

OBSERVING CHANGE IN TEACHING BEHAVIOR  
THROUGH REFLECTION

A THESIS PRESENTED BY  
NILGÜN SUNGURTEKİN ERÖZ  
TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

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## ABSTRACT

Title: Observing Change in Teaching Behavior  
Through Reflection

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This study investigated how teacher trainers and trainees observed changes in the teaching behavior of the trainees who attended a three-week pre-service training course. Determining the results of teacher training in terms of changes in teaching behavior has been a research theme of continuing importance and interest in the field of English Language Teaching. Since often such changes can not be observed directly, perceptions of trained teachers and teacher trainers are sometimes used as research probes.

Past studies have shown that teachers perceive change as a result of attending teacher training programs. For example, Özgirin's study (1996) examined to what extent participation in the DTEFLA training program changed teachers in terms of knowledge, skills,

attitudes, awareness and performance. This study differs from Özgirin's study in that it does not aim to observe changes in predetermined areas but tries to find out if change in teaching behavior of teachers who attended a pre-service course can be observed through reflection (by using the word "to observe" the intent throughout this study is to mean "to perceive").

This study was carried out in the following way. Three teacher trainers and five newly hired experienced and inexperienced teachers at the Middle East Technical University (METU), at the Department of Basic English (DBE) participated in this study. All of these teachers participated in a DBE pre-service training course taught prior to beginning their teaching at METU. Throughout this study, pre-service training and pre-service orientation are used interchangeably. This pre-service training course was presented according to a detailed written syllabus prepared before training began.

The subjects were asked to review and reflect on the pre-service syllabus prepared by the trainers working at the department. The subjects were asked to reflect on the components of the syllabus and discuss them. Thus, data for this study was obtained primarily via think-aloud protocols (TAPs) based on syllabus reflection. How the trainers and the trainees observed change in the

teaching behavior of the trainees based on the training items was determined from what they reported.

Interviews were employed immediately after the TAPs to investigate further the issues which were not mentioned in the TAPs concerning how the trainees and the trainers observed change. Data obtained from the TAPs and the interviews were analyzed first by transcribing the TAPs and the interviews and then coding the transcriptions. The transcriptions were also coded by a second coder to achieve intercoder reliability.

The results of the study show that change in the teaching behavior of the trainees can be observed through trainees' and trainers' reflecting on the pre-service syllabus. How they perceive change seems to be a way to observe changes in teachers as observing change directly is difficult. The results of the study indicate that in the following components of the syllabus change can be observed the most: Demo (of a lesson), Lesson Planning Preparing the Context (in presenting a new topic), Reflect Back Instructions, Vocabulary, Written Homework.

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The examining committee appointed by the Institute of  
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The committee has decided that the thesis of the student  
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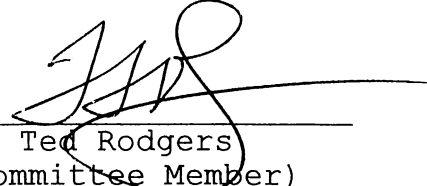
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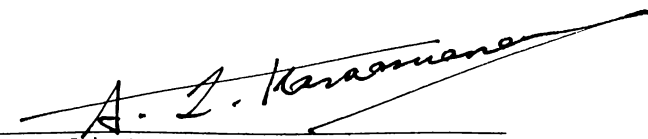
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

  
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To  
MY FAMILY and my HUSBAND  
for their never-ending love,  
patience and support.

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## CHAPTER 1 INTRODUCTION

We are living in an age of change in education as well as all other aspects of life, and as we approach the end of the twentieth century the speed of change seems to accelerate. Rapid development of knowledge is quickly replacing existing knowledge. As Dean (1991) points out "The speed of change and the explosion of knowledge are requiring people to learn afresh at intervals throughout their lives" (p. 1).

This has an important impact on education in the sense that teachers as well as institutions have to keep up with the pace of change. This is frequently done through some form of training. Training aims at helping teachers to develop, change and be more effective in terms of knowledge and teaching behavior (Freeman, 1990).

Teachers who want to change are more likely to adapt to society's changing goals, methods, values, and expectations. Palmer (1993) agrees that behind every teacher training program there should be an underlying desire for changes in teaching behavior. Teacher change then, seems to be necessary if "...teachers are to become responsive to students and to fulfill their own aspirations. Nowhere may change be more important than in the profession of teaching" (McNergney & Carrier, 1981, p. 221). McNergney and Carrier further explain the

necessity for teachers to change by saying that teachers too often become settled in their teaching habits and routines and thus become unresponsive to new teaching methods or classroom experiences.

The issue of how teachers can keep up to date with the changing pace and explosion of knowledge then becomes crucial. One way of enabling change in terms of teaching behavior is through training. Teachers may change their teaching behavior during and after training courses.

Training is usually meant as some form of education with support and assistance from a trainer as Gül-Peker indicates (1996). Training can allow teachers to establish a background of teaching behavior and thus initiate development which is "career long, starting with initial training and continuing until retirement" (Dean 1991, p. 7). The aim is to help teachers to acquire skills, knowledge and understanding. Gradually these aspects are expected to become internalized so that they become part of teachers' nature and are available whenever needed.

Hargreaves (1991) explains that educationalists regard training as "developing better teaching methods, of improving instruction" (p. 9). He notes that "training teachers in new classroom management skills, in active learning, co-operative learning, one-to-one



counseling and the like is the main priority" in teacher training programs (p. 9)

Lange (1990) defines the term of teacher training as "a term used in the literature to describe a process of continual intellectual, experiential and attitudinal growth of teachers, some of which is generated in preprofessional and professional in-service programs", by which he refers to pre-service and in-service programs (p. 250). However, Palmer (1993) notes that "in teacher training there is often a large gap between what happens in an in-service course and what subsequently happens in the classroom" (p. 166). In addition, observing changes in teachers' teaching behavior is difficult. Breen, Candlin, Dam, and Gabrielsen (1989) point out that it is difficult to observe and focus directly on change in teachers' teaching behaviors as it is a long term matter rather than immediate.

To sum up, training improves the knowledge and skills of teachers with the assistance of the trainer. It can be stated that it is not easy to determine whether or not teachers in their classrooms, use some of the skills developed during their training. As Rea-Dickins and Germaine (1993) point out, it is not known whether the teaching behavior of these teachers actually changes as a result of the training. Although teacher training aims at attempting to change teachers' teaching behavior,

it is difficult to determine the extent to which they influence teaching behavior as it is difficult to observe change.

### Background of the Study

This study represents a familiar technique-think-aloud-applied to a new focus; rereading, rethinking, recalling and reacting to a written syllabus on which a recently experienced training was based. The hope is to gain further insight into the relationship of teacher training to changed teaching behavior.

The Middle East Technical University in Ankara, Turkey (METU, hereafter) is an English medium university where 20,000 students study at different departments. The context of this study is the Department of Basic English (DBE, hereafter), School of Foreign Languages (SFL, hereafter) within METU. The DBE provides a one-year intensive English language program for students to enable them to continue with their academic studies in their departments. Students who are newly admitted to the university have to take an English proficiency exam. Those who get below 65 (out of 100) are placed according to their level of English in classes at the DBE so that they learn or improve their English. The DBE, with 225 instructors and 3500 students, has an important role in the success of the university.

At the DBE there are several teacher training programs, namely, RSA (Royal Society of Arts), a diploma course offered by the University of Cambridge Local Examination Syndicate (UCLES), pre-service orientation, in-service and inset programs.

The pre-service orientation program is a three-week intensive course designed for the newly hired teachers, both experienced and inexperienced. This course comprises five days of instruction per week, and six hours per day. The pre-service training is designed to equip teachers with the knowledge and skills that will help them overcome any difficulties they may encounter when they start teaching. At the end of the three weeks, with the beginning of the new academic year, these newly hired teachers have to participate in a four-month further training called in-service which is a continuation of the pre-service orientation course.

The pre-service orientation program which will be the focus of this study is designed to equip teachers with the knowledge and skills that will help them to overcome any difficulties they might encounter and assist them once they have actually started to teach. The trainees of these training programs are exposed to new ideas and sources of information and skills. As a result, the trainees' teaching behaviors are expected to change. This study examines the pre-service training to

determine how change in the teaching behaviors of the teachers who had training may be observed.

#### Statement of the Problem

As stated above, teacher training programs are designed to help teachers to be well-equipped and to overcome their problems in their actual teaching experience. Previous studies such as, Özgirin's (1996) and Yildiz's (1996) suggested that teacher training programs may be effective in promoting changes in participants' teaching behaviors.

However, how this change can be observed is not easy to answer. This is so because changes may not be identified with ease. In addition, even when change can be observed, it is difficult to say whether such change can be directly attributable to training. A second possible reason may be that as Freeman (1989) suggests change "is not necessarily immediate or complete" (p. 38). Another reason why observing change is difficult is because "some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not" (p.38). It was in the hope of overcoming some of these barriers in observing teacher change that the present study was designed. In order to show one way in which change can be observed, the researcher asked both trainees and trainers to review the training syllabus and

reflect on the recently completed training. The training thus reflected upon is the three-week pre-service training course that the trainees attended and the trainers prepared and conducted.

#### Purpose of the Study

The purpose of this study is to explore how change in the teaching behaviors of the trainees who attended the pre-service training can be observed. The pre-service training course was chosen as the focus of this study. The reason for this is that the trainers and the DBE administrators believe that this training course is essential for the newly recruited teachers. The rationale behind this is that the pre-service training program orients the beginning teachers to the teaching situation at the DBE. In addition, it is an intensive, short and recent training thus, a good focus to test the methodology proposed for this study.

#### Significance of the Study

This study attempts to offer insights into how change in the teaching behavior of the trainees who participated in the pre-service training program can be observed. It is hoped that the findings will be beneficial to the administration and the teacher trainers at the DBE. The administrators or the trainers working at the DBE might be able to make any necessary changes in

the design of the pre-service training program and might better evaluate change in their trainees. This study may also provide a chance for the trainers to find out which components of the pre-service syllabus can most lead to change in teaching behavior.

In addition, this study provides a means of observing change by reflecting on the syllabus of the pre-service training course, hence the TAPs. From the teachers' point of view, this activity may also serve as a model for one type of teacher reflection, taking reflection from the abstract to the specific. If this whole process of re-thinking of the pre-service training turns out to be useful for the trainers as well as the trainees, then the TAP might be considered as one way of obtaining feedback on the training course which might be useful for the following years. This study's method of data collection, the TAP used for a reflective review of both trainees and trainers on recently completed training, may serve as a model for review which can be incorporated into future pre-service training courses.

This study builds on studies done by Özgirin (1996) and Yildiz (1996) which investigated change among trainees who in participated training courses. Özgirin evaluated the effectiveness of the in-service course-DTEFLA (Diploma for Teachers of English as a Foreign Language) at BUSEL (Bilkent University School of English

Language). Özgirin's study sought to find out how far individuals changed in terms of their initial knowledge, skills, attitude, awareness and performance as a result of the DTEFLA course. This study however, brings a further dimension in that it does not investigate how far teachers change in terms of the specific factors mentioned above. However, it focuses on how teacher trainers and trainees observe change in the teaching behavior of the trainees. The focus of this study will be a pre-service orientation program—a similar course to DTEFLA in terms of content but shorter in length and not leading to a diploma.

Another study, done by Yildiz (1996), aimed to find out how participants viewed the usefulness and effectiveness of the in-service teacher training course, COTE (Certificate for Overseas Teachers of English) at YADIM (English Preparatory School of Cukurova University). This study is similar to Yildiz's study but with a different focus on how change in the teaching behavior of trainees who participated in pre-service training course can be observed. This study differs from the two studies mentioned above mainly in terms of its methodology. In other words, in this study only qualitative data were collected. However, in the other two studies both qualitative and quantitative data were obtained through interviews and questionnaires.

### Research Questions

This study will address the following research questions:

1. Can change in teaching behavior amongst trainees who completed a training course be observed by using think-aloud protocols?
2. If so, which components of the syllabus can be used to observe change?

This first chapter gave an introduction and background to the research topic. Chapter 2 presents the review of relevant literature.



## CHAPTER 2 LITERATURE REVIEW

### Introduction

The aim of this study is to investigate how change in the teaching behavior of teachers can be observed. It is difficult to observe teacher change directly, hence, "reflection on a syllabus" is proposed as an instrument to investigate teaching change. As background for this study, understanding change, implications of change, initiating change through teacher training and underlying principles of initiating change through teacher training will be discussed. In addition, pre-service teacher training, observing change in teaching behavior, and reflection as a means for observing change will be examined. Finally, think-aloud protocols will be discussed.

### Understanding Change

Training courses are expected to bring about change in the teaching behavior of teachers and as Bailey (1989, p. 2) points out "change has been explicitly identified as a key element in teacher development". However, change is a complex issue to define and there can be a number of ways to do this. It seems easier to look for the factors that support change rather than to define change itself. Thus, what can work better is an

identification of factors which can help to understand change.

Change is an ever-present aspect of our lives as teachers. For Fullan and Hargreaves (1992) "successful change involves learning how to do something new" (p. 1). Freeman (cited in Bailey, 1989) stipulates four points in respect to change:

1. Change does not necessarily mean doing something differently; it can mean a change in awareness.

Change can be an affirmation of current practice.

2. Change is not necessarily immediate or complete.

Indeed some changes occur over time, with the collaborator serving only to initiate the process.

3. Some changes are directly accessible by the collaborator and therefore quantifiable, whereas others are not.

4. Some types of change can come to closure (short-term) and others are open-ended (long-term) (p. 1)

Hargreaves (1994) draws attention to teachers' capacity for change and their desires for it. This desire must stem from a need to change which can only be brought about by an awareness of one's own teaching practice. Hargreaves explains that desires for change are constructed on factors like purpose, person, politics and workplace constraints. In order for these desires to produce change, Hargreaves emphasizes that change sought

should fit the context, suit the person and be in tune with the purpose.

In addition to the necessity of desire in the process of change, "open-mindedness and readiness to understand the feelings and positions of others" is essential for effective change (p. 84). Colibaba lists some of the facilitators of change as follows: (Colibaba, 1995, p. 86).

- climate of mutual support and ongoing co-operation
- teacher motivation and commitment
- individual and collective reflection on institutional realities
- problem-solving, risk taking, critical dialogue are encouraged
- action oriented policy allowing for experiment with evaluative feedback from all actors in the institution

#### Implications of Change

Change in the teaching behavior of teachers is ultimately supported by changes in attitudes and thinking and thus it is a very complex process. Fullan (1991) suggests that the implications for the individual teacher involved in change are as follows:

1. Change takes place over time.

2. The initial stages of any substantial change always involve anxiety and uncertainty.

3. Ongoing technical and psychological support is crucial if the anxiety is to be coped with.

4. Change involves learning new skills through practice and feedback; it is incremental and developmental.

5. Successful change involves pressure, but it is pressure through interaction with peers and other technical and administrative leaders.

Change, as Fullan (1991) points out, "is difficult because it is riddled with dilemmas, ambivalences and paradoxes" (P. 350). However, with a clear vision, open-mindedness and readiness, trainer and trainee working collaboratively can initiate change.

Different view points on the issue of change indicate that there is not a formulated prescription as to what change is. As noted earlier, it appears to be easier to specify the factors that support change than to define change itself.

#### Initiating Change through Teacher Training

Teacher training is said to be one of the ways to affect changes in teaching behavior. Freeman (1989) emphasizes that training is a "strategy for direct intervention by the collaborator to work on specific

aspects of the teacher's teaching. The intervention is focused on specific outcomes that can be achieved through a clear sequence of steps, commonly within a specified period of time" (p. 31). According to Freeman, through training teachers are expected to improve the effectiveness of their teaching behavior in the classroom.

Teacher training courses can provide inspiration for practice, Widdowson (1990), for example states that such courses " provide, at least, a sense of professional community" (p. 65). The inspiration that training courses generate may be carried over into the teaching behavior of teachers who attend these courses. Freeman (1989) points out that it is possible for teachers to learn concrete skills such as, how to present materials hand out assignments, prepare lesson plans through training.

Teacher training courses are expected to enable teachers to make the input of the course a part of their own teaching behavior. Woodward (1991) explains that, in most training courses, transfer takes place in the sense that "when people are exposed to new patterns, they understand them, grasp the generalization behind them and introduce them into their own behavior" (p. 118).

Williams (1989) draws attention to major principles of teacher training courses, which can be listed as follows:

- teacher training courses are developmental,
- there is emphasis on reflecting, theorising and processing information,
- they are non-prescriptive and the course content should be negotiated where possible,
- the source of knowledge is not only top down, the trainees' experience is valuable also,
- the needs of different teaching situations and cultures must be considered.

#### Underlying Principles of Initiating Change through Teacher Training

Using the above mentioned underlying principles several different models of teacher training have been developed. Although it is not the focus of this study to investigate different models of teacher training, for the purposes of the study a short review of the models seems necessary to attempt to identify those models which are more likely to initiate change in teaching behavior.

A fairly commonly used model in teacher training is one where input comes only from the trainers. This model is known as "course based model" (Bell & Day, 1991).

Williams (1989) points out that there are several

problems with this model. He explains that "the teachers can all come out the same... and behave in certain ways because that is what is expected of them by the trainer" (p. 5). This may lead to short term results but perhaps later abandonment of practices. This change in teaching behavior may last only during or until shortly after training.

