they implemented the knowledge they had been exposed to one week before were considered more valuable than the workshops which were not followed by a reflection session. Participants also stated that they wanted to present some workshops. After they have finished their presentations in some workshops, they wanted to compare each group's presentation by discussing the strengths and weaknesses of each presentation and wanted to receive feedback from the trainers.

Participants' desire for more participation complements Breen et al.'s (1989) Stage three INSET model, which falls in the high participation part in the continuum of participation. In this model, as participants gain more experience in teaching, they

want to structure the training courses from their own classroom experiences. Breen et al. states,

...it is the learners who now act as the source of training and the workshops are a forum for teachers and trainers...to share and evaluate what has been achieved and uncovered by learners. (p. 133)

Participants want more participation in the workshops and they do not like lecture-type workshops apart from those in which presenters mention case studies they have experienced. As novice teachers gain more experience and contextual knowledge, training workshops can be designed and presented with the models that fall in the middle or higher part of the participation continuum presented in the literature review.

Therefore, the INSET workshops implemented at Anadolu University School of Foreign Languages should be developed on a reflective basis (Hayes, 1995; Hashweh, 2003; Sandholtz, 2002, Ur, 1992). The workshops should allow more reflection and increased trainee participation. There were three reflection sessions two of which were considered the most valuable workshops by the trainees in the INSET program implemented at Anadolu University School of Foreign Languages. This result suggests that every workshop might be followed by a reflection session in which trainees discuss the value of the knowledge they gained in the content workshop. The amount of participation in content workshops, in which trainees are introduced with theoretical knowledge, may be low; however, the reflection sessions should be led by the trainees sharing their ideas and experiences about the proposed techniques among themselves.

The literature review and findings of this study suggest that INSET programs should be designed on a contextual basis. The institutions in which INSET courses are implemented should consider their teachers' needs, student profile and needs, and

the materials being used in the program. In the initial workshops, the participants can receive contextual knowledge and learn case studies of experienced teachers to draw lessons for their own teaching in a particular institution. Therefore, participants do not need to allow high participation since they will be learning necessary contextual knowledge. However, as participants become more aware of the context in which they teach, they should be provided with opportunities for greater participation so that they will be able to bring their needs and problems into discussions and express themselves. Participants should also be allowed to present some workshops and receive feedback from their colleagues and trainers.

Implications for Further Research

The INSET program that will be implemented at Anadolu University School of Foreign Languages in future years can be explored through case studies of participants. Participants in these studies can write journal entries for each workshop and be interviewed just after the workshops when they can easily report what they have gained from the workshops. This approach could provide greater understanding of the immediate impact of the workshops. This data could also be compared to later interviews to see how knowledge is retained over time.

New research can also be conducted by looking at what particular insights the participants found valuable in relation to the survey design of Haynes (1999) employed in this study and explained in chapter II. Future INSET program can be evaluated in terms of the presence of three orders of outcomes he describes. The nine statements (see Appendix A) in the questionnaire are originally the outcomes of the training program intended to produce. Haynes suggests that if an INSET program provides all outcomes, then that INSET program is considered as a successful program.

Research is needed not only to explore the participants' perceptions of the training workshops, but also the perceptions of trainers. The researcher can explore the extent to which the trainers believe they present the knowledge intended at the beginning of the training program through interviews and classroom observations. This information can be useful in evaluating the effectiveness of individual workshops and the program as a whole.

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

Limitations of the Study

The first limitation of this study is that it may not be generalizable. The study was conducted at Anadolu University School of Foreign Languages; hence, the results of this study only show that the 17 novice teachers who participated in this study consider the INSET workshops they attended generally valuable for their teaching practices. The particular teaching areas that the novice teachers learned about and then applied to their teaching can only be generalized to the novice teachers working at Anadolu University School of Foreign Languages.

Second, the limited number of participants affected the possibility of finding significant results in the statistical analysis. The great difference between the ELT and Non-ELT graduate participants, seen in the open-ended and interview responses, could not be supported statistically as a result of their limited numbers.

Third, due to time and distance constraints, the researcher could not conduct classroom observations to understand whether the participants really apply the knowledge bases that they gained from the training workshops. In addition, the

researcher could not observe the training sessions to better understand the discontentment of the participants about workshops.

