

Middle East Technical University  
School of Foreign Languages  
Curriculum Renewal and Evaluation Project

*Evaluation of Teacher Education Department (TED)*

**A SITUATION ANALYSIS ON THE  
IN-SERVICE TEACHER EDUCATION PROGRAM**

**Research Team**

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**OCTOBER 2005**

## **A Situation Analysis on the In-Service Teacher Education Program**

### **I. Introduction**

After the SFL Curriculum Renewal Project started in 2002 and following its first implementation in 2003-2004, the curriculum evaluation stage at SFL was started in the 2004-2005 academic year. Three departments were involved in the evaluation stage: the Department of Basic English (DBE), the Department of Modern Languages (DML) and the Teacher Education Department (TED). While the evaluation study focused on the adaptation of the new curriculum in two departments, the research on the in-service teacher-training program of TED, which aims to support the newly hired teachers with sessions of language awareness and teaching strategies, teaching practices and workshops, focused on two areas of research: The first one was to have a situation analysis on the in-service program considering all of the trainees, trainers, teachers who have been working in DBE and DML and the administration of these departments. The second, in relation with the previous one, was to evaluate the effectiveness of the 2004-05 in-service teacher education program from the trainee perspective.

The research team in this study is composed of four instructors: Canan Uçar (instructor at DML), Özlem Buldak (instructor at DBE), Melek Türkmen (instructor at DBE; for the first 3 months), and finally Deniz Şallı-Çopur (as the senior researcher).

### **II. Design of the Study**

#### **A. Research Questions**

With the above aims in mind, the research questions (Table 1) focus on the situation analysis and evaluation of the in-service teacher education program from four perspectives: Newly hired teachers, the experienced teachers, the teacher trainers and the administration of the two departments. Since the newly hired teachers were the trainees in the current in-service teacher education program at the time of research, they were the main participant group of the study. The group of experienced teachers, on the other hand, is made up of teachers who have been working in SFL for more than a year. Some of these teachers may have gone through an in-service teacher education program in SFL since the program has been in progress for more than 10 years with adaptations and changes through the terms. This group will be referred to as the “experienced teachers” not because they are more experienced in teaching, but because they have been working longer at SFL compared to the trainees. However, they were included in the study not to evaluate the effectiveness of the programme but to help determine the needs of those teachers for the situation analysis. Moreover, though some of the experienced teachers had worked in TED as teacher trainers in the former years, only the trainers at the time of the study formed the group of participants for the trainer perspective. Lastly, in order to concentrate on the administration

perspective, the heads of DBE and DML were involved in the study, as they are both responsible for the coordination and cooperation of their departments with TED.

Table 1

Research Questions

**Research Questions**

**I.** Does the teacher training program prepare **newly hired teachers** for their teaching at SFL?

- a. What are/should be the aims of the teacher training program?
- b. How relevant is the content of the teacher training program to the goals of the teacher training program and to the trainees' teaching position at SFL?
- c. How effective is the teacher training program in preparing the newly hired teachers for their teaching position at SFL?
  - What are the needs of the new teachers? Do the needs of the trainees match with the aims and expectations of the trainers and the institution about the training program?
  - How effective is the teacher training program in terms of the sessions, assignments, observations, feedback and rapport with trainees?
  - How are the skills and knowledge developed through the program transferred to the teaching and learning context?
  - To what extent are the trainees satisfied with the program at the end?

**II.** Do **teachers who are not currently participating in the teacher training program** of SFL need training?

- a. If yes? What are their needs, lacks and wants? If no? Why?
- b. Do they want to take part in the teacher training program? If yes, how? If no, Why?

**III.** What are the needs of the **teacher trainers**?

- a. Who are the trainers? What are their academic qualifications and professional experience?
- b. What do the trainees think of the effectiveness of the in-service training program in terms of the content of the program, instruction, assignments, observations and feedback?
- c. What do the trainers need to develop the teacher training program?

**IV.** What are the aims of **the institution** about the teacher training program?

- a. What are the criteria in hiring teacher trainers?
- b. What are the expectations of the institution from the teacher training program?

## **B. Participants**

### **i. Trainees**

Fourteen trainees were in the in-service training program at the initial stages of this study. However, one trainee from DML, a native speaker of English, and one trainee from DBE did not join any of the training sessions in the second term. Although these two trainers took the first trainee questionnaire, their responses were not analyzed at the end of the data collection, as they did not complete the program. Thus, 12 trainees took part in the study. Two of those were native speakers of English, one was a native speaker of French who did her graduate studies in the USA and the others were native speakers of Turkish who were graduates of departments of English language teaching, English literature or translation and interpretation. In addition, six of these trainees had taken part in an in-service teacher training program before they were hired at SFL. Half of the trainees were teaching at DBE and the other half was at DML. The responses of 12 trainees were analyzed for the first questionnaire, whereas 10 trainees answered the second questionnaire and joined the interview sessions.

### **ii. Trainers**

Although five trainers, two from DML and three from DBE, took part in the in-service teacher education program, four of them took the trainer questionnaire as the fifth trainee started her sessions in the program in the second term. However, the observations of training sessions and pre/post conferences involved all of the five trainers. All trainers are native speakers of Turkish and have a BA and/or an MA in English language teaching and they all participated in a certificate and/or a workshop program for teacher trainers. However, three of them had experienced in-service education before.

### **iii. Experienced Teachers**

Even though the study aimed to involve all of the teachers who have been working in SFL for more than a year, 45 experienced teachers returned the experienced teacher questionnaire and participated in the study. Fifteen of these teachers were from DBE, whereas 30 of them were from DML. Three of those teachers were native speakers of English. One of the local teachers had completed his/her Ph.D, three others had theirs in progress, and 29 of them had either an MA or an MS degree. While seven of them have gone through an in-service teacher education program before, 38 of them had in-service training either at SFL in METU or at the institution they had worked before.

### **iv. Administrations of DBE and DML**

In order to focus on the perspective of the administration, the heads of the two departments, DBE and DML, were also included in the study. The head of DML had been working as an instructor for 14 years and as an administrator for 4 years. She is currently working on her PH.D

dissertation. Similarly, the DBE head has been teaching at her department for 10 years and has been working as the department head for a year.

#### **v. Piloting Groups**

All questionnaires were piloted before they were conducted. The trainee questionnaires, the experienced teacher questionnaire and the trainer questionnaire were presented to nine teachers who had taken in-service training a year earlier, nine experienced teachers and five former teacher trainers from both DBE and DML respectively. After the necessary revisions were made, a native speaker of English read through the questionnaires. However, the interview questions and the administration questionnaire were only read through by an outside academician. The teachers and the teacher trainers who participated in the piloting stage of the study were not included in these groups during the data collection stages.

#### **vi. Observers**

The senior researcher of the study worked as an observer in the training sessions, workshops and teaching practices. Since one of the junior researchers had to leave the research, one of the administrators at SFL, who is in charge of the whole evaluation process took part in the study as a second observer.

#### **vii. Interviewers**

The junior researchers of the study conducted the interviews in their departments. Before the interviews, the interview questions, the type of responses and the follow-up questions were discussed in terms of standardization. Although the interview questions were in English and the medium of communication in the interviews was decided to be English in the standardization sessions for ease of analysis, some of the trainees wanted to answer in Turkish during the interviews, which made other trainees in the same group use Turkish for their responses.

### **C. Instruments**

In order to answer the research questions, four types of data collection instruments were used. The first type consists of the document analysis on the in-service teacher education program, which includes the aims of the program, trainer CVs, and the criteria to mark the TPs and portfolios, the feedback given to trainees in the pre and post conferences, assignments and portfolios. The second type of data includes the four questionnaires, which were presented to the trainees, trainers and the experienced teachers and the department heads. While the trainees were given two questionnaires, one at the beginning of the spring term and the other at the end of the program; the trainers, the experienced teachers and the administration were given one questionnaire each at different times. The third type of data was collected through the observation

of four training sessions and four workshops, three teaching practices and three pre and post conferences. Lastly, the fourth data type was collected through group interviews with the trainees.

#### **i. Document Analysis**

Two types of documents were collected and analyzed for the study. The first type was the documents used in the in-service teacher education program such as objectives of the program, observation forms and the feedback forms. The second type was composed of the trainers' CVs. These documents were given and/or e-mailed to the researchers by the trainers of the program.

#### **ii. Questionnaires**

Five questionnaires were used during the data collection procedure of the study. In each questionnaire, first of all, the participants were asked to indicate their age, years of experience as a teacher of English and as an SFL teacher, and their background of education and training. The information collected through these items was analyzed to determine the participant profile of the study and was reported in the earlier sections.

The first questionnaire was presented to the trainees at the beginning of the second term of the teacher education program to investigate their needs as newly hired teachers at SFL (Appendix A). The second questionnaire was presented at the end of the program to investigate trainees' satisfaction from the program and their evaluation of it (Appendix B). These questionnaires had both qualitative (open-ended) and quantitative (Likert scale) items. The former type of items were written by the researchers of the study according to the research questions, the latter items, on the other hand, had been designed by Vildan Sahin for her PH.D dissertation and were kindly shared by her to be used for this study. The Likert scale items were based on the possible answers "very high, high, low and very low" and reliability coefficient of those items in the first and second trainee questionnaires were both 0.98. However, the qualitative items were different in both questionnaires. While the trainees were asked to state what the program aims at and what qualifications a teacher trainer should have in the first questionnaire; they were asked to indicate the components that needed modification or improvement in the second one.

The questionnaire presented to the experienced teachers also included the same Likert scale items to investigate the needs, wants and/or lacks of the experienced teachers (Appendix C). The reliability coefficient of those items in the experienced teacher questionnaire was 0.97. The qualitative items of this questionnaire, on the other hand, focused on what the needs of the experienced teachers are, and what they think of the in-service program and what they think about contributing to this program.

The fourth questionnaire was presented to the four teacher trainers who have been in the teacher education department as teacher trainers for more than a year (Appendix D). The trainers were only given open-ended qualitative questions to help investigate their needs as teacher

trainers, and to express their concerns about the teacher education department, in-service teacher education program and the administration in relation to the working of the unit.

Lastly, the fifth questionnaire was presented to the administration (Appendix E). Although the researchers intended to conduct an interview with the two department heads about the needs and expectations of the departments from the in-service teacher education program, they indicated at the very beginning of the interview that they would like to answer the interview questions in written format due to various reasons and asked the researchers to be given the questions to be submitted a day later. Thus, the questions that had been designed for an interview were expanded to form a qualitative questionnaire and sent to the department heads via e-mail. The responses were received online in ten days.

### **iii. Interviews**

At the end of the in-service teacher training program, after the analysis of the second trainee questionnaire, the trainees were interviewed in groups of 2-4, but one of the interviews was held with only one trainee, as one of the trainees did not join the interview due to serious health problems (Appendix F). The trainees were intentionally grouped with other trainees working in the same department. However, three non-Turkish teachers (two native speakers of English and a native speaker of French) were grouped for the interview despite working in different departments. The interviews were conducted by the junior researchers of the study and audio taped. While the Turkish teachers of English were asked ten questions, the non-Turkish teachers were asked an extra question. Although the questions were written and presented in English, two interview groups expressed themselves in their native language, which led the interview to take more time than the researchers and the interviewer had expected.

### **iv. Observation Checklists**

During the second term of the in-service teacher training, the training sessions, the workshops and the pre/post conferences were observed. The researchers had aimed at observing at least one training session and a pair of pre/post conferences for each of the five trainers. However, while some of the trainers were observed twice, both in a session and a workshop, one of the trainers could not be observed at all. Two observers took part in session observations and they used the checklist presented by Bramley (1991) to evaluate the training sessions (Appendix G). As this checklist was designed to evaluate the trainer, the researchers also took notes on the trainees in terms of their participation in the sessions and their cooperation with the other trainees. The pre/post conferences were observed only through note taking considering the trainers' rapport with trainees, their way of questioning the lesson plan and the teaching practice and their feedback.