Another teacher training model, put forward by Willams (1989), is more dynamic and the teacher is actively involved in the process because input comes from both teacher and trainer. Teachers' previous ideas about teaching are respected because a particular idea may be right for that teacher in a particular situation and context. This type of teacher training represents a life-long process of development and thus the teacher will receive a life-long rather than short term service. Change in teaching behavior may also be a life-long process as teachers will be processing information and ideas "mapping new onto old" (Williams, 1989, p. 5).

Rossner (cited in Duff, 1988) defines teacher training as programs which include "skill focused programs with mainly practical orientation" (p.43). Rossner's definition seems to include pre-service courses as they frequently provide information on certain skills that can be applied to practice.

Teacher training can be seen as reflecting a view of teaching as a skill which has finite components which can be learnt (Kennedy, 1993). These components involve, according to Crookall and Oxford (1992), experiences that will help these individuals continue to develop as teachers throughout their careers.

#### Pre-service Teacher Training

Pre-service teacher is a kind of teacher training which may initiate change in teaching behavior of teachers. This type of teacher training is usually provided before a teacher takes his or her first job. In this study, pre-service training is taken to refer to the initial training of newly recruited teachers, both experienced and inexperienced. The pre-service training course of this kind does not usually last long perhaps, three to four weeks, and teachers attend the course before they actually start teaching at an institution.

As Gower (cited in Duff, 1988) suggests, pre-service training tries to acquaint teachers with basic classroom skills, techniques and methods currently in use. Pre-service training courses are generally beneficial to trainees, especially to those at the beginning of their careers, because new ideas and practices are introduced to them (Harmer cited in Duff, 1988). In addition, newly hired teachers are often provided with information



regarding the textbooks they will use, an introduction to collaborative and groupwork, and practice in classroom planning and management.

In the light of the views mentioned above, pre-service training seems to be important for newly hired teachers. Cross (1995) points out that pre-service training programs "should be obligatory and should have a strong bias towards the practical. In this way trainees will immediately perceive the value of most curriculum components in terms of worthwhile classroom objectives" (p.34).

The pre-service training program is likely to be particularly important because it may be the first formal training course for some teachers. In order to be of optimum benefit to the participants, the content of the pre-service course should be carefully designed. Mariani (cited in Holden, 1979) argues that a pre-service training course should begin well in advance of the actual time when teachers should start service, the reason being to ensure sufficient availability of time and resources which will be used in the teaching program. Second, the pre-service training program should include both theory and practice so as to create a realistic model for newly hired teachers. Third, the pre-service program should be real and autonomous in order to ensure authenticity.

Thus in terms of the views discussed above, it is possible to say that pre-service training courses are essential for newly hired teachers. One of the reasons pre-service is vital is that it familiarizes new comers with the basics of institutional expectations for classroom practice.

#### Observing Change in Teaching Behavior

Several studies on change in teachers in terms of their teaching behavior have been conducted to observe change. One of them is an experimental study done by Stallings (cited in Fullan and Hargreaves, 1992). The study was conducted over a period of eight months with twelve in-service ELT teachers. Stallings found that teachers are more likely to change their teaching behavior and continue to use new ideas under the following conditions:

1. They become aware of a need for improvement through their analysis of their own observation profile.
2. They make a written commitment to try new ideas in their classroom the next day.
3. They modify the workshop ideas to work in their classroom and school.
4. They try the ideas and evaluate the effect.
5. They observe in each other's classrooms and analyze the data.

6. They report their success or failure to the group.

7. They discuss problems and solutions regarding individual students and/or teaching subject matter.

Another study on change in teachers' teaching behavior was conducted by Belleli (in Edge & Richards, 1993). The research was based on the deployment of an Action Research model of counseling with a group of seven in-service teachers, once week, for a period of six months. This study was designed to assess changes in teachers' teaching behaviors and in their conceptualizations of teaching while they were taking part in the sessions as after they had completed the training. During the reflection and developing action phases of the study, field notes were kept, observations, interpretations and reactions were noted in a diary. The results of the study assessed changes in the teachers' teaching behavior through reflection on the effects of action. As in the example of this study, balance of action and reflection provides teachers with the opportunity to "conceptualize more complex approaches to teaching" as well as "to observe specific practices and practice specific techniques" (p. 73).

Reflection on past and present experience, in the case of this study on pre-service, may result in observing change in certain teaching behaviors. This is

because the trainees and the trainers identified and examined aspects of their teaching during their reflection on the pre-service syllabus.

#### Reflection: A Means for Observing Change

Reflection may be a means of observing change.

Dewey (cited in Grimmet & Erickson, 1988) defines reflection as a specialized form of thinking. He further explains that "It stems from doubt and perplexity felt in a directly experienced situation and leads to purposeful inquiry and problem resolution. Inferences... of past experience are tested on the basis for future action" (p. 6). As a situation of perplexity is transformed into one of clarity and conformity, making inferences comes into view. Dewey describes inference as "the process of arriving at an idea of what is absent [in a given situation] on the basis of what is at hand...it involves a *jump from the known to the unknown*" (p. 7). Therefore, inference takes place through the directly experienced situation. Grimmet (1988) states that "Reflection involves the rigorous testing of inferences by mental elaboration and overt action" (p. 7).

According to Locke (cited in Tarvin & Al-Arishi, 1995) there are two general processes in reflection: "integration and judgment" (p. 16). "In the first, the ideas of sensation are slowly integrated into the

experience of complex ideas, involving such faculties of the mind as discerning and distinguishing one sensory idea from another, comparing and compounding, naming and abstracting" (p. 16). As for the second process, Locke (cited in Tarvin & Al-Arishi) explains that "judgmental alters the interpretation we make of the ideas we receive from sensation" (p. 16).

Bartlett (1990) in Richards and Nunan, suggests that "Improvement of teaching may be achieved through reflection" (p. 204). Bartlett further explains that becoming reflective enables teachers to be more critical to themselves as individual second language teachers. Thus, teachers may have an opportunity to improve classroom practice. To conclude, reflection can be considered as one means of observing change.

#### Think-Aloud Protocols

Psychological researchers are now investigating the intermediate steps of thought processes after a long period of time studying only human behavior. Detailed information about thought processes may be obtained through subjects' verbal reports on their thinking (Faerch & Kasper, 1987). In verbal reports subjects report what they are doing during their performing of the task (Holscher & Mohle, 1987).

Verbal reports have been used in different fields of research. However, the methodological status of verbal reports has been an issue of controversy (Grotjahn, 1987) especially between cognitivists and behaviorists. Verbal reports were discredited during the era of behaviorism. However, they began to flourish in the 1970's as one of the major means of obtaining data for cognitive research (Ericsson & Simon, 1993).

There are three main types of verbal reports; which are also characterized as verbal report observations (Ericsson & Simon, 1984):

1. Performance observations (e.g., reaction time and accuracy of the response): These are observations based on the total performance of a task. The reaction time is the period from the presentation of the problem to the production of the answer. Individual processing steps also compose the sum of the reaction time.

2. process observations (e.g., think-aloud, in which subjects turn the heeded information into a verbalized form in order to vocalize it and talk aloud): Subject reports information on the individual processing steps, like spontaneous verbalizations while he/she solves a task.

3. Post-process observations (e.g., recall protocols): This type of verbal report involves collecting data after a task is completed such as memory

of presented information, memory of thought processes during the task.

In a number of second language acquisition studies verbal reporting has been a popular technique. However, in this study the implementation of think-aloud protocols, a type of verbal report, is in a sense a combination of what has been defined as process observations and post-process observations. The subjects were asked to think-aloud to vocalize memory of thought process not during the task but six months after it was completed. In other words, TAPs in this study are implemented to have the trainees who attended the pre-service course and the trainers who conducted the course reflect on consequences of the training as defined by the pre-service syllabus. The reason TAPs were used was to have the subjects of the study reflect on a past action, which in this case is the pre-service course.

TAP methodology for eliciting information from subjects consists of three steps. This methodology was developed by Ericsson and Simon (1984):

1. instructions: Before starting the protocol, the subjects are asked by the researcher to verbalize everything that passes through their minds and everything they can remember. These instructions are generally quite short.

2. warm-up: Usually in TAPs subjects are given initial warm-up problems in order to accustom them to being tape recorded. Through the warm-up the researcher can find out whether the subjects verbalize as instructed.

3. reminders: In TAPs the researcher usually reminds subjects to speak when they fall into silence or guide them to keep to the topic they are talking about.

For the purposes of this study TAPs were carried out since they are a rich source of data, providing information about the thoughts of the subjects with minimal guidance and manipulation on the researcher's side.



## CHAPTER 3 METHODOLOGY

### Introduction

The aim of this descriptive study was to investigate how trainers and trainees observe change in the teaching behavior of the trainees who attended an intensive pre-service orientation program at the DBE (Department of Basic English), at METU (Middle East Technical University). This chapter describes the subjects, instruments and data collection procedures that were employed in carrying out the research.

This study borrows from two previous studies. One of the studies, which was carried out by Özgirin (1996), evaluated the effectiveness of the in-service course-DTEFLA (Diploma for Teachers of English as a Foreign Language)-at BUSEL (Bilkent University School of English Language). The aim of the other study, done by Yildiz (1996), was to find out how participants viewed the usefulness and effectiveness of the teacher training course, COTE (Certificate for Overseas Teachers of English) at YADIM (English Preparatory School of Çukurova University). This study is similar to Özgirin's and Yildiz's studies in terms of investigating how effective training courses are in initiating change. However, the focus of this study is different from these two studies in the following ways:

1. It investigates a pre-service course which is different from DTEFLA and COTE in that it does not offer a diploma or a certificate and it is a three-week intensive program for beginning teachers.
2. It aims at finding out how teacher trainers and trainees observe change in the teaching behavior of the trainees who attended the pre-service. This investigation is carried out by having the trainers and trainees reflect on the pre-service syllabus using a think-aloud procedure whereas, the two previous studies attempted to determine training outcomes on the basis of interviews and questionnaires conducted with trainees and teacher trainers.

### Subjects

The subjects of the study were the teacher trainers currently working at the DBE and the newly hired instructors. There were eight subjects, all of whom are non-native speakers of English and hold a BA degree in different areas such as American Literature, Chemical Engineering and ELT. Thus there were three groups of subjects: 1. trainees with teaching experience, 2. trainees with no experience, 3. trainers.

The first category consisted of two female trainees. One of the trainees has a COTE (Certificate for Overseas

Teachers of English) certificate and worked as a teacher of English in another institution for 14 years. The other subject in this category had teaching experience of three years at another institution.

The subjects in the second category, trainees with no experience, are three female trainees. Although one of the subjects had two years and the other, one year of teaching experience at another institution, they were both included in the inexperienced group by the trainers. The reason the trainers placed them in the inexperienced group was that these teachers had worked as ELT teachers in private language institutions but not universities. The third subject in this category had no experience in teaching English. However, in undergraduate she taught English in several high schools as part of her undergraduate courses.

The third category of subjects is composed of three female trainers all of whom hold an MA degree in English Language Teaching ELT. One of the trainers has been working as a trainer and RSA tutor for 11 years. One of the remaining two trainers has been working as a pre-service and in-service trainer for 2 years, the other for one year.

These subjects were selected in order to obtain different viewpoints concerning the issue of change and to find out how the trainers and trainees observe change.

The method of doing this was to have subjects reflect and comment on the written description of the pre-service syllabus (see Appendix A). It was also assumed that the teachers who were selected as subjects would be representative of a larger group of teachers since they represented the larger group at the DBE in terms of their age, sex, experience and educational background.

#### Materials

The materials for this descriptive study comprised the written syllabus for an intensive three-week pre-service training course, think aloud protocols (TAPs) and interviews with the trainers and trainees. The pre-service training course is an intensive program designed for the newly hired teachers, both experienced and inexperienced. TAPs were conducted to have the subjects (trainers and trainees) review the pre-service syllabus and comment on the components that they thought resulted in change in the teaching behavior of the trainees.

The pre-service syllabus (see Appendix A) was designed by the trainers who are also responsible for conducting the three-week pre-service training course. Two different syllabi (one for the inexperienced teachers and one for the experienced teachers) were designed by the teacher trainers.

Interviews were used to supplement and validate data obtained from the TAPs. The interviews with the trainers and trainees were mainly follow-up questions to information obtained during the TAPs. The subjects' answers to these questions provided further information on how the subjects observe change. The interviews with the subjects also offered data on the issues that were not brought up in the TAPs concerning how the subjects observed change.

#### Procedure

The first step was to pilot an interview with a teacher trainer from the DBE about the pre-service syllabus to find out how much of it could be recollected by the subjects. After this first pilot, additional pilot TAPs and interviews were conducted in order to ensure reliability and validity. A teacher trainer from BUSEL (Bilkent University School of English Language) was asked to reflect on the in-service syllabus of BUSEL. In addition a recent graduate of the Royal Society of Arts (RSA) course was asked to reflect on the RSA course syllabus. The subjects revealed how much they could recollect from the training courses they attended. The piloting of the TAPs enabled the researcher to determine what the subjects would be able to recollect in terms of details of past action by reflecting on the training

syllabus. Recalls of pilot subjects were quite detailed, thus, it was decided that TAPs could be the major instrument of the study to investigate how change can be observed.

The piloting was also essential as it enabled the researcher to categorize the pre-service syllabus of DBE into some main components which could then be used with the subjects when reflecting on it. The need for such a categorization arose in the pilot phase, since the subjects reported that they needed some kind of systematic categorization on what to discuss. It also raised the awareness of the researcher on the necessity to tell and remind the subjects what they should focus on when they were carrying out the TAPs.

The researcher made contacts with the trainers and the trainees at the DBE and set appointments to arrange meeting time with each subject. The subjects were asked to view the pre-service syllabus before the meeting so that they would have some idea on what they would talk about in the meeting.

At the meeting, the aims of the study and how the TAPs would be conducted were explained to the subjects. In addition, the subjects were asked some questions regarding biographical information. The subjects were given a copy of the pre-service syllabus. Then the major points of the course, some of which are listed below,

were announced to subjects to enable them to start discussing the points (for a complete list of all the components see Appendix B). The subjects read, recalled, and reflected as they viewed the syllabus.

- Discussion
- Microteaching
- Workshop
- Handout
- Journal
- Daily Feedback
- Connecting
- Presentation (of new language)
- Insights
- Controlled practice

TAPs were conducted with the trainers and trainees. The interviews were carried out immediately after the TAPs were completed, on the same dates.

The TAPs and the interviews, which took an average of one hour for each subject, were taped with the permission of the subjects. Notes were also taken by the researcher to supplement the recordings and data analysis. Table 1 presents a segment of TAP conducted with trainee 5 (for complete TAP transcription see Appendix D).

Table 1

A Sample from Trainee 5's Think-Aloud Protocol


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I found demos very interesting and beneficial because they showed me there is always a variety for everything, there isn't only one way of doing something, for example, in presenting a new language.

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## Data Analysis

In this study, qualitative data were collected through TAPs and interviews which enabled the researcher to obtain information concerning how the trainers and the trainees observe change in the trainees who attended the pre-service training course. The instruments used in this study were meant to display how the trainees and the trainers observed change through reflecting on the pre-service syllabus and verbalizing what they remembered of the components and how these training components might have influenced trainees' classroom teaching.

The TAPs and the interviews, as mentioned earlier, were taped and transcribed by the researcher. The transcripts were analyzed by coding each component. The trainees' and the trainers' recollections were analyzed and coded to determine what components the subjects thought were indicators of change in the teaching behavior of the trainees. In order to achieve reliability, two TAP and two interview transcriptions were coded by a second coder who works at METU, the DBE



as an ELT instructor. The results were then compared and any disagreement between the two analyses was discussed and settled by the two coders.

In the next chapter, the data analysis procedures and results will be discussed in detail. In addition, coded data will be displayed in tables.

## CHAPTER 4 DATA ANALYSIS

### Introduction

This study investigated how trainers and trainees can observe change in the teaching behavior of the trainees who attended a three-week pre-service training program, at the Department of Basic English (DBE) at METU. The subjects of the study were five newly hired, experienced and inexperienced teachers who attended the pre-service orientation program and three teacher trainers at METU, the DBE.

The study employed two kinds of data collection procedures:

- (a) Think-aloud protocols (TAPs) (conducted in English and Turkish) based on reflective review of a teacher training course and its syllabus.
- (b) Interviews (conducted in English and Turkish). The interviews were employed immediately after the TAPs to further investigate the issues raised in TAPs as well as issues which were not brought up in the TAPs concerning how the trainees and trainers observed change.

### Data Analysis Procedures

The following steps were taken during the data analysis of the TAPs and the interviews:

### Step 1. Initial Coding

The notes taken during the TAPs and the interviews helped the researcher to create the initial codes. These were codes devised and noted as the TAPs and the interviews were progressing. Each time a subject started to discuss a new topic while reflecting on the syllabus, a dot was used to signal this topic shift in the notes. In addition, while notes were being taken and dots being used to signal the start of a new topic, the dots of the topics which were of particular importance to the focus of the research were circled.

The points which were also related to the research topic were underlined and short notes about how a certain point might be related with the research focus were added. For example, in the TAP trainer 1 stated that "They (the trainees) learned how to write objectives for lesson plans properly" (see Appendix E). The researcher underlined "lesson plans" and "objectives" and took notes on how the underlined points might be related to the focus of this study.