In the early stages of data collection, some participants did not return the survey forms on time and they may have forgotten some issues discussed or presented in the training workshops. This may have influenced their responses to the open ended questions.

Conclusion

The results of the study revealed that the characteristics of the novice teacher at Anadolu University School of Foreign Languages are similar to the characteristics of the novice teacher discussed in the literature review. Novice teachers at Anadolu University School of Foreign Languages need further training, deriving from a lack of contextual knowledge. Novice teachers' pre-service education may not have prepared them fully for their teaching context and they need teacher development programs in which local training is emphasized. Novice teachers may also need further training on some teaching areas such as classroom management, textbook use, and testing since these issues are not necessarily learned in pre-service education. The INSET program at Anadolu University School of Foreign Languages should be continued and expanded, taking the needs mentioned above into consideration, and providing greater opportunities for collaboration, participation, and reflection in the program structure.

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APPENDIX A

Survey

Complete the following by placing a tick in the box that is closest to your opinions. The numbers on the right handside of the chart mean: 7) strongly agree 6) agree 5) mostly agree 4) neither agree nor disagree 3) mostly disagree 2) disagree 1) strongly disagree.

	1	2	3	4	5	6	7
The worksheets, handout and workbooks have been useful to me.							
The background information on educational issues and trends was useful.							
The workshop gave me a new awareness of concepts and changed some of my previous assumptions.							
I was comfortable with the values and the attitudes about teaching promoted in the workshop.							
The workshop made me feel more confident and positive.							
The workshop motivated me to want to do more study or reading.							
The workshop deepened my understanding of educational theories and processes.							
The workshop was useful to the department in which I work.							
The workshop brought about changes in the way I think about teaching.							

Answer the questions below as completely and honestly as possible.

1) What did I gain from this session?

2) What questions do I still have?

3) How could this session have been made better?

APPENDIX B

Interview Questions

- 1) What was it like being a participant in an INSET workshop?
- 2) How did you feel when you first learned that you were going to attend INSET workshops?
- 3) How did you feel at the end of the workshops?
- 4) Can you tell me the overall impression of the workshops on you?
- 5) How do you reflect the knowledge you gained from INSET courses to your actual teaching? Could you give some specific examples?
- 6) Which workshop(s) was/were the most valuable for your actual teaching? Why?
- 7) Which workshop(s) was/were the least valuable for your actual teaching? Why?
- 8) How can you define the courses to a novice teacher who will start teaching next year?

APPENDIX C

Sample Workshop Notes (Teaching Speaking)

TT Workshop (16.1.03)

- Aim – enables sts to communicate in Eng.
- Speaking - requires careful preparation of the teacher
 - complicated instructions
 - vocabulary - pronunciation
 - modification of activities
- Time allotted to each activities
 - give enough time to finish
 - an act. or at least 2 / 3 of the students should have finished
 - we teachers can be a little impatient
- In class participation – hand out criteria
 - Holistic - gives the teacher a chance to grade his/her sts
 - needs modification
 - difficult develop and apply: gap in literature
- Error correction
 - Don't correct students while they are speaking
 - Don't correct every mistake they make (correct every serious mistake)
 - Little error correction in the beginning. Later increase.
 - Pronunciation: unless intelligible
 - Join sts while doing an activity; you can correct each st. Increases motivation
- Potential problems you may face
 - Demotivated sts.
 - Sts. using L1 excessively
 - Noisy sts.
 - No clear answers

- Join sts.
Make them see you are interested in what they are doing (Don't be interested sthg else)
- Use the L1 as little as possible. Try to use only L2.
Introduce the in class participation criteria. Includes criteria on L1 use
- Speaking classes are in general a little nosiy
Use your own techniques

APPENDIX D

Sample Interview

Note. The names mentioned in the below interview are pseudonyms.

B: Sibel, what was like being a participant in an INSET workshop?

S: It was like being a student first of all. It was like being a student again. I was my first year at this university, and you know ehh... at beginning everything seems so different and difficult and at the beginning, I was quite excited that I was gonna take such an INSET workshop sort of thing. In-service training sort of thing. I was very excited about that because I felt that I have a lot to learn, yet. That's why I was quite excited. I felt like a student I can say.

B: OK. I am going to ask it later. How would you feel when you first learned that you were going to attend INSET workshop, but I want you give me some specific examples. For example, you said that you felt like a student. Why did you feel like that in these INSET courses?