### **III. Data Analysis and Interpretation of Results**

#### **A. Results of the Document Analysis**

According to the document analysis, it was found that the in-service teacher education program aims at developing newly hired teachers in terms of both teaching qualifications and language use (Appendix B). Therefore, the program not merely aims at expanding trainees' knowledge and increasing their awareness of the different aspects of language relevant to their professional roles, but also at helping them identify their own needs as English language teachers, by reflecting on their performance and making use of a variety of methods and techniques for language teaching. In order to ensure the achievement of these specific aims, the teacher education program includes teaching sessions to extend trainees' knowledge on language awareness and ELT issues; teaching practices to assess the classroom performance of the trainees and assignments and portfolios to develop trainees' reflection skills on resources and materials.

For the teaching practices, portfolios and assignments, each trainer indicated that she used a checklist of criteria in order to evaluate the trainees and to give appropriate feedback. However, standardization could not be found in the type of feedback given by the trainers in terms of the length and type of the feedback. To illustrate, while one of the trainers was using an observation checklist to give feedback to the trainees she observed during teaching practice, another trainer only took notes in her notebook and did not show or share her notes with the trainee in the post conference. However, neither in the questionnaires nor in the interviews, the trainees did not indicate this issue as a problem.

Furthermore, the analysis of the trainer CVs demonstrated that the trainers have either an MA on ELT or a Ph.D in progress on education and/or a certificate in teacher training. All of the teacher trainers have been teaching at SFL for more than 10 years. The type of education and work experience they had and the variety of seminars and workshops they attended to be a trainer and/or as a trainer were considered to be relevant to the nature of the in-service teacher education program and helpful for the trainers.

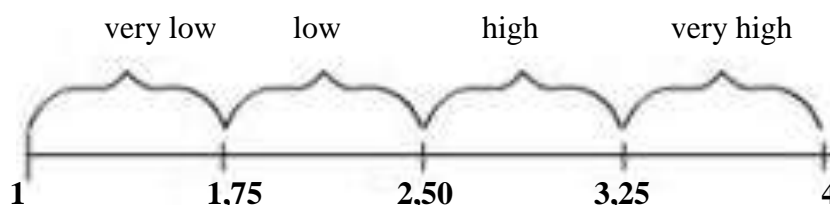
#### **B. Results of the Questionnaires**

Although five different questionnaires were used in the study, the Likert scale items in the first and the second trainee questionnaires and the experienced teacher questionnaire were the same. Hence, firstly, the analysis of the responses collected through the Likert scale items in these three questionnaires will be discussed. Following that, the qualitative items starting from the trainee questionnaire and moving to questionnaires of experienced teachers, teacher trainers and administration will be analyzed and discussed.



### i. Results of the Likert Scale Items

Mean score analyses for the 4-point Likert scale items were conducted using the SPSS program. The four-point Likert scale was based on the possible answers “very low”, “low”, “high” and “very high”, which stand for the means between 1.00-1.75; 1.76-2.50; 2.51-3.25; and 3.26-4.00 respectively as indicated in Figure 1 below.



**Figure 1:** Indicators

The mean scores of the Likert scale items were found as 2.66; 2.62 and 1.91 in the first and second trainee questionnaires and the experienced teacher questionnaire respectively (Table 2).

**Table 2**

**Mean Scores of Likert Scale Items**

Overall Mean Scores	2,66	2,62	1,91
<b>A. General methodology and teaching techniques</b>	1 <sup>st</sup> .Trainee	2 <sup>nd</sup> .Trainee	Exp. Teacher
1. gaining knowledge of the aspects of language necessary for the teaching profession	2,41	2,40	1,68
2. being able to choose from a variety of methods and techniques in ELT to teach certain point	2,83	2,60	1,91
3. being able to teach at different proficiency levels	2,75	2,10	2,00
4. identifying learner needs	2,75	2,90	1,93
5. teaching appropriately to different learner needs.	2,67	2,70	2,02
6. analyzing language in terms of form, meaning and function	2,25	2,80	1,71
7. providing sufficient practice opportunities for students	2,67	2,70	2,09
8. encouraging and supporting learners in their attempt to learn English	2,33	2,90	1,98
9. monitoring learners' oral and written use of English	2,58	3,10	1,71
10. participating in informal conversation with learners	1,83	2,20	1,73
11. using intonation, stress and rhythm to achieve intelligibility and effect	2,25	2,10	1,71
12. making up and telling stories for classroom purposes	2,17	2,40	1,78
13. facilitating learning	3,00	3,00	1,96
<b>B. Classroom Management</b>	1 <sup>st</sup> .Trainee	2 <sup>nd</sup> .Trainee	Exp. Teacher
14. managing classes effectively	2,75	2,40	1,71
15. giving clear instructions to students	2,50	2,80	1,78
16. coping with problem students	2,58	2,20	2,11
17. organizing class activities (pair work, group work...etc.)	2,50	2,80	1,84

<b><u>C. Planning Lessons</u></b>	<b>1<sup>st</sup>.Trainee</b>	<b>2<sup>nd</sup>.Trainee</b>	<b>Exp. Teacher</b>
18. planning lessons effectively	3,08	2,90	1,71
19. implementing lesson plans	2,92	3,20	1,67
20. preparing contingency plans for unexpected problems	2,67	2,80	1,71
<b><u>D. Teaching the Skills</u></b>	<b>1<sup>st</sup>.Trainee</b>	<b>2<sup>nd</sup>.Trainee</b>	<b>Exp. Teacher</b>
21. presenting a structure or function	2,42	2,20	1,76
22. teaching vocabulary	2,42	2,70	1,93
23. developing students' reading skills	3,00	3,10	1,73
24. developing students' writing skills	3,08	3,30	1,73
25. developing students' speaking skills	2,92	2,80	2,16
26. developing students' listening skills	2,92	2,70	2,00
27. adapting and carrying out listening activities	2,75	2,60	1,96
28. adapting and carrying out speaking activities	2,92	2,60	2,04
29. adapting and carrying out reading activities	3,00	3,00	1,78
30. adapting and carrying out writing activities	3,08	3,10	1,71
<b><u>E. The use of Teaching Resources</u></b>	<b>1<sup>st</sup>.Trainee</b>	<b>2<sup>nd</sup>.Trainee</b>	<b>Exp. Teacher</b>
31. being able to use classroom materials appropriately	2,92	2,60	1,53
32. being able to adapt and supplement extra materials appropriately	2,92	2,50	1,76
33. selecting, adapting and writing texts for learning	3,08	2,60	1,96
34. effectively making use of technology in class	2,42	1,90	1,89
35. using audio-visual aids	2,50	2,30	1,82
36. using songs and drama in lessons	2,67	2,40	2,22
<b><u>F. Evaluation and Assessment</u></b>	<b>1<sup>st</sup>.Trainee</b>	<b>2<sup>nd</sup>.Trainee</b>	<b>Exp. Teacher</b>
37. developing an awareness of different means of assessment (project, essay, portfolio,... etc.)	2,67	2,60	2,56
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)	2,67	2,40	2,09
39. being able to evaluate learner progress	3,00	2,50	2,02
40. being able to give appropriate feedback to learners	3,00	3,30	1,89
41. using different techniques for error correction	3,00	3,10	2,00
42. selecting, adapting and writing texts for assessment	2,92	2,50	1,98
<b><u>G. Teacher Development</u></b>	<b>1<sup>st</sup>.Trainee</b>	<b>2<sup>nd</sup>.Trainee</b>	<b>Exp. Teacher</b>
43. identifying personal needs in order to further develop as a professional	3,00	2,80	2,02
44. reflecting on my own performance in order to further develop as a professional	3,17	3,30	2,00
45. collaborating and sharing ideas with other professionals	2,92	3,00	2,09
46. improving my knowledge of phonology	2,17	1,90	1,91
47. improving my knowledge of grammar	2,17	1,80	1,67
48. improving my knowledge of vocabulary items	2,00	2,10	1,84
49. improving my knowledge of discourse	2,08	2,40	1,84
50. improving my knowledge of the language as communication	2,08	2,00	1,64

When the responses given to the Likert scale items were analyzed, it was seen that the trainees indicated a high degree of need and satisfaction in items about teaching methodology,

classroom management and teaching techniques while low degrees of need and satisfaction were demonstrated in the items about language awareness. However, the analysis of the experienced teachers' responses to Likert scale items showed a low degree of need for all items except for one on the Likert-scale.

The highest mean score ( $M= 3.17$ ) for the first trainee questionnaire, which was on the needs of newly hired teachers, was found for item 44, *reflecting on my own performance in order to further develop as a professional*, while the lowest mean score ( $M= 1.83$ ) was found for item 10, *participating in informal conversation with learners*. In the second trainee questionnaire on the trainees' satisfaction from the program, the lowest mean score ( $M= 1.80$ ) was found for item 47, *improving my knowledge of grammar*; whereas the highest mean scores ( $M=3.30$ ) were found for item 24, *developing students' writing skills*; item 40, *being able to give appropriate feedback to learners*; and item 44, *reflecting on my own performance in order to further develop as a professional*.

In the experienced teacher questionnaire, on the other hand, the highest mean score ( $M= 2.56$ ) was found for item 37, *developing an awareness of different means of assessment (project, essay, portfolio, etc.)*, which is the only item that shows a high degree of need, and the lowest mean score ( $M= 1.53$ ) was found for item 31, *being able to use classroom materials appropriately*. Although the trainees indicated a high degree of need and satisfaction for issues related to teaching methodology, they indicated a low degree of need for items about language awareness and improvement. In contrast, the experienced teachers showed need neither in teaching methodology nor in language awareness.

When the mean scores of the two trainee questionnaires were compared, it was seen that while the trainees indicated a low degree of need for some of the items, they expressed a high degree of satisfaction for the same items in the second questionnaire. To illustrate, for item 6, *analyzing language in terms of form, meaning and function*, a mean score of 2.25 was found in the first trainee questionnaire; whereas the mean score for the same item ( $M=2.80$ ) showed a high degree of satisfaction from the in-service teacher education program. Similarly, although the trainees demonstrated a low degree of need with 2.33 for item 8, *encouraging and supporting learners in their attempt to learn English*; the mean score for this item was found as 2.90 in the second questionnaire. Moreover, in item 22, *teaching vocabulary*, the trainees showed a low degree of need ( $M=2.42$ ), which turned to be a high degree of satisfaction at the end of the program with a mean score of 2.70.

On the contrary, though the trainees showed a high degree of need for some of the items, they ended up with a low degree of satisfaction at the end of the program. For instance, the trainees indicated a high degree of need for item 3, *being able to teach at different proficiency levels*,

(M=2.75); whereas they indicated a low degree of satisfaction (M=2.10) at the end of the program. Likewise, the mean scores for item 14, *managing classes effectively*, and for item 16, *coping with problem students*, dropped to 2.40 from 2.75 and to 2.20 from 2.58 respectively. Besides, item 36, *using songs and drama in lessons*, and item 38 *being able to apply different means of assessment (project, essay, portfolio, etc.)*, both had a mean of 2.67 in the first questionnaire; whereas neither of them showed a high degree of satisfaction with a mean of 2.40 each.

Since the same Likert scale items were presented to trainees in the first questionnaire, conducted at the beginning of the second term to investigate trainees' degree of needs, and in the second questionnaire, conducted at the end of the in-service teacher training program to examine trainees' degree of satisfaction from the program, a paired sample t-test was conducted to find out if there is a statistically significant difference between the results of the first and those of the second trainee questionnaires. However, according to the results of the paired sample t-test, p-value was higher than 0.05 ( $p > 0.05$ ), which shows that the responses given to the same Likert scale items in the first and second trainee questionnaires did not result in a statistically significant difference.

When the results of the trainee Likert scale items and those of the experienced teacher Likert scale items were compared, it was seen that experienced teachers showed a high degree of need only for one item. Moreover, while the trainees demonstrated a high degree of need for almost all items, the experienced teachers showed no need at all for any of the items. To illustrate, the trainees showed a high degree of need for item 9, *monitoring learners' oral and written use of English*, while the experienced teachers indicated a very low need for the same item with a mean score of 1.71. Furthermore, although the trainees showed high degrees of need for the items related to lesson planning, in items 18-20, the experienced teachers showed no need at all for the same items with 1.71, 1.67 and 1.71 respectively. In addition, the experienced teachers indicated a very low degree of need for item 23, *developing students' reading skills*, and in item 24, *developing students' writing skills*; whereas the trainee responses showed high degree of need for both items. Similarly, item 30, *adapting and carrying out writing activities*, had a high mean score in the trainee responses (M=3.08), but a low score in the experienced teacher responses (M= 1.71). Lastly, in contrast to trainee responses, the experienced teachers showed no need at all for *being able to use classroom materials appropriately* in item 31.