### Step 2. Processing Raw Data

Each TAP and interview, conducted in both Turkish and English, was transcribed and the parts in Turkish were translated into English. The translations were double-checked by a bilingual ELT instructor from Bilkent

University School of English Language (BUSEL) in order to ensure the reliability of the translated parts.

The resulting processed text was segmented into "naturally-occurring breaks" (Miles & Huberman, 1994, p.56) (See Appendix C). Abbreviations such as, bc (because), btw (between), and ab (about) were used for recurrent words and components of the pre-service syllabus during the process of transcription to save time in the process of transcribing (for a complete list see Appendix F).

### Step 3. Coding of Data

The components of the syllabus which were identified by the researcher and used in the TAPs and the interviews to help the subjects in their discussion were used as the code categories. These codes are presented in Appendix B.

The TAPs were analyzed according to the components shown in Appendix B. After developing the categories of the pre-service syllabus, the transcriptions of each TAP and interview were read several times in order to decide which component the trainees and the trainers discussed regarding how they observed change in the teaching behavior of the trainees. Each component was coded by writing the codes which were devised in three letter form and kept semantically close to the terms they represented (Miles & Huberman, 1994). The codes were written on the

right hand margin and if a sub-category was found, it was written below the code to which it related. For example, if the subject discussed change in teaching behavior, since the main category was considered as change, CHA was written in the right margin. Then if the subject mentioned change in regard to teaching behavior, the sub-category was considered and coded as TBE below CHA (see Appendix D). A sample from trainee 5's TAP is provided below. The component of the syllabus which was the stimulus for the think-aloud that is quoted below was "Workshop 1: Presenting new language" (see Appendix A).

Table 2

A Sample From Trainee 5's Think-Aloud Protocol

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Presentation of new language, the trainer presented present perfect with pictures, in a story. It was very nice, I used it later 2 or 3 times in different classes and weekend classes. It was always a problem for me; I never knew how to deal with present perfect in the past. Now I always use her sort of demo; I've been using it since then, I find it very beneficial. Related with presenting a new language trainers always said that... what I've been told until I came here was you never give the rule, Ss should grasp it etc. But here it was different it was the truth, they said you do present it in a context, you elicit things but in the end you have to give them smth concrete, smth they can take a note of like a formula or whatever. Bc students need smth to go back and look and remember. I like that because that was the reality not the ideal.

---

In addition, the parts in the transcriptions which would be used as quotations were underlined. While the coding was progressing, the codes were written on a separate sheet for "easy reference" (Miles & Huberman, 1994, p. 65) (see Appendix B).

In order to achieve definitional clarity and reliability of the coding, two randomly selected TAP and interview transcriptions were given to a colleague from METU, DBE, who was asked to code these transcriptions (Miles & Huberman, 1994). The coding of the two sets of transcriptions were then compared and an "intercoder agreement" was achieved between the colleague's analysis and the researcher's (1994, p.64).

To achieve internal consistency, two randomly selected transcriptions (on an uncoded copy) were coded by the researcher four days later (Miles & Huberman, 1994). The first and the second analysis were compared and an "intracoder agreement" was achieved between the analysis of the transcriptions (Miles & Huberman, 1994, p. 64).

#### Results of Think-Aloud Protocols and Interviews

The coded transcriptions of the TAPs and the interviews were read once again. Then the components of the syllabus which helped the trainees and the trainers to observe any change in the teaching behavior of the

trainees were selected and tabulated. The components of the syllabus section of the tables are in the order the subjects discussed them. Tables 3, 5, 7, 9, 11, 13, 15, and 17 display the data in terms of what the subjects stated about the components of the pre-service syllabus in the TAPs. Tables 4, 6, 8, 10, 12, 14, 16, and 18 present data from the interviews with the subjects. Below each table the symbols used in the tables are explained and listed in alphabetical order.

TAP Reflections of Trainee 1 (inexperienced)

Table 3 displays trainee 1's (TE-1) reflections on the components of the pre-service syllabus with a focus on how TE-1 observed change in her teaching behavior. The reflections are presented in the cell entries in the form of quotations.

Table 3

## TAP Reflections of Trainee 1

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP ( TE - 1 )
MTE	One can see one' s own failure. It is useful
HAO	It is more useful because of discussion. One can see what one did not understand
DAF	It is comforting. I feel involved
CPR	I learned something new at every stage e.g. PCO and I can see how without PCO, CPR is not useful. In learning CPR, awareness of myself and many things lacking in my teaching started.
LPL	It was difficult to write LPL in undergraduate but it became easier with PRS because we worked with detailed and good samples. If LP is not good there may be problems with CMA. I became aware of how important LPL is by test and trial I became aware of its usefulness both for the T and the students
FPR	I became aware that I had not thought about before the PRS
PRS	It is difficult and perplexing to go straight into class without PRS. I saw myself more like a T It useful and wonderful. Everything was new for me. I felt comfortable in class after PRS I was highly satisfied at the end of PRS. PRS was fun, nice and didactic. I had daily sense of discovery
CON	It was useful. I liked sharing, I liked following DIS. New ideas were enjoyable.
WOR	It was very comfortable because it was nice to sit and watch what was being presented. I became aware of why Ss can be bored when it is long because concentration is lost after sitting there for four hours It was boring to watch WOR for too long.
REA & VOC	I became aware of the inadequacy of undergraduate input and that it was impossible to teach without actually having to teach in a class.
WRT	I was very happy with it because I became aware of how to turn a terrible topic like How to Fly Balloon into something more interesting. The problem is you can apply it in class partly. The topics are limited.
CMA	It is useful to give Ss and identity and purpose to write. The examples were so real I remember them very well I am aware of the importance of CMA. It was useful to learn about the possible situations that may happen in class.
DEM	It was a very nice experience and it was nice to watch DEMs. You are the center of attention in class so how you move affects the Ss' mood.
POB	With a task observing becomes more enjoyable and you contribute to the T you are observing.
FIL	I probably parroted because I became aware of my parroting and my blindspot.
TBE - CHA*	I needed to use what I had learned urgently. I practiced almost everything I learned in the PRS. I needed new ideas so I asked for from the trainers LPL, grammar teaching, setting the context for presenting a new topic were some of the things I started using right away in my class

Note. Explanation of symbols (cited in alphabetical order for ease of reading): CMA=classroom management, CON=connection sessions, CPR=controlled practice, DAF=daily feedback, DEM=demo, DIS=discussion, FIL=filming, FPR=free practice, HAO=handouts, LPL=lesson planning, MTE=microteaching, PCO=prepare the context, POB=peer observation, PRS=pre-service, REA & VOC=reading and vocabulary, TBE-CHA=change in teaching behavior, TE-1=trainee 1, WOR=workshops, WRT=writing.

\*=additional categories that emerged during the coding of the TAPs



Data displayed in Table 3 indicates that TE-1 stated that she used most of the teaching behaviors that she learned in the pre-service, for example, grammar teaching, setting the context for presenting a new topic, and writing lesson plans in her class teaching. For the Writing component, she said that she learned how to make writing topics more interesting for students. For Free Practice component, she reported that she had not thought about it before the pre-service course. For Lesson Planning she stated that it is important to prepare a lesson plan because without it she said there may be problems with classroom management.

#### Interview Comments of Trainee 1

Table 4 displays quotations from the interview with trainee 1 and the components of the syllabus that the comments concerned.

Table 4

#### Analysis of Interview Comments of Trainee 1

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEW ( TE - 1 )
DAF	I became aware of group work and I use it in my class.
CPR	I am happy to solve PCO PRS.
FPR	It was memorization in undergraduate.
CON	It was useful because I did not know anything & learned by sharing.
DEM	I became aware of sitting down in the same place for hours may bore you like with Ss.
TBE - CHA*	Change in your teaching behavior can not be for 1 - 2 semesters; it is your point of view.

Note. Explanation of symbols (cited in alphabetical order for ease of reading): CON=connection sessions, CPR=controlled practice, DAF=daily feedback, DEM=demo, FPR=free practice, TBE-CHA=change in teaching behavior, TE-1=trainee 1.

\*=additional categories that emerged during the coding of the interviews

TE-1 stated in the interview that she started using group work in her class after attending the Daily Feedback component of the pre-service course. She further stated that she is happy to solve the problem of preparing the context before introducing a new topic to students. In the Demo sessions she said, "I became aware of sitting down in the same place for hours may bore you like with the students".

TAP Reflections of Trainee 2 (inexperienced)

Table 5 presents the components of the pre-service syllabus that helped TE-2, the second subject, to observe change in her teaching behavior.

Table 5

## TAP Reflections of Trainee 2

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP ( TE - 2 )
PRS*	I learned a lot. When I look back I see I have done things correctly by intuition before the PRS.
PRE	It is very important, useful. It was difficult at first because I was new. I worked very hard and it took up too much time to prepare presentation. My experience from 1st semester shows me that changing the book's presentation-to Elvis' life-is interesting for students and it is successful. It was useful because I used the presentations from pre-service in my class. If students understand the PRE, it becomes easy for them to do the activity or the practice. In PRS when you watch someone else's PRE, you see the right and wrong things you can do.
DAF	We can criticize others and ourselves in a constructive way. It was important to discuss about what we had learned that day. It was very useful. The best part about DAF was it created discussion.
CPR	The link between CPR and Free Practice was not clear. The link became clear when it was discussed later. When I practiced CPR I became aware that it was not difficult. I found my own way out through practice in the sessions.
WOR	It was useful and very good because we do not always have the opportunity to observe others.
LPL	I had wording and writing objective problems. LPL was like a load at first. I sometimes forget to think objectives. When there is no objective there is incoherency in the lesson plan and the activities dangle. Although the textbook is well organized, I sometimes say I should have looked at my lesson plan. Without LPL, students will not have respect and confidence in the teacher. I feel more comfortable when I prepare beforehand. Sometimes I even write what the students might say, but sometimes if I have it settled in my mind I just write abbreviations and remember when I look at them.
ASN	They were on what we had done that day in PRS. I became aware that if you do not practice what you have learned, it means it is not really learned. I wanted to use what I had learned properly in the ASN.
JOU	It is difficult to be honest in writing JOU. I felt I had to show what I had learned. I did not like it at all because I knew others would read it.
OBS	There were terms like teacher/student talk, blindspot, eyecontact. I was more interested in how PRE was, was it like the trainers had taught us. I would notice when the teacher I observed did not practice a certain TBE we had been taught.
VOC	I learned a lot of things; different ways to teach and test VOC. If you do not use a word in a sentence and give its part of speech, the word is not so clear for the students.
WRH	I learned how to correct written work by using symbols; this was very nice. So the students learn self-correction.
LIS	I learned pre, while, and post L stages. If I had not learned this, I would tell students to open to p. x and fill in the blanks.
CHA-TBE*	By putting into practice what I learned in PRS in my own teaching I saved time. If we were only told what to in PRS and not expected to practice them, I would forget them I always used what I learned in preparing for WORs and for my class. I use WRI, LIS, and REA stages because they are logical. I liked grouping and pairing up, I had not thought about them before; I use them in my teaching.

Note. Explanation of symbols (cited in alphabetical order for ease of reading): ASN=assignment, CPR=controlled practice, DAF=daily feedback, LIS=listening, LPL=lesson planning, JOU=journal, OBS=observation, PRE=presentation, PRS=pre-service, REA=reading, TBE-CHA=change in teaching behavior, TE-2=trainee 2, VOC=vocabulary, WOR=workshops, WRH=written homework, WRI=writing.  
\*=additional categories that emerged during the coding of the TAPs

As can be seen from Table 5, the areas that trainee 2 felt change could be observed in were preparing lesson plans, teaching vocabulary, correcting written homework. Table 5 indicates how trainee 2 (TE-2) observed change in her teaching behavior as a result of attending the pre-service course. For the Lesson Plan component of the syllabus, TE-2 stated that she still prepares lesson plans. She states that she feels more comfortable when she prepares for the lesson before which indicates that she prepares lesson plans as a result of a change in her teaching behavior. She adds that sometimes she does not look at her lesson plan because the textbook is well organized.

For the Vocabulary component of the pre-service, she states that she learned different ways to teach and test vocabulary. She is also aware that if a new word is not used in a sentence, and if its part of speech is not given to students, the new word is not clear for students.

For the writing homework correction component of the syllabus, TE-2 said that she learned how to correct written work without actually correcting it, which she

called self-correction. She pointed out that she uses symbols to indicate to the student what should be corrected and that now she uses this type of correction. As for the Presentation component of the pre-service syllabus, she reported that changing the textbook's presentation as she learned from pre-service proved to be very interesting for her students. As for the Listening component of the pre-service TE-2 stated that if she had not learned pre, while, and post stages of Listening she would tell her students to open to p. x, listen and fill in the blanks.

#### Interview Comments of Trainee 2

Table 6 indicates what trainee 2 reported in the interviews with quotations from the interview.

Table 6

#### Analysis of Interview Comments of Trainee 2

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEW ( TE - 2 )
PRS*	It was very useful and fun.
PRE	In class when I did the presentation by following the steps I learned, it became an ideal PRE.
CPR	By practicing it in my class, I understood the difference between CPR and Free Practice.
LPL	I still prepare lesson plans.
OBS	I was critical and this shows I had learned what they had taught us.
WRH	I started using this correction way instead of the usual way.
TBE- CHA*	Trainers asked us in the beginning and at the end of the PRS where do you place yourself in teaching; I wrote the answer in my JOU with pleasure because I saw improvement in my teaching.

Note. Explanation of symbols (cited in alphabetical order for ease of reading): CPR=controlled practice, LPL=lesson planning, OBS=observation, PRE=presentation, PRS=pre-service, TBE-CHA=change in teaching behavior, TE-2=trainee 2, WRH=written homework. \*=additional categories that emerged during the coding of the interviews

What trainee 2 stated on some of the components supports the comments she made during the TAP. For example, she stated that she still prepares lesson plans; because without them, she reported that "students will not have respect and confidence in the teacher". It can be put forward that TE-2 observed change in her teaching behavior, other than the points discussed above, because, for the Observation component she reported that she became critical when observing her colleagues. She added that this showed that she had learned what the trainers had taught her.

How TE-2 observed change in her teaching behavior can also be seen where she reported that the trainers asked the trainees at the beginning and at the end of the pre-service course where they would place themselves in a continuum of teaching. TE-2 stated that she answered this question with pleasure because at the beginning of the course she had placed herself at the very beginning of the continuum of teaching but now she put herself in the middle. She added that this was because she saw improvement in her teaching.

#### TAP Reflections of Trainee 3 (experienced)

Table 7 displays the components of the pre-service syllabus which trainee 3 discussed and stated.

The reflections of trainee 3 are presented in the cell entries in the form of quotations.

Table 7

TAP Reflections of Trainee 3

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP (TE-3)
PRS*	I think sharing all kinds of experience in PRS was useful.
PRE	It was more practical than what I learned in DOTE. Making presentations was helpful in fighting my phobia of being observed in class. There were activities that could be practiced in class and that was useful.
HAO	Even if you had no chance to read your HAO, getting together with other trainees helped you to learn new things
LPL	LPL was very useful for me because the way I prepared lesson plans was not practical so dividing the page for objectives, stage, time and procedures was new and I use this system now.
FPR-CPR	I still can not do FPR based on production, I try to find games so that students can produce but there is not much for them to practice. I pass from CPR to FPR but as it is not really FPR, I find something from Games Activities book because students do not talk much.
PCO	I learned not to go into class and tell students to open to p. x, I learned to prepare a context to start the lesson.
WRH	We change students' whole essay by trying to correct their grammar mistakes. Now I write messages to students' essays to show I respect their writing and their ideas.
OBS	You get nice ideas from other teachers, and decide to do them in your class. You tend to compare yourself with other teachers that you observe and try to find the best way of doing things in class. You tend to compare yourself with other teachers that you observe and try to find the best way of doing things in class.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): DOTE=Diploma of Teaching English, FPR-CPR=free practice-controlled practice, HAO=handouts, LPL=lesson planning, OBS=observation, POC=prepare the context, PRE=presentation, PRS=pre-service, TE-3=trainee 3, WRH=written homework.  
\*=additional categories that emerged during the coding of the TAPs

How TE-3 observed change in her teaching behavior can be seen in Table 7, in what she reported on the component Preparing the Context, in teaching a new topic. She found Preparing the Context particularly useful as warm-up and made use of it in her teaching. She said "I learned not to go into class and say OK open your books to page X, but to prepare a context to start the lesson".

TE-3 also stated that she had a phobia of being observed and had been trying to overcome it for the past two years. However, she added that making presentations in the pre-service helped her in fighting with her phobia of presenting in front of a group and being observed. For the Free Practice component of the syllabus, TE-3 stated that she is aware that she still can not do free practice based on production. She also reports that although she tries to find games so that the students can produce something, there is still not much for them to produce.

As for the Written homework component, she reported that she changed her way of correcting student essays and added that now she writes messages to students' essays to show them that she respects their ideas. For the Lesson Planning component she stated that now she is "dividing the page for objectives, stage, time, and procedures" which is as she said something she learned in the pre-service course.

### Interview Comments of Trainee 3

Table 8 displays quotations from trainee 1's interview and the components that the comments were made on.



Table 8

Analysis of Interview comments of Trainee 3

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEW (TE-3)
LPL	I changed the way I prepare lesson plans, by drawing lines to separate sections.
VOC	I did not use to write sample sentences on the blackboard when I taught a new word, now I get my students to make sentences using the new words and write them on the blackboard.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): LPL=lesson planning, TE-3=trainee 3, VOC=vocabulary.