S: Right. Because it is my first job actually. It is my first job after my graduation. It is my first ehh... and I worked as a translator and I worked as a trainee English teacher, but it was my first, I mean proper job I can say that I have some responsibilities on my shoulder, you know etc. and the people who are going to teach us were some... were other administrators, as well, so I felt like a bit sometimes, sometimes in some parts of the lecture, I felt like frustrated at beginning. I felt like a bit ehh... you know because they are the people who advice us, so I felt like I have to prove myself in some parts of the lectures because you know they were our administrators. Sometimes, not in general, not everybody, but if you want me to give some specific examples, I can say that.

B: You wanted to prove yourself?

S: To prove yourself, no. I wanted to show my attention, OK? I wanted to show my attention to such a program because it was quite ehh... I felt it was quite useful for me at the beginning and I just wanted to show that it something good for us and it was. But I didn't feel, but you know they are higher than us. They are you know administrators and they are the people I respect because they are hoca. That's why I felt a bit excited and you know sometimes nervous in some parts. For example, I remember the first lecture. I couldn't, I couldn't find the words while I was speaking because I was excited really. Because plus, there was one more reason for that I didn't know my friends. That was another factor actually.

B: Because you were all knew?

S: Yes. We were all knew and I am coming from another university. I am coming from another department. They are all ELT students. They all knew each other. Most of them are from Anadolu University. They know each other very well and I was coming from Ankara. Although they were quite nice, lovely people, you know at the beginning, you feel like a bit nervous because you are stating that you are new.

B: What about other presenters? Did you make you feel like a student?

S: No, no.

B: Just the administrators?

S: No, never. I felt nervous in the first lecture. The other? No. I didn't feel like that in the other workshops.

B: OK. Let me ask you the other question. How did you feel when you first learned that you were going to attend INSET workshops?

S: I thought it is going to be good for me because I felt you know as I said before it was my first responsibility as a teacher. I wasn't a trainee teacher anymore, so I have lots of responsibilities. Everything was new, the institution was new, school was new, rules were new, I didn't know what was gonna happen so I felt like that is good. That's something good. That's gonna be useful for me. I thought like that at the beginning because as I said before, because you know I have to restate, I am not an ELT graduate.

B: Yes, OK. Did you think that you were going to learn some specific things or in what way you thought that these workshops will be useful for you?

S: Right. I thought were going to learn some institutional information first of all, OK? Because the day before, the first day of the school, you know the time before, we just got the books. It was ehh... sorry, it was Friday we just got the books. I was going to teach grammar. We got the books and on Monday we came to teach here. I was you know quite frustrating. Yes, frustrating for me. And plus, I was very ill at that moment. I got a cold. I didn't feel very well. It was quite... ehh... The first week, in the first week I didn't know any institutional information. I didn't know how to deal with students. Students were quite old. They are adults. They are younger than us, but again they looked like adults and it is not easy do deal with them at the beginning because they think you are so young and they can talk you however they like. You know, first of all I expected institutional information somehow and to deal with them and some specific techniques to deal with the problems and to deal with the classroom management and classroom problems, I mean. And some maybe clues about how to prepare a lecture ehh... a lesson, how to prepare and come lesson, some clues at the very beginning. You know I have an educational pedagogy, a certificate. I know how to prepare a lesson in theory, but actually it is really something different when you come to class and such things. I expected these things from these INSET workshops.

B: Thank you, and of course, how did you feel about the workshops when they were over?

S: How did I feel. Well... I thought it could be better. It was good, but it could be better. I thought it was really good. As I am not an ELT graduate, I, I ehh... it was really useful for me. Actually very little help at the stage. For example, we had a very good grammar ehh... do you mind if I mention the names of the useful workshop I liked most?

B: No, please.

S: OK. The grammar workshop was very good. It was unbelievably good because... not only because I was teaching grammar, but also for giving some specific examples, some specific clues about preparing a lecture, preparing a lesson and evaluating and evaluation methods and some teaching different methods, some different activities, some which are quite useful for the students at this level and for testing because it was Ayşe Hoca. The lecturer was Ayşe Hoca. She built some bad examples of tests. Tests examples. It was really and really useful because I was ehh... I remember my trying to prepare the questions of first quiz. I really stayed up late that night. I really stayed up late because I looked up the book. I looked up the lesson books and you know I couldn't sleep. I got

excited because you know it is something really serious. You are going to test some students. And I think so, it was quite useful. The grammar lecture, the grammar workshop was quite useful, but in some other seminars, ehh... workshops?

