ENGLISH LANGUAGE TEACHERS' PERCEPTIONS ABOUT A WEB-BASED SUPPORT
SYSTEM FOR AN IN-SERVICE TEACHER TRAINING PROGRAM


A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY


BY


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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY


MARCH 2009

Approval of the thesis:

## ENGLISH LANGUAGE TEACHERS' PERCEPTIONS ABOUT A WEB-BASED SUPPORT SYSTEM FOR AN IN-SERVICE TEACHER TRAINING PROGRAM

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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# ABSTRACT

## ENGLISH LANGUAGE TEACHERS' PERCEPTIONS ABOUT A WEB-BASED SUPPORT SYSTEM FOR AN IN-SERVICE TEACHER TRAINING PROGRAM

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March 2009, 221 pages

The purpose of this study was to explore the perceptions of teacher trainers and trainees about a web-support system and its components developed and implemented as an integral part of the in-service teacher training program entitled "Certificate for Teaching English" (CTE) program for the newly hired teachers in the two departments of the School of Foreign Languages at Middle East Technical University (METU).

The overall design of this study was a case study which was conducted as action research within the qualitative research paradigm.

Some participants' perceived the file system as usable, reachable, and beneficial because the file types used in the web-support were in congruence with the CTE program. Some participants had difficulty finding files that they were looking for. The participants were not able to use the forum frequently enough because they did not have enough time and they were always in contact with each other during their work hours. However, they suggested the usage of compulsory activities that are separated to be used within the forum. The participants perceived the online tasks as beneficial in terms of retention and revision of sessions and showing examples of how to use video in class. The participants

thought that the presence of the curriculum information on the web was essential as information. The participants perceived that the integration of web support and sessions was partial and they wanted to do some sessions online in the future. The participants perceived news section as beneficial in directing them but they thought it should be updated more often.

Keywords: in-service training, web-support, online learning, action research, case study, professional development.

# ÖZ

## İNGİLİZCE ÖĞRETMENLERİNİN AĞ DESTEKLİ YARDIM SİSTEMİNE DAYALI BİR HİZMETİÇİ EĞİTİM PROGRAMINA İLİŞKİN ALGILARI

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Doktora, Bilgisayar ve Öğretim Teknolojileri Bölümü

Tez Yöneticisi: Prof. Dr. M. Yaşar Özden

Mart 2009, 221 sayfa

Bu çalışmanın amacı, eğitici öğretmenler ile hizmetiçi eğitime katılan yeni işe başlayan İngilizce öğretmenlerinin "İngilizce Öğretim Sertifikası" programının bir parçası olarak yürütülen ağ desteği sistemine ilişkin algılarını araştırmaktır. "İngilizce Öğretim Sertifikası" programına Orta Doğu Teknik Üniversitesi (ODTÜ) Yabancı Diller Okulu'ndaki İngilizce öğretmenleri katılmaktadır.

Bu çalışma niteliksel araştırma çerçevesinde eylem araştırması biçiminde uygulanan bir durum çalışmasıdır.

Bazı katılımcılar dosya sistemini ağ desteğinde kullanılan dosya türlerinin yürütülen hizmetiçi eğitim programıyla örtüşmesi nedeniyle kullanılabilir, ulaşılabilir ve yararlı bulmuşlardır. Bazı katılımcılar ise aradıkları dosyaları bulmakta zorluk çekmişlerdir. Katılımcılar forumu çalışma saatleri içinde arkadaşlarıyla sürekli birlikte bulundukları ve yeterli zamanları olmaması nedeniyle yeterince sıklıkta kullanamadıklarını belirtmişlerdir. Ancak forum içinde ayrıca yer alan zorunlu etkinlikleri kullanabileceklerini önermişlerdir. Katılımcılar çevrimiçi etkinlikleri sınıfta öğrenilenleri hatırlama, gözden geçirme ve videoların nasıl kullanılacağını örneklerle gösterme açısından yararlı bulmuşlardır. Katılımcılar öğretim programıyla ilgili bilgileri ağ desteğinde bulunmasının temel

bilgi olarak gördüklerini söylemişlerdir. Katılımcıların algılarına göre sınıftaki dersler ile ağ desteği arasındaki bütünleşme bir ölçüde sağlanmıştır ve gelecekte bazı dersleri çevrimiçi olarak yapmayı istediklerini belirtmiştir.

Anahtar Kelimeler: Hizmetiçi eğitim, ağ desteği, çevrimiçi öğrenme, eylem araştırması, durum çalışması, mesleki gelişim.

To my parents

# ACKNOWLEDGEMENTS

I would like to express my deep gratitude to my thesis supervisor Prof. Dr. M. Yaşar Özden for his constant encouragement, guidance, valuable comments, providing relevant references and insight throughout the research. I greatly enjoyed discussing with him every aspect related to my research study and making use of his suggestions, invaluable comments and his expertise in the field of distance education and technology.

I would also like to extend my sincere thanks to the members of the Thesis Monitoring Committee, Prof. Dr. Hüsnü Enginarlar, Director of School of Foreign Languages (SFL) for his kind permission to conduct this study at the SFL by generously opening departmental facilities during the research and his constant encouragement and Assoc. Prof. Dr. Zahide Yıldırım, my former MA supervisor, for encouraging me to further my studies in this department and for her constant support and valuable advice.

My heart-felt thanks also go to the members of the Examining Committee, who spared their valuable time and effort to be the Examining Committee Members. I greatly enjoyed their sincere comments about this study and gained more insight into the field of educational technology. I would especially want to thank Assist. Prof. Dr. Selçuk Özdemir for his support and friendship.

I would like to express my gratitude to Assist. Prof. Dr. Işıl Kabakçı and Dr. Armağan Ateşkan for their support and guidance in my studies.

I would like to extend my thanks to my boss Ergun Özkalaycı for his efforts in my professional development and for arranging flexible working hours, my friends at my workplace Bilemek, Alaattin Cineviz, Cemaleddin Demir and Özer Zorlu for their ideas in creating the web-support.

Finally, I would like to offer my sincere thanks to my parents for their understanding and their willingness to endure with me the hard times during the

study, my father for his encouragement and his sharing of vast knowledge and experience in education, and my mother, who is the most thoughtful person I know for her support.

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# CHAPTER 1

# INTRODUCTION

In this chapter, the background to the study will be explained, the aim of the study and research questions will be stated. The significance of the study and the definition of terms will be given.

## 1.1 Background to the Study

In the world of rapid and innovative technological developments, the potential of technologies such as the Internet, video and online communication capabilities is waiting to be explored for the ultimate purpose of enhancing learning. Barron and Goldman (1994) say that professional and traditional development programs for teachers are affected by these technologies and they make up for the lack of the chances to see effective teaching practices, evident teacher isolation and lack of mentorship. Better learning opportunities and communication between teachers as peers and for mentorship can be established creating better learning media.

In many parts of the world the use of computers in language education and pre- and in-service training of teachers has become a major issue. Teachers have to adapt new skills for the changing generations of students who have grown up in a technology medium and who are becoming part of a different culture and context. This change can be seen especially in students who use different methods for learning and studying and have a lot of resources to practice their learning and integrate it into their lives. Novice teachers are also familiar with learning from the internet and using the resources of technology enhanced media. The professional development of teachers depend on new approaches and inclusion of new technologies both for their advantages and to familiarize teachers with these technologies.

In-service training programs are critized by Wolter (2000) in that they are not finely tuned to the participants' needs and they fail to offer continious support. The same criticism is made by Miller (1998, cited in Gültekin, 2007) who adds that outside experts fail to understand knowledge that relates to sessions that trainees attend. Kumar (1992, cited in Gültekin, 2007) thinks that inservice training programs should focus on more specific topics needed to help trainees success with their teaching.

For the purposes of overcoming these inconsistincies in teacher training or professional development programs teachers should be given opportunities to attend training programs without leaving classsrooms, involve themselves in situations where they can see the usage of different technologies being implemented in education and be able to choose or become decision makers to choose programs that can cover their individual needs.

Online professional development programs exist as a full integration of technology both in pre-service and in-service teacher training programs. The online professional development programs both as supportive and as integrated learning styles serve to increase communication, collaboration, reflection of teachers to become better and more adaptable to the digital age.

In analyzing the major impacts of online teacher training, Jung (2001, p.2) found that online teacher training has benefits such as:

- teacher access without classroom leave
- improvement of computer literacy
- increase Trainer-teacher teacher-teacher interaction
- Efficient for individual need
- Possible cost-effectiveness and efficiency

In a study that aimed to understand to what extent K-12 teachers transfer lessons learned in an online professional development module, effectively integrate technology in their classrooms it was found that due to Tapped In, their technology skills have improved and they transferred their knowledge directly into their classrooms (Coffman, 2004).

While online professional development programs have their advantages, they are not always applicable. Similar advantages can be seen with the succesful integration of technology supporting the weak sides of face to face teacher training programs.

The opportunities that the integration of web technologies for teacher education can offer does not end with the skill transfer and authentic experiences but can lead to creation of distance education tools to individualize learning. For example, in a study that aims to understand if participants in an online professional development program consisting of in-service teachers can predict the learning value of individual distance education tools, it was found that for staff development, different tools such as videos, audios, pictures, graphic organizers, textbooks, learner-to-learner interaction, learner-to-instructor interaction can be used in order to provide the learner with their own path of learning (Smolka, 2003). It is possible to offer these tools and technologies as a supplement to face to face training.

Technology use in foreign and second language education was always explored in depth and it started with tape recorders and continued with language labs. It was only until recently that the education using technology was one way but now technological capabilities have brought interactive and communicative language classrooms. There are many websites for teachers to use as resource for teaching and learning.

An example of how teachers make use of web-based resources is a study that examined the way language educators use web-based materials in their instruction, which found that English speakers of other languages (ESOL) participants used the Internet based materials to teach writing, speaking and vocabulary whereas commonly taught languages (CTL) and Less commonly taught languages (LCTL) participants used web based materials to teach culture (Bartoshesky, 2004).

Other than the usage of websites as resources, there are other means to integrate technology into teacher training to overcome obstacles. With this

technology integration, the teachers can find a medium where they can share, self-study, reach information much easier and involve themselves in opportunuties where they can sharpen their skills before they start teaching. Brush et al. (2001, p.2) explain the importance of integration of technology for teacher's careers as follows:

> Most researchers agree that more technology training is needed for teachers, and numerous suggestions already exist in the literature regarding the content of the training and the methods for delivering the training (e.g. Brush, 1998; Schrum, 1999; Strudler & Wetzel, 1999). One of these methods involves the integration of technology with undergraduate methods courses, thus providing students with knowledge and experiences applying technology to their specific content areas. This field-based model, also known as *job-embedded learning*, concentrates on providing pre-service teachers with authentic training experiences in real classrooms prior to their student teaching experiences (Loucks-Horsley, Hewson, Love, & Stiles, 1997).

Chambers (2004), in his study to understand perceptions of participants attending the professional development program about electronic media showed advantages as follows:

- the ability to access professional development remotely,
- accessibility from home
- not having to travel for training
- just-in-time delivery

While it is true that the education part through the web should be flexible to allow many learning or teaching styles, a web support designer should bear in mind the particular population of teachers. Diaz and Bontenbal (2001) stated that the integration of distance learning and learning styles can overcome the time issue of technology training and staff development.

Latchem et al. (2006, p.6) emphasize the need for professional development in Turkish universities and to improve teaching quality of teachers. They state:

> Given the methodologies and technologies of open and distance learning, it is possible to provide professional development online or via CDs or DVDs for those without online access, albeit with some face-to-face elements of training. The learning can be interactive, it can combine self-study and collaborative work, and the materials can be developed in the Turkish universities and adopted or adapted from overseas.

They developed an online professional development proposal that is personalized and it contains announcements, information and training materials and communication means.

The design and development of web-based systems is a promising area of training of teachers. More time is needed for teachers to become part of learning community and make reflections in their teaching as well as collaborating with other teachers. The online communication tools make both synchronous and asynchronous modes of communication possible and they pose different challenges and advantages for learners as teachers. Furthermore, web resources on the internet and simple tools are becoming a popular mode of support in training. In a study, in addition to web resources, PowerPoint and word processing are used in on-campus practices meaning the lecture mode is still being the center of teaching but it can accept accompanying tools such as described above (Collis and Van der Wende, 2002).

In her study, Glavinic (2005) identified the important obstacles to professional developments where technology is used as supplement as:

- Cost
- Time
- Motivation and attitudes
- Format and design standards

A study by Odabaşı et al. (2005) about the student perceptions of web support in higher education showed that:

- It is useful to have a web page.
- Lecture notes put on this web page make learning easier.
- Notifications about the courses on the web are preferred over notice boards, because they are free of time and place.
- Tests, repeat questions, and other helping materials put on the web page of the course eases learning.
- Lecture notes put on the web to provide access over the internet does not lead to decreased participation to the course.
- Students want to interact with instructors about the lecture notes to direct their questions.
- In terms of easing learning, the information on the web page does not remove the need for an instructor.

As seen, web support can be valuable when integrated into training programs with appropriate tools as the needs arise.

The School of Foreign Languages (SFL) is responsible for teaching English to students who are accepted to a department of Middle East Technical University, an English-medium university, in their preparatory and freshman years to enable them to follow courses conducted in English in their departments. The SFL has an established in-service teacher training program for the newly hired teachers of English before they start teaching in the actual classroom. The in-service training program at the SFL is usually conducted in a traditional manner without much use of educational technology.

In this study, a web-support including a forum, materials and tasks with videos will be provided to in-service teachers' CTE program in addition to their classroom sessions. It is expected that the in-service teachers will benefit from this web-support in their professional development.

## 1.2 Purpose of the Study

The purpose of this study is to explore the perceptions of the trainers and trainees about a web-support system and its components developed and implemented in the in-service teacher training program entitled "Certificate for Teaching English" (CTE) program for the newly hired teachers of English in two departments teaching intensive English and freshman English courses at the Department of Basic English (DBE) and Department of Modern Languages (DML), Middle East Technical University (METU), an English-medium university.

In this study, the following questions will be answered:

1.  What are the needs of trainees with their CTE program and how do the trainees think web support can help with the CTE program that is a professional development program in the Department of Basic English at Middle East Technical University?

2. What are the needs of trainers with the CTE program and how do the trainers think web support can help with the CTE program that is a professional development program in the Department of Basic English at Middle East Technical University?

3. What are the perceptions of trainers of the web-support system that is developed to be used within the CTE program?
    a. What are the perceptions of trainers of the file system?
    b. What are the perceptions of trainers of the forum?
    c. What are the perceptions of the trainers of online tasks?
    d. What are the perceptions of trainers of the curriculum on the web page?
    e. What are the perceptions of trainers of the integration of the web support system?
    f. What are the perceptions of trainers of the news section?

4. What are the perceptions of the trainees of the web-support system that is developed to be used within the CTE program?
    a. What are the perceptions of trainees of the file system?
    b. What are the perceptions of trainees of the forum?
    c. What are the perceptions of the trainees of online tasks?
    d. What are the perceptions of trainees of the curriculum on the web page?
    e. What are the perceptions of trainees of their professional development due to web support?
    f. What are the perceptions of trainees of the news section?

## 1.3 Significance of the Study

This study is significant in being the first study which implemented a web-support system as an integral part of the in-service teacher training program for newly hired teachers of English conducted at the School of Foreign Languages at Middle East Technical University. It is expected that if web support system is highly usable, then it can create opportunities for future in-service teacher training programs to be enriched with same kind of support. Furthermore, this study can suggest ways of dealing with problems in teacher education as it provides an interactive web environment at any time and place convenient for the trainers and trainees to be engaged in more professional development activities, exchanging ideas and sharing their experiences as opposed to limited time and opportunities in the classroom environment.

Results of this study may indicate the importance given to professional development in teacher education and its impact on teachers' practices.

Finally, it is hoped that this study is significant in showing the benefits of using educational technology in professional development as it enables teachers to connect to a great number of resources and cases, which improves their knowledge, skills and experiences in their profession and widens their horizons towards becoming better professionals.

## 1.4 Definition of Terms

**Blended learning:** The term "blended learning" is used to describe a specific form of education in which face-to-face teaching is alternated with asynchronous Internet technology. In this study the web-support prepared for the CTE program is considered to be an alternative to face-to-face teaching in the classroom sessions.

**Collaborative learning:** Approaches to learning together by engaging in common tasks and by sharing experiences.

**Computer-mediated communication (CMC):** Any form of human interaction such as text-based, audio or video-based that happens in networked computers.

**Forum:** A web-based application for storing user-generated topics and posts.

**In-service training:** Helping employees to improve their skills in a specific context or occupation after they start working. In this study the CTE program is considered to be an in-service teacher training program after the teachers start working.