Table 8 displays how TE-3 observed change in her teaching behavior. An example of this is her statement on how she changed the way she taught vocabulary. She did not previously write an example sentence on the blackboard with the new vocabulary to better explain the word. However, after the pre-service she learned to ask her students to make sentences with the new vocabulary and write the sample sentences on the blackboard.

What trainee 3 said on how she changed the way she prepared lesson plans, supports her statement about lesson planning in the TAP that she uses "this system now" (the system she learned in the pre-service).

TAP Reflections of Trainee 4 (inexperienced)

Data presented in Table 9 indicates how trainee 4 (TE-4) observed change in her teaching behavior. Table 9 illustrates quotations from the TAP with trainee 4.

Table 9

TAP Reflections of Trainee 4

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP (TE-4)
PRS*	I realized points in ELT both theoretically practically which resulted in some kind of awareness. I learned why I do something in class and its results. I am trying to use in my teaching what I learned in the PRS. I never said this not applicable in class about what we were taught during the PRS.
DEM	Having Demos at the beginning of the pre- service was very useful.
RBI	In giving instructions I used to assume students understood me but in PRS I observed what problems may come out if RBI is not done. Now I do not look into students' eyes to see whether they understand me; I do RBI RBI was problematic at first but I was able take it into my teaching system.
REA & WRI	A writing technique may be good but using it the same way all the time it loses its importance and interestingness.
LIS	It was nice to learn the basic rules for teaching LIS because I used to tell students to listen and answer the questions but now I prepare the context before students listen or I have them read the questions. Normally I used to have students listen to the text 4-5 times but after pre-service I have them listen each time with a purpose.
LPL	Now I prepare lesson plans more detailed with objects, interaction, aids, presentation. I did not use to pay attention to timing of class activities but after pre-service I do not see timing as a detail but I consider it all the time.
JOU	When I look back at my JOU, I can say I had such and such problem but now I have solved it.
CMA	I was not sure about how close I should be with the students in class and I learned in pre-service where I should stop.
PRE	When I introduce a new topic I use presentations from the PRS.
TBE- CHA*	I am trying not to do the TBE I criticize in other teachers. I think most important of all is to keep using what is learned in the PRS permanently. The more methods, activities, PRE I learn, the more I can add to them and use. I produce new things by taking bits from what I learned in the PRS.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): CMA=classroom management, DEM=demo, LIS=listening, LPL=lesson planning, JOU=journal, PRE=presentation, PRS=pre-service, RBI=reflect back instructions, REA & WRI=reading and writing, TBE-CHA=change in teaching behavior, TE-4=trainee 4.

\*=additional categories that emerged during the coding of the TAPs

How TE-4 observed change can be traced from what she reported on the components of the pre-service syllabus as displayed in Table 9. For the Reflect Back Instruction component, she stated that she observed what may happen if instructions are not reflected back in the classroom. She reported that at first she thought it was unnecessary

to use reflect back instructions but as she started using it she realized how important it was. She also reported how she changed her teaching behavior after attending the Listening component. She stated that she previously had her students just listen to the listening text and answer the questions but after pre-service she now prepares the context, gets her students to read the questions and gives them a task for each time they listen to the text.

TE-4 also pointed out for the Lesson Planning component that she did not previously give time limits for the activities students are to carry out in class. She added that she did not previously have her students work in groups or pairs but now she makes use of these teaching behaviors. TE-4 stated that she observed change in her teaching behavior by looking back at her journal which was one of the requirements of the pre-service. On looking back at her journal she reported that she saw what particular changes took place in her teaching behavior.

#### Interview Comments of Trainee 4

Table 10 indicates the components of the pre-service syllabus which trainee 4 commented on in the interview.

Table 10

Analysis of Interview Comments of Trainee 4

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEW (TE-4)
RBI	At first RBI did not mean much to me because I assumed students understood what I said but as I used it in class I realized its importance.
TBE-CHA*	At the end of PRS certain teaching behaviors changed and for the ones that did not change an awareness was raised.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): RBI=reflect back instructions, TBE-CHA=change in teaching behavior, TE-4=trainee 4.

\*=additional categories that emerged during the coding of the interviews

As can be seen from Table 10 in the interview trainee 4 stated that she understood the importance of reflecting back instructions when she started using it in class. This statement supports what she said in the TAP about reflecting back instructions. She explained that there was an overall change in her teaching behavior after the pre-service.

TAP Reflections of Trainee 5 (experienced)

Table 11 presents data on how trainee 5 observed change in her teaching behavior. The table indicates the components of the syllabus and comments of the trainee on these components in the TAP.

Table 11

TAP Reflections of Trainee 5

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP (TE-5)
PRS*	It was enjoyable and very beneficial.
DEM	Demos were very interesting and beneficial because they showed me there is always a variety for everything.
PRE	I used the trainer's presentation of present perfect tense with pictures in a story. Before PRS I never knew how to deal with present perfect tense but now I always use her sort of DEM. I always go back and remind students what they learned that lesson.
LPL	I always write lesson plans, like list a but in the PRS the trainers showed us different ways of writing lesson plans and I started using the way they showed us after the PRS.
FIL	We realized our own weak points, the TBE you can change e.g. too much talking time, blinspot, too much hesitation between the words, tone of voice.
ACT	You can adapt, you can always do the ACTs that the trainers did in PRS. I started questioning the activities I used to do; after the pre-service I threw some of them away because they were only for fun.
REA & WRI	I learned how to make REA & WRI topics more interesting motivating for the students but it takes too much time in class.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): ACT=activities, DEM=demo, FIL=filming, LPL=lesson planning, PRE=presentation, PRS=pre-service, REA & WRI=reading and writing, TE-5=trainee 5.

\*=additional categories that emerged during the coding of the TAPs

In Table 11, how TE-5 observed change in her teaching behavior can be perceived from what she reported in her reflection of the pre-service syllabus. For example, when discussing the Demo component, she stated that she never knew how to deal with present perfect tense in class. However, now she uses the trainer's presentation of present perfect tense which was presented in the Demo in pre-service. In addition, for the Lesson Planning component, she reports that after the pre-service training, she started using the way the trainers had showed them and that she is very happy with it. After the pre-service, she stated that she looked at the activities she used in her previous teaching and threw

them away. According to her, this was because she started questioning the activities she thought of doing in class and realized that they do not actually teach anything to students. She found out that they were only for fun. She reported that in the component Presenting New Language, she learned that the rationale of the activity to be done in class should always be given to students and that she practices this teaching behavior in her classes. TE-5 pointed out for the Activities component that one can always adapt the activities the trainers showed them in the pre-service.

#### Interview Comments of Trainee 5

Table 12 displays quotations from the interview with trainee 5 on how she observed change in her teaching behavior. The table also displays which component the comment is made on.

Table 12

#### Analysis of Interview Comments of Trainee 5

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEW (TE-5)
TBE-CHA	I love all new ideas and try all of them. I do not say very nice and go back to class and carry on doing the traditional things. The trainers watched us do what they showed us.

Note. Explanations of symbols (cite in alphabetical order for ease of reading): TBE-CHA=change in teaching behavior, TE-5=trainee 5.

TAP Reflections of Trainer 1

Table 13 displays trainer 1's reflections on the components of the pre-service syllabus with a focus on how she observed change in the teaching behavior of the trainees. The reflections are presented in the cell entries in the form of quotations.

Table 13

TAP Reflections of Trainer 1

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP (TR-1)
PRE	The inexperienced teachers watched me very carefully because the demo was new for them. I was not sure if they were taking in the steps like giving, checking, instructions, repetition but in post demo discussion, the trainees came up with the objective of each stage. My presentation was with map and pictures and I found out the next day everybody had brought pictures for their PRE.
MTE	I had different language item for each group and I sat with the groups and listened to the person presenting to the group and gave feedback on how they did the presentation.
ASG	ASG were the most useful part because they were on their own. The trainees said WORS were more difficult than MTE because they did not have anyone to consult.
WOR	For most of them that was the first time they were standing in front of a group and practicing but some of them were very good they had self confidence, made good eyecontact with the group.
FEE	The trainees tried to learn from each other and me. The others actually listened to the person who was offering suggestions so they learned from each other as well. If we gave them feedback e.g. your instructions are not clear the next time we observed them, they were making sure that instructions were clear because they knew that was something we were looking for. Towards the end of the PRS they had started criticizing each other on the points I had emphasized at the WORS, so again I thought they are thinking about TBE they learned.
LPL	When they could actually see the difference between the objective and the activity I think influenced the way they set up the lesson; it became clearer what students would be doing while writing the objectives. They learned how to write objectives properly.
INS	It was a good opportunity for them to show us what they had learned or to clear out the questions they had.
PRS	They learned from each other because when they liked an idea in their friend's presentation they eagerly jotted it down.
OBS- CHA*	Gradually they became much more confident. The first day everyone was feeling tense, nervous, insecure but then they opened up and got used to each other and me so they were feeling much more comfortable. In the first observation I remember thinking how far they had progressed because I remembered their first day when they stood up in front of their peers, colleagues and do a 5 minute presentation and how they got nervous and felt uncomfortable. Now they were teaching this 50-minute lesson to real students and they were really confident. The first day they had no question, sat passively and tried to absorb whatever we gave them. After the pre-service they came to ask questions, they were questioning everything; I thought that was a good sign. They had started looking at each other's lessons and demos from different perspectives now although I had not given them criteria, they had developed their own or adapted mine.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): ASG=assignment, FEE=feedback, INS=insight, MTE=micro teaching, OBS-CHA=observing change, PRE=presentation, PRS=pre-service, RBI=reflect back instructions, WOR=workshop, TBE=teaching behavior, TR-1=trainer 1.

\*=additional categories that emerged during the coding of the TAPs

As Table 13 illustrates, TR-1 reported that in the Workshops the trainees did presentations which they had adapted from the trainer's presentation the day before. This showed her that there was some kind of change in the trainees' teaching behavior because in their first presentations, the trainees were feeling nervous and insecure working with new things in preparing for the presentations.

TR-1 also pointed out that the trainees tried to learn from each other as well as from the trainers in the Feedback sessions. Everybody was listening to the person who was giving suggestions in the Feedback session. TR-1 further explained that she observed change in the trainees' teaching behavior when they went to observe the trainees' classes soon after the pre-service was completed. The trainer stated that the trainees paid special attention to the points the trainers had emphasized in the pre-service. An example for this was also given by TR-1, giving clear instructions. TR-1 reported how she observed change by stating that the first day the trainees "did not know anything" but as the pre-service course progressed the trainees started



questioning everything and wondering about things they never thought of before. For example, they started criticizing themselves and other trainees about giving instructions, which they were not very interested in at the beginning of the pre-service course.

#### Interview Comments of Trainer 1

Table 14 presents the topics trainer 1 commented on concerning the pre-service syllabus in the interview and on how she observed change in the trainees.

Table 14

#### Analysis of Interview Comments Trainer 1

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEW (TR-1)
RBI	The trainees did not believe in the importance of RBI at first but then they came to believe it was important by DEMs and WORs and they used them in their own teaching

Note. Explanations of symbols (cited in alphabetical order for ease of reading): RBI=reflect back instructions, TR-1=trainer 1.

As can be seen in the table, TR-1 pointed out that "the trainees did not believe in the importance of Reflecting Back" Instructions at the beginning of the pre-service course. However, they came to believe it was important by the help of the Demos and Workshops in the pre-service.

TAP Reflections of Trainer 2

Data displayed in Table 15 indicates the components of the pre-service syllabus and comments on what trainer 2 stated on the components on how she observed change in the trainees' teaching behaviors.

Table 15

TAP Reflections of Trainer 2

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP (TR-2)
INS	We had the opportunity to see what they were still lacking. The trainees had the opportunity to share what they had found out in their group. We had the inexperienced teachers talk about what they had learned and the experienced teachers do the same so they were exchanging ideas in a way.
WOR	The inexperienced teachers really impressed me, they did a good job. Especially two I remember, I do not think there would be any problems when they started doing a reading class. In Listening WOR they definitely learned that they had to have their tapes set (before going into class).
LPL	Once they learned to write formal lesson plans, we had the opportunity to show them an activity is not an object so it is better to make the mistake and learn through those mistakes. All throughout the PRS by asking them to write objectives and then showing how that objective was not really an objective I think helped them to grasp the difference between an activity and an objective. Writing clear objectives took them a very long time to write well-worded objectives.
WRI	The newly hired teachers tended to remember the demos they have been to and they to incorporate that into their teaching.
OBS-CHA*	When we stopped giving input on grammar that's when they could walk into class and teach grammar. I don't think they knew what teaching involved until they came to the sessions in PRS. They showed great progress. When I think of the day they came here; the lessons they demonstrated, the WORs ACT they conducted and the ones they did at the end were very different.
MTE	By moving forward and receiving feedback from their friends they kept continuously improving what they done before.
SKI	They were able to integrate the for skills eventually. We had them due workshop where they had to integrate at least three skills.
DIS	The experienced teachers seemed at ease, as they saw criticising is not the point but learning from observation is important.
JOU	At first they did not know how to reflect. When they answered my questions in the journals they were in a way reflecting on their development in the way I wanted them to.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): DIS=discussions, INS=insight sessions, JOU=journal, LPL=lesson planning, MTE=microteaching, OBS-CHA=observation of change, SKI=skills, TR-2=trainer 2, WOR=workshop, WRI=writing. \*=additional categories that emerged during the coding of the TAPs

How TR-2 observed change in the trainees' teaching behavior can be found in her reflection on the pre-service syllabus as displayed in Table 15. At the end of the Demo on grammar, she pointed that she thought the trainees could walk into the class and teach grammar. From Workshops TR-2 recalled that the trainees did a good job because she thought they had improved their teaching behavior, for example in teaching Reading. Another point where TR-2 observed change in the teaching behavior of the trainees was, as she stated, in the Demo component of the pre-service. She did a writing demo on writing topic sentences and titles because she said trainees remember the demos they have been to and tend to incorporate what they have learned into their own teaching.

As for the Micro-teaching component, she stated that the trainees kept continuously improving what they had done in their presentations with the help of the feedback they received from the other trainees. Another point where TR-2 observed a change in the trainees' teaching behavior was when the trainees were able to integrate the four skills in one of the last workshops of the pre-service course.

TR-2 reported that the trainers asked questions as feedback to what the trainees wrote in their journals. The responses they got from the trainees proved to them that the trainees were reflecting on their development.

How TR-2 observed change in the teaching behavior of the trainees can be seen in what she said: "... the teachers showed great progress, when I think of the first day they came here; the lessons they demonstrated, the workshops, activities they conducted and the ones they did at the end were very different".

#### Interview Comments of Trainer 2

How trainer 2 observed change in the trainees' teaching behavior can be seen in Table 16 which displays what the trainer stated in the interview.

Table 16

#### Analysis of Interview Comments of Trainer 2

COMPONENTS OF SYLLABUS	QUOTATIONS FROM TAP (TR-2)
OBS- CHA*	They did not know how to give instructions, how to RBI. But when they left the pre- service they knew a lot compared to the beginning.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): OBS-CHA=observing change, TR-2=trainer 2.  
\*=additional categories that emerge during the coding of the interview

As can be seen in Table 16, trainer 2 stated that they did not know how to reflect back instructions, or how to group students and that when they finished the pre-service they knew a great deal more compared to the beginning. TR-2 also stated how she observed change in the trainees' teaching behavior in general as she asserted that the trainees were taking what they had been taught into consideration. In addition, they were not insisting on keeping to their previous teaching behavior.

TAP Reflections of Trainer 3

How trainer 3 observed change in the trainees' teaching behavior may be found in her reflection on the pre-service syllabus as presented in Table 17.

Table 17

TAP Reflections of Trainer 3

COMPONENTS OF SYLLABUS	REFLECTIONS FROM TAP (TR-3)
JOU	They were actually learning things as well through these JOU entries. They talked about being restless because they were anxious and were filmed but the topic did not come up much later.
HAO	They saw another way of conducting a little discussion, paired up in a different way. They shared ideas in the essays and responded to them personally; thought it was applicable or did apply it anyway.
CON	They connected theory into practice. I think the more time you have, the more discussion there is and these people were into discussing things.
PRE	After day two they got used to being filmed during their PREs.
OBS-CHA*	I think they learned a lot although they were experienced because they kept saying they had never thought about this before.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): CON=connection sessions, JOU=journal, HAO=handouts, OBS-CHA=observation of change, PRE=presentation, TR-3=trainer 3. \*=additional categories that emerged during the coding of TAPs

How TR-3 observed change in the teaching behavior of the trainees may be derived from what she stated about the components of the pre-service syllabus. She reported that the trainees, as they had written in their journals, felt restless and anxious in their first presentations but "After day two they got used to it". TR-3 also said that even the experienced teachers had learned a lot from the pre-service because they kept saying they had never thought of certain teaching behaviors, for example, reflect back instructions or use of blackboard. In the Connection sessions she pointed out that the trainees connected theory to practice as they read articles and

connected what they read with their teaching experience. TR-3 reported that the trainees learned a great deal from the pre-service because the trainees continuously told the trainers through feedback and journals that they had never thought about the various teaching behavior before the pre-service.

### Interview Comments of Trainer 3

Table 18 displays trainer 3's comments on how she observed change in the teaching behavior of the trainees.

