1. Introduction

1.1 Setting the education context for this research

North Cyprus, which has two hundred thousand inhabitants, is part of the larger island of Cyprus. Over the centuries, different nations have inhabited the island leaving clear evidence of their cultures. In 1974, Cyprus was divided into two territories, North and South. The official language of the northern territory is Turkish, with English used extensively as a foreign language. In the southern territory the languages are Greek and Turkish.

English as a foreign language has always been significant for Turkish Cypriots for two reasons. Firstly, Cyprus was under British colonial rule for 45 years. Therefore it was seen as the language for trade, commerce and general communication. Secondly in the field of education and other disciplines, English has become an international language motivating most families to have their children learn it. At present, the structure of the education system in Cyprus requires students to learn English as a foreign language starting at the primary level which is normally age ten.

English as a second language, also again referring back to the history of North Cyprus, which was colonized by the British, has always been of the primary significance. In addition to this, English is an international language so most of the families in North Cyprus want their children, starting from the primary level, to learn English as a second language. In order to achieve this, and also due to the drawbacks of the education system at schools, most families still today send their children to private tuition until the age of 18 (university level). Of course, this is a costly procedure to be followed but as

emphasized due to the absence of frequent use of second language education, even families with lower income have no other choice but private tuition.

Political and socio-cultural changes in North Cyprus over the past 5 years have caused regeneration and reform in the education system. Qualified administrators within the Ministry of Education have been involved in the process. The reform involved the following changes:

- There was the need at the ministerial level, to "catch up" with developments in other European countries. In order to do this, the ministry brought about changes by developing the curriculum and providing greater opportunities for teacher development and training.

- Administrators promoted current language programmes and lessons in schools because learning a foreign language plays a significant role not only in the education system in North Cyprus, but also around the world. They increased the hours of language teaching from seven to eight and opened new language laboratories in schools.

- Besides the other two promotions, in order to "catch up" with the developments in other European countries, the ministry strongly suggested the promotion of teacher development and training programmes especially in-service training to activate notions of lifelong learning.

These changes fused the importance given to language learning in North Cyprus, over the past five years and teacher training as a significant area for development in

education. National INSET participant data provided by the Ministry of Education show the number of the teachers (183 out of 510) who participated in in-service training in North Cyprus between 2001-2003. However, according to informal conversations with the authorized administrators in the Ministry, it was the view that teachers' classroom practice displayed a lack of continued training in the latest trends and developments in language teaching. Administrators reported that once teachers had completed their initial training and began teaching, they found themselves in a *'vicious circle'*. Each year these teachers felt they were obliged to teach the same topics using the same methods/techniques. They were not encouraged to attend seminars, conferences or workshops. Information on available seminars or conferences was not readily available because of a seeming "break-down" in communication between the ministry and other ministries in Europe.

A similar view was held by Slater (1985:p.19):

> *"Unfortunately, the preoccupation with quality in education, including English language teacher education, has tended to become associated with bureaucracy rather than professionalism, coinciding with a fundamental change in the relationship between stakeholders and suppliers…"*

Due to its political status, North Cyprus is not recognized as a separate country and therefore, the Ministry of Education's collaboration with other organizations such as the British Council or American Embassy is of the utmost importance, if teachers are in the communication loop for their professional development and training. In my firm belief, in English language teacher education, it is necessary to achieve a balance between the requirements of liability to multiple stakeholders (administrators, learners, teachers, parents), on the one hand, and on the other hand, in order to nurture and encourage the

autonomy of the teachers. What is more, without providing teachers with the space in which to develop their professional skills and judgment, their teaching will be reduced to the level of craft.

To sum up, due to the fact that language education in general and teacher training in languages in particular have become major issues in the literature of English language teacher education and also in educational reform in North Cyprus, I decided to explore and research specifically, the area of language teacher training.

Whilst it is my intention that the results of the research will impact on the areas of curriculum development, teacher training and development (specifically in-service training) and language programs, highlighted in the foregoing discussion, I will focus the study on one institution, the Eastern Mediterranean University, School of Foreign Languages. This institution is unique in that it offers in-service training programmes. It is the only university in North Cyprus approved by the Ministry of Education in Turkey to organize in-service training courses in collaboration with the British Council. The University's Board of Trustees signed a partnership with the British Council which enables it to run various in-service training programs. These in-service training programmes are not only for language teachers within the University but are open to language teachers from other institutions or schools, provided they satisfy the course requirements.

Because of its unique status, I selected this institution as a case, so as to demonstrate the significance of 'in-service training' within an educational setting. In particular, my

focus is on the C.O.T.E (University of Cambridge Certificate for Overseas Teachers of English) course. I will elaborate on this in detail in the following section.

1.2 Focus on C.O.T.E

Within the Eastern Mediterranean University, School of Foreign Languages, there are numerous in-service training programs offered such as D.O.T.E (University of Cambridge Diploma for Overseas Teachers of English), NT (New Teachers Course), IT (Information Technology), C.E.L.T.A (University of Cambridge Certificate in English Language Teaching to Adults) and D.E.L.T.A (University of Cambridge Diploma in English Language Teaching to Adults). These programmes target language teachers.

Among these in-service training programs, C.O.T.E is the most popular because its practical as well as theoretical nature is attractive to language teachers. For example, various practical teaching methods are presented to the trainees from both theoretical and practical perspectives; classroom management skills are developed as well as the raising of awareness about current methods and how to put these into practice. C.O.T.E was introduced in 1992 to the School of Foreign Languages with the support and cooperation of British Council in North Cyprus.

C.O.T.E is seen as desirable by language teachers as well as administrators who encourage their staff to attend, because the programme helps teachers to engage in professional development. In other words, it encourages them to: improve their classroom practice; become reflective practitioners; and it raises awareness with regard to testing, syllabus design, evaluation and the production of teaching material.

Therefore, I was also interested in the C.O.T.E programme as the focus of my research in order to explore in-depth its significance for 'in-service training' in education.

Elements of the program C.O.T.E are:

- Overview of the Classroom Methodologies

- Classroom Management

- Practising Language Skills

- Exploiting Materials

- Designing Classroom Tests

- Personal Language Development

- Language Teaching Technologies

- Reflecting on Teaching/Learning Processes

- Written Exams which are used

It is my point of view that the overall content of the program is very interactive in the sense that it was exercised with the tutees. C.O.T.E (University of Cambridge Certificate for Overseas Teachers of English) is offered by the University of Cambridge to all teachers around the world whose second language is English. It lasts for two years on a part-time basis and one year full-time. There is also an entry requirement which is one year teaching experience (approximately 300 hrs). Other participants, who are not entitled to work as academics in the Eastern Mediterranean University, must pay 400 pounds in order to take the course. Usually there are two modules or groups run each year and within each module or group there are maximum 15 tutees. Each tutee is assigned to a tutor at the beginning of the semester. The course runs once a week for three hours from 1.30 till 4.30. Teachers' programs from other institutions are allocated

at the start of the C.O.T.E program in accordance with the periods of the course. So in other words, teachers attending C.O.T.E do not allocate their schedule to teach on days that the C.O.T.E program operates. This was arranged by the administration of the School of Foreign Languages.

At the beginning of this section, it was said that the content of the program is interactive. What is meant by 'interactive' is that the organization, planning and the way the program is delivered to the tutees not only pays attention to their teaching performances within the classroom, but also to the tutees' written work, before and after observations and online tasks. The pre observations of the tutees are always carried out on a one to one basis.

Furthermore, the purpose of the pre-observations is to discuss with the tutee the lesson which is going to be observed by the trainer such as the tutee's lesson plan, materials/ aids which are used. However, the post observations of the tutees are done as a group, in pairs or on an individual basis by their trainers and the purpose in these observations is to give feedback on the tutee's teaching performance by the trainer or their peer. The reason is as emphasized above, the post observations are carried out as a group, pair or individually. Therefore it depends on the context of the observation. The C.O.T.E tutees are also assigned online tasks to be carried out on their own C.O.T.E website and are encouraged to read different articles in order to support their own views and share these with each other.

Moreover, in addition to their written tasks, observations and oral tasks, at the end of the program tutees are assessed according to the feedback of their own tutors and also by two moderators from the board of University of Cambridge. The moderators are informed in advance by the tutors and supplied with the tutees' reports before their final teaching performance which will only be marked by the two moderators. At the end of the course, tutees are also asked to sit the Local Final International Examination. In addition to the performances of the tutees throughout the course, which can be considered as their practical teaching knowledge, the major purpose of this final exam is to test their theoretical knowledge which they learnt throughout the C.O.T.E course. The content of the exam includes issues as follows:

- Methodology

- Course and material design

- Pedagogical issues

- Language development

The whole syllabus, materials, time table, tasks are supplied by the University of Cambridge at the very beginning of the year and given to the head of the Teacher Training Unit at School of Foreign Languages Department.

Having briefly touched upon the organization, structure and application of the C.O.T.E program, in the following section I will now reflect my views about this research.

1.3 Research areas

The purpose of this research is to investigate 'teachers' perceptions of one of the most popular in-service training programs C.O.T.E at the Eastern Mediterranean University, School of Foreign Languages in North Cyprus. There are widespread developments in

ELT as a result of in-service training by external bodies. However the Ministry of Education does not have an official document (policy) to show/prove these reforms. These reforms did not emerge all of sudden but as informed above with the support of British Council, educational inspectors from the British Council and University of Cambridge gave in-service training to the teachers of English at state secondary and high schools.

From these training events teachers' and head teachers' oral discussions revealed the fact that within the current education system there are mismatches and gaps, such as use and lack of materials/aids in classes, application and integration of the latest teaching techniques in language classes, issues concerning professional development, by the teachers. This information was gathered by the researcher through an informal conversation with an administrator dealing with educational affairs from the Ministry of Education. The administrator himself, emphasized to the researcher the fact that unfortunately there is no official document to prove the necessity of the reforms which need to take place except the number of teachers who participated in the in-service trainings.

Furthermore, the materials with the aids and facilities in the schools were also investigated by the inspectors and found that they were not sufficient for any kind of second language teaching. Few schools have language laboratories whereas some do not even have enough books to use (these are the type of schools which offer

vocational or technical education). This is a great handicap in education considering the political and economic status of North Cyprus.

With regard to this through the observations and feedback received from the inspectors, both The British Council and University of Cambridge, the Minister of Education with all the qualified staff and administrators who specifically deal with English Language Teaching, decided to change the current existing structure. This of course gave a way to open up other reform areas in education such as curriculum development, testing, evaluation, feedback and so forth. These changes with the feedback and discussions which were received from the administrator in the ministry gave the researcher an insight to seek out the following research areas as follows:

My research has three general foci:

- Teachers' perceptions of C.O.T.E with respect to the effectiveness of the training programme in course design, materials and practical experiences.

According to the feedback of the inspectors, this is the first major issue within the current education system in Cyprus. However as a researcher due to time constraints I wanted to investigate this issue within a narrower frame. Due to this reason, C.O.T.E as an in-service training program is chosen. This is at a micro level investigation but for macro level this should be applied for all the state and private schools in North Cyprus which can be potential project work for the following years to be considered.

- The effectiveness of the programme on teachers' practice as evidenced through video recordings and discussions of their teaching.

Secondly, after setting out a specific research context as a researcher, in order to simply find out whether the issues discussed above are applicable or not, video-supported reflective conversations are used in order to see teachers' own perceptions of their performance. This is carried out on weekly basis by the researcher on a mutual understanding and decision between the teachers' and researcher's suitable time table.

- The contribution of the programme to the teachers' life-long professional development.

Thirdly and finally, as a researcher having gone through this experience regarding teachers' professional development it gave a lot of insight not only in a practical sense, but in theoretical aspects of my educational journey. What is meant by this is that watching the video recordings raised my awareness and perceptions related to my teaching which includes the skills and techniques to teach, materials used, activities, communication etc. in class and on a theoretical basis it encouraged me to search and read on the related topics, in the literature of teacher education.

Moreover, every time when teachers have the chance or are given the chance to go through in-service training to add something new to their existing knowledge or for professional development. The reason for this is that, ideally dedicated teachers will use and apply the new knowledge with their existing one into their teaching practices.

To sum up, these are the inspiration points in this research which guided the researcher to investigate in depth on teachers' perceptions.

1.4 Self as a researcher

I decided to be a 'non-participant' researcher; I did this for a number of reasons. Firstly, I was interested in the participants' views on their practices; however I wanted their perceptions to be free of my influence as far as possible.

Secondly, having personally experienced the in-service training program both as a tutor and participant, and now as a researcher, I was interested in the factors/issues which participants perceived affected their practice. As a researcher and at the same time as a teacher of pedagogical courses, when I reflect upon my own teaching practices with my background theoretical knowledge I realised as a reflective researcher how important it is that your own perceptions related to your teaching affect the way you deliver a lesson in class. Moreover, how a teacher approaches his/her students, the materials that he/she needs to use, activities that need to be practised and so forth also affect lessons. Not only considering these issues but also as emphasized above concerning the pedagogical aspects my own inner-self journey of reflecting upon my own teaching practice helped me a lot in order to improve my pedagogical skills as a teacher as well.

What is more as a researcher I achieved this through regular reflection upon my own teaching practices by using video taped lessons of my classes. On a weekly basis I asked one of the Department of Educational Sciences research assistants to video tape my class and afterwards I watched the videos and reflected upon my own teaching performance. As a result, I decided to carry out an in-depth research into teachers' own perceptions of their teaching by having video-supported reflective conversations with me as researcher.

In the beginning of this research, the idea of researching teachers' perceptions on their teaching practices was too broad and it needed sharpening because teaching is too broad a field in teacher education. So as a researcher after having gone through an in depth literature review about this topic, I decided to be more specific and chose teachers, who have undergone in-service training for a certain period. As stated in the previous section, 1.2, C.O.T.E, as one of the popular and preferable in-service training program offered by the British Council to the institution I work for (E.M.U), is chosen.

Moreover, teachers who participated were chosen according to their years of teaching in their specialized field and on a weekly basis they were video recorded by the researcher (this is elaborated in the method of data collection). Then they were asked to reflect upon their own practices. As a researcher having gone through a literature review related to this issue, it can be said that using video-recordings to support reflection is one of the most effective techniques of looking into teachers' own perceptions upon their practices. This is going to be discussed further in the methodology section 4.3.

To conclude, in this way I was reflecting as I engaged with the research process and the participants, as in addition to the researchable questions I sought to figure out the factor/s affecting teachers' perspectives on their teaching practice.
In the following part, literature review in relation to the context of this study is going to be discussed then followed by the researcher's philosophical stance, research design,

constraints in data collection, presentation and analysis of findings and finally

discussion of findings and conclusion are going to be presented in sequence.

2. Literature Review

2.1 Research questions

As stated in chapter one, the overall focus of my research is to understand teachers'

perspectives on their practical experiences and the influencing factors (such as

professional development, course/material design) of teachers who participated in the

C.O.T.E in-service program in my university. Owing to this, the following questions have

emerged as major research questions:

Q.1 What is the role and effectiveness of the training program (C.O.T.E) on teachers' perceptions with respect to course design, materials and practical experiences?

Q.2 What is the role and effectiveness of this program (C.O.T.E) on teachers' actual teaching practice?

In particular a research focus is on how the program had impacted on their practice. To

achieve this aim requires an in-depth understanding of the following areas relevant to

the research:

- How is in-service training explored in the literature?

- What is meant by teachers' perceptions?

- What is the significance of teachers' perceptions in relation to in-service training?

- How do teachers learn?

- What is the impact of in-service training programs on teachers' lifelong development?

2. 2 In-service training

In this section, I will critically explore in-service training and discuss the views of various researchers on in-service training.

2. 2.1 How is in-service training explored in the literature?

"Those education and training activities engaged in by secondary and primary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional certification, and intended mainly or exclusively to improve their professional knowledge, skills, and attitudes in order that they can educate children more effectively." (Day, 1997:p.46)

According to Day, teacher training programs should not end after completing an initial training period. Teachers change and develop at each stage of their professional lives and there is a need to continually improve both pedagogical and subject matter knowledge. In other words, there is the need for effective continuing professional development which an effectively conceptualised and efficiently implemented in-service training programme can contribute towards. Day prefers to see in-service training as continuing professional development which goes beyond the immediate teaching and learning environment and where '*the personal and long-term professional needs of the teacher are legitimated."* (Day, 1997:p.40)

I concur with this statement that effective continuing professional development should go beyond classroom practice or experience. Moreover, within my own context I suggest that to aid this process, teachers should be enabled to engage with continuous professional development which emphasises reflective practice. According to Osterman and Kottkamp (1993:p.1) reflective practice or reflection constitutes:

"A powerful approach to professional development. But it is much more. It is an integrated way of thinking and acting focused on learning and behavioural change; it is individuals working to improve organizations through improving themselves."

Therefore, as teachers, it is important to realize how reflection can influence the way we learn, teach and develop ourselves. As stated above, reflection does not only affect the way we as teachers think but also it reflects on our behaviour, that is to say the change process is acted out through our actions as well.

In addition, there is a strong and extensive research base which suggests that teachers who engage in 'reflective practice', Day, (1999), Hatton and Smith, (1995), and Schön (1983), improve themselves by becoming aware of their own 'learning' and this also influences the way they teach. As a researcher, I agree that being engaged in reflection contributes to any teacher's own development through gaining experiences in a variety of circumstances which influences behaviour as discussed above.

2.2.2 Current issues in English Language Teacher Education

In this section issues concerning English Language Teacher Education (teacher professional development) and its significance in the global agenda are going to be elaborated on in relation to the context of this research. Firstly, current issues are going to be discussed;

- Teaching and learning approaches

- Teachers' content and pedagogical knowledge

- Critical thinking

Then some of these issues, which are relevant to the context of this research, will be elaborated from the researcher's point of view as a separate section.

Acquiring knowledge and developing a practice that is different from what teachers themselves experienced as students, requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas. According to Hativa and Goodyear (2002) the overall goal of education is to prepare students for their adult life, particularly for their working life. Hence, professional success will require original, imaginative, and non-routine thinking, the ability to engage in further self-directed learning, and flexibility in adjusting the changing conditions.

Moreover, current thinking about goals in teaching suggests that the emphasis in teaching should move away from transmission of knowledge and the shallow coverage of many topics. It should move towards in-depth teaching and focus on developing students as self-directed learners, on the promotion of thinking skills and on understanding the capacity to apply new knowledge to a variety of tasks and situations such as solving problems.

According to Woodward, (2004:p.83):

> *"A teacher as an expert is very proficient in the subject taught but does not know much about teaching; a teacher as an involver is proficient in the subject as well as in the area of methodology of teaching; a teacher as an enabler is proficient in the subject and methodology but at the same time deals with the individuals in class, offering to every student what he or she wants, needs in other words creates situations where learning can take place."*

Rather than spoon feeding the students in the teaching process, teachers need to encourage their students towards more self-directed type of learning through critical thinking by using various types of activities and teaching techniques in class. Besides students' self development, teachers also need to develop themselves further.

Farmer (2006:p.162) in his article emphasized that:

"Teachers are often defensive about administrative demands to accept new responsibilities and submit to new evaluations, and with good reason. However, if teachers themselves can define their service more exactly, evaluate themselves, and offer a clear statement of their competences, there is every reason to believe that teachers will benefit."

In addition to Farmer's ideas on teachers' self development, scholars like Argyris and Schön (1974,1987), Day (1999), said that teachers learn best by practising, and reflecting with other teachers, by collaborating, by looking closely at students and their work and also by sharing what they see. Furthermore, Argyris and Schön, (1974:p.343) stated that:

"Teachers' lack of awareness of the sources of their actions may pose a major threat to their practice. Using reflection to make teachers understand their practice by uncovering implicit sources of action, that is, by making explicit the body of rules and principles that constitute their 'theory of action' (also sometimes called 'theory in use'), may help identify and eliminate professional ineffectiveness."

As discussed in the literature, (Hativa and Goodyear, 2002, Zeichner and Noffke, 2001, Cullen, 1997, and Schön, 1987), teacher development has always been one of the most important issues in English Language Teaching which needs to be investigated in depth.

"Continuing, career-long professional development is necessary for all teachers in order to keep pace with change and to review and renew their own knowledge, skills and visions for good teaching." Day (1999:p.2)

Like wise Day (1999) Woodward (2004) and Farmer (2006), among others, argue that teachers' self development is directly related to reflective practice. That is to say,

reflection is used as a means for teachers to examine their own beliefs, practices, rules, actions and work. Through this process teachers become aware (conscious) of their own practices so that they can improve/develop themselves further in their profession. For instance according to Dewey (1933:p.29):

"Reflective teaching requires attitudes of open-mindedness, responsibility and whole-heartedness."

Therefore as Dewey (1933) stressed, as a researcher I also believe that reflection necessitates dedication, a non-judgemental attitude and accountability of oneself.

In brief, issues in English Language Teacher Education can be summed up under three major headings as follows:

1. Teaching and learning approaches
2. The significance of teachers' pedagogic and content knowledge
3. Critical thinking

Firstly critical thinking integrated with teaching and learning approaches is going to be elaborated because without critical thinking teachers themselves can not in reality reflect upon their own teaching practices and similarly students can not direct their own learning processes. Then, the significance of teachers' pedagogic and content knowledge is going to be discussed.

Critical thinking and the importance of acquiring knowledge through a process of enquiry as it is through this knowledge becomes organised (constructivism) in rich ways and it is through this that critical thinking skills can be developed to inquire further and more deeply. Waters (2006:p.319) said that:

"It is widely accepted that learning occurs when the mind makes connections between what it already knows and new, hitherto unknown items of information, i.e. that knowledge is constructed by the use of thinking processes-the 'cognitive' theory of learning (Gleitman 1995). As a consequence, there has been a steady growth of interest in ELT, especially from the late 1980s onwards, in the use of problem-solving activities as a method of encouraging cognitive processing by learners (Nunan 1989; Skehan 1998)."

Teachers generally are accustomed to the feeling of affecting students' learning and being in control. So helping teachers to become comfortable with the role of a learner is very significant and also providing them with access to subject-matter expertise is extremely important. As discussed above, knowledge construction involves both an internal dialogue within the individual learner and dialogue between two or more learners in the same learning environment. For instance, Paul (1990:p.20) stressed that:

"An educated,, literate person is fundamentally a repository of strategies, principles, concepts, and insights embedded in processes of thought rather than in atomic facts. Key attributes of this person are willingness to question, to take risks in learning, to try out new strategies and ideas, seek alternatives and take control of learning. This view of critical thinking recognises the importance of acquiring knowledge through a process of inquiry as it is through this that knowledge becomes organised in rich ways and it is through this that critical thinking skills can be developed to inquire further and more deeply."

Considering the quotation above, it highlights the view of critical thinking which encourages teachers to build up their own knowledge and apply new teaching strategies. Critical thinking is the core aspect in reflective practice. It is through the practice of skills such as analysing, synthesizing, comparing, contrasting, and thinking that we as teachers can reflect on our practices and evaluate our own self development. As stressed above (see p.18-20) by using our critical thinking skills we as teachers can internalize and interpret knowledge. It is these cognitive processes, where knowledge construction becomes organized and meaningful, that lead to learning.

Secondly, with regard to these in English Language Teaching, teachers' content and pedagogical knowledge is also significant. The reason is as emphasized above, teaching necessarily begins with a teacher's understanding of what is to be learned and how is it to be taught, therefore the role of the teachers is very crucial. Recent research has highlighted the critical influence of teachers' subject-matter knowledge on decisions regarding representations, even at secondary school level. McDiarmid et al. (1989:p.89) reported that:

> *"A teacher's capacity to pose questions, select tasks, evaluate their pupils' understandings and make curriculum choices all depend on their understanding of subject matter. Teachers are better able to help pupils develop flexible understandings of subject matter if they understand the subject well."*

Subject matter knowledge means the knowledge of the subject matter one is teaching and pedagogic knowledge means the knowledge of, and skill in, the use of teaching methods and pedagogical strategies. Hativa (2002) stated that the inability to apply existing knowledge in the classroom brings about teaching perceived by students as poor.

> *"Teacher knowledge …should be understood in terms of the way (teachers) respond to their contexts of work, which shapes the way their knowledge is developed. This includes their interaction with the people in their contexts of work, where they constantly construct and reconstruct their understanding of their work as teachers."* *(Sowden, 2007:p.309)*

Besides subject matter knowledge of teachers, McAlpine and Weston (2002) discussed that the essential basis on which exemplary teachers draw most heavily in order to articulate their rationales for monitoring and decision-making during class is pedagogical knowledge. Only to a slightly lesser extent do they rely on their knowledge of learners. In my firm belief, this prevents the teachers themselves (and at the same learners) from being engaged in reflective practice because owing to the discussions

which are discussed above (see p.19-22) , increasing particularly pedagogical knowledge is necessary for effective reflection and reflection, in turn, is necessary for developing as a teacher. What is more, in organizing classrooms for optimal learning, teachers need to ensure, among other things, that the setting is governed by a set of agreed ground rules with learners, which allows for high pupil involvement and incorporates pupil grouping arrangements that reflect task intentions.

2.2.3 Issues concerning English Language Teacher Education in relevance to the context of this research from the researcher's perspective

Owing to these as a researcher my own understanding of 'knowledge' is that in order to comprehend, transform, instruct, evaluate and reflect knowledge itself teachers first must know their own subject-matter by heart (they need to have expertise in their subject) so that pedagogically they can be effective in their practices. Therefore, subject-mater knowledge is a prerequisite for pedagogical knowledge.

Furthermore, in order to be engaged in reflection (through the use of critical thinking skills), which leads to self development, teachers need to have subject-matter knowledge and pedagogical knowledge. To sum up, besides teacher development through reflective practice, subject-matter and pedagogical knowledge of teachers are crucial issues concerning the purpose of this research.

In order to further support the arguments above, in the following part examples from the researcher's context will be elaborated.

From my experience observing in state schools (secondary and high) teachers collaborate with each other at the weekly meetings. Once a week the teachers who

teach the same courses share their ideas and reflect upon the issues, which need to be discussed at their scheduled meetings. Besides this, once a month there is a general meeting including all the teachers and administrators and the purpose is to discuss general issues related to the school e.g. discipline problems, exam results or any important announcements from the Ministry of Education. In this respect, teaching is similar to social work in that teachers have a responsibility to assess (need), plan (to meet need) and evaluate (through feedback) whether the needs of both the individual and society have been met.

Furthermore Schön, (1983:p.60) expressed that:

> *"Whether this learning is described as the monitoring and adjustment of good practice or analyzed more completely according to a model of pedagogical reasoning, teachers gain new knowledge and understanding of students, schools, curriculum, and instructional methods by living the practical experiments that occur as a part of professional practice."*

Another scholar, Darling-Hammond, (1994:p.6) expressed:

> *"If teachers investigate the effects of their teaching on students' learning and if they read about what others have learned, they become sensitive to variation and more aware of what works for what purposes and in what situations."*

Content and pedagogical knowledge of teachers structure part of the global agenda in teacher education because it is of concern to a number of different global teacher education systems such as Nova Scotia, Jamaica, Cayman Islands, Greece, Lebanon. For example the discussions (taken from the module of Contexts for Teacher Education) made by various research practitioners on the OCCA web site of University

of Nottingham reflect that: Christine (2003) from Cyprus argued: 'In the framework that some programmes (e.g., a one-year PGCE) may not deal with subject-matter knowledge so she suggests to rephrase the question into a more general one'. In addition to this comment, another practitioner researcher Anne (2003) from Nova Scotia stated that *content knowledge* is defined by Grossman as knowledge of the particular local context of the school and classroom; that is the wider social, cultural and political context from which learners come to school and how developments in the community affect what they do in the classroom. She also added that knowing which types of knowledge a teacher education programme addresses is useful in the evaluation of that program. Similar to Anne, Samar (2003) commented on content knowledge by saying that in Lebanon the more subject-matter courses a teacher takes, the wider the gap between the content the teacher teaches and teachers are often no better prepared in the content they will teach than they were when they were students themselves. I think that knowledge of a subject matter is very important but is an insufficient requirement for teaching.

Unlike the USA, the education system in my country as discussed earlier on is centralized therefore; teachers need to follow a specific curriculum given by the Ministry. From my observations, in the secondary classes, teachers are not flexible in the use of new teaching techniques, materials or aids due to a lack of frequent in-service training and the draw backs in the current education system. Moreover, for novice teachers both at secondary and high school, they have to attend a yearlong pedagogical course and at the end of it they are given a certificate. In recruiting teachers, the Ministry of Education pays attention to the specialized area of the

teachers but the problem is there are so many students majoring in English language. Therefore, there is a surplus and the Ministry of Education can't employ them all, so they set an examination and choose the one with the best results. In these exams, the Board of Education from the Ministry tries to select the most successful applicants but as it is a small community most of the time they cannot be objective in this process. Therefore, the board faces a lot of problems in the recruitment process.

Besides the issues discussed above, because most families are involved in their children's education, learning English as a second language is very crucial. Therefore, from schools, families have high expectations regarding language teaching and at the same time the administrators try to make the teachers aware of this fact. That's why teachers see themselves as 'scapegoats'. In the education system itself, there is not a proper assessment criterion so the administrators cannot evaluate teachers who are incompetent in their own subject matter. Besides, as emphasized above the recruitment procedure is not applied according to the regulations. So, as emphasized in the introduction (p.1-2) the education system needs revamping so that before actually putting the blame on teachers, the administrators and governors from the Ministry of Education need to work on the core issues such as recruitment, assessment, curriculum, in-service training etc.

To sum up as a researcher I can conclude that, unless the Ministry of Education restructures the current education system, it seems that the current situation might lead

to a worse state and the complaints/blames either from parents or the headmasters towards teachers will not reach a conclusion.

The combination of the three foci (see p.10-11) in practice of teachers' academic life leads to lifelong development. In English Language Teacher Development, teachers need to develop themselves professionally in order to raise the standards in teaching and learning process. This can be achieved through the use of critical thinking and reflective practice where teachers have a chance to improve themselves by reflecting upon their own teaching practices. Moreover, being engaged in reflection encourages teachers to collaborate with each other.

> *"Reflective approaches to teacher development are based on the assumption that teachers, rather than methods, make a difference; it is therefore important for teachers to examine the beliefs which underlie their teaching and to engage in activities during which they can articulate these beliefs and examine their practice in order to develop a critically reflective approach to their own teaching."* (Sonneville, 2007:p.55)*.*

Besides the quotation above, Arthur E. Wise (2002:p.45) stated that:

> *"Strong teacher education programs tend to share a common vision of what good teaching is; well-defined standards of practice and performance; a core curriculum; extensive use of problem-based methods such as case studies and strong relationships between teacher education programs and schools."*

Regarding the development of skills and knowledge in understanding the role of a teacher, it is stated that the single and most powerful factor in students' achievement gain is the quality of the teacher and teaching. The evidence also is clear that effective

teachers must have a firm command of their subject matter, receive professional preparation and demonstrate a high overall achievement.

However, some critiques like those of Heaton, (1992); Ball and Rundquist, (1993); Peterson and Barnes, (1996) and Lampert, (1998) explained that it might be difficult for teachers to undertake the task of rethinking their subject matter. This is because, according to them learning involves making oneself vulnerable and taking risks, and this is not how teachers often see their role. Particularly in mathematics and science teaching, teachers who teach youngsters e.g. elementary often lack confidence and they worry about admitting that they do not know or understand for fear of colleagues' and administrators' reaction. Similar to this, in North Cyprus, not only in science or mathematics but in English, geography, history and Turkish Literature, teachers especially in their first year of teaching lack confidence and are afraid of admitting their weaknesses. There are various reasons for this but as specified earlier the main cause of it is because of the unstructured and centralised education system and also the drawbacks such as lack of in-service training, materials/aids and insufficient curriculum development programs, (see p.2-4).