**Online learning:** A mode of education where computer networks are used to deliver education and training both in class and remotely.

**Professional development:** The in-service training program is designed as a professional development activity in which the participants improve their knowledge and skills in their profession and share their practical classroom teaching experiences specific to the institution where they teach.

**Web-support:** The website which is designed and implemented as an integral part of the CTE program which is an in-service training program specific to the newly-hired teachers at the Department of Basic English.

# CHAPTER 2

## REVIEW OF LITERATURE

In this chapter, the literature related to traditional and web-based teacher training, blended learning, compueter mediated communication and collaboration, web-support examples, using videos, action research in education will be reviewed.

## 2.1 Teacher Training and Professional Development

Teachers face many challenges as they start or when they go through their professional careers. According to Abbot (2003), teachers face problems such as difficult work assignments, unclear expectations, inadequate resources, isolation, too much responsibility and having two jobs as teaching and learning to teach. Souder (2005) further explains that teachers have problems with curriculum planning, meeting students needs, teaching practice and work load.

Bezzina (2006) gives a list of challenges that novice teachers face:

- full time teaching
- non-teaching duties (paperwork, marking, etc…)
- curriculum
- lesson adaptation
- addressing diverse student needs
- classroom management.

Korukçu and Alan (1996, 2003; cited in Gültekin, 2007) also join Bezzina by identifying classroom management and add lesson planning, textbook use, test making and student motivation as problematic areas. There are many other problems of novice and experienced teachers so that's why they become extremely positive about in-service training programs where they can benefit from other teachers or trainers and work in collaborative fashion to share their

problems (Özen, 1997, cited in Gültekin, 2007). Yet traditional forms of in-service training programs have their own problems all over the world. For example Wolter (2000) criticizes in-service training (INSET) programs in the way that they fail to appropriately take into account participant feedback and affect participant skills as desired. He suggests that in order to be succesfull, INSET programs have to be constantly revised. According to Eraut (1994, 1995, cited in Karagiorgi et al., 2008) the neglected areas of professional development programs are identifying and prioritizing individual needs and matching these needs. Brookfield (1993, cited in Karagiorgi et al., 2008) also agrees that tuning instruction proper to individual experiences is important. According to a study conducted by Bleach (1999, cited in Gültekin, 2007) experienced teachers can help novice teachers as mentors. The study by Abbot (2003) where experienced teachers use telementor to help novice teachers is an example of how technology can be of use for teachers.

Teachers have to find and adapt authentic materials especially in English Language Teaching (ELT) profession. With the capabilities of the internet technologies, it became possible both for learners and teachers to reach authentic content. While it is useful for teachers to freely check the internet and certain web sites for these materials, they can be directed by faculty or trainers and even create these materials on their own using technologies. Teachers can use the resources that the internet provides to motivate their students and improve their profession.

Gold (1996, cited in Abbott, 2003) draws our attention to the problems of improvement of teacher practice saying that it is a complex process and that is still being debated. Also he adds that traditional methods of training fail to answer the growing needs of teachers. Short-term workshops cannot answer teachers' problems in classrooms (NCES, 1999, cited in Abbott, 2003). According to this research study, training must involve realistic situations that teachers face in classrooms every day. Furthermore, workshops do not include participants' ideas because they are predefined. Also workshops occur in other places than the participant's medium but it is more useful if the training occurs in natural environment of participants. Workshops are far from being a

continuous cycle of feedback and follow-ups as suggested by Howey and Vaugh (1983, cited in Lowman, 2003; Baldwin and Ford, 1988, cited in Lowman, 2003).

Unless continued professional development of teachers is managed as described by Ball and Cohen (1999, cited in Billings, 2004), the teacher preparation becomes decontextualized and it lacks sustainability.  Also the degree of professional development should prepare teachers for unexpected as well as the expected situations in a classroom (Lampert and Ball, 1999, cited in Billings, 2004). It is suggested that teacher education programs should start when teachers feel ready for profession (Nunan and Lamb, 1996; Freeman and Richards, 1996, cited in Sakamoto, 2002).

The transfer of new skills or knowledge is rarely incorporated in daily life (Showers, 1990, cited in Lowman, 2003). Furthermore, it is reported that implementation of what has been learned in the training is not in accordance with what has been performed in classroom. According to Joyce and Showers (1980, cited in Lowman, 2003) studies mostly focused on demonstration and acquisition during in-service training and the transfer of skills has not been measured largely at the classroom level.

Bezzina (2006) in her study to understand beginner teachers' perceptions about their professional development found that teachers need more support in resources, and they wanted teamwork and mentors to help them in their career.

It is recommended by Welingsky (2000, cited in Kostuch, 2004) that teachers should receive information about classroom teaching practice and have sufficient time to reinforce what they learn by classroom teaching. This is supported by McLaughlin and Oberman (1996, cited in Kostuch, 2004) who additionally suggest that teachers discuss their experiences with their peers.

It is suggested that teacher training may not be established unless teachers actively take role in interaction among each other. For example, a study by Joyce and Showers (1980, cited in Abbott, 2003) employed a strategy that used complex structures and evaluations to see if teachers understood and applied the

strategy they used. The strategy included steps as information, research, demonstration, practice and role play with feedback. While this program looks in depth, it is open to criticism about being time-taking. However, if some steps can be put online as information and research parts, then it would be less time taking in class and there would be more time for reflection and feedback.

Diaz and Bontenbal (2001) emphasize that it is efficient time wise to combine distance and traditional learning by saying that teachers do not have adequate time for training. It is seen here that an online system is ideal for discussion and it gives valuable time to practitioners to reflect and elaborate their learning. With an online system, teachers can practice and reflect until they are ready for the program because technology is adjustable for teacher needs.

A concept termed as Technology-Mediated Professional Development (TMPD), which can mean the usage of technology to help instruction, can be used for any content to be delivered and appears to include various technologies in professional development (Fontaine, 2002; Graves & Kelly, 2002; Schrum, 1999, cited in Adist, 2004, p.3). It would appear that TMPD awaits for research input in how best to deliver education and support professional development. Adist's research shows the benefits of technology mediated professional development programs for both teachers and school leaders as reduced isolation of teachers, teaching and learning resources and collaboration opportunities

There are different modes of professional development of teachers where technology is involved. There are many ways in which technology can help teachers with their professional development other than traditional means. Telementoring (Abbot, 2003; Coy, 2004), Computer Mediated Communication (Chung, 2004; Casanova, 2004), Multimedia with video cases (Billings, 2004; Gallinat, 2005), Online learning communities (Costuch, 2003; Glavinic, 2005), Online learning (Smolka, 2003; Coffman, 2004), Electronic Media (Chambers, 2004), Hybrid learning (Girelli, 2004; Maguire, 2005; Meyerson, 2003), Virtual Enviroment (Johnston, 2004) have been used to provide solutions to gaps in teachers' professional development programs.

Souder (2005) explains his view in the role of technology being applied for professional development as follows: "Technology is increasingly applied in professional learning as computer technology (Internet, software) and interactive television. These could be effective tools if designed with principles of effective professional development." Trentin (2000, cited in Rasmussen, 2005) views the application of ICT in education as diverse in many fields such as distance, open learning situations as well as in-service training. The value of ICT in education manifests itself in personalizing professional development for teachers because these technologies can give opportunities to teachers to include themselves in resources ready to be adapted to their own teaching situations and chances to communicate with other teachers in schools or other districts that they don't have time and resources to do otherwise. According to Center for Research on Information Technology and Organizations (2001, cited in Chung, 2004) teachers do look for information to use in their own lessons. The advancements in the electronic media can serve professional development programs to be delivered with the advantages of time and place by simple internet access. Swenson et al. (2005, cited in Top, 2007) say that teachers need access to new technologies used in education to realize their own potential so they can involve themselves in professional development programs to understand how technologies can be used in education or for delivery to apply the same and be open to different forms of learning and teaching. Top (2007, p.197) emphasizes the importance of technology for teacher education institutions as follows:

> Teacher education institutes may make some changes on the way they teach (e.g. applying / integrating technologies in their courses or constituting models for the use of information technology in their teaching), the contents of the courses (e.g. covering the newly developed technologies, materials, strategies, etc…), the weight of some courses (e.g. give importance to technology integration into method courses), and the apprenticeship period of their students (e.g. creating environments where technology used efficiently and effectively) by considering and analyzing studied teachers' knowledge, abilities, and conditions.

Professional development programs are available for both novice and experienced teachers. The different needs of teachers as novice and experienced are stated by Glavinic (2005, p.19) as follows:

> Tarone and Allwright (2005) argue that "novice teachers may require more teacher training than experienced ones because they are likely to

need relatively more learning of concrete teaching skills (p.14). They consider an integrated presentation of skills and knowledge as essential for novices. Conversely, inservice teachers "are more likely to need teacher education or teacher development: more emphasis on the declarative knowledge base or on understanding than on the acquisition of skills" (Tarone & Allwright, 2005, p.15). They furher argue that more experienced teachers are looking for in-depth understanding of theory to support their current classroom practice or for very specific decontextualized coursework (p.15).

It is stated in Opre et al. (2008) that their study identified needs pointed out by experienced and novice teachers as need to learn about teaching skill improvement, experienced teachers also want to learn more about teaching research skills.

The work of Glavinic (2005) in use of online tools to support professional development of teachers draws our attention to specific professional development that answers the need and context of teachers.

While it is accepted that World Wide Web can be used as an effective medium to implement meaningful professional development programs, training teachers in technologies seems to draw more attention of researchers. Hixson and Jones (1990 cited in Chambers, 2004, p.22) find this as a limiting factor for "improvement and restructuring of America's schools." Hixson and Jones (1990 cited in Chambers, 2004) also say that professional development programs being carried out in schools and districts can benefit from technology. Moreover Benson (2001, cited in Yıldırım, 2005) suggests that resource and technology-based approaches to teaching can foster learner autonomy.

Online Professional Development Programs constitute another branch of professional development opportunity for the teachers who want to participate free of time and place. As stated by Jung (2001, p.2):

> In addition to making teacher training more cost-effective and efficient, the major goals of online teacher training are to help teachers: (a) access training opportunities without leaving their classrooms; (b) improve their computer literacy, and interact online with their trainers and other teachers; and, (c) once a bank of online courses is developed, to access those courses that meet their individual needs.

Kabakçı et al. (2007) prepared an online professional development model program for the first year computer teachers. The development program consisted of three modules as "Teaching Professions", "Rights and Responsibilities about Teachers" and "School and Its Structure". This program was developed as a support for the "Intern Teacher Development Program".

In an online professional development study done by Baran & Çağıltay (2006) the participants suggested that online courses should be prepared by expert teachers and academicians. They also suggested that online content should be prepared according to the teacher's profession and content should contain peer ideas, daily life experiences, presentations, films and pictures. Teachers also thought that online professional development programs could be valuable for teachers who have location problems.

## 2.2 Web Support

Ferhan et al. (2005, p. 7) define web support as the following:

> The education provided by educational institutions to support the classical educational processes through the Internet technologies is called web assisted education. Along with such practices, the teachers can also use this technology with the aim of finding extra materials in addition the present materials and books with the help of search engines and reference websites through the Internet to make their lessons about the Internet technology more up-to-date.

### 2.2.1 Advantages and Degree of Web support

Although it can differ according to the degree of web involvement in a course or training program, main advantages of web support are termed by Mathew and Doherty-Poirier (2000) as:

- Reducing paper flow
- Allowing quick and easy revisions of instructional materials
- Continuous access
- More time to spend with individual students and small groups

- Less time in class
- Reducing repetitive teaching tasks

and the benefits of web supported educational media are characterized by Cabı (2004) as:

- An easily adaptable repository
- The ability to reach a large audience
- Time-tunable
- Platform-free
- Quality of education through good material preparation
- Increasing communication.

Erkunt et al. (2002) further add that web and internet support are also:

- Adaptable to slow or fast learners
- Available for different sensory reception
- Reaching experts and mentors faster
- Available for updating.

There are barriers to implementation of technology integration. Literature sees the barriers of implementation of ICT in education as time, attitudes towards technology, methods applied in teaching that are not compatible with technology, lack of technical support, incompetency of teachers, not enough technology training, lack of access to resources, teacher confidence, organization of resources, inappropriate software and lack of personal access to resources and technology.
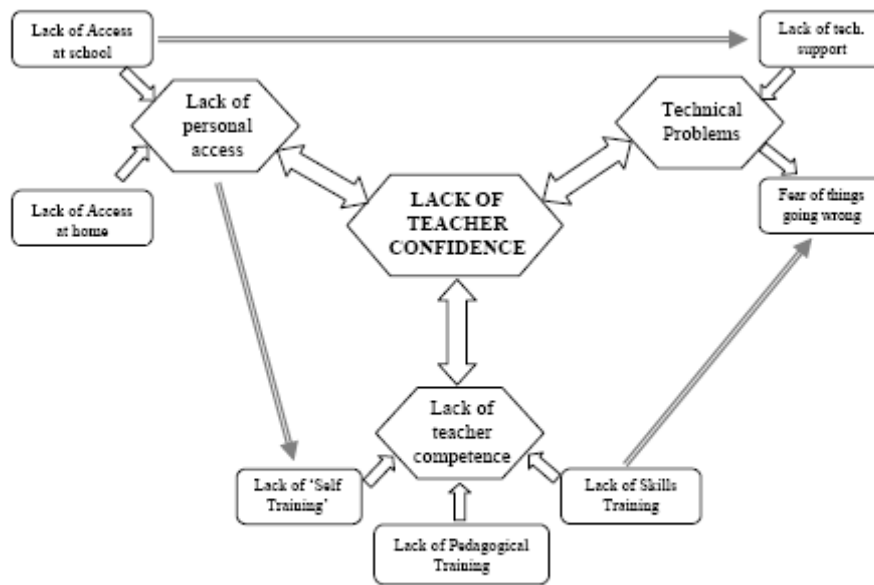
Figure 1 : Relationships between Confidence barrier and other barriers.

Figure 2.1 Barriers to ICT Becta (Source: Becta, 2004, p.24)

The degree of web support used in schools and training depends on the need of the technology in content of courses. The range of web support can be as low as static content on the website with non essential course information or with fully integrated web support known as distance education with web. The degree of web support rests on shoulders of students, teachers, instructional designers, key persons in institutions and universities who wish to include web support in their teaching and learning. It also depends on how suitable a teaching learning situation is available for online content and other facilities.

A research study done by Sorg et al. (1999) indicated that technology enhanced courses require more time and effort than traditionally prepared courses to be maintained. The instructors around the world today face many means of technology and technology is becoming more sophisticated day by day. While it becomes necessary to cope with advances in technology, instructors' training needs and means of necessary support vary. As indicated by the figures below, there are different modes support done by the technologies between web presence and fully online courses.

Table 1  Levels of using the WWW for teaching/learning (Harmon & Jones, 1999)

| Minimal use of WWW | Level 1 - | Information Web Use |
| | | Providing administrative information |
| | Level 2 - | Supplemental Web Use |
| | | Providing course content information (which is not essential to the course) |
| | Level 3 - | Essential Web Use |
| | | Providing most of the course content information |
| | Level 4 - | Communal Web Use |
| | | Serving as an interactive platform for communication between instructors and students |
| Full use of WWW | Level 5 - | Immersive Web Use |
| | | Doing all teaching, learning and administrative activities through the web |

Figure 2.2 Levels of web support (Source: Kam-cheong, 2005)
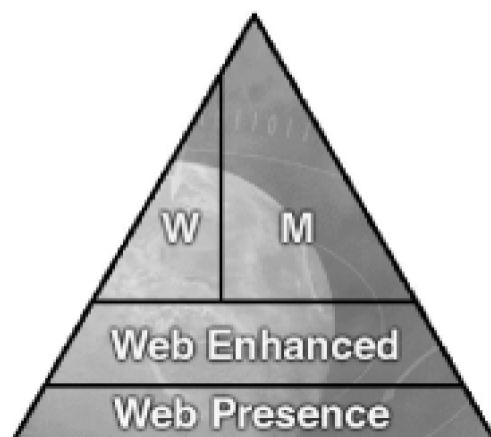


Figure 2.3 Levels of Web use in classes taught by faculty who use the Web (Source: Sorg et al., 1999, p.139) W=Totally online M=with some face to face inclusion

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5   The materials require that students work collaboratively to complete assignments or create new learning resources to be shared with peers.

4   The materials require that students seek additional information and write their own materials which link to the existing ones.

3   The materials contain questions that students are asked to reflect on or respond to, off- or on-line. Answers are provided through successive screens or through teachers' marks or comments.