Table 18

### Analysis of Interview Comments of Trainer 3

COMPONENTS OF SYLLABUS	QUOTATIONS FROM INTERVIEWS (TR-3)
TBE-CHA	Things like their instruction giving, their checking of instructions improved; they learned to RBI; I think almost all of them did that. They learned to be more open to what students say, not be full of expected, prescribed answers. They learned to elicit more from students; elicit information, elicit examples, elicit words from students. Some of them became aware of their voices. They learned and became very much aware of blackboard work; when to write on the blackboard, how to use space, incorporating students' examples.

Note. Explanations of symbols (cited in alphabetical order for ease of reading): TBE-CHA=change in teaching behavior, TR-3=trainer 3.

As can be seen in Table 18, trainer 3 stated that the trainees learned "when to write on the blackboard..., to elicit information, examples, words from students". She also reported that the trainees' giving instructions, checking of instructions improved.

This chapter has analyzed the data collected by TAPs and interviews for the purpose of investigating how change can be observed in the teaching behavior of the

trainees. The next chapter will discuss the findings of the study in relation to the research questions and will present the summary of the findings, conclusion, limitations, and implications of the study.

## CHAPTER 5 CONCLUSION

### Introduction

This chapter summarizes the procedures used for collecting and analyzing the data for this study. First, the general results of the study are summarized and discussed, then the limitations of the study are presented. As a final step, recommendations for further research and educational implications are presented and discussed.

### Overview of the Study

The purpose of this study was to determine how trainers and trainees observe change in the teaching behavior of the trainees who have attended a three-week pre-service training course. Think-aloud protocols (TAP) and interviews were the means used to obtain data for this study. Five newly-hired, both inexperienced and experienced teachers and three teacher trainers from the Department of Basic English, at the Middle East Technical University participated in this study.

In order to determine the observation of change in teaching behavior, all the subjects, that is to say both the trainees and the trainers were given the pre-service syllabus prepared by the teacher trainers prior to the TAPs. The subjects were asked to examine and reflect on



the components of the pre-service syllabus. The subjects reflected on the main components of the syllabus and verbalized their thoughts on these components as to their likely effect in bringing about change in the teaching behavior of the trainees.

As mentioned above the procedure through which the subjects reflected was think-aloud protocols (TAPs). In addition, the subjects were interviewed immediately after the TAPs. The interview questions were generated during the TAPs as follow-up questions to investigate more about the comments made during the TAPs.

Both the TAPs and interviews were recorded. In the TAPs and interviews, the trainees discussed the components of the pre-service training and revealed which of their particular teaching behaviors they thought changed as a result of pre-service training. The trainers also reflected on the syllabus and discussed which components of the pre-service they thought resulted in trainees changing their teaching behavior.

Since four of the trainees preferred to use Turkish during the TAPs and interviews, the transcriptions were translated. The translations were reviewed by another Turkish-English speaker ELT instructor from Bilkent University School of English Language in order to minimize the chance of translation error. The transcriptions of the TAPs and the interviews were then

coded, that is to say, categorized and analyzed according to a taxonomy developed by the researcher.

#### Summary of the Findings and Conclusion

This study attempted to investigate the following research questions:

1. Can change in teaching behavior amongst trainees who completed a training course be observed by using think-aloud protocols?

TAPs were a means to observed change in teaching behavior of trainees who completed a pre-service training course the DBE. While the trainees and the trainers viewed and reflected on the components of the pre-service syllabus what they verbalized was useful data on how they observed change. The results of the study show that change in the teaching behavior of the trainees can be observed through the trainers and trainees reflecting on the pre-service syllabus. For example, TE-1 points out that there is a general change in her teaching behavior by saying "I practiced almost everything I learned in the pre-service". The findings of the study indicate that change in teaching behavior of teachers attributable to training can be observed by using think-aloud protocols based on reviewing and reflecting on the training syllabus.

2. If change in teaching behavior can be observed by using TAPs, which components of the syllabus can be used to observe change?

In this study the teacher trainers and trainees reflected on the components of the pre-service syllabus and the findings indicate that some components of the syllabus triggered more change than others. This was determined by considering which component was most stressed by the subjects. Table 19 displays the components of the pre-service syllabus which triggered most change or, at least, triggered most reflection on change.

Table 19

Components of the Pre-service Syllabus in which Change  
Can be Observed the Most

Component	Explanation
DEM	Demo
LPL	Lesson Planning
PCO	Prepare the Context
PRE	Presentation
RBI	Reflect back Instructions
VOC	Vocabulary
WRH	Written Homework

## Discussion

This section discusses the findings of the study in the light of the research questions. The study focused on how change in the teaching behavior of teachers can be observed. The results show that change can be observed through TAPs. The findings of the study also indicate that the trainees' TAPs may be more useful than the trainers' since trainers' observations only referred to training observation, not long-term change.

This study confirms Özgirin's study (1996) which reported the changes teachers undergo in terms of knowledge, skills, attitude, awareness and performance as a result of attending a particular training course.

This study also confirms the findings of another study by Harmer (1988) concerning an initial four-week training course at International House. His findings put forward that this training course changed the teaching behavior of the trainees, and particularly improved their ability to cope with pressure and time management.

## Limitations

This study was concerned with the issue of teacher change which is said to be difficult to measure. Breen, Candlin, Dam, and Gabrielsen (1989) acknowledge that it is difficult to observe directly the change in teachers'

teaching behaviors as it is a long term matter rather than an immediate.

One limitation concerns the fact that trainers' observations were limited to the three week training period. In fact, there are no data from trainers on whether teaching changes observed in training were carried over into regular classrooms.

Second limitation is related to the number of subjects. In this study, only eight subjects were selected. TAPs with a greater number of subjects was not feasible because of time constraints. As the study focused on a very small number of trainees in a particular context, and on a particular training course, the findings of the study may not be generalizable to all training courses.

#### Educational Implications

The results of this study may be beneficial in several ways. The Department of Basic English, at METU which runs the pre-service training course can see proof of the effectiveness of the course and continue to support and improve it.

Although time consuming, think-aloud protocols (TAPs) can be recommended as the methodology for future studies since TAPs can provide optimal information about the thought sequence of teachers with minimal

interference from researchers. TAPs should be supported by interviews to increase the reliability of data and to investigate further the issues that were not discussed in the TAPs. TAPs can also be implemented with teachers and students as well as trainers and trainees following the completion of a certain task.

The TAP methodology proved to be interesting and productive from the point of view of trainees, trainers and the researcher. It would be interesting to see if reflective TAPs based on longer syllabi, textbooks, lesson plans, etc. would prove similarly productive.

Mini-studies of this kind could also be carried out by teachers with students in their classes to see how effective certain lessons or teaching activities were perceived by students.

#### Implications for Future Research

The limitations of this study imply that further research needs to be done in this area. It is recommended that the number of subjects be increased and the study be carried out over a longer period of time; perhaps two or three years.

The results of this study may also be compared with those of other training courses at other institutions. Thus, how change can be observed from teachers' and trainees' point of view may be generalized.

The findings of this study can also be supported and triangulated by other data collection like classroom observations or student evaluation. Thus this study may be used as basis for a future study on training course evaluation.

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## Appendix A

Pre-service Training Syllabus (for experienced teachers)

## Middle East Technical University

## PRE - SERVICE ORIENTATION PROGRAM

PROGRAM A  
RED ROOM

11 September - 4 October 1996

## WEEK 1

## Wednesday, 11 September

9:00	ALL: Introduction of the program & tutors	
9:30	ALL: Icebreaker	
10:00	ALL: Group formation & Program distribution	
10:15	COFFEE BREAK	
10:30	<u>Presentation of new language</u>	PRE
12:30	LUNCH	
13:30	Preparation for micro teaching: Presenting new language	
14:00	<u>Micro-teaching of presenting new language</u>	MTE
15:30	<u>Workshop 1 assignment &amp; handouts &amp; J &amp; daily feedback</u>	WOR ASG HAO JOU DAF CON

## Thursday, 12 September

9:00	<u>Connecting</u>	
9:30	Workshop 1: Presenting new language	
11:30	ALL: General <u>feedback</u> & <u>insights</u> re. presenting new language	FEE INS
12:30	LUNCH	
13:30	<u>Controlled practice of new language-1</u>	CPR
15:00	Preparation for micro teaching: Controlled practice of new language	
15:30	Micro-teaching	
16:00	Workshop 2 assignment & h.o. & J & daily feedback	

Note. Pre-categorized components designed by the researcher are underlined and the codes used later in analysis are written on the right margin.

**Friday, 13 September**

- 9:00 Workshop 2: Controlled practice of new language
- 11:00 Connecting
- 11:30 ALL: General feedback & insights re. controlled practice of new language
- 12:00 LUNCH
- 13:00 Controlled Practice of new language 2
- 14:00 Preparation for micro-teaching of controlled practice with groups
- 14:15 Micro-teaching
- 15:30 Workshop 3 assignment & h.o. & J & daily feedback

**WEEK 2****Monday, 16 September**

- 9:00 Workshop 3: Controlled practice with groups
- 11:30 ALL: General feedback & insights re. controlled practice of new language
- 12:00 LUNCH
- 13:00 ALL: Input on lesson planning
- 14:00 ALL: Hands on: Lesson plan writing
- 15:45 ALL: Assignment of LP writing on Workshop 3 activity & connecting & J & daily feedback

LPL

**Tuesday, 17 September**

- 9:00 Workshop 4: Feedback to LP assignments
- 9:30 Free practice & feedback
- 11:30 ALL: Orientation: The Resource Room & LUNCH
- 13:30 Preparation for Workshop 5
- 14:00 Workshop 5: Free practice activities
- 16:00 Assignment of LP writing on the free practice activity in Workshop 5 & h.o. & J & daily feedback

FPR

**Wednesday, 18 September**

- 9:00 ALL: Observation: Proficiency Exam Procedures
- 10:00 ALL: General insights re. free practice & feedback to LP's on free practice
- 10:30 ALL: Grammar teaching input & micro-teaching & connecting
- 12:45 LUNCH
- 13:45 Practical reading activities & theory
- 16:00 Workshop 6 assignment & h.o. & J & daily feedback

OBS

in S.R.

GRA

REA  
ACT

**Thursday, 19 September**

9:00	Workshop 6: <u>Reading</u> tasks	REA
11:00	ALL: General insights re. reading	
11:15	Workshop 7: <u>Vocabulary</u> teaching & practice ideas	VOC
12:30	LUNCH	
13:30	Preparation for Workshop 8	
14:00	Workshop 8: Reading and voc & connecting	
15:45	ALL: General insights re. reading and voc & assignment of LP for reading activity in Workshop 6 & J & daily feedback	

**Friday, 20 September**

9:00	Workshop 9: Feedback to LP's on reading	
9:30	Workshop 10: <u>Writing</u>	WRT
12:00	LUNCH	
13:00	ALL: <u>Correction of written work</u>	CoR
15:30	Workshop 11 assignment & h.o. & J & daily feedback	WRH

**WEEK 3****Monday, 23 September**

9:00	Workshop 11: Writing	
10:30	ALL: General insights re. writing + connecting	
11:00	COFFEE BREAK	
11:30	<u>Listening</u>	LIS
13:00	LUNCH	
14:00	Preparation for Workshop 12	
14:30	Workshop 12: Listening	
16:00	ALL: General insights re. listening & assignment of writing objectives for the activity in Workshop 12 & h.o. & J & daily feedback	

**Tuesday, 24 September**

9:00	Feedback to objectives on L & connecting	
9:30	Workshop 13: Speaking	
10:45	ALL: Preparation for micro teaching of S	
11:15	ALL: Micro teaching of S	
12:30	LUNCH	
13:30	ALL: The use of videos in the language class	
14:00	ALL: <u>A video demo &amp; discussion</u>	VID
15:30	ALL: General insights re S & videos & assignment of Workshop 14 & J & daily feedback	DEM DIS

**Wednesday, 25 September**

9:00	Workshop 14: <u>Integrated skills</u>	SKI
11:00	ALL: General <u>insights re. integrated skills</u>	
11:30	LUNCH	
12:30	ALL: <u>Classroom management techniques</u>	CMA
13:30	ALL: Classroom management problems & solutions	
14:30	COFFEE BREAK	
15:00	Self-chosen h.o. & J & daily feedback	

**Thursday, 26 September**

9:00	ALL: Testing at DBE	
12:00	LUNCH	
13:00	ALL: A demo of a whole lesson & discussion	
15:00	ALL: Briefing re. <u>filming</u> & post film observations & input on peer observation techniques	FIL
16:00	ALL: Insights re. testing & demo. assignment of 5-min filming activity & J & daily feedback	

**Friday, 27 September**

9:00	Filming of the first group of teachers & video viewing
10:30	Filming of the second group of teachers & video viewing
12:00	LUNCH
13:00	ALL: Journal writing & sharing
15:00	Making appointments with tutors & announcements

Please make arrangements with your tutor to begin working on your lesson plans.

**WEEK 4****Monday, 30 September**

in Auditorium 10:00 Staff meeting

October 1 - 4

Individual tutoring with your assigned tutors

Pre-service Training Syllabus (for inexperienced  
teachers)

## Middle East Technical University

### PRE - SERVICE ORIENTATION PROGRAM

#### PROGRAM B BLUE ROOM

11 September - 4 October 1996

#### WEEK 1

##### Wednesday, 11 September

- 9:00 ALL: Introduction of the program and tutors
- 9:30 ALL: Icebreaker
- 10:00 ALL: Group formation & program distribution
- 10:15 COFFEE BREAK
- 10:30 Discussion: Demo of presentation of new language
- 12:30 LUNCH
- 13:30 Preparation for micro teaching: Presenting new language
- 14:00 Micro-teaching
- 15:30 Workshop 1 assignment & handouts & J & daily feedback

##### Thursday, 12 September

- 9:00 Connecting handout to presentation of new language
- 9:30 Workshop 1: Presenting new language
- 11:30 ALL: General feedback & insights re. presenting new language
- 12:30 LUNCH
- 13:30 Rediscovering controlled practice activities for pairs and groups
- 15:00 Preparation for micro teaching: Controlled practice of new language for pairs and groups
- 15:30 Micro-teaching
- 16:00 Workshop 2 assignment & h.o. & J & daily feedback



**Friday, 13 September**

- 9:00 Workshop 2: Controlled practice of new language for pairs and groups
- 11:00 Connecting: h.o. to controlled practice
- 11:30 ALL: General feedback & insights re. controlled practice of new language in pairs
- 12:00 LUNCH
- 13:00 Preparation for micro-teaching: Supplementing textbook controlled practice activities
- 14:00 Micro-teaching
- 15:00 Workshop 3 assignment & h.o. & J & daily feedback

**WEEK 2****Monday, 16 September**

- 9:00 Workshop 3: Presentation & controlled practice with pairs & groups
- 11:30 ALL: General feedback & insights re. controlled practice of new language in groups
- 12:00 LUNCH
- 13:00 ALL: Input on lesson planning
- 14:00 ALL: Hands on: Lesson plan writing
- 15:45 ALL: Assignment of LP writing on Workshop 3 activity & connecting & J & daily feedback

**Tuesday, 17 September**

- 9:00 Workshop 4: Feedback to LP assignments
- 10:00 Discussion: Free practice & distribution of Workshop 5 assignments
- 11:30 ALL: Orientation: The Resource Room & LUNCH
- 13:30 Preparation for Workshop 5
- 14:00 Workshop 5: Free practice activities
- 15:30 Assignment of LP writing on the free practice activity in Workshop 5 & h.o. & J & daily feedback

**Wednesday, 18 September**

- 9:00 ALL: Observation: Proficiency Exam Procedures
- in S.R. 10:00 ALL: General insights re. free practice & feedback to LP's on free practice
- 10:30 ALL: Grammar teaching input & micro-teaching & connecting
- 12:45 LUNCH
- 13:45 Reading theory and practice
- 16:00 Workshop 6 assignment & h.o. & J & daily feedback

**Thursday, 19 September**

- 9:00 Workshop 6: Reading tasks
- 11:00 ALL: General insights re. reading
- 11:15 Workshop 7: Vocabulary teaching & learning ideas in a grammar lesson
- 12:30 LUNCH
- 13:30 Workshop 8: Reading and voc & writing and voc
- 14:45 Connecting
- 15:45 ALL: General insights re. reading and voc & assignment of LP for reading activity in Workshop 6 & J & daily feedback

**Friday, 20 September**

- 9:00 Workshop 9: Feedback to LP's on reading
- 9:30 Workshop 10: Writing in textbooks & feedback
- 12:00 LUNCH
- 13:00 ALL: Correction of written work
- 15:30 Workshop 11 assignment & h.o. & J & daily feedback

**WEEK 3****Monday, 23 September**

- 9:00 Workshop 11: Writing
- 10:30 ALL: General insights re.W & feedback & connecting
- 11:00 COFFEE BREAK
- 11:30 Listening Discussion
- 13:00 LUNCH
- 14:00 Preparation for Workshop 12 on Listening
- 14:30 Workshop 12: Listening
- 16:00 ALL: General insights re. L & h.o. & J & daily feedback

**Tuesday, 24 September**

- 9:00 Connecting
- 9:30 Workshop 13: c.f. spoken and written lang
- 10:45 ALL: Preparation for micro teaching of S
- 11:15 ALL: Micro teaching of S
- 12:30 LUNCH
- 13:30 ALL: The use of videos in the language class
- 14:00 ALL: A video demo & discussion
- 15:30 ALL: General insights re S & videos & assignment of Workshop 14 & J & daily feedback

**Wednesday, 25 September**

- 9:00 Workshop 14: Integrated skills
- 11:00 ALL: General insights re. integrated skills
- 11:30 LUNCH
- 12:30 ALL: Classroom management techniques
- 13:30 ALL: Classroom management problems & solutions
- 14:30 COFFEE BREAK
- 15:00 Self-chosen h.o. & J & daily feedback

**Thursday, 26 September**

- 9:00 ALL: Testing at DBE
- 12:00 LUNCH
- 13:00 ALL: A demo of a whole lesson & discussion
- 15:00 ALL: Briefing re. filming & post film observations & input on peer-observation techniques
- 16:00 ALL: Insights re. testing & demo, assignment of 5-min filming activity & J & daily feedback

**Friday, 27 September**

- 9:00 Filming of the first group of teachers & video viewing
- 10:30 Filming of the second group of teachers & video viewing
- 12:00 LUNCH
- 13:00 Journal writing & sharing
- 15:00 Announcements & making appointments with tutors

Please make arrangements with your tutor to begin working on your lesson plans.