To sum up, as a researcher my firm belief is that, teachers are key to enhancing learning in schools. In order to teach in a manner consistent with new theories of learning, extensive learning opportunities for teachers are required. We can assume that what is known about learning applies to teachers as well as their students. In my experience, although teachers are urged to use student-centred, constructivist, depth-versus-breadth approaches in their classes, new teachers often see traditional teaching

approaches in use at the college level and in the classrooms. Beginning teachers are especially influenced by the nature of the schools in which they begin their teaching. Therefore successful learning for teachers requires a continuum of coordinated efforts that range from pre-service to in-service education teaching opportunities for lifelong developments as professionals.   With regard to teachers' professional development, subject-matter and pedagogical knowledge, critical thinking by reflective practice, in the following section issues concerning professional development and lifelong learning will be discussed in depth.

2.2.4 Professional development and lifelong learning

According to scholars such as Brundage and McKeracher, (1980); Burden, (1990); Corrigan (1986); Hopkins, (1986); Vergidis, (1992); Smylie, (1995); Teachers' continuing professional development is important not only for the well-being of the institution they work for but also for their lifelong learning/development as well. Therefore, professional development is necessary if education is to be good enough to enable human beings to continually renew themselves and be competitive with the challenges they meet throughout their career life. Otherwise, professional development will only appear as a theory but not in practice.   The Organization for Economic Co-operation and Development (OECD) defines the concept of lifelong learning as follows:

> *"This view of learning embraces individual and social development of all kinds and in all settings – formally, in schools, vocational, tertiary and adult education institutions, and non-formally, at home, at work and in the community. The approach is system-wide; it focuses on the standards of knowledge and skills needed by all, regardless of age."* (OECD, 1996).

Lifelong learning can be related to continuing professional development. As emphasized, learning takes place in many contexts, whether within or outside an institutional organization or in formal and informal settings. Research (OECD, 1996 and Knight, 2002) supports the idea that human beings keep learning as long as they live. Three major premises can be drawn from the literature reviewed so far:

- In-service training makes a necessary contribution to the professional development of teachers which goes beyond initial training

- In-service training can be perceived as a part of adult learning and is conceptually linked to lifelong learning

- Teachers' professional development is critical because of its potential influence on how they teach and strategies/techniques they use to develop themselves

Schön (1983:p.63) notes that:

"Teaching about teaching should extend teachers' and students' views of teaching and learning, and this extension is dependent upon reflection on both teaching and the learning that occurs; it follows that reconsidering one's actions reframing problematic situations, mulling over the flow of suggestions, and reasoning through the implications of alternative views and testing hypotheses (Dewey, 1933) are the cornerstones of reflection."

Finally, according to Schön (1983), to develop professionally, teachers need to be able to reflect, share and discuss their views not about teaching in isolation but its impact on student learning. Whilst I agree with what might appear to be an obvious claim i.e. that teachers have key roles in teaching, what drives teachers to be effective practitioners and professionals is encapsulated in Syke's (1996:466) point that *"Teachers' professional development is inseparable from what teachers are as persons and as professionals."*

2.3 Teachers' perceptions

2.3.1 Exploring teachers' perceptions

As a researcher, before presenting the discussions related to 'teachers' perceptions' I would like to underline my own understanding of teachers' perceptions with regard to this research. According to Mitchell and Marland (1989) and Richards (1998) although teachers' perceptions and teachers' thinking are not necessarily the same concept, as a researcher in practice I had to "get into" the thinking of teachers about their own practices. That is to say how they perceive their own teaching. So only in this context and according to the purpose of this research, I used the concept of 'perception' and 'thinking' under the same heading.

As exemplified by Clark (1986), representations of the ways teachers think interactively have been virtually restricted to a decision-making model, which describes only the conscious process of how teachers form perceptions. Therefore, in order to study and explore teachers' perceptions at a deeper level, there is the need to try to make these underlying processes conscious, by going beyond *'decision-making models'.* This can be achieved by examining in detail classroom practices and experiences, teachers' engagement with reflective practice and use of reflective diaries, (Gamble, Chan, and Davey, 2001).

What is more, many researchers have explored teacher perceptions through linking meta-cognitive and cognitive processing. According to Shavelson and Stern (1981), Clark and Peterson (1986), Veenman (2004), Kramarski (2004) and Kymes (2005) teachers' meta-cognitive abilities like thinking, reflecting, beliefs, awareness, have an impact on their perceptions:.

"While teachers' belief systems shape the way they understand teaching and the priorities they accord to different dimensions of teaching, the thinking that teachers employ during the teaching process itself is also crucial to our understanding of the nature of teaching skills." (Richards, 1998:p.73)

From this perspective, making cognitive processing during the practice of teaching as transparent as possible is likely to make teachers' perceptions better articulated and more easily shared. Accessing teachers' reflection, thinking and self awareness may contribute to this greater transparency. Therefore, an in-depth analysis of teachers' professional development connected to in-service programs should include a consideration of the impact of teacher perceptions of their own teaching practice.

2.3.2 The role of teachers' perception on course design and materials

As a practitioner researcher, I am interested in a more in-depth understanding of the quality of teaching and what lies at the core of articulating, defining and refining what quality teaching consists of.

 Therefore, teacher perceptions of 'quality teaching' especially when considering course design and materials they use in the classroom is fundamental to this process if students' success, learning, and achievement of desired goals is to be maximised.

Husu (2002:p.2) notes that:

"We have come to realize that teachers are the ultimate key to educational change and school improvement. All our efforts to restructure schools or reshape the composition and the contents of curriculum are of little value if we do not take teachers into account. Teachers do not just teach in schools; more than anything else, it is the teachers together with the students that make schools what they are."

In pragmatic terms for example, these arguments lend credence to the need to highlight the importance of 'how teachers' perceptions affect course design and materials,' (Wang and Husu, 2006).

Educational systems in specific countries may be more centralised than others. A centralised system often implies a 'top-down' approach to curriculum design which does not appear to enable or empower individual teachers to be designers of their instruments. In some cases (North Cyprus education system) teachers have to follow a narrow curriculum and as a result they are not offered the opportunity to participate in the design of their courses and materials. The degree of control or autonomy which teachers have (Turgut, 2005; Kağan, 2004 and Hatice, 2006) is likely to affect teachers' perceptions of prescribed material and course design. This implies that a teacher, working with prescribed material and course design, does not have the 'ownership' or 'freedom' to consider the background of students, their needs, motivational level and teaching techniques and to use these to set and achieve personal goals that are relevant to the unique nature of those students in a specific educational context. Therefore, under these circumstances, if teachers are neither encouraged nor given opportunities to improve, they are less likely to practise their skills such as analysing, assessing, criticising, problem solving, reflecting and thinking about their own teaching. In instances where teachers do not feel they have professional responsibility for effective ownership, then teaching is unlikely to be perceived by those teachers as belonging to them.

To sum up, researching one's own practice i.e. through reflecting and thinking critically about teaching processes is fundamental to material and course design.

2.3.3 The role of teachers' perceptions on teachers' practical experiences

"Learning to teach involves more than learning a variety of strategies, techniques, or methods for teaching a particular process or concept, although these too are tools for appropriating understandings of the world of classrooms and books. This focus on tools for mediating thinking emphasizes the generative and contextual nature of learning." Moje and Wade (1997:p.692)

The word 'tools' signifies the images, language, concepts, and ideas, which teachers use to teach or express themselves in teaching. Clandinin & Connelly (1986) express a similar point of view when they describe images as tools or an organizing framework to understand teaching better. From their perspectives, teachers use tools as a mean of self-expression in their teaching practice. The use of these tools in practice is reflected in the fact that they think, revise, and reconstruct ideas or techniques used in their classrooms.

According to Moje and Wade (1997:p.693):

"Thus, looking at the tools, images, and issues that people construct and use in social activity and interaction-- instead of studying teachers' beliefs, assumptions, or understandings, all of which are "inside the head"-- allows us to study how the mind "extends beyond the skin" ".

This is fundamental to my research. For as a practitioner researcher, 'tools' are one way of uncovering and interpreting how teachers' perceptions are constructed, how they are operationalised and how they affect their practice.

To extend this discussion, Shavelson and Stern (1981) suggest the idea that what teachers do, is governed by what they think, and that teachers' theories or beliefs serve as a filter through which a host of instructional decisions or judgments are made. Becker, Kennedy and Hundersmarck (2003) suggest that in the contexts of professional development, teachers should be made aware that engaging in thinking about teaching is a part of their work, and that effective teacher thinking and perceptions (Hoban 2002) move beyond the margins of the teachers' own practice and experience. Hoban suggests that what is meant by 'effective teacher thinking and perception' involves teachers who can reflect upon and critique their own work and teaching strategies by using tools. In this way teachers can move beyond the margins of their practice and experience through reflective practice.

2.4 The significance of teachers' perceptions in relation to in-service training

As expressed in section 2.1, in-service training programmes are integral to teachers' professional development in order to encourage commitment and engagement to lifelong learning. Whether it is an in-service training programme or pre-service training, it is my point of view that teachers' engagement with 'training' is crucial at all levels. For example, a novice teacher, through an in-service training program, has the chance to develop his or her cognitive skills such as reflecting, critical thinking, and analysis. However, such professional development needs to be supported by a dynamic teaching context and on a lifelong basis.

According to Fenstermacher (in Carlgren and Lindblad, 1991:p.509):

"To understand teachers as actors is basically regarded as a question of understanding their intentions and epistemic attitudes, and of relating this to their different strategies. Teachers are central actors in teaching. Their intentions are related to their wants – to the authenticity of their works as persons."

Similarly Kyne (2007) and Cruz and Arias (2007), argue that teaching is a profession with an undeveloped *"technical culture"* which means uncertainty about its-(teaching) process as well as outcomes. Additionally, they state that:

"… to us it is of importance to understand teaching. Teaching is not only the result of teachers' actions but of concrete interaction in specific situations." (Carlgren and Lindblad, 1991:p.509)

In this research study in order to locate teachers' thinking processes (from the participants' view and researcher's interpretation), how their (participants) perceptions have an effect on practical experiences and professional growth a 'whole process approach' appears to be appropriate. What I meant by the 'whole process approach' is 'holistic education'**.** In other words, more democratic and humanistic type of education. Martin (2003:p.1) describes this further by stating that:

"At its most general level, what distinguishes holistic education from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment."

A whole process approach or holistic approach emphasises the importance of experiential learning, which can be linked to teachers' own experiences to their perceptions upon their teaching practices. As a researcher, this major aspect (experiential type of learning) of the 'whole process approach' fits in with my philosophical stance which differentiates the traditional view of training and aligns it to teacher education.

2.4.1 The role of teachers' perceptions considering teachers' knowledge

According to Schön (1987), research on teachers' perceptions and teachers' knowledge

focuses on personal, practical knowledge which is not only cognitive in character.

Schön (1987:p.8) states:

> *"All practice can be viewed as knowledge-in-action (which in turn is seen as a result of reflection-in-action). From studies on teachers' conceptions of context in their practical reasoning, a picture is obtained where personal and informal interaction is conceived of as vital concern, and where personal experiences and practical adjustments are considered as important determinants when reflecting on different ways of action."*

As Schön (1987) states, practical experiences of teachers or 'teacher knowledge' can

be regarded as **'reflection-in-action'** in other words, teachers' knowledge is developed

when they are involved in teaching and at the same time engaged in a process of

organized interaction with others; reflective practice, where they exchange ideas (both

personally and professionally), critical evaluation, assessment, planning and

organization of their own experiences. Day (1991:p.537) also points out that:

> *"In order to study teachers' thinking effectively, it is not enough for researchers to 'brush wings' with teachers. They (we) must make a more lasting connection; and that connection, if it is to be credible, must be caring."*

What is more, according to OECD (1989):

> *"Teachers are at the heart of the educational process. The greater the importance attached to education as a whole – whether for cultural transmission, for social cohesion and justice, or for human resource development so critical in modern, technology-based economies-the higher is the priority that must be accorded to the teachers responsible for that education."*

As teachers play greater roles in education therefore, their perceptions, values,

practices and experiences should not be underestimated. What is more, teachers'

continuing professional development is necessary due to the fast changing nature of teaching, it demands practice change by teachers. Secondly, growth involves learning and transmitting and sharing what you have gained to others. Therefore, teaching is an active and lifelong process.

2.4.2 The role of voice in teachers' perceptions

In this research, it is vital to take into consideration teachers' voices because as discussed previously they are the "main actors" in teaching. Moreover teachers had their voices heard through semi-structured interviews (see appendix 2 p.165) and teachers' reflective reports (see chp.5 p.89). They have not only been heard but at the same time listened to by the researcher. Their voices reflected how they perceive their own teaching practices, which major factors affect their own teaching, and if there are issues that they need to either alter or improve within their own classroom environment. As teachers engaging in reflecting upon their own practices they also engaged in an awareness raising of their own perceptions. Elbaz (1990:p.538) states:

"… despite the usefulness of combining historical and ethnographic research, and the clear relationship of these traditions with emerging research which asserts the need for teachers' voices to be heard in both research processes and products, many researchers still appear to speak in the impersonal and apparently authoritative language of academe, where the indigenous participants seem to speak for themselves, but nearly always end up as illustrations, justifications, or typifications of the researchers' arguments or hypothesis."

Likewise Connelly and Clandinin (in Hargreaves, 1996:p.13) stated that:

"Teachers and researchers need to tell and share their stories together, creating collaborative stories between them. This search for collaboration understandably also carries with it a search for the sorts of people and relationships who might make that collaboration both possible and pleasurable."

To sum up, I believe that teachers need to share their own experiences with each other in order to form a collaborative platform. Likewise as discussed earlier, through collaboration and sharing teachers can reflect or "voice their voices". This plays an important role in affecting teachers' perceptions as teaching is complex process (Day, 1999). Thus it is I have attempted to make a case by justifying the need to focus on teachers' voice.

2.4.3 The way teachers learn

It is increasingly considered by various scholars such as Day (1999), Hargreaves (1994) and Cochran-Smith and Lytle (1999) essential that learning is seen not only as something that takes place in school, but as a process that extends through many phases of life; that teachers learning is seen not simply as the acquisition of a body of knowledge, but as the development of the interest in and ability to learn when faced with new challenges.

Additionally, teacher learning as a process is both individual and social (Hargreaves, 1994; Cochran-Smith and Lytle 1999). In other words, we can not view individuals/learners as a 'blank canvas' waiting to receive information, but instead we as educators or researchers recognise that individuals/learners already have existing knowledge and beliefs which are central to how and why they develop understanding. 'Therefore, the process of learning could be seen as an active process of interaction between learners and resources and means of communication around them' (Facer and Owen, 2002).

Ponticell (1995) said that:

"How a person learns a particular set of knowledge and skills, the nature of peer interactions, and organizational supports and physical and social contexts become fundamental parts of what teachers learn." (Ponticell, 1995; Putnam and Borko, 2000 in Katherine and Terri 2004:p.2)

Owing to these as Facer and Owen (2002) stated in their article , "it can be said that

learning could be seen to take place between and within groups of learners, between

learners and technologies and between learners and the wider culture, contexts and

resources that surround them. Moreover, if learning is understood as taking place

between the individual and social world, the process of communicating understanding,

rather than being seen as simply providing evidence that something has been learned,

can be seen as something that actively contributes to the development of

understanding".

According to Ponticell (1995):

"An important foundation for thinking about teacher learning is the construct of teacher beliefs. Individuals enter teaching with beliefs about schools, teaching, and learning. (Ponticell, 1995; Pajares, 1992 in Katherine and Terri 2004:p.2)

Furthermore Facer and Owen (2002) emphasized that, 'significantly this view of

learning, does not in and of itself determine what sort of resources and tools should be

used to support learning. (*What is meant by the word 'tools' is that*- the tools of

language, the existing tools of the workplace/classroom, and the tools of social

interaction) If teachers as learners are active, then they will actively construct

knowledge and understanding in interaction with any resource. However, some tools

may contribute more effectively than others in supporting that process by, for example,

supporting reflection, encouraging articulation of what has been learned, or encouraging active construction of knowledge'.

In relation to the discussion held above in my firm belief as a researcher, interactions with the people in one's environment are major determinants of both what is learned and how learning takes place. Additionally one's own beliefs and the way one can construct their own beliefs with an interaction with their environment is also significant not only in teachers' learning but also in their teaching world as well. For teacher learning to occur, teachers need opportunities to participate in professional communities (for example, building up reflective communities in schools) that discuss learning theories, various teaching materials (which is stressed in the semi-structured interviews from the participants' perceptions) and pedagogy (significance of subject-matter and pedagogical knowledge of teachers).

Owing to these, in this research study while investigating teachers' perceptions on their actual teaching experiences, the purpose of asking the participants to reflect upon their own teaching practices, upon their own teaching performances, use of semi-structured interviews and keeping a journal (participants themselves in order to report their own reflections) is to demonstrate while teachers are engaged in teaching they not only teach others but at the same time they learn themselves. In other words, teachers teach themselves too. Because when they are engaged in teaching they receive feedback from students' work and their colleagues, critical friends or others (such as administrators, trainers), learn new issues from the new materials they use in class, search for other resources (internet), in-service training, and out of all these teachers construct their own beliefs about the way they prefer to learn and teach. As emphasized

above, when individuals enter the teaching profession they also have an image (belief) on their schema about teaching and learning. Therefore, this also affects the way teachers teach and learn.

"Learning and growing in teaching involve the construction and reconstruction of practical theories and personal practical knowledge." (Clandinin, 1986:p.26)

To sum up, besides the significance of the way teachers teach and how they learn is also crucial as it also affects their teaching circumstances.

2.5 The impact of in-service training programs on teachers' lifelong development

In this the final section of this chapter, the role of teachers' perceptions in relation to the in-service training program C.O.T.E at E.M.U will be discussed.

Teachers living in the twenty first century are now expected (by the society they live in) to embrace lifelong development (Elbaz, 1997). Training programs, whether pre-service or in-service, have a direct influence on their lifelong development. According to research (Harland and Kinder 1997; Craft 2001; and Dadds 1997) continuing professional development is a pre-requisite for quality in teachers' lives- initial teacher education can not and does not contain all the propositional knowledge that is needed and certainly not procedural knowledge, or 'how to' knowledge, which grows with practice.

Moreover Hargreaves (1994:p.5) states:

"Everyone expects teachers to change and within this global world, people are in a state of anxiety about the way teachers prepare generations for the future. Therefore, from one perspective, the need for lifelong learning is reflected in the fact that teachers need to engage with self development in order to keep up with changing systems."

Lifelong learning is essential for adapting to the evolving requirements of the labour market and for being able to adapt to the changing time frames and rhythms of our individual existence. Given this reality teachers and teaching cannot be extricated or separated from the idea of lifelong learning.

It is important to underline that one could argue that teachers' engagement in cognitive processes including those opportunities which encourage them to reflect, share, organise, assess, evaluate critically and think demands on-going involvement in lifelong learning. It suggests the development of teachers as researchers into their own practice. It also suggests collaboration and collegiality with each other, which are factors in enabling and empowering individual teachers to develop a love for learning throughout their life-time.

Teachers' continuing professional development is important for not only the well being of teachers but for the institution for which they work.

> *"Unlike other professions, which are organized to support research activities, teaching is a profession in which it is extraordinarily difficult to find time to collect data and it is almost impossible to find time to reflect, reread or share with colleagues…when groups of teachers come together as researchers, they need sufficient chunks of time in which to work, and they also need sufficient longevity as a group over time…..."* (Cochran-Smith and Lytle, 1996:p.100)

Teaching is not an easy profession and it requires time and preparation. The nature of dynamic teaching demands that teachers engage in continuing career-long professional development, but their particular needs, and the ways in which these may be met will vary according to circumstances, personal and professional histories and current

dispositions. (Calderhead 1993; Shulman 1987; McNamara 1990; Huberman 1993; Zeichner and Liston 1996 and Day 1997).

To conclude, in these sections I have tried to construct an argument which discusses the following constructs:

- In-service training and professional development

- Teachers' perceptions

- The significance of teachers' perceptions in relation to in-service training

- The impact of in-service training programs on teachers' life long development.

3. Researcher's Philosophical Stance

In this chapter I discuss both the 'epistemological aspects of the research and the 'theoretical perspective' underpinning the research. An examination of these will reveal my underlying ontological and epistemological position.

3.1Epistemological Issues

As stated in previous chapters, my role is that of a non-participant researcher and my main aim is to gain an in depth understanding of teachers' perspectives/thinking about the (C.O.T.E) in-service training program. Additionally it is also my aim to display the influence of this program on their actual teaching practice. Ontologically, 'truth' or 'reality' is perceived (constructed) face to face by the participants, therefore, to gain an understanding of this perceived 'truth or reality' demands an examination of their views. So I am interested in what the participants perceive (construct) to be 'truth' or 'reality' about the (C.O.T.E) in-service training program and its influence on their practice. Figure 1.2 displays the relationship between my epistemological position and the other aspects of my research:
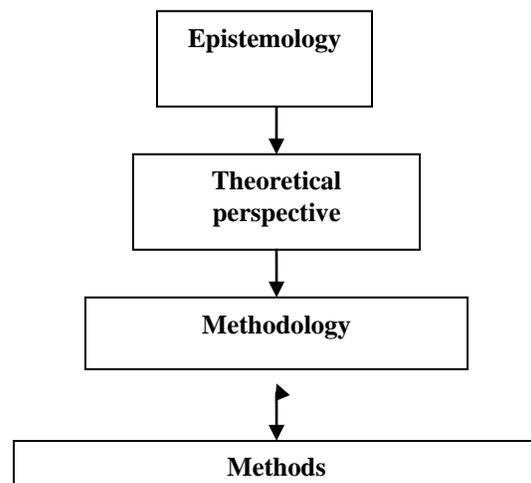
Figure 1.2 Epistemological position of the researcher adapted from Crotty (1998)

Figure 1 displays the epistemological position which leads to the adoption of a theoretical position by the researcher. My construction as a researcher of an underlying theoretical perspective i.e. to gain the 'truth or reality' of the impact of the C.O.T.E program on teachers' perspective and practice, requires consulting teachers who have done or are engaged with the program. This sequence influences my choice of methodology and research methods. For example, to get at the teachers' perceived (constructed) 'truth or reality' about the program will require interview and observation and discussions of what is observed. Having said all these, there are other facets of epistemology to be considered for example Crotty (1998) outlines a range of epistemologies such as;

- Objectivist epistemology

- Constructionism-epistemology

- Subjectivism-epistemology

Objectivist epistemologists believe that meaning and therefore meaningful reality exists apart from the operation of any consciousness. Unlike objectivists, constructivists support the idea that there is no objective truth waiting for us to discover. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world and that's the major reason why as a researcher I am against the two epistemologies (objectivist and subjectivist) presented in this paragraph. And finally subjectivists support the idea that meaning does not come out of an interplay between subject and object but is imposed on the object by the subject.

In order to arrive at a definition of my own epistemological position I considered various scholars' views, Hamlyn (1995), Maynard (1994), Crotty (1998) Pring (2000) on 'epistemology'. However, I used the basic idea of 'what epistemology means' along with the thoughts of writers such as Crotty (1998), Papert (1991) and Gergen (1994) who define 'epistemology-constructionism' and Piaget (1980), Hiebert and Carpenter (1992), Wertsch (1991) and Vygotsky (1962) who define 'epistemology-constructivism'.

According to Hamlyn (1995:p.241):

> *"Epistemology deals with 'the nature of knowledge, its possibility, scope and general basis."*

Additionally, Hamlyn (1995) and Maynard (1994:p.10) explain that:

> *"Epistemology is concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate."*

If 'epistemology' means the nature/origin of knowledge, then it is the researcher who considers which epistemology he/she is going to embrace, discuss, and most importantly use to set up his/her philosophical grounding. In this research, I used 'constructivist-epistemology'. I will elaborate on the difference between constructivist-epistemology and constructionist epistemology, their importance, use and definition and finally my choice of epistemological stance.

According to Gergen (1994:p.68) *both kinds of theory (constructivist and constructionism) emphasize the socially constructed nature of knowledge or belief...'* ; I as a researcher also support a similar view.

Hiebert and Carpenter (1992:p.65-100) explained their interpretation of constructivism:

"The central idea of constructivism is to learn by constructing knowledge rather than receiving it from a teacher. The 'perennial' concept regards knowledge as an independent entity of world, which does not help, in developing understanding of learning. Furthermore constructivists' approach to knowing is to construct for an active representation of reality and to develop it as a part of an 'internal mental network'.

Considering these different views, it appears that constructivists view things from the perspective of being human in that they focus on what humans are able to achieve at different stages of their lives and the way they can build up their own knowledge. Whereas, constructionists view things from a different angle. According to constructionists, the focus is on the art of learning in other words 'learning to learn' and the importance of practical experience in facilitating learning.

My point of view is that, while someone is trying to construct their knowledge, that person learns how to learn. Whilst epistemology-constructionism focuses on issues such as the importance of learning how to learn, there is also the need to be concerned with the external world or an individual's mind. Relating this perspective to research, it is my view that researchers need to focus on language. In other words, if we as researchers do not give importance to language (its use and structure) then it is hard to get an understanding of 'reality' or what is 'truth'. Additionally, mental phenomena can only be understood via spoken or written formulations.

It is my firm belief that mental phenomena of individuals are not only made up of their beliefs but also include their spoken body language for example eye contact, gestures or written expressions, keeping a reflective diary (teachers' reflective reports see chp,.5, p.89).

However, I also support the idea that it is important for human beings to learn how to build their own knowledge.

As stated in the foregoing discussion this research is supported by a 'constructivist epistemology' which influences all aspects of the study. For example, my views on the findings of this study constitute a 'reality' constructed by myself and the participants and are the result of engaging with our individual and collective experiences and values.

In support of this view, Denzin and Lincoln (1998:p.207), while explaining 'constructivism' in relation to 'epistemology', said that:

"The investigator and the object of investigation are assumed to be interactively linked so that the 'findings' are literally created as the investigation proceeds."

During my research, 'I' as a reseracher and the participants were constantly in touch with each other. This was necessary if I were to get into their thinking. This was made partially possible, through the use of questionnaires or video recorded observations. However, to gain an in-depth understanding of teachers' thinking, there was the need to utilise additional research instruments such as reflective diaries and semi-structured interviews.

According to (Denzin and Lincoln,1998:p.201):

"The epistemological question, what is nature of the relationship between the knower or would be knower and what can be known? The answer that can be given to this question is constrained by the answer already given to the ontological question; that is, not just any relationship can now be postulated. So if, for example, 'a real' reality is assumed, then the posture of the knower must be one of objective detachment or value freedom in order to be able to discover 'how things really are' and 'how things really work'.

My interpretation of Denzin and Lincoln's view points is that positivist or post positivist paradigms in research aim to explain everything rather than reflecting it. That is to say, 'the ultimate criterion for progress according to these paradigms is that the ability of the researcher to predict and control issues should improve over time' (Hesse, 1980). Unlike the interpretive or constructivist paradigm, the positivist paradigm, casts the researcher in the role of an 'expert'. Yet for the constructivist, the researcher is seen as a 'facilitator', the one who displays his/her point of view.

I have so far presented various ideas concerning 'epistemology' and have explained my own position with regard to this study. In the next section, issues surrounding my 'theoretical perspective', in other words my philosophical stance, along with the views of other scholars will be presented in relation to the epistemological aspects discussed in the previous discussion.

3.2 Theoretical perspective

I have embraced a 'theoretical perspective' that is influenced from the research philosophical stance and which guides my choice of methodology used in this research study.

Scholars such as Crotty (1998), Denzin and Lincoln (1998), Pring (1998) and Wilson (1999), hold similar views that a 'theoretical stance' is influenced by the philosophical position of the researcher and this guides his/ her choice of   methodology within a context. In other words, an examination of one's theoretical perspective should reveal the logic or philosophical paradigm influencing the use of a specific methodology.

Denzin and Lincoln (1998:p.200) define paradigm in the following quotation:

"A paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimate or first principles. It represents a worldview that defines for its holder the nature of the world, the individual's place in it, and the range of possible relationships to that world and its parts. The beliefs are basic in the sense that they must be accepted simply on faith (however well argued); there is no way to establish their ultimate truthfulness."

This explanation suggests that a 'paradigm' represents 'basic beliefs' just like or similar to the belief in the existence of God or other life. Whilst there is a range of different paradigms or perspectives, my epistemological position resonates more closely with the 'constructivist/interpretive paradigm'. Before focusing on the 'constructivist paradigm', it is worthwhile succinctly discussing the other three types of paradigms/perspectives. These are Positivism, Post positivism and Critical Theory. Through this discussion, I will justify my choice of a constructivist/interpretive paradigm.

(Denzin and Lincoln, 1998:p.211) explain the three main theoretical positions as follows:

1. *"Positivism – Post positivism (although they are discussed separately in the literature, their aim is common) the aim of inquiry based on this paradigm is explanation (Von Wright, 1971), ultimately enabling the prediction and control of phenomena, whether physical or human.*
2. *Critical Theory – The aim of enquiry based on this paradigm is the critique and transformation of social, political, cultural, economic, ethnic, and gender structures that constrain and exploit humankind, by engagement in confrontation, even conflict.*
3. *Constructivism – The aim of enquiry based on this paradigm is understanding and reconstruction of the constructions that people (including the enquirer) initially hold, aiming toward consensus but still open to new interpretations as information and sophistication improve."*

Additionally the data analysis process required that I constructed my own coding framework. I also had to engage in interpretation of data which sits with my chosen philosophical stance. My own interpretation and understanding of 'constructivism', is

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that it means, building up, constructing or reconstructing something which already exists or constructing a new issue/concept, attitude or thought. In other words, this has implications for this research, which is as much a set of constructions as the views expressed by interviewees.

Building on Denzin and Lincoln's (1998) view, the major aim of my research is not to come up with definite conclusions but leaving it open-ended exposing it to the possibility of other or dynamic interpretations.

Another facet of the constructivist approach is that it demands both parties to be inter-active. So in order to carry out the semi-structured interviews or record observations of teachers teaching in their classes there was an interaction (oral/written communication) between myself as a researcher and the participants. The concept of 'intersubjectivity' played an important role in this interaction as each party tries to see things from the other's perspective. In other words, the respondent attempts to understand what the interviewer wants from the exchange, and the interviewer attempts to understand the world from the respondent's perspective. Kvale (1996:p.64) said that:

> "Intersubjective knowledge has been common in the social sciences. Scientific data must be intersubjectively testable and reproducible: Repeated observations of the same phenomenon by different observers should give the same data."

Kvale (1996) also adds that *'different professional communities may construct knowledge differently, and conflicts may arise about which professionals have the right to decide what is valid knowledge within a field.'*(p.65)

Yet within knowledge construction the concept of 'truth' is based on the ideal of a dominance-free dialogue, which is a deliberate abstraction from the webs of power

relationships within real-life discourses. I wished to reduce any sentiment of power relationships between researcher (myself) and teachers' participants in this study – hence my reasons not sharing my diary until after the study.

I also concur with Kvale's views regarding 'intersubjectivity' that is; 'scientific data must be intersubjectively testable and reproducible'. In other words, trying to view things from others' perspectives (testable) and at the same time, reconstructing the existing view/belief by considering their perspectives' on that phenomenon as well (reproducible). This would benefit not only the researcher but also it would clarify the ambiguities or any sort of contradictions within the research study and for the partners involved in the study. As an example, in order to achieve this successfully as a researcher during the pre and post interviews, after the participants expressed their views on various issues discussed during the interviews, at the end I gave them the notes I wrote while they were delivering their speech and asked them to read in order to clarify if there are any missing, contradicting or ambiguous issues as a researcher I noted down. In this way, as Kvale (1996) puts forward, I tried to assure the intersubjectivity of the data gathered.

For Kvale (1994) 'Repeated observations of the same phenomenon by different observers should give the same data.' Therefore, in short, while carrying out my research the concept of 'intersubjectivity' is crucial as it gives the chance to both the researcher and others (who are involved), not only to view things from various perspectives but also to empathise with each other.