2   The posted materials have "hot point" links to other related or supportive information.

1   The lecturer's written class notes, tests, diagrams, questions, exams, etc., are placed on the Web without alteration.

Fig. 1.    Continuum of interactivity.

Figure 2.4 Levels of web-support (Source: Hunt, 1999, p. 272)

Bonk et al. (2000) give examples of situations that show the degree of web support in courses as "Web Integration Continuum" which shows different levels of integration in instruction that changes according to pedagogical and technological choices as well as needs of faculty in teaching. According to this model first 1-5 levels represents unrequired components of course with shared materials and previous works. For example, at level 4 there are some course resources on the web such as lecture notes and powerpoint presentations with tips for lessons. With the other two levels as 6-7 electronic discussions come into be integrated with the course as a form of debate. Higher levels play the major part of the course as in distance education with some face to face inclusion with all materials on the web. Bonk gives some examples of websites for every level of web integration continuum and some guidelines for integration purposes.

## 2.2.2 Computer Mediated Communication (CMC) and Collaboration

CMC and collaboration are one of the most common use of web support in conjunction with other methods that involve less traditional methods such as blended and distance education.

Dewey (1938, cited in Rochelle, 2004) explains the role of collaboration in education by emphasizing education as a social process and its importance in forming community groups. Collaboration is a hard to fit term because of its quality and it can take many forms in its own context. Collaborative learning is about trying to learn something together as a broad definition by Dillenbourg (1999, cited in Rochelle, 2004).

Vygotsky (Tinzmann et al., 1990) sees language as a primary regulator of our actions and how we know other cultures. For instance, think-a-loud procedures applied by children as an attempt to increase their function results in their involuntarily expressing of thoughts. Dialogue being the major element, children interacting by this way can share mutual and efficient thinking. Tinzmann et al. (1990) furthermore explain this by saying that effective scaffolding and knowledge output results from these kinds of interactions in everyday life. They help relate concepts encountered to scientific or linguistic concepts.

Eastmond (1998, cited in Billings, 2000) sees the Internet and communication tools as promising areas for challenges that are encountered in teacher education. In his study, data from 21 in-service teachers in the form of online discussions were used and conceptual change, reflection and community development were observed to some degree. However, many participants did not reflect their experience in their teaching.

Collaborative learning is considered as an active type of learning which differs from passive type of learning that Hiltz et al. (1997) state as that in active learning there is a social process and interaction. Also Hiltz et al. (1997) agree with Harasim (1990, cited in Hiltz et al., 1997) in that collaborative teaching methods see other sources of information apart from the teacher and rely on activities such as group projects and discussions. In collaborative learning, students are seen as active role takers and it is the teacher's responsibility to ensure that they can work together. Hence the sharing of ideas and feedback are significant elements of collaborative learning. As seen, collaborative effectiveness is directly related to communication since, as students

communicate, they exchange thoughts, elaborate and discover each others' thoughts which give them a performance better than they can do on their own. McMurray and Dunlop (1999) see collaborative learning not as a new topic but that it is compatible with distance education with flexible delivery techniques. Kirby (1999, cited in Rasmussen, 2003) agrees with them in that collaborative learning environments with certain advanced technology for support can be effective.

It is reported by researchers that improvement of educational practices are strongly related to good collaborative relationships in teacher education (Darling-Hammond, 1994; Goodland 1990; Levine, 1992, cited in Rochelle, 2004).

Literature contains a lot of well-known examples on collaborative practices including teachers and researchers (Bickel and Hattrup, 1995; Clark et al., 1996; Cliff et al., 1995, cited in Rochelle, 2004). Collaborations are successful in establishing rapport, (Elliot & Wolosky, 1997, cited in Rochelle, 2004), motivation (Perlmutter, Behrend, Kuo and Muller, 1995, cited in Rochelle, 2004), and verbal communication.

Computer mediated communication (CMC) in staff development has been applied for a long time and is seen as a cost-effective way for teacher education programs. According to Yıldırım and Kiraz (1999, cited in Glavinic, 2005), collaboration is greatly enhanced by the inclusion of CMC tools in professional development opportunities. Furthermore, online collaboration is seen as a form of professional development that teachers communicate online with other professionals and subject matter experts by some professional development experts (Feiman-Nemser, 2001, cited in Abbott, 2003).

It is stated by many researchers (Laulillard, 1993; Moore, 1993; Ramsden, 1992) that interactions that happen online among students can have positive effects on learning (Curtis et al., 1999).

Harris (2001, cited in Casanova, 2004) emphasizes that online communication tools have made higher education change in terms of approaches to teaching and socialization in teaching.

Supporting Wilkinson's (1994, cited in Abbott, 2003) results, about teachers being involved in their own learning and Knowles' (1996, cited in Abbott, 2003) adult learning theory, computer mediated communication is seen as a valuable tool for exploring self-initiated learning. Newsgroups can be stated as an element of computer mediated communication. The presence of an online moderator and the importance of evaluation according to contribution about newsgroups is stressed in Warren and Rada (1998, cited in Jensen-Lee and Falahey, 2002)

The capabilities of computer conferencing networks are summarized by Barnett, Harwood, Keating and Saam (2002, cited in Chung, 2004) as follows:

1. The ability to connect the mentors and mentees in pre-service education program,
2. The ability to produce more collaborative groups working on a particular task,
3. The ability to share resources and information,
4. The ability to support and encourage focused and sustained discussions,
5. The ability to encourage more reflective outcomes surrounding the classroom teaching,
6. The ability to support diverse groups (in-service teacher-in-service teacher, in-service teacher-pre-service teacher),
7. The ability to support a shared sense of community,
8. The ability to encourage more participation in professional development with the support from skilled facilitators and moderators.

## 2.3 Blended Learning

Blended learning has drawn the attention of educators and researchers who try to find out best ways of learning (Bonk et al., 2000). Blended learning was also known as hybrid or mixed learning.

Learning online has many advantages since it reduces costs and can provide just-in-time delivery as a form of flexible learning (Zenger & Uehlin, 2001, cited in Kostuch, 2004). Online and traditional learning are adaptable according to the

needs of the learners. It can be that online lessons can reinforce traditional lessons or vice versa.  An example of such a study belongs to Barkley and Bianco (2002, cited in Kostuch, 2004) in which lesson plans and teaching approaches were studied collaboratively to reinforce online experiences. Peer collaboration enhances effective teacher professional development.

Osguthorpe and Graham (2003, cited in Rasmussen, 2003, p. 10) see three ways of blending:
> 1. Blending online and face-to-face activities,
> 2. Blending online and face-to-face students,
> 3. Blending online and face-to-face instructors.

Here it is important to note that the degree of blended learning depends on the training situation as well as the availability of resources and willingness of participants.

Osguthorpe and Graham (2003, cited in Rasmussen, 2003, p. 12) also state that in designing a blended course the following six goals should be considered: "(1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost-effectiveness, and (6) ease of revision".

If we accept that in order for blended learning to occur there should be separate in class and online sessions, as described above by  Osguthorpe and Graham, the degree of web support becomes out of line for the CTE program case. However, as the program is one that is continuously developing with the needs of trainees and trainers, while it wouldn't be prudent to call this web support as blended learning, the degree of web support that trainees and trainers need will depend on their expectations and their satisfaction with the implementation. Still, web support can earn the time that in-service trainees do not have while they are in a session in the classroom so they can share their comments and thoughts about the activities before or after coming to a session as long as they want and they can think of other activities that they can design and implement in their own classes. As the trainers think of other ways that web support can help trainees with their programs, new opportunities can arise to include in the

web support. While totally online or blended professional development programs require that content and method of delivery with activities are pre-defined before the courses or training actually starts, for the CTE program case, a web support is found to be more usable since the topic of the sessions are pre-defined but the content of the sessions are not. The content of the sessions are susceptable to change if time of the session does not allow the content to be fully presented, or trainers or trainees may have other needs for content. Furthermore, in order for the faculty to develop tacit knowledge, for archives of materials and supplements presented in sessions to aggregate and finally for reaching a continuing (life-long) learning of instructors in both in-service training and in teaching to create a culture as well as networks a web support is more adaptable than a one-shot online professional development or blended program. Besides, the in-service training teachers attend the sessions of their training in the same buildings next to where they work.

## 2.4 Video

Video usage is a promising area to make information available and accessible anytime on the Internet. When combined with other online technologies, videos become tools that connect practice and theory. Video cases are actual examples of teaching in a real classroom and they make it possible for viewers to capture interaction of students and the communication that goes on in real class. The comments of teachers after they watch these video cases can be valuable if shared for collaborative reasons with other teachers and can enhance teachers' notion of teaching.

According to Perry & Talley (2001, cited in Krammer et al., 2006),very few research studies that involve web based teaching with classroom videos exist in professional development of teachers. Wang and Hartley (2003) think that video technologies allow pre-service teachers to see examples of instructional situations. However, as reported by (Krammer et al., 2006) it is not the videos that create rather learning tasks or activities involving videos and they can be used to promote learning via appropriate accompanying directions and impulses.

In a study done by Barnett (2006) showed that the pre-service teachers had good experiences with the online videos and discussion to have a good vision of their future practice. Especially the authenticity of the videos drew their attention to important points of the lessons.

According to Eastmond (1998, cited in Billings, 2004) video and online communication technologies can overcome the obstacles in professional development of teachers. Online communication can foster a sense of community among teachers and can help development of discourse around practice. For instance, Inquiry Learning Forum (ILF, http://ilf.crlt.indiana.edu/ last accessed 15 August, 2008) is a good model of professional development tool. In this website, teachers can share activities and interact with actual teaching videos and other resources.

Conneticut History Online (CHO) (Zhang et al., 2001) is another resource for teachers who wish to develop professionally. The specialty of this project is that it takes opinions of teacher advisors and other people in public through communication channels and keeping statistics of web page. The feedback is used to create online and offline materials and meetings to keep teachers informed about research and encourage them to create lesson plans. In this way it is kind of an action research as it builds the web page according to teacher advisors participation. The teachers needed to find out how to use the resources and they said if the webpage served their purpose in terms of resources, they would see it as a valuable resource.

Schrum (1998, cited in Billings, 2004) takes our attention to the need for best uses in the usage of online technologies. Integration of technology for training teachers has yet to be discovered (Gilbert, 1996, and Holt, 1998, cited in Billings, 2004). Reynolds and Mason (2002, cited in Billings, 2004) argue that although video usage for medical instruction is well-perceived by students, it is not significantly effective. However, they conclude that post-graduate education can be positively affected by video usage in instruction.

For the purposes of interaction and actual view of classroom medium by the pre-service teachers, video sketches of activities with the direction of trainers, either

taken from preparatory classes or from previous training sessions will be used so that in-service teachers can reflect and work collaboratively on activities by sharing their ideas about videos.

## 2.5 Web-support Examples

In a study that aimed to understand the effect of learner choices in a web supported environment, it was found that different information resources and the guidance of the instructor were important. It was also found that pre and post activities that followed or were followed by classroom sessions were found to be useful in different ways by students (Gülbahar, 2005). For future research she recommended that a longer study be carried out to understand the effect of web supported environments that were created by taking the expectations of participants into account.

A study by Odabaşı et al. (2005) inspected the process of education in terms of teacher, content and student in a web supported environment. It was found that teachers and students need to be educated before they can be involved in web supported education. It was criticized that web based education is more suitable for higher education while web supported education could be implemented in all types of educational contexts.

Arıkan (2007) investigated the retention, success and attitudes towards a web supported environment of pre-service computer teachers with the website called BÖTENET. The participants emphasized that they wanted the e-learning applications to be used as support for education. It was found that the participants saw the instructor as a facilitator with the strong and weak sides of web supported education as follows:

- Strong sides: freedom of time and place
- Weak sides: less interaction and feedback when compared to traditional education.

Çatmalı (2006) evaluated the "EDUCATION FOR FUTURE" (GELECEK İÇİN EĞİTİM) in-service training course which contained modules about the use of internet and web and was prepared by joint work of Intel and Ministry of Education. These modules speak of how web and internet can be used to support education for students and teachers. Web support should contain:

- Multimedia presentations for education and communication,
- Archives of lessons for teachers or students who couldn't attend sessions,
- Presentations for repetitions by the students,
- Interactive slides for lessons,
- A presentation for self-introduction at the beginning of the semester,
- Presentations of lab reports with graphs, tables and bridges,
- General information about course that is editable,
- Summary of projects that are done,
- Daily activities or exercises,
- Presentations about a happening in school or interviews with parents
- Notes, pictures and links about a subject. (Çatmalı, 2006, p. 20)

It was also stated that teachers can put resources, homework, printable notes about courses and use the web to get feedback about class activities. However, it was found in the study of Demir and Koçak (2005) that while teachers knew how to use computers, they weren't involved in any technology teaching process integration.

Bek and Cebeci (1999, cited in Çakır, 2003) found that in traditional course students did not have chance to repeat topics in their study about teaching statistics from the Internet.

In a study by Emmungil (2004), after their experience with web supported research course, students valued using the website to reach information as it improved their academic achievement by its communication means, peer review of works, quizzes. It is seen that the inclusion of website as support to in-class education can promote the student achievement if it is properly used.

A study by Yıldırım (2002) which inquired the perceptions of students in a web enhanced environment found that students wanted to see necessary information and announcements on the web site.

In Çakır's (2003) study, which looked for achievement differences in the web supported and traditional versions of the same course implied that students couldn't find a person to ask when they had an educational problem. Also in this study, the students expressed that they had more opportunities to learn due to the web support and they wanted more resources to practice online.

In a study by Tanrıkulu (2004) that was done to increase the potential of web support in education by taking opinions of 133 of higher education students about four courses it was found that:

1. It was useful that higher education courses should at the same time have a web page.
2. Instead of billboards web pages were preferred for announcements about the course due to providing accessibility without any limitations of time and place.
3. Tests, questions for revision and other helpful materials about the course on the web page facilitated learning.
4. That lecture notes presented on the web page were made accessible through the Internet did not decrease participation in the course as expected.
5. Students wanted to communicate in an interactive manner with the teaching staff to ask questions about the lecture notes on the web.
6. That students had access to all information about the course on the web page from the viewpoint of facilitating learning did not eliminate the need for teaching staff (p. 16).

Yalın and İşgören et al. (2001, 2005, cited in Çatmalı, 2006) in their studies of evaluative nature, found that in-service training activities in different contexts had constraints such as time, place and fiscal considerations. It was suggested in these studies that in-service education free of time and place as in internet-supported education would be a good solution for the training of teachers and workers.

In a study by Gillam et al. (1999) a user-centred evaluation was done for a website that supported an in-class course, the students thought that the content on the website assisted them with their studies. More than half of them said that the content on the web could be expanded while the rest thought that the content on the website was enough. The students were content with the website's usefulness of content, ease of use, the quality of the site overall, and they valued external link sites. It was also stated that due to the website the

students could download overheads before coming to the lesson and use them to filter the content hence making effective learning possible. However, in this study, it was not clear why the students did not want to go further by computer assisted learning.

In a study by Nachmias et al. (2003) that aimed to find how online content on web supported course websites are consumed and to identify the individual differences among students in terms of content usage with computer logs, the amount of information accessed was very high with varying degrees among students. In this study, 117 course websites were examined. The format of Internet usage was especially useful to lecturers and references and resources were found useful by the students.

In a study by Bishop et al. (2001) which provided web support for a group of teachers in All Star with their prevention program it was found out that teachers didn't use the forum because they did not feel comfortable using it, did not have time to explore forum and they had some problems logging on to the forum site. This study also revealed that they were receptive most to web support when it was successful in delivering just in time information. In this case, the web support assisted with information tailored to sessions.

In a study by Hunt (1999), after students receive education in a program called PROJECT LEARN, which aimed to support instruction, most of the students agreed that web resources such as "class notices, lecture notes, practice questions and tutorials, samples of previous examinations, ready access to the subject outline" enhanced their learning. It was also understood in this study that computer literate students perceived online materials more positive when compared to others. In this study, the advantage of the web resources manifested themselves through time saving, continuous access and informing the students through the web. It saved time to answer questions of students in the classroom and directing them to necessary materials on the web. Students also suggested additional topics to be added on the website with links to more related sites.

In a study by Hatcher (2007) that was done to compare web based and web supported delivery of an undergraduate Management Information System course, it was found that web based classes' performance was equal to the web supported classes' performance. It was also found that the results for cooperative discussion boards were important in web supported classes as it increased performance significantly. This study gave way to other studies in measuring performance with other web base tools in web based as well as web supported classes.

In Alghazo's (2006 cited in Güler, 2006) where web enhanced instruction was used with a course, students valued the electronic media which made the presentations of instructor available to them and the instruction of this mode made them understand the content better with the inclusion of links.