**WEEK 4****Monday, 30 September**

in Auditorium 10:00 Staff meeting

**October 1 - 4**

Individual tutoring with your assigned tutors

## Appendix B

## Coding List

## Codification Scheme for the TAP and Interview Analysis

CODING	EXPLANATION
ACT	activities
ART	article
ASN	assignment
CHA	change
CMA	classroom management
CON	connecting sessions
COR	correction
CPR	controlled practice
DAF	daily feedback
DEM	demo
DIS	discussion
ENC	encourage
FEE	feedback
FIL	filming
FLG	feelings
FPR	free practice
GRA	grammar
HAO	handouts
INP	input
INS	insights
JOU	journal
LEN	length

LPL	lesson planning
LST	listening
MTE	microteaching
OBS	observation
PER	peers
POB	peer observation
POC	preparing the context
PRA	practicality
PRE	presentation
PRS	pre-service
REA & VOC	reading & vocabulary
REF	reflection
RBI	reflect back instruction
STR	staffroom
TBE	teaching behavior
VID	video
WOR	workshop
WRH	writing homework
WRI	writing

## Appendix C

TAP 7 (Trainee 4) May 8 1997 13:15

Bu programda hem teorik bazda hem de pratik bazda noktaları tek tek ele alarak ne kadar önemli olduğunu gördüm. Bir bakıma bir awareness gelişmesine yol açtı. En başta grammar yapısını anlatırken genel olarak nasıl başlarsın? Evet çocuklar bugün past tense öğreneceğiz, kuralı budur tarzında mı yoksa bunu ne şekilde verirsin ki mükemmele yakın sonuç alırsın.

İki senelik tecrübemin staj aşamasında konuya nasıl girebilirim farkında olmadan yapıyordum, bana hiçbirşey gösterilmemesine rağmen. Ama şimdi niye yapmam gerektiğini, sebepleri, sonuçları bilinçli yapmak insanı farklı yerlere götürüyor. Faydalı aktiviteler, değişimler, adaptasyonlar yapabiliyorsun. Bu açıdan a ben de bunu yapıyordum deme şansına sahip oldum. Bilmediğim halde yapabiliyormuşum demek hoşuma gitti. O iki seneyi bir kenara almıştım eğitim programına başladığımda herşey sıfırdan başlayacak, ben de hiç birşey bilmiyorum ve mümkün olduğunca faydalanacağım diye bir motivasyonum vardı. Program yoğun olmasına rağmen sonuna kadar götürebildim, ama sona doğru yorulmuştum. En başta demoların yapılması çok faydalı oldu, onları ilk aşamada bu, sonra bu diye notlar alıyordum.

Sonradan kendi başımıza micro-teaching yapmamız bizi düşündürüp yine aynı şekilde biz kendi başımıza ne yapabiliyoruz; tamam bize çok güzel birşey sunuldu da. Uğraşırken ne gibi problemler çıkıyor; onları görüp üzerine gidip çözmeye çalıştık.

Ertesi gün için bize verilen görevler vardı: şu gördüğümüz konuyu nasıl hazırlarsın. Başta bu saatler alıyordu. Sadece bir lead-in yada presentation yapmak bile çok vakit alıyordu. Ama bunları hangi basamakta neleri yaptığında ne derece faydalı olduğunu bilerek çok faydalı.

Uygulamadığım birçok şey vardı: mesela ins giving lerde beni Ö ler kesin anladı diye bir kabullenmeye gidiyor ama sonuçta kalabalık sınıfta yada farklı background dan gelen Ö lerle onları anlamamış yada o anda dikkatleri senin üzerinde değilmiş gibi düşünmek gerekiyor. RBI yapılmayınca ortaya neler çıkıyor bunu da çok iyi gözlemlemiş oldum. Başlarda biraz problem oluyordu ama ben bunu kendi sistemime alabildim. Sadece Ö lerin gözünün içine bakıp anlayıp anlamadıklarını kontrol etmiyorum artık. Yine de sağlamlaştırmak için RBI yapıyorum, ve faydalı olduğuna da inanıyorum, bunun yanı sıra aktiviteleri de...benim en çok problemim olan şey normalde G anlatırken Ö lerin çok sıkıldığı görülür. Nasıl eğlenceli hale getirileceğinin yöntemlerini gördük. Hoşuma gitti. R, W, gibi ö nin çekindiği konularda bazı

tekniklere göre en faydalı şekilde yapılması benim için iyi oldu.

Pre-service boyunca öğrenmiş olduğumuz bilgileri, yöntemleri kullanmaya çalıştım. Fakat burada büyük bir problem var: derslerin, programın yetişmemesi. İnsan bununla deal edebiliyor ama gene de olması gerektiği kadar değil. Presentation yada aktivite yaptığında normalde on dakika alabilecek birşey yarım saate çıkıyor; bu da programda büyük aksaklıklara yol açıyor. O yüzden şu anda zamandan kaynaklanan uygulamada zorluklar var, uygulamak istemediğimden değil.

Bize gösterilen ve sunulan herşeyin faydalı olduğuna inanıyorum. Ben de birtakım izler bıraktığına inanıyorum. Hiç bir zaman bu benim sınıfımda uygulanamaz demedim. Çünkü gayet mantıklı aktiviteler oluyordu. Dışardan mantıksız yada hiçbir getirisi yok denilen şeylere bir de Ö lerin açısından bakıp onlar da biz bunu niye yapıyoruz diyebilirler. Bu noktada onları ikna etmek gerekir. Neden ve nasıllarını açıklamak gerekir; bu da bize pre-service de öğretilmişti.

Obs edilmek sınıfta gene faydalıydı çünkü Ö açısından bakmakla T açısından bakmak çok farklı. Aktiviteyi, ne nasıl gidiyor, zaman yetişiyor mu diye düşünmekten Ö lerin ne hissettiğini, nerelerde problemleri olduğunu yeterince gözlemliyemiyorsunuz. Başka biri obj olarak hem sizi, haem ö yi, hem aktivitenin gidişatını, Ö nin



reaksiyonlarını çok iyi gözlemliyebiliyor. Bunu teorik temellere dayandırıp, step by step şu şöyle bunun için diye yol gösterilmesi insanın gerçekten bilmediği konularda bilinçlenmesine neden oluyor.

Fakat R, W, e fazla vaktimiz olmamıştı; zaman insanın her zaman başını ağrıtan bir konu. Daha çok değişik teknikler... bir teknik çok güzel olabilir ama bunu hep aynı şekilde kullanınca önemini yada ilginçliğini yitiriyor. Mesela bir R aktivitesini bir şekilde yaptıysan bir daha ki sefere başka şekilde yapman gerekiyor. Bir variety yani önümüze birkaç seçenek daha sunulması daha iyi olabilir. Çünkü o konularda ben yaratıcılığımı pek fazla kullanamıyorum. W olsun gene öyle. Ö W e önyargılı; o yüzden ilginç kılabilmek, motive edebilmek, daha farklı nasıl yapılabilir diye daha fazla bilgi verilebilirdi. Duruldu ama gene de o konularda problemim olduğunu hissedebiliyorum.

Feedback her zaman için problem olmuştu. Tamam aktiviteyi hazırlıyorsun ama sonuçta bu Ö lerin cevapladıklarını kısa zamanda en iyi performansla nasıl sonuçları alabilirsin? O da aktivitesine göre çözüm bulunabiliyor. Yada bazı fix yöntemlerle üstesinden geliniyor.

L üzerinde çok fazla durulmayan birşeydi şimdiye kadar daha doğrusu benim daha önceki teaching imde. Fakat burada L de bazı temel kurallar olduğunu görmek gerçekten faydalıydı.

Eskiden sadece dinleyin hadi soruları cevaplayalım yapıyordum. Ama şimdi L den önce de Ö yi contexte hazırlıyorum, önce belki soruları okutmak gerekiyor: While-L, Post-L; bütün bu stepleri göz önünde bulundurmak, her step için ayrı sorular düzenlemek, artı bunu daha iyi hale getirebilmek, feedback nasıl alabilirsin. Diğer skillerde olduğu gibi bunların L de de önemli olduğunu anladım. Normalde anlaşılmayınca 4-5 kez dinletiliyordu ama burada öğrendiğimiz her defasında farklılamaçla dinlenmesi gerektiği. Bu tarz konularda bilinçlenme oldu. Zamanın elverdiği ölçüde uyguluyorum. Yapmayınca nelerin olduğunu, eksiklikleri görebiliyorum. Aktiviteleri yaparken zaman limiti koymazdım, grup aktiviteleri yapmazdım en fazla pair-work yapardım. Burada grup aktivitelerini nasıl yapabiliriz, nasıl feedback alınır, task nasıl hazırlanır benim bilmediğim, uygulamadığım ancak şimdi uyguladığım şeyler. LP Ö iken gösterilmişti ama buradakinden çok daha farklı bilinçli detaylı oldu dolayısıyla LP benim için tamamıyla yeniydi. Normalde bu kadar formal olmasa da LP yapıyordum. Burada en küçük detayına kadar, tabii obj lerden başlıyorsun, hangi stepler var, interaction, aid ler, presentation ı practice i, V, LP nin şekillendirilmesi de burada bambaşkaydı. En büyük problem obj lerdi. İnsan ben bunu niye yaptırıyorum, Ö ne kazanıyor diye çok fazla düşünmüyor;

bazen sadece eğlencesine diyorsun ama sonuçta yaptığın herşeyin nedenini düşünmek zorundasın, bunu biraz düşündürüldük ve bunu ne şekilde obj haline sokabiliriz bunun pratiklerini yaptık. Biraz bilinçlendiğim halde hala kendi başıma çok doğru obj yazabildiğime inanmıyorum. Yaptığım her aktivitenin obj ini çıkarmakta problemler yaşıyorum hala. kendim için olan planlarda obj yazmıyorum. Çünkü bu on tane LP hazırlamaktan zor oluyor.

Daha önceden timinge hiç dikkat etmezdim ama pre-service sonunda artık timing I detay olarak görmüyorum gerçekten faydalı olduğunu düşünüp heasplıyorum.

LP ille de bize gösteriliği şekilde olmayabiliyor; sonuçta bunu kendin için yapıyorsun ama bunu ne derece bilinçli yapıyorsun önemli olan bu bence. Belki aktivitenin obj ini yazmıyorum ama amacının ne olduğunu biliyorum bu da artı bir puan.

Pre/post/while L gibi terimlendirme alışkanlık kazanmak açısından faydalı.

Article Pre-sevice da zaman çok kısıtlı yapacak şey çoktu, tempo çok yoğundu. Bunun akşamında eve gidip ertesigüne verilen şeyin uygulamasını yapın denip bir de article ın olması biraz yüklü oluyordu. Bir de article okuma alışkanlığım yok ve konulara uzaktım (ELT ci olmadığım için). O yüzden çok daha fazla konsantre olmam gerekti bu açıdan zorlandım. Ama faydalıydı; konular

linguist ler tarafından konuşulan, yazılan konular, yani yaptıklarımızın bilimsel yanı. Bu açıdan article lar faydalıydı. Ama zaman olsaydı okumadıklarımızı hep beraber tartışarak özetlemek ve sonuçlar çıkarmak faydalı oluyor. Bunu zaman elverdiği sürece yapabildik. Ama bundan daha iyi faydalanabilmek için daha fazla zaman gerekliydi.

Bize verilen, şunu hazırlayıp gelin dedikleri şeyler bize verileni ne derece almışız, uygulamaya koymuşuz, hangi noktaları göz önünde bulundurmuşuz, hangileri gözden kaçmış, bunları görmek açısından çok faydalıydı. Sancılı bir şekilde ortaya çıkıyor; yolunda gidince büyük bir haz duyuyorsun. Ama gitmediği zaman çok üzülmemek gerekiyor çünkü sonrasındaki tartışmada sen de başkalarını ince ve detaylı incelediğin için artık pek gözden kaçan olmuyor. Eleştiriler- şunu şöyle yapabilirsin gibi- çok faydalı oluyordu. Çok angarya gibi görmedim bunları.

Presentation ları deıđer öğretmen arkadaşlarla yaptığımız halde nasıl problemlerle karşılaşılabilir onları tartışıyorduk. Gocunmadan herkesin bunları belirtebilmesi hoş birşey. Bu tartışmalar workshop ın sonunda presentation lar yapılıncaya oldu ve hadi bakalım T şapkalarınızı giyip öğretilenler uygulandı mı uygulandıysa nasıl oldu. Eleştiri insanların kaçtığı birşeydir ama insanlar daha iyisini yapmak için uğraştıklarından fazla gocunan olmamıştır. Bunu şöyle

yapsam daha iyi olurdu gibi moral bozuklukları oluyor. Ama hatalardan öğrenmek gerektiğini düşündüğüm için çok daha faydalı olduğuna inandım. Orada yaptıklarımızı sınıfta uygulama şansımız da oldu.

J yazılması şimdi şunlar hakkında yazın ya da şu konuda ne düşünüyorsunuz yazın gibi task lerimiz olmuştu. Bunun da çok faydalı olduğuna inanıyorum ama yine programın yoğunluğundan sonra article okumaları, ertesi güne yapılacak olan presentation larla birlikte 3 sayfa da olsa insanı biraz yormaya başlıyor. Sonuçta onları yazmamış olsaydık zaman geçtikten sonra bir takım şeyler unutuluyor ya da ne yazmışım diye bakmak hoş oluyor. Böyle bir problemim varmış ama artık ben onu çözmüşüm diyebiliyor insan.

Pre-service in başında kendinizi bu süreçte nerede hissediyorsunuz; başında mı sonunda mı ortasında mı. Ben kendimi ortaya koymuştum çünkü 2 senelik bir deneyimim vardı. Teori diye düşünürsem baştayım ama deneyim, CM diye düşünürsem ortadayım; çünkü sınıfta Ö lerle olsun teaching materiali olsun hiç sorunum olmadı. O konuda kendime güveniyordum ama yine de bir soru işareti vardı aklımda. Üniversitedeki Ö nin motivasyonu hakkında bir bilgim yoktu. Benim çalıştığım yerde insanlar kendi istekleriyle İngilizce öğrenmeye geliyorlardı, o yüzden sıkıldıklarında onları coşturayı diye bir problemim olmuyordu çünkü kendi istekleriyle geliyorlardı: konuşma

kitabını getir gibi problemler olmuyordu. Orada gerçekten hocalık yapıyordum; ilkokul hocalığı değil. Buradaki Ö ler hakkında bir bilgim yoktu. Ama sonuçta yine zekaları belli bir seviyede Ö ler; yine de nasıl bir insan portresi olur, istekli mi isteksiz mi olurlar. Normalde yumuşak bir insanım insanlarla kavga etmeyi sevmem o yüzden rahat bir ortam hazırlamaya çalışırım. Espiri yapıp uyandırmaya çalışırım. Acaba diyordum bunun sınırını yakalayabilir miyim. Yani önceden bunu yaptığımda sınırı aşma gibi birşey söz konusu olmamıştı; herkes yerini biliyordu. Sınıf ortamında burada o sınırı koruyabilir miyim ne kadar samimi davranmam gerekiyor, nerede kesmeliyim bu konuda kendimden pek emin değildim ama bunu sağladım. Zaman zaman ipleri ele alarak zaman zaman onlardaymış gibi gösterek sağladık.

CM da ne söylendiğini çok iyi hatırlamıyorum açıkcası ama bize söylenen problemler Ö lerin çıkabileceği bunların psikolojik ve diğer detleriyle ilgilenmemiz gerektiğini başından beri gerektiği ve individual olarak almamız gerektiği söylenmişti.

Okuduğumuz article lar da vardı ama sonlara kalmıştı o yüzden çok detaylı üzerinde durulamadı yada ben kaçırdım, bilemiyorum. CM olayını biraz insanın kişiliğiyle bağlantılı buluyorum. Teoride insan şunu şöyle yapmam gerek diye söylese de kişiliğinde olmadığı sürece Ö lerle böyle bir iletişim kurulamaz. O yüzden problem olmadı.

Bir çok fikri original buldum ve ilk service lere devam ederken çok ilginç fikirler vardı, onlara devam ederken sürekli not aldım zaten elimden geldiğince not almaya çalışıyorum.