## **ii. Results of the Open-Ended Items in the Trainee Questionnaires**

When the open-ended items of the trainee questionnaires were analyzed, it was seen that the aims the trainees mentioned in the first questionnaire are similar to the aims of the in-service teacher education program (Appendix H). Although the in-service teacher education program has more general aims, the trainees indicated more specific aims related to approaches to language

teaching and classroom applications, self-development, and institutional issues. In Table 3 below, the aims of the in-service teacher education program from the trainee perspective are listed. These aims show how the trainees interpret the purpose of the in-service program.

Table 3

Aims of the in-service teacher education program from the Trainee perspective

<ul style="list-style-type: none"> <li>• To familiarize the new teachers with the pillars of ELT</li> <li>• To introduce the procedure and expectations of the department</li> <li>• To give basic ESL information</li> <li>• To provide structured teaching habits (timing, reflection, lesson planning)</li> <li>• To give insight into the qualities of an effective language teacher</li> <li>• To help trainees self-monitor and self-evaluate themselves</li> <li>• To help the trainees to become effective language teachers in their departments through the practices of and processed in this program.</li> <li>• To give feedback on our [newly hired teachers'] performance</li> <li>• To help [new] teachers improve</li> <li>• To make new teachers aware of current teaching applications</li> <li>• To refresh the field-knowledge of the [new] teachers</li> <li>• To introduce new theories on ELT</li> <li>• To help [new] teachers adapt to the new teaching environment</li> <li>• To encourage [new] teachers to think more about their decisions and strategies.</li> <li>• To maintain a high standard of education for students of English.</li> <li>• To help the newcomers become familiar with the department</li> <li>• To give guidance to the [new] teachers, which will help them in their teaching</li> <li>• To provide guidance to the [new] teachers who are not experienced in teaching adults/ university learners.</li> <li>• To help trainees realize their own potential</li> <li>• To help trainees come up with practical ideas about teaching</li> </ul>
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In contrast to the previous item, the trainees were also asked what the aims of the program should be (Table 4). Although the teacher education program aims at developing language awareness, the trainees focused more on improving and developing teaching skills. Besides, the trainees indicated not only the aims of the program to develop certain knowledge or skills in trainees but also the specific objectives that the trainees will be able to develop themselves by the end of the program. In addition, when trainee responses are analyzed in terms of what the aims of the program are and what the aims of the program should be, it was seen that while the trainees specified aims in terms of approaches to language teaching and classroom applications, self-

development, and institutional issues for the former, they focused more on the practical applications of ELT knowledge and survival skills for the latter one.

Table 4

Expected Aims of the in-service teacher education program from the Trainee perspective

*The program aims*

- To promote teaching quality
- To improve one's teaching in the classroom
- To prepare [new] instructors to deal with real classroom situations and issues
- To instruct them on the use of the teaching material
- To provide a round table environment for problems faced by new instructors.
- To find ways to develop newly-hired teachers' skills
- To provide the trainees with sample sources/ideas that they can employ in their classes.
- To help [new] teachers gain self-esteem in a new environment
- To equip the [new] teachers with the necessary information, skills, and materials in order to function effectively in a specific course.
- To inform trainees on new discoveries in ESL fields though the encouragement of personal research
- To provide [new] teachers with a database of sources on ELT
- To focus on a variety of contemporary approaches including the use of technology.
- To be a place for idea sharing between teachers to keep teaching creativity alive.
- To help [new] teachers be aware of their language mistakes and to help teachers try to work on those mistakes

*The trainees will be able*

- To learn the necessary skills and techniques
- To learn to adapt to the new teaching environment
- To learn the theory and practice of teaching
- To focus on immediate problems related with specific course
- To share ideas and materials
- To select and employ appropriate materials for our purposes
- To develop students in four skills and two language areas: vocabulary and grammar
- To improve myself effectively evaluating students
- To go specific training related to the needs of ODTU students in DML

Furthermore, the open-ended items focused on the qualities of a teacher trainer in terms of her academic background and her relations with the trainees. The responses for these items will be discussed in the interpretation of the interview responses.

The qualitative items in the second trainee questionnaire focused more on the progress of the in-service teacher-training program. In order to show different perspectives, one positive and one negative response were chosen from the collected data. For the first open-ended questionnaire item, *Does the in-service teacher training program address individual needs?*, while half of the trainees mentioned that the program addressed their needs through its components; the other half pointed out some limitations in terms of fulfilling trainee needs:

*“No because the participant’s needs are different. There is no homogeneity within the group (DBE vs. DML). I think the DML pillar of the program is quite weaker than that of DBE.”*

*“Yes. During the sessions, conferences and informal meetings we could get help from trainers. I believe that through the assignments, portfolios and the feedback we received we were able to be aware of our individual qualifications as a teacher and could improve our weak sides.”*

In the second item of this section, the trainees were asked if there are any changes needed regarding the content, scheduling, and presentation of the sessions to improve the in-service program. The responses showed that although two trainees stated that there is nothing that needs revising in the in-service program, the other eight of them indicated specific problems:

*“I do not think that we should be expected to learn how to write or how to present or speak English during the sessions. I appreciated the more challenging sessions, which were not an oversimplified version of the knowledge I have already acquired in university.”*

*“Perhaps there could be more emphasis on how to deal with classroom problems and how to adjust to the new system. That is the pre-service training could be longer to overcome adaptation problems.”*

*“Content should be changed in accordance with the needs of the teachers/ departments.”*

Starting from the third item, the trainees were asked how the components of the in-service teacher-training program contribute to the program and whether there are any points that need improvement in those elements. While more than half of the trainees agreed on teaching practices (item 3) as the most effective component of the program and on workshops (item 6) as a useful element of seeing how to put theory into practice, almost all of them indicated their reservations about the pre/post conferences (item3), portfolios (item 4), assignments (item 5) and peer observations (item 7) especially in terms of the feedback they received:

*“I find TPs the most effective component of the training program at DBE. Especially, the guidance we received from our tutors and the feedback we received after the observations were helpful in improving ourselves in devising lesson plans and implementing them according to our specific group of learners in class. “*

*“The feedback given to me in post-conferences was generally positive and motivating. But should be more detailed.”*

*“I think teachers should choose the number and type of the materials to be put in their portfolio. There are some materials, which I think I will need in the future. I’d rather create my own collection rather than the imposed ones.”*

*“I thought they [assignments] were useful, especially since they were the occasion to share really challenging new ideas and reflect on them. I was however, often disappointed by the feedback as I felt that the trainers were evaluating my work as if I was myself an English 101 student, commenting on form not content.”*

*“Reading different theories/ practices in the world of ELT, reflecting upon those and their possible classroom implications and afterwards sharing ideas with colleagues are valuable practices. The only problem with assignments was I believe that we needed more guidance in terms of the topics and the sources we could go through (to avoid repetition).”*

*“They [workshops] were much more effective and useful than the other sessions because they were relevant to our departments.”*

*“Workshops are usually enjoyable. However, sometimes some parts become too childish (jumping, singing, clapping ...etc.)”*

*“Peer observations are helpful. There could be checklists for different purposes to guide us while observing a class.”*

For the last item of the trainee questionnaire, they were asked what they think of the trainers’ rapport with trainees considering the sessions, workshops and TPs (pre & post conferences). Similar to the responses given to the previous items, most of the trainees indicated how happy they were in terms of the trainers’ rapport with them; whereas two of them complained about certain issues:

*“On the whole it was normal. There were some complaints about the program at the start and it became a bit too personal for my liking both sides. At such times, communication and co-operation should increase rather than decrease.”*

*“They were extremely positive, helpful and understanding. Their constructive criticism and sharing their experiences were really beneficial. Nevertheless, I think we needed to meet more especially to share ideas about how to cope with 102. Sometimes I could not help feeling lost.”*



### **iii. Results of the Open-Ended Items in the Experienced Teacher Questionnaire**

For the situation analysis in terms of the in-service teacher training program, the teachers who have been working at SFL were presented a questionnaire at the end of the fall term. The questionnaire was composed of quantitative items in the form of a Likert scale and qualitative items in the form of open-ended questions. The Likert scale items were presented with the intention of finding the needs, wants and/or lacks of the experienced teachers. Since the same Likert scale items were included in the trainee questionnaires, the results of these items for experienced teachers were discussed with the trainee questionnaire Likert scale items in the previous sections in this report.

The qualitative items, on the other hand, were designed in order to investigate what the teaching staff of DBE and DML know and think about the in-service teacher education program and how they view the role of TED in SFL. Since it was important for this study to collect data from each and every teacher who is working at SFL, 172 teachers from DBE and 56 teachers from DML were given the questionnaire. In both groups, some of the teachers had attended the in-service teacher training program when they were hired at SFL, whereas some others had not taken any in-service training before. Fifteen teachers from DBE and 30 teachers from DML returned the questionnaires. Thus, while 54% of the experienced teachers in DML were represented in the study, only 9% of DBE took part in the research. However, as the items of the questionnaire do not address departmental differences, the responses of both groups were combined for data analysis and interpretation.

The analysis of the qualitative responses showed that some of the teachers who have been working at SFL for more than a year know about the in-service teacher training program because they either have attended the program as a trainee when they were first hired or learnt its content from the department meetings. Some other teachers, on the contrary, indicated that they had very little or no idea about the program. Hence, responses from both of these two groups were used to exemplify the collected data.

For the first open-ended item of this questionnaire, the teachers were asked what they think about the contribution of the in-service teacher training program to teacher development. The participants indicated that the program helps the teachers mainly in three areas: Firstly, it helps teachers to develop in-class teaching skills by giving practical ideas and activities to be used with different types of students through workshops and teaching practices. Second, the program enables the new teachers to gain awareness of teaching methodologies and different language teaching techniques. Third, it provides opportunities to build and/or refresh knowledge on ELT issues.

In the next open-ended item, the teachers indicated what kind of opportunities SFL should provide for in-service teacher development. Although the SFL in-service teacher education

program is for newly hired teachers in both DBE and DML, the responses showed that the teachers think the in-service teacher education program should be separated for each department since the needs of the teachers of the two departments are not the same. Moreover, the program should involve more practical issues to be used with METU students either related to recent trends in ELT or about the needs of those students. Lastly, it was seen that the participants think the in-service teacher training program should address not only the newly hired teachers but also the experienced teachers with sessions of exchanging ideas and reflecting on teaching.

In terms of the content and the components of the in-service teacher education program, the teachers indicated that their knowledge about the program comes either from the department meetings or the trainees who took part in the program. However, in most of the responses the teachers indicated that they have either very little idea about the program or have a general picture of the current training program:

*“as far as trainees tell us, the content is not to the point, it does not help with the trainees’ day-to day teaching.”*

*“TED used to hold sharing sessions every week and ran RSA/COTE-DOTE programs but at present they only run in-service programs for newly-hired teachers.”*

*“... includes teaching of skills, some language components, observations and feedback sessions, input sessions, some written assignments, lesson planning”*

*“Not much, tailored lesson-plan preparing and observations”*

When the teachers were asked what aspects of teaching the program should focus on more, their responses were similar to what they indicated for the earlier item about the type of opportunities SFL should provide for teacher development. First of all, the majority of the teachers indicated that the program component should reflect the needs of the teachers such as teaching skills and classroom management techniques in each department, and they said that the program should prepare new teachers for teaching at METU, since some of the newly hired teachers are actually in their first year of teaching. Besides, the in-service teacher training is considered to be a combination of sharing sessions for teachers in order to talk about their teaching problems and make use of each other’s ideas or feedback.