## 2.6 Online System

The system will basically consist of a website including online tasks with videos that can involve recorded sessions of actual teaching in the preparatory school or training sessions. These videos will be categorized according to the skill that is going to be taught on that week's program. While consulting the trainers, the researcher found out that there are ready to be used videos of previously recorded sessions in training. It is also possible that recorded sessions of the trainees in their own classes can be obtained. Also there will be online materials, which are part of the training sessions but delivered online instead of classroom. There will also be a forum that the in-service teachers can attend by their usernames and passwords to work collaboratively on activities and write their comments, reflections and thoughts. The web-support system will hold these messages in its database for later view by participants. A logging system will be provided through the web to monitor users' logs in the online system.

The trainees will also attend the regular training in-class sessions and they will do part of the activities (which will be decided by trainers and the interviews with pre-service teachers about their needs). It is thought that the trainees will use

the online system because they would want to see what they learned in class at all times and they would not want to carry loads of paper to class or keep them. It is also thought that the web can provide a more convenient way of keeping messages and papers related to the training sessions. An online portfolio may be preferable by the trainers to categorize and compile their work in class. Also the online systems biggest advantage is seen as providing room for feedback and access for trainers who couldn't attend sessions so they can quickly catch up on their peers. It is thought that the trainees will attend the web materials outside of the class.

## 2.7 Literature Review about Action Research

### 2.7.1 Theoretical Roots of Action Research

Smith (1996; 2001, 2007) reports the development of the action research by Kurt Lewin, who "is generally credited as the person who coined the term *action research*", as follows:

> The research needed for social practice can best be characterized as research for social management or social engineering. It is a type of action-research, a comparative research on the conditions and effects of various forms of social action, and research leading to social action. Research that produces nothing but books will not suffice (Lewin 1946, reproduced in Lewin 1948: 202-3)

> His approach involves a spiral of steps, 'each of which is composed of a circle of planning, action and fact-finding about the result of the action' (*ibid.*: 206). The basic cycle involves the following:
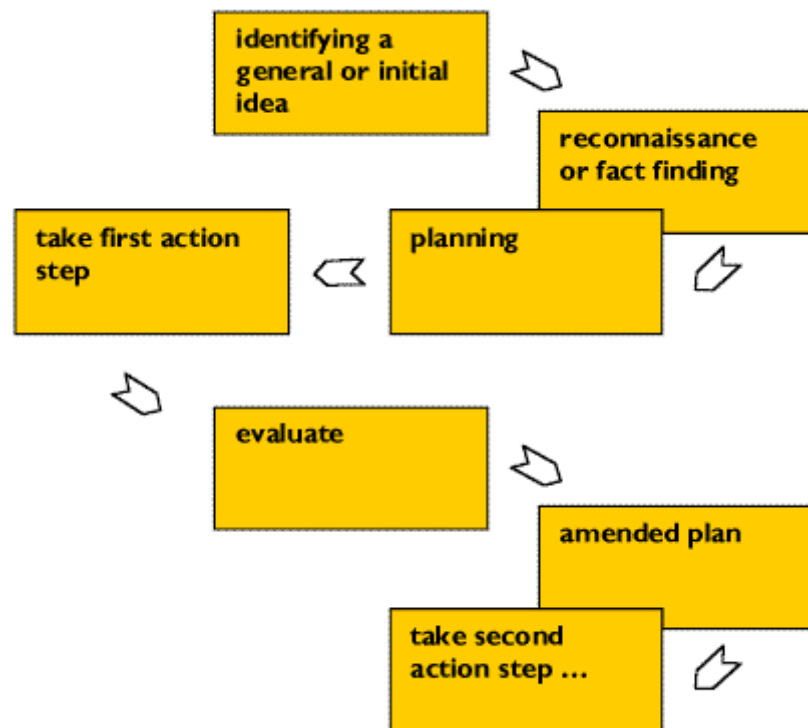
This is how Lewin describes the initial cycle:

The first step then is to examine the idea carefully in the light of the means available. Frequently more fact-finding about the situation is required. If this first period of planning is successful, two items emerge: namely, "an overall plan" of how to reach the objective and secondly, a decision in regard to the first step of action. Usually this planning has also somewhat modified the original idea. (*ibid.*: 205)

The next step is 'composed of a circle of planning, executing, and reconnaissance or fact finding for the purpose of evaluating the results of the second step, and preparing the rational basis for planning the third step, and for perhaps modifying again the overall plan' (*ibid.*: 206). What we can see here is an approach to research that is oriented to problem-solving in social and organizational settings, and that has a form that parallels Dewey's conception of learning from experience.

The approach, as presented, does take a fairly sequential form – and it is open to literal interpretation... As might be expected there was some questioning as to whether this was 'real' research. There were questions around action research's partisan nature – the fact that it served particular causes.

Although there were some questions about the model of action research, Smith (1996, 2001, 2007) reports that action research has become significant in community-based education environments:

> Subsequently, action research has gained a significant foothold both within the realm of community-based, and participatory action research; and as a form of practice oriented to the improvement of educative encounters (e.g. Carr and Kemmis 1986).

Smith (1996, 2001, 2007) cites the following views on action research practice:

> The use of action research to deepen and develop classroom practice has grown into a strong tradition of practice (one of the first examples being the work of Stephen Corey in 1949). For some there is an insistence that action research must be collaborative and entail groupwork.

> Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out… The approach is only action research when it is collaborative, though it is important to    ealize that action research of the group is achieved through the critically examined action of individual group members. (Kemmis and McTaggart 1988: 5-6)

> Just why it must be collective is open to some question and debate (Webb 1996), but there is an important point here concerning the commitments and orientations of those involved in action research.

In relation to the theoretical origins of action research, there have been conflicting views on action research as Masters (1995) describes:

> The origins of action research are unclear within the literature. Authors such as Kemmis and McTaggert (1988), Zuber-Skerrit (1992), Holter and Schwartz-Barcott (1993) state that action research originated with Kurt Lewin, an American psychologist. McKernan (1988 as cited in McKernan 1991) states that action research as a method of inquiry has evolved over the last century and careful study of the literature shows "clearly and convincingly that action research is a root derivative of the scientific method' reaching back to the Science in Education movement of the late nineteenth century." (McKernan 1991:8)

> McKernan (1991:8) also states that there is evidence of the use of action research by a number of social reformists prior to Lewin, such as Collier in 1945, Lippitt and Radke in 1946 and Corey in 1953. McTaggert (1992:2) cites work by Gstettner and Altricher which has a physician named Moreno using group participation in 1913 in a community

development initiative with prostitutes in Vienna. Freideres (1992:3-4) asserts that the concept of participatory research emerged in the 1970s from development work in low income countries and mentions names such as Fals-Borda and Freideres.

Despite the clouded origins of action research, Kurt Lewin, in the mid 1940s constructed a theory of action research, which described action research as "proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action" (Kemmis and McTaggert 1990:8). Lewin argued that in order to "understand and change certain social practices, social scientists have to include practitioners from the real social world in all phases of inquiry" (McKernan 1991:10). This construction of action research theory by Lewin made action research a method of acceptable inquiry. (McKernan 1991:9)

## 2.7.2 Definition of Action Research

In the history of action research there are many definitions of action research. Masters (1995) gives a summary of three definitions and a table showing different types of action research depending on different philosophical bases.

> Three of the many definitions for action research are: a "systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry" (McCutcheon and Jung 1990:148). "a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out" (Kemmis and McTaggert 1990:5). "action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework" (Rapoport 1970:499 as cited in McKernan 1991:4).

> Within all these definitions there are four basic themes: empowerment of participants; collaboration through participation; acquisition of knowledge; and social change. The process that the researcher goes through to achieve these themes is a spiral of action research cycles consisting of four major phrases: planning, acting, observing and reflecting (Zuber-Skerrit 1991:2).

> Grundy and Kemmis (1981 as cited in Grundy 1988) state that there are three minimal requirements for action research. "These requirements incorporate the goals of improvement and involvement which characterise any action research project. The conditions which are set out there as individually necessary and jointly sufficient for action research to exist are:

1. the project takes as its subject-matter a social practice, regarding it as a strategic action susceptible to improvement;

2. the project proceeds through a spiral of cycles of planning, acting, observing and reflecting, with each of these activities being systematically and self-critically implemented and interrelated; and

3. the project involves those responsible for the practice in each of the moments of the activity, widening participation in the project gradually to include others affected by the practice and maintaining collaborative control of the process (Grundy and Kemmis 1981 as cited in Grundy 1988:353).

Table 2.1 Types of action research (Masters, 1995)

| Philosophical Base | Technical Action Research | Mutual – Collaboration Action Research | Participatory Action Research |
|---|---|---|---|
| | Natural Sciences | Historical – hermeneutic | Critical Sciences |
| The nature of reality | Single, measurable, fragmental | Multiple, constructed, holistic | Social, economic. Exists with problems of equity and hegemony |
| Problem | Defined in advance | Defined in situation | Defined in the situation based on values clarification |
| Relationship between the Knower and Known | Separate | Interrelated, dialogic | Interrelated, embedded in society |
| Focus of collaboration theory | Technical validation, refinement, deduction | Mutual understanding, new theory, inductive | Mutual emancipation, validation, refinement, new theory, inductive, deductive |
| Type of knowledge produced | Predictive | Descriptive | Predictive, descriptive |

Table 2.1 *continued*

| Change duration | Short lived | Longer lasting, dependent on individuals | Social change, emancipation |
|---|---|---|---|
| **The nature of understanding** | Events explained in terms of real causes and simultaneous effects | Events are understood through active mental work, interactions with external context, transactions between one's mental work and external context | Events are understood in terms of social and economic hindrances to true equity |
| **The role of value in research** | Value free | Value bounded | Related to values of equity |
| **Purpose of research** | Discovery of laws underlying reality | Understand what occurs and the meaning people make of phenomena | Uncover and understand what constrains equity and supports hegemony to free oneself of false consciousness and change practice toward more equity |

**2.8 Summary of Literature Review**

The review of literature provided the researcher some insights into the teacher training and professional development programs by using educational technology as an integral part of in-class applications of pre- and in-service training programs, the components of a web-support prepared and implemented online for such programs. The researcher also gained insights into the components of a web-support such as tasks, discussions, video, emails, forum and chat and how to use them efficiently to enable the participants to make maximum use of an online system. As a result, the researcher described how he would plan the web support, the online system, and the use of tasks in the web-support for the CTE program.

Reviewing the historical development of action research improved the researcher's understanding of action research. It was understood that depending on the specific cases in different educational environments and the philosophical bases, the definition of action research show changes when the specific conditions are considered through an in-depth analysis of the situation under investigation as expressed by Masters (1995). However, the researcher was able to make a choice between different approaches to action research as a result of the review of literature. For the purposes of this study, he preferred Lewin's action research cycles as reported by Smith (1996, 2001, 2007) and he made use of the first cycle of action research as the pilot study and the second cycle of action research after making some modifications depending on the feedback resulting from the implementation of the first cycle as suggested by Lewin (1948, cited in Smith, 1996, 2001, 2007).

# CHAPTER 3

## METHOD

In this chapter, the overall research design, the context of the study, the participants, the first cycle of implementation web-support as pilot and the second cycle of implementation as an integral part of the Certificate for Teaching English (CTE) program and the components of web-support, the data sources, method of data collection and data collection instruments, and data analysis procedures are explained in detail. At the end of the chapter the limitations of the study are given.

## 3.1 Overall Research Design

The purpose of this study is to explore the trainers' and trainees' perceptions of a web-support system in an in-service training program. To realize this, a case study was conducted as action research within the qualitative research paradigm. The research approach is a single case study that is a web support developed for the professional development program that the newly hired teachers have to go through in order to continue teaching at the department.

Case study is an approach to research that "investigates a contemporary phenomenon within its real-life context ..." (Yin, 2003, p. 13). It is stated that case study is "... a strategy to be preferred when circumstances and research problems are appropriate rather than an ideological commitment to be followed whatever the circumstances" (Platt, 1992a, p. 46, cited in Yin, 2003, p. 13). What makes case study distinctive as a form of research is that "… there will be many more variables of interest than data points, and as one result ..." in a case a study (Yin, 2003, p. 13).

Action research stated as "a collaborative approach inquiry or investigation that provides people with the means to take systematic action to resolve specific

problems" (Stringer, 2007, p. 8). However, it is also stated by Stringer (2007, p. 8) that "Action research is not a panacea for all ills… but it formulates effective solutions to problems…". Moreover, it is stated that while framing an action research project, labeling discussed issues as problems may confuse the people involved and affect their beliefs about success and also restrict their vision to see other solutions (Coghlan and Brannick, 2001, pp. 76-77). For these reasons, the researcher adopted an approach that sees issues as opportunities rather than problems.

Lippitt (1979, cited in Coghlan et al., 2001, p 6.) chooses to view the action research similar to the following:

> As a procedure in which the participants of social system are involved in data collection process about themselves and they utilize the data they have generated to review the facts about themselves in order to take some form of remedial or development action.

Mills (2007, p. 5) defines action research as "…any systematic inquiry conducted by teacher researchers, principals, school counselors or other stakeholders in the teaching learning environment to gather information about how their particular schools operate, how they teach and how well their students learn." Furthermore, he states that the goal of action research is "gaining insight, developing reflective practice, effective position changes in the school environment and improving student outcomes and the lives of those involved" (ibid). Specifically for this case, since the researcher was developing a web support for the needs and the preferences of the trainees and trainers involved in the professional development program and that he was not a trainer or a member of the program but an outsider, he had to meet, make decisions together with the trainers and participate in some of the material preparations when needed. Participatory action research is defined as "a research approach that involves active participation of stakeholders, those whose lives are affected by the issue being studied, in all phases of research for the purpose of producing useful results to make positive changes" (Nelson, Ochocka, Griffin, & Lord, 1998, p. 12, cited in Westhues et al., 2008, p. 3). In that sense participatory action research was used within the time frame in which the researcher and the trainers met both in groups and individually and exchanged e-mails about material development and other issues. This helped maintain the trainer role as

informants to the researcher and the sharing of information both ways. The researcher and the trainers formed a relationship "in which participants give and get valid information, make free and informed choices (including the choice to participate), and generate internal commitment to the results of their inquiry" (Argyris & Schön, 1989, p. 613, cited in Daley et al., 2001). The researcher had to integrate the trainee needs and their requests with the trainer needs and requests. For this purpose, the researcher did the data analysis and shared the outcomes with the trainers to make improvements in the training program. The meetings and discussions of the researcher with the trainers involved their reflections and decision making about the issues. The meetings at the beginnings and ends of the terms constituted the overall difficulties, the needs of trainers and trainees and the usage of the web-support system with ideas of trainers sometimes in the form of interviews and sometimes in discussions about how to improve the education with the use of web support. The meetings during the terms mainly focused on the activities, the video preparations and what can be put on the web support to help trainees with their program.

Yıldırım and Şimşek (2005, p. 39) see qualitative research as an approach type that aims to "attach primary importance the examining and understanding of social phenomena within the social environment it takes place." The researcher spent as much time as possible with trainers to understand the social phenomena and to make himself acquainted with the social environment. The researcher in his meetings with the trainers and trainees continuously defined "environmental related data" by examining and understanding the environment, "process related data" by reviewing the action research processes with the trainers and "data related to perception" from time to time with trainers and trainees (Lecompte and Goetz, 1984, cited in Yıldırım and Şimşek, 2005, p. 40). The researcher, when collecting data viewed the process with different sets of trainers and trainees as the program, trainers and trainees changed. This later made it possible for the researcher to define the processes and perceptions with an in-depth view of reality and obtain multiple perspectives of same sets of events.

This research study was conducted to teachers of English who were involved in the CTE program as trainers and trainees in the 2006-2007 and 2007-2008 academic years in the natural environment of the School of Foreign Languages (SFL).

The sampling used in this study was convenience sampling because not all teachers were available for such a study. The sample was kept as high as possible to involve every trainer and trainee and to get their ideas about the web support system.

The researcher followed the following action plan (Table 3.1) in establishing and running the website which was specifically designed as a web-support for the trainers and trainees in the CTE program.