B: Workshops.

S: I sometimes felt like good. It is good. It is not a waste of time actually. Everything was OK. as I said before in the beginning of my speech. I have lots of things to learn. I admit it of course. I really wanted to prove myself in this area actually. I really wanted to do that because I am not an ELT graduate and I know that I have a lot to learn, but still they were quite I think beyond my expectation. Some of the seminars were different from my expectations let's say.

B: What do you mean by "beyond" my expectations?

S: For example in a seminar, we learned some teaching techniques, but we have already learned them in our schools. Even I know them and some lessons, some seminars were quite useful, but in other areas, for example, if you have a specific attention in linguistics, if you have a specific, you know, in lexicology whatever, they were quite ehh... it was really a good seminar. I was a ehh... I think I miss my linguistics, but you know in such an environment, I don't think it was perfect. It was the most appropriate way of giving such a seminar. It was good. I don't say anything, but you know, it could be better. It could be shorter because I want to say something we share all my friends. Some lessons were too long. They were too long that we just almost lost our concentrations because it our first year. We have difficulties in you know, I don't think the lesson is ehh... high you know, tempo. I want to say and once a week there were some seminars which are really, really long. Some seminars were really long and those seminars were the most you know, were the least... how can I say... I don't want to say that word, but the shorter ones were the better for us. It is not just we got bored and etc. we just lost our concentration in the long ones because you know this has been a lot to do in the school. We have a lot to do. You know it is our first year.

B: Do you remember how long did the long workshops (interruption)?

S: The reading workshop. If I am not wrong, the reading workshop, three hours and 20 minutes. It was quite long for us. It was almost three hours. I don't want to exaggerate, but it was more than three hours and it was quite long. You lose your concentration. And one more speaking. I want to say that ehh... We were gonna give speaking examinations and at that time we got speaking workshop about that. It was a quite useful one. We saw... It was a really good one because we didn't know what to do during the examination and we learned that at time by watching some videos and etc. and we learned how to do that. It was quite useful.

B: I see. What about... you have talked about the good workshops for your actual teaching. Can you tell me the least valuable ones for your actual teaching?

S: Well... least valuable... well I just want to repeat it one more time. All workshops were some you know, all workshops need some efforts. They wanted to help us and they did something well OK. In the beginning, I admitted. They just did their best. It was good OK? but the reading session could be organized in another way maybe. I don't think it was the least valuable one. I don't want to say that word.

B: You can say if you want.

S: Right. I have to compare them OK? The reading session wasn't very valuable, wasn't very efficient for me let's say. Maybe it is too long, maybe for some personal reasons. I don't know, but I thought it wasn't very useful for me actually.

B: Only reading?

S: Yeah, only reading.

B: OK. Sibel. How do you reflect the knowledge you gained from the INSET workshops in your actual teaching? Could you give me some specific examples?

S: OK. First of all, it gave me some self confidence, especially in the first lecture. In the first lecture, maybe you know we talked about classroom management problems. It was a quite useful one because we are young. There are some ehh... and you know our student profile, because of some reasons I don't want to mention, there are some classroom management problems and...

B: Why don't you want to mention?

S: You know. No, I don't want to lose time. You know, some students do not have motivation. They don't want to study English, and we are young and they don't think, they don't think it is good for them, it useful for them, and we have to motivate them, that's why. There are some second year students, in secondary year classroom and they always complain about the school and the system and English education and so forth. It was very ehh... the first week was very ehh... frustrating for me I thought the students would be better. You know the students were at the beginning very less motivated and I had some classroom management problems, but during those lectures, seminars, I realized that everybody has such problems. Even the experienced teachers, even our administrators. OK? And when I thought that when I realized that I am not the only one... everybody has such problems. And it doesn't matter how old you are, how experienced you are and I thought such a confidence after that. And this session was quite useful. The first session. Classroom management session, lecture. We shared some let's say, some suggestions in terms of classroom management problems. For example sleeping students. How to do deal with sleeping students. Should we kick them out or should we talk them in another way and I got a lot of, really a lot of suggestions. I learned a lot of you know, I learned a lot of different things from my friends and from the Hocas; Elif Hoca, İpek Hoca and of course what was her name?... Fiona Rose. It was a really good session, the first session. I can say that I felt much more confident than the beginning.