Similar to the responses given for the previous items, the responses for whether the in-service teacher training program prepares new teachers for teaching at METU showed that the teachers do not agree on the effectiveness of the program. Some of the teachers indicated that the program is much more useful for the teachers who are working at DBE rather than for trainees who are teaching at DML. Moreover, they indicated that the program should focus more on practical applications of teaching methodology than on theoretical aspects of language teaching:

*“It should focus more on actual class situations at METU as opposed to other Universities and schools (mix of students, backgrounds, departments, repeat students)”*

*“It prepares DBE teachers more than DML teachers.”*

*“This term it was successful in preparing new T’s, but in previous years it was not parallel to the DML program”*

In the last question, the experienced teachers were asked if they would like to contribute to the in-service teacher training program. The responses showed that while some of the teachers want to participate in the program either as a teacher trainer or as a guest speaker, a small minority mentioned the type of events, through which they can cooperate with TED such as hosting for peer observation or designing materials and activities for trainees. However, some other teachers indicated that they are not interested in participating in the program due to their workload and/or other personal involvements such as academic studies or administrative work. Besides, some mentioned that they do not think they are competent enough to work as a teacher trainer:

*“... like to be teacher trainer eventually.”*

*“no, it is more demanding and less rewarding than teaching undergraduates”*

#### **iv. Results of the Open-Ended Items in the Trainer Questionnaire**

The trainer questionnaire was composed of only open-ended items, which focused on the components and progress of the in-service training program, and the needs of the teacher trainers. In the document analysis, it was seen that the content of the training sessions are changed, reorganized and/ or enlarged from one year to the other depending on the needs of the trainees and the evaluation of the previous year. Thus, the trainers were asked how they determine the content of the sessions (item 11). In addition to the needs of SFL from the newly hired teachers and the evaluation of the previous training, the trainers indicated that they include some of the current issues in ELT to make the program up-to-date. Moreover, it was mentioned that they analyze other in-service teacher education or certificate programs to improve the SFL teacher education program. In addition to those, the needs of the newly hired teachers were stated as another source of developing the content of the teacher education program. For instance, to item 13, whether there are any changes needed regarding the content, scheduling and presentation of the sessions to improve the in-service program, one of the trainers responded in the following way:

*“Some of the content should be moved to pre-service program. Particularly, the first 6-7 sessions at the beginning of the first term since they are the issues to be covered before they actually start teaching. Once they start teaching, they may find these sessions redundant because they do not seem to answer their needs. Instead, sessions focusing on how to? (Teaching writing, reading, and grammar) could be given right at the beginning of the terms*

*with microteaching sessions. By their nature, the presentations constantly change: the trainer may change and of course his/her delivery changes. The feedback from participants and other trainers, new information needs to be added, out of date info, methods, techniques need to be excluded. Length may change according to feedback from the trainees and trainers.”*

In addition to the changes or revisions in the program, item 12 examines how the SFL in-service teacher program addresses individual needs. While one of the trainers mentioned that they try to address each and every individual through the components of the program; another trainer indicated that it is not possible to address all individual needs:

*“Through TPs (pre/post conference), assignments (each participant chooses an article that s/he wants to work on) and portfolios, peer observation notes to focus on the area they need to improve in their teaching). Sessions may create a base for individual needs since some participants share their problems/ immediate needs with the others on classroom management, giving feedback, testing”.*

*“Since the teachers have different backgrounds and different teaching (DBE and DML), it is not possible to address each individual need. Some specific topics may not fit all trainee needs.”*

Starting from item 14 to 24, the questions were designed to address the components of the in-service teacher education program. First of all, as regarded by the trainees, the most important component of the program, teaching practices, are focused on (item 14). The trainers were asked how TPs contribute to the in-service teacher training and whether there are any points that need improvement. The responses showed that the trainers agree with the trainees in terms of the role and importance of the TPs and the type of improvements that are needed:

*“The majority of our tutees and us [trainers] believe that they are the back bone of the program. Tutees like the unique attention given to them and believe reflections guide them in developing themselves. Besides, they try out activities or tasks they’ve encountered in sessions in their lessons and see how the execution of the same activity can be totally different.”*

*“TPs are tough not only for the tutees but for the tutors because you try to give feedback in which there is motivation and encouragement but you need to also talk about the weaknesses without discouraging or imposing anything on the tutee so yes this is a never-ending journey for the tutor to improve herself.”*

The next component addressed in the trainer questionnaire was the portfolios (item 16). The trainers were asked about the role of portfolios and the points that need improvement in terms

of the use of portfolios in the program. Although the trainees did not indicate positive ideas about the use of portfolios, the trainer responses showed that they think very highly of the significance of portfolios in teacher education. However, they agree with the trainees in terms of the shortcomings:

*“By keeping a portfolio, instructors can observe their own development in time. They can observe their class work, what worked and what did not; they can become more self-reflective about their own work. Their portfolio also provides a link between the instructor and the trainer.”*

*“The load may be reconsidered and some items may be omitted.”*

*“Trainees need more guidance, more clear and precise instructions, or samples.”*

Similar to trainers' ideas on the significance of portfolios in the in-service teacher training program, the next two items, which are on the choice and use of assignments (item 18), the trainers indicated that the assignments help the trainees to read on the current issues in ELT and broaden their knowledge. However, they also indicated that there are some points that need improvement in the use of assignments:

*“The tutees have a chance to do research in ELT and think of and implement different ideas and techniques in their classrooms. Furthermore, they also have sessions where they share their ideas by firstly summarizing the article to their peers and then talk about their classroom applications.”*

*“More guidance prior to the first assignment. Perhaps, in the second term, the assignments should be reduced from 2 to 1 as they have a greater workload.”*

In the trainee questionnaires, the workshops (item 21) were indicated as a valuable component of the program since they work as a bridge between theory and practice. Likewise, the teacher trainers pointed out that the workshops have significance in the program:

*“Workshops are of utmost importance as the participants get a chance to practice the input given in the sessions. At this point can they reflect their knowledge and have an opportunity to see peers at work/ collaborate.”*

*“Every year minor changes are made according to Ts need. Apart from that no need for improvement.”*

As the last component of the program, the contribution of peer observations (item 23) to the program was questioned. Although some of the trainees indicated that they found the peer observations useless since they cannot observe any teacher they chose nor give feedback to the teacher observed; some others found it quite useful as they had the chance to observe different techniques. Similarly, the trainers indicated that peer observation is useful for the trainees to learn

from their colleagues. However, they indicated that the trainees are not encouraged to give feedback in order not to cause misunderstandings:

*“New instructors get a chance to observe more experienced instructors in the field; thereby learning via colleagues and reflecting on one’s own teaching is accomplished.”*

*“We encourage novice teachers not to give feedback for it leads to misunderstandings. However, if they are asked to give feedback, teachers are trained to do so professionally.”*

In the last part of the questionnaire, the trainers were asked questions to reflect on their ideas on the future of the program and their needs as trainers (items 23-25). The responses showed that the trainers think the in-service teacher-training program will be more successful and effective if the administration and the experienced teachers believe in the program and support it. Moreover, they indicated that the in-service program could be extended to other teachers who have been working at SFL. By doing this, the administration and the experienced teachers would understand the role of TED and support the program.

*“Much more support and collaboration from the administration and fellow colleagues. Much more a part of the department rather than a separate entity working with a small team of people... Admin should learn, know what we are doing, and give feedback accordingly. Encourage the whole department to learn new things/ to be open to new ideas/approaches and stand by the unit.”*

*“Reactions from the staff do not seem to be very encouraging. Perhaps over the years, we, and/or the previous trainers have neglected the staff a lot and have been unable to explain our role, policy in the department clearly”.*

*“With the invaluable contribution, it has to newly- hired instructors; the in-service is required as in any institute of education, here at METU SFL. Therefore, with stronger support from the administration and colleagues, the unit will most probably provide better service”*

To develop the in-service teacher training program (item 28), the trainers indicated that the administration of SFL and the two departments should support the in-service teacher education program in two ways: Firstly, through giving trainers the chance to attend seminars or workshops for personal development, and secondly, through being in cooperation with the other units in their departments:

*“Time for personal development. More chance to attend seminars/ conferences nationwide/ overseas. Support by the administration and the school of foreign languages... Support from trainers that are currently not in the unit.*

*I, myself, am reading a lot on Teacher training. I need to attend more seminars, workshops (which I'm already doing to a certain extent.) We should be in contact with curriculum committees, teachers at the department."*

As the last question, the trainers were asked what contributions the in-service teacher-training unit can make to the implementation of the current SFL curriculum. The trainers demonstrated willingness to work cooperatively and to contribute to the SFL curriculum:

*"The TED unit could be more involved in SFL curriculum meetings, could be informed on changes."*

*"I believe all the components of the CTE contribute to the SFL curriculum. However, we can be asked to join the meetings of the SFL curriculum if any advancements or changes will be made. The administration must inform us of their mission and vision and full- heartedly support us."*

### **C. Results of the Trainee Interview**

The first question of the interview was about the aims of the training program. The analysis of the Likert scale items in the second trainee interview clearly showed that the trainees were satisfied with the training program. Thus, in the first interview question they were asked whether the in-service teacher training program has achieved its aims. The DBE group indicated that they were happy with the program and they believed that the goals of the program had been achieved. The first interview group emphasized that the pre-service training that they had been given before the academic year made it easier for them to adapt to the in-service training program. Moreover, in the second interview group, one trainee indicated that the in-service teacher training program was very useful not only for non-ELT graduates but also for ELT graduates:

*"Programın kesinlikle amacına ulaştığına inanıyorum. ELT mezunu olsun olmasın çok şey kattı. Mezun olduktan sonra ben başka bir yerde çalışmıştım ve unuttuğum çoğu şeyi hatırlamama yardımcı oldu."*

However, the trainees from DML indicated that the sessions were not suitable for their teaching context, and they, therefore, made use of TPs and workshops more than the other components of the program:

*"In the first sessions I thought it would not be helpful for me but when I look back the sessions about DML were useful for me".*

*"It depends on the sessions. In the workshops we were exchanging ideas. We were active during the workshops and TPs because we felt like we were producing something. In the*

*sessions, the DBE related issues were not relevant to DML....I think the program should be composed of more workshops for sharing ideas”*

In the second interview question, the trainees were asked if their individual needs were addressed in the program. One of the trainees from the DBE group emphasized how TPs appealed to her needs as a new teacher:

*“Sınıf için observationa gelinmesi çok yararlı. Ben aslında teacher-centered biriydim ama TPlerle student-centered olmayı öğrendim.”*

Moreover, a trainee from the DML group also indicated that the TPs were useful for her in a different way and pointed out how the content of the training program was revised after their feedback was considered at the end of the first term to address individual needs:

*“I was teaching but after TPs. I realized that I was doing the right thing because I did not know if I was doing the right thing as I was a newly hired teacher”.*

*“The first semester was more theoretical, but we said at the end of the first term that we wanted to share ideas and the second term was better in that sense.”*

*“The sessions conducted by the DML trainers were really useful for us X’s session was on writing and W’s session was on paraphrasing and they were both very useful”*

The non-Turkish participants of the training program were asked the same question with additional sub-questions: Does the program address the needs of the non-Turkish teachers and/or does the program address the needs of the native English speakers? Only one of the trainees was a native speaker of a language other than Turkish and English; thus, the former question was addressed to her. She criticized the trainers since they were not interested in the trainees’ backgrounds and did not make use of her previous training. As some of the sessions were on drama or songs, she was sorry not to have been asked for cooperation. The other two trainees in this interview group were native speakers of English, so the latter sub-question was asked to them. One of them mentioned that the language awareness sessions were not useful for them, while the other did not comment on this. Lastly, all of the non-Turkish trainees agreed that the training should have informed them of the METU student profile.

In the third interview question, the trainees were asked whether they had realized any specific effect of the program on their teaching or on their knowledge. While one of the trainees stated that she needed some time to see the effect of the program in her teaching, two trainees from the DBE indicated different components of the program as effective. One of them mentioned how her teaching style has changed through the TPs by the help of her tutor, the other trainee mentioned that the assignments were “time taking but worth doing” as he had learned about ELT.



*“In terms of adaptation to the department yes, but I do not think it was useful for the teaching skills. Because we have done many courses in Bilkent and we had many experience.”*

*“Talking time’i azalttum”.*

*“I really needed such a program since I was not a graduate of English Language Teaching. I had the chance to work with the world of ELT... In terms of teaching, I think it was helpful”*

While almost all of the trainees pointed out teaching practices as the most important component of the program and spoke very highly of its benefits on their teaching, one of the native speakers of English claimed that the teaching practices would have been more realistic if they had been uninformed. He also argued that the lesson plans they prepared for the TPs were not realistic either. Similarly, the other native speaker maintained that the advice he received was very useful but he had some doubts on its being realistic.