Ama bunu bizim üzerimizde ufulamalarıyla bizim kendi Ö lerimiz üzerinde uygulamamız çok farkediyor. Normalde bizi Ö yrine koydukları ve çok zevk aldığımı düşündüğüm aktiviteleri sınıfta yaptığımda Ö lerin bizim aldığımız zevki alamamaları beni hayal kırıklığına uğratıyor.

Onlar niye zevk almıyor, bizde bu problemler çıkmıyordu onlarla niye çıktı gibi özellikle benim 2. dönem yaşadığım bir problem. 1. dönem pek olmuyor ama 2. dönem oluyor problemler çünkü ipler biraz yumuşamış oluyor. Hocalar tutumlar farklı oluyor, dolayısıyla Ö nin tutumunda büyük farklılıklar oluyor, bir de baharın gelmesiyle birlikte. İsteddiğiniz gibi onları yönlendirmeniz vakit alıyor. Belki benim yumuşak tutumumdan kaynaklanıyor olabilir; çok fazla sertleşmenin de artıdan çok eksi getireceğine inanıyorum.

Sertleştiğim zaman arada soğukluk olduğunu hissediyorum. Yine de in-service da per-service dakilerin devamının olması iyiydi çünkü insan sürekli üretken olamıyor; onları adaptasyonlarla kullanmak daha iyi oluyor. Yine de onlar da tükendiğinde ee şimdi ne yapacağım gibi ortada kalabiliyorsun. Ne kadar farklı metod, aktivite, presentation vs görürsek birikim o kadar çok oluyor ve

insan onun üzerine birşeyler koyabiliyor. Bardağın dolup taşması gibi kendiniz birşeyler üretmeye başlıyor yada daha pratikleşiyor bazı şeyler. Birinin başını diğerinin sonunu alıp farklı şeyler üretebiliyorsunuz. Ama şu aşamada bardağın biraz daha dolması gerekiyor.

Video session yeni birşey; bizim çok değişik olarak yapmamız gereken birşey yok aslında. Bize textler veriliyor biz de oradaki soruları yapmak zorunda kalıyoruz. Belli ısındırmalar, konuşturmalar olsun onun sonucunda belli feedback ler oluyor ama çok üzerine düşülemiyor video session ın.

Filming pre-service ın sonlarındaydı. Yaptığımız presentation ların filme alınması ve sonra kendimizi seyredebilme aşaması. Tabiki insan aktiviteyi yapma derdinde olduğu için söylediği şeyler, o anda belki kendisini çok fazla dinleyemiyor, yada çok fazla veremiyor. Bu yüzden bunu alıp da aa ben bunu böyle yapıyormuşum, böyle söylüyormuşum gibi kendisini görmesi yada dinlemesi, bence faydalı.

Peer obs ında benim için tamamıyla yeniydi, faydalıydı çünkü insan kendi başına kendini çok iyi gözlemliyemiyor; bir başka göz gerekiyor. Ama bu gözün de birşeyi yaparken bilinçli olması gerekiyor. Mesela blind spot yada T talk time bakarken belli bir amacı olmazsa bana bir faydası olmayacak. Zaman zaman peer obs uygulamak da fayda var zaten bunu başka hocaların sınıfına da giderek



de uygulamış olduk. Çok faydalı oldu. Eğitim boyunca mükemmeli amaçlamıştık. Ancak sonuçta sınıf, program, Ölerin tavırları, bütün bunlar yaptığınız aktivitenin iyiliğini, mükemmeliyetini değiştiriyor, etkiliyor. Obs ettiğim sınıflarda smooth transition a çok dikkat ederdik presentation dan practice a yada practice dan practice a geçerken yada kitaptan başka kitaba geçerken. Ben özellikle çok dikkat ediyordum ama bir sınıfta olmadığını görünce çok şaşırılmıştım ve sonraki konuşmamızda kendisine söylemiştim ama benim de uygulama zorunluluğum oluyor. Bazen zaman sorunundan dolayı transition ı düşünemiyoruz. Presentation ı yani yeni bir konu introduce ederken kullanıyorum. R, W olsun zaman bağlamında mümkün olduğunca yapmaya çalışıyorum. LP çok formal değil ama bir presentation yaparken stepleri timing i yazmam gerekiyor. Hangi step te ne yapmam gerekiyor yada voc yazmam gerekiyor; yani asıl önemli kısımları uygulamaya koymuş oluyorum. Tabiki obs sonrası tutor larımızla konuşmalarımız; bir konuyu nasıl yaptık, nasıl daha farklı yapabiliriz diye tartışmalarımız da gene çok faydalı oldu çünkü herkesin görevleri, özellikleri, bakışları farklı. Benim göremediğimi bir başkası görebiliyor. Onun söyledikleri bana bir başka fikir verebiliyor. Dolayısıyla bu tür toplantılar da çok faydalı oldu ve tutor un özellikle

söylediđi Őeyler bizim problemlerimizi çözmeye yönelik çok etkili oldu.

Sonuçta bu programın çok etkili, faydalı olduđunu, başından beri büyük bir avantaj olduđunu düşünüyorum. Çünkü birçok kuruluŐta yapılmıyor. Bilinçli yapılması çok çok önemli. Önemli olan öğrenileni uzun vadeli sürdürmek. Kınadıđımız Őeyleri yapmamak, elimizden geldiđince biz de bunu yapmamya çalışıyoruz. Devam da ettireceđiz.

## INTERVIEW

Genelde herşey anlamlıydı ama en başta RBI benim için biraz anlamsızdı. Canım nede olsa anlıyorlardır, ben onların gözlerinden anlarım diye düşünüyor insan. Ama sonuçta sınıfta uygulamaya başlayınca hakkaten faydalı olduğunu görüyorsun; RBI yaptığım halde hala anlamamış olduklarını görüyorsun. Dolayısıyla o da bir anlam kazandı. Başta çok kısa bir süre ne gereği var diye düşünüyorsun ama sonra yaptıkça ve gördükçe önemini anlıyorsun.

Article lar çok iyi özümlediğimi söyleyemem yani zaman kısıntısından dolayı bir kısmını okuyamamıştım, yada yarım okuyabilmişim. Yeterli zaman olsa kendim okuyup bazı sonuçlar çıkarmak isterdim. Benim için onlar çok yeniydi ve bu limitli zamanda kalıcı hafızaya geçiremedim onları. Sonuçta diğer yani pratik bazda yapılan şeyler daha faydalı oldu; belki de görsel bir insanım ben.

Uygulamada ve kendim de yaparak, deneme yanılma sonucunda daha iyi öğrenebiliyorum. Dolayısıyla article lar biraz teoride kaldı. Ama sonuçta çalıştığınız şeyler üzerinde bilimsel yorumlar yapılıyor olması, konuyla ilgili farklı görüşleri görmek sonuçta bilinçlenme açısından faydalı. Ama şu aşamada onlardan faydalanmak için üzerlerinden geçmek gerekiyor.

Aslında bu anlattıklarım genel olarak aklımda olan şeylerdi. Yani bunları söylemek için J a fazla bakmama

gerek yok. Akşam J a baktığımda nerelerde problemim olduğu mesela bazı zamanlarda hatırladığım nokta G i nasıl eğlenceli bir şekilde öğretebilirim kafamda bir soru vardı, işte bu session sonunda öğrendim diye yazmışım.

Onun haricinde teaching de neredeyim, kendimi nereye koyabilirim, ne zaman kendimi iyi bir hoca diye niteleyebilirim, işte bu konularda fikirlerimi yazmışım. Bunlar her zaman aklımda olan fikirler.

Pre-service sonucunda birtakım şeyler değişti, değişmeyen şeyler için de awareness oluştu bende. Awareness var ama birtakım engeller var; ama elimden geldiğince uygulamaya çalışıyorum öğrendiğimiz şeyleri.

Neyin ne kadar olamsı gerektiğini, neyin doğru olduğunu biliyoruz. Presentation da fikir üretmek çok vakit alıyor çünkü neyi nasıl yapayım diye düşünüyorum. Ayrıca insan kendini çok fazla beğenmeyip, kritik ettiği için bir şekilde sonuca varana kadar çok vakit harcamış oluyorsun oda şu an için büyük bir lüks. Zaten 8-9 kitap arasında hem Ö hem de biz boğulmuş durumdayız. Neyi nasıl yaptığımızda ne derece kötü sonuçlar çıktığını görüyorsun. Mesela hadi kitabı açın soruları cevaplıyın dediğinde sen de sıkılıyorsun onlarda. Ama başka türlü ne yapılabilir, ne kadar zaman alır artı bunun sana ders öncesinde sana nekadar zamana mal olur.

Elimizde çok kitap var ve dışarıdan üzerine çok materyal

geliyor bu yüzden çok fazla değişik şeyler yapamıyoruz.  
Ama presentation da dikkat ediyorum. Yalnız 2. dönem 1.  
dönemin tekrarı olduğu için presentation bazen komik  
olabiliyor. mesela bir presentation için gördüğüm  
rüyayla giriş yaptım ve ö ler sonunda haa bak gene modal  
ları anlatıyormuş diye bütün motivasyonları gidiyor. 1.  
dönem böyle değildi, sonuna kadar hikayeyi dinliyordu.  
Bunlar şimdi hocam sadede gelin diyorlar ve öyle olunca  
senin de motivasyonun gidiyor.

## Appendix D

TAP 8 (Trainee 4) May 9 1997 13:25

Firstly the attitude of the trainers was wonderful, we were there for ab a month and I never said hell we are here again. It was v enjoyable, generally; v beneficial for me although I have been teaching for 4 and a half years.

I found demos v interesting and beneficial bc it showed me there is always a variety for everything; there isn't only one way of doing smth. For e.g. in presenting a new language. Of course we had other demos in Cyprus but you always remember what you see first therefore you start forgetting there are other ways as well. So it was nice to see there are a lot of ways of doing things.

After demos there are discussions and everybody states their own ideas and their own way of adapting what's shown. So you get 12 different ideas on smth. And it's v beneficial.

Presentation of new language, the trainer presented present perfect with pictures, in a story. It was v nice, I used it later 2 or 3 times in different classes and weekend classes. It was always a problem for me; I never knew how to deal w present perfect in the past. Now I always use her sort of demo; I've been using it since then, I find it v beneficial. Related w presenting

a new language trainers always said that... what I've been told until I came here was you never give the rule, Ss should grasp it etc. But here it was different it was the truth, they said you do present it in a context, you elicit things but in the end you have to give them smth concrete, smth they can take a note of like a formula or whatever. Bc Ss need smth to go back and look and remember. I like that bc that was the reality not the ideal.

I always do that; OK let's remember what we did; what was the rule. Also we should always give the rationale of the activity, this also struck me. Bc when Ss know why they're doing smth they're more willing to do it.

Things that changed my teaching behaviour; I always write LPs; I used to write it in a different way like a list and it wasn't so practical. Here they showed us different ways of writing LP. After Pre-service I started using the way they showed us and I'm v happy w it. It's easy to see everything on one page, it's quite clear. I like this system better; it gives you a lot of space to write your notes, evaluate your own lesson during and after the lesson. So that changed.

Generally I can't say everything in this pre-service was new to me but it helped me remember things and refresh them which I enjoyed v much.

The filmings were v good bc people were recorded later we watched them and we realized our own-not mistakes but things you can change, maybe weak points. For e.g. too much talking time, too much hesitation btw the words maybe and T looking at one place-blindspot, the tone of the voice. I watched myself teaching on video before but once more I noticed I move too much in class. So watching a T without any movement and then watching mine was quite interesting. You see a lot of different types of teachers, personality, how it affects your teaching, what not to do bc you see other Ts weaknesses. And if you can't say this a Q mark appears on your mind; oh I shouldn't do this.

After watching the video I couldn't change my movements bc I'm like that in and outside class. I always keep moving, I'm a v active person. And I don't want to change it. Criticism on that was there was enough movement there was a lot of movement but not too much. We were told that we should have some kind of discipline in class, in control of the class. It depends on T and your own interpretation. What control is for you may not mean control for me. So I don't like too much control, I don't like strict Ts. Maybe it's bc I had strict Ts when I was a S. I like being flexible and human in class not the T, I like to be a person. I never say to my Ss I'm



the T stop talking. Look, I'm a human being and I want respect from you so let's respect each other.

Activities there were many nice activities. The trainer calls them "uçuk activities" and I think you can always do them in class. You do them in class, you don't have to do the same, you can adapt it, you can always do, try different things. I love trying different things. I remember trying smth totally new for myself and for the students in my observation which was going to be assessed. That was v tricky but I liked it; I love taking risks.

But the only problem w METU the program is overloaded and even though these things are v applicable and interesting you can't bc of lack of time.

We had a lot of assignments during the pre-service and W assignments those were usually preparing for workshops. MT etc. they were v interesting. I'm not keen on sitting down for hours writing an essay but I love participating, I love preparing and then presenting it to the class.

But I can't say I enjoyed the Js. During the pre-service it was OK bc I was knew, I didn't know anyone and maybe writing things was easier. But esp after pre-service I don't think there was any need for Js. And we wrote Js for the whole semester. Towards the end of the semester we were so busy thinking ab how we are going to deal w this and that. We didn't want to sit down and write Js.

It was obligatory. They never said you must bring it tomorrow but they always gave a dead-line and we had to stick to it-maybe we didn't.

Insights we were 2 different groups: Exp and inexp ones. For the first week it was OK bc it helped us get to know each other better bc we were in two different classes and we had no connection, no communication except from the break times. So that was nice, we sat down, we chatted, we enjoyed it. But after 1st week insights started becoming a little boring bc it was only repeating what we had done that day. At the end of the day we were really really tired anyway bc we started at 9 w only 1 hour break and stopped at four. Everyone wanted to go home; it felt like pain in the neck, we didn't feel like it. I personally didn't like it after the first week.

I also liked the articles given to us bc we were supposed to read them at home and then share. That was nice bc we also shared it w the other group in the morning. It was nice bc everyone had smth different. It wasn't taught before, it was the first time we talked ab it. So it was nice. It was also called insights maybe but it was in fact exchange of information in the articles. I believe when you teach smth you learn better.

I realized smth I didn't know before maybe; I realized in fact a lot of activities which seemed v colorful and v communicative and v attractive sometimes worth nothing.

There a lot of pictures, card stocks, posters, visual aids but you realize later you have taught the Ss nothing instead Ss just have enjoyed themselves.

So I started Q ing my activities that used to do for e.g. I have files of the lessons I prepared. I organized and labelled them in order to see for which level why you are using that material. After the pre-service when I looked at them I threw some away. Bc I realized they were only for fun. I didn't really throw them but I decided not to do them. Even if I wanted to do them I always changed smths and put some more input in it.

In Js I wrote this as well: I thought there wasn't enough emphasis on the skills; esp teaching R and W. there is v little L in our classes. But I thought there had to be lot more emphasis on teaching and R and W. Right now we are facing problems bc this terrible book; Academic Writing Course, needs a lot of preparation, lot of supplementary things etc. When I first looked at this book I got lost; I didn't know what to do, although they had done an orientation for it. But I thought one hour session was enough. I think there should be more input on how to teach W and R. Bc I know most Ts, including myself bc of lack of time and bc of not having enough different ideas, go to class, talk ab the topic for a minute and you say what do you think you are going to read ab; v good. Now read and see if you're correct or

not. You go to the class and say read and answer the Qs. I don't think it should be like that and I know there are different techniques and things. But even though I was exp still I faced some difficulties and I still do ab these W and R books bc they're so monotonous, everything is in the same order, after a while they get really boring. I wonder how the v v new Ts are dealing w them. I'm sure they need some help too just like I do.

How to make it more interesting, motivating but without wasting a lot of time. I know how to make it interesting but it means I will have to do it in 4-5 hours and that's a luxury for me and I can't do that. I haven't got enough time. So how to deal w R and W practically and considering our real classroom situations not the ideal. I know the ideal, I can open a book and read ab how to teach R and W. Things like that take a lot of time and we don't have that luxury.

Instead of those insights and etc., I think there had to be more on R and W.

CM session was I'm sure v useful for the inexp Ts. For me it was just a review, nothing new.

We worked w our T text books for the first term. They knew we were going to be beginners so we used beginners' textbooks. That was extremely imp for me bc I knew exactly what I was going to in class when I started teaching since I found out how the book was organized and

where I should look to see what. I found that v v useful. But I also think it should have been done w other groups' course books as well bc our group was beginners and the course books were v easy. Adrian Doff's books were v nice and v well organized; therefore we didn't panic, we liked the course books. But at the beginning of the second semester when we saw 11 books given to us I was lost. The books were v v difficult bc of the reasons I told you ab; monotonous, boring and there is no T manual to give you help on how to deal w these topics in any of these topics. It doesn't say try this try that. I think we could have been introduced to these books before, in the pre-service and for both groups.

Video I can't remember. But I used this in my previous classes.

In LP writing objs was dealt w v broadly when I was in Cyprus; I realized only one thing: sometimes instead of writing what they will have practised by the end of the lesson I wrote how like in pairs etc. bc in Cyprus they taught us both. But here you see there were different views; our tutors didn't like the idea of writing how. They said it wasn't imp. We should only write what. Most of the time my LP was OK but once or twice I wrote how. Some trainers like that some like this so if you

are being observed by a certain trainer you have to adjust your LP.