Table 3.1 The researcher's action plan for the research.

| | Date | Action |
|---|---|---|
| **2006-2007 ACADEMIC YEAR** | May-June 2006 | The researcher interviewed previous year's trainers and trainees in the CTE Program. |
| | July-September 2006 | The researcher explored possible technologies, computer languages and where they can be kept, developed some sample web pages to be discussed with trainers. |
| | July-September 2006 | The School administration changed the CTE program that would be conducted to new trainers and trainees for the 2007-2008 academic year. |
| | November 2006 | The researcher sent Usernames and Passwords to the trainers and trainees. |
| | December 15, 2006 | The researcher established the Server for use. |
| | December 2006 | The researcher demonstrated the website to the trainers and asked their ideas for modifications. |
| | December 2006 | The researcher finished the modifications in the website and demonstrated it in class and made trainees members of the forum. The trainers and trainees started to use the website. |
| | April 5, 2007 | The researcher continued meetings with trainers and trainees and made modifications in the website such as adding videos etc. |
| | June-July 2007 | The researcher interviewed trainers and trainees about the website. |
| **2007-2008 ACADEMIC YEAR** | September 2007 | The researcher met with new trainers and talked about previous year's findings and got their ideas about web support. |
| | October 2007 | The researcher sent passwords to new trainers and trainees. |
| | January 2008 | At the end of the fall term, the researcher and the trainers met and decided on the tasks to be put on the website. |
| | February 2008 | The spring term started and the website continued with new addition of tasks. |
| | June-July 2008 | The researcher interviewed the trainers and trainees. |
| | May 2007- May 2008 | The researcher completed all the forms required by the METU Ethics Committee and got the committee's approval. |
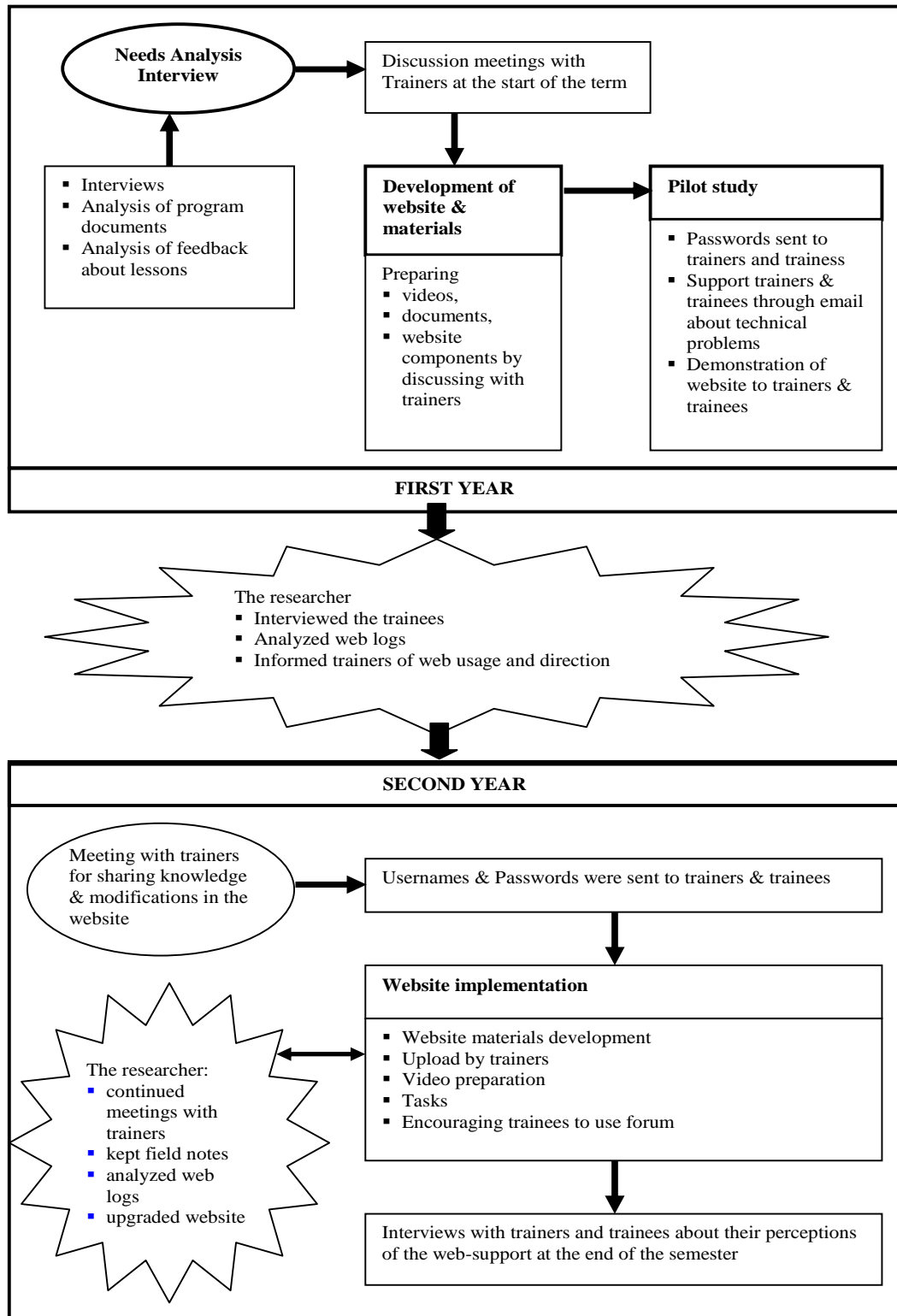
Figure 3.1 The overall research design

## 3.2 Context

The context for this study is the School of Foreign Languages (SFL) at Middle East Technical University (METU). Since METU is an English-medium university, the SFL is responsible for running English language courses for students in their preparatory and freshman years. The SFL has two departments, namely, the Department of Basic English (DBE), which provides students with intensive English courses before they begin studying in their departments, and the Department of Modern Languages (DML), which runs freshman English courses and some other elective courses for the whole university. About 285 teachers of English work in the SFL. Due to a turnover of about 10-15 teachers of English every year, the SFL has to hire some new teachers of English. The newly hired instructors at METU DBE and DML have to pass through a Certificate for Teaching English (CTE) program before they can continue teaching. The aim of the CTE program is to equip candidates with the theory and practice that will enable them to function within the ELT community not only as effective practitioners who have a sound knowledge of methodology and language but also as professionals with strong communication and collaboration skills.

### 3.2.1 The Certificate for Teaching English (CTE) Program

As also mentioned above, the newly hired instructors at METU DBE and DML have to pass through the CTE program for one year before they can continue teaching. The implementation of the CTE program changes according to the changing teacher profile each year.

### 3.2.2 The CTE Program Components

The CTE program comprises six components:

    a. input sessions and workshops
    b. 6 teaching practices, two being unassessed and 4 assessed
    c. 4 written assignments

d. 1 professional development presentation

e. 5 progress meetings

f. a minimum of 6 and a maximum of 10 hours of directed peer observations

*Aims of the Components*

a. *Input sessions and workshops:* To provide candidates with the theory, methodology and practice required to plan and execute an effective lesson for learners with different needs, resources, motivations and learning styles.

b. *Teaching practices:* To provide candidates with feedback and create the opportunity for candidates to reflect on their teaching behavior, their applications of theory and methodology and their learners response to this behavior and applications with the purpose of empowering the candidates.

c. *Written assignments:* To create opportunity for candidates to gain insight into contemporary ELT issues and research findings, conduct mini action research within their classrooms and practice their academic writing skills through assignment preparation.

d. *Professional development presentation:* To offer candidates the opportunity to reflect on their development as teachers, to pinpoint the areas in which they have excelled and to determine the areas in which they need further development.

e. *Progress meetings:* To provide the candidates with support as well as to help them reflect on and gain awareness of where they stand in their development process.

f. *Directed peer observations:* To give candidates the chance to practice using peer observation tools to focus on specific aspects of the teaching/learning process and to reflect on the implications.

During the application of the CTE program, the trainees were monitored closely in class and they attended sessions twice a week where their practical and theoretical knowledge was reinforced by the content prepared by the trainers. They were mainly given knowledge about how to teach what and how to evaluate what was taught in class.

### 3.2.3 The CTE Program Assessment

In their program the trainees were assessed according to the following criteria:

1. *Criteria for Teaching Practice* (40% of the final grade)
   Candidates' teaching practice will be assessed according to the personal qualities of the candidates as teachers, their command of the language, their preparation for the lesson, their execution of the lesson and their classroom management skills.

2. *Criteria for Written Assignments* (40% of the final grade)
   Candidates' written work will be assessed based on how well the assignment reflects the conventions of formal academic writing as well as accurate and appropriate language use, how well candidates are able to address the task with the correct focus, how clear and specific the arguments are, whether and to what degree the assignment reflects the candidates own perception of the issue and to what extent the implications to the classroom have been considered.

3. *Criteria for Professional Development Presentation* (20% of the final grade)
   Candidates will be assessed based on their oral presentation skills as well as language use, how well they are able to lead the audience through the different stages of the presentation, how well they are able to address the task with the correct focus, how clearly they are able to portray their development as professionals over the last year by providing evidence, and on how clearly and specifically they set future goals and strategies to achieve these. (CTE Course Document 2007-2008)

### 3.3 Implementation

The first cycle of implementation of web-support as a pilot study for the 2006-2007 academic year, which continued in the fall and spring semesters with some modifications according to the feedback received from the participants is

described below. The second cycle of the study consisted of the main study which took place in the 2007-2008 academic year.

### 3.3.1 Pilot Study: The 2006-2007 Fall Semester

The researcher met with one of the trainers and with her permission he attended the sessions as an observer to understand the session processes. The researcher held interviews with the trainers and the trainees to form the basis of the web-support to be constructed and implemented for the study. The researcher based some of his questions from the research about the CTE taken from the department web page and trainee feedback of previous academic year. The results of the analysis of feedback and evaluation can be seen in the results section. After the interviews of the trainees and trainers were finished, the researcher met with the trainers and shared his ideas which he fused with the ideas from the results of the interviews. The trainers and the researcher exchanged ideas and decided on components of the website. The researcher asked for additional documents from the trainers that showed objectives and the schedule of the program. In the meetings, the researcher also asked for videos of previous sessions and some of the trainers provided him with some videos recorded during the sessions. The researcher worked on these videos and formed some sample parts from the videos. The trainers looked at those videos and said some can be put online for guiding the trainees. Other trainers looked at their own videos and sent the researcher information about what parts can be put online and they prepared some guidance for viewers to draw their attention to certain points. The researcher put some of the videos online for the trainees to view them.

The website was configured as part of the Department of Basic English (DBE) domain and it was in the server where the researcher had ftp access and could change the elements of the web. As the content of the website needed changes, the researcher could change the content and upload them to the server. Three documents were put on the website. They were lesson plans and one of them was the contribution of a trainee. There was a news section on the website that

changed according to the directions from the trainers. On this part, the related conferences and other important announcements could be put. Also the curriculum part could be changed since the second semester of the program had different curriculum. The website was not open to the public it could be reached by username and password.

The summary of the results of the Pilot study are given here to better represent their effect on web support. The results are also stated in Chapter 4.

The major findings of the interviews in pilot study are stated in terms of their opinions and suggestions about if and how web support can be used to improve the program:

- Trainees found the information from the web was useful for retention and it was a good way to see the whole picture of training program.
- Trainees had problems accessing the site due to password and domain name problems.
- Trainees thought that web support made them aware of the online technologies that could be used in their work and that it would make them autonomous learners.
- Trainees thought that web support should be used by everyone and they should be bound to go there with some content only available through web such as short assignments with resources and connecting online and in-session assignments and communicating online for sending lesson plans.

The major findings about the trainers' needs and their opinions about the web-support resulting from the analysis of the interview in pilot study are as follows:

The trainer stated that:

- Document upload worked fine
- There were problems like password, connection and domain name

For the next semester, the trainer wanted:

- longer structured videos,
- ideas to use the forum,
- feedback delivered once a month
- to keep terminology, curriculum and lesson plan parts,
- more online activities,
- integration of web support with the CTE program,
- structure among other trainers,
- help with web support to trainees starting with easy passwords.

At the end of 2006-2007 Fall Semester, the website was changed according to the discussions of trainers with the researcher, some of the headings of the website where changes made were assignments, document upload (it was required for trainers and trainees to send or put content on the website without the assistance of the researcher), and it was thought that more videos and others which would emerge in time.

A problems page where trainees and trainers can write and view their problems was prepared. There were a few problems posted on the problems page. A profile page was prepared where users could change their own passwords if they wanted. The curriculum page was changed and new information about the sessions was put. A page for assignments for the sessions was prepared and the trainers from time to time would give assignments to trainees from the website. It was expected that more assignments would be given from the web. The worksheets, study materials and extra materials were given to the researcher by the trainers to be put on the web but the presentation of these materials had to be decided. Some of the documents were scanned images and there were other documents in Word format. There were five documents which were about action research, activities, paragraph writing, pre-service and peer feedback. Information about lesson plans and abbreviations and acronyms were put on the website for trainees to view. The news section was improved with related links and documentation.

The videos were treated the same for the 2006-2007 spring semester but it was decided that, to be viewed with a purposeful mind, they had to be designed

specifically for the benefit of trainers. After that the videos were going to be put under the curriculum page. In this semester all videos were examined and the ones that could be used for specific purposes were picked and put on the website to show trainees some tips and ideas (Appendix G: Sample screenshots of the website 2006-2007).

## 3.3.2 The Second Cycle of Implementation of Web-support

After the implementation of the first cycle of web-support in the 2006-2007 academic year, the researcher evaluated the feedback received from the participants in the form of interviews and made changes to the web-support in cooperation with the teacher trainers to be applied to the newly hired teachers in the 2007-2008 academic year. The second cycle of implementation of web-support formed the basis of the study.

The researcher made an in-depth study of context by going over the procedures that happened during the implementation of the second cycle of the web-support to provide a reliable framework for the research study. In this respect, believing that rigor in action research gives the responsibility of the researcher to test assumptions and interpretations by "… means of content, process and premise reflection" (Cochglan and Brannick, 2001 p.23), the researcher reflected on issues with trainers and tested his assumptions of process with the trainers from time to time. Also he was able to reach different views of what was happening through different channels of communication and trainers as informants. This allowed the researcher to make in-depth descriptions of the environment and the procedures involved in the CTE program and web-support.

Firstly, the researcher examined the session process. As defined by the trainers in the meetings, the session preparation process involves three phases. At first, the trainers determine what trainees and the institution need and they create a plan. Then they create a mind map by scanning documents from online or other sources. In this process, they make time management and create objectives within the frame of that week's session. Secondly, they vision how to do the

activities so that the trainees can benefit more and it is an interactive class. Finally, they create the activities one week prior to implementation and discuss between each other if necessary. If the trainers want to make use of previous year's session activities or documents then they compare the objectives and use other materials as guides.

Secondly, the researcher learned about trainee input for sessions and session preparation time. The trainee input for the sessions is taken after the session is completed so that the feedback can be realized in the next term or with the next set of trainees. The trainees' contribution to the sessions comes at the end of the pre-service education and after the sessions. Session preparation time depends on the session and the trainers. Generally it was stated by trainers that session preparation time can differ between 3-4 weeks but if the session is on a new subject or the trainer does not have background knowledge of the subject then the preparation time can be as long as 3 months.

The researcher also considered the trainer roles within the CTE program. The trainers in general are responsible for the preparation and the presentation of the session content, the examination of the homework and giving feedback, observation of the trainees in their class and giving feedback, progress meetings with the trainees and help the trainees in their development. Other than that the trainers share their ideas and meet on Mondays to talk about the sessions. One of the trainers acts as the coordinator and she oversees the program.

The researcher learned the teaching method used in the class sessions of the CTE program by the trainers in the meetings. The trainers in their activities and sessions used discovery method, learner-centered teaching, practical teaching, and active learning. They used activities that promote discussion and they made use of role playing activities and demo lessons where some of the trainees act as teachers and some act as students. In this way, they aimed to achieve a realistic medium for teaching.

Finally, the researcher tested his assumptions of how tasks for the sessions were prepared by talking with the trainers. The researcher and the trainers talked a

few weeks before the session to see if the session was available for a task. The trainers determined the objectives of the session and after that the trainer and the researcher met. In this meeting, the trainer told the content and the lesson plan of the session to the researcher and they discussed about what can be put online. Then both the researcher and the trainer looked for material or videos from various resources. They met again to talk about the applicability of the resources as task. They agreed about the task and then the trainer sent the documentation of the task to the researcher. The researcher prepared the task with the documents and put them on the web. Either the task document was directly put on the web by the researcher or the trainer uploaded the file of the task to the website under assignments.

Defining these procedures allowed the researcher to understand the context better to describe the work done. The components of the web-support implemented in the 2007-2008 academic year as an integral part of the CTE program are described below.