In the foregoing sections, my ontological and epistemological positions were discussed along with my theoretical perspective'. In the next section of this chapter, issues surrounding 'research design' will be presented.

4. Research Design

4.1 Introduction

In this chapter I will focus on the methodology of this research, on case study and issues concerning qualitative research such as validity and reliability, triangulation and inter-subjectivity. Secondly, the tools which were used to collect the data for this research will be discussed in detail.

4.2 Case study

"A distinguishing feature of case studies is that human systems have a wholeness or integrity to them rather than being a loose connection of traits, necessitating in-depth investigation. (Sturman, 1999:p.103)

In accordance with Cohen et al. (2000) a case study is a process where the researcher is involved not only in the product but also the process. A case study gives the researcher the chance to investigate events in detail and this can be done with multiple or single cases. There is no rule in the literature specifying the fact that a case study should be carried out using a single case (Denzin and Lincoln, 2000). What the literature does point out is that there are strengths and weaknesses in a case study approach to research. According to Smith (1991:p.375)

"The case method…is the logically weakest method of knowing. The study of individual careers, communities, nations, and so on has become essentially passé. Recurrent patterns are the main product of the enterprise of historic scholarship."

Geertz (1973) and Simons (1996) also support a view similar to that of Smith (1991) who states that, rather than someone interpreting the data, the data should interpret itself as well. However, I would contend that from a constructivist perspective the data are open to interpretation. This is arguably strength. Whilst I wish the data collected to speak, I also as researcher can interpret the data in a way that reflects the research

questions. There might be the tendency to interpret the data only from a single perspective, but for example in this research, I asked the teachers to view the video recording, reflect, and share their views on their actual teaching practices. So, I acted as a non-participant researcher in this case study.

I am however also alerted by Geertz's (1973) concerns regarding the issues of journalism, selective reporting and blandness. Whilst interpreting or analyzing the data, as a researcher I did not wish to focus on more striking data features of a case nor unquestioningly accept the respondents' views but instead wished to select evidence to support these views. This may lead us to be subjective rather than objective. Functioning in this way could also impact issues of ethics, reliability and validity which then put any piece of research work into question. This is achieved through triangulating the data.

In this research I chose a case study methodology because;

> *"If knowledge is situated in social contexts, then learning about teaching should also be situated in sites of teaching and learning, whether classroom, home, or community learning sites .* (Moje and Wade, 1997:p.692)

According to Grossman (in Moje and Wade, 1997:p.692)

"Case methods that accompany teaching cases can be used to develop both 'habits of thought and knowledge of particular content', because teaching cases represent sites of knowledge construction. Cases can also be used to apply theory to practice or to generate theory from practice (L.Shulman, 1992; Sykes and Bird, 1992), a particularly critical component of learning to teach (cf. Kessels and Korthagen, 1996)."

To sum up, in this section issues concerning employing a case study approach have been discussed. In the next section issues related to reliability and validity in a qualitative research will be presented.

4.2.1 Validity and reliability

4.2.1.1 Validity

"Validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both qualitative/naturalistic and quantitative research." (Cohen, Manion and Morrison, 2000: p.105)

"Methodological awareness involves a commitment to showing as much as possible to the audience of research studies…the procedures and evidence that have led to particular conclusions, always open to the possibility that conclusions may need to be revised in the light of new evidence. (Seale, in Silverman 2005: p.209)

As Seale (1999) and Cohen, Manion and Morrison (2000) stressed, in a research study, the validity of its findings is significant because it enables the public to decide whether or not the research and its findings can be 'trusted'. In other words, when the reader goes through a piece of work, they want to see how, from where, what and why a researcher came to that or those specific findings. Obviously there are certain circumstances where we as researchers need to generalize our findings because the need to generalize might be dictated by the kind and quantity of data collected and the aim or intent of the study. For example (Hammersley in 1990:p.57) said that:

"By validity, I mean truth: interpreted as the extent to which an account accurately represents the social phenomena to which it refers."

I could infer from this statement that another meaning of validity is 'truth' or 'truthfulness' within research (see also p.45-47). However, the concept of 'truth' is broad and is both subjective and objective. Therefore, once again it should be pointed out that a

researcher's underlying values, assumptions beliefs, and awareness cannot be totally extricated from the research process. In order to assure the validity of the teacher responses, the participant teachers were given the opportunity to view and reflect upon their own practices by watching their own recorded video tapes. Elliot (1991) refers to this as validating by appealing to the participants. As the researcher I also watched the teachers' performances on the video and reflected upon them using prompts such as: how can I be sure that their answers were valid/"true" or not? Or how could it be demonstrated or proven?

Within the scope of this research, it could not be concluded that the findings are one hundred percent (100%) valid or reliable because I am dealing with 'teachers' perceptions'. However, as shown in the foregoing discussion certain precautions were taken to contribute to the validity of the findings. Another reason why one hundred percent (100%) validity cannot be guaranteed, is that in teaching and learning contexts, 'teachers' perceptions or /thinking' can be affected by variables such as classroom atmosphere, teachers' satisfaction, commitment, tools and methodologies.

To sum up, concerning the validity of this research, I conclude that the findings can be used to inform future studies within this field, and at the same time, they are valid because the findings directly 'voiced' the participant teachers' views as far as possible and mirrors their own perspectives or /thinking.

As well as participant validation spoken of in the foregoing discussion, three aspects of validity were used:

1. Internal validity

2. Content validity

3. Construct validity

In this last section, I am going to discuss the use and importance of these specific types of validity within this research

Firstly, internal validity aims to show the explanation of a particular event within research. It could be used under various circumstances such as low-inference descriptors, multiple researchers or participant researchers etc. Secondly, content validity in general is used to show:

> *"It fairly and comprehensively covers the domain or items that it purports to cover".* (Cohen, Manion and Morrison, 2000:p.109)

In this research, content validity is vital to understanding the degree to which teachers feel that they benefit from the C.O.T.E course and how they could reflect and display this benefit into their actual teaching practices. This was achieved through a questionnaire (see appendix I p.159), given at the beginning of the data collection as well as video recordings or the teachers' reflective reports (see chp.5, p.89).

Thirdly, construct validity differs from other types of validity because it deals with actualities and it is abstract. That is to say, as a researcher you construct your own definition of something, you compare it with others which are currently used in literature, generalize it or come up with a totally new construct of your own. Your construct however, should agree with the other constructions present in literature.

According to (Eisenhart and Howe, 1992:p.648):

"In qualitative/ethnographic research, construct validity must demonstrate that the categories that the researchers are using are meaningful to the participants themselves i.e. they reflect the way in which the participants actually experience and construe the situations in the research; that they see the situation through the actors; eyes."

This is what I tried to encourage and practise with the participant teachers; by involving them in viewing and reflecting upon their own teaching practices. This gave the teachers the chance to view and examine themselves not only from their perspective, but also from the researcher's perspective. This could also be linked to inter-subjectivity, which allows you to get into someone else's shoes, however this concept will be discussed later in this chapter. In the next section, 'reliability' is going to be discussed.

4.2.1.2 Reliability

"(Reliability) refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions. (Hammersley in Silverman, 2005:p.225)

"In qualitative research reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage." (Cohen, Manion and Morrison, 2000:p.119)

I agree with Cohen, Manion and Morrison (2000) and Hammersley (1992) as regards ideas related to reliability. As a researcher, I also believe that in qualitative studies, reliability shows the relationship between what researchers come up with and what is actually 'out there' in the natural setting of the research . In addition to this, as Silverman (2005) states, it proves the consistency between the data and the researchers' or observers' observations or findings. In contrast to these scholars, Kirk and Miller (1986) and Marshall and Rossman (1989) argued that, concerning reliability

and validity within social sciences, it cannot be expected to see any stable and predictable characteristics. The reason is that, dealing with issues in the social world is not adequately addressed by simply carrying out research which only makes use of numbers or statistical data. Therefore in the social world especially in relation to reliability and validity and according to these scholars, stable and predictable outcomes cannot be expected.

> *"Qualitative researchers can no longer afford to beg the issue of reliability. While the forte of field research will always lie in its capability to sort out the validity of propositions, its results will (reasonably) go ignored minus attention to reliability. For reliability to be calculated, it is incumbent on the scientific investigator to document his or her procedure. "* (Kirk and Miller, 1986:p.72)

As a response to this quotation, in this research the reliability of the findings is tested through piloting the tools which were used (questionnaire, semi-structured interview questions, coding frame-work) and then tested with the participants.

Furthermore, during the coding stage of the responses, internal reliability was also practised with one of the research assistants at the University of Nottingham. Here my aim was to see whether the coding frame-work that I had developed and used was internally consistent or not. In other words, to what extent was my coding of the questions understood by someone who is an outsider and at the same time to see if they would code the issues in the same way I as a researcher do. That gives you as a researcher the flexibility to retest and if necessary to alter or add your own coding frame-work.

4.2.1.3 Triangulation

In this section, I will briefly discuss the use and importance of triangulation as an element of data collection in qualitative research. According to Cohen, Manion and Morrison (2000:p.112):

> *"Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. It is a technique of research to which many subscribe in principle, but which only a minority use in practice."*

> *"Triangulation has been generally considered a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation."* (Denzin and Lincoln, 2000:p.443)

As these scholars pointed out, triangulation is used when we as researchers attempt to view issues from various angles within a research study. The advantages of using triangulation as an aspect of verifying data collection methods are mainly two fold:

- Firstly, it helps to reduce researchers' bias which could exist if only one method of data collection was used and if the data collected was simply artefacts of one specific method of collection (Lin,1976)

- Secondly, the use of a triangulation technique helps the researcher to over come the problem which Smith (1975) refers to as 'method-boundedness'- depending your research methodology on a single method while collecting and analysing your data.

Considering these two major benefits, in this research, triangulation was used when analysing the results of the questionnaire (see appendices 7,8 p.173-182), semi-structured interviews (see appendix 2 p.165) and teachers' reflective reports (see appendix 7 p.173).

Moreover, as a researcher I preferred to use triangulation as a method of affirming the findings because it gives me the chance or flexibility to compare and assess the instruments (semi-structured interviews, questionnaire and video recording) that had

been used. Furthermore, through triangulating the data collection methods, I was able to discuss them in detail, considering the advantages or disadvantages of them within this research. The way each method had been used and delivered will be presented later in this chapter.

4.2.1.4 Intersubjectivity or ethical issues

Inter-subjectivity as a researcher allows you to get into someone else's shoes. However, considering ethical issues, when carrying out research, one should be careful regarding the extent to which you can or are allowed to enter someone else's shoes or privacy. Ethics has been defined as:

> *"A matter of principled sensitivity to the rights of others. Being ethical limits the choices we can make in the pursuit of truth. Ethics say that while truth is good, respect for human dignity is better, even if, in the extreme case, the respect of human nature leaves one ignorant of human nature."* (Cohen, Manion and Morrison , 2000:p.56)

While carrying out any kind of research, researchers should follow the rules which set for the protection of human rights and in accordance with the BERA guidelines. For example, right at the beginning of the research the permission letter (see appendices 3, 4 p.167-169) is obtained from the rector's office in order to carry out this research study in the University of Eastern Mediterranean, School of Foreign Languages Department. Then before starting the video recorded observations and interviews with the participants, a copy of this letter was given to them in order to sure the confidentiality and security of this research.

Moreover, verbally it is discussed with the participants that their names would never be revealed and the data gathered would only be used for the purpose of this research (these issues are all stated in the letter specified above).Therefore, the researcher

makes sure that the ethical issues are confirmed not only in writing but verbally too. Additional to these, teachers are asked to comment on their actual teaching performances and then asked to put these in writing. For each video recording, I had verbal discussions with the participating teacher and shared reflections. This sharing was however, not done immediately but, within 2 or 3 days following the viewing of the video recordings. Each week, written comments of the video recordings were sent (via internal emailing system, which is used, at Eastern Mediterranean University) between me and these teachers for discussion and verification.

My aim in carrying out this process in this way was two fold; Firstly, exchanging reflections in this way gave the teachers a chance to say whether or not my comments were a true reflection of their actions and thoughts and that what was written did not reveal their identify. Secondly, by proceeding in this way teachers were implicitly guided to reflect on their own perceptions of their actual teaching performances and at the same time as mentioned earlier, I had the chance to record their actual performances and subsequently reflect upon them.

"The emphasis on reflective practice in teacher education is offered as a way of moving teaching beyond technique, 'to foster the thoughtful and professional aspects of teachers' work'." (Moje and Wade, 1997:p.705)

As Moje and Wade stated, reflection is essential in teaching and learning. In my opinion, a reflective person is someone who 'thinks back' on what is seen and heard, who contemplates and, who is a deliberate thinker. Similarly, Schön (1987) expressed that,

'content for reflection refers to what teachers think about; quality of reflection refers to how they think about their teaching-the processes of thinking they go through'.

Therefore for both partners (participant teachers and I myself as researcher), it was beneficial to experience the feeling of getting into someone else's shoes (inter-subjectivity) and engaging in reflective practice for our own professional development. Furthermore considering the reflection, as a researcher I did not reveal my own reflections upon teachers' own teaching practices as this is not the aim in this research. The other issue is empathy, I as a researcher tried to visualize myself in the shoes of the teachers while being recorded and like them felt that it was both challenging and at the same time beneficial experience for not only self development but also professional as well.

In short, within this process, as a researcher, I gained a lot of insight concerning teachers' perceptions, the factors that affect their perceptions and actual teaching performances.

4.3 METHOD OF DATA COLLECTION

Questionnaire
(Selection of the sample of three participants)

Semi Structured Interviews
(Pre-semi structured interviews-at the beginning of the data collection
Post semi structured interviews-towards the end of the data collection)
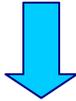
Video Recordings
(on weekly basis-once a week each participant)

Diagram I Chronology of data collection procedure

4.3.1 Questionnaire

In this section, the questionnaire which was used as a tool to collect the data for this

research is going to be discussed in detail. First of all, the importance of using a

questionnaire in this specific research is going to be elaborated on.

> *"The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze,* (Wilson and McLean, 1994)" (Cohen, Manion and Morrison, 2000:p.245)

Considering the quotation above, it is true that the questionnaire is a widely used tool in

any kind of research and it does demonstrate numerical or statistical information which

is useful for the researcher. However, the questionnaire like other research tools or

instruments, has certain factors which need to be taken into careful consideration by the

researcher before deciding upon their design use and application. For the questionnaire these are as follows:

- Ethical issues in using questionnaire

- Planning and design of the questionnaire

- Types of questions used

- Piloting the questionnaire

- Evaluating the collected data

4.3.1.1 Ethical issues in using questionnaires

The questionnaire (see appendix 1 p.159) was given to all the teachers (97) in total who had completed C.O.T.E. But before giving it to them, I piloted the questionnaire with 10 teachers. The ten teachers found it to be clear and structured enough. In order to administer not only the questionnaire, but to engage in this research study as a whole, I wrote a formal written letter (see appendix 3, p.167) to the head of the Educational Sciences Department (currently the department that I work for) seeking approval and permission to carry out the research. The letter was then transferred to various bodies within the university such as the Higher Education Institute then the Rector's Office and after it was approved there, it was sent to the School of Foreign Languages Department. Knowing that this process would be a lengthy one, a month or so before actually starting the data collection procedure I started to prepare.

After receiving approval, I officially started the process of data collection. The approved official permission letter was sent to the head of the 'School of Foreign Languages' as the teachers that I wanted to work with were in that school. However, in addition to the

official permission letter, I had to make a visit in person to the school and talk to the person in charge of the 'Professional Development Unit' who was also the head of the school. A written proposal was sent to him before the visit, explaining the purpose of the research. After my visit and the sending and receiving of the letter of permission, I piloted the questionnaire then the actual questionnaire was given to all teachers who had completed C.O.T.E.

Considering ethical issues, as a researcher I found this process very tiring and difficult because I had to explain and try to convince people into believing in the usefulness of the research that was to be carried out. More importantly, I had to convince them that they will not be named or their status within the University would not be affected in anyway if they participated. So verbally face to face, I had the teachers' consent in order to carry out the questionnaire and also as a researcher I informed them once again that the results of the questionnaire will be confidential. Furthermore, I had to also contend with comments such as, 'similar studies had been carried out there is really no need for another one' or questions like what happens if teachers are not willing to volunteer? or, do you think this process will finish earlier so as not to cause the students to become demotivated inside the classroom. Issues and questions like these were raised and discussed during this period. I am aware of the fact that whether one is carrying out small or large scale research, ethical concerns from various bodies might arise as it is likely that interested parties of shareholders will want to know what is going on. Or what will happen at the end of the study? Therefore, I was prepared for everything and

managed to overcome the minor problems which were mentioned above through face to face contact.

4.3.1.2 Design and administration of questionnaires

The planning and design of the questionnaire is also an important factor. I used a structured questionnaire because the sample group was relatively small (97 teachers) so the more structured it was, the better would be the chance to obtain closed and numerical data. Oppenheim (1992:p.115) said that:

> "Highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample."

Therefore as stated above, a structured type of questionnaire was used to get specific numerical details in order to compare and contrast and at the same time to be able to make comments by using the analysis (see appendices 7,8 , p.173, 182) obtained from the results of the questionnaire.

The questionnaires for this research were sent to teachers via internal post in the university (EMU) but each teacher was informed in advance via email along with a cover letter (see appendix 1, p.159). The participants were also notified via email during the period given for completion of the questionnaire, about the time constraint and the need to complete the survey in a timely manner. Most of the participants handed in their questionnaires on time through internal post.

4.3.1.3 Types of questions on the questionnaires

In relation to the planning and design of the questionnaire, the type of questions used were dichotomous questions, rating scale and open-ended. In this research, dichotomous type of questions was used to directly elicit the opinion of the respondents

on a specific issue. This also enabled the researcher to collect nominal data which enabled the researcher during the analysis stage to make use of chi-square tests, binominal tests and cross-tabulations. As Sudman and Bradburn (1982:89) suggested:

> *"If dichotomous questions are being used, then it is desirable to use several to gain data on the same topic, in order to reduce the problems of respondents' guessing' answers."*

In addition to this, rating scale type of questions was useful to build in a degree of sensitivity and differentiation of the given responses. According to Cohen, Manion and Morrison (2000:p.253):

> *"Rating scales are powerful and useful in research, the researcher, nevertheless, needs to be aware of their limitations."*

Open-ended questions were simply used to obtain the personal ideas of the respondents concerning the given issues. Similarly, Cohen, Manion and Morrison (2000:p.255) underlined that:

> *"The open-ended question is a very attractive device for smaller scale research or for those sections of a questionnaire that invite an honest, personal comment from the respondents in addition to ticking numbers and boxes."*

This quotation suggests that in small scale research it is advisable to use open-ended questions. These types of questions tend to give deeper insight to the issues being discussed or researched via the questionnaire. It is my firm belief that the results obtained from including a mixture of different types of questions within a questionnaire, could be considered richer in context and content than that which is received when using only one type of question. However, it should also be noted that depending upon the purpose of the research, a single type of question could also be useful. Therefore in short, the type of questions used should be appropriate to the purpose of the research

and what needs to be obtained at the end of the research. For example, 'are teacher training programs necessary in every stage of a teacher's professional life and are teachers who collaborate with one another more likely to be effective in their work? Among all the teacher training programs, is C.O.T.E considered the most significant course for a teacher in order to improve his/her skills and teaching practice? (participants are asked to mark the best choice according to their point of view as strongly disagree, disagree, agree and strongly agree.) These two major issues were considered in advance before designing and planning this questionnaire.

4.3.1.4 Piloting questionnaires

As highlighted earlier (in the foregoing discussion), piloting of the questionnaire is also important in order to be successful at the end of the research process. Oppenheim (1992:p.48) remarks that:

> *"Everything about the questionnaire should be piloted; nothing should be excluded, not even the type face or the quality of the paper".*

As suggested here, in the piloting stage, everything should be well-planned, organized and thought out in advance by the researcher otherwise the actual questionnaire and the subsequent results could be questioned. Moreover, it is worth mentioning that Oppenheim (1992) Morrison (1993) Wilson and McLean, (1994:47) discussed the functions of the piloting stage and basically said that functions such as checking the clarity of the questionnaire, gaining feedback on the validity of it, and gaining feedback on the type of questions are crucial in increasing the reliability, validity and practicability of a questionnaire.

In addition to attending to these concerns, piloting was carried out with 10 teachers and the teachers were informed in advance and face to face, about the purpose of this research. They were personally given the questionnaire within an envelope and asked to return it to my pigeon box at the University. They were given a week to reflect on the questionnaire and all were returned on the due date. At the end of the piloting, the result was positive in that all the respondents were content with it because it fulfilled all the requirements suggested by Oppenheim (1992); Morrison (1993); Wilson and McLean (1994:47) regarding ethical consideration, planning and designing, question types etc. Having gone through this stage, I took two weeks to prepare the actual questionnaire, finalize it, and distribute it to all the teachers engaged with the C.O.T.E.

4.3.1.5 Evaluating the questionnaire

The analysis of the collected data could be done through various computer based programs for example, Sphinx Survey or SPSS (Statistical Package for the Social Sciences). With the help of an expert user I used the SPSS program to analyze the data. However, before the analysis and prior to coding, the questionnaire needed to be checked, referred to as editing by Moser and Kalton (1977). They assert that there are three central tasks involved in editing, which are:

1. Completeness
2. Accuracy
3. Uniformity

Checking (or editing) is important before actually starting the analysis of the data, therefore, as researchers we should pay attention to the Checking or 'editing' stage which includes ensuring that the three crucial areas listed above are completed before

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beginning actual analyses. The three areas listed above are also important because, if there is incompleteness for every answer to each question, or one answer is missing from a question, there are inaccurate responses and the interviewers or respondents misinterpret instructions and questions uniformly, then the validity, reliability of this questionnaire could be questioned.

To sum up, as important   as the other concerns regarding the questionnaire are, its evaluation is also significant. I will now look at issues surrounding the second data collection method, that is, interviews.

4.3.2 Interviews

"Interviews share with any conversation an involvement in moral realities. They offer a rich source of data which provide access to how people account for both their troubles and their good fortune," Silverman (2001:p.114)

Interviews not only reflect the moral realities which occur in conversations but also respondents' own perspectives, ideas, beliefs, ethics, culture, education and other such aspects of human existence. In addition to the other tools used in this research, that is questionnaire, video recording and documentary analysis, interviews were also used to ascertain the multiple dimensional perspectives of the teachers. As emphasized in the quotation above, interviews in general are used with the combination of other methods-(multi-method approach). As a researcher, I also prefer to use a multi-method approach especially in a qualitative type of research because the truth or facts that I am looking for are based on real world experiences. This is unlike a quantitative approach to research, where a researcher can come to a conclusion based only on statistical data.

According to (Kvale, 1996:p.30-31), there are certain aspects or elements of qualitative

research interviews these are (from the researcher's point of view) as follows:

Life world	**INTERPRETATION OF KVALE'S İDEAS FROM THE RESEARCHER'S POINT OF VIEW:**	**APPLICATION OF THESE IDEAS INTO THE CONTEXT OF THIS RESEARCH:**
	Subject of qualitative interviews is from the lived world of the interviewee and his/her relation to it.	Participants revealed their own views on their teaching practices by watching and commenting on their video recorded lessons.
Meaning	The interview aims to explain the meaning of main themes in the life world of the subject and the interviewer notes down and at the same time interprets the meaning of what is said and how it is said.	During the pre and post semi-structured interviews, as a researcher I recorded the interview and at the same time noted down what the participants said or tried to imply about the issues discussed.
Qualitative	The interview searches for qualitative knowledge rather than quantification.	The purpose of this research is to investigate 'teachers' perceptions of one of the most popular in-service training programs C.O.T.E at the Eastern Mediterranean University, School of Foreign Languages in North Cyprus. Therefore, as a researcher I dealt with qualitative type of knowledge rather than quantitative.
Descriptive	The interview tries to gather information or descriptions of different issues related to the subjects' of life worlds.	As a researcher during the interviews, issues such as teachers' talking time in class, materials used for students self development, reflection and teachers' professional development are raised and how these can be applied or practised in teachers' lives are discussed.
Specificity	Specific situations or actions are brought out from the interviews rather than generalizing.	As emphasized in the above column issues such as teachers' development, reflection, subject-matter knowledge, pedagogical knowledge, material development etc. are discussed during the interviews rather than generalising them.

Deliberate Naïveté	The interviewer discusses new phenomena with the participants rather than using readymade themes or categories of interpretation.	In the interviews-Using participants' views on their teaching practices, new issues such as lifelong development, benefits of having gone under in-service trainings, significance of building up reflective communities etc. are used and discussed rather than readymade themes.
Focused	The interview is specifically related to particular themes.	As a researcher the focus of pre and post interviews is to elicit teachers' views on their teaching practices.
Ambiguity	Participants' views can sometimes reflect contradictory ideas or ambiguous statements.	During the interviews, sometimes participants revealed ambiguous statements, for example, while they are discussing the importance of using materials suitable for students, although all three of them stated the fact that when teachers create or design their own material for their students is much preferable rather than using ready made ones every time, the way that teachers tried to expressed themselves showed them as if they were saying the opposite ideas with each other. Whereas, actually they were claiming the same issue (see chp 5, p.89) and this is deduced by asking them further questions during the interviews (by the researcher).
Change	During the interview due to the fact of being interviewed, may raise new insights or consciousness on the subjects the participants discussed.	The teachers revealed that issues (significance of reflection on action, teachers' talking time, and importance of sharing their experience with other colleagues) which they did not think of earlier raised in their consciousness while they were watching themselves on the video recorded CD's.

Sensitivity	Different participants can produce different views on the same issues discussed.	This is expressed in the column above regarding *'using materials suitable or students'.*
Interpersonal Situation	The knowledge gathered is produced through the interpersonal interaction with the participants.	The interviews took place (at a suitable time which was scheduled earlier by the researcher) on weekly basis face to face with the participants.
Positive Experience	A well organised, planned and carried out research interview can be an enriching experience for the participants who may gather new insights for him or herself.	At the end of the interviews, all of the three participants revealed that this was a great experience for them and they will share their experiences with other colleagues (see chp.5, p.89).

As Kvale (1996) emphasized, the content, delivery and analyses are the key characteristics in qualitative research. Considering the purpose of this research, I adapted Kvale's (1996) approach to interviewing. Therefore, before actually conducting the interviews, the issues discussed above were considered carefully and step by step.

4.3.2.1 Semi-structured interviews

In this research I used a semi-structured format (see appendix 2, p.165) because it gives the flexibility to carry out the research both researcher and the interviewee at all stages of the interview process. According to Robson (1993:p.270):

"Semi-structured interview has pre-determined questions, but the order can be modified based upon the interviewer's perception of what seems most appropriate. Question wording can be changed and explanations given; particular questions which seem inappropriate with a particular interviewee can be omitted, or additional ones included."

In Powney and Watts (1987:p.280) view:

"This is still a respondent interview. Interviewers have their shopping list of topics and want to get responses to them, but they have considerable freedom in the sequencing of questions, in their exact wording, and in the amount of time and attention given to different topics."

Semi-structured interviews give the researcher the flexibility to change or propose a new issue or question during, pre or post stages of the interview. Doing this should not affect reliability or validity. Bearing all these in mind and having gone through various scholars in literature (Kvale, 1996; Powney and Watts, 1987; Robson, 1993 and Silverman, 2001) in this research, the semi-structured interview was used at the beginning or the pre, and post stages of the data collection process. The questions used were asked to participants in order to elicit their perceptions upon their teaching practices in relation to the research questions.

4.3.2.2 Strengths and weaknesses of different types of interviews

It is worthwhile to state that in addition to the advantages of using the interviewing technique as a data collection tool, it has also got the disadvantage of having to maintain the standardization of the interviews carried out by the researcher. According to Robson (1993:p.273):

> *"The lack of standardization that it implies, inevitably raises concerns about reliability. Biases are difficult to rule out. There are ways of dealing with these problems, but they call for a degree of professionalism which does not come easily."*

Denzin and Lincoln (2003) also agreed on the idea that there are advantages and also disadvantages of using any kind of tool for data collection. According to Denzin and Lincoln (2003:p. 88-89):

> *"Traditionally, ethical concerns have revolved around the topics of informed consent (receiving consent by the subject after having carefully and truthfully informed him or her about the research), right to privacy (protecting the identity of the subject), and protection from harm (physical, emotional, or any other kind)."*

It is my point of view that both ethical concerns of the interviewee and interviewer and standardization of the interviews should be examined carefully before actually

conducting the research. In the table below, Patton (1980:p.206) summed up the 'Strengths and weaknesses of different types of interviews as follows:

	Characteristics	Strengths	Weaknesses
Type of interview **I Informal** **conversational** **Interview**	Questions emerge from the intermediate context and are asked in the natural course of things; there is no predetermination of question topics or wording.	Increases the salience and relevance of questions; interviews are built on and emerge from observations; the interview can be matched to individuals and circumstances.	Different information collected from different people with different questions. Less systematic and comprehensive if certain questions do not arise naturally. Data organization and analysis can be quite difficult.
II Interview guide **Approach**	Topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and working of questions in the course of questions in the course of the interview.	The outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. Logical gaps in data can be anticipated and closed. Interviews remain fairly conversational and situational.	Important and salient topics may inadvertently omitted. Interviewer flexibility in sequencing and wording questions can result in substantially different responses, thus reducing the comparability of responses.
III Standardized **Open-ended** **Interviews**	The exact wording and sequence questions are determined in advance. All interviewees are asked the same basic questions in the same order.	Respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview. Reduces interviewer effects and bias when several interviewers are used. Permits decision-makers to see and review the instrumentation used in the evaluation. Facilitates organization and analysis of the data.	Little flexibility in relating the interview to particular individuals and circumstances; standardized wording of questions may constrain and limit naturalness and relevance of questions and answers.
IV Closed **quantitative** **interviews**	Questions and response categories are determined in advance. Responses are fixed; respondent chooses from among these fixed responses.	Data analysis is simple; responses can be directly compared and easily aggregated; many short questions can be asked in a short time.	Respondents must fit their experience and feelings into the researcher's categories; may be perceived as impersonal, irrelevant, and mechanistic. Can distort what respondents really mean or experienced by so completely limiting their response choices.

Table II

In table II above, different types of interviews with their strengths and weaknesses are presented. Combining this knowledge with the discussions about this research, I decided to apply a semi-structured type of interview which is similar to the 'interview guide approach' type specified above by Patton (1980) because according to the purpose of this research in order to elicit teachers' perceptions upon their teaching practices the semi-structured interview question is one of the most effective tools to be

used as it gives the flexibility to the researcher to discuss issues neither strictly structured with standardized questions, nor entirely non-directive. Therefore, as a researcher I decided to apply the semi-structured interview.

4.3.2.3 Semi-structured interviews with the participants at E.M.U

For all the interviews, the three participants were informed in advance through email about the purpose of the research and an informal visit had been arranged with the three participating teachers at a convenient time. In this informal meeting, the researcher explained the purpose of the research, discussed the interview questions and asked the participant teachers if there was anything that they needed to ask for further clarification. According to the timetable of the teachers a suitable time was arranged for the pre-interview. Both interviews pre and post were tape recorded. Each interview lasted approximately an hour and a day later, they were transcribed by the researcher. These transcriptions were shared orally with the participants.

Moreover, during this stage, if there was any problem or misunderstanding or anything that needed to be explained or discussed further, the researcher clarified these with the participants. However, there was no significant problem throughout this stage.