I love MT bc I love participating, instead of sitting there passively, listen and take notes, I'd rather stand up and do smth. Maybe the only negative aspect was we were all Ts, we pretended to be Ss. I don't think it helped a lot bc that's not the real situation in class. Something we tried in Cyprus was we asked for volunteers from Ss and there are always Ss who love to learn more. They loved the idea. MT s were video recorded. There were real Ss and real problems.

## INTERVIEW

What we have done together right now, reflecting, might help improve my teaching. I do go back and look at these things anyway. Not quite often but I do it sometimes. When there's a new topic and I don't know how to deal with it I have a lot of files like this, COTE and DOTE files; I always go back and look at them. It helps me remember things esp if I have a difficulty in teaching smth I do go back and look. This is v useful, refreshing memories. Any component of the pre-service that I found impractical or not useful; it could be insights. I didn't like them and also writing too many Js. They could have said keep your Js and when you need to write do so. But giving a deadline-I think we used to write everyday, you are exhausted, it's 5 o'clock. It was demotivating. They could have said write if you wish, if you have a problem. But I appreciate that they want to get to know the new Ts. I'm sure they were looking not only at the ideas but language, competence, etc. But it was difficult for us. I love all the new ideas and I try all of them. I don't say ah v nice and go back to class and carry on doing the traditional things. I'm a person who likes trying new things and if it's not successful it's not successful. At least I tried. Everyday they gave us some input, demo and we talked about it, and the next day we always prepared smth and

presented. It was nice bc first we watched it happening and we talked ab it, we went home and adapted it and presented the next day. They didn't just give input and say OK take notes, it's finished; they watched us do what they showed us. It was v nice. Bc it was a v tiring period and if they said smth like those of you who wants to do it do it; I'm sure no one would do it.

Generally I was quite happy w the pre-service; I liked everyone, they were all v friendly. It was v v useful, a little bit overloaded sometimes.

Sometimes I thought it was too long; it depended on what was on the program that day. Sometimes it was more enjoyable, sometimes when there was more input; your concentration starts to fall. They should consider the concentration part, how long can you concentrate? They could have given us one more week and make it shorter. It was a little bit tiring.





group a different task, eg one group was responsible for going over the stages.

So I said what did we do, first we did this then we did that; second group looked at why we did these things, tried to find the obj of each stage.

There was another group but I don't remember their task. I think everything became much clearer when we went over the stages. So we wrote them on BB; the first stage was a warm up; what was it, it served I don't remember exactly but we talked ab why we should do a warm up and then the actual presentation. We talked ab how and why I did it. Then there was the repetition phase, we talked ab objs why should we have the Ss repeat and then there was the eliciting. I elicited the rules from them, again we went through each stage and its objs. I had them prepare on the transparency, and reflected the stages on BB after eliciting them. It was like on one side of the BB they had their own things and on one side I had mine. So we looked at the similarities and differences.

Micro teaching done in groups. I had different lang item for each group I think, they were responsible for preparing a presentation for that specific lang item and one person from each group went to the other group and taught this item and received feedback. I think I sat with the groups and listened to the person presenting,

took notes, didn't interfere, altogether we gave feedback to that person.

Workshops the most useful part bc we gave the Ts some time as the inexp T were in panic, they didn't have any resources, materials, anything to fall back on so they were feeling a bit insecure.

Assignments we gave them everyday; the first was a lang item from the course book they were going to teach. I asked them to prepare a 5-6 min presentation to present to the whole group. They were free to choose any sort of material, visuals, BB, transparency. The most useful part was that bc first of all they were on their own in micro teaching they depended on the others but found MT much easier and much more useful as they told me bc when they came together as a group they could discuss but when they found themselves alone it was more diff for them to decide bc they needed a lot of talking and discussion. That's what they told me in fact. They said workshops were diff bc they didn't have anyone to consult.

They told me they spend hours, e.g. for the first workshop they had spent the whole night looking for visuals, materials. It was really interesting bc my presentation was with map and pictures I found out the next day everybody had brought in pics. Their repertoire was v limited they wanted to stick to what they had seen.

I felt they didn't feel comfortable experimenting with other things. All of them had brought some sort of picture. One of them had drawn a picture, the other brought a real photograph, others cartoons.

Workshops were v useful bc for most of them that was the first time they were standing in front of a group and practising. I felt most of them were feeling nervous and once they were up there they realized how stressful, demanding it was bc in the demo when they were sitting down, listening it seemed so easy but once they were up there they told me they were v nervous, their hands were shaking, voice was trembling they forgot a lot of things like RBI, their back was completely turned to the class- the com w class was cut off.

Some of them were v good; even at the first time they had self confidence so that was good, made good eye contact w the group.

I should have done something: I was taking notes for each person but I didn't give others a concrete task to do. I just said watch your colleague we'll all give feedback. Now I think ab it I could have told one to watch BB use, other watch eye contact, look at instructions etc. I felt it was vague for them generally they didn't know what to comment on. It was diff for them to comment on their performance as it became subjective. They didn't know how to express it.

Generally there was a positive atmosphere. I tried to give feedback in an obj way, not try to hurt their feelings and not make it personal; just look at the presentation. Look at it not as something the person produced but look at it objectively and say there was something lacking, instructions were not very clear, it's not like you didn't give clear instructions.

It was difficult for me too bc I was doing something like this for the first time, I had no training in that so I found it touchy. I remember trying to be v nice, polite and smiling, they were a v nice group. As they were all young that also helped; they tried to learn from each other and me ; they were looking at me for feedback and suggestions. I tried to get them away from that bc everytime e.g. I said it was ab an idea, some thing was missing or could be improved, they turned to me and asked what do you think, suggest. So I felt they were becoming dependent; I tried not to encourage that. I said what do you think, what suggestions do you have to the whole group. Luckily they were a creative group and were able to come up with ideas. The others actually listened to the person who was offering suggestions so they learned from each other as well. I think workshops were the most useful part.

We emphasized instructions, dealt a lot w them. Having transitions btw activities was also imp, not jump from

one thing to another but guide the Ss from one activity to another. For diff skills we expected diff things. In our feedback we emphasized those as well. We noticed Ts were careful about these bc they new that we were going to look for these things. They tried to work on those and this was esp true for the in-service for our obs but you're not actually dealing w that; but in in-service we esp noticed that. If we gave them feedback e.g. your instructions are not clear the next time we observed them they were making sure that inst were clear bc they knew that was something we were looking for.

There was a demo for the CP bc format was basically same. Right after that there was a talk about the demo, discussion, microteaching then the workshops.

Gradually they became much more confident. The first day everyone was feeling tense, nervous, insecure but then they opened up, got used to each other and me so they were feeling much more comfortable.

Journals took some time for them to write the way we wanted them to write bc they were not used to doing something like that. It took some time for them to realize the purpose of writing J, first days they said in J I feel so tired, we got so many thing to do etc. but every other day- not everyday we collected them and wrote comments, Qs, sometimes we wanted them to write more, to expand an idea. We sort of guided them to write the way

we wanted them to. We wanted them to think back on the day and say what have I realized today, how have I grown, sort of self-reflection. Some were able to do it quite well some really didn't, I don't know if they weren't able to reflect or didn't think ab it, or as they knew ultimately we read their J. In fact one T told me she found it artificial to write in J bc at the end she said at the end you read it. It's not for me I'm writing it for you and that doesn't seem so natural and she was right bc you keep a J for yourself. You write it and go back to read your own thoughts, reflections and development but maybe she felt we were checking on her. She said I can't write the way you want me bc I feel stupid when I know someone will read it. I didn't force her; I understood it and respected it. This happened during the semester, in-service not pre-service; regarding the obs bc we asked them to write J ab the obs. Maybe she didn't feel so comfortable.

In pre-service it is diff to observe change. During in-service change was more obvious and could be observed more easily bc we went into their classrooms and saw them teaching real Ss. Then for the first obs I remember thinking how far they had progressed bc I remembered their first they when they stood up in front of their peers, colleagues and do a 5 min presentation and how they got nervous and felt uncomfortable. Now they were

teaching this 50 min lesson to real Ss and they were really v confident. I observed all the inexperienced Ts, most of them gave me the impression they knew what they were doing, were in control. I thought they had managed, it was a good feeling that they had accomplished something and you have actually helped them. It is not us but the real experience; day in and day out they are in their so they learned from their own mistakes as well. During the in-service we had the inexp Ts coming and asking for suggestions a lot. This was a good sign they were thinking and reflecting which made me v happy. Ts came and said something exciting happened or you know what my students told me; they used to come and talk ab these things that happened in class which showed me they cared ab what the Ss thought, thought ab how things were going in their class. They wanted to know if the activity they prepared was OK or how everyone would get involved, how will I get feedback; they were actually thinking along these lines. They were taking the pre-service as a skeleton; I felt the stages we showed them served as a skeleton or outline, now they were building on it. That made me happy; they had something concrete in their hands and they were thinking how to improve this and how to adapt it to their classes.

I had two inexp and one exp T during in-service. Inexp Ts came v often, exp came just before the obs to get my



OK on what she had prepared. The others came more often. That was proof for me that change was taking place bc they were asking ab things, wondering things they never thought ab before. The first day they didn't know anything, had no Qs, sat passively and tried to absorb what ever we gave them. Now they had started Qing, I thought that was a good sign.

Towards the end they had started criticizing each other- not necessarily negatively but gave feedback on the points I had emphasized at the workshops, so I again thought they are thinking ab these things. They had started looking at each other's lessons or demos from diff. perspectives now although I hadn't given them criteria, they had developed their own or adapted mine as they knew I gave imp to certain things. They were now looking at these things in their peers' presentations. At the end of pre-service there was a demo, we asked an old DBE T to come and do a demo for exp and inexp Ts. After the demo they talked ab parts of the demo, we could observe they were paying attention to things that were not so imp for them at the beginning of the pre-service eg they looked at inst, how much the T moved around, how she grouped the Ss etc., they had become much more critical towards the end of the pre-service. They were criticizing the things they hadn't done or weren't used

to doing at the beginning, Gradually they learned to notice certain things: Awareness.

It is always diff when you observe someone teaching you become aware of so many things that person is doing or not doing but when it comes to you doing the same lesson maybe you won't be able to pay attention to these particular things bc you get so carried away; when you observe a lesson you are so away, so distant, so you can actually see it, criticize it and say I would have done it another way. When you are there it's difficult bc the context is diff and you have to make decisions v quickly. You don't have time to think how would I do this, have to move on v quickly.

LP we had a session on it-I didn't give it. We asked them to write LPs, once they actually started teaching so the first week they had to bring their LP for the class they were teaching and for some workshops we asked them to prepare LPs eg if it was a FP activity that they had prepared, we asked them to write LP for that short activity; objs, how they would go ab doing it bc we wanted them to become good at writing LPs bc still they had problems even after the semester had started and we started the obs we found they had problems in writing LP esp objs. We thought that was imp because they used to confuse the obj and the activity eg they would write the Ss will have practised answering T/F Qs if it was a

reading text but that wasn't really an obj. That was just the activity, so they had problems separating the two eg the obj was to ask them to read a passage in detail, to do close reading and T/F Qs was just a means of doing that. When they actually could see the difference I think influenced the way they set up the lesson bc Ts had the tendency to look at course book and see the activity and say OK first they are going to do T/F Qs and check in pairs and do the reference words. They had the tendency to go through the motions, not think ab what the Ss were actually practising. So which skill are they practising; are they skimming, scanning, doing careful reading, summarizing.

It became clearer what the Ss would be doing while writing the objs. If they wanted to change an activity that would help them; what is the skill, OK so they are going to scan. I don't like the Qs here maybe I can prepare my own Qs; if I know the obj I can prepare accordingly.

This should have helped them; other than that they didn't have problems w LP bc the rest was easy. They just had to list the steps; what they would be doing and what Ss would be doing. Gradually they got over it. They learned how to write objs properly.

We wanted them to write LPs clearly bc the jury would come to observe them and they would have to provide LP for them.

This actually the first time I am thinking ab it; that is interesting bc when you don't make a plan you tend to go by the book, we base the lesson on the activity but it should be the obj actually, what do I want my Ss to practise, to become aware of. Maybe you can just skip the book altogether and then do smth totally diff that would serve the same purpose. We tried to emphasize this, to make new Ts see the point in writing objs.

I don't know whether we actually achieved this or not. Bc I don't remember articulating it like this, I didn't say this so clearly to them why they should be writing objs so clearly.

Assignments They are H.W., handouts we gave them almost everyday from diff journals, books they were mainly theoretical bc we wanted them to read some as well during the day they were doing mostly practical things; microteaching sessions and workshops. During the sessions we were also giving them some input but it wasn't enough; eg for R we only had one morning when we gave them input. There are so many things you can read ab R and R theory. Through these ho we wanted them to get some idea ab the theory behind the practice. We tried to choose not v heavy articles full of jargon, real theory but I picked

things from Forum magazine, practical books like Larsen Freeman book; easy Rs that wouldn't bore them, interesting Rs.

We sometimes had diff people read diff articles; in Connectings people came together and connected articles to what they did that day or the day before. It was connecting the theory to the practice. They summarized their own articles to their friends and discussed.

I don't know if they liked doing it, they all did it.

They came the next day having read the articles bc we put connecting so there'd be smth to do; we wanted them to do smth w the article so that they would somehow feel bad bc there is smth expected of them; either they need to summarize it or write Qs ab it or fill a chart. They didn't complain but wasn't' so crazy ab it. We didn't get such an enthusiastic response to these articles so I can't really tell how they felt ab these articles. I'm speaking for the inexp group.

Insight sessions the two groups came together so we sometimes had the connecting time then. When the groups came together they had a chance to share ideas, articles they read. General insights were good bc although the two groups had similar programs they might have thought they were doing diff things; we tried to avoid curiosity like what are the others doing, are we missing smth. So in insights we paired people from diff groups so that

they could talk ab things they were doing in their session. We gave them tasks like designing posters, fill in questionnaires or prepare quizzes for each other. That was a time for clarifying things, to ask each other and us. It was a good opportunity for them to show us they have learned or to clear out the Qs they had. We had no time to return back and discuss so that was the best time to talk ab their problems.

This was a v demanding program for them but for my group I don't remember any day they were bored or not willing. They seemed v tired towards the end of the day but every morning they were there, fresh, perky and eager. They were all in a v good mood; I liked that a lot. They v co-operative, became friends and helped each other. They learned from each other bc when they liked an idea in their friend's presentation they eagerly jotted it down. Classroom management, video, writing wasn't there. Filming was useful from Ts point of view bc they had a real idea of what they looked like while they were teaching.

Insights of filming not enough, Ts found it interesting.

## INTERVIEW

One eg of observing change in Ts teaching behaviour is Ts didn't believe in the importance of RBI at first but then they came to believe it was imp by demos and workshops and they used them in their own teaching.

Looking at this is not of much importance in determining if there were any changes in Ts, rather it was noticeable in the in-service, while we were observing the people.

Bc pre-service was mainly in put; do this do that. We then observed how closely they were doing them.

There are things may be they can use later with the exp group we did materials adapting; they were asked to look at course books and we asked Ts to change the activities we had picked for them. We asked them how would you change them if you were to teach them in your class bc we don't want them to stick to the book all the time; after a time it gets repetitive. So we asked them to come up w new ideas or change the activities so they would become more personalized and interesting. Smth like that would be helpful for them; when they get ideas from each other they sort of expand their repertoire and use this further. When they start teaching they could remember; ha you know, it is similar to this activity so I can replace it. So it's giving them some ideas, that they could use later on. What else...

Right after the orientation it'd be better to do this sort of reflection bc trainees could remember much better. But maybe it couldn't be feasible bc they have so many things to do like at the end of this program they were exhausted, v v tired and two days after classes started. So they had so many things to do, they had so much on their hands. After the classes started they had to come here everyday and show us their LPs, they had to prepare everyday so that was v demanding for them bc they used to spend hours just for a 5 min presentation. They had to now prepare for a 3 hour day. So that was v demanding. I don't think any one of them would be willing to sit down and ... I mean they would. Maybe after the first month or so maybe after they had got used to their classes and into this routine also, this teaching bc everyday they... I remember after the classes had started they used to spend hours in the Resource Room here or in their rooms, preparing. That's when they kept coming and asking you know should we do this sort of. Now they are on their own; I mean now nobody knocks on our door. In a way it is nice to see they're managing now.

What we have done(TAP) was v useful; it gave me a chance to think ab all this. We didn't really have time to I mean after we finished with this we just put it away and carried on w other things. We didn't have time to look



at it and analyze it and think back how it went and whether it was useful or why we did what we did so eg the thing was we talked ab the LPs it was really a chance for me to say it in words. I mean I told my trainees it is imp to write LPs but why I didn't really make them believe. They just did it to please us for eg. But maybe if we showed them it is imp bc the objs of a lesson are imp. That is how you sort of design the lesson around them. Maybe they would see more use in writing LP or the objs. So that's smth imp. Yeah I mean again for eg the workshops now I realize I should have structured them more like giving each person a task would make their job easier instead of just sitting there and saying oh it was good, it was bad. Making it more concrete for them, that's smth I would do next year. Yeah I mean it's really good to go back and think ab smth you have done.

15:40

## Appendix F

Abbreviations used in transcriptions (in alphabetical  
order)

Abbreviation	Word
ab	about
bc	because
btw	between
com	communication
diff	different
esp	especially
exp	experienced
inexp	inexperienced
ins	instruction
irr	irregular
lang	language
min	minute(s)
obj	objective(s)
pics	pictures
smth	something
Ss	student(s)
T	teacher
v	very
w	with