For the fourth question, what kinds of improvements or changes are needed for a more effective program, each interview group mentioned similar issues. First of all, both the DBE and the DML groups indicated that the workshop sessions were more effective than the theoretical sessions since workshops involve classroom applications. Thus, they suggested having fewer theory-based sessions and more workshops. Besides, while the DBE trainees did not mention having a separate training program from the DML group, each trainee from DML indicated that it would have been better if they had had independent training sessions since their aims are different from those of DBE. Similarly, the non-Turkish trainees mentioned the benefits of having separate sessions for two departments:

*“What they try to teach us such as how to teach grammar is not relevant to our department. We have to learn more about how to teach pragmatics; discourse markers, connectors. So some sessions were really irrelevant. Most of the content was irrelevant. We only attended one or two courses in the second term; we were doing it partially.”*

*“Since the sessions were relevant to DBE, every time I was questioning how can I use it in my class. I can’t use it in my class... In TPs we needed to do some activities but they do not force us to use them all. We can find other activities. If we are to spend time on those courses, on those sessions; I think they should be relevant and they should be useful in a way.”*

Moreover, trainees from both DBE and DML criticized the process of writing and rewriting assignments and complained about the type of feedback they received since it was not only on content but also on language use. One of the trainees said although she had rewrites for each of her assignment, she believed that improved her way of writing. Another trainee, on the other hand, stated that he understood why his grammar mistakes were corrected but he did not like the trainers

criticizing his way of commenting on the article. Both the DBE and the DML group agreed that they needed more guidance on choosing an article. Thus, one of the trainees suggested having “a pool of articles” and choosing one from those as they think “they need more guidance in assignments”. Moreover, the non-native Turkish teachers criticized the type of feedback given for the written assignments as the feedback given on content and language was too detailed. “Almost as if it was going to be published that’s the kind of feedback we received” said one of the native speakers, “some of them were not even mistakes” said the other. In addition, the DML trainees mentioned the peer observations saying that they needed more guidance on what to observe or how to use the observation form presented to them by the trainers.

*“The peer observations were to some extent helpful. But what was missing was guidance before the peer observations. We did not have an idea of what to observe; we have clues but we didn’t have a clear objective in observing other people. ... Actually, W gave us a paper but we were not really guided in how to apply this in class. We just entered the class. We didn’t have a structured relationship with the peers we were observing. Maybe we should have had pre and post conferences. Otherwise, it does not work.”*

In the fifth and the sixth questions, the trainees were asked to comment on the given items about the qualities of a teacher trainer and the way her attitude should be. The qualities given to trainees were collected through the first trainee questionnaire. In that questionnaire, the trainees listed the qualities a teacher trainer should possess and the attitude teacher trainers should have towards the trainees. Each interview group was presented 5 different items for each of the two questions and they were asked whether they think the trainers have these qualities. Table 5 shows the responses given to the former question and table 6 shows the responses of the later one:

Table 5

What should be the qualifications of a teacher trainer?

Open to new ideas	Reflective	Creative	Understanding	Wide knowledge of training
Flexible	Improve herself	Constructive	Patient	Good communicator
Willing to share experiences	To the point	Helpful	Active listener	Being friendly
Have a background in ELT theory	Anticipating the problems	Enjoyable	Competent teacher	Dedicated
Open to criticism	Give feedback in a professional manner	Knowledgeable	Experienced in her field	Objective
	Motivating	Presentable		Well-prepared

The analysis of the interview responses showed that the trainees in general think the trainers have the qualities that a teacher trainer should have. While some of the trainees responded to these to questions simply by saying “yes”, the others gave specific examples from their individual experiences with the trainers. One of the trainees from DBE indicated that her tutee was very understanding and good at motivating her before the TPs and giving her feedback after the TPs and assignments:

*“Benim trainer’ım çok iyiydi. ... Problemleri öngörüyordu ve verdiği feedback sonrası aklımda hic soru isareti kalmıyordu. Bir de her ödev sonrası ben re-write aldım ve bu nedenle anlayışsız geliyorlardı ama konuşup ortayı bulmaya çalıştık.”*

Since most of the DML trainees were partially attending the in-service teacher training program, they focused only on the DML trainers while responding to these two questions. Although for most of the items the trainees indicated that the trainers have those qualities, for some they indicated their doubts:

*“Sometimes I think they were very structured in the sessions and they were not very flexible and insisting on following the program from the beginning till the end.”*

*“When we started they were not really experienced in training. But they are all competent teachers in teaching. I give more value to being an experienced teacher rather than being experienced as a teacher trainer. If you know what you are doing you can help other people as well.”*

Table 6

What should be the attitude of the teacher trainers towards the trainees?

Supportive	Understanding	Creative	Open to criticism	Approachable
Enthusiastic	Approachable	Constructive	Objective	Democratic
Reflective	Good communicator	Helpful	Motivating	Flexible
Open to change	Respectful	Enjoyable	Informative	Polite
Friendly	Encouraging	Knowledgeable	Unimpressive	

For these items, similarly, the DML trainees indicated that their trainers were very positive; however, they indicated one specific incident about the item on being “open to criticism” that they do not think the same for the DBE trainers:

*“In DBE, I do not think the teacher trainers were open to criticism. I have a reason but I do not want to share it. ... I don’t think they are open to criticism, although I didn’t criticize them. They personally take each and every feedback, which is not positive personally, which*

*shouldn't be the case. It is very insulting for a newly hired teacher. If you asked for feedback you should be ready for all kinds of feedback. Of course, feedback should be constructive. I was very constructive but they did not like it. I think they should be more open to criticism and flexible."*

The non-Turkish trainees on the other hand, indicated that some of the trainers are not good communicators and there is "*an air of artificiality*" in terms of friendship. Besides, although they agreed that the trainers were dedicated, objective and well prepared, they do not think they were flexible and democratic:

*"We don't have space to say that we want this [democracy]"*

For the seventh question, whether the trainers need standardization in giving feedback, in observations and/ or in reading assignments, some of the trainees from DML indicated that they had received feedback only from one of the trainers; thus, they cannot compare it with anyone else's feedback. On the other hand, one of the DBE trainees stated that all the trainers were positive in different degrees and another indicated that they were consistent with each other in terms of feedback.

In the next question, the trainees were asked about an issue that was pointed out in the session and TP observations; trainer's participation in the sessions. Trainees from the same department gave different answers for this question. One of the trainees from DBE found it artificial and irritating as the trainer creates questions for interaction. Similarly, one of the non-Turkish trainees claimed that participation of trainers in the sessions "*lowers the quality of sessions as they ask tricky questions*", where "*flexibility and naturalness goes*". Moreover, during the analysis of the interview responses, it was seen that a trainee from DBE misunderstood the role of the trainers who are observing the sessions and assumed that they are observing the trainees in the sessions. Thus, she expressed she feels more confident when the other trainers participate in the workshops:

*" zaten TPler ile yeterince observe ediliyoruz. Session ve workshoplarda da observe edilmeye gerek yok".*

The last two questions, in a way, asked trainees to summarize what they thought about the training program by stating the things that they were most happy with and least happy with in the program and whether they would recommend the program to the newly hired teachers of the next academic year. The first group of trainees agreed that they liked the hands-on activities most and the theoretical sessions least. Moreover, they stated that although it was tiring for them to teach and to attend the training program at the same time, they would recommend it to the newly hired teachers. The second interview group referred to TPs and post conferences as the most beneficial

part of the whole training; whereas the language awareness sessions were not found to be useful. Similar to the first group, one of the trainees indicated that she would recommend the program despite the difficulties they had:

*“Çok yüklü ama önerirdim. İnsanın başka yapacak işi olmasa ok, rahat bir program. Bayağı şey öğreniliyor. Voluntary base olsa yine yapardım... Bana ilaç gibi oldu ama yeni mezun olsaydım yada daha deneyimli olsaydım istemeyebilirdim.”*

The third group (DML) and the fourth group (non-Turkish trainees), on the other hand, mentioned that they were happier from the program in the second term. The DML group emphasized that they were much happier when there were some sessions about their own departments, while they were not happy with the irrelevant sessions most and not being able to give feedback after the peer observations. Moreover, they suggested partial training:

*“It depends on how experienced the teachers are. The TPs, the workshops would be helpful. May be they can do it partially. We did not decide on the sessions we will attend, the teacher trainers decided on it. .. We can choose the sessions we can attend like the ones we need as we know what we need. Of course, I need training on some aspects of my teaching.”*

*“All the sessions should be what we need. The trainees and the trainers may work with the trainers to prepare the program... So this would make it more challenging for the trainees.”*

In contrast to the first and the second interview groups, the third group indicated that they would recommend the program depending on the experience of the newly hired teachers. The non-Turkish trainees were most happy with teaching practices, reading articles for the assignments and workshops, although they expressed their concerns about the problems with the trainers and having small number of grammar teaching sessions for DBE. While the Turkish trainees indicated that they would recommend the program despite the problems they mentioned, one of the native English speakers said:

*“I wouldn't recommend it unless improvements are made.”*

#### **D. Results of the Questionnaire given to DBE and DML administrations**

At the end of the 2004-05 in-service teacher education program, an interview was planned to be conducted with the heads of the two departments, DBE and DML, about the needs and expectations of the departments from the in-service teacher education program. However, the heads of the departments indicated at the very beginning of the interview that they would like to answer the interview questions in written format due to various reasons and to submit their responses a day later. Thus, the interview questions were expanded into a qualitative questionnaire and were sent to the department heads via e-mail. The responses were received online in ten days.

The first item in this questionnaire focused on the aims of the in-service teacher education program. The responses showed that the aims are similar to the aims of the program, which was analyzed in the document analysis. However, in the second question, the department heads were asked what the expectations of the department administration are from the in-service teacher training program. While one of them focused more on the relationship between the trainers and the trainees, the other not only focused on the rapport between the trainers and the trainees but also pointed out the need that the in-service teacher education program should be in collaboration and in communication with the departments to fulfill the needs of the institution and the needs of the trainees. With the third question, the two department heads were asked if they thought the needs of their departments had been met in this program. One of the department heads indicated that although she did not observe the trainees at the beginning of the training program, she was satisfied with their performance in terms of teaching. However, the other complained about the irrelevance of some of the sessions and maintained that her department needs a different kind of training program:

*“... I believe the needs of the department and the tutees can be met at a higher level if those from different disciplines were subjected to a different or extra training program because the level to which the theory needs to be brought down to owing to these non-ELT graduates uses up the ELT-graduates’ time inefficiently.”*

The fourth question of the online questionnaire was about how the department heads determine the selection of teacher trainers within their departments. Both department heads revealed that there is an informal agreement between two departments about the selection of teacher trainers and that a trainer should have at least 5 years of experience in teaching at SFL. One of the department heads also added *“the administration can use their discretion in choosing and appointing teacher trainers based on varying conditions”* such as having undergone some kind of teacher trainer training program or having completed a post-graduate program, and listed the following:

- “- the trainer candidate should have a positive personality suitable to establish empathy with the tutees;*
- the trainer candidate should have strong communication skills;*
- the trainer candidate should be a good team worker;*
- the trainer candidate should have strong presentation skills”.*

The fifth question asks how the departments inspect the in-service teacher-training program in terms of the satisfaction of trainees, the effectiveness of trainers and the progress of sessions. Both department heads stated that they talk to the trainees concerning their satisfaction from the

program. Moreover, one of them specified that she collaborates with the group coordinators to evaluate the conduct of the trainees at her department. The other, on the other hand, cooperates with the trainers as to the progress of the tutees. Both pointed out that they plan to join the sessions regularly in the following terms.