The interviews were analyzed according to the coding framework. The framework is designed based on 12 questions considering the two research questions as a basis for the research. Then, from the content of the questions e.g. 'Que.1 To see if teachers do get benefit from the C.O.T.E Program' I have created a list of categories for example, 'C.O.T.E program-Prog'. These categories are used in the analysis of the semi-structured interviews (see appendix 2, p.165). The findings of the interviews are presented

in chapter 5, p.89. As stated in the foregoing discussion, a pre-interview had been held with the teachers at the beginning of the data collection process. Regarding the content of this interview, the questions were based on the teachers' initial response to the questionnaire used in the process of data collection on the C.O.T.E program, in-service training, and professional development (see appendix 2, p.165). In order to be able to discuss and ascertain if there were any changes in teachers' perspectives, responses and reflections, a post interview as stated in the foregoing discussion was also held with the teachers (see appendix 2, p.165). Again a suitable time and place was arranged in advance and the interviews lasted approximately one hour. The content of this interview was mainly centred on teachers' feelings and views about being video recorded while teaching, afterwards they wrote their reflections and beliefs regarding professional development, the benefits of in-service training programs especially C.O.T.E, contributions. Also the disadvantages of employing video recording for lesson observations, time constraints and other issues that they wanted to comment on further were discussed.

In my opinion, both interviews were successfully carried out and all ethical issues were carefully considered and attended to. The post interviews were also transcribed a day later and analyzed by using the coding framework developed by the researcher.

Furthermore Cohen, Manion and Morrison (2000:p.282) said that:

> *"There can be no single 'correct' transcription; rather the issue becomes whether, to what extent, and how a transcription is useful for the research"*

Scheurich (1995:p.240) suggested that:

"Even conventional procedures for achieving reliability are inadequate here, for holding constant the questions, the interviewer, the interviewee, the time and place do not guarantee stable unambiguous data."

Adhering to the suggestions of these writers, the analyses and transcription of the interviews used in this research were useful, reliable and valid but only for the purpose of this specific research. Considering teachers' perceptions from the semi-structured interviews and their reflective journals, narrative transcription is used to transcribe the data according to the coding frame-work. Narrative transcription is more suitable because teachers themselves narrated their own practices (see chp.5 p.89) upon their teaching.

4.3.3 Video recordings

As Silverman (2001) suggests, there is the need to go through the video recordings and the analysis, omitting excess data, however, this needs to be done carefully and systematically. It is my point, that this could be managed through referring to the research questions. In other words, as you watch and analyze the video there is the need to always keep the research questions in mind and at all times, using them as a mental guide as you seek for situation or incidences that will aid in answering them. I used this approach and achieved success in this research, but there are other routes like using coding, computer based programs NUDIST, NVIVO as a means to analyze the data in hand.

In this research, the video recorded observation technique was used to observe the three teachers on a weekly basis. The times and dates for weekly observation were set with the teachers in advance. It lasted for 5 months and after each recording, each

teacher was supplied with their copy of the video recorded CD, in order to be able to reflect on their actual teaching. Teachers were asked to reflect upon their actual teaching by simply watching their practices and writing about it. They were not given any specific criteria to follow as one of the major purposes of this research is to ascertain teachers' own thinking and how they reflect this into their teaching practices. Therefore, they were left on their own to simply record what they saw and felt about their own teaching.

A day after each recording I also watched their teaching performances and wrote my own reflections. This however, gave insights to the research, for I had the opportunity to view the videos from both teachers' perspective and to hear their 'voice' that is, what they think and feel about their own teaching performances? And at the same time from the perspective of the researcher and to hear the researcher's 'voice' in particular, the question of 'how do I consider their teaching performances?' However, as emphasized earlier, rather than focusing on the researcher's view, in this research the major concern was the teachers' views.

According to Morrison (1993:p.80), it is argued that observations (generally whether video recorded or not) enable the researcher to gather data on:

- *"the physical setting (e.g. the physical environment and its organization);*
- *The human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance gender, class);*
- *The interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.);*
- *The programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization."*

To sum up, it is my point of view that observation especially video recorded is a powerful instrument that could be used in qualitative research. It also gives and provides the opportunity to listen to different 'voices' as well as gives a deeper insight into the research itself while considering the meaning, use, form and interpretation of the data .

4.3.3.1 Advantages and disadvantages of being a non interventionist researcher

Being a non interventionist researcher has its advantages and disadvantages and also ethical concerns. According to Adler and Adler (1994:p.378):

> *"Traditionally observation has been characterized as non-interventionist where researchers do not seek to manipulate the situation or subjects, they do not pose questions for the subjects, nor do they deliberately create 'new provocations'."*

Mitchell (1993) however, discussed the opposite idea that observation frequently claims neutrality by being non-interventionist but regarding ethical issues, there are certain points that surrounds it. The other is that the researcher inevitably has moral obligations to consider, and, whilst, codes of ethical conduct abound, each case must be judged or evaluated on its own merit. Furthermore according to Mitchell, the issue of being non-interventionist is itself problematic in that researcher inhabits the world he or she is researching; therefore they can not claim total neutrality. Additionally, the non-interventionist observer has to consider her or his position very closely in order to be able to comment on what is being observed or to arrive at concrete evidence.

Upon reflecting on all these, I believe that being a non-interventionist researcher is not as disadvantageous as discussed above because, first of all it depends on the subject that you are researching, secondly it depends on the researcher to decide to what

extent she or he should distance him or herself from the research in which they are involved. Of course, also tied to all these are issues of reliability, validity, subjectivity and objectivity. Finally it depends on the type of the research that a researcher is carrying out. Adler and Adler (1994:p.378-9) supported a similar view by stating that:

"Qualitative research, on the other hand, draws the researcher into the phenomenological complexity of participants' worlds; here situations unfold, and connections, causes and correlations can be observed as they occur over time. The qualitative researcher seeks to catch the dynamic nature of events, to seek intentionality, and to seek large trends and patterns over time."

In this research also (as Adler and Adler, 1994 claimed), participants' dynamic and complex teaching and learning worlds are tried to be explored by the researcher through video recordings and semi-structured interviews.

To conclude, after considering all the issues and concern with surrounding adopting a non-interventionist approach to observation I chose to embrace this approach in my research.   Adopting this approach would aid in fulfilling the purpose of my study I decided to carry out semi-structured type of observations.

4.3.3.2 How was the analysis carried out?

The video recorded reflections of teachers' perceptions, were analyzed by using the same framework applied to analyzing the semi-structured interviews because as discussed earlier, the framework was designed by the researcher on the basis of the research questions. Therefore, I found it useful and effective to analyze both tools using the coding frame-work I developed.

According to Atkinson (1992:p.455) coding:

"…is an approach that disaggregates the text (notes or transcripts) into series of fragments, which are then regrouped under a series of thematic headings."

Owing to this, it could be said that coding is an effective way of organizing and analyzing the data in hand, but it is worthwhile to state as Atkinson (1992:p.459) also pointed out;

> *'one of the disadvantages of coding schemes is that, because they are based upon a given set of categories, they furnish 'a powerful conceptual grid' from which it is difficult to escape. While this 'grid' is very helpful in organizing the data analysis, it also deflects attention away from uncategorized activities. In these circumstances, it is advisable to return occasionally to the original data.'*

This is similar to carrying out research by using grounded theory, because by using that methodology, there is the need to reflect back and keep checking the original data with the ones analyzed and coded so that reliability is sustained.

The analyses of the recorded observation transcripts and teachers' reflections are presented in the following chapter.

4.4 Constraints in data collection

In this chapter, issues and factors bearing on the research encountered during the data collection period are presented. In order to share these with readers, I have grouped them under three areas: These are as follows:

1. Administrative
2. Time
3. Interpersonal relations with administrators

4.4.1 Administrative issues

I would like to start with the administrative issues which constitutes the first factor bearing on the research. A formal letter (see appendix 3, p.167) was written to the Head of the Department of Educational Sciences. It was then forwarded to the Higher Education Institute, the Rector's Office and finally to the School of Foreign Languages where the

actual research was to take place. When the approval letter was received by the School of Foreign Languages Department, it was then it was referred to the head of the 'Teacher Training Unit'. As soon as I had the approval letter in hand, I arranged a face to face meeting with him. Initially he had certain concerns, such as the possibility of unwillingness of teachers to participate, time, video recorded observations and in relation to the motivation of students and teachers.

In a face to face meeting, I tried to persuade him to realize that all these concerns were manageable and would be appropriately addressed. Moreover, regarding the issues of time, video recording observations and motivation I gave him additional   information such as the length of the research process that is, it will last for a semester and that only teachers who had volunteered and were approved will be invited to engage with the research. I also assured him of the fact that as the researcher I will explain to the students, with the permission of their teachers, the purpose of video recordings so as to aid in maintaining their motivation and to lessen distraction.   Accomplishing these tasks was difficult   coupled with the need for arranging, planning and organizing for the research. Apart from the head of the training unit, I did not have to personally talk to, or have meetings with anyone from the administrative body of School of foreign Languages. I was able to make processes and objectives clear for anyone who needed to know or asked about the research and the process.

4.4.2 Time

Secondly and in relation to the administrative factor, time was an 'enemy' of the researcher. As emphasized above , I had to start the procedure of data

collection a month earlier. Following that, it also took time for the unit to approve the research only then I was given the chance to begin. This process took nearly two weeks. After I was given the approval to proceed, I randomly selected and categorized the sample group of teachers from a list of those who volunteered. The selection and categorization process was heavily influenced by the purpose and aim of the research. The actual data collection period started with the allocation of teachers and their timetables. Within this process, I had to take into account public and national holidays. This was necessary because there was the need to ensure sufficient and sustained contact with respondents which contributed to reliability and validity of the data collected. In order to do this, the academic calendar of the university was followed by the teachers and the researcher.

Put briefly, in order to plan and organize the research, 'time' was my enemy and I fought against it with much success.

4.4.3 Interpersonal relationships

Finally, the other issue which I consider as a factor bearing on this research is 'interpersonal relationship with the administrators'. Here the administrators are the Head of the Department of Educational Sciences, Head of Higher Education Institute and Head of the Rector's Office, and the Rector himself. Having good interpersonal skills played an important role while engaging with the formal procedure, that is the approval of the letter which was necessary in carrying out this research. Although the Rector of the university was newly appointed to this post and also despite his busy schedule, I still had the chance to visit him personally and explained the purpose of my research not only in written form but orally as well. In my view, this was a barrier that was personal

for I feared that differences in perspective between me and the new rector might arise that would jeopardize the research.

Additionally, I also had to meet the Head of the Department of Educational Sciences and Higher Education Institute and talk   face to face, and, once again had to give detailed information regarding the research I was about to carry out. This also gave me the chance to see and hear their perspective on the issue I was researching. The outcome of these meetings was positive. These face to face meetings might be a concern ethically, when viewed through the eyes of the readers of this report, but these were informal meetings and the people whom I was meeting had already received a letter which I had sent. In addition to the constraints outlined in this section, ethicality and formality were also regarded as a barrier from the researcher's perspective but the outcome of all the three factors that is to say 'perceived constraints' were positive.

To conclude, interpersonal relationships play an important role while carrying out research and especially during data collection. Therefore, such issues should be carefully and attentively handled.

5. The Relationship of Reflection, Classroom Practice and Materials in producing a "New" Teacher

In this chapter, firstly as a researcher I will present teachers' (T1, T2, T3) own weekly written reflective diaries on their teaching practices, and then secondly the results of interview analysis of teachers' perceptions on their practices will be presented. This section will end with a concluding paragraph summarising the major points in the whole chapter.

Classroom teachers' involvement with materials and with other colleagues changes both their self perception and their approaches to teaching by creating experiences that enhance self awareness and that inspire innovation with materials they use and with the students they teach. In the following paragraph, teachers' own perceptions on their practices are evidence in support of claim for this. The researcher recognises a certain dialectical relationship in changes that occur among self, materials and classroom practice. In the following section the research tracks these three change elements incrementally.

Three excerpts taken from teachers' reflective diaries illustrate incremental change for example; T1 said that: "*Reflection surely it is important over your teaching practice. For example, in some parts of my lesson I had to watch couple of times in order to see and evaluate myself.*" Here, T1 expresses the close relationship of growing self awareness whilst teaching; since there is an incremental shift that occurs where thinking, reflection and use of materials to instruction intersect.

T2 expressed that *"I realized my fault repeating the instructions a lot and my teacher's talking time is very high but I think it's because of the lesson I mean the lesson presentation…and the low level of students."* T2 seeks explanations in her own mind by

sorting her classroom talk, perceptions of students' levels and quality of talk in her lesson presentations.

T3 said: "Reflection *is important but how? Can you believe that it's possible for a teacher to be 100% objective? That's why you need a second eye."* T3 puzzles about reflection itself by questioning its efficacy. Can reflection help one to be entirely objective? T3 resolves this question by accepting the value of some type of feedback.

Within the three examples, it is apparent that the three teachers expressed their reflections on their practices so that they reach greater self awareness. Taken together the remarks of T1, T2, T3, speak to the incremental character of change during the cycles of reflection. In addition to this, in the following section, T1, T2 and T3 own reflective reports are going to be presented as evidence in support of the examples given above.

5.1 Teachers' reflective diaries

This section presents the entire set of teachers' (T1, T2, and T3) written reflections on their teaching practices. The purpose is to illustrate how teachers perceive their own teaching practices. Their reports examine their weaknesses and strengths in teaching. This raises the question of what could be changed. The reports suggest new teaching strategies which they think will improve their teaching. This also fits into the overall purpose of this research since it provides a bridge between reflection and teaching practices.

A written record was compiled in the pre and post interview sessions in order to demonstrate teachers' perceptions on their practices in depth. Each teacher was video recorded during their class hour on 7 different occasions. The study spanned 5 months.

After the teachers were video taped by the researcher, they were given a chance to watch their own recordings and reflect on their perceptions on their teaching practices. Both sets of data (written record from pre and post interview sessions and teachers own reflective reports) are demonstrated in this research because they are the evidence to show how teachers' perceive their own teaching practices from their own perceptions. That is to say, these are teachers' own reflections on their teaching practices. They each provided a written record of their reflections as follows:

Reflections on my teaching

Teacher 1:
Number of Students: 23
Semester: Spring 2004
Level: Elementary (EFL 383, Mainstream Legal English)

Additional information: This is a group of third year students studying law. Medium of instruction in the faculty of law is Turkish, mother tongue of almost all of the students. Still, the students have to sit an English proficiency test when they enrol the University and most of the students study basic, general English in the Intensive English Division (IED) for about one year before they commence their studies in the Faculty. They continue taking English courses throughout their studies in the faculty for 8 academic semesters. These are designed to improve their English and eventually introduce some EAP and ELP (English for Legal Purposes). Unfortunately, this remains as a too idealistic goal to be accomplished as
  - the students' exit level from the IED is not adequate to follow such a course;
  - contact hours for the English courses in the faculty are insufficient (two hours a week, approximately 24 hours during a semester);
  - medium of instruction in the faculty is Turkish, therefore most of the students do not / cannot see the need for English for their further academic studies or for their prospective careers;
  - attendance in the faculty is not compulsory; therefore most of the students tend to attend classes irregularly.

Moreover, this particular group is comprised of mainly three types of students; regular students, repeat students and double or triple repeat students. Keeping this in mind, I had to abandon the regular textbook (since most of the repeat students have already covered this) and designed my own classroom and testing materials. I have done this based on the main theme of the third year English courses, which is 'the European Union (EU)'. I designed basically classroom materials adapted from the EU official web-site, which would usually form the basis for reading activities and eventually generate practice for other skills as well. Usually the students need to carry out a mini-research about the topic before coming to the class. After the first 8 weeks (after the midterm exam, half-way through the semester), I designed a set of lesson plans and activities which is based on watching a movie in English (Hidden Agenda by Ken Loach). Through the film, the students would be practising their listening comprehension skills in general and practise carrying out discussions around the main theme, 'Terrorism, Human Rights and Multiculturalism in the EU'.

Lesson 1

This is an introductory lesson around the main theme, the EU. The students are expected to express their opinions and ideas about the EU, which was (and has been) a hot issue for the Turkish and Turkish Cypriot students and public at large.

Task 1: Expressing opinion and agreeing / disagreeing

Task 2: Reading for gist, writing questions for answers.

Classroom management: Students' expectations (giving instructions in their mother tongue) - giving instructions, exemplifying, monitoring (active, sometimes use of Turkish)
Teacher and learner roles: Unfamiliar task types – students usually find it a bit of a challenge to be 'on the stage'. They'd rather be 'safe', have some reading materials / tasks that they are used to, keep heads down, write and then tell the teacher the answers. Error correction by the teacher. In order to encourage the students to participate more, better-structured tasks, modelling, giving floor to the students more, pauses (instead of immediate error correction by the teacher), still high TTT!

* The following lesson focused on more detailed reading (for comprehension), vocabulary tasks (AWL, processed by Lexical Tutor!) and practice on the passive

Lesson 2

Task 1: (8 mins.)
Reminder – activating schemata (it's been a week since last lesson, and some of the students were absent) of the theme by using some key points of the reading text, e.g. 9 May 1950. First booklets closed, then open. (They found it difficult to remember about the text)

Task 2: (9 mins.)
Collocations – instructions, too challenging, a bit too long! 8 pairs of words/phrases, students find their 'partners' and sit together. Choice of lexis - based on the vocabulary practice in the previous lesson! Still, too challenging for most of the students.

Task 3: (6 mins.)
Using the collocations in sentences – further practice on understanding the text and vocabulary (and grammar). First, meaning check, then pairs work to write sentences – monitoring.

Task 4: (22 mins.)
Sentences on the BB, collocations blanked out. Others try to find the missing words. Error correction (grammar)

Lesson 3

Task 1 (4 mins)
Reminder, warmer – computer work (assigned as homework previous week, carry out a mini-research on the Internet to collect basic information about the EU, get familiar with the official EU web-site) Only one student, praise him!

Task 2 (15 mins.)
Pack 2 – Reading for main ideas (matching headings with paragraphs by using contextual clues!) Unfamiliar task type; very basic instructions followed by an example. Students are asked to underline any

clues (words, phrases) that have helped them to find the correct answer. When getting answers they give evidence as well.

Task 3 (15 mins.)
Reading for detailed information – sentence completion. Students need to process the information in the text and for some sentences use their knowledge on the passive structures.

Task 4 (16 mins.)
Vocabulary practice – dictionary work. On-line dictionary entries of some key words, matching definitions with words (page 5). Gap-fill exercise, sentences.

Lesson 4

Task 1 (10 mins.)
Awareness raising on watching a movie: Movies and Learning English
Based on your own experiences, how have films (in English) helped you to improve your English? What difficulties do you usually have when watching movies in English? Take notes, so that you can share your ideas with the rest of the class.

Task 2 (5 mins.)
You are going to watch a movie *(Hidden Agenda by Ken Loach)* that takes place in Northern Ireland, more specifically, Belfast. What does 'Belfast' remind you of?
(Not much, only one student mentions IRA, but does not know anything about it. They definitely needed some basic / brief information about the topic to help to contextualise).

Task 3 (10 mins.)
Lexis: Terrorism
Students work in pairs to fill in the blanks and match definitions with words around the topic, terrorism.
(Since some of the words can be used interchangeably, this task proved to be confusing for the students, although they have almost the same words in their mother tongue).

Task 4 (10 mins.)
Pre-viewing reading task: Aimed at scanning a text to get more detailed information about the history and background of 'troubles' in Northern Ireland.
(Text is a bit too long; they had difficulty to 'scan' it for specific information).

Task 5 (15 mins.)
Pre-viewing predicting: Aimed at predicting the main plot and characters in the film by watching the theatrical trailer of the film.
(Very useful, since the students can actually see and hear about the film; exploitation of some key words and some key characters).

- *The students watched the first section of the film in the second hour, which included exploitation of the contextual clues and introduction of the main characters.*

Lesson 5

Task 1 (20 mins.)
Reminder: Elicitation of previous week's viewing and background information (as most of the students were absent previous week).

Task 2 (15 mins.)
Detailed listening: Students watch the press conference and put the list of examples of ill-treatment in correct order. First viewing without subtitles (in English), second viewing with subtitles, so that they can check their answers.
(Some of the words used are elicited before watching, but still too many unknown words – so explanation of ill-treatment techniques needed).

Task 3 (5 mins.)
Comprehension: Watching / listening for details. Students watch a short sequence and answer two questions.

Task 4 (10 mins.)
Collocations: Students watch the same sequence again to match the collocations.
(Too many unknown words, a bit too challenging for them – second viewing needed. Another follow-up activity needed so that students could actually use the collocations in a more meaningful context!)

Lesson 6

Task 1 (10 mins.)
Comprehension: Two questions; to emphasize the importance of 'the tape' and political views of the two main characters.

Task 2 (15 mins.)
Gap-filling: Students watch the sequence and write down missing words from a dialogue between two characters.
(Too difficult for most of the students since some of the words are new / unfamiliar).

Task 3 (20 mins.)
Gap-filling: Detailed listening for news on the radio.
(Too many gaps, not very easy to get them all, second viewing (by pausing) needed).

Task 4 (5 mins.)
Interpretation: As the students filled the gaps, they try to compare the news and what has happened actually.

- *As I discovered the difficulties my students faced, I had to stop the film to elicit and ask some extra (spontaneous) questions to check understanding.*

Lesson 7

Task 1 (5 mins.)
Warm-up: Elicitation of the main features of the film so far.
Task 2 (25 mins.)
The students watch the next sequence (about 10 mins.) without a pause and try to answer some comprehension questions.
(I believe the students have had enough background information and the gist of the story up to this point. Therefore I decided to assign fewer and more global tasks so that I don't have to stop the movie often).

Task 3 (20 mins.)
Introduction of one of the main characters: Students watch and take notes about Harris.
(As the students usually faced some problems with detailed listening, I went through the exercise and elicited their predictions / possible answers before showing the sequence).

Lesson 8

Task 1 (10 mins.)
Four short comprehension questions.
(This section focuses on interrogation of one of the suspects, and the students found it very useful as they are studying law).

Task 2 and 3 (20 mins)
Comprehension questions to get the gist of the section. Pauses only after watching the sections to elicit answers.

Task 3 (10 mins.)
Listening / watching for details (just to get the name of a pub).

Task 4 (10 mins.)
Short comprehension questions followed by listening for details to put a list of items in correct order.

- *The following week we finished watching the movie and I assigned each student important events and organisations related to Northern Ireland. The students then carried out simple Internet research and (a week after that) delivered a mini presentation about their topics, which was 20% of the assessment for the course.*

Reflections on my teaching

Teacher 2:
Class 1: E-09 (Module 3)
Class 2: U-03 (Module 4)
Level of students: Elementary (Module 3) / Upper-intermediate (Module 4)
Number of students: around 20
Modules: 3 & 4
Semester: Spring 2004

Additional information:
Since each semester consists of two modules in SFLIED, I had two different classes with two different levels, elementary and upper-intermediate respectively. The elementary class comprised of students who had studied beginners and repeat beginners levels before they started the elementary level. The upper-intermediate class, on the other hand, comprised of students who had been studying the same level for the past two years and couldn't pass the Proficiency Test. As a result, I can open-heartedly say that both of the classes were problematic and not easy to teach because of the students':
  ➢ psychological problems
  ➢ low capacity to learn a second language
  ➢ different learning / studying styles
  ➢ attitude problems
  ➢ demotivation, unwillingness, disinterest in lessons

  ♦ Observation 1
Date: 15th March, 2004
Class: E-09
Time: 8:30 – 9:20
Focus: Presentation on *There is / are*

Strong points
In order to elicit the necessary vocabulary input & the structures, I used a colourful poster of a house with rooms full of furniture & objects. I believe use of realia is a good and effective way of setting the context and eliciting information. I also paid special attention to personalize the topic by saying *"You are a university student in Famagusta and you would like to buy a house. What kind of questions would you ask to learn more information about the house?"* I had used the blackboard effectively and wrote some sample sentences around the poster. I tried to use praise for correct answers. Before setting the task, I gave examples and checked understanding.

Weak points
I spent too much time on presentation. Since the students were supposed to know the structures and the input from the previous level (beginners), I assumed I could do the presentation through elicitation. However, I was wrong. As the students didn't know the subject enough, it took too much time to present it again. As a result, my TTT was very high. I also forgot to check the understanding of my instructions. I also felt that I couldn't encourage and motivate the students enough to participate more in lesson.

➕ Observation 2
Date: 22nd March, 2004
Class: E-09
Time: 8:30 – 9:20
Focus: Presentation on *Past tense*

Strong points
For this presentation, I used two pictures, one of which was a colourful picture of 2000's and the other was a black & white one of 1900's. My aim was to compare 1900's and 2000's (now & past) through the pictures and wrote some example sentences around the pictures. I set the context through the pictures and I organized the blackboard effectively and wrote the elicited information accordingly. I gave lots of examples and I praised the students for their correct answers.

Weak points
I did the same wrong and I assumed elicitation would be a good way of presentation. However, I understood that this wouldn't work in the elementary. It wouldn't be effective. Since too much time was spent on the presentation and the students couldn't digest the topic, I found myself repeating what I said.

➕ Observation 3
Date: 29th March, 2004
Class: E-09
Time: 8:30 – 9:20
Focus: Reading on *Food around the World*

Strong points
Before having students read the text and do the task, in order to take the students' attention and make them interested in reading, I personalized the topic by a warm-up. I used the blackboard effectively. I checked understanding of the tasks and set the time for the tasks and kept it. I monitored them while working on the tasks and I gave feedback afterwards. I encouraged students to have peer correction before I gave feedback myself. I had a good rapport with the students.

Weak points
The warm-up phase took too much time (around 10 mins). I believe this was a result of my insistence for elicitation. My TTT was very high because I found myself talking and talking when students refused to respond the elicitation questions. I forgot to check the understanding of my instructions again. I would be more careful the next observation.

➕ Observation 4
Date: 5th April, 2004
Class: E-09
Time: 8:30 – 9:20
Focus: *Present Continuous Tense & People Description*

Strong points
I organized the blackboard effectively and I drew a computer picture in the center. To set the context, I personalized the topic by saying *"You have a chat friend on the Internet. You would like to learn more about your friend and your friend asks you some personal questions as well. What would you ask? How would you describe yourself?"* I elicited the all the necessary vocabulary input and the structures and wrote them around the computer on the blackboard. For the vocabulary input I couldn't elicit, I distributed a handout. I wrote lots of examples. I set the time for the tasks and kept it. I had a good rapport with the students; the students seemed to be motivated and interested.

Weak points
Instead of checking my instructions, I found myself repeating them many times! My TTT was high despite I tried to leave the ground to the students. The presentation phase (through elicitation again!) took too much time unfortunately!

♣ Observation 5
Date: 12th May, 2004
Class: U-03
Time: 10:30 – 11:20
Focus: Debate on *Holidays - Which holiday type is the best? Why?*

Strong points
I elicited the necessary vocabulary input from the students during the warm-up phase and organized them on the blackboard accordingly. Since the students were upper-intermediate, the elicitation method worked well. I regularly encouraged students to use English in class and I praised the ones who had done so. I gave lots of examples not only to make understanding easier but to check understanding as well. I set the time for the tasks and kept it. I had a good rapport with the students. I monitored them while working and I gave immediate feedback. I also emphasized different ways of interaction (pair work, group work).

Weak points
I had a high TTT despite I gave importance to the free activity (debate) and I left the ground to the students. Also, the time set for the preparation task of the debate wasn't enough.

♣ Observation 6
Date: 21st May, 2004
Class: U-03
Time: 08:30 – 09:20
Focus: Listening on *Weddings*

Strong points
I personalized the topic by asking the students if they knew how their parents got married. Then we talked about marriages in Turkey and I elicited the necessary vocabulary input during this warm-up phase and organized them on the blackboard effectively. I encouraged the students to use English in class. I checked understanding before they started working on the tasks. I set the time for the tasks and kept it. I monitored them while working and helped when necessary.

Weak points
I had a high TTT and I realized I had a loud voice when talking in class. The students weren't successful in the listening task and the feedback I gave could be more effective.

♣ Observation 7
Date: 21st May, 2004
Class: U-03
Time: 09:30 – 10:20
Focus: Reading on *Money*

Strong points
I set the context by personalizing the topic and gave the example of an advertisement widely shown on TV those days. After the students got interested, I gave the instructions and the students started working

on the reading task. I set the time for the task and kept it. I monitored the students while working and helped them when needed. This was immediate feedback. I encouraged students to interact in different ways (pair & group work) and to have peer correction among them.

Weak points
I still had high TTT and loud voice. Although I gave the instructions for the tasks, I didn't check them. I also realized that my instructions were rather long.

🔸 Observation 8
Date: 28th May, 2004
Class: U-03
Time: 10:30 – 11:20
Focus: Free Writing *(Story Writing)*

Strong points
I set the context by showing the students two pictures and the key words on OHT. I emphasized using different visuals (blackboard, OHP, pictures) not only to set the context but also to take students' attention and make them interested. I organized the blackboard accordingly. I used gestures a lot to make understanding easier. This time I checked the understanding of my instructions (at last!). I used different ways of grouping techniques. I set the time for the tasks and kept it. I also monitored the students while working on their stories and helped them when needed. In order to reduce my TTT, I aimed to focus on story writing, a free activity which leaves the ground to the students.

Weak points
I still had high TTT! I didn't forget to check my instructions but they were rather long!

Overall
Strong points
- ➢ I am good at setting the context and personalizing the topic.
- ➢ I give importance to visuals and realia and use them to make students interested.
- ➢ My organization of the blackboard is effective.
- ➢ Setting the time and keeping it is another positive point.

Weak points
- ➢ After all those 8 observations, I realized that I couldn't get rid of high TTT. I must work on how to reduce it.
- ➢ Also, I experienced that elicitation is a good method but doesn't work in elementary.
- ➢ I give instructions but forget to check them. I must work on it, too.

Post-observation Self-evaluation Report

Teacher 3:   Date of Observation: 8 March 2004   Obs. No: 1

The aim of the first observed lesson was simply based on improving students reading comprehension skills. Students in this group are in their third and fourth year of study in the History Department. So the reading text and task types are designed according to students' departmental needs and interests. The topic of the lesson was 'Egyptian Civilization' which the students were introduced in their first and second year of field study. Thus it was thought that it would be good to revise their knowledge and help the lesson flow smoothly. However, as the pre-reading task required prediction and making notes about the pictures displayed, most of the students failed to remember or predict who the character in the picture is and what did s/he do, which period s/he lived in. I tried to give some clues, but I didn't feel that was effective. I think the pre-reading stage could be more productive if I started with a story about the characters in the pictures (which would be the summary of the reading text) without mentioning who is who, and then asking them to guess. I am happy that the students tried to participate as much as they can and tried to respond my questions. The second stage of the lesson was the reading part. After reading the text, students were asked to answer some reference questions. This part was done as a whole class activity and answers noted on a transparency displayed by the OHP. While trying to work out this task, I noticed that students were not looking at what is shown on the OHP rather they were looking at the text. I think it would be better if I have given time to the students to answer the questions individually and then check the answers whole class. The following tasks were note taking and answering comprehension questions. I should say that so much time spent on the tasks and considering the students' level, this wasn't anticipated. The general atmosphere of the class was not very lively, however the students tried to participate to each stage of the lesson. Overall, I think the aim of the lesson was achieved up to a certain degree but not entirely. Personally I found the teacher's voice too loud and pace was slow in order to make sure all of the instructions understood and followed clearly. Also the amount of the teacher talking time was more than necessary and I kept repeating the answers received from the students. I don't think it was necessary to repeat that much, but I just wanted to make sure everything is clear and understood by all.

Post-observation Self-evaluation Report

Teacher 3:   Date of Observation: 15 March 2004   Obs. No: 2

The aim of the second observed lesson was providing students more practice with linkers and raising awareness about text structure. Considering the students' reactions and outcome of the tasks, I can say that the aims were achieved. However, in this observation I tried to focus on my own attitudes in the classroom and would like to comment on the teacher (me!)
1. Because I couldn't find the notes I was using in the last lesson, I didn't know where we stopped in the last lesson. So I asked the students where we stopped and up to which task we did in the previous lesson.
2. I noticed that I was repeating every answer I got from the students. Even when I asked a student to read the paragraph, I re-read the paragraph as soon as the student finished and this is evidence to the exaggerated reinforcement of the teacher. Moreover, I repeated the instructions again and again for a few times in order to make sure that everything understood clearly and correctly. But I should confess that the instructions were good and clear.