### 3.3.2.1 The Website

The website was developed according to the needs and thoughts of the trainees and trainers. Some parts of the website allowed access to anonymous users and most parts required authentication to be viewed. The trainers could upload documents and send news to be viewed by the trainees as they login to the website. The users could change their own passwords if they wanted. The curriculum page contained information about the dates of sessions and objectives of the particular sessions. A page for assignments for the sessions was prepared; the trainers from time to time gave assignments to trainees from the website. The trainers could upload assignments, worksheets, presentations about sessions or negotiate with the researcher to create tasks that contained more technology and later the researcher could put the task on the web. Information about lesson plans and abbreviations and acronyms were put on the website for trainees to view. The trainers and trainees can access the forum through the website by registering and then logging in again (Appendix G:

Sample screenshots from the website 2007-2008).
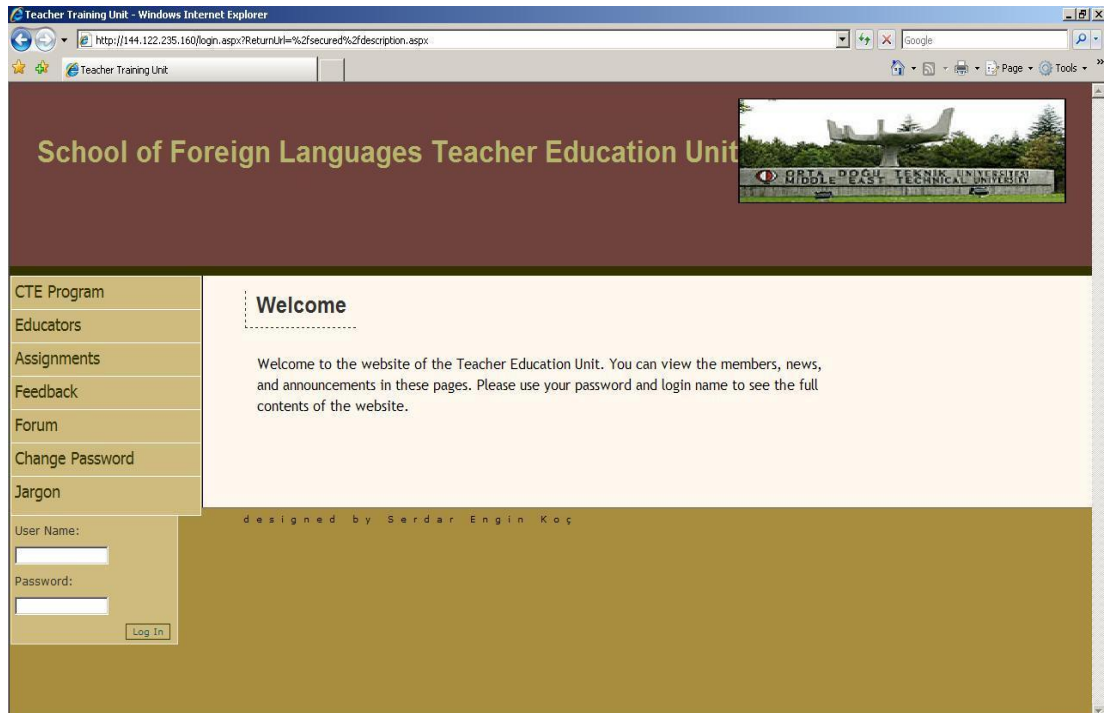


Figure 3.2 Login page


## 3.3.2.2 Task Page

Different from the previous implementation, in this page, for some sessions, the researcher and the trainers negotiated on a task to be done by the trainees and in this task either videos or listening material were used. After the task was completed, the researcher removed the task and uploaded a new one if the trainees and the researcher decided on it.
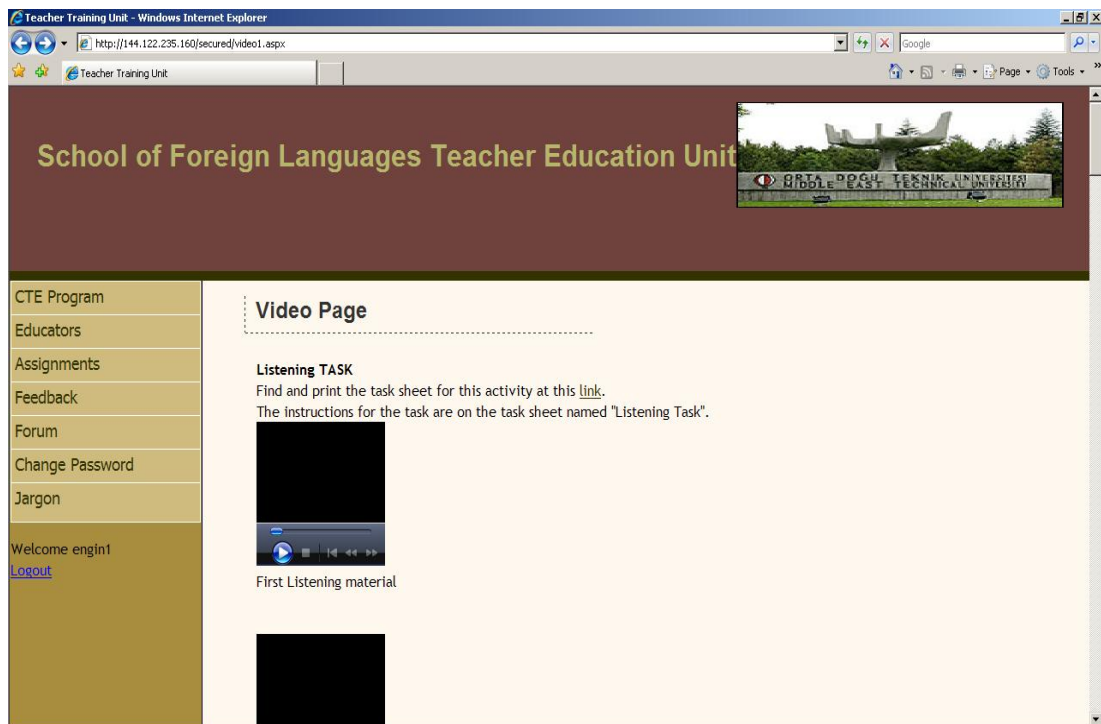
Figure 3.3 Task page

### 3.3.2.3 Video Page

The videos were meant to be put with a task in mind or they were used as supplement to understand techniques and methods that were used in teaching English. The researcher obtained the videos either from trainers, other sources or he made the videos himself under the supervision of the trainers.

### 3.3.2.4 Admin Page

An admin page was needed because trainers wanted to add news and upload documents without the need of the researcher. The admin page was created for trainers to upload documents and send news to be viewed by the trainees as they logged into the website. Only trainers could use this page.
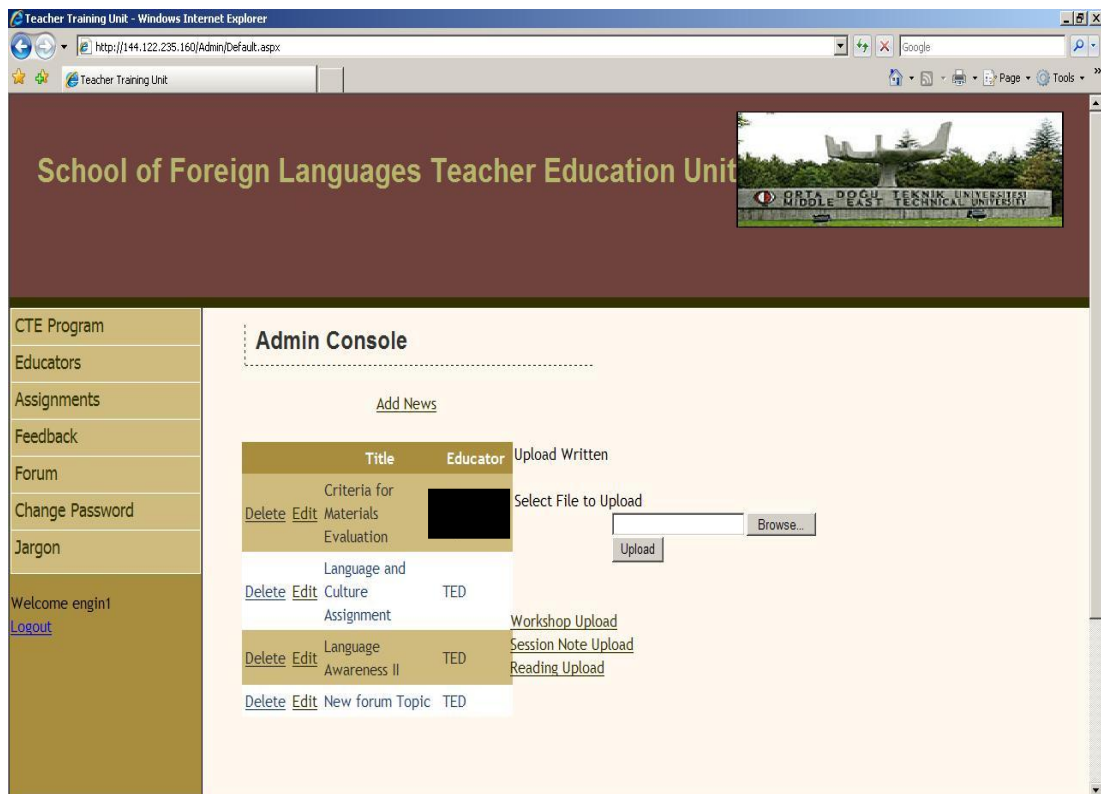
Figure 3.4 Admin page

## 3.3.2.5 Web-support Documents Uploaded

The web-support documents uploaded by the trainers between November 2007 and April 2008 are given in the following table.

Table 3.2 Web-support documents uploaded

| Directory | Related Session | Document Type | Upload Time |
|---|---|---|---|
| Written | General | Sample Lesson Plans | 1.11.2007 |
| | Peer Feedback to Written Assignment 1 | Focus Questions | 21.11.2007 |
| | Action  Research | Book Reference | 06.12.2007 |
| | General | Discussion notice | 06.12.2007 |
| | General | Articles | 6.12.2007 |
| | Assignment 1 | Help Document | 11.12.2007 |
| | CALL Session | CALL links | 27.12.2007 |
| | Action Research  II | Pre-Activity | 26.02.2008 |
| | Language And Culture | Pre-Assignment | 10.04.2008 |
| | Language Awareness II | Listening Task | 15.04.2008 |
| Reading | Testing Workshop | Testing Terminology | 24.04.2008 |
| Session Notes | Action Research | Presentation used in Session | 29.11.2007 |
| | Call Workshop | CALL survey | 14.12.2007 |
| | General | Help document about motivation | 26.02.2008 |
| | General | Help document about Collaborative Action Research | 26.02.2008 |
| | | Link to Document but wasn't reachable outside the university | 28.02.2008 |
| | Language Learning Session | Post Reading | 21.03.2008 |
| | Action Research II | Presentation used in Session | 07.03.2008 |
| | Workshop Testing | Help Document | 30.04.2008 |
| Workshop | Materials Adaptation Workshop | Criteria for materials and textbook evaluation | 04.04.2008 |

## 3.3.2.6 Web-support Tasks Uploaded

The tasks that the trainers and the researcher decided to put on the web between November 2007 and April 2008 are given in the table below.

Table 3.3 Uploaded tasks (Appendix E for task descriptions)

| Session | Date | Task Type |
|---|---|---|
| In class Error Correction Strategies | 29 November 2007 | Video |
| Recent Approaches to Language Learning | 18 March 2008 | Video |
| Language And Culture | 15 April 2008 | Video |
| Language Awareness II | 17 April 2008 | Audio |
| Oral Presentation Skills | 24 April 2008 | Video |

### 3.3.2.7 Videos Uploaded

*In-Class Error Correction Strategies*

The trainers made the researcher aware of the need of such a video. The researcher recorded the video with some of his friends who have different language competencies. The videos showed people reading 3-4 minutes of passages of written Engilsh from different sources.

*Recent Approaches to Language Learning*

The trainers provided the researcher with CDs of simulations of different approaches taken in class.The researcher made the videos available to be watched from the internet.

*Language and Culture*

The researcher made a video obtained from different resources that show the importance of language in different cultures. The purpose was to show the trainees how they can tell their students specific patterns in cultures effect language use.

*Language Awareness*

The trainers provided the researcher with two authentic samples of audio. The researcher put the audio on the website to be viewed by the trainees.

*Oral Presentation Skills*

The trainers provided the researcher with the resource. The video was taken in real class medium and it showed the approach the teacher took to teach presentation skills to students.

## 3.4 Researcher Role

The researcher assumed the role of a facilitator. He was acting as a mediator between the trainers and the trainees by making changes to the website including forming tasks and videos, showing news, links, and documents. The researcher met with the trainers to make tasks whenever it was appropriate. These meetings took place between the individual trainer for that specific session and the researcher. The trainer told what she was going to do in that specific session like a lesson plan and they discussed what issues can be put online as tasks or videos. Then the researcher within the directions of the trainer either found resources from trainers themselves, from other resources or he created the resource himself. After he procured the necessary resource, he showed it to the trainer and they discussed about it where the trainer looked at the draft of the task and told if it was appropriate or not. The researcher then put the negotiated task on the web to be viewed by the trainees. On the whole, the trainers acted as guides, resources and decision makers on the process whereas the researcher acted as facilitator and suggestion provider concerning technology.

For his role as a qualitative researcher doing action research, the researcher reflected continuously on his thought of how the web can better help the trainees and trainers in the way that they can make it a part of their daily lives. The

researcher reflected on his experiences with the website and formed ideas to make the sessions smoother and thought about ideas that would increase the cohesion between sessions. Rigor in action research dictates that it is important to continuously test assumptions and challenge interpretations (Cocghlan and Brannick, 2001, p. 23). That's why he also tested his assumptions about the processes by conversing with the trainers in the meetings.

According to Yıldırım and Şimşek, (2001, p. 60) "…events and phenomena cannot happen independent of the context." That is why attention should be given to the situation in which events and phenomena take place. To realize this, the researcher spent considerable time to forge good relationships with the trainers and become a natural part of the research which enabled him to collect data from multiple resources and understand the environment where the research took place. The researcher also used other means of communication to get trainers' ideas and make them aware of the situations that needed their attention.

## 3.5 Data Sources

Data sources of the research consisted of human sources, the trainers and trainees as participants and documents including data collection instruments (described in 3.9 Method of Data Collection), the CTE program documents (feedback from previous year and research about program evaluation), field notes, logs to the website, and e-mails exchanged.

### 3.5.1 Human Sources: Trainers and Trainees as Participants

The trainers are involved in hiring the new teachers to the department and the providers of the program. They make the lesson plans of the sessions and they monitor the progress of the trainees with observations and scheduled meetings. The trainers are experienced teachers of English and they continually develop professionally through seminars, conferences and their profession. The

researcher worked in close cooperation with 5 trainers for the first year and 6 trainers for the second year.

For the first year, the study included 11 trainees. Among the newly hired trainees, 7 of them were experienced and 4 of them were newly graduated teachers of English. For the second year of the study, there were 15 trainees. 13 of these trainees were experienced and 2 of the trainees were new teachers. The demographics of the instructors are given in Chapter 4.

## 3.5.2 Document Resources

In this study, the documents consisted of interviews, research documents gathered by the researcher from the website of the department, documents presented to the researcher by the trainers including program objectives, feedback of the program from previous years, field notes from the meetings, logs to the website, and e-mails and other documents the researcher viewed in the course of the study.

### 3.5.2.1 Interviews

The interviews were performed with trainers and trainees for requirement analysis and to understand their perceptions about the web-support.

### 3.5.2.2 The CTE Program Documents

These documents helped the researcher to have an idea about the CTE program and its components as well as the responses from previous trainees to the program and evaluations of the program.

### 3.5.2.3 Field Notes

The researcher took notes in his meeting with the trainers to make changes to the website, to define the processes from the joint point of view of the trainers and to test his assumptions. Also he took notes to take ideas of the trainers as a group or individually when he was preparing tasks with the trainers.

### 3.5.2.4 Logs to the Website

The researcher kept the logs to the website. By this way he could see if the trainers and trainees could log on to the system successfully or not. There were approximately 1300 logs to the website by trainers and trainees.

### 3.5.2.5 E-mails

The researcher kept the records of the emails with the trainers and trainees and categorized them to see the overall process of implementation of the web-support and to check if he could respond to the needs.

### 3.6 Data Collection Instruments

In this study, a Demographic Survey for In-Service Trainees, a semi-structured Requirement Interview, Interview Guide I, and Interview Guide II were employed as data collection instruments and administered according to the procedures given in Table 3.5 below. Descriptions of data collection instruments employed in this study are given below.