In terms of the strengths and the weaknesses of the program and the improvements or changes for a more effective program, the first department head mentioned the importance of revising the program according to the feedback received from the trainees. According to her, the trainers' attitude towards the trainees was the weakness of the program. The other, on the other hand, focused more on the content of the training sessions in terms of its relevance to the needs of her department. While she pointed out teacher practices and orientation as the strengths of the program, she suggested some revisions for the weaknesses:

*“[First] the predetermined content of sessions needs to be planned and implemented more carefully. All the trainers need to see the session designed by each trainer beforehand and give feedback. The sessions should focus on enhancing the tutees' knowledge and how they can transfer and use this knowledge in the classroom. As far as I have heard or seen, the level of some sessions is too low for the tutees or implemented as if the tutees were the students of the department... [Second] the trainers should be “speaking the same language” preserving their different opinions”.*

In terms of the role the department heads play between the trainees and trainers and in the in-service teacher education program, one of the department heads thinks she works as a facilitator or a problem solver when problems arise between the two parties. However, the other had a different opinion about the same issue:

*“I don't think I should play a role between the trainers and the trainees, provided that the program and the attitude towards the trainees conform to the administration's training philosophy. To that end the unit should work in close contact with the administration. Should any problems arise related to the program or instruction, I'd like to be certain that they would be addressed by the members of the unit.”*

When they were asked how they envision the future of the teacher education program and TED, while one focused on how to improve the program by hiring trainers from other institutions or from abroad, the other department head spoke very highly of the program and wished to share it with other state universities, as METU is a leading institution.

*“It will continue to exist and develop itself. It might begin to accept tutees from other institutions.”*

*“We should keep in mind that METU has always set up a role for most of the Anatolian universities. In that sense having our own training program is quite prestigious. We have to share our experience with other institutions.”*

Both of the department heads agreed that TED can and should, in away, contribute to the curriculum and material development projects in their departments either by giving feedback or conducting workshops. Similarly, in the last question about the role TED could play in training/educating experienced teachers in DBE and DML, both emphasized the need for integrating the experienced teachers into the in-service teacher education program, although one of them mentioned the reluctance of experienced teachers in joining an in-service teacher education program and suggested another way of reaching those teachers:

*“Experienced teachers seem to be reluctant to the idea of “training” so as the ... administration we believe that it should be the job of the syllabus committee to provide orientation (not “training”!) of what the rationale behind the curriculum and the syllabus of a particular course is, and how the material can be used in the classroom most efficiently. The syllabus committee can, however, work in collaboration with the trainers and have demo lessons carried out by any instructor in the department on a voluntary basis in order to exchange ideas.”*

## **E. Results of Observations**

### **i. Session Observation**

During the second term of the in-service teacher training program, some of the training sessions and the workshops were observed. At the end of the observations, the observation reports were analyzed in terms of teacher roles:

- **Trainer as the trainer**

The observation of the sessions showed that the trainers were all well prepared for the sessions in terms of both knowledge and the type of activities they used. They all started their sessions by introducing the topic and the stages of the lesson. Moreover, use of classroom aids such as white board, OHP and/or computer demonstrations was successful and appealing. The trainers were successful in the delivery techniques as well. Namely, they tried to establish eye contact with the trainees and to involve them in the session using referential and display questions. While the tempo of the sessions were higher in workshops since the trainees were in charge, good pace was maintained by each of the trainers in their sessions on different issues from creative teaching to advanced listening. All of the trainers were enthusiastic and created interest in their sessions. Each trainer’s rapport with the trainees was very good, which was observed clearly when



the trainers shared their personal experiences and/or laughed at trainees' jokes in the sessions. Furthermore, in the observed workshops, the trainers were seen while giving feedback for the trainees and the feedback was considered to be both "*relevant and valid*" by the two observers.

Moreover, it was seen that the trainers make use of the feedback they received from the trainees as indicated in the observation notes on a training session and a workshop, both of which were held by the same trainer:

*"The trainer's session was on writing. The session focused on the activities that could be made use of in class while teaching writing. There did not seem to be much theoretical input; the session focused more on activities to be used. ... The related workshop held another day focused on student writing and how to go about giving feedback to it. The trainees seemed to be much more interested in this session. After all, the trainer had prepared the content according to the feedback she received from the trainees in the previous session."*

All trainers observed seemed to have a very pleasant attitude towards trainees. Their stance was very professional. During the sessions there was a lot of elicitation, which signifies that the trainees are valued. Thus, the trainers made sure during their sessions to listen to the trainees rather than dominate the session. The trainees, in general, seemed to have a positive attitude as well, although they seemed bored at times. Moreover, the trainers were good at handling the sessions even there were few trainees.

- **Trainer as a participant**

From the first observed session to the last one, all of the trainers joined the sessions and the workshops. However, while some of them kept quiet at the back, some of the trainers joined the sessions as a trainee and answered the questions and/or worked with the trainees on a given task. Although the researchers had not planned to observe the other trainers during the sessions, after experiencing such an incident in the first observation, the two researchers agreed that it was necessary to take notes on the other trainers as well since their participation would have an effect on the atmosphere of the training sessions for the trainees. In the teaching sessions, one of the trainers either participated in the sessions as a trainee, or asked questions to the trainer to clarify a point for the trainees or to comment on a point that was mentioned by the trainer who was in charge of the session. Both observers put down such an incident in their notes as follows:

*"Another trainer interrupts the presentation, which may bother the one who is teaching. One of the trainers wanted to give out the papers while the presenter was about to, which made her lose focus for a while".*

*“Once in a while during the session of one trainer, another trainer would make comments, clarify a question”.*

## **ii. Teaching Practice & Pre-Post Conference Observation**

During the second term of the training, the whole process of TPs was analyzed as each trainer works with a trainee on a one-to-one basis. Thus, the researchers observed each trainer in a pre and a post conferences and the teaching practice of some of these conferences. In the observations, the focus was on the type of feedback the trainer gives before and after the TPs and the rapport with the trainee. Hence, after the observations, the notes were analyzed in terms of teacher roles:

- **Trainer as a guide**

In the pre- conferences, it was observed that the trainers work with the trainees on their lesson plans. They asked the trainees to write a detailed lesson plan to follow the stages of her/his lesson, to talk about the anticipated problems and to give them some suggestions. In terms of the suggestions given in the pre- conferences, while some of the trainers tried to give some options and ask the trainer to choose one or to think of using them, the others were using questions to elicit suggestions from the trainees. The researchers noted down for the former style that the trainer was very involved with the lesson plan, and she was aware of the problems or the drawbacks of the points in the lesson plan:

*“The trainer is the one who brings suggestions. The trainee does not seem to be interested in bringing up suggestions. She wants to talk over the suggestions brought by the trainer.”*

In the latter style, on the other hand, the trainer was asking questions to the trainee to make her/him aware of the problem and/or to clarify a point. In this case, it was noted that the trainers did not tell the trainees to change or revise some part of the lesson plan but they tried to help them see that themselves:

*“The trainer went over the trainee’s lesson plan meticulously. The attitude was very pleasant and encouraging geared towards elicitation rather than imposition.”*

- **Trainer as an observer**

In the teaching practices, the trainer participates as an observer in class. She has an agenda for the observation and she does not interfere with the classroom atmosphere. However, in one of the observations, the researcher noted that the teacher who was being observed asked the trainer and the researcher to join the lesson with her students. While the researcher refused to join, the trainer participated in the activities with the students. Although the trainee was not a full time

participant of the training program, the trainer's participation in the activities affected the lesson and the type of data she collected.

- **Trainer as a feedback provider**

After observing the teaching practices, the trainers conduct a post conference session with the trainees to discuss the lesson in terms of the points that need improvement. In these sessions, while some of the trainees filled a form to indicate the things that they were happy with and the things that they would change, some others came to post-conferences without any notes. However, using their notes and/or the trainee's self-evaluation forms, the trainers mentioned the strong and weak points of the lesson. While they congratulated the trainees in terms of the strong points, they pointed out the activities that needed improvement or revision and asked the trainee how they would revise it or what they would do to improve the activity. In these sessions, some of the trainers had a focus in their observation such as the teaching of a language skill or the use of a teaching technique; whereas some others focused on anything and everything in the lesson from questioning to time management, from teaching vocabulary to forming groups. Thus, it was seen that when the TP observation had a point which was decided on before the pre conference, the trainees were more successful in teaching practices and more involved in the pre and post conferences.

#### **IV. Discussion of the Results**

The results of the data collection need to be discussed according to the research questions, which addressed to collect data from four perspectives.

The data collected from the newly hired teachers, in other words the trainees of the in-service teacher education program, showed that despite some problems, the trainees have found the in-service teacher education program effective. Although the program aims at developing not only language teaching skills but also language awareness and field knowledge, the participants of the training program demonstrated both in the questionnaires and in the interviews that they were more satisfied with the training sessions that focused on classroom applications and teaching practices. While they pointed out how useful it was to have teaching practices and workshops for their teaching position in their departments, they put forward some of the issues (theory based sessions, content of the sessions and feedback) as the points that need revision in the program.

First of all, as the trainees expected to have sessions that would be more useful for them in their teaching, they indicated their concerns about the theory-based sessions and their satisfaction in joining workshops. This may result from two important reasons. The theory-based sessions might have been detached from classroom application and/ or the trainees might have observed the

immediate effect of workshops in their classrooms, which made them assume that the theory-based sessions are less useful or less effective. Secondly, not only the trainee responses but also the data collected from the trainers showed that the content of the in-service teacher education program has some shortcomings. As the two departments (DBE and DML) require their newly hired teachers to attend the same program, the trainees had some concerns about the irrelevance of the training sessions to their departments. The relevance of content is very much related to the needs of the trainees. As the trainees work in different departments, they naturally have different needs and expectations from the program. Since the shortcomings of the program in terms of content were mainly stated by the trainees working in DML, the DML trainees may have found the sessions less useful for their classrooms. Lastly, almost all trainees indicated the importance of feedback in such an in-service teacher education program and emphasized that they could not receive enough feedback for some components of the program. Since the trainees were not satisfied with the feedback given for assignments, portfolios, peer observations and post conferences, they indicated that the program needs revision concerning these components. The problem about the feedback received after assignments, portfolios, peer observations and teaching practices may have resulted from the procedures followed before them. The trainees may have been uninformed of the evaluation criteria and/or the aims of these components may have been misunderstood or unclear. Despite the problems mentioned about the in-service teacher education program, the trainees, in general, indicated that the program was effective and they would join the program if it was on a voluntary basis or they would recommend it to other trainees in the coming years.

The teachers who are not currently working in the teacher training program, on the other hand, indicated very low need in the questionnaire given although some of them mentioned that they would be willing to participate in workshops, which are specifically designed for the areas that they are interested in or that they need some information. Moreover, this group of participants also indicated that they would not want to participate in the in-service teacher education program as a trainer but would let the trainees join their sessions for observation. Being reluctant to join the program as a trainee or a trainer may be due to the workload of the experienced teachers in their departments and/or the misassumptions or misleading information about the program.

The document analysis showed that all of the trainees had the academic qualifications and relevant professional experience to work in TED as a teacher trainer. Moreover, the questionnaire responses and the observations showed that they feel highly responsible for their job and like to work with the trainees for their development as a language teacher. In order to achieve this, they try to use the feedback they received from the trainees, and they work on their self-improvement through the national and international conferences and programs they attend. However, in the questionnaire they clearly indicate that they need to work collaboratively with the administrations

of DBE and DML to improve the program and to speak the same language. This may be due to three reasons: The trainers may have thought they did not find enough support from the administration, they may have been uncomfortable with the role the administration plays between the trainees and trainers and/or the mission of the program may have not been clearly explained to the other members of the departments.

In terms of the administration perspective, it was clearly seen that the two departments want the in-service teacher education program to be an important component of SFL language programs and a gain for the teachers who are or who will be working at SFL. However, they indicated the need for improvement, revision and/or modifications as well, which may show that the departments are planning to be more considerate about the in-service teacher education program in the coming years.