3. Monitoring, guidance and help provided as the students were working on the tasks which was good for making students' understanding smoother and helping them move further. However, more help was given to two of the weaker students than the rest of the class which I do not consider democratic but necessary.
4. Time limits were not stated for every task. Sometimes I just asked the students do the task without giving any time limit because I did not feel necessary.
5. Differences between the linkers *and, although* and *because* were explained with examples clearly, however students needed more explanation perhaps because the explanation was not effective, thus I explained all again and the students' reaction was more positive the second time.

To sum up, the aims of the lesson were achieved and students' reaction was satisfactory. Almost all of them participated to each stage of the lesson. The atmosphere of the class was positive and relaxed. I think my relaxed and spontaneous attitude affected the atmosphere also. It would be good to note that the overall attitude of the teacher caused her to look like someone experienced.

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Post-observation Self-evaluation Report

Teacher 3:   Date of Observation: 22 March 2004   Obs. No: 3

The aim of the third observed lesson was to provide students practice about presentation outline and organization using sample material. The aim of this lesson was achieved through the active participation of students and completion of the tasks successfully.

At the pres stage, I tried to recall from students' memory what was done in the last class, through clear and direct questions in order to establish the topic. Asking direct questions helped me to check students' understanding of the task assigned in the previous lesson and get to the topic in a good way. Also, as an aspect of my nature, I could not stop myself of being humorous even if I think I may cause the disruption of concentration. However in this lesson, being humorous helped me to keep the students attentive and alert.

Due to the fact that the tasks were controlled and instructions were given clearly without much repetition, students followed and act in a synchronized way as a whole class. Actually, I think that this was a very fluent lesson as everything went smoothly through direct questions, clear answers, clear instructions and correct responses. At the end of the lesson the actual presentation task was assigned using sample material and I am sure that all of the students were fully aware of what they were going to do for the assignment.

Post-observation Self-evaluation Report

Teacher 3:   *Date of Observation: 5 April 2004*   *Obs. No: 4+5*

The aim of the fourth and fifth observed lessons was to raise students' awareness about quotation, paraphrasing and summarizing and provide practice with paraphrasing. The aim of these lessons was achieved in spite of low participation and low motivation of the students.

Firstly I would like to focus on my instructions and reactions. At the beginning of the lesson the aim was given and students were informed about what they are going to do and why. Although there were no correct answers from students, I insisted until getting the exact word "paraphrasing" from students with difficulty and gave no praise! This was due my high expectations from students. Since we have talked about paraphrasing in class before, I was sure that they were going to answer immediately. That is why I didn't give praise, I thought they didn't deserve!

Moving onto the next task, using good humour in order to elicit studying strategies and motivate the students was really helpful, but still no praise was given to the students until the first half of the lesson!

The following task required differentiating between quotations and paraphrasing and again students had difficulty. So I revised the previous paragraph in order to help students with the task. Help was given using clues and direct questions and was beneficial.

At last I praised Ayse for answering questions and treated her as if she's the only one who can understand best. This was a bit though and may sound like favouritism; however my only purpose was to force the rest of the class to participate. I tried to create a competitive atmosphere for the sake of motivating the students and it was quite successful.

Also, habitually I repeated the given information and given answers in order to make sure everybody hears and understands what their friends say. Incorrect answers are corrected with humour rather than saying "no, you are not right" which helped students not to lose their courage and confidence. Only pronunciation errors corrected immediately.

The good thing was my way of insisting on getting exactly the correct answer. It was a little time consuming but helpful for the students. However I couldn't hear some of the correct answers at first and continued asking the same question increasing the tone of my voice, so the students had to repeat themselves.

At the end of the lesson I revised the main ideas and summarize the lesson with student participation again with humour and being a little though by saying "is it that much difficult to say?" My main aim was making students aware of the fact that it's only their behaviour that makes things difficult and makes them feel less confident.

At the presentation stage, I tried to recall from students' memory what was done in the last class, through clear and direct questions in order to establish the topic. Asking direct questions helped me to check students' understanding of the task assigned in the previous lesson and get to the topic in a good way. Also, as an aspect of my nature, I could not stop myself of being humorous even if I think I may cause the disruption of concentration. However in this lesson, being humorous helped me to keep the students attentive and alert.

Due to the fact that the tasks were controlled and instructions were given clearly without much repetition, students followed and act in a synchronized way as a whole class. Actually, I think that this was a very fluent lesson as everything went smoothly through direct questions, clear answers, clear instructions and correct responses. At the end of the lesson the actual presentation task was assigned using sample material and I am sure that all of the students were fully aware of what they were going to do for the assignment.

Post-observation Self-evaluation Report

Teacher 3:   Date of Observation: 20 May 2004   Obs. No: 6+7+8

The sixth, seventh and eighth observed lessons focused on linkers and essay organization. As a language instructor I aim to allow students more space and opportunity in class to become more autonomous and confident learners. However the materials I have to use do not allow this kind of a classroom, I tried to do my best to make things more student centred. Now, the slow progress of the students started to become more obvious as we approach towards the end of the semester. Also in this lesson I pulled myself a step back, and left the ground to the students, which I think was successful.

To summarize the lesson and the tasks; first I draw a table on the board in order to classify linkers. The table was very clear and simple, so the students actively participated and completed the table. I only talked when necessary and guided the students, give them reasons why, why not. The task completed and checked whole class and other possible correct answers discussed.

Students were well aware of the comparative and superlative forms of adjectives. So apart from the given adjectives, I pointed more adjectives which were not included to the list students have and added some more irregular adjectives. This provided more practice and the spontaneously given irregular adjectives provided challenge, which the students did well.

Moving onto essay organization, again I drew boxes on the board to guide students elicit the parts of an essay. Here, I forced the students to recall their previous knowledge about essay organization. Giving examples to help them remember what a thesis statement should include was a good idea and they participated as soon as they remembered what we have done in class before. So having revised previous knowledge provides better learning I believe.

As a last point to criticize myself: NO PRAISE WAS GIVEN!!! I think I should really work on this ☺

5.2 Interview analysis of teachers' perceptions on their practices

In this section, abstracted quotations from the interviews are presented. This section focuses on what teachers said during the pre and post semi-structured interviews based on the questions they were asked by the researcher. In the first set of data analysis, which is emergent coding from the abstracted interviews, teachers' own perceptions are categorized. Then in the second set of data analysis, which is abstracted quotations from the interviews in a chronological sequence, teachers' perceptions are coded (by using the codes from the coding framework) (see appendix 6, p.177) sequentially. The purpose is to show how both sets of data analysis can explicitly present teachers' reflections on their practices. Moreover, as a researcher while investigating teachers' own perceptions on their teaching practices, in my belief using abstracted and emergent coding analysis as a tool provides an in-depth and wider perspective for the researcher to see how teachers perceive their own teaching practices from their perceptions. In the first analysis (emergent coding), on the left hand column teachers' perceptions on their teaching practices are given from the semi-structured interviews (pre and post) and on the right hand column (by using the coding framework) taking into consideration the two major research questions, teachers' reflections are coded. On the contrary to the first analysis above, in the second analysis abstracted quotations from the interviews, on the left hand column teachers' coded reflections are given and on the right hand column teachers' perceptions on their teaching practices are presented. For example, we can see comments about a need for self knowledge of teaching, a question of preferred practices, reference to previous training, curiosity of teaching craft and the importance of teacher talk.

T1- 1st Interview

Abstracted quotations from the interviews	Emergent coding from participants' views
Que.2 **I developed some kind of awareness on my teaching. From time to time you need some kind of feedback.**	'Self-development' and 'reflection'
Que.3&4 **I realized I had a very high teacher talking time but when you are in the classroom you may not be able to realize this but as I watch the video I clearly saw that.**	'Teachers teaching method' and 'self-awareness'
Que.5 **Tense, nervous as I watched the videos yesterday. I could see very clearly that I was quite tensed being observed by especially with a machine.**	'Lack of self-confidence' and 'Negative belief in Lifelong development'
Que.6 **I believe video recordings are quite positive.**	'Positive approach to Lifelong development' and 'Believes in benefits of training'
Although, I said quite frankly I still can say there is some kind of pressure on the observe because it's going to be recorded. There is some kind of evidence about your teaching so you try to do your best.	'Lack of self confidence'
Definitely video recordings can be used in in-service training courses. May be this could be applied in primary and secondary schools although they have never experienced before, it could be very useful for them to look into their own teaching.	'Positive belief in lifelong development and promoting it', 'Hints regarding the education system in Northern Cyprus' and 'teachers' thinking'
I found this process very useful in terms of materials design, in the process redesigning our courses in faculty.	'Course design' and 'Material design'
I am planning to share these recordings with my colleagues because especially in terms of materials exploitation and also conducting sort of different task types.	'Collaboration', 'Material design and use of it' and 'task based teaching'
Reflection surely it is important over your teaching practice. For example, in some parts of my lesson I had to watch couple of times in order to see and evaluate myself.	'Reflective practice' and 'Self evaluation'
Que.9 &**10 I made use of this opportunity quite a lot because there is always a risk after certain time in your career you may reach a kind of stable period. So you may need some kind a not necessarily a video recording but may be allowing one of your peers/colleagues to watch an area/focus an area of your teaching.**	'Stagnation' 'collaborative work' and 'feedback'
I mean having gone through teacher training myself and working as a teacher trainer I said now my lessons are being observed, what are the things that I would draw conclusions from these?	'Constructivism'
When I was observing teachers in class I looked into 4 basic things such as: aims, executions, accomplishments etc.	'Lesson planning'
I was focusing on the learners and the learning process while I was sort of thinking through my experiences.	'Reflection' and ' Learner centered approach'

T2- 1st Interview

Abstracted quotations from the interviews	Emergent coding from participants' views
Que.2 I liked the personalization thing actually I realized that I really tried to personalize the subject and conceptualize the topic so that students will get motivated/interested.	'empathy towards students' learning' and 'teaching technique'
Que.4 I realized my fault repeating the instructions a lot and my teacher's talking time is very high but I think it's because of the lesson I mean the lesson presentation…and the low level of students.	'self awareness' and 'self awareness in teaching'
Que.6 While you are teaching sometimes you aren't aware of your strengths and weaknesses because as you are teaching in the lesson you aren't aware of the good things or weak points of your teaching.	'self reflection over teachers' performance'
Que.8 I like visual things because I am a visual learner. I learn things through reading, pictures and video recording is a high technology and gives you the chance to watch every bit of yourself and your lesson.	'visual learner' and 'constructive approach'
Que.10 Also considering the fact that I am an English Literature graduate, C.O.T.E was really important for me. I have never studied education courses before and when I took C.O.T.E I learnt a lot specially the theoretical aspects and practically you practice it everyday anyway so for me theory part was more important e.g. how to make a lesson plan? Etc	'The significance of teachers' subject knowledge' and 'pedagogical knowledge'

T3- 1st Interview

Abstracted quotations from the interviews	Emergent coding from participants' views
Que.2 I am not just an average teacher but I can say I am a good teacher.	'self confidence'
When I look through my teaching, it's not possible for human being not to do mistakes consciously/unconsciously but on the whole I feel quite effective.	'self confidence', 'self reflection' and 'lifelong development'
Que.3 I keep repeating because I want to make sure that everybody in the class hears and understands whatever the answer is.	'teaching technique' and 'mistrust towards learners'
Que.4 We design our tasks they are more reading based and teacher centered.	'teacher centered approach' and 'task based teaching'
I would like to have more student-centered lessons and productive classes where students are more productive and creative.	'student centered lessons' and 'planning'
I mean the way we design tasks actually show our distrust towards students. We don't trust that they will achieve if they feel freer that's why the tasks are designed more teacher-centered.	'task based teaching' and 'communication/interpersonal skills'

Que.7 Reflection is important but how? Can you believe that it's possible for a teacher to be 100% objective? That's why you need a second eye.	'reflective practice' and 'significance of reflective practice'
Considering the C.O.T.E course 2 tutors were observing us and it was more stressful for us at least for me because you know that whatever you say or do will be assessed so you have the pressure.	'the influence of stress and pressure over teachers' both academic and self improvement'
Now in this process, I don't have that pressure and I feel myself more productive and effective.	'self control/awareness'
Also in C.O.T.E course you don't have the chance to observe/watch yourself only the observer has this chance and takes notes.	'the disadvantage of one sided reflection'

T1- 2nd Interview

Abstracted quotations from the interviews	Emergent coding from participants' views
Que.1 I wanted to cover and give importance to all the four skills speaking as well.	'Teaching method' and 'Integrated Skill Based Approach'
Sometimes I had to change some of the tasks for instance, as I watched a section on the film I put down, designed some tasks but as I went into the class and sort of asked the students some of the questions were too challenging for them because I think I slightly underestimated their understanding of the film.	'Empathy', 'Task design' and 'Task Based Learning'
Basically the changes I have applied were task based or in some cases methodology or pedagogic features of what I was teaching in the class.	'Task Based Teaching' 'Varying methods of teaching and pedagogical skills'
As I observed my students their achievement on different task types, I found some of them were actually quite challenging where some of them were more useful for them not to loose the element of fun as well of watching a movie. So I did not want them to feel that it's a kind of burden for them, I wanted to keep the entertainment too.	'self awareness over teaching methods' 'learners' needs and interests' 'learner centered approach' and 'empathy'
Que.2 Yes they did realize the changes. They said I mean there was a great instant feedback from the students. During the break hours they were coming and saying this part is interesting I wonder what will be the next? So this means they were able to follow those prompts or guided questions that I prepared for them.	'Learners' self awareness over the changes' and 'Using instant feedback as a guide in teaching'
I would doubt that they were actually conscious of their own learning because the main focus was to increase their level of participation.	'Motivation' and 'Lack of students' control/awareness over their learning'
Que.3 Having observed myself I mean trying to give my instructions, keeping an eye contact, maintaining the interest of the students, I made several seating arrangements	'Self development' and 'Benefits of the using latest technology in teaching and method of enquiry in research'

e.g. rather than in rows I arranged them to sit as a horseshoe shape. These are the areas that helped me to develop myself while watching the videos.	
Que.8 Showing the full movie for the 1st time to my students was an interesting challenge for me so I think to explore part of things in this area was very interesting and effective. It was a kind of technical and slightly pedagogical issues concerning using videos in class.	'Teachers' self reflection and development over their teaching performances and methods'
Que.10 So it's a kind of a self-reflection procedure, which I believe it's quite important rather than somebody telling you should go and do this…	'Being autonomous in teaching'
Que.11 How or what make you change certain things in your teaching? May be picking an issue and focus more on that e.g. I slightly focused more on classroom management and also my task types. May be choosing 2/3 aspects of your teaching and build upon them sort of more focused kind of reflection.	'Using reflective practice as a method of teaching'
Que.12 The only thing I would suggest otherwise I mean I believe this was quite useful is that at the beginning for some teachers it might be a nerve breaking experience not myself though but then as you get sort of tool in your hand this is my teaching, this is me in the class it is a bit weird feeling.	'Lack of self confidence' and 'Effective method of collecting data and looking into teachers' thinking'
You ask yourself how do I do that? I was stupid I couldn't use the blackboard properly it's because you just took for granted that I am a good teacher or a trainer.	'Disadvantages of being too self confident in your teaching/about yourself as a teacher' 'Prejudices over teachers' beliefs'
I mean you don't see such things and sometimes you turn out and simply blame students how come they don't simply understand a simple instruction etc. and once you watch the video you realize these and it's quite useful.	'Excuses in teaching' and 'Benefits of using videos to self evaluate yourself'
Eventually as you watch whole series of lessons I think it's a very powerful tool for your self-reflection. The other thing I can suggest is to observe two block periods like we watched the introduction now we want to see some practice then production but that's to do with the logistics of the time constraints…	'Power of technology in teaching' and 'limitations'

T2- 2nd Interview

Abstracted quotations from the interviews	Emergent coding from participants' views
Que.1 I was aware that I am a very organized person I mean I know what is to be done in the class, how would you start? What kind of activities, strategies to motivate the students? I was all aware of these.	'Self awareness and reflection', 'lesson planning' and 'Role of Personality'
Que.2 Because they haven't criticized me or	'Feedback' and 'Knowledge of learner's regarding teaching

told me teacher ok after this video you changed that technique so I think they weren't aware because they don't know much about teaching.	strategies'
I realized myself that when I used more visuals, they were more motivated and it gathered their attention.	'Use of Visuals and realia', 'empathy' and 'Teachers' self awareness over their teaching method'
Que.3 About self report, I am aware of what are the effective ways in teaching and I was very organized but I also realized that my teacher talking time was very high and I found myself really talking in the class.	'Self awareness in teaching' and 'Effects of Personal traits in teaching'
Especially while giving instructions, I thought to myself and said there are two possibilities that I am the one mostly talking a lot in the class because one reason is that it is my character, I am a very talkative person and second, it depends on the mood and level of the students. Sometimes period of the lesson might also be a third factor.	'Self evaluation', 'Using Reasoning and questioning techniques in teaching for development', 'empathy' and 'Personality'
Que.4 Of course this is a great thing (video-recordings) for self confidence. You become aware of your positive characteristics in class as well as negative and you try to eliminate those negative ones.	'Importance of using technology for self assessment', 'Ways of increasing self confidence', and 'Evaluating teaching'
I can attend for an in-service training course in order to improve more because improvement is important when you are aware of your negative or strong sides, you can improve yourself in those specific areas.	'Significance of self improvement'
Que.8 As I said earlier, without these reflections sometimes you don't sit down and think about your own teaching. May be short of time, other duties you just after the lesson realize if the lesson was effective or not, why and how but you don't spend much time thinking on it. That's why it is good to reflect and share it with others if you can.	'Role of reflective practice in teaching'
In such a process when you watch yourself and the class of course, you think about it deeper because you have to do interviews and it gives you more time to sit down and think about all these things. So what I am trying to tell you is that you are aware of certain things but at the same time unconscious about it until you sit and watch the videos. That gives you the chance and also forces you to think deeply. So through this way, it brings it to the surface and in a way forces you as a teacher to be involved in research.	'Reviewing the lessons from the eyes of the teachers' in other words 'Reflecting into your own teaching', 'Human nature' and 'Remembering things through going over them again' in other words importance of 'repetition'
Que.12 It was a very good task for me to use it in my M.A class. I can use those video recordings for my presentations, classes because this is the real thing, it's not a made up thing.	'Using realia' , 'Authenticity'

Abstracted quotations from the interviews	Emergent coding from participants' views
Que.1 I changed certain things throughout the process because it was good to observe my own progress through the recordings. As I said earlier, my problem is teacher centred classroom.	'Self reflection', 'Adaptation' and 'Teaching method'
Que.2 Students are aware of their own learning process but they were not aware of the teacher centred classroom because all their other classes are like this an having the chance of more freedom in the last few classes of ours make them more productive and cooperative.	'Teaching method', 'Criticism' and 'Cooperative learning'
Que.4 I may use the video recordings to evaluate myself or show the good and negative aspects of teaching to my colleagues.	'Self evaluation' and 'Confidence'
Que.7 I want to share these reflections with my colleagues and I did share it with some colleagues of mine. The aim was just to get their ideas regarding my teaching and asked them what would they do if they were me in that situation?	'Collaboration' and 'Empathy'
Que.8 The major reason of sharing my reflections is in order to have a different point of view. I wonder actually how others perceive me. Do they perceive me as I perceive myself or differently? That's my concern.	'Open mindedness', 'Flexibility' and 'Being open for criticism' – The role of Personal traits in teaching
A kind of self evaluation because sometimes when I tried to motivate/participate students to do a task, I use words which may sound a bit tough for an outsider but actually the main purpose wasn't being tough, it was to force students to think.	'Learner centered approach', 'Students' needs', 'Goal oriented' and 'Higher order thinking skills'
I wonder if an outsider perceives this in the same way or not. Why I had done it in that way? etc	'Empathy' and 'Reasoning'
Que.9 I tried to minimize the negatives and maximize the positives.	'Positive thinking' and 'Positivist approach in teaching'
Throughout these observations, this process helped me to develop myself.	'Belief in self development' and 'Lifelong learning beliefs and promotion'
Que.10 Because I want to see how people feel or their facial expressions, mimics while they are talking about themselves. I think it gives out things more realistically and objectively.	'Body language'
Que.12 Overall this research helped me in a way in perceiving myself better and also I got your feedback it was really nice to have that from your point of view. That's why I believe it helped me to consider my bits and pieces.	'Self understanding', 'Peer observation and reflection' and 'Self development and actualization'
Yes, it's (video recording) a way to look into teachers' thinking over their practice. For example, sometimes I feel that even the students don't understand how or why or for what purpose I say nor do things in the class.	'Benefits of technology in teaching', 'Common ground' and 'Ambiguity' or 'Lack of communication'
I was unconscious at that moment in class but	'Self awareness' and 'reflective practice through video

I noticed this while I was watching the video and it was really effective.	recordings'
I would like to add one more thing, I noticed throughout this process that at the beginning I was feeling myself as a teacher that's how I viewed myself and later on I noticed that throughout the end I felt myself more like a facilitator because leaving the ground for students and giving them more freedom to mobilize in classroom helped me more.	'Perceptions of being ness', 'Change of status' and 'learner centered approach'
It helped me to change my technique of teaching.	'Positive outcome', 'Benefits of reflection, evaluation, awareness, collaboration, learner centered approach, peer observations' and 'Confession'
It helped the students to become autonomous learners without my instructions they learnt and practice cooperation.	'Cooperative learning'

T1- 1st Interview Analyses

Codes	Abstracted quotations from the interviews in a chronological sequence
Que1. Prog / Tprog	**When I was working as a teacher trainer for several courses like D.O.T.E. , C.O.T.E. I have been video-recorded in terms of training purposes we shared ideas on the video recorded lessons. I had to watch the video of my own and write some kind of reflection of my teaching.**
Que2. Cben / Cteach	**I developed some kind of awareness on my teaching. From time to time you need some kind of feedback. I found this process very useful.**
Que3&4. TThk	**What I planned primarily with them did not prove to be very clear/useful for them.**
TThk-teach	**So as I watched myself in terms of especially giving instructions I felt the need that they needed checking my instructions or giving more examples.**
Cchange Tprog TThk-teach	**I realized I had a very high teacher talking time. ….as you are doing the lesson so this gives you an opportunity in terms of say the majority of students aren't able to follow your instructions so that they can't do the task/but when you are in the classroom you may not be able to realize this but as I watch the video I clearly see that.**
TThk-design TThk-mat	**I have changed the whole course, I felt the need that they had to do similar tasks so that they gain or they have the opportunity to master that skill.**
TThk-Thinking TThk-design	**As I watched the video 1st and 2nd one then I said ok I had to do more a kind of recycling…**

Que.5 Llbeli	Tense, nervous as I watched the videos yesterday I could see very clearly that I was quite tensed being observed by especially with a machine.
Llbeli	Most of the time we are alone in the class… I mean there is a kind of outsider view in the class, although it doesn't have to be for assessment purposes you still feel you have to be more careful with your language, activities. Etc.
Que.6 Llteach Llpro	I believe video recordings are quite positive. Although I said quite frankly I still can say there is some kind of pressure on the observe because it's going to be recorded. There is some kind of evidence about your teaching so you try to do your best.
Tbenf	Definitely, video recordings as I was watching them again, they can be used in in-service training courses. Just to watch them and see how to give instructions, feedback etc.
TThk-teach Llpro	May be this could be applied (video recordings) in primary and secondary schools although they have never experienced before, this could be very useful for them to look into their own teaching.
TThk-design TThk-mat	I found this process very useful in terms of materials design, in the process of redesigning our courses in the faculty.
TThk-ref	I am planning to share these recordings with my colleagues because especially in terms of materials exploitation and also conducting sort of Let's say different task types.
Que.7 TThk-ref	Reflection surely it is important over your teaching practice. For example, in some parts of my lesson I had to watch couple of times in order to see and evaluate myself.
Que.8 TThk-teach	I would definitely agree that teachers' thinking over their actual teaching practice is important. I take some examples of my own experiences…. Organizing activities, classroom management…
Que.9&10 TThk-ref /TThk-design Llteach	Time was Ok with me. You can see from the video recordings that students get exhausted in a two hours block lesson so usually they were late for the 1st period and that's why I prefer the 2nd hour because you can see the flow of the lesson, the materials used and also that's the reason I felt the need to write in my reflections what was and came after the recorded lesson. I made use of this opportunity quite a lot because there is always risk after certain time in your career you may reach a kind of stable period. So you may need some kind a not necessarily a video recording but may be allowing one of your peers/colleagues to watch an area/focus an area of your teaching…
Tprog	…I mean having gone through teacher training myself and working as a teacher trainer I said now my lessons are being observed what are the things that I would draw conclusions from these?… I sort of use some kind

	of framework from the observations that I had carried out in the trainings.
Tbenf	**When I was observing teachers in class I looked into 4 basic things such as : aims, executions, accomplishments of aims etc.**
TThk-teach	**I was focusing on the learners and the learning process while I was sort of thinking through my experiences.**

T2- 1st Interview Analysis

Codes	Abstracted quotations from the interviews in a chronological sequence
Que.1 Prog	**While I was taking the C.O.T.E course my tutors had observed me but the video recording is the first time.**
Que.2 TThk-teach	**I liked the personalization thing actually I realized that I really tried to personalize the subject and conceptualize the topic so that students will get motivated/interested. They must feel a relation to the topic in order to be able to speak about that subject. Being personalized about their lives.**
Que.3 TThk-teach	**Well at the 1st recordings I realized that** **sometimes I forgot to check if the students understood the instructions or not so I just give the instructions. But I didn't check if they understood or not…later on I realized and I tried to check by asking what are we going to? ….**
Que.4 TThk-teach	**I realized my fault repeating the** **instructions a lot and my teacher's talking time is very high but I think it's because of the lesson I mean the lesson presentation…and the low level of students.**
TThk-teach	**Later on when I give a thought, I decided to write the instructions on the board rather than saying it over and over again.**
Que.5 Cben/Tbenf	**I was a bit nervous at the beginning of the video recordings but after I have started the lesson it was ok. Later on I forgot that you were there and recording. I did not see you.**
Que.6 TThk-teach	**While you are teaching sometimes you aren't aware of your strengths and weaknesses because as you are teaching in the lesson you aren't aware of the good things or weak points of your teaching.**
Tbenf	**But when you see it, I mean watch thevideo in an objective way you can see that this is my good or weak points so I must make it better and you start thinking about how different techniques you can use…etc**
Que.7 TThk-ref	**Of course reflection is important for a teacher if you arevery subjective you believe that you are right and**

	everything is without any mistakes. You must see/view things objectively so that you can improve your weak points.
Que.8 Lldev	**I like visual things because I am a visual learner. I learn things through reading, pictures and video recording is a high technology and gives you the chance to watch every bit of yourself and your lesson.**
Prog	**In my view, teachers' thinking is important. It was the observations before in the C.O.T.E course we were all observed and we would all come together with the tutor to talk about the strengths and weaknesses.**
Cteach	**In this process, it was just tutor's point of view but with video recordings as a teacher you have the chance to observe it yourself.**
Que.9 TThk-desgn	**The hour of the lesson is important because if it is in the morning usually students feel sleepy and they haven't had breakfast so they aren't motivated and this can be a disadvantage…I believe 50 minutes is enough for a teacher to plan his/her lesson…**
Que.10 Prog	**As we discussed, instead of morning classes it would be good to observe 10.30 class. Regarding C.O.T.E you learn the theory behind it. It's both theoretically and practically. It's good because you can study the theory and then have the opportunity to practice it in class.**
Cben	**Also considering the fact that I am an English Literature graduate, C.O.T.E was really important for me. I have never studied education courses before and when I took C.O.T.E I learnt a lot specially the theoretical aspects and practically you practice it everyday anyway so for me theory part was more important e.g. how to make a lesson plan? etc**
Cchange	**In C.O.T.E it was hard for me to catch up with the tutor's feedback right after each observation because if you are observed on Monday then you get the feedback on Friday and it's not possible for someone to remember 50 minutes lesson step by step after such a long period. Therefore, in short there was no immediate feedback.**
Prog	**Total there was 6 observations and the tutors must assess 4 of them. C.O.T.E takes one-year full time. Besides observations we had other assignments, 4 methodology and 2 language assignments. Total 6 and plus weekly C.O.T.E input/reflection.**
Cteach	**In the sessions we usually had pair/group work activities or individual. Usually in the sessions first we had the presentations then teachings/activities. Reflection was mostly from the tutor and in between the participants it was less.**

T3- 1st interview Analyses

Codes   **Abstracted quotations from the interviews in a chronological sequence**

Que1. Prog	**It's the first time that my lessons are being video recorded. In C.O.T.E we have been observed but never video recorded.**
Que.2 TThk	**I am not just an average teacher but I can say I am a good teacher.**
TThk-teach	**What I feel actually when I see my students reactions and when I look through my teaching, it's not possible for human being not to do mistakes consciously/unconsciously but on the whole I feel quite effective.**
Que.3 Cchange	**The first thing I changed I realized was the tone of my voice. It was too loud and 2nd thing repeating the same things like a parrot.**
TThk-Tbenf	**But in the last one (lesson) I only repeated when it's necessary.**
Cteach/TThk	**I keep repeating because I want to make sure that everybody in the class hears and understands whatever the answer is.**
Que.4 TThk-design	**Actually we design the packs according to the needs of the students and departments.**
TThk-mat TThk	**We design our tasks they are more reading based and teacher centered because that's what the departments requires from us.**
TThk-teach	**However I would like to have more student-centered lessons and productive classes where students are more productive and creative.**
TThk-design	**But with this pack it's not possible to do that and for further pack I am planning to change the way we had done it. The task design let's say allow more student participation and creativity.**
TThk-teach	**I believe this is the 3rd semester with these students and I know what they are able to do and I believe that if the tasks were more student-centered they would perform better.**
TThk-teach TThk-design	**I mean the way we design tasks actually show our distrust towards students. We don't trust that they will achieve if they feel freer that's why the tasks are designed more teacher centered.**
Que.5 Cben	**In the 1st observation I was a bit excited for the 1st few minutes then everything was under control.**

Que.6 LLdev	**Video recordings will help me to improve skills.**

Llteach TThk-teach Llpro	I mean as an individual you are aware of your skills, your weak points, strong points but sometimes there are points that you are not aware and again sometimes you do mistakes unconsciously and the second eye help you to see them in order to improve yourself.
Que.7 Tbenf	Of course, reflection is important but how? Can you believe that it's possible for a teacher to be %100 objective? That's why you need a 2nd eye.
Que.8 Llpro/Llbeli	Of course, video recordings are something really effective. I believe this will not only help me but other teachers too.
Tbenf TThk	I mean these recordings can be used in other training programs to show teachers certain skills like weak points, strong points etc. so that other teachers will realize the significance of teachers thinking.
Prog	Considering the C.O.T.E course 2 tutors were observing us and it was more stressful for us at least for me because you know that whatever you say or do will be assessed so you have the pressure.
Tbenf	Now in this process, I don't have that pressure and I feel myself more productive and effective.
Prog Cchange TThk-ref	Also in C.O.T.E course you don't have the chance to observe/watch yourself only the observer has this chance and takes notes. You are only asked to write a post observation self-evaluation report and that's not enough to reflect yourself objectively.
Que.9 Cteach	Timing is also important sometimes 50 minutes is not enough to see the whole process and end product of a lesson. This is what happened to me in C.O.T.E course. One of the tasks I designed lasted longer than I planned and at the end of the 50 min. there was no product…
Que.10 Prog	Is it possible for you to provide us criteria when writing our own self reflections because as you know in C.O.T.E we were given a criteria to consider while writing so do you have anything like that? Or would you like me to follow that?
TThk-ref Cteach TThk-ref	For the 1st observation in my reflection reports I tried to focus on the criteria given in advance in C.O.T.E and 2nd one I focused on my attitudes and 3rd a kind of general overview so I tried to draw an overall outline in this way for the following ones as well.