### 3.6.1 Demographic Survey for In-Service Trainees

The Demographic Survey for In-Service Trainees aimed at collecting demographic information about the participants such as their years of teaching experience, their skills in using computers and the Internet applications. The questions of the demographic survey were prepared by the researcher from various resources on the internet. The researcher wanted to know if the trainees knew about the usage of web browsers, forum, chat and their familiarity with computers or if they needed to be told about the usage of web browsers, forum and chats.

### 3.6.2 Interviews

The interviews were carried out according to the schedule below.

Table 3.4 Trainer Interviews 2006

| NO | Interview Place | Interview Date | Interview Duration | Transcribed Word Number |
|----|-----------------|----------------|--------------------|-------------------------|
| T1 | Common Room | 14.07.2006 | 51 minutes | 6196 |
| T2 | Office at DBE | 14.09.2006 | 23 minutes 30 seconds | 2759 |
| T3 | Office at DBE | 03.07.2006 | 54 minutes 23 seconds | 5626 |
| T4-T5 | Office at DBE | 11.09.2006 | 67 minutes 20 seconds | 5138 |

Table 3.5 Trainee Interviews 2006

| NO | Interview Place | Interview Date | Interview Duration | Transcribed Word Number |
|---|---|---|---|---|
| TR1 | Training Room | 05.06.2006 | 10  minutes | 827 |
| TR2 | Training Room | 05.06.2006 | 10 minutes | 861 |
| TR3 | Common Room | 06.06.2006 | 11 minutes 6 seconds | 1671 |
| TR4 | Common Room | 07.06.2006 | 21 minutes 5 seconds | 2152 |
| TR5 | Office at DBE | 29.05.2006 | 15 minutes | 1606 |
| TR6 | Office at DBE | 29.05.2006 | 13 minutes | 1081 |

Table 3.6 Trainee and Trainer Interviews 2007

| NO | Interview Place | Interview Date | Interview Duration | Transcribed Word Number |
|---|---|---|---|---|
| TR1 | Classroom at DBE | 10.07.2007 | 24 minutes 38 seconds | 2253 |
| TR2 | Classroom at DBE | 10.07.2007 | | |
| TR3 | Classroom at DBE | 12.09.2007 | 13 minutes | 1218 |
| T1 | Office at DBE | 09.07.2007 | 48 minutes 15 seconds | 5251 |

Table 3.7 Trainee Interviews 2008

| NO | Interview Place | Interview Date | Interview Duration | Transcribed Word Number |
|---|---|---|---|---|
| TR1 | Office at DML | 06.06.2008 | 10 minutes 12 seconds | 1139 |
| TR2 | Office at DML | 06.06.2008 | 30 minutes | 2639 |
| TR3 | Office at DBE | 10.07.2008 | 17 minutes 30 seconds | 1580 |
| TR4 | Office At DBE | 10.07.2008 | 10 minutes | 1365 |
| TR5 | Office At DML | 10.06.2008 | 15 minutes 6 seconds | 1295 |
| TR6 | Common Room in DBE | 09.06.2008 | 12 minutes 40 seconds | 1335 |
| TR7 | Common Room in DBE | 09.06.2008 | 11 minutes | 1430 |

Table 3.8 Trainer Interviews 2008

| NO | Interview Place | Interview Date | Interview Duration | Transcribed Word Number |
|---|---|---|---|---|
| T1 | Office at DML | 04.07.2008 | 15 minutes | 1501 |
| T2 | Office at DML | 30.06.2008 | 26 minutes 48 seconds | 2506 |
| T3 | Office at DBE | 04.07.2008 | 24 minutes 30 seconds | 2463 |
| T4 | Office at DBE | 30.06.2008 | 28 minutes 40 seconds | 2534 |
| T5 | Office at DBE | 26.06.2008 | 50 minutes 10 seconds | 5451 |
| T6 | Office at DBE | 30.06.2008 | 20 minutes 30 seconds | 1693 |

**3.6.2.1 Requirement Interview**

This interview aims to understand the trainee needs and how they think web support can be helpful for their program (Appendix B). The interview questions were prepared in the form of guided interview and they were semi-structured to give some flexibility for the interviewees and the researcher. It contained 8 items for the trainees and 9 items for the trainers. The researcher prepared the

questions in line with the research questions but with the documents he viewed he was able to gain insight and he based the questions also on the research on the evaluation of the CTE program, the feedback forms from the previous semester and on his observations in the sessions. First two interviews were pilot study. The questions were modified according to feedback from trainees and trainers. Also the questions were shown members of the Thesis Observation Committee. The interviews were done in English.

### 3.6.2.2 Interview Guide I

The interview guide approach as suggested by Patton (2002, pp. 343-344) was used in preparing the interview. According to Patton (2002, p. 343) "the interview guide" makes it possible for a researcher to ask interviewees questions around the same area by having the advantage to "explore, probe and ask questions that will elucidate and illuminate that particular subject" Patton (2002, p. 343). The interview guide approach was chosen also for its advantage of cost effectiveness in terms of time, and because it is "more systematic and comprehensive by delimiting in advance the issues to be explored." (Patton, 2002, p. 343). The interview guide "provides a framework within which the interviewer would develop questions, sequence those questions, and make decisions about which information to pursue in greater depth." (Patton, 2002, p. 344).

Interview Guide I aimed at getting trainers' and trainees' perceptions about the web-support that was presented to them for trial in December 2006. It contained 11 items for trainers and 14 items for trainees. The items in both interviews were related to the components of the web-support, the problems they encountered in using the web-support, the relationship and coordination with the CTE program followed, their suggestions to improve the web-support system to make it more effective in their learning and professional development (Appendix C). The researcher prepared the questions to understand trainee and trainers perceptions and the possible reasons why the web page was not used and sent them to his advisor and another expert in the field for review. These interviews

were done in English.

### 3.6.2.3 Interview Guide II

Interview Guide II was prepared with the aim of getting perceptions of the trainers and trainees about the web-support and its components launched in the 2007-2008 academic year fall semester. The Interview Guide II for trainees contained 4 items with their subcategories before piloting. According to the feedback from piloting, it was revised and it contained 17 items. The Interview Guide II for trainers contained 5 items with their subcategories before piloting. According to the feedback from piloting, it was revised and it contained 12 items (Appendix D).

The researcher prepared the questions in line with the research questions and sent them to his advisor. After the pilot study was done the researcher formed the new questions and sent them to his advisor and another expert for review. These interviews were done in Turkish.

### 3.7 Data Collection Procedures

The data collection plan and brief explanations about the procedures are given below.

Table 3.9 Data collection plan

| Date | Data | Collection Procedure |
|---|---|---|
| June 2006-September 2006 | ▪ Information about the course <br><br> ▪ Feedback from the previous years | Given by trainers or found from the internet by researcher |
| June –July 2006 | Needs Analysis | Guided interviews by semi-structured questions |
| October 2006 <br><br> October 2007 | Demographic Survey | Written forms in a session |
| July 2006-July 2008 | Emails | Copying emails to word |
| June-July 2007 | Interview Guide I | Interview |
| December 2006-July 2008 | Logs to the website | Kept as database |
| September 2006-June 2008 | Field notes | Documented while meeting with trainers |
| June-July 2008 | Interview Guide II | Interview |

In applying the data collection plan, the researcher carried out the following line of action.

**3.7.1 Demographic Survey**

A Demographic Survey for In-Service Trainees for determining the demographics of teachers attending the CTE program at the start of the pilot study. The researcher printed copies of the survey and with permission from one of the trainers he administered the survey to the trainees at the first 15 minutes of the session.

The Demographic Survey for In-Service Trainees for collecting demographic information about the participants was also administered before the final application of the web-support started because the participants of the CTE program changed at the beginning of the new academic year. This time the researcher couldn't attend the session, so he gave the printed forms to one of the trainers and the trainers administered the forms to the trainees at the end of her session.

## 3.7.2 Requirement Interview

A semi-structured guided interview for requirement analysis interview was used for determining the needs of in-service teachers to form the basis for web-support during the pilot study. As the researcher attended some of the sessions by permission from the trainers he took emails of the trainees and he arranged to make interviews with the trainees who were available. The data was collected by interviewing the trainees and trainers in the classes and offices of department and recording the conversations with permission of the trainers and trainees.

## 3.7.3 Interview Guide I

After the pilot study was finished, the researcher sent the questions and the consent forms signed (Appendix K) by trainees and trainers to the Ethics Committee and the interviews were administered to 3 trainees and 1 trainer at the end of 2006-2007 academic year in the classrooms and offices of the Department of Basic English. The interview was recorded with the permission of the participants.

### 3.7.4 Interview Guide II

After the 2007-2008 academic year was finished the researcher sent the questions and the consent forms (Appendix K) signed by trainers and trainees to the Ethics Committee and the Interview Guide II was administered to 7 trainees and 6 trainers in the offices of Department of Basic English. The interviews were carried out on an individual basis and were recorded with the permission of the participants.

### 3.8 Data Analysis Procedures

Throughout the study, interviews and document analysis were carried out.

### 3.8.1 Analysis of Interviews

After the interviews were completed, they were transcribed in Word and then the researcher looked at the document thoroughly to understand categories. After that, the transcripts were transferred to notepad as text document. The text document was imported into the qualitative tool named as *Weft QDA* (*http://www.pressure.to/qda/ last accessed date 18 October, 2008)*. *Weft QDA* is an open resource software for data analysis that makes it easy to create categories and put necessary text in those categories. It has search functions and it counts the words and characters that are important to specific category groups which makes it easier for showing references in the interpretation of data. The researcher first did an initial coding scheme by marking the text where necessary and then he revised the coding scheme by doing other levels of coding when necessary. The researcher carried out the same procedure for all interviews.

The initial and revised coding schemes for Trainer Interviews (2006) and Trainee Interviews (2006), the initial and revised coding schemes for Trainer Interviews (2007) and Trainee Interviews (2007); the initial and revised coding schemes for

Trainer and Trainee Interviews (2008), and other related documents analyzed are given in Appendix H, Appendix I, and Appendix J.

### 3.8.2 Document Analysis

The researcher analyzed documents during the research process. Some of these were developed during the study by aggregation and some of the documents were found from the internet and were analyzed to create a basis for the first implementation cycle of investigation.

### 3.8.2.1 Feedback Document

The researcher analyzed the feedback documents from the 2004-2005 year to have an idea of the sessions conducted by the program and to see the positive and negative comments about the program sessions to see where the web-support can be helpful.

### 3.8.2.2 Research on Program Evaluation

The researcher examined the research about the CTE program evaluation and he studied the research to find out the specific aspects of trainee needs and the effectiveness of the program. He formed basic ideas of where the web-support can focus in this way.

### 3.8.2.3 Field Notes in Meetings

The researcher took notes during the meetings with the trainers either in groups or individually. These notes were about tasks and about the website to make changes, to upload documents. Since the notes were instantaneous in nature, the researcher did not carry out an analysis of the notes but performed the

changes or tasks till the next meeting. The notes were kept as to define some of the processes of research framework and to see the development stages of the web-support.

### 3.8.2.4 Exchanging E-mails with Participants

The researcher, trainers and trainees used e-mails to contact about technical problems, meetings, task preparation, forum, website suggestions, posting links and documents. The emails were transferred to MS Word document and categorized according to the content of the messages. There were 212 e-mails 20 of these were between trainee and the researcher and 192 of these were between the trainers and the researcher. These e-mails enabled the researcher to see the research framework more clearly.

Table 3.10 E-mail categories

| # of E-mails | Category |
|--------------|-------------------------|
| 87 | Meetings |
| 12 | Curriculum and Program |
| 3 | Questionnaires |
| 5 | Forum |
| 39 | Technical Problems |
| 16 | Videos |
| 24 | Tasks |
| 21 | Requests |
| 5 | Other |

### 3.9 Trustworthiness

In order to increase the trustworthiness of the research, data analysis and collection procedures, the researcher implemented the following procedures.

Interview Guide I was not piloted due to lack of time. But the researcher sent the interview to his thesis supervisor and the members of the thesis monitoring committee for their expert opinion before administering it.

Interview Guide II was piloted a week before the interviews with two trainees and one trainer. After piloting, the researcher extended the number of items to get in-depth information from the participants about the various aspects of web-support and got expert opinion from his advisor and the members of the thesis monitoring committee and finalized it before administering the interviews.

## 3.9.1 Inter-rater and Inter-coder for Categories

To increase the trustworthiness of the data analysis the researcher employed the inter-rating and inter-coding processes. There were two participants who were competent in data analysis. The researcher sent the some portion of data (of all interviews) to the intercoders and all started to code and categorize the data utilizing the same proceses and software.  After they were finished with coding and forming categories, the reseacher and intercoders compared their results and discussed their evidence of why they chose those categories. The researcher met with the intercoders a few times with follow up e-mails. The negotiation processes between researcher and intercoders are stated below. After the categories were completed, the researcher carried on coding the rest of the data with the common categories he formed with the intercoders.

## 3.9.1.1 Categorization Process with the First Intercoder

The first encoder is a professor in foreign language education field and he is familiar with instructional technology in its uses in education and in web-based and computer based applications.

*2006 Trainer Interviews*

The researcher and the intercoder worked on the categories by comparing the text that they put under the categories using Weft QDA and then a category named activities was put under the online content heading. The agreed upon categories was measured as 90%.

*2006 Trainee Interviews*

The researcher and the intercoder worked on the categories by comparing the text that they put under the categories using Weft QDA. The professional development category of the inter coder which was related with portfolios was put under lesson plans and a new category named online discussion was created. The agreed upon categories was measured as 87.5%.

*2007 Trainee Interviews*

The researcher and the inter coder worked on the categories by comparing the text that they put under the categories using Weft QDA. Online assignments was a different category and it was fused with Online materials and a new category formed as online assignments and materials. But then online materials and assignments were sent under suggestions category. This way the researcher and the intercoder reached 100% same categories.

*2007 Trainer Interviews*

By comparing texts, the researcher and the intercoder decided that curriculum integration was actually referring to two different categories named as integration of web and curriculum information on the web. The intercoder agreed to separate curriculum integration into curriculum and integration categories. Also document exchange was named as file system and difficulties were named as problems. By this way, the researcher and the inter coder reacher 100% agreement on the categories.

*2008 Trainer Interviews*

The intercoder had a video category. But when comparing texts using Weft QDA it was found that the videos were connected to the online tasks category. So that category was put under online tasks. And web activities category of the inter coder were named as online tasks. This way, the researcher and the inter-coder reached 100% agreement.

*2008 Trainee Interviews*

When the texts were compared it was found that the different category was suggestions and the researcher put suggestions under other categories for each category. The researcher agreed to put professional development under online tasks category. After combining videos with the online tasks, the researcher and the inter-coder agreement on data was measured as 90%.

## 3.9.1.2 Categorization Process with the Second Intercoder

The second encoder is from the field of Instructional technology and she recently earned her doctoral degree in the same field. She is familiar with the use of Weft QDA for data analysis and and she carried out the same procedure as the researcher in her dissertation.  The categorization processes are shown below:

*2006 Trainee Interviews*

For 2006 trainee interviews, the different categories were named as suggestions and experience by the intercoder whereas the researcher put the past experiences of trainees under online sharing. The agreement on data was measured as 80%.

*2006 Trainer Interviews*

One of the categories were different as "useful" by inter coder and as "online feedback" by the researcher. Upon discussion between the researcher and the inter coder, some of the sub categories that the inter coder used under category "Suggestion" were moved under online content. These categories remained and the researcher kept them in mind for analyzing the rest of the data. There was 87.5% agreement on categories.

*2007 Trainer Interviews*

One category was different. The different category of integration in the researcher's analysis was put under suggestion after discussing and comparing results with the inter coder. There was 90% agreement on categories.

*2007 Trainee Interviews*

By working together, the researcher and the inter coder named the categories the same except one category. The usage of technology was changed to online facilities. Together they reached 85% similarity between categories.

*2008 Trainee Interviews*

Upon agreement, the researcher put the professional development category under the tasks and the suggestion and integration categories remained different with same number of categories on both part. The researcher and the inter-coder reached 75% similarity.

*2008 Trainer Interviews*

Upon agreement and the comparing of texts in Weft QDA, the intercoder agreed to put another category as integration. This way the researcher and the intercoder reached 100% agreement on categories.

### 3.9.3 Prolonged Engagement

In the pilot study, the researcher met with the trainers to talk about the issues. After 2007 April, the researcher changed his working hours in his job to part-time in order to spend more time with trainers. The researcher was with the trainers two days a week. He observed the procedures and discussed the web support and the program with the trainers by holding meetings with the trainers. The researcher was engaged in the study from May 2006 to July 2008 and worked with two sets of participants trained through the CTE program within more than two years.