## **V. Suggestions and Conclusion**

The situation analysis of the in-service teacher education program showed that the program needs revision, modifications and adjustments according to the data collected from four groups. Thus, this section will briefly give suggestions considering each group of participants for the improvements of the program's shortcomings:

### Trainees

1. The aims of the in-service teacher education program should be explained clearly in the pre-service for the newly hired teachers at SFL. These teachers should be well informed of the content of the program and the rationale behind. Since some of the trainees may be in their first year of teaching, they should be enlightened about how the program will support them in their first year.
2. SFL in-service teacher education program addresses teachers from two departments. While the DBE students are to learn general English to pass the proficiency exam, the DML students should focus on advanced skills and academic English for their present education and future profession. Thus, the teachers of these two departments have different needs, and the program content should reflect issues relevant to both groups and/or there should be a balance between the sessions appropriate for DBE and those for DML. Moreover, attending sessions together may help both groups to see each other's teaching approach and may enable collaboration between the two departments.
3. Since attending the in-service teacher education program is a requirement for the newly hired teachers, the criteria for partial training should be defined and the sessions that the partial trainees will take should be organized in collaboration with the departments and the trainees. Hence, the trainees who had already taken a similar in-service program in their

former institutions can still benefit from the SFL in-service program according to their needs as language teachers in general and newly hired teachers in particular.

4. The aims and objectives of each component of the program- teaching practices with pre and post conferences, assignments, portfolios and peer observations- should be clarified. Moreover, the feedback forms and the evaluation criteria of these components should be presented to trainees beforehand. Using two observers for the TPs and two markers for the assignments might be useful for interrater reliability. Furthermore, since observation is a broad method, each teaching practice and peer observation should have one teaching/learning focus, which may help the trainees to specify their lesson plan and their observation, which may help to collect and to discuss data. In addition, it would also be helpful for them to have a pool of subjects or articles for the assignments, from which they may choose to write a paper and share with the other trainees.

#### Trainers

5. The rapport with the trainees is the core element of the in-service programs as the trainers have the roles of a guide and a model. Thus, as they give feedback to the trainees, they should be flexible and open to suggestions and improvement as well. It should always be kept in mind that the trainees are also teachers of English; therefore, the trainers may convince the trainees that the training program aims to enhance their qualifications.
6. The trainers should consider individual needs, interests and qualifications of the trainees when designing the in-service teacher education program. Thus, when the new teachers are hired at the end of June or in the pre-service program in August, a questionnaire can be given to newly hired teachers in order to learn the above points to design, to organize and/or to adapt the content of the in-service education program. Moreover, the program should be open to change through out the term according to the feedback given by the trainees.
7. The evaluation process should be an integrated part of the training program. The aims of the training program should be reconsidered with the administration every year according to the evaluation of the previous year and the goals of the coming year. The trainers should not only use trainee feedback to improve the program, but they should observe each other and give feedback as well.

#### Experienced Teachers

8. In-service teacher training can be extended to teachers who have been working in the same institution over the years as teaching is very much open to development due to recent findings, current trends, curriculum renewals, material modifications, evaluation results and institutional reforms. Therefore, the in-service teacher education program may be

reorganized or expanded to appeal to the needs of all teachers working in the same institution eventually, which should go hand in hand with the other units of the department such as testing or materials development units.

9. The role the experienced teachers can play in the training program (peer observations) should be well defined. Although the trainees are not allowed to give feedback to the teachers they observe, the experienced teachers should also be informed of the peer observation tasks in general. Besides, they should be ensured that the peer observations do not focus on personal information.
10. The experienced teachers should be given opportunities to participate in sessions or workshops, through which the communication among multiple parties (trainer, trainee, experienced teachers) of the same institution would be established and improved. Thus, some of the training sessions can be open to all department members on a voluntary base.

#### Administration

11. The administration should have a supportive role in favor of the trainers and trainees to make the program recognized by the other members of their institution who are the experienced teacher group of this study. Besides, it would be valuable for the program, if the administration gave opportunity to its teacher trainers, to attend national or international workshops, conferences and/ or seminars; to subscribe to journals or to purchase books on teacher education. Moreover, guest speakers from abroad or from other institutions that have been conducting in-service teacher training programs can be invited to give workshops or seminars to the trainers and/or to join the training program as a trainer for an academic term.
12. Lastly, hiring, positioning and discharging teacher trainers should be based on specified and detailed criteria for quality management and the protection of employee rights. The trainers and also the trainees should all know that the administration naturally has a controlling role over the program; while it should never be discouraging.

All in all, in-service teacher education is a long and tiring job, which requires dedication and energy. While it is difficult to convince students that teaching is essential for their present education or future profession, it is more difficult and complicated to persuade teachers about the usefulness of an in-service teacher education program. Hence, the communication and cooperation among the four parties of this study should always be kept close for an effective in-service teacher education program because a weakness or a problem in one of these parties will have a negative influence on the others.

## Appendix A

## PARTICIPANTS of the In-SERVICE TEACHER TRAINING PROGRAM in SFL

## PART I: GENERAL INFORMATION

- If yes, please name it/them: -**

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## PART II: NEWLY HIRED TEACHER NEEDS

Below is a list of skills and abilities related to teaching English as a foreign language. Please, for each item, indicate **your degree of need** as a newly hired teacher at SFL.

<b><u>A. General methodology and teaching techniques</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
1. gaining knowledge of the aspects of language necessary for the teaching profession				
2. being able to choose from a variety of methods and techniques in ELT to teach certain point				
3. being able to teach at different proficiency levels				
4. identifying learner needs				
5. teaching appropriately to different learner needs.				
6. analyzing language in terms of form, meaning and function				
7. providing sufficient practice opportunities for students				
8. encouraging and supporting learners in their attempt to learn English				
9. monitoring learners' oral and written use of English				
10. participating in informal conversation with learners				
11. using intonation, stress and rhythm to achieve intelligibility and effect				
12. making up and telling stories for classroom purposes				
13. facilitating learning				
<b><u>B. Classroom Management</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
14. managing classes effectively				
15. giving clear instructions to students				
16. coping with problem students				
17. organizing class activities (pair work, group work...etc.)				
<b><u>C. Planning Lessons</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
18. planning lessons effectively				
19. implementing lesson plans				
20. preparing contingency plans for unexpected problems				
<b><u>D. Teaching the Skills</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
21. presenting a structure or function				
22. teaching vocabulary				
23. developing students' reading skills				
24. developing students' writing skills				
25. developing students' speaking skills				
26. developing students' listening skills				
27. adapting and carrying out listening activities				
28. adapting and carrying out speaking activities				
29. adapting and carrying out reading activities				
30. adapting and carrying out writing activities				

<b><u>E. The use of Teaching Resources</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
31. being able to use classroom materials appropriately				
32. being able to adapt and supplement extra materials appropriately				
33. selecting, adapting and writing texts for learning				
34. effectively making use of technology in class (i.e.: video, cassette player ...etc.)				
35. using audio-visual aids (i.e.: posters, realia, recordings...etc.)				
36. using songs and drama in lessons				
<b><u>F. Evaluation and Assessment</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
37. developing an awareness of different means of assessment (project, essay, portfolio,... etc.)				
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
39. being able to evaluate learner progress				
40. being able to give appropriate feedback to learners				
41. using different techniques for error correction				
42. selecting, adapting and writing texts to assess students				
<b><u>G. Teacher Development</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
43. identifying personal needs in order to further develop as a professional				
44. reflecting on my own performance in order to further develop as a professional				
45. collaborating and sharing ideas with other professionals				
46. improving my knowledge of phonology in English				
47. improving my knowledge of grammar in English				
48. improving my knowledge of vocabulary items in English				
49. improving my knowledge of written and spoken discourse in English				
50. improving my communicative competence in English				

### **PART III: IN-SERVICE TEACHER TRAINING PROGRAM**

1. What should be the 3 aims of an in-service teacher training program?
2. What should be the qualifications of a teacher trainer?
3. What should be the attitude of the teacher trainers towards the trainees?

**Thank you for filling in our questionnaire 😊**

## **Appendix B**

### **SECOND QUESTIONNAIRE for the**

#### **PARTICIPANTS of the In-SERVICE TEACHER TRAINING PROGRAM in SFL**

##### **PART I: PROGRAM SATISFACTION**

Below is a list of skills and abilities that are aimed at in the in-service teacher training program Please indicate **your degree of satisfaction** for each item considering the training you have completed at SFL.

<b><u>A. General methodology and teaching techniques</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
1. gaining knowledge of the aspects of language necessary for the teaching profession				
2. being able to choose from a variety of methods and techniques in ELT to teach certain point				
3. being able to teach at different proficiency levels				
4. identifying learner needs				
5. teaching appropriately to different learner needs.				
6. analyzing language in terms of form, meaning and function				
7. providing sufficient practice opportunities for students				
8. encouraging and supporting learners in their attempt to learn English				
9. monitoring learners' oral and written use of English				
10. participating in informal conversation with learners				
11. using intonation, stress and rhythm to achieve intelligibility and effect				
12. making up and telling stories for classroom purposes				
13. facilitating learning				
<b><u>B. Classroom Management</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
14. managing classes effectively				
15. giving clear instructions to students				
16. coping with problem students				
17. organizing class activities (pair work, group work...etc.)				
<b><u>C. Planning Lessons</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
18. planning lessons effectively				
19. implementing lesson plans				
20. preparing contingency plans for unexpected problems				
<b><u>D. Teaching the Skills</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
21. presenting a structure or function				
22. teaching vocabulary				
23. developing students' reading skills				
24. developing students' writing skills				
25. developing students' speaking skills				
26. developing students' listening skills				
27. adapting and carrying out listening activities				
28. adapting and carrying out speaking activities				
29. adapting and carrying out reading activities				
30. adapting and carrying out writing activities				

<b><u>E. The use of Teaching Resources</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
31. being able to use classroom materials appropriately				
32. being able to adapt and supplement extra materials appropriately				
33. selecting, adapting and writing texts for learning				
34. effectively making use of technology in class (i.e.: video, cassette player ...etc.)				
35. using audio-visual aids (i.e.: posters, realia, recordings...etc.)				
36. using songs and drama in lessons				
<b><u>F. Evaluation and Assessment</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
37. developing an awareness of different means of assessment (project, essay, portfolio,... etc.)				
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
39. being able to evaluate learner progress				
40. being able to give appropriate feedback to learners				
41. using different techniques for error correction				
42. selecting, adapting and writing texts to assess students				
<b><u>G. Teacher Development</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
43. identifying personal needs in order to further develop as a professional				
44. reflecting on my own performance in order to further develop as a professional				
45. collaborating and sharing ideas with other professionals				
46. improving my knowledge of phonology in English				
47. improving my knowledge of grammar in English				
48. improving my knowledge of vocabulary items in English				
49. improving my knowledge of written and spoken discourse in English				
50. improving my communicative competence in English				

## **PART II: IN-SERVICE TEACHER TRAINING PROGRAM**

- Does the in-service teacher training program address individual needs? If yes, how? If no, why not?
- Are there any changes needed regarding the content, scheduling, and presentation of the sessions to improve the in-service program? If so, what are they?

3. How do **TPs** contribute to the in-service teacher training? Are there any points that need improvement in the **TPs**? If yes, what are they?
  
4. How do **portfolios** contribute to the in-service teacher training? Are there any points that need improvement in the portfolios? If yes, what are they?
  
5. How do the **assignments** contribute to the in-service teacher training? Are there any points that need improvement in the assignments? If yes, what are they?
  
6. How do the **workshops** contribute to the in-service teacher training program? Are there any points that need improvement in the workshops? If yes, what are they?
  
7. How do the **peer observations** contribute to the in-service teacher training? Are there any points that need improvement? If yes, what are they?
  
8. What do you think of the trainers' rapport with trainees considering the sessions, workshops and TPs (pre & post conferences)?

Thank you for filling in our questionnaire 😊

## **Appendix C**

### **QUESTIONNAIRE for the EXPERIENCED TEACHERS at SFL**

#### **PART I: GENERAL INFORMATION**

1. ☐ Native Speaker      ☐ Non-native Speaker
2. Age:   ☐ 20-29      ☐ 30-39      ☐ 40-49      ☐ 50 +
3. Degree:                      Institution & Department:  
☐ BA      ☐ BS                      \_\_\_\_\_  
☐ MA      ☐ MS                      \_\_\_\_\_  
☐ Ph. D                      \_\_\_\_\_
4. Which department are you working at METU?  
Department of Basic English ☐                      Department of Modern Languages ☐
5. Years of experience as a teacher of English: \_\_\_\_\_ year(s) and/ or \_\_\_\_\_ month(s).  
Years of experience as a teacher at METU: \_\_\_\_\_ year(s) and/ or \_\_\_\_\_ month(s).
6. Have you attended any in-service teacher training course(s)?      YES ☐      NO ☐  
**If yes, please name it/them:**
7. If you have ever attended an in-service teacher training program, how did the program contribute to your development as a teacher?
8. If you have ever attended the in-service teacher training program at METU, was it of any help to you in your teaching? If yes, how? If no, why?
9. What opportunities can/should the institution provide for in-service teacher development?