T1- 2nd Interview Analyses

Codes	Abstracted quotations from the interviews in a chronological sequence
Que.1 TThk-teach	In this case the 1st part 8 weeks we basically focused on EAP, reading mainly reading based skills and also some writing. I wanted to cover and give importance to all the four skills speaking as well.
TThk-desgn	so the 2nd phase of the lesson was devoted to listening and watching and some oral tasks as well e.g. video watching

	on European Union.
TThk-mat	**I prepared some tasks for my students and try to exploit the video for them.**
TThk-desgn	**Sure, sure even during the lessons I had to change certain things. It was a kind of a pilot project with these students. For most of them it was a kind of shock because they haven't been given such a chance to improve their language so that's why how I started.**
Tprog	**First of all, with an initial learner training session ex. I asked them how video watching can improve their language etc?**
TThk-ref	**Sometimes I had to change some of the tasks for instance, as I watched a section on the film I put down, designed some tasks but as I went into the class and sort of asked the students some of the questions were too challenging for them because I think I slightly underestimated their understanding of the film.**
TThk-teach	**The other thing I had in mind was actually using subtitles in the film. The aim is to check their understanding of what they hear so a kind of a double check. I let them to see certain parts of the subtitles in the film.**
TThk-desgn	**Basically the changes I have applied were task based or in some cases methodology or pedagogic features of what I was teaching in the class. Some of them were purely watching or trying to follow the subtitles; some of them were checking their understanding so I had variety of tasks.**
TThk-teach	**As I observed my students their achievement on different task types, I found some of them were actually quite challenging where some of them were more useful for them not to loose the element of fun as well of watching a movie. So I did not want them to feel that it's a kind of burden for them, I wanted to keep the entertainment too.**
Que.2 TThk	**Yes they did realize the changes. They said I mean there was a great instant feedback from the students. During the break hours they were coming and saying this part is interesting I wonder what will be the next? So this means they were able to follow those prompts or guided questions that I prepared for them.**
TThk-ref	**I would doubt that they were actually conscious of their own learning because the main focus was to increase their level of participation. It has turned out slightly a handicap for the small project because 4/5 same students keep attending regularly to the lesson…**
Que.3 TThk-ref	**Having observed myself I mean trying to give my instructions, keeping an eye contact, maintaining the interest of the students, I made several seating arrangements e.g. rather than in rows I arranged them to sit as a horseshoe shape. These are the areas that helped me to develop myself while watching the videos.**
Que.4 Llteach	**As a teacher trainer another colleague of mine conducting a similar project and I invited her to my sessions and vice versa when we used videos. That was the start. But I think in terms of exploiting the videos, it is very under used or exploited resource for us.**

Lldev	**So I believe I can share this with a larger group of teachers who are keen on using videos in their classes. That's why I tried to make it available on our website. We have got this intranet "Eagle" website where we can share our ideas.**
Que.5 TThk-teach	**Definitely I will I mean I put a lot of effort into this and as I got quite positive feedback from my students. I will apply the same but may be I have to make some adaptations but in this EAP context, they have their own field here in the Faculty of Law we can extend into other courses as well.**
Que.6 TThk	**It wasn't as threatening as at the beginning and my students were relaxed too later on they also took it as a kind of natural thing.**
Que.7 T.benf	**Sure as we said earlier, I can carry out a mini workshop with my colleagues to reflect and share it with them.**
Que.8 Tprog-Tbenf	**Well being actually a teacher trainer I actually conducted the 1st part using videos. Producing films or short movies with my classes or candidates in several courses.**
TThk-ref	**Showing the full movie for the 1st time to my students was an interesting challenge for me so I think to explore part of things in this area was very interesting and effective. It was a kind of technical and slightly pedagogical issues concerning using videos in class.**
Que.9 TThk-desgn	**Sure I mean as I told you when I prepared the syllabus for this course and I was supposed to grade/evaluate my students so it was purely reading related kind of evaluation.**
Llteach	**So I said I have to change this so what I did was to elements of listening and more sort of students' involvement in terms of their group discussions and also literally I gave them…**
Que.10 Lldev Lldev	**Yes the video recordings and semi-structured interviews were quite well in my case it works quite well. You have certainly some concrete evidence in your hands so you can think, analyze and come up with saying why did I do that?**
TThk-ref	**So it's a kind of a self-reflection procedure, which I believe it's quite important rather than somebody telling you should go and do this…**
Que.11 Llbeli	**The semi structured interviews is ok as long as it gives you the chance that you can reflect on the things that you discovered during the whole process like we have just done with one of the questions.**
TThk-teach	**How or what make you change certain things in your teaching? May be picking an issue and focus more on that e.g. I slightly focused more on classroom management and also my task types. May be choosing 2/3 aspects of your teaching and build upon them sort of more focused kind of reflection.**
Que.12 TThk-ref	**The only thing I would suggest otherwise I mean I believe this was quite useful is that at the beginning for some teachers it might be a nerve breaking experience not myself though but then as you get sort of tool in your hand this is my teaching, this is me in the class it is a bit weird**

	feeling.
TThk-teach	You ask yourself how do I do that? I was stupid I couldn't use the blackboard properly it's because you just took for granted that I am a good teacher or a trainer.
TThk-ref	I mean you don't see such things and sometimes you turn out and simply blame students how come they don't simply understand a simple instruction etc. and once you watch the video you realize these and it's quite useful.
TThk-ref	Eventually as you watch whole series of lessons I think it's a very powerful tool for your self-reflection. The other thing I can suggest is to observe two block periods like we watched the introduction now we want to see some practice then production but that's to do with the logistics of the time constraints…

T2- 2nd Interview Analyses

Codes	Abstracted quotations from the interviews in a chronological sequence
Que.1 TThk-teach	I was aware that I am a very organized person I mean I know what is to be done in the class, how would you start? What kind of activities, strategies to motivate the students? I was all aware of these.
TThk-ref	In the last recording while I was watching myself I realize that I actually try to administer all the positive aspects of teaching in a communicative class. I mean I was aware that I tried to use visuals, blackboard, different grouping techniques etc. that are important in a teaching environment.
Que.2 TThk	The students were really happy while they were being video taped and at the end we gathered together in the training room and showed them. They liked it a lot. They didn't realize any changes regarding my teaching.
TThk-ref	Because they haven't criticized me or told me teacher ok after this video you changed that technique so I think they weren't aware because they don't know much about teaching.
TThk-ref	I realized myself that when I used more visuals, they were more motivated and it gathered their attention ex. I brought a video about Mr. Bean and they watched a short extract and they were so happy and motivated and then we started to talk about this person and his technique…In short they were more motivated to do the task so I realized that by using visuals/realia students become more motivated.
Que.3 TThk-ref	About self report, I am aware of what are the effective ways in teaching and I was very organized but I also realized that my teacher talking time was very high and I found myself really talking in the class.
TThk-teach	Especially while giving instructions, I thought to myself and said there are two possibilities that I am the one mostly talking a lot in the class because one reason is that it is my character, I am a very talkative person and second, it depends on the mood and level of the students. Sometimes period of the lesson might also be a third

	factor.
Que.4 TThk-ref	Of course this is a great thing (video-recordings) for self confidence. You become aware of your positive characteristics in class as well as negative and you try to eliminate those negative ones.
Tbenf	I can attend for an in-service training course in order to improve more because improvement is important when you are aware of your negative or strong sides, you can improve yourself in those specific areas.
TThk-ref TThk-ref	Infact I know how to reduce teachers' talking time but sometimes you found yourself in that situation where unconsciously you do it. I mean I know that I have to talk less in the class and give my instructions shortly but I think that students don't listen to you carefully because of their low motivation and you think a s a teacher it's better to repeat it more than one time, I think that's why.
TThk-ref	Yes, the positive sides are personalizing the topic, contextualizing, using visuals, gestures, I use my gestures a lot. I realized that while I was watching the videos I keep checking the time and use different grouping techniques and also monitor the students often.
Que.6 TThk	I was a little bit nervous just on the 1st day of the recordings then I never felt such nervousness. I mean I was very relaxed.
Que.7 Tprog	Well, I will share my reflections especially in the M.A classes when sometimes the topic is suitable, it's good to share your reflections with them. For instance, if they feel nervous about being recorded then you can give them suggestions from your own experience.
Que.8 TThk-ref	As I said earlier, without these reflections sometimes you don't sit down and think about your own teaching. May be short of time, other duties you just after the lesson realize if the lesson was effective or not, why and how but you don't spend much time thinking on it. That's why it is good to reflect and share it with others if you can.
TThk-ref	In such a process when you watch yourself and the class of course, you think about it deeper because you have to do interviews and it gives you more time to sit down and think about all these things. So what I am trying to tell you is that you are aware of certain things but at the same time unconscious about it until you sit and watch the videos. That gives you the chance and also forces you to think deeply. So through this way, it brings it to the surface and in a way forces you as a teacher to be involved in research.
Que.10 Llbeli	Well this is a good technique but I think it takes a lot of time and energy because I mean you have to observe at least three teachers for how many weeks, there are some technical problems, exams and whatever, carry out the interviews one by one. So I believe it's an effective technique but takes lot of time and energy.
TThk-ref	May be to look into teachers' thinking questionnaire can be used but you have to take it seriously of what you write down and think about it deeply and you know frankly you have to give the answers otherwise it's not self reflection.

	So may be questionnaire plus interview could be used in combination with video recordings.
Que.11 Tprog Tprog	Well, formality in interviews is significant for me. This interview is very effective because you have a set of questions in front of you but sometimes by using the answers you lead the questions so it's like a branch. You have the opportunity to ask and vary the questions and that gives you more flexibility as a researcher.
Que.12 Llpro	It was a great experience for me. I liked it a lot and I liked watching myself, my family, friends and students liked it as well. It was a great set of collection for me. In one of my M.A classes I tried to use one of the videos to show the demotivation of my students to my colleagues but due to the technical problem we were only able to watch the introduction and they were all amazed.
Llbeli	It was a very good task for me to use it in my M.A class. I can use those video recordings for my presentations, classes because this is the real thing, it's not a made up thing.

T3- 2nd Interview Analyses

Codes	Abstracted quotations from the interviews in a chronological sequence
Que.1 TThk-ref	I changed certain things throughout the process because it was good to observe my own progress through the recordings. As I said earlier, my problem is teacher centered classroom.
TThk-teach	Actually in the last lesson of the semester, I tried to put the teacher aside and leave the stage to the students. I let them go through the blackboard and facilitate their own group work.
Que.2 TThk-ref	Students are aware of their own learning process but they were not aware of the teacher centered assessment so you have the classes like this and having the chance of more freedom in the last few classes of ours make them more productive and cooperative.
Que.3 Llpro	Actually video recordings helped me in improving myself like giving feedback to students throughout the last 3 lessons.
TThk-ref	I noticed that I used praising very rarely. It was really surprising but it was the last one so it was ok.
Que.4 Lldev	I may use the video recordings to evaluate myself or show the good and negative aspects of teaching to my colleagues.
Que.5 TThk-desgn	Involving more students.
Que.6 TThk	I didn't feel very excited at the beginning as well but it was a kind of feeling being observed/examined by an outsider. However, later on it was ok, even the students felt better afterwards and started to participate more.
Que.7 Llbeli	I want to share these reflections with my colleagues and I did share it with some colleagues of mine. The aim was just to get their ideas regarding my teaching and asked them what would they do if they were me in that situation?

Que.8 TThk-ref	**The major reason of sharing my reflections is in order to have a different point of view. I wonder actually how others perceive me. Do they perceive me as I perceive myself or differently? That's my concern.**
TThk-teach	**A kind of self evaluation because sometimes when I tried to motivate/participate students to do a task, I use words which may sound a bit tough for an outsider but actually the main purpose wasn't being tough, it was to force students to think.**
TThk	**I wonder if an outsider perceives this in the same way or not. Why I had done it in that way? etc**
Lldev	**This will obviously contribute to our professional development.**
Que.9 Llbeli Llbeli	**Of course being involved in research helps you to develop. Firstly, it contributes to my professional growth and I find the chance to observe myself, express and point out the details and analyze why, how, what, in my own way of teaching.**
TThk-teach	**I tried to minimize the negatives and maximize the positives.**
Llpro	**Throughout these observations, this process helped me to develop myself.**
Que.10 TThk/Tprog	**I will use the same method of data collection if I am going to be involved in a research similar to this and I might also video record the interviews as well.**
Tbenf	**Because I want to see how people feel or their facial expressions, mimics while they are talking about themselves. I think it gives out things more realistically and objectively.**
Que.11 TThk-ref	**I believe the types of the interview will depend on my purpose of research and that will determine what type of questions will be suitable to ask. But I think, having semi structured questions will give the interviewer more flexibility e.g. explaining feelings, thoughts etc.**
Que.12 TThk-ref	**Overall this research helped me in a way in perceiving myself better and also I got your feedback it was really nice to have that from your point of view. That's why I believe it helped me to consider my bits and pieces.**
TThk	**Yes, it's a way to look into teachers' thinking over their practice. For example, sometimes I feel that even the students don't understand how or why or for what purpose I say nor do things in the class.**
TThk-ref	**I was unconscious at that moment in class but I noticed this while I was watching the video and it was really effective.**
TThk-teach	**I would like to add one more thing, I noticed throughout this process that at the beginning I was feeling myself as a teacher that's how I viewed myself and later on I noticed that throughout the end I felt myself more like a facilitator because leaving the ground for students and giving them more freedom to mobilize in classroom helped me more.**
Tbenf	**It helped me to change my technique of teaching.**
TThk-teach	**It helped the students to become autonomous learners without my instructions they learnt and practice cooperation.**

<u>Conclusions</u>

To conclude, at the beginning of this chapter firstly teachers' written reflections on their teaching practices are presented and then secondly their perceptions are analysed using the coding framework. As a researcher building up from the results of the analysis (coding framework) and having gone through teachers' own written reflective reports on their teaching practices, the following can be considered as the major implications of this analysis as follows:

- Developing self awareness is crucial in teaching

- Awareness of teachers' talking time in class in relation with their lesson presentations

- Significance of using reflection

The findings (developing self awareness, awareness of teachers' talking time in class and the significance of reflective practice in teaching) in this section are going to be used in the subsequent section in order to support the statistical interpretation of the questionnaire results and also in chapter 7 where I discuss findings and offer concluding remarks.

6. Presentation and Analysis of Findings

6.1 Introduction

In this section of the chapter I present the findings of the 97 questionnaires (see appendix 1, p.159) semi-structured interviews (see appendix 2, p.165). I will commence with the results from the questionnaires, followed by those of the semi-structured interviews and finally the reflections of the participants on their teaching practices that were video recorded (teachers' reflective reports) (see chp.5 p.89).

6.2 Findings and analysis
6.2.1 Statistical interpretation of questionnaire's results

This section empirically investigates teachers' perceptions of one of the most popular in-service training programs C.O.T.E at the Eastern Mediterranean University, School of Foreign Languages in North Cyprus by using different statistical techniques with regard to the following:

- The effectiveness of the program on teachers' teaching practice
- 'Teachers' thinking' with respect to the effectiveness of the training program in course design, assessment, materials and practical experiences
- Teachers' life long development

As a researcher after going through the results of the analysis of the questionnaire, I have decided to carry out an in depth case study which included three teachers. This is because likewise discussed in the literature earlier in some cases narrowing down the topic gives better insight to the researcher. In addition to this, due to the purpose of this research (investigating teachers' thinking patterns upon their personal teaching practices) and also due to time constraints, I have decided to carry out an in depth research as three separate cases with three teachers. The selection of these three teachers was based on the range of their teaching experience as follows:

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- One taught for more than 10 years (T1)

- The other taught for between 5 and 10 years (T2)

- Another taught for 5 years (T3)

6.2.1.1 PART I

Based on the statements mentioned above, I used 10 questions in part 1 to deliver possible answers to the relevant statements. First I used frequency distribution tables which guided the research to tabulate the number of occurrences or accounts of the relevant variable. Table1 (see appendix 7, p.173) gives the picture of the distribution of participants. Note that almost 70% of the participants are female so this may indicate that females are more likely to prefer studying foreign languages. The results in Table 1 also show that there are no missing values on the variable because 'percent' and 'valid percent' are identical.

Table 2 (see appendix 7, p.173) points out that 58% of the participants are at the age of 30. This means that the participants of this group have enough experience to judge the questions about C.O.T.E program in accordance with teaching material, syllabus design and production of material etc.

Table 3 (see appendix 7, p.173) illustrates the years of teaching of the participants which is a very important concept in evaluating the C.O.T.E program. When the results are checked, it is realized that almost 88% of the participants have got at least 9 years experience. This may enlighten that element of the program C.O.T.E as such exploiting materials, classroom management etc. are fully utilized.

Table 4 (see appendix 7, p.174) represents the participants who took the C.O.T.E earlier and the results within the table reflects experience of the participants in relation to the

participants' comprehension of the elements in C.O.T.E program. Almost 72% of the participants completed the C.O.T.E program more than a year ago.

Tables 5 and 6 (see appendix 7, p.174) indicate that every single participant who graduated from the Department of English Language Teaching are capable of understanding the issues in the C.O.T.E program.

Table 7 (see appendix 7, p.174) demonstrates the percentage of the participants who are specialized in English Language Program such as Literature, TEFL etc. It is important to emphasize that almost 86% and 57% of the participants are from the Department of both English Literature and TEFL respectively.

The figures in Tables 8 and 9 (see appendix 7, p.175) show that 65 % of the participants have done post graduate studies, which reflects that the academic qualification of the participants in the study are high. In addition to this, almost 71% of the participants are Master of Arts holders.

Table 10 (see appendix 7, p.175) explains 84 % of the participants who did such training programs can have experience to compare pros and cons of the C.O.T.E program.

6.2.1.2 PART II

A five-point Likert Scale ranging from 1 "strongly disagree to strongly agree = 5" is used to measure 19 items of issues concerning training programs, issues concerning effective teacher and teacher education and issues concerning C.O.T.E   in the questionnaire form.

Table1 (see appendix 7, p.176) indicates teacher training programs offered by the Eastern Mediterranean University are useful for teachers' professional development. Results

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show that almost 60% of the participants strongly agreed with this statement. The results in Table 2 (see appendix 7, p.176 illustrate that nearly 50 % of the participants agreed with the statement which states 'teacher training programs are significant in every stage of a teacher's professional life' whilst the figures estimated in Table 3 (see appendix 7, p.176) points out that almost 50 % of the participants are agreed with the statement 'Teacher training programs are especially useful for effective teaching practice'. This score is quite reasonable in terms of effective teaching practice. Table 4 (see appendix 7, p.176) shows that almost 60 % of the participants are agreed with the statement 'Reflective practice is significant in teacher training programs'. This means that theory can be supported by practice. Table 5 (see appendix 7, p.177) illustrates that almost 72 % of the participants are agreed with the statement 'It is crucial for every educational institution to follow up the new developments in teacher training programs'. This shows that the new developments should be followed up by the educational institutions in order to deliver education effectively. Table 6 (see appendix 7, p.177) demonstrates that 45 % of the participants are agreed with the statement 'Teachers who collaborate with one another are more likely to be effective in their work'. This shows that helping each other improves effectiveness in their work. Table 7 (see appendix 7, p.177) points out that 43 % of the participants are neutral with the statement 'Teachers should take personal responsibly for keeping up to date with new teaching methods.' This shows that teachers give responsibility to their management for keeping up to date with new teaching methods. Table 8 (see appendix 7, p.177) shows that almost 45 % of the participants strongly agreed with the statement 'In teaching, teachers should not be considered the only ones responsible for the failures

taking place in classroom atmosphere by the administrators'. This shows that, should teaching be thought as a chain which represents every single party in contributing education. Table 9 (see appendix 7, p.178) explains that almost 50 % of the participants are neutral and agreed with the statement 'Teachers' 'subject matter knowledge' plays an important role in their professional development'. Table 10 (see appendix 7, p.178) shows that almost 54 % of the participants are neutral with the statement 'Among all the teacher training programs, C.O.T.E is considered the most significant course for a teacher in order to improve his/her skills and teaching practice'. This means that the C.O.T.E program, among the participants is not that significant for a teacher in order to improve his/her skills and teaching practice. Table 11 shows (see appendix 7, p.178) that almost 54 % of the participants are strongly agreed with the statement 'The skills and methods that a teacher learns in C.O.T.E are useful and effective'. This means that among the participants, skills and methods given in the C.O.T.E program are so significant for a teacher. Table 12 (see appendix 7, p.178) demonstrates that almost 60% of the participants are neutral with the statement 'In the content of C.O.T.E the significance of "partnerships" between teachers and administrators is not emphasized'

This means that the significance of "partnerships" between teachers and administrators in the C.O.T.E program is not sufficiently supported by the participants. Table 13 (see appendix 7, p.179) shows that 75% of the participants are neutral or agreed with the statement 'The duration of the course can be considered appropriate'. This means that duration of the course is not that much important. Table 14 (see appendix 7, p.179) explains that 70% of the participants are neutral or agreed with the statement 'The assignments and tasks which are given during the course by the tutors are

suitable for the level of the teachers'. This means that the assignments and tasks which teachers need to complete during C.O.T.E program are suitable for their level.. Table 15 (see appendix 7, p.179) shows that 60% of the participants are neutral or agreed with the statement 'The assessment of the course is fair'. This indicates that the assessment of the course is significant in terms of the fairness. Table 16 (see appendix 7, p.179) illustrates that 64% of the participants are neutral or agreed with the statement 'During the course participants are given enough time depending on the circumstances to complete their assignments or tasks. This explains that the concept of time devoted for the participants is significant in completing their task. Table 17 (see appendix 7, p.180) shows that 70% of the participants agreed with the statement 'There is a mutual understanding between the participants and tutors'. This explains that the concept of mutual understanding is significant in building up relationship with the tutors in order to improve their skill and knowledge. Table 18 (see appendix 7, p.180) illustrates that almost 65% of the participants are agreed with the statement 'Tutors are helpful and supportive during the course and office hours'. This explains that the tutoring system is useful and supportive in helping the student to understand the issues both in and out of the class. Table 19 (see appendix 7, p.180) illustrates that almost 50% of participants are agreed and neutral with the statement 'Overall, the course C.O.T.E is very beneficial'. This explains that the system is reasonable and at the same time beneficial for teachers during their teaching practices.

6.2.1.3 PART III

Table 1 (see appendix 7, p.181) shows that almost 84 % of the participants agreed that teacher training programs are effective and significant for teachers' self and professional development. Table 2 (see appendix 7, p.181) points out that almost 61% of the participants agreed that teacher training programs, issues taught in these trainings, are relevant and applicable in their classroom setting. Table 3 (see appendix 7, p.181) indicates that 63% of participants can learn many things by using the C.O.T.E. program.

<u>Descriptive statistics</u>

When one-way Anova Analysis (see appendix, 8, p.182) was applied, "years of teaching" is the most important attribute for the participants (mean score = 7.27) whilst "Issues concerning training programs, Issues concerning effective teacher and teacher education and Issues concerning C.O.T.E " are the other most important factors within the questionnaire (average mean scores = 3.50). It also indicates that factors such as 'department teachers graduated from', 'any post graduate study done', 'any in service training followed' and 'degree of study' do not play a very important role in choosing teacher training programs. The mean scores are estimated such as (mean score = 1.00), (mean score = 1.33) and (mean score = 1.20) and (mean score = 1.27) respectively. This demonstrates that 'years of teaching' factor is perceived to be more important as an attribute than the others. Although not as high as 'years of teaching attribute', the other attributes such as "issues concerning training programs, issues concerning effective teacher, teacher education and issues concerning C.O.T.E are also considered to be reasonably high for the participants.

In sum, while the factors asked within the programs C.O.T.E are important for the participants studying at EMU, there are differences in the ranking of importance of these factors across preferences of the participants. This means that differences among the participants play an important role in preferring training programs C.O.T.E according to the results of this study.

Anova Analysis

Having applied the relevant descriptive statistics, considering this analysis (Anova) (see appendix 8, p.182) three sources of variability existed as follows:

- ''between groups'' which indicates variability due to the treatment effect;

- ''within groups'' (variability reflecting random error) and,

- "total" based on the two criteria outweighed and weighted.

When F-values are calculated, the factor of ''age'' indicates that the factor is significant at conventional level (1%) (F-value = 13.51). It important to note that The F- values of that factors of 'university or any other establishment graduated from', 'any post graduate done', 'any in service training followed' do play an important role in selecting teacher training programs. This points out that the factors may not be important as much as the factor of age may do however they are significant at 10% level. The F-scores are estimated as such (mean score = 2.48), (F-score = 2.88) and (F-score = 2.78) respectively.

This means that age is more important factor in preferring training programs C.O.T.E compared to the other factors mentioned above. Surprisingly the factor of "years of teaching" is not found as one of the most important attribute for the participants (F-score= 0.30)- it is not significant at conventional level as such 10%, 5% and 1% whilst "Issues concerning C.O.T.E " in terms of ''In the content of C.O.T.E the significance of "partnerships" between teachers and administrators is not emphasized'', ''During the course participants are given enough time depending on the circumstances to complete their assignments or tasks'' and ''There is a mutual understanding between the participants and tutors'' are the other most important factors within the questionnaire (F-score= 4.10, F-score= 7.99 and F-score= 5.25)- They are all significant at conventional level as such 5% and 1% respectively. This demonstrates that Issues concerning C.O.T.E are reasonably high based on the questions above mentioned for the participants compared to the others such as "Issues concerning training programs and Issues concerning effective teacher and teacher education

In sum, ''In the content of C.O.T.E the significance of "partnerships" between teachers and administrators is not emphasized'', ''During the course participants are given enough time depending on the circumstances to complete their assignments or tasks'' and ''There is a mutual understanding between the participants and tutors'' are the most important factors in playing an important role in preferring training programs C.O.T.E according to the results of ANOVA analysis. Results obtained from the previous analysis may not support the results found from ANOVA analysis. This means that

some factors seem more important than the others due to structural differences among the statistical tests used.

Independent t-Test

Having applied the relevant descriptive statistics and Anova analysis, Independent t-Test (see appendix 8, p.190) is conducted to confirm the results obtained from the previous tests. Two sources of variability existed within this analysis: ''equal variances assumed'' which indicates t-test for Equality of means and 'equal variances not assumed'' which means the two population variances are believed that they are not equal. Here it is assumed that the two population variances are equal so this criterion is taken into account when the relevant factors are statistically evaluated. When t-values are calculated, the factor of ''year of teaching '' indicates that the factor is significant at conventional level (1%) (t-value = 3.51). It is important to note that the t- value of the factor of 'university or any other establishment graduated from' does play an important role in selecting teacher training programs compared to the other factor which are found statistically significant in Anova analysis. This points out that the factors may not be as important as the factor of 'year of teaching'. The t-value are estimated as such (t-value= 3.27 which is significant at1%).

This means that 'year of teaching is more important factor in preferring training programs C.O.T.E. compared to the other factors mentioned earlier. Surprisingly, the factor of "age" is not found as one of the most important attribute for the participants (t-score= 0.86)- it is not significant at conventional level as such 10%, 5% and 1% whilst "Issues concerning training program and Issues concerning effective teacher and

teacher education " in terms of "Reflective Practice" should be emphasized in teacher training programs'', ''Teachers who collaborate with one another are more likely to be effective in their work'', ''In teaching, teachers should not be considered the only ones responsible for the failures taking place in classroom atmosphere by the administrators'' and ''Teachers' 'subject knowledge' play an important role in their professional development'' respectively are the others most important factors within the questionnaire (t-value= 2.13, t-value= 2.67, t-value= 2.72, and t-value= 2.93)- They are all significant at conventional level as such 5% and 1% respectively. This demonstrates that "Issues concerning training program and Issues concerning effective teacher and teacher education are reasonably high based on the questions above mentioned for the participants compared to the others such as "Issues concerning C.O.T.E''.

In sum, of "Reflective Practice" should be emphasized in teacher training programs'', ''Teachers who collaborate with one another are more likely to be effective in their work'', ''In teaching, teachers should not be considered the only ones responsible for the failures taking place in classroom atmosphere by the administrators'' and ''Teachers' 'subject knowledge' 'are the most important factors in playing an important role in preferring training programs C.O.T.E according to the results of independent sample t-test analysis. It is important to mention that results obtained from the previous analysis are slightly different from the results found in independent sample t-test.

6.2.2 Semi-structured interviews

As discussed earlier I have used semi-structured interviews because according to the purpose of this research, it gives more flexibility to the researcher. Pre and post-conducted interviews (see appendix 2, p.165) were given to participants. Pre-interview questions were given to see the participants' initial reflections upon their teaching practices and post-interview questions were also given to see whether their initial reflections match with their reflections after being video recorded in their lessons (participants themselves watched their own video recordings and reflected upon their own teaching experiences). Therefore, the data gathered from the interviews derived from the participants' own reflections upon their teaching practices. The data gathered was initially analysed by using a coding frame-work designed by the researcher in relation to the research questions. Then, by using these codes teachers' own reflections were analysed (abstracted interviews see chapter 5, p.89).

From the analysis of the semi-structured interviews the issues which follow were emphasized by the participants:

T1 respondent who is a teacher trainer said that:

"I developed some kind of awareness on my teaching. From time to time you need some kind of feedback."

T3 who is a teacher commented that:

"When I look through my teaching, it's not possible for human being not to make mistakes consciously or unconsciously but on the whole I feel quite effective."

T2 also stated that:

'I liked the personalization thing actually I realized that I really tried to personalize the subject and conceptualize the topic so that students will get motivated/interested.'

Considering these comments, the significance of reflective practice is inevitable in teaching. Teachers or trainers engaged in reflection that it does contribute to one's own development and raises self awareness. In addition to these, in the statistical interpretation of the questionnaire results independent t-test section , it is found out that (in terms of the significance of reflective practice in teacher training programs) reflection should be emphasized. Therefore regarding reflection, the results of the semi-structured interviews from the teachers' perceptions matches the findings of the questionnaire.

Secondly besides reflection, T1, T2, T3 stressed the importance of using different tasks in teaching. For instance T1 stated that:

> *"As I observed my students and their achievement on different types of tasks I found some of the tasks that I set them were actually quite challenging, others   were more used for them not to lose the element of fun which is attached to watching a movie for example. I did not want them to feel that learning or school is a kind of burden, I wanted to keep the entertainment aspect too."*

From this quotation, it can be seen that as a teacher trainer, T1 was conscious of his own teaching for he considered the design and use of the materials. This supports the issue of the significance of teachers' thinking on the course/material design. Moreover as a researcher, I also agree that for a teacher or trainer design of a course and materials increase the success and motivation of the students engaged within a course. It makes the course more challenging and interesting for them.

Additionally, T3 said that:

> *"Designing your own materials is a kind of self evaluation because sometimes when I try to motivate/participating students to do a task, I use words which may sound a bit tough to an outsider, but actually the main purpose wasn't to be seen as tough but is to force students to think."*

Likewise T2 reflected that;

"I was aware that I am a very organized person I mean, I know what is to be done in the class e.g. how you would initiate the introduction? What kind of activities, strategies one should use to motivate the students? I was all aware of these."

Furthermore, T2 added that:

'In such a process when you watch yourself and the class of course, you think about it deeper because you have to do interviews and it gives you more time to sit down and think about all these things. So what I am trying to tell you is that you are aware of certain things but at the same time unconscious about it until you sit and watch the videos. That gives you the chance and also forces you to think deeply. So through this way, it brings it to the surface and in a way forces you as a teacher to be involved in research.'

Based on these comments, 'self awareness' is very crucial in teaching and it is directly related to teachers' thinking. What goes on inside teachers' minds? Or what does it entail? One way to reveal these is to give them to chance to reflect upon their own teaching practices.