B: So, can you tell me that you apply these techniques, the classroom management techniques?

S: Sometimes, yes sometimes. If you want me to give some specific techniques.

B: Please.

S: I used some techniques for example which were shown by Ayşe Hoca in the grammar session. While I was preparing tests, I just don't remember some specific things she said while preparing the tests. I just remember them especially testing. At the beginning of the semester, I couldn't use some of the exercises in the classroom because I thought they are time-wasting activities, but Ayşe Hoca taught us some techniques by means of which we can apply those exercises in a shorter time and I use them. I used some of the activities she did. It was really an enjoyable workshop. I use some of the games she did in the classroom, which in the workshop...

B: Let me ask you the last question. How would you describe the workshops to a novice teacher who will likely attend the courses next year?

S: How would I? Can I take?

B: How would you describe the workshops to a novice teacher who will likely attend the courses next year? For example, you know, we are going to have a new novice teacher

next year. You are going to describe the workshops. How would you describe these workshops to him or her?

S: they are going to be tiring first thing I can say. It is going to be tiring, but good for you. You can ask, you can learn about the thing. You can ask the things you are not sure at the beginning of the semester. You can share your problems I can say and I think it is the most important thing. I can say for example, I had some problems at the beginning and I shared them with my friends and I had lots of opinions. I got lots of ideas from them I can say.

B: What about theoretical, practical?

S: Well... theoretical. Actually, tiring. It is because they were long. Sometimes practical. Because you asked me such a thing, it was quite tiring because they were long, but apart from that, we read some articles. I mean ELT articles and we read some of the theories and some of the different theories. But theoretically I don't remember anything, but if I think the theory, there is nothing in my mind. I don't remember a name even, but I can say that I learned some techniques and some confidence, I can say.

B: Some practical issues?

S: Yeah. Some practical issues, yes. Something that I can use in classroom. Some activities. You know, some clues. For example, preparing a test.

B: OK. It is enough for me Sibel.

S: Really. OK.

B: Thank you.

APPENDIX E

Analysis of Sample Open Ended Responses

P	W	What did I gain from this session?	What questions do I still have about the topic?	How could this session have been improved?
P10	W2	I learned new strategies to overcome some of the difficulties inside the classroom. For example; the idea of asking a student (a problematic one) to lecture the class on what he is good at for ten minutes and checking the class's reaction seems useful.	I don't still have a solution for constantly demotivated students and complaining students. They usually criticize the system and I don't know clearly how to eliminate such problems.	Session was much longer than it should be. Each group gave a presentation on one problem but they were full of repeated words. I did not like it wasn't wise. Thank you!
P11	W2	How to cope with the students who have L1 tendency and who have lack of interest and motivation in the lessons.	How to overcome the problem of complaining students if I cannot make them understand the importance of English and motivate them?	In the workshop, teachers could have given more examples or scenarios and we could have found useful solutions.
P12	W2	I learned/gained some ideas/suggestions related to class management problems I did experience. I believe I can make use of the ideas I heard.	I still don't know what to do when I face specific/unfamiliar discipline problem. I didn't find some of the ideas/suggestions/solutions applicable.	learer/fewer articles. More of free discussion (brainstorming). We should participate in the discussion group we choose, yesterday's (L1 tendency) did not appeal to my needs. The meeting was late I have difficulties in concentrating
P13	W2	I learned to solve some specific 'management' problems according to different points of views of novice and experienced teachers.	First of all, the article is still not clear in my mind so I don't want to skim or scan the materials without understanding them. Secondly, the meeting hours' lateness caused lack of concentration. Thus, I personally couldn't follow the lecture. The examples, which are given, were good...	Clear, interesting materials can be given.
P14	W2	While discussing I realized that there are many ways of coping with the problems occurred in the class. Now I have I wider view against problems.	Apart from all the problems discussed, I can still have many different ones. These problems aren't the ones we encounter only. We should think of different problems we can have.	As novice teachers we should have given more experience samples and enough time.

Note. P = Participants, W = Workshop, **Case Study**, **Time**, **Participation**, **ELT**, **Non-ELT**