## **PART II: METU IN-SERVICE TEACHER TRAINING**

10. What do you know about the content of the in-service teacher training program at METU?
11. What do you think the aim of the in-service teacher training program at METU is?
12. What aspects of teaching should the in-service teacher training program focus on more?
13. Do you think the in-service teacher training program prepares new teachers for teaching at METU? If yes, in what ways?
14. What are some of the qualities that a good teacher trainer should possess?
15. Would you like to contribute to the in-service teacher training program?  
If yes, how? If no why not?

### PART III: TEACHER DEVELOPMENT

Below is a list of skills and abilities related to teaching English as a foreign language. Please indicate **your degree of need** for in-service training for each item.

<b><u>A. General methodology and teaching techniques</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
1. gaining knowledge of the aspects of language necessary for the teaching profession				
2. being able to choose from a variety of methods and techniques to teach certain points				
3. being able to teach at different proficiency levels				
4. identifying learner needs				
5. teaching appropriately to different learner needs.				
6. analyzing language in terms of form, meaning and function				
7. providing sufficient practice opportunities for students				
8. encouraging and supporting learners in their attempt to learn English				
9. monitoring learners' oral and written use of English				
10. participating in informal conversation with learners				
11. using intonation, stress and rhythm to achieve intelligibility and effect				
12. making up and telling stories for classroom purposes				
13. facilitating learning				
<b><u>B. Classroom Management</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
14. managing classes effectively				
15. giving clear instructions to students				
16. coping with problem students				
17. organizing class activities (pair work, group work...etc.)				
<b><u>C. Planning Lessons</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
18. planning lessons effectively				
19. implementing lesson plans				
20. preparing contingency plans for unexpected problems				
<b><u>D. Teaching the Skills</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
21. presenting a structure or function				
22. teaching vocabulary				
23. developing students' reading skills				
24. developing students' writing skills				
25. developing students' speaking skills				
26. developing students' listening skills				
27. adapting and carrying out listening activities				
28. adapting and carrying out speaking activities				
29. adapting and carrying out reading activities				
30. adapting and carrying out writing activities				



<b><u>E. The use of Teaching Resources</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
31. being able to use classroom materials appropriately				
32. being able to adapt and supplement extra materials appropriately				
33. selecting, adapting and writing texts for learning				
34. effectively making use of technology in class (i.e.: video, cassette player ...etc.)				
35. using audio-visual aids (i.e.: posters, realia, recordings...etc.)				
36. using songs and drama in lessons				
<b><u>F. Evaluation and Assessment</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
37. developing an awareness of different means of assessment (project, essay, portfolio,... etc.)				
38. being able to apply different means of assessment (project, essay, portfolio, ..etc.)				
39. being able to evaluate learner progress				
40. being able to give appropriate feedback to learners				
41. using different techniques for error correction				
42. selecting, adapting and writing texts to assess students				
<b><u>G. Teacher Development</u></b>	<b>very low</b>	<b>low</b>	<b>high</b>	<b>very high</b>
43. identifying personal needs in order to further develop as a professional				
44. reflecting on my own performance in order to further develop as a professional				
45. collaborating and sharing ideas with other professionals				
46. improving my knowledge of phonology in English				
47. improving my knowledge of grammar in English				
48. improving my knowledge of vocabulary items in English				
49. improving my knowledge of written and spoken discourse in English				
50. improving my communicative competence in English				

Thank you for filling in our questionnaire 😊

## **Appendix D**

### **QUESTIONNAIRE for the TEACHER TRAINERS at SFL**

The purpose of this questionnaire is to collect data for the evaluation of the in-service teacher training program at the School of Foreign Languages within the framework of the SFL curriculum renewal and evaluation project. All individual responses will be kept strictly confidential. Therefore, honest responses will be highly appreciated.

#### **PART I: GENERAL INFORMATION**

1. ☐ Native Speaker                      ☐ Non-native Speaker
2. Age:            ☐ 20-29            ☐ 30-39            ☐ 40-49            ☐ 50 +
3. Degree:                                      Institution & Department  
☐ BA            ☐ BS                                      \_\_\_\_\_  
☐ MA            ☐ MS                                      \_\_\_\_\_  
☐ Ph. D                                      \_\_\_\_\_
4. Which department are you working at?  
Department of Basic English ☐                      Department of Modern Languages ☐
5. Years of experience as an English teacher: \_\_\_\_\_ year(s) and/ or \_\_\_\_\_ month(s).  
Years of experience as an active teacher trainer: \_\_\_\_\_ year(s) and/or \_\_\_\_\_ month(s).
6. Which learner group(s) have you taught before?  
☐ Young / very young learners (below 14 yrs.)                      for \_\_\_\_\_ year(s)  
☐ High school learners (14-18 yrs.)                      for \_\_\_\_\_ year(s)  
☐ University students (over 18)                      for \_\_\_\_\_ year(s)  
☐ Learners who are working                      for \_\_\_\_\_ year(s)  
☐ Other (please specify) \_\_\_\_\_ for \_\_\_\_\_ year(s)
7. Have you attended any in-service teacher training program(s)? YES ☐                      NO ☐  
**If yes, please name it/them** \_\_\_\_\_  
\_\_\_\_\_
8. Have you attended any program(s) for teacher trainers?                      YES ☐                      NO ☐  
**If yes, please name it/them** \_\_\_\_\_  
\_\_\_\_\_

## **PART II: IN-SERVICE TEACHER TRAINING PROGRAM**

9. What are the aims of the in-service teacher training program?
10. What are the primary needs of the newly hired SFL teachers at METU?
11. How do you determine the content of the sessions?
12. Does the SFL in-service teacher training program address individual needs?  
If yes, how? If no, why not?
13. Are there any changes needed regarding the content, scheduling, and presentation of the sessions to improve the in-service program? If so, what are they?

## **PART III: TEACHING PRACTICES (TPs)**

14. How do TPs contribute to the in-service teacher training?
15. Are there any points that need improvement in the TPs? If yes, what are they?

## **PART IV: THE PORTFOLIO**

16. What is the role of the portfolio in METU in-service teacher training?
17. Are there any points that need improvement in the portfolios? If yes, what are they?

## **PART V: THE ASSIGNMENTS**

18. How do the assignments contribute to the in-service teacher training?
19. How is the content of the assignments determined?

20. Are there any points that need improvement in the assignments? If yes, what are they?

#### **PART VI: WORKSHOPS**

21. How do the workshops contribute to the in-service teacher training program?
22. Are there any points that need improvement in the TPs? If yes, what are they?

#### **PART VII: PEER OBSERVATIONS**

23. How do the peer observations contribute to the in-service teacher training?
24. What kind of feedback do the observed teachers receive after peer observation?

#### **PART VIII: PROGRAM IMPROVEMENT**

25. How do you envision the future of the in-service program in the long run?
26. Are there any major changes you would like to make in the program?  
If yes, what are they?
27. What kind of contributions do you expect from the administration, your fellow trainers, teachers in the department and trainees to improve the in-service teacher training program?
28. What do you need as a trainer for developing the in-service teacher training program?
29. What contributions can the in-service teacher training unit make to the implementation of the current SFL curriculum?

**Thank you for filling in our questionnaire 😊**

## **Appendix E**

### **Administration Questionnaire**

Please indicate your department: \_\_\_\_\_

How long have you been working at SFL as a teacher? \_\_\_\_\_

How long have you been working at SFL as an administrator? \_\_\_\_\_

*Please answer the following questions as detailed as possible.*

1. What are the aims of your department in providing an in-service teacher training program for newly hired teachers?
2. What are the expectations of the department administration from the in-service teacher training program?
3. Do you think the needs of your department have been met in this program so far?
4. How do you determine the selection of teacher trainers within your department? What are your criteria in selecting teacher trainers? Is there a written document for it?
5. How do you inspect the in-service teacher-training program in terms of the satisfaction of trainees, the effectiveness of trainers and the progress of sessions?
6. What are the strengths and the weaknesses of the program? What kinds of improvements or changes are needed for a more effective program?
7. What kind of a role do you play as the Head of Department between the trainees and trainers?
8. What kind of a role should the two departments play in in-service teacher education program?
9. How do you envision the future of the teacher education program and TED?
10. How can TED contribute to the curriculum and material development projects in your department?
11. TED addresses only the newly hired teachers. What do you think about the role TED could play in training/educating experienced teachers in DBE and DML?

## **Appendix F**

### **Group Interview Questions for the Trainees**

I. Do you think the in-service teacher training program has achieved its aims?

II. Do you think your needs were addressed in the program? If no, why not?

III. Have you realized any specific effect of the program in your teaching or in your knowledge? If yes, what are they?

IV. What kind of improvements or changes are needed for a more effective program?

V. In the first questionnaire, you indicated some qualities of a teacher trainer:

Do you think the following ones appeal to the trainers of the training program?

- |                                    |                        |                                |
|------------------------------------|------------------------|--------------------------------|
| 1. Open to new ideas               | 10. Give feedback in a | 19. Patient                    |
| 2. Flexible                        | professional manner    | 20. Active listener            |
| 3. Willing to share experiences    | 11. Motivating         | 21. Competent teacher          |
| 4. Have a background in ELT theory | 12. Creative           | 22. Experienced in her field   |
| 5. Open to criticism               | 13. Constructive       | 23. Wide knowledge of training |
| 6. Reflective                      | 14. Helpful            | 24. Good communicator          |
| 7. Improve herself                 | 15. Enjoyable          | 25. Being friendly             |
| 8. To the point                    | 16. Knowledgeable      | 26. Dedicated                  |
| 9. Anticipating the problems       | 17. Presentable        | 27. Objective                  |
|                                    | 18. Understanding      | 28. Well-prepared              |

VI. In the first questionnaire, you indicated how the attitude of the trainers should be: Do you think the following ones appeal to the trainers of the training program?

- |                      |                       |                  |
|----------------------|-----------------------|------------------|
| 1. Supportive        | 11. Creative          | 21. Approachable |
| 2. Enthusiastic      | 12. Constructive      | 22. Democratic   |
| 3. Reflective        | 13. Helpful           | 23. Flexible     |
| 4. Open to change    | 14. Enjoyable         | 24. Polite       |
| 5. Friendly          | 15. Knowledgeable     |                  |
| 6. Understanding     | 16. Open to criticism |                  |
| 7. Approachable      | 17. Objective         |                  |
| 8. Good communicator | 18. Motivating        |                  |
| 9. Respectful        | 19. Informative       |                  |
| 10. Encouraging      | 20. Unimpressive      |                  |

VII. Do you think the trainers speak the same language? Do they need standardization in giving feedback, in observations and/ or in reading assignments?

VIII. What do you think about trainers' participation in the sessions as trainees?

IX. What were the things that you were most happy with in the program?

What were the things you were least happy with? Why?

X. Would you recommend this program to the newly hired teachers of the next academic year? Why? Why not?

For Non-Turkish teachers: Does program address the needs of the non-Turkish teachers?

For native speakers: Does the program address the needs of the native English speakers?

## Appendix G

### Observation Checklist

Name of the trainer:

Title of the session:

Length:

Date:

*Place an "X" in the box if you feel that area needs improvement & please elaborate with comments.*

Signposting	X	Comments
Introduced topic		
Referred to objectives		
Indicated main stages		
Summarized to consolidate stages		
Explained Procedures		
<b>Use of Aids</b>		
Flip Chart		
White board		
Over-head projector		
Computer demonstration		
Other		
<b>Delivery Technique</b>		
Voice (volume, tone, pace)		
Listened		
Use of Questions		
Group involvement		
Checked understanding		
Eye contact		
Mannerism		
<b>Control</b>		
Allocated time well		
Maintained good pace		
Kept to subject		
<b>Overall impression</b>		
Knowledgeable		
Enthusiastic		
Aware of group needs		
Created interest		



## **Appendix H**

### **Objectives of the METU/SFL/CTE Program**

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

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