T2 said that their own reflections on their teaching practices helped them to be aware of their own weaknesses and strengths in teaching. For instance:

'*While you are teaching sometimes you aren't aware of your strengths and weaknesses because as you are teaching in the lesson you aren't aware of the good things or weak points of your teaching.'*

To support this view point T3 said that:

"I realized my fault, repeating the instructions a lot, and my teacher's talking time is very high."

It would appear, therefore that not only the semi-structured interviews but also the reflections from the video recordings helped teachers to analyze and reflect upon their own teaching practices. From the reflections of the teachers, emergent issues are significance of reflective practice, the practice of course/material design raises teachers' self awareness and finally teachers through reflection can view their own weaknesses

and strengths in teaching. The findings from the semi-structured interviews provide rich data which informs my first and second research questions .

6.2.3 Reflections of the participants' video recorded

From the analysis of the video recorded reflections of teachers upon their own teaching practices the following data emerged which informs the first and second research questions .

The participants' reflections emphasized the importance of reflective practice as well as the effectiveness of C.O.T.E in-service training program on teachers' teaching practices and encouraging teachers for life long development (which are the answers for the second and third research questions). For example:

T2 expressed that:

> *'Strong points*
> *In order to elicit the necessary vocabulary input & the structures, I used a colorful poster of a house with rooms full of furniture & objects. I believe use of realia is a good and effective way of setting the context and eliciting information. I also paid special attention to personalize the topic by saying "You are a university student in Famagusta and you would like to buy a house. What kind of questions would you ask to learn more information about the house?.*
> *Weak points*
> *I spent too much time on presentation. Since the students were supposed to know the structures and the input from the previous level (beginners), I assumed I could do the presentation through elicitation. However, I was wrong. As the students didn't know the subject enough, it took too much time to present it again. As a result, my TTT was very high. I also forgot to check the understanding of my instructions. I also felt that I couldn't encourage and motivate the students enough to participate more in lesson.'*

Likewise T3 reflected that:

> *'Personally I found the teacher's voice too loud and pace was slow in order to make sure all of the instructions understood and followed clearly. Also the amount of the teacher talking time was more than necessary and I kept repeating the answers received from the students. I don't think it was necessary to repeat that much, but I just wanted to make sure everything is clear and understood by all.'*

As reflected by the teachers, teachers themselves realized their own weaknesses and strengths in their actual teaching practices. It would appear therefore that, having gone through an effective in-service training program like C.O.T.E helped teachers to realize these weaknesses and strengths in their teaching.

In addition to these, related to the effectiveness of the C.O.T.E program teachers in their reflections implied that:

T3 explained that:

> *'To sum up, the aims of the lesson were achieved and students' reaction was satisfactory. Almost all of them participated to each stage of the lesson. The atmosphere of the class was positive and relaxed. I think my relaxed and spontaneous attitude affected the atmosphere also. It would be good to note that the overall attitude of the teacher caused her to look like someone experienced.'*

Within the content of the C.O.T.E in-service training program, teachers are shown strategies of effective teachers in a class such as building up a healthy classroom atmosphere, teachers' attitudes towards students, effective teachers' personality traits and so forth. Therefore owing to this information, it can be seen that teachers' positive and spontaneous attitude derived and supported from the experiences they have been through.

The other issue underlined by the teachers from their reflections is the use of teaching techniques of teachers while teaching. Teachers once more emphasized that being engaged in reflection helped them to view their own teaching practices which would also contribute to their lifelong development.

T3 stressed that in his/her classes he/she uses the techniques of:

> *'Reminder – activating schemata (it's been a week since last lesson, and some of the students were absent) of the theme by using some key points of the reading text,*

e.g. 9 May 1950. First booklets closed, then open. (They found it difficult to remember about the text)
Awareness raising on watching a movie: Movies and Learning English
Based on your own experiences, how have films (in English) helped you to improve your English? What difficulties do you usually have when watching movies in English? Take notes, so that you can share your ideas with the rest of the class.

Pre-viewing predicting: Aimed at predicting the main plot and characters in the film by watching the theatrical trailer of the film.
(Very useful, since the students can actually see and hear about the film; exploitation of some key words and some key characters).'

Similarly, T2 uses the teaching technique of:

'For this presentation, I used two pictures, one of which was a colorful picture of 2000's and the other was a black & white one of 1900's. My aim was to compare 1900's and 2000's (now & past) through the pictures and wrote some example sentences around the pictures. I set the context through the pictures and I organized the blackboard effectively and wrote the elicited information accordingly. I gave lots of examples and I praised the students for their correct answers.
Before having students read the text and do the task, in order to take the students' attention and make them interested in reading, I personalized the topic by a warm-up. I used the blackboard effectively. I checked understanding of the tasks and set the time for the tasks and kept it. I monitored them while working on the tasks and I gave feedback afterwards. I encouraged students to have peer correction before I gave feedback myself. I had a good rapport with the students.'

From the reflections of T2 and T3, it can be inferred that owing to the issues they have learnt and practised in the in-service training program C.O.T.E teachers themselves have come to the self realization of effective way/s they teach their students. This is significant not only for lifelong development but also for self/professional development as well.

To support this view T2 said that:

'At the end of the lesson I revised the main ideas and summarize the lesson with student participation again with humour and being a little tough by saying "is it that much difficult to say?" My main aim was making students aware of the fact that it's only their behaviour that makes things difficult and makes them feel less confident.
As a last point to criticize myself: NO PRAISE WAS GIVEN!!! I think I should really work on this☺.'

From these quotations it can be seen that the teacher presented the way he/she uses empowerment and self criticism that is to say how to manage him/herself and self development within the class as a teacher. This is an example for both self and professional development. Moreover in the C.O.T.E program through presentations or online tasks given by the trainers, teachers practise and learn these skills in order to be an effective leader inside the classroom environment.

To sum up in addition to the questionnaire and semi-structured interviews, video recorded reflections gave an insight to the focus of this research. Main issues such as significance of reflective practice, in-service training program C.O.T.E and contributions of C.O.T.E for teachers' lifelong development have been discussed and emphasized. In the following part the discussion, implication and recommendation of the issues stated above will be presented.

7. Discussion of Findings and Conclusion

At the early stages of this research, 'teachers' thinking' has been explored and demonstrated by various scholars such as Kramarski (2004); Mitchell and Marland (1989); Kymes (2005) and Clark and Peterson (1986) from various angles. What is more, it has been emphasized in the previous part (analysis of the findings) that teachers' thinking or that is to say perceptions plays an important role in teaching in order to reveal teachers' own reflections upon their practices.

In terms of the two research questions, I shall take each in turn to draw together analysis of the data. Firstly I will discuss the findings about the first research question which is:

> "What is the role and effectiveness of the training program C.O.T.E on teachers' perceptions with respect to course design, materials and practical experiences?"

From the responses of the participants during the analysis of the questionnaire (see appendices 7-8, page 173-182) and the semi structured interviews (see chapter 5, page 89) C.O.T.E training program is effective on teachers' thinking and course and material design. For example T3 said that:

> *'I may use the video recordings to evaluate myself or show the good and negative aspects of teaching to my colleagues.'*

> *'I want to share these reflections with my colleagues and I did share it with some colleagues of mine. The aim was just to get their ideas regarding my teaching and asked them what would they do if they were me in that situation?'*

T2 commented that:

'The hour of the lesson is important because if it is in the morning usually students feel sleepy and they haven't had breakfast so they aren't motivated and this can be disadvantage…I believe 50 minutes is enough for a teacher to plan his/her lesson'

Another T1 emphasized that:

'I found this process very useful in terms of materials design, in the process redesigning our courses in faculty.'

'Reflection surely it is important over your teaching practice. For example, in some parts of my lesson I had to watch couple of times in order to see and evaluate myself.'

What can be inferred from these comments are two major issues:

1. Significance of reflection on teachers' thinking

2. Significance of the in-service training program C.O.T.E during course and material design.

However, unlike these comments T3 stated an opposite view on course and material design:

'I mean the way we design tasks actually show our distrust towards students. We don't trust that they will achieve if they feel freer that's why the tasks are designed more teacher centred.'

Although T3 supports the idea that teachers' own designing of their material is effective, still he/she thinks that teachers could be subjective while designing their courses or materials. It would appear therefore that, designing one's own material has pros and cons. On the one hand, teachers can reflect upon the materials which they will be using in class but on the other hand, while engaging into this reflection process teachers, as T3 pointed out, could get carried away and become too teacher centred in the way they design their own material.

Considering teachers' perceptions upon their practices and reflection, being 'too teacher centred' limits one's own perspective and the way he/she interprets events with regard

to their teaching experiences. What can be suggested is as teachers and researchers, educators need to be objective and reflective during course and material design.

Secondly, in the second research question "the role and effectiveness of C.O.T.E program on teachers' actual teaching practice" is investigated. According to the respondents' point of view, the outcome is that the training which teachers had undertaken proved to be effective on their actual teaching performances.

For instance T1 said:

'I developed some kind of awareness on my teaching. From time to time you need some kind of feedback.'

'I mean having gone through teacher training myself and working as a teacher trainer I said now my lessons are being observed, what are the things that I would draw conclusions from these?'

T3 said:

'Reflection is important but how? Can you believe that it's possible for a teacher to be 100% objective? That's why you need a second eye.'

'The major reason of sharing my reflections is in order to have a different point of view. I wonder actually how others perceive me. Do they perceive me as I perceive myself or differently? That's my concern.'

Likewise T2 reflected that:

'As I said earlier, without these reflections sometimes you don't sit down and think about your own teaching. May be short of time, other duties you just after the lesson realize if the lesson was effective or not, why and how but you don't spend much time thinking on it. That's why it is good to reflect and share it with others if you can.'

'I can attend for an in-service training course in order to improve more because improvement is important when you are aware of your negative and strong sides, you can improve yourself in those specific areas.'

From the comments of the teachers, it can be inferred that reflecting upon one's own teaching raises teachers' 'self awareness'. Therefore, it can be said that reflective practice is an effective tool. Besides the importance of reflective practice, in the analysis of the questionnaire (see p.182 anova analysis) the factor of age is found to be more important in preferring training programs such as C.O.T.E compared to other factors such as 'university or any other establishment graduated from', or 'any in service training followed up in selecting teacher training program' and so forth. On the contrary to these, in the last part of the analysis of the questionnaire (independent t-test, see p.190) it is stated that factor of age is not found as one of the most important attributes for the participants but rather year of teaching in preferring training programs is found to be the more important factor. The point here as a researcher I wanted to underline is that, while applying different tests results can vary. So this does not mean that the results found in the questionnaire are not reliable or valid enough because on the whole most of the participants' views are similar, in other words they support each other (see p.173).

Moreover, regarding the use of video recordings in C.O.T.E program, T3 expressed that it was the first time he/she experienced this. Even in C.O.T.E training they were never video recorded just observed by either their peers or the examiners.

T3 said:

'Also in C.O.T.E. course you don't have the chance to observe/watch yourself only the observer has this chance and takes notes.'

It is very interesting to see that participants themselves reflected their views (perceptions) in the effective use of video recordings on their actual teaching

performances. In addition to this, participants (T1 and T2) did not directly reveal this issue but from their comments it can be inferred that both of them felt at the beginning of the video recordings a bit nervous/anxious but then got used to this feeling. So this might also imply the fact that may be they were also video taped for the first time while delivering their lessons. For example T1 said:

'Tense, nervous as I watched the videos yesterday. I could see very clearly that I was quite tensed being observed by especially with a machine.'

Similarly T2 expressed that:

'I was a bit nervous at the beginning of the video recordings but after I have started the lesson it was ok. Later on I forgot that you were there and recording. I did not see you.'

Furthermore, according to OECD (1996) findings, lifelong development is crucial in teachers' professional life span and human beings keep learning as long as they live. According to the findings of this research, from the reflections of teachers during semi-structured interviews teachers themselves reflected that they become more aware of their own weaknesses and strengths in the teaching and learning process. For example, T1 said that:

'…So I believe I can share this with a larger group of teachers who are keen on using videos in their classes. That's why I tried to make it available on our website. We have got this intranet 'Eagle' website where we can share our ideas.'

'I made use of this opportunity quite a lot because there is always risk after certain time in your career you may reach a kind of stable period. So you may need some kind a not necessarily video recording but may be allowing one of your peers/colleagues to watch an area/focus an area of your teaching…'

Another T2 expressed that:

'It was a great experience for me. I liked it a lot and I liked watching myself, my family, friends and students liked it as well. It was a great set of collection for me. In

one of my M.A. classes I tried to use one of the videos to show the demotivation of my students to my colleagues.'

'Well this is a good technique but I think it takes a lot of time and energy because I mean you have to observe at least three teachers for how many weeks, there are some technical problems, exams and whatever, carry out the interviews one by one. So I believe it's an effective technique but takes lot of time and energy.'

And finally T3 commented that:

'Of course being involved in research helps you to develop. Firstly, it contributes to my professional growth and I find the chance to observe myself, express and point out the details and analyze why, how, what, in my own way of teaching."

'Overall this research helped me in a way in perceiving myself better and also I got your feedback it was really nice to have that from your point of view. That's why I believe it helped me to consider my bits and pieces.'

It can be deduced from the reflections of the teachers, that teachers' professional development is significant for their self development and raises their awareness on their teaching practices. So as a researcher I agree that through the channel of in service training programs teachers, educators, and researchers to be precise everyone who is involved in the cycle of education can experience the opportunity for lifelong development.

Moreover, as a researcher in my point of view the methods used to collect the data in this research were effective enough to carry out this study. However, the only limitation was the 'time'. As a 'researcher' and at the same time being a 'teacher', I found it difficult to schedule my time table with the teachers' in order to observe them in class and carry out the semi structured interviews. Therefore, in the future as a researcher if I decide to carry out similar research I will take things one by one rather than doing two things at the same time. Overall, everything worked out as I planned and organised.

Briefly, according to the perceptions of teachers, the findings of this research reflect the issues as follows:

- In-service training programs are significant and effective on teachers' professional development.

- Reflective practice promotes teachers' professional development throughout their career, specifically through reflection upon their practical experiences.

- Reflective practice also helps teachers to perceive their weaknesses and strengths in the way they deliver their lessons (self-evaluation).

- Being engaged in in-service training programs helps teachers to raise their self awareness through the practice of designing courses and materials.

7.1 Implications and recommendations

In the context of this research, North Cyprus, two major components are lacking within the current education system:

- In-service training programme for state secondary and high school teachers

- Follow up of the in-service training programme

Having gone through this research, I am planning to extend this research (a project work) around the whole of North Cyprus with secondary and high school teachers. I believe this research could enlighten the current structure of the education system considering in service training programmes and at the same time professional development of teachers in schools. The informal meetings I had with the administrators in the Ministry of Education and teachers from various secondary and high schools,

suggested that they need in service training programs in order to professionally develop themselves and also raise their self awareness of their teaching practices.

Furthermore, again having discussed with the administrators in the Ministry of Education in North Cyprus, after teachers had gone through any in service training program, the follow-up of this training is never done. So these teachers feel that the training they attend is just for the sake of attending as it never goes further than this limit. This is the major obstacle for teachers not being able to develop themselves professionally and also raise their self awareness. Therefore in short with the findings of this research, the current education system in North Cyprus will undergo a change where teachers will have the chance to develop themselves.

Considering the global agenda of teacher education, the implications of this research will be:

- The importance of self awareness is highlighted. Teachers in addition to their teaching experiences also during their course and material design need to be aware of their own practices as this is vital for the Ministry of Education in the process of curriculum design (valid for North Cyprus and other contexts as well).
- While reconstructing the current education system in North Cyprus the issues (such as significance of in-service training, building up reflective communities, reflective practice, teachers pedagogical and subject matter knowledge) which are emphasized in this research should be given prime importance by the administrators and the government itself.

To sum up, as a researcher these are my recommendations, reflections on the implications of this research to my own context. As a last word, I would suggest for every institution to encourage the professionals (teachers, administrators, researchers and so forth) to be involved in in-service training programs as they give a way for professional development. Moreover, this research suggests that the participants see value in the in-service training programme in which they participated. Also as a researcher carrying out this research not only contributed (knowledge wise) in the field of education to my further studies but also within this process I learnt that everything which embraces 'human being' is difficult to deal with. Because human beings are complex creatures to understand or even try to understand and when you try to work or carry out research with them, especially dealing with a delicate issue such as perceptions or the way human beings' think or comprehend something, makes the researcher's job even harder. Their perceptions might change constantly or they may not reveal their actual perceptions (issue of reliability and validity), might want to drop out after a certain period due to a lot work or pressure and so forth. These are not the issues/cases that I personally experienced throughout this research but were raised in my sub conscious while I was carrying out this research.

In brief, I had great pleasure and satisfaction in this research study as in my point of view I achieved what I aimed to succeed in.

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APPENDICES

Appendix 1 Questionnaire

Dear Colleague,

I am posting the teachers, who have already completed C.O.T.E, a questionnaire and the purpose of this questionnaire is to collect data related to teacher training programs offered by the Eastern Mediterranean University at School of Foreign Languages. My purpose is to look at teachers' perception in C.O.T.E. The research will have three foci as follows:

- The effectiveness of the program on teachers' teaching practice
- 'Teachers' thinking' with respect to the effectiveness of the training program in course design, assessment, materials and practical experiences
- For teachers' life long development

As a researcher I would appreciate a lot if you could fill in the questionnaire, **which will only take 15 minutes**, objectively and post in the provided envelope to the Department of Education via departmental post within ten days. If you have any questions about any aspects of the questionnaire, please do not hesitate to contact me. The results that will be obtained from the questionnaire will be highly confidential and will not be used for any other research.

I would kindly appreciate your invaluable contributions to my research.

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"The Impact of Training Programs on the practice of English Teachers and their perspectives in Eastern Mediterranean University"

Dear Colleague,

The purpose of this questionnaire is to collect data related to teacher training programs offered by the Eastern Mediterranean University at School of Foreign Languages. There are various training programs offered by the School of Foreign languages with the collaboration of British Council such as C.E.E.L.T, N.T, D.O.T.E, D.E.L.T.A etc. However, in this research it is not possible to analyze each course and at the same time most of the courses that are listed above are not offered due to certain departmental reasons. Therefore, I will be only focusing on C.O.T.E, which is currently the outstanding course, offered by the department. My purpose is to look at teachers' perception in C.O.T.E. The research will have three foci as follows:

- The effectiveness of the program on teachers' teaching practice
- 'Teachers' thinking' with respect to the effectiveness of the training program in course design, assessment, materials and practical experiences
- For teachers' life long development

In order to be able to carry out this research, a formal permission has been given by the administration of School of Foreign Languages. In researching these issues I hope to contribute both to the development of the institution and to the wider literature. Therefore, as a researcher I would appreciate a lot if you can fill in the questionnaire objectively and post in the provided envelope to the Department of Education via departmental post within ten days. If you have any questions about any aspects of the questionnaire, please do not hesitate to contact me. The results that will be obtained from the questionnaire will be highly confidential and will not be used for any other research.

I would kindly appreciate your invaluable contributions to my research.

P.S: Please note that C.O.T.E has been modified by the board of University of Cambridge as I.C.E.L.T so please do not get confused while completing the questionnaire.

Part I

❑

1. Gender: Male ❑₁ Female ❑₂

2. Age:

   20 – 25 ❑₁   26 – 30 ❑₂   31 – 40 ❑₃   40 – over ❑₄   ❑

3. How many years have you been teaching?

....

4. When did you take the COTE course?

   a. I am currently involved in the course   ❑₁

   b. I completed the course last year   ❑₂

   c. I completed it more than a year ago   ❑₃

   d. I have never attended the course   ❑₄   ❑

5. University or any other establishment you graduated from:
....
....
❑❑

6. Department you graduated from:
....
....   ❑❑

7. Specialism:
....❑❑

8. Have you done any post graduate studies? Yes ❑   No ❑

9. If yes, indicate a) the degree (M.A, Diploma, PhD, etc.) and b) the speciality you obtained from the post graduate   degree.
....

10. Have you ever followed any in-service training program e.g. C.E.E.L.T, D.O.T.E, N.T, D.E.L.T.A? If yes, please state which.

....

   Yes ❑   No ❑

Part II

In the following questions, please mark your answers by putting a tick (✓) in the ❑ that corresponds to the extent you agree or disagree with each proposal.

Degree of agreement:
1 = Strongly disagree, 2 = disagree, 3 = agree, 4 = Strongly agree

	Issues concerning training programs ⇩	Strongly disagree	disagree	agree	Strongly agree	Not clerks here ⇩
1.	Teacher training programs offered by the Eastern Mediterranean University are useful for teachers' professional development.	❑₁	❑₂	❑₃	❑₄	❑
2.	Teacher training programs are necessary in every stage of a teacher's professional life.	❑₁	❑₂	❑₃	❑₄	❑
3.	Teacher training programs are especially useful for effective teaching practice.	❑₁	❑₂	❑₃	❑₄	❑
4.	"Reflective Practice" should be emphasized in teacher training programs.	❑₁	❑₂	❑₃	❑₄	❑
5.	It is crucial for every educational institution to follow up the new developments in teacher training programs.	❑₁	❑₂	❑₃	❑₄	❑
	Issues concerning effective teacher and teacher education ⇩					
6.	Teachers who collaborate with one another are more likely to be effective in their work.	❑₁	❑₂	❑₃	❑₄	❑
7.	Teachers should take personal responsibility for keeping up to date with new teaching methods.	❑₁	❑₂	❑₃	❑₄	❑
8.	In teaching, teachers should not be considered the only ones responsible for the failures taking place in classroom atmosphere by the administrators.	❑₁	❑₂	❑₃	❑₄	❑
9.	Teachers' 'subject knowledge' plays an important role in their professional development.	❑₁	❑₂	❑₃	❑₄	❑
	Issues concerning C.O.T.E ⇩					
10.	Among all the teacher training programs, C.O.T.E is considered the most significant course for a teacher in order to improve his/her skills and teaching practice.	❑₁	❑₂	❑₃	❑₄	❑
11.	The skills and methods that a teacher learns in C.O.T.E are useful and effective.	❑₁	❑₂	❑₃	❑₄	❑
12.	In the content of C.O.T.E the significance of "partnerships" between teachers and administrators is not emphasized.	❑₁	❑₂	❑₃	❑₄	❑

	Issues concerning C.O.T.E ⇩	Strongly disagree	disagree	agree	Strongly agree	Not clerks here ⇩
13.	The duration of the course can be considered appropriate.	❏₁	❏₂	❏₃	❏₄	❏
14.	The assignments and tasks which are given during the course by the tutors are suitable for the level of the teachers.	❏₁	❏₂	❏₃	❏₄	❏
15.	The assessment of the course is fair.	❏₁	❏₂	❏₃	❏₄	❏
16.	During the course participants are given enough time depending on the circumstances to complete their assignments or tasks.	❏₁	❏₂	❏₃	❏₄	❏
17.	There is a mutual understanding between the participants and tutors.	❏₁	❏₂	❏₃	❏₄	❏
18.	Tutors are helpful and supportive during the course and office hours.	❏₁	❏₂	❏₃	❏₄	❏
19.	Overall, the course C.O.T.E is very beneficial.	❏₁	❏₂	❏₃	❏₄	❏

Part III

Please comment on the following issues.

1. In your point of view, do you find teacher training programs effective and significant for teachers' own self and professional development? Why/why not?

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2. During the training (C.O.T.E), as a teacher what were the issues that you found relevant to your teaching practice or not? and were they applicable in your classroom setting?

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3. Further comments.

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Appendix 2 Semi-structured interview questions

Preliminary Semi-Structured Interview Questions with Teachers

Q.1 Have you ever experienced this before?

Q.2 After going through the video recordings, what do you think about your own teaching?

Q.3 Did you change any aspect regarding your teaching after you have watched the video recordings and later applied in your classroom?

Q.4 Is there anything specific in your lessons that you realize you need to alter, add or eliminate in order to increase the motivation/success of your students for future classes?

Q.5 How did you feel in the first instant being observed and video taped by some one else? and in the following observations did you realize any change in your feelings?

Q.6 Do you think this process of looking into your own teaching and also through the eyes of an observer might contribute, reveal or guide you in your career? If so, how?

Q.7 Do you think it is important for a teacher to be able to reflect his/her ideas objectively on their actual classroom performances? Why/why not?

Q.8 Do you think that the video recordings used by the researchers is an effective technique in finding out teachers' thinking regarding their teaching? Why/why not?

Q.9 Do you think timing/period of observations is significant in this process? Why/why not?

Q.10 For the time being, is there anything specific that you want to add to this process/the following observations?

2nd – Final Semi-Structured Interview Questions with Teachers

Que.1 Having gone through all the video recordings, what did you realize regarding your teaching practice? e.g. what did you change/eliminate/add to your practice at the end of this process?

Que.2 Have your students realized/conscious regarding these changes or not? Why/why not?

Que.3 How did this overall video recordings and writing your own reflections contribute to your own self?

Que.4 How will the reflections that you have made related to your teaching and video recordings contribute to an in-service training which you might attend in the future?

Que.5 Will you use the same/similar method in your teaching for future classes? Why/why not?

Que.6 Towards the mid/end, have you noticed any change in your feelings related to video recordings? e.g. become more relaxed/still feel like under pressure

Que.7 Will you share these reflections with someone else? Where/when and how are you planning to do so?

Que.8 What's the main reason of sharing your reflections with others?

Que.9 Do you personally believe that being involved in research helps you to develop yourself further? Why/why not? and, in which aspects?

Que.10 In the future for your own research studies, would you use the same methods of data collecting in order to look into teachers' thinking? Why/why not?

Que.11 How would you conduct a semi-structured interview? Would you use a similar strategy or different? Why/why not?

Que.12 Overall is there anything else that you want to add?

Appendix 3 Letter of permission

To: Asst.Prof.Dr. Hüseyin Yaratan
      Chair of Educational Sciences

From: Bengi Sonyel
      Senior Instructor

Subject: PhD

23.10.03

I would like to inform you that I have completed my modules in the PhD program, which I am currently involved, at Nottingham University, Department of Education. For the thesis stage I need to collect data related to my research interest '**Teacher Training**'. Therefore, I would like to request your permission in order to work at School Foreign Languages during this period. My interest area in this research is to investigate '**teachers' perceptions**' on one of the most commonly preferred program called C.O.T.E (I.C.E.L.T new version of the program changed by the board of Cambridge University) and teachers' reflections on the effectiveness of the program, which they have already attended in to their practice. As a preliminary step, I would give a questionnaire to all the teachers who have completed C.O.T.E and then according to the results the number of teachers will be determined to work with on voluntarily basis. In my research I will take three sample groups of teachers who have already completed and these are as follows:
1. The ones who recently completed the course
2. The ones who completed in the last 5 years
3. And the ones who completed more than 5 years ago

In this research a couple issues regarding the content of this study could be encountered. Firstly, although in the university couple of researches have been carried out by other lecturers related to C.O.T.E, in this study (as indicated above) as a researcher my main aim is to investigate '**teachers' perceptions**' in the in-service training program C.O.T.E. In addition to this, as it has been brought into the attention of our department by the School of Foreign Languages, there is a possibility of the new version of the program which is (I.C.E.L.T) could be run in February 2004. Under these circumstances as a researcher I am planning to work with a group of teachers from that specific program and make a comparison while reflecting my analysis in the thesis. Secondly, the methodology of the research will be as follows:
- ❖ The questionnaire will be piloted before its application.
- ❖ As a preliminary data collection step, questionnaires will be given to all teachers
- ❖ Interviews will be administered according to the convenient time for both teachers and researcher
- ❖ Observations will be carried out in order to see the theoretical implications of C.O.T.E into teachers' practice.

It is my firm belief that, the findings of this research study will provide invaluable and constructive contributions to the current literature and the institution at large.

I would appreciate if necessary permission will be granted for the completion of my research study.

Appendix 4 Letter of permission for questionnaire

Dear Colleague,

I am posting the teachers, who have already completed C.O.T.E, a questionnaire and the purpose of this questionnaire is to collect data related to teacher training programs offered by the Eastern Mediterranean University at School of Foreign Languages. My purpose is to look at teachers' perception in C.O.T.E. The research will have three foci as follows:

- The effectiveness of the program on teachers' teaching practice
- 'Teachers' thinking' with respect to the effectiveness of the training program in course design, assessment, materials and practical experiences
- For teachers' life long development

As a researcher I would appreciate a lot if you could fill in the questionnaire, **which will only take 15 minutes**, objectively and post in the provided envelope to the Department of Education via departmental post within ten days. If you have any questions about any aspects of the questionnaire, please do not hesitate to contact me. The results that will be obtained from the questionnaire will be highly confidential and will not be used for any other research.

I would kindly appreciate your invaluable contributions to my research.

Appendix 5 Research questions

Research Questions

The following questions have emerged as major research questions:

Q.1 What is the role and effectiveness of the training program (C.O.T.E) on teachers' perceptions with respect to course design, materials and practical experiences?

Q.2 What is the role and effectiveness of this program (C.O.T.E) on teachers' actual teaching practice?

Appendix 6 Coding frame work

PRIORI CODING ACCORDING TO THE RESEARCH QUESTIONS

STEP I

1. To see if teachers do get benefit from the C.O.T.E Program
2. How teachers get benefit from the C.O.T.E Program?
3. How do teachers reflect the benefits of C.O.T.E into their actual teaching performances?
4. If there is anything within the structure of the program that they need to alter?
5. The importance of teachers' thinking
6. The importance of teachers' thinking over their teaching practices
7. If teachers find teacher training programs useful or not?
8. In which aspects do teachers find the training programs beneficial?
9. Do the teacher training programs promote teachers lifelong development?
10. How can teacher-training programs promote teachers' lifelong development?
11. Is lifelong development important in teaching?
12. Do teachers believe and support the importance of life long development?

Firstly I wrote the questions above in order to determine my purpose. As it is suggested, as a researcher I need to have a clear focus on what I am looking for when I begin to analyze the data. So the list above are the set of ideas that I am looking for at the end of this analysis.

STEP II

This new list below is the categories with the codes that I have created according to the ideas above:

a. C.O.T.E program   Prog
b. C.O.T.E – benefit   Cben
c. C.O.T.E – teaching   Cteach
d. C.O.T.E – change   Cchange
e. Teacher's thinking   TThk
f. Teachers'thinking – teaching   TThk-teach
g. Training   Tprog
h. Training – benefits   Tbenf
i. Lifelong Development   Lldev
j. Lifelong Dev – promote   Llpro
k.Lifelong Dev – teaching   Llteach
l. Lifelong Dev – Beliefs   Llbeli

As a trial I am going to apply this new list with the codes to the research questions and determine whether it serves it purpose right or not.

I realized that according to the research questions these are the items I need to add to the list above:

Teachers'thinking – course design   TThk- desgn
Teachers' thinking – materials   TThk- mat

STEP IV

In this stage, I am going to apply the list that I formed above to the interview questions and see whether all of them will be used or not or I need to add a new item. This will show itself after I go through the interview questions. By this way, I am testing my method of analyzing – coding framework.

PART I

Table 1. Gender:

		Frequency N	Percent %	Valid Percent	Cumulative Percent
Male	1	16	30.8	30.8	30.8
Female	2	36	69.2	69.2	100
Total		52	100	100	

Statistics : Mean　　**1.692**
　　　　Std err　　**.065**
　　　　Std dev　　**.466**

Table 2. Age:

	Frequency N	Percent %	Valid Percent	Cumulative Percent
20 – 25	1	1.9	1.9	1.9
26 – 30	29	55.8	55.8	57.7
31 – 40	22	42.3	42.3	100
40 – over	52	100	100	
Total				

Statistics : Mean　　**2.404**
　　　　Std err　　**.074**
　　　　Std dev　　**.534**

Table 3. Years of teaching:

		Frequency N	Percent %	Valid Percent	Cumulative Percent
	3	1	1.9	2	2
	5	9	17.3	18.4	20.4
	6	7	13.5	14.3	34.7
	7	12	23.1	24.5	59.2
	8	12	23.1	24.5	83.7
	9	2	3.8	4.1	87.8
	10	2	3.8	4.1	91.8
	12	2	3.8	4.1	95.9
	13	2	3.8	4.1	100
		3	5.8	Missing	
Total		52	100	100	

Statistics : Mean　　**7.306**
　　　　Std err　　**.302**
　　　　Std dev　　**2.113**

Table 4. when the cote was taken:

	Frequency N	Percent %	Valid Percent	Cumulative Percent
completed the course last year	15	28.8	28.8	28.8
completed it more than a year ago	37	71.2	71.2	100
Total	52	100	100	

```
Statistics : Mean 2.712
             Std err    .063
             Std dev    .457
```

Table 5. University or any other establishment you graduated from:

		Frequency N	Percent %	Valid Percent	Cumulative Percent
University	1	52	100	100	100
Total		52	100	100	

Statistics : Mean   2.404
    Std err   .074
    Std dev   .534

Table 6. Department you graduated from:

	Frequency N	Percent %	Valid Percent	Cumulative Percent
ELT	52	100	100	100
Total	52	100	100	

```
Statistics : Mean      1.000
             Std err    .000
             Std dev    .000
```

Table 7. Specialism:

	Frequency N	Percent %	Valid Percent	Cumulative Percent
Task based learning	2	3.8	6.7	6.7
English language and literature	15	28.8	50	56.7
TEFL	9	17.3	30	86.7
Testing	3	5.8	10	96.7
Feminist research	1	1.9	3.3	100
	22	42.3	Missing	
Total	52	100	100	

```
Statistics :   Mean         2.533
               Std err       .164
               Std dev       .900
```

Table 8. Have you done any post graduate studies?

	Frequency N	Percent %	Valid Percent	Cumulative Percent
Yes	31	59.6	64.6	64.6
No	17	32.7	35.4	100
	4	7.7	Missing	
Total	52	100	100	

Statistics : Mean   1.354
Std err   .070
Std dev   .483

Table 9. If yes, indicate a) the degree (M.A, Diploma, PhD, etc.)

	Frequency N	Percent %	Valid Percent	Cumulative Percent
Master of arts	22	42.3	71	71
Diploma	4	7.7	12.9	83.9
Ph.D	5	9.6	16.1	100
	21	40.4	Missing	
Total	52	100	100	

Statistics : Mean   1.452
Std err   .138
Std dev   .768

Table 10. Have you ever followed any training program?

	Frequency N	Percent %	Valid Percent	Cumulative Percent
Yes	40	76.9	83.3	83.3
No	8	15.4	16.7	100
	4	7.7	Missing	
Total	52	100	100	

Statistics : Mean   1.167
Std err   .054
Std dev   .377

Part II

Issues concerning training programs

Table 1 . Teacher training programs offered by the Eastern Mediterranean University are useful for teachers' professional development.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**									
3	**Neutral**									
4	**Agree**	6	28.6	37.5	15	71.4	41.7	21	100	40.4
5	**Strongly agree**	10	32.3	62.5	21	67.7	58.3	31	100	59.6
	Total	16	30.8	100	36	69.2	100	52		100

Table 2. Teacher training programs are significant in every stage of a teacher's professional life.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	3	60	18.8	2	40	5.6	5	100	9.6
3	**Neutral**	6	27.3	37.5	16	72.7	44.4	22	100	42.3
4	**Agree**	7	28	43.8	18	72	50	25	100	48.1
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 3. Teacher training programs are especially useful for effective teaching practice.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	4	100	25	-	-	-	4	100	7.7
3	**Neutral**	2	8.7	12.5	21	91.3	58.3	23	100	44.2
4	**Agree**	10	40	62.5	15	60	41.7	25	100	48.1
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 4. Reflective practice is significant in teacher training programs.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**									
3	**Neutral**	7	31.8	43.8	15	68.2	41.7	22	100	42.3
4	**Agree**	9	30	56.3	21	70	58.3	30	100	57.7
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 5. It is crucial for every educational institution to follow up the new developments in teacher training programs.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	Strongly disagree									
2	Disagree									
3	Neutral	4	26.7	25	11	73.3	30.6	15	100	28.8
4	Agree	12	32.4	75	25	67.6	69.4	37	100	71.2
5	Strongly agree									
	Total	16	30.8	100	36	69.2	100	52		100

Issues concerning effective teacher and teacher education

Table 6. Teachers who collaborate with one another are more likely to be effective in their work.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	Strongly disagree									
2	Disagree	1	50	6.3	1	50	2.8	2	100	3.8
3	Neutral	11	40.7	68.8	16	59.3	44.4	27	100	51.9
4	Agree	4	17.4	25	19	82.6	52.8	23	100	44.2
5	Strongly agree									
	Total	16	30.8	100	36	69.2	100	52		100

Table 7. Teachers should take personal responsibly for keeping up to date with new teaching methods.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	Strongly disagree									
2	Disagree	7	46.7	43.8	8	53.3	22.2	15	100	28.8
3	Neutral	6	27.3	37.5	16	72.7	44.4	22	100	42.3
4	Agree	3	20	18.8	12	80	33.3	15	100	28.8
5	Strongly agree									
	Total	16	30.8	100	36	69.2	100	52		100

Table 8. In teaching, teachers should not be considered the only ones responsible for the failures taking place in classroom atmosphere by the administrators.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	Strongly disagree									
2	Disagree									
3	Neutral									
4	Agree	8	27.6	50	21	72.4	58.3	29	100	55.8
5	Strongly agree	8	34.8	50	15	65.2	41.7	23	100	44.2
	Total	16	30.8	100	36	69.2	100	52		100

Table 9. Teachers' 'subject knowledge' plays an important role in their professional development.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	-	-	-	2	100	5.6	2	100	3.8
3	**Neutral**	8	30.8	50	18	69.2	50	26	100	50
4	**Agree**	8	33.3	50	16	66.7	44.4	24	100	46.2
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Issues concerning COTE

Table 10. Among all the teacher training programs, C.O.T.E is considered the most significant course for a teacher in order to improve his/her skills and teaching practice

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	5	45.5	31.3	6	54.5	16.7	11	100	21.2
3	**Neutral**	7	25	43.8	21	75	58.3	28	100	53.8
4	**Agree**	4	30.8	25	9	69.2	25	13	100	25
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 11. The skills and methods that a teacher learns in C.O.T.E are useful and effective.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**									
3	**Neutral**									
4	**Agree**	7	29.2	43.8	17	70.8	47.2	24	100	46.2
5	**Strongly agree**	9	32.1	56.3	19	67.9	52.8	28	100	53.8
	Total	16	30.8	100	36	69.2	100	52		100

Table 12. In the content of C.O.T.E the significance of "part nerships" between teachers and administrators is not emphasized

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	2	14.3	12.5	12	85.7	33.3	14	100	26.9
3	**Neutral**	9	30	56.3	21	70	58.3	30	100	57.7
4	**Agree**	5	62.5	31.3	3	37.5	8.3	8	100	15.4
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 13. The duration of the course can be considered appropriate.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	2	20	12.5	8	80	22.2	10	100	19.2
3	**Neutral**	14	35.9	87.5	25	64.1	69.4	39	100	75
4	**Agree**	-	-	-	3	100	8.3	3	100	5.8
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 14. The assignments and tasks which are given during the course by the tutors are suitable for the level of the teachers.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	-	-	-	3	100	8.3	3	100	5.8
3	**Neutral**	14	38.9	87.5	22	61.1	61.1	36	100	69.2
4	**Agree**	2	15.4	12.5	11	84.6	30.6	13	100	25
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 15. The assessment of the course is fair.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	2	33.3	12.5	4	66.7	11.1	6	100	11.5
3	**Neutral**	11	35.5	68.8	20	64.5	55.6	31	100	59.6
4	**Agree**	3	20	18.8	12	80	33.3	15	100	28.8
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 16. During the course participants are given enough time depending on the circumstances to complete their assignments or tasks.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	3	42.9	18.8	4	57.1	11.1	7	100	13.5
3	**Neutral**	13	39.4	81.3	20	60.6	55.6	33	100	63.5
4	**Agree**	-	-	-	12	100	33.3	12	100	23.1
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 17. There is a mutual understanding between the participants and tutors.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	-	-	-	2	100	5.6	2	100	3.8
3	**Neutral**	16	44.4	100	20	55.6	55.6	36	100	69.2
4	**Agree**	-	-	-	14	100	38.9	14	100	26.9
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 18. Tutors are helpful and supportive during the course and office hours.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**	-	-	-	3	100	8.3	3	100	5.8
3	**Neutral**	10	30.3	62.5	23	69.7	63.9	33	100	63.5
4	**Agree**	6	37.5	37.5	10	62.5	27.8	16	100	30.8
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Table 19. Overall, the course C.O.T.E is very beneficial.

Degree of agreement ⇩		Male			Female			Total		
		N	r%	c%	N	r%	c%	N	r%	c%
1	**Strongly disagree**									
2	**Disagree**									
3	**Neutral**	11	40.7	68.8	16	59.3	44.4	27	100	51.9
4	**Agree**	5	20	31.3	20	80	55.6	25	100	48.1
5	**Strongly agree**									
	Total	16	30.8	100	36	69.2	100	52		100

Part III

Please comment on the following issues.

Table 1. In your opinion, to what extent teacher training programs are effective and significant for teachers self and professional development?

	Male			**Female**			**Total**		
	N	r%	c%	N	r%	c%	N	r%	c%
Yes affective and significant	12	27.9	75	31	72.1	86.1	43	100	82.7
not affective and significant	4	50	25	4	50	11.1	8	100	15.4
can not tell	-	-	-	1	100	2.8	1	100	1.9
Total	16	30.8	100	36	69.2	100	52		100

Table 2. During the training (C.O.T.E), as a teacher what were the issues that you found relevant to your teaching practice or not? And were they applicable in your classroom setting?

	Male			**Female**			**Total**		
	N	r%	c%	N	r%	c%	N	r%	c%
a lot	10	33.3	62.5	20	66.7	55.6	30	100	57.7
Nothing	3	18.8	18.8	13	81.3	36.1	16	100	30.8
Some	3	50	18.8	3	50	8.3	6	100	11.5
Total	16	30.8	100	36	69.2	100	52		100

Table 3. Further comments.

	Male			**Female**			**Total**		
	N	r%	c%	N	r%	c%	N	r%	c%
learned things about teaching	9	34.6	64.3	17	65.4	63	26	100	63.4
did not learn anything	5	33.3	35.7	10	66.7	37	15	100	36.6
Total	14	34.1	100	27	65.9	100	41		100

Appendix 8 Questionnaire analysis-One way Anova,

Anova for all the questionnaire and Independent Sample t-test

Table 1: Descriptive statistics-One way Anova: All questionnaire

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Age	male	16	2.8125	.4031	.1008	2.5977	3.0273	2.00	3.00
	female	42	2.2619	.5437	8.389E-02	2.0925	2.4313	1.00	3.00
	Total	58	2.4138	.5630	7.393E-02	2.2658	2.5618	1.00	3.00
years of teaching	male	16	7.1875	2.1046	.5261	6.0661	8.3089	5.00	12.00
	female	39	7.3077	2.4404	.3908	6.5166	8.0988	3.00	13.00
	Total	55	7.2727	2.3290	.3140	6.6431	7.9023	3.00	13.00
when the cote was taken	male	16	2.8125	.4031	.1008	2.5977	3.0273	2.00	3.00
	female	42	2.5952	.4968	7.666E-02	2.4404	2.7501	2.00	3.00
	Total	58	2.6552	.4795	6.296E-02	2.5291	2.7812	2.00	3.00
university or any other establishment you graduated from	male	16	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
	female	40	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
	Total	56	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
department	male	16	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
	female	42	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
	Total	58	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
specialized	male	8	3.0000	.0000	.0000	3.0000	3.0000	3.00	3.00
	female	25	2.6400	1.0360	.2072	2.2124	3.0676	1.00	5.00
	Total	33	2.7273	.9108	.1585	2.4043	3.0502	1.00	5.00
any post graduate done	male	16	1.5000	.5164	.1291	1.2248	1.7752	1.00	2.00
	female	38	1.2632	.4463	7.239E-02	1.1165	1.4098	1.00	2.00
	Total	54	1.3333	.4758	6.475E-02	1.2035	1.4632	1.00	2.00

Degree	male	8	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
	female	28	1.3571	.7310	.1381	1.0737	1.6406	1.00	3.00
	Total	36	1.2778	.6595	.1099	1.0546	1.5009	1.00	3.00
any in- service training followed	male	14	1.3571	.4972	.1329	1.0700	1.6442	1.00	2.00
	female	40	1.1500	.3616	5.718E-02	1.0343	1.2657	1.00	2.00
	Total	54	1.2037	.4065	5.532E-02	1.0927	1.3147	1.00	2.00
issues concerning training programs	male	16	3.7500	.4472	.1118	3.5117	3.9883	3.00	4.00
	female	42	3.5952	.4968	7.666E-02	3.4404	3.7501	3.00	4.00
	Total	58	3.6379	.4848	6.366E-02	3.5105	3.7654	3.00	4.00
issues concerning training programs	male	16	3.4375	.7274	.1819	3.0499	3.8251	2.00	4.00
	female	42	3.4762	.5942	9.169E-02	3.2910	3.6614	2.00	4.00
	Total	58	3.4655	.6273	8.237E-02	3.3006	3.6305	2.00	4.00
issues concerning training programs	male	16	3.5000	.8944	.2236	3.0234	3.9766	2.00	4.00
	female	42	3.4524	.5038	7.773E-02	3.2954	3.6094	3.00	4.00
	Total	58	3.4655	.6273	8.237E-02	3.3006	3.6305	2.00	4.00
issues concerning training programs	male	16	3.5625	.5123	.1281	3.2895	3.8355	3.00	4.00
	female	42	3.5714	.5009	7.729E-02	3.4153	3.7275	3.00	4.00
	Total	58	3.5690	.4995	6.559E-02	3.4376	3.7003	3.00	4.00
issues concerning training programs	male	16	3.7500	.4472	.1118	3.5117	3.9883	3.00	4.00
	female	42	3.7143	.4572	7.055E-02	3.5718	3.8568	3.00	4.00
	Total	58	3.7241	.4509	5.920E-02	3.6056	3.8427	3.00	4.00
issues concerning training programs	male	16	3.2500	.6831	.1708	2.8860	3.6140	2.00	4.00
	female	42	3.5000	.5947	9.176E-02	3.3147	3.6853	2.00	4.00
	Total	58	3.4310	.6244	8.199E-02	3.2669	3.5952	2.00	4.00
issues concerning training programs	male	16	2.8750	.7188	.1797	2.4920	3.2580	2.00	4.00
	female	42	3.1429	.7181	.1108	2.9191	3.3666	2.00	4.00
	Total	58	3.0690	.7221	9.482E-02	2.8791	3.2588	2.00	4.00
issues concerning training programs	male	16	3.4375	.5123	.1281	3.1645	3.7105	3.00	4.00
	female	42	3.4524	.5038	7.773E-02	3.2954	3.6094	3.00	4.00
	Total	58	3.4483	.5017	6.587E-02	3.3164	3.5802	3.00	4.00
issues concerning training programs	male	16	3.5000	.5164	.1291	3.2248	3.7752	3.00	4.00
	female	42	3.4048	.5868	9.055E-02	3.2219	3.5876	2.00	4.00

		N	Mean	Std. Dev	Std. Error	Lower	Upper	Min	Max
	Total	58	3.4310	.5654	7.425E-02	3.2824	3.5797	2.00	4.00
issues concerning training programs	**male**	16	2.8750	.7188	.1797	2.4920	3.2580	2.00	4.00
	female	39	3.0000	.6489	.1039	2.7897	3.2103	2.00	4.00
	Total	55	2.9636	.6657	8.976E-02	2.7837	3.1436	2.00	4.00
issues concerning training programs	**male**	16	3.5625	.5123	.1281	3.2895	3.8355	3.00	4.00
	female	42	3.5714	.5009	7.729E-02	3.4153	3.7275	3.00	4.00
	Total	58	3.5690	.4995	6.559E-02	3.4376	3.7003	3.00	4.00
issues concerning training programs	**male**	16	3.1875	.7500	.1875	2.7879	3.5871	2.00	4.00
	female	42	2.7857	.6453	9.957E-02	2.5846	2.9868	2.00	4.00
	Total	58	2.8966	.6931	9.100E-02	2.7143	3.0788	2.00	4.00
issues concerning training programs	**male**	16	2.8125	.4031	.1008	2.5977	3.0273	2.00	3.00
	female	42	2.8810	.5501	8.487E-02	2.7095	3.0524	2.00	4.00
	Total	58	2.8621	.5112	6.713E-02	2.7277	2.9965	2.00	4.00
issues concerning training programs	**male**	16	3.1875	.4031	.1008	2.9727	3.4023	3.00	4.00
	female	42	3.1905	.6339	9.782E-02	2.9929	3.3880	2.00	4.00
	Total	58	3.1897	.5760	7.564E-02	3.0382	3.3411	2.00	4.00
issues concerning training programs	**male**	16	3.0000	.6325	.1581	2.6630	3.3370	2.00	4.00
	female	39	3.1795	.6014	9.630E-02	2.9845	3.3744	2.00	4.00
	Total	55	3.1273	.6102	8.228E-02	2.9623	3.2922	2.00	4.00
issues concerning training programs	**male**	16	2.6875	.4787	.1197	2.4324	2.9426	2.00	3.00
	female	42	3.2143	.6820	.1052	3.0018	3.4268	2.00	4.00
	Total	58	3.0690	.6718	8.821E-02	2.8923	3.2456	2.00	4.00
issues concerning training programs	**male**	16	3.0000	.0000	.0000	3.0000	3.0000	3.00	3.00
	female	39	3.3333	.5774	9.245E-02	3.1462	3.5205	2.00	4.00
	Total	55	3.2364	.5079	6.848E-02	3.0991	3.3737	2.00	4.00
issues concerning training programs	**male**	16	3.3125	.4787	.1197	3.0574	3.5676	3.00	4.00
	female	39	3.2051	.5703	9.132E-02	3.0203	3.3900	2.00	4.00
	Total	55	3.2364	.5431	7.323E-02	3.0895	3.3832	2.00	4.00
issues concerning training programs	**male**	16	3.3750	.5000	.1250	3.1086	3.6414	3.00	4.00
	female	42	3.5714	.5009	7.729E-02			3.4153	4.00
	Total	58	3.5172	.5041	6.619E-02	3.3847	3.6498	3.00	4.00
point of view	**male**	16	1.1875	.4031	.1008	.9727	1.4023	1.00	2.00

				N	Mean	Std. Dev	Std. Error			Min	Max
	female			42	1.1429	.4722	7.287E-02	.9957	1.2900	1.00	3.00
	Total			58	1.1552	.4512	5.924E-02	1.0365	1.2738	1.00	3.00
relevant issues to teaching practice during training	male			16	1.4375	.7274	.1819	1.0499	1.8251	1.00	3.00
	female			40	1.3750	.4903	7.752E-02	1.2182	1.5318	1.00	2.00
	Total			56	1.3929	.5618	7.507E-02	1.2424	1.5433	1.00	3.00

Table2. ANOVA : All questionnaire

ANOVA				Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	(Combined)		3.512	1	3.512	13.513	.001
		Linear Term	Unweighted	3.512	1	3.512	13.513	.001
			Weighted	3.512	1	3.512	13.513	.001
	Within Groups			14.557	56	.260		
	Total			18.069	57			
years of teaching	Between Groups	(Combined)		.164	1	.164	.030	.864
		Linear Term	Unweighted	.164	1	.164	.030	.864
			Weighted	.164	1	.164	.030	.864
	Within Groups			292.745	53	5.523		
	Total			292.909	54			
when the cote was taken	Between Groups	(Combined)		.547	1	.547	2.439	.124
		Linear Term	Unweighted	.547	1	.547	2.439	.124
			Weighted	.547	1	.547	2.439	.124
	Within Groups			12.557	56	.224		
	Total			13.103	57			
university or any other establishment you graduated from	Between Groups	(Combined)		.000	1	.000	.	.
		Linear Term	Unweighted	.000	1	.584	2.481	.094
			Weighted	2.485E-30	1	.584	2.481	.094
	Within Groups			.000	54	.584	2.481	.094
	Total			.000	55	.584	2.481	.094

			Sum of Squares	df	Mean Square	F	Sig.
department	**Between Groups**	(Combined)		.000	1	.000	.	.
		Linear Term	Unweighted	.000	1	.000	.	.
			Weighted	3.336E-30	1	3.336E-30	.	
	Within Groups			.000	56	.000		
	Total			.000	57			
specialized	**Between Groups**	(Combined)		.785	1	.785	.945	.338
		Linear Term	Unweighted	.785	1	.785	.945	.338
			Weighted	.785	1	.785	.945	.338
	Within Groups			25.760	31	.831		
	Total			26.545	32			
any post graduate done	**Between Groups**	(Combined)		.632	1	.632	2.889	.095
		Linear Term	Unweighted	.632	1	.632	2.889	.095
			Weighted	.632	1	.632	2.889	.095
	Within Groups			11.368	52	.219		
	Total			12.000	53			
degree	**Between Groups**	(Combined)		.794	1	.794	1.870	.180
		Linear Term	Unweighted	.794	1	.794	1.870	.180
			Weighted	.794	1	.794	1.870	.180
	Within Groups			14.429	34	.424		
	Total			15.222	35			
any in- service training followed	**Between Groups**	(Combined)		.445	1	.445	2.783	.101
		Linear Term	Unweighted	.445	1	.445	2.783	.101
			Weighted	.445	1	.445	2.783	.101
	Within Groups			8.314	52	.160		
	Total			8.759	53			
issues concerning training programs	**Between Groups**	(Combined)		.278	1	.278	1.185	.281
		Linear Term	Unweighted	.278	1	.278	1.185	.281
			Weighted	.278	1	.278	1.185	.281
	Within Groups			13.119	56	.234		
	Total			13.397	57			
issues concerning training programs	**Between Groups**	(Combined)		1.734E-02	1	1.734E-02	.043	.836

		Linear Term	**Unweighted**	1.734E-02	1	1.734E-02	.043	.836
			Weighted	1.734E-02	1	1.734E-02	.043	.836
	Within Groups			22.414	56	.400		
	Total			22.431	57			
issues concerning training programs	**Between Groups**	**(Combined)**		2.627E-02	1	2.627E-02	.066	.799
		Linear Term	**Unweighted**	2.627E-02	1	2.627E-02	.066	.799
			Weighted	2.627E-02	1	2.627E-02	.066	.799
	Within Groups			22.405	56	.400		
	Total			22.431	57			
issues concerning training programs	**Between Groups**	**(Combined)**		9.236E-04	1	9.236E-04	.004	.952
		Linear Term	**Unweighted**	9.236E-04	1	9.236E-04	.004	.952
			Weighted	9.236E-04	1	9.236E-04	.004	.952
	Within Groups			14.223	56	.254		
	Total			14.224	57			
issues concerning training programs	**Between Groups**	**(Combined)**		1.478E-02	1	1.478E-02	.072	.790
		Linear Term	**Unweighted**	1.478E-02	1	1.478E-02	.072	.790
			Weighted	1.478E-02	1	1.478E-02	.072	.790
	Within Groups			11.571	56	.207		
	Total			11.586	57			
issues concerning training programs	**Between Groups**	**(Combined)**		.724	1	.724	1.886	.175
		Linear Term	**Unweighted**	.724	1	.724	1.886	.175
			Weighted	.724	1	.724	1.886	.175
	Within Groups			21.500	56	.384		
	Total			22.224	57			
issues concerning training programs	**Between Groups**	**(Combined)**		.831	1	.831	1.611	.210
		Linear	**Unweighted**	.831	1	.831	1.611	.210

					Sum of Squares	df	Mean Square	F	Sig.
			Term	**Weighted**	.831	1	.831	1.611	.210
		Within Groups			28.893	56	.516		
		Total			29.724	57			
issues concerning training programs	**Between Groups**	**(Combined)**			2.566E-03	1	2.566E-03	.010	.921
		Linear Term	**Unweighted**		2.566E-03	1	2.566E-03	.010	.921
			Weighted		2.566E-03	1	2.566E-03	.010	.921
	Within Groups				14.342	56	.256		
	Total				14.345	57			
issues concerning training programs	**Between Groups**	**(Combined)**			.105	1	.105	.325	.571
		Linear Term	**Unweighted**		.105	1	.105	.325	.571
			Weighted		.105	1	.105	.325	.571
	Within Groups				18.119	56	.324		
	Total				18.224	57			
issues concerning training programs	**Between Groups**	**(Combined)**			.177	1	.177	.396	.532
		Linear Term	**Unweighted**		.177	1	.177	.396	.532
			Weighted		.177	1	.177	.396	.532
	Within Groups				23.750	53	.448		
	Total				23.927	54			
issues concerning training programs	**Between Groups**	**(Combined)**			9.236E-04	1	9.236E-04	.004	.952
		Linear Term	**Unweighted**		9.236E-04	1	9.236E-04	.004	.952
			Weighted		9.236E-04	1	9.236E-04	.004	.952
	Within Groups				14.223	56	.254		
	Total				14.224	57			
issues concerning training programs	**Between Groups**	**(Combined)**			1.870	1	1.870	4.106	.048
		Linear Term	**Unweighted**		1.870	1	1.870	4.106	.048
			Weighted		1.870	1	1.870	4.106	.048
	Within Groups				25.509	56	.456		
	Total				27.379	57			

issues concerning training programs	**Between Groups**		**(Combined)**	5.429E-02	1	5.429E-02	.205	.653
		Linear Term	**Unweighted**	5.429E-02	1	5.429E-02	.205	.653
			Weighted	5.429E-02	1	5.429E-02	.205	.653
	Within Groups			14.842	56	.265		
	Total			14.897	57			
issues concerning training programs	**Between Groups**		**(Combined)**	1.026E-04	1	1.026E-04	.000	.986
		Linear Term	**Unweighted**	1.026E-04	1	1.026E-04	.000	.986
			Weighted	1.026E-04	1	1.026E-04	.000	.986
	Within Groups			18.914	56	.338		
	Total			18.914	57			
issues concerning training programs	**Between Groups**		**(Combined)**	.366	1	.366	.981	.326
		Linear Term	**Unweighted**	.366	1	.366	.981	.326
			Weighted	.366	1	.366	.981	.326
	Within Groups			19.744	53	.373		
	Total			20.109	54			
issues concerning training programs	**Between Groups**		**(Combined)**	3.215	1	3.215	7.999	.006
		Linear Term	**Unweighted**	3.215	1	3.215	7.999	.006
			Weighted	3.215	1	3.215	7.999	.006
	Within Groups			22.509	56	.402		
	Total			25.724	57			
issues concerning training programs	**Between Groups**		**(Combined)**	1.261	1	1.261	5.275	.026
		Linear Term	**Unweighted**	1.261	1	1.261	5.275	.026
			Weighted	1.261	1	1.261	5.275	.026
	Within Groups			12.667	53	.239		
	Total			13.927	54			
issues concerning training programs	**Between Groups**		**(Combined)**	.131	1	.131	.439	.511
		Linear Term	**Unweighted**	.131	1	.131	.439	.511
			Weighted	.131	1	.131	.439	.511
	Within Groups			15.796	53	.298		

	Total			15.927	54			
issues concerning training programs	**Between Groups**	**(Combined)**		.447	1	.447	1.784	.187
		Linear Term	**Unweighted**	.447	1	.447	1.784	.187
			Weighted	.447	1	.447	1.784	.187
	Within Groups			14.036	56	.251		
	Total			14.483	57			
point of view	**Between Groups**	**(Combined)**		2.309E-02	1	2.309E-02	.112	.740
		Linear Term	**Unweighted**	2.309E-02	1	2.309E-02	.112	.740
			Weighted	2.309E-02	1	2.309E-02	.112	.740
	Within Groups			11.580	56	.207		
	Total			11.603	57			
relevant issues to teaching practice during training	**Between Groups**	**(Combined)**		4.464E-02	1	4.464E-02	.139	.710
		Linear Term	**Unweighted**	4.464E-02	1	4.464E-02	.139	.710
			Weighted	4.464E-02	1	4.464E-02	.139	.710
	Within Groups			17.313	54	.321		
	Total			17.357	55			

Table3. Independent Sample t –Test: All questionnaire

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Age	Equal variances assumed	2.682	.108	-.863	46	.393	-.13	.152	-.436	.174
	Equal variances not assumed			-.871	33.947	.390	-.13	.150	-.436	.175

years of teaching	Equal variances assumed	1.200	.279	3.115	46	.003	.58	.186	.205	.956
	Equal variances not assumed			2.741	23.240	.012	.58	.212	.143	1.019
when the cote was taken	Equal variances assumed	3.035	.088	.808	46	.423	.16	.195	-.235	.550
	Equal variances not assumed			.739	25.707	.467	.16	.213	-.281	.596
university or any other establishme nt you graduated from department	Equal variances assumed	.265	.609	3.271	46	.002	.45	.137	.172	.723
	Equal variances not assumed			3.219	31.541	.003	.45	.139	.164	.731
specialized	Equal variances assumed	7.747	.008	1.516	46	.136	.19	.126	-.063	.446
	Equal variances not assumed			1.398	26.306	.174	.19	.137	-.090	.473
any post graduate done	Equal variances assumed	2.816	.100	.744	46	.460	.13	.176	-.223	.485
	Equal variances not assumed			.798	40.094	.429	.13	.164	-.201	.462
degree	Equal variances assumed	.499	.483	-.113	46	.911	-.03	.235	-.500	.447
	Equal variances not assumed			-.110	30.463	.913	-.03	.242	-.520	.467
any in-service training followed	Equal variances assumed	.868	.356	.441	46	.661	.07	.150	-.236	.369
	Equal variances not assumed			.444	33.579	.660	.07	.150	-.238	.371
issues	Equal	2.682	.108	1.076	46	.288	.16	.152	-.142	.469

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
concerning training programs	variances assumed									
	Equal variances not assumed			1.086	33.947	.285	.16	.150	-.142	.469
issues concerning training programs	Equal variances assumed	.243	.624	.297	46	.768	.06	.217	-.373	.502
	Equal variances not assumed			.299	33.872	.767	.06	.216	-.374	.503
issues concerning training programs	Equal variances assumed	.304	.584	.721	46	.475	.11	.153	-.197	.418
	Equal variances not assumed			.715	32.341	.480	.11	.154	-.203	.423
issues concerning training programs	Equal variances assumed	8.069	.007	1.902	46	.063	-.38	.198	-.773	.022
	Equal variances not assumed			2.135	44.095	.038	-.38	.176	-.730	-.021
issues concerning training programs	Equal variances assumed	34.188	.000	-1.502	46	.140	-.23	.150	-.528	.077
	Equal variances not assumed			-2.038	30.000	.050	-.23	.111	-.452	.000
issues concerning training programs	Equal variances assumed	33.980	.000	2.679	46	.010	.41	.154	.103	.724
	Equal variances not assumed			3.334	43.123	.002	.41	.124	.163	.664
issues concerning training programs	Equal variances assumed	.737	.395	.966	46	.339	.17	.179	-.187	.533
	Equal variances not assumed			.960	32.494	.344	.17	.180	-.194	.539
issues concerning	Equal variances	2.167	.148	2.723	46	.009	.46	.169	.120	.802

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
training programs	assumed									
	Equal variances not assumed			3.006	42.801	.004	.46	.153	.152	.770
issues concerning training programs	Equal variances assumed	10.432	.002	2.934	46	.005	.41	.141	.130	.697
	Equal variances not assumed			3.046	36.781	.004	.41	.136	.138	.689
point of view	Equal variances assumed	.854	.360	1.383	46	.173	.24	.172	-.108	.582
	Equal variances not assumed			1.348	30.690	.188	.24	.176	-.122	.596
relevant issues to teaching practice during training	Equal variances assumed	.033	.858	.086	46	.932	.01	.154	-.297	.323
	Equal variances not assumed			.086	32.697	.932	.01	.155	-.301	.328