### 3.9.4 Internal Validity

Internal validity of a study gains importance when a researcher makes an inference for a statement that he did not directly observe. It is important to keep in mind "all other possibilities" and "rival explanations" (Yin 2003, p.36). The researcher depended in participants' views and frankness as expressed in the interviews.

### 3.9.5 External Validity

The criticism of external validity in case studies is based on poor generalizability of a case. But since, in these studies, the aim is not to generalize samples to populations but the results to a theory, this kind of external criticism is not acceptable with "analytic generalizations" (Yin 2003, p. 37).

### 3.9.6 Reliability

Reliability of a case study depends on reaching the same findings if the research is done in the same way (Yin 2003, p.37). In order to deal with issues of reliability, the researcher defined the pilot study, relations and communications

with the trainers and trainees and data collection and analysis procedures extensively and he mentioned his bias in the limitations.

## 3.10 Limitations

This study will be limited to the in-service teacher training program carried out and the English language teachers attending this program at DBE, METU.

The researcher is biased because he favors the usage of distance education. He believes that distance education in general and in-service training programs can create opportunities for professional development through means of communication and that the next generation learning style largely depends on learning through the internet. He believes that learners can benefit more by self study in their home in their own comfortable time and he sees the role of a teacher as a facilitator rather than a transmitter of knowledge in class.

Another limitation is that the researcher relied on the honesty of the participants who attended the interviews.

## 3.11 Summary of the Chapter

In this chapter, the method used in the study was explained. This study employed a case study conducted in the form of action research. The data resources and analysis with the procedures involved with the thrustworthiness and limitations of the study were presented. The data were analyzed using a qualitative analysis tool named *Weft QDA*. The researcher used prolonged engagement, intercoder for categories and definitions of the pilot study, relations and communications with the trainers and trainees to deal with validity and reliability issues.

# CHAPTER 4

## RESULTS

In this chapter, firstly, the results of the Demographic Survey for In-service Trainees, the results of needs of trainees from the research report on evaluation of the Certificate for Teaching English (CTE) program, the results of needs of trainees from their feedback and then the results of the first and the second cycles of implementation consecutively depending on the analysis of the data collected through data collection instruments are presented, and major findings of the research study are stated in order of the research questions given in Chapter 1.

## 4.1 Results of the Demographic Survey for In-service Trainees

The aim of this survey was to learn about the teaching experiences of the trainees and to understand their usage of computers and their knowledge of using forum, web browsers, and spreadsheet programs.

## 4.1.1 Results of the Demographic Survey for In-service Trainees 2007

The results of the demographic survey for in-service trainees in the 2006-2007 academic year are given in Tables 4.1, 4.2, and 4.3 below.

Table 4.1 Trainees' computer and teaching experience.

| Years | Number of Trainees with Computer Experience | Number of Trainees with Teaching Experience |
|---|---|---|
| 0 | - | 4 |
| 1-5 | 4 | 5 |
| 5 & more | 10 | 2 |

Table 4.2 Trainees' Internet connection and computer use.

| | YES | NO |
|---|---|---|
| Number of Trainees with Internet Connection at Home | 10 | 1 |
| Number of Trainees with Lesson Support from Internet | 10 | 1 |
| Number of Trainees Using Computers 1-3 Hours a Day | 10 | - |
| Number of Trainees Using Computers 3-8 Hours a Week | 1 | - |

Table 4.3 Trainees' purpose in using computers.

| Trainees' Purpose in Using Computers | Number of Trainees |
|---|---|
| Game | 6 |
| Word Processing | 11 |
| Data Bank | 5 |
| Graphics | 1 |
| Research and Development | 11 |
| Programming | 1 |
| Finance | 3 |

According to the results of this survey, the major finding is that all trainees in 2007 know how to use forum, billboards and chat and all can use browser and word processing programs. It is also noted that all trainees have computers at home.

## 4.1.2 Results of the Demographic Survey for In-service Trainees 2008

The results of the demographic survey for in-service trainees in the 2007-2008 academic year are given in Tables 4.4, 4.5, and 4.6 below.

Table 4.4 Trainees' computer and teaching experience

| Years | Number of Trainees with Computer Experience | Number of Trainees with Teaching Experience |
|---|---|---|
| 0 | - | 2 |
| 1-5 | - | 7 |
| 5 & more | 14 | 6 |

Table 4.5 Trainees' Internet connection and computer use

| | YES | NO |
|---|---|---|
| Number of Trainees with Internet Connection at Home | 14 | 1 |
| Number of Trainees with Lesson Support from Internet | 14 | 1 |
| Number of Trainees Using Computers 1-3 Hours a Day | 10 | - |
| Number of Trainees Using Computers 3-8 Hours a Week | 5 | - |

Table 4.6 Trainees' purpose in using computers

| Trainees' Purpose in Using Computers | Number of Trainees |
|---|---|
| Game | 8 |
| Word Processing | 11 |
| Data Bank | 7 |
| Graphics | 3 |
| Research and Development | 13 |
| Programming | 2 |
| Finance | 1 |

According to the results of this survey, the major finding is that all trainees in 2008 know how to use forum, billboards and chat and all can use browser and word processing programs. It is noted that all trainees except one have computers at home.

## 4.2 Needs of Trainees from the Research Report on Evaluation of the CTE program

As mentioned before, the researcher analyzed a research report on the evaluation of the CTE program that was implemented in 2004-2005 Academic year. It is important to note that from that year, there were changes to the program and the profile of the trainees and trainers change every academic year. The findings of this study suggest that trainees need:

- More guidance in terms of topics
- Focus on teaching methodology
- More assignments
- More constructed workshops
- More material about writing, presentation, and speaking of English
- More realistic lesson plans

## 4.3 Needs of Trainees from Their Feedback

After analyzing the feedback about sessions from trainees who participated in the CTE program in the 2005-2006 Academic year, the researcher came up with the following results in terms of trainee needs:

- More activities and writing tasks
- More detailed training program in terms of objectives, assignments and tasks
- More guidance about observation
- Clearer sessions
- Less theory and more practice
- More explanation about some concepts

- More organization between sessions and assignments
- More introductory knowledge
- More time to give feedback
- Fewer sessions to attend
- More discussion and sharing on activities to be used in class

## 4.4 Results of the Requirement Interview before the First Cycle of Implementation

In this section the results of each data collection instrument of the first cycle of implementation as a pilot study are presented, and the major findings are stated in order of the research questions. The instruments used in determining the trainee and trainer needs and their thoughts about web support are Trainee Requirement Interview and Trainer Requirement Interview respectively.

### 4.4.1 Research Question 1: Trainees' needs and thoughts about the web-support system

The Trainee Requirement Interview was administered to learn about the trainee needs for the CTE program and their thoughts and suggestions about how web support can be helpful to them with their CTE program which is a professional development program.

The results of the Trainee Requirement Interview yielded following categories and some suggestions related to various aspects of the web-support. First the results under the categories are presented with quotations from the interviews, and then the results are explained generally stating them as needs and thoughts about web support.

*Constraints*

Three trainees had constraints regarding time, theoretical information and terms, not being aware of changes and not having access to documents. Three trainees did not have any constraints with the program.

Some of the trainees saw theoretical lessons in class as a loss of time both for them and the trainers. One excerpt from the interviews expressed the following: "... it is that in some theoretical lessons, some person is giving you information, because I had problems related with time and this semester I felt that it was a loss of time from both their and our point of view" (Tr3 2006Trainees [9435-9669]) [69]. This trainee noted that some theories should be learnt in class but there were other ways to learn about them and it would cause a time decrement on his/her part.

Some of the trainees emphasized that some terms used in the class were not clear and they had difficulty in understanding whether there was an argument or a discussion about them. One trainer demanded that more introductory knowledge could be given as s/he said: "…If more introductory knowledge was given step by step it would be easier for me but this hasn't been as often only in one or two sessions I felt this" (Tr4 2006Trainees [18161-18613]). S/he also added that the training program started very fast and at an advanced level.

Another item was that the trainees did not have easy access to each other's assignments and work and they had problems sharing them. It was indicated by one trainee saying:

> I guess for example we are having assignments and we don't have access to each other's assignments always. Not always I mean this doesn't have to be an assignment but we don't have easy access to each other's work or study materials if anyone wants to share it becomes difficult to do that time consuming etc." (Tr5 2006Trainees [30483-30793])

A trainee reported that s/he wasn't aware of the changes and details in the program. S/he said that they were given documents, but after some time these documents became unreachable.

### Online technologies

All trainees wanted the online technologies as support for their CTE training. Two of the trainees wanted it to be in an interactive and practical form.

The trainees saw the potential of technology to support their training in many ways. They saw technology as something new, interesting and ideal for support. They realized that online technologies could be used for data support which in turn would give them to do something by themselves and adapt better to the sessions. One trainee emphasized this point by saying "We can do something by ourselves, we will better adapt to the sessions because we read about it. It can be this way" (Tr4 2006Trainees [19641-19915]).

Trainees stressed the advantages of online technologies as being always reachable and comfortable for exchanging information at their appropriate time. One trainee said:

> I am sure... because it has the great communicative potential if for example, trainers would provide some extra materials in the place in the Internet, that would be available for everybody, then we could use it comfortably at time we found appropriate. (Tr6 2006Trainees [38142-38426]) [70]

As for the materials, the trainees thought that background information, lesson plans and portfolios with extra materials could be sent. It was obvious that the trainees thought these kinds of materials would be valuable for their training.

One trainee mentioned that s/he thought that online technologies were interesting but s/he admitted that she wasn't much technology friendly and s/he had to touch things and do practical things.

### *Online feedback*

Three trainees said that they would like to give feedback online in order to have time to think before they sent any feedback about a session. One trainee said that it didn't matter if feedback was given online or in class as long as it was guided. And another trainee said that participation of online feedback would be low but it could be seen as a continuation of feedback.

The trainees thought that after the class, they needed time to write feedback to the trainers about their session because they could be tired. An excerpt from the

interviews showed that trainees spent a long time in class and they needed more time to be able to express their opinions and see the session objectively.

> Absolutely, because as you realized, while you were there, the feedback part if a little too much when you sit for such a long time, and I believe in this; when you learn something you need time to think about it to review it well, but in here its wanted from us to write what we think immediately. I feel that if I write that after an hour or two it will be much efficient. I mean if this happens, it will be good both in terms of this and its being practical. (Tr3 2006Trainees [12068-12533]) [71]

One of the trainees said that combining in class and online feedback might be a good idea when she commented:

> We give feedback at the end of every session, if you put that online it online, the participation will be very low. Since we already have to write for 5 or 10 minutes I think we write better. And since it is right after the session it is fresher, I mean the reactions are direct and up to date. But this can continue online and I think it would be very beneficial. Because everyone at that instant are in a hurry to finish their feedback and they may not be giving feedback properly. But we need to find some middle ground. I think both are beneficial but canceling the in class feedback makes it "cold" time comes in between. Something should be given in there and the same can continue online. Detailed and unique topics can be mentioned later. (Tr4 2006Trainees [20934-21683]).

The importance of feedback was emphasized by one of the trainers in a way that it should be guiding because sometimes they needed guidance to give feedback or they could write just "thank you" as feedback. So s/he wanted the feedback at the end of the sessions or online like that when s/he said:

> Yes I would like that but when you are writing when you are doing it online, or even in here in the classroom during our sessions, the important part is that I mean if I am going to write just my feedback online it doesn't make a difference to me because I mean I use computers everyday as a part of my life, using computer is not new to me. That's why giving feedback here as it is is not much different for me for giving online. But if the question, if the online feedback could be arranged in a way that you know there are some difficult questions or some guidance to that feedback because it is not easy to you know just a blank paper and then write your feedback. It's not to me I don't know like `Hey that was great` would be my feedback. If there is guidance, then online or in classroom it doesn't make much difference to me. (Tr5 2006Trainees [33646-34485])

*Online Sharing*

Four trainees wanted to share materials online whereas one of them believed that they were a small group and they already saw and discussed with each other in person and another noted that it would be good if they could share online with someone abroad.

Trainees noted that sharing experiences and materials online helped them develop professionally. An excerpt from the interviews showed that trainees believed that by sharing materials online they could understand each other's experiences.

> Of course it would. And there is another thing. More data can be obtained if a lesson plan or a portfolio study is applied in different ways. I applied and there were these problems and those happened. Someone else applied it and it was perfect. According to this, keeping them online is the best way to share open resources." (T3 2006Trainees [15656-15984]). Having sources online was the best way to share according to the trainees. One trainee emphasized the importance of this by saying: "For example I have time in the middle of the night but then I don't have the material with me so no point. So information sharing could be another issue related with that. (Tr4 2006Trainees [30793-30965])

While trainees wanted to have resources as database online for sharing, one of the trainees emphasized that they were a small group and it could be a disadvantage as s/he said:

> Well I think that idea is not very useful in our little group. Because we are only how many people we don't have a large group. So we see each other almost everyday so whatever we need to discuss we discuss in person. So in this case, I mean just for our group, of course could be there but I don't think we would use it. (Tr5 2006Trainees [32542-32867])

Also another trainee pointed out that it would be very beneficial if they could share something with people from other universities. It was apparent that s/he meant that because they saw each other every day and shared.

On the overall, trainees wanted to share experiences and materials online, to be informed of each other's progress and to benefit from successful experiences. It is natural that the trainees wanted to reach as many teachers as they can to learn from them. Web could be used as a way to give them this opportunity.

*Online lesson plans*

All trainees interviewed would like and support the idea of having online lesson plans for viewing and sharing when they make their own lesson plans and use them for reference.

Trainees thought that having lesson plans online whether they were new or old would give them good examples to study their practice and make better lesson plans for their classes. One of the trainees emphasized the importance of access to lesson plans when s/he said: "Yeah because some of them do work fine. And if in return I can have some access to some other people's lesson plans. It would be just great cooperation and it would be time-saving as well." (Tr6 2006Trainees [40699-40890])

They believed that keeping lesson plans online would be easier, user-friendly, more organized and permanent as a database. An excerpt from the interviews stressed the importance of having ideas about what activities to do in class due to having lesson plans online. S/he said: "In that way it would make much sense. Like writing lesson, reading lesson I don't know, a scale that measure, grammar for this point, vocabulary activity etc... It would be much easier of course." (Tr3 2006Trainees [11754-11953]) [71]

*Online parts*

While all trainees wanted some parts to be online, two trainees said that all parts could be online while others said theoretical parts and lecture notes would be online preferably.

When asked what parts of their training were more suitable to the trainees, some of the trainees said that theoretical parts could be online while others declared that all parts could be online. For theoretical parts, they showed the reason that they did not have to be in class to learn about theories because they could read it by themselves. But for the exercise or implementation part, they

should be done in class for their practicality and visual importance. An excerpt form the interview with a trainee supporting this theme was as follows:

> Theoretical for me as I said before, at first, not knowing some basic things related with theory. Because, we can come up with something by reading it ourselves. Practically, in other words, the discussion part or the implemented exercises, they remain in the class. And they have to. But the theoretical part and the parts that were not could not be seen should definitely be online. (Tr4 2006Trainees [26370-26758])

The trainees who supported that all sessions could be performed online thought that lecture notes, their handouts in class, examples, hints and tips could be kept online because every session, whether a workshop or a theoretical session, had those elements. According to the trainees, the sessions could be wholly online where appropriate, that is, if the session could be completed online by trainees by reading about the session content and maybe answering questions and sending them to trainers via e-mail. And also even if the whole session could not be covered just by sending documents, it could be supported by these documents whether they were sent before or after the in-class session. That would in turn lessen the time they spent in class and give them the opportunity for individual work. An excerpt from the interview proved that time was a critical issue for the training program as one trainee expressed: "In theory workshops or lessons. So why won't we do this online and make is easy? By this way maybe more time would be allocated to the workshops." (TR3 2006Trainees [17273-17421]). Also another trainee stressed the importance of the online part of a session by saying:

> Well starting from the schedule you know and including every part as a matter of fact. Because if you look at the  lecture notes, we are distributed some material they might be kept also in a source available to everybody, also some additional materials some background reading or references, list of references for example, list of useful links, as well as some hints and tips for activities to be used in class. You know being more on the practicing side." (Tr6 2006Trainees [39281-39744])

The trainees also valued having lecture notes prior to the session so that they could have a look at them or have them printed and take them to class. One trainee explained the reason why they liked to have lecture notes as s/he said:

> Yes, definitely. For example I mean we all these powerpoints sometimes there are powerpoints sometimes we have handouts etc, in all paper format. We can have those in electronic form, that way we have the choice we can print it and take as additional notes on it during the session

or you know just listen to the lesson concentrate on the lesson that would
be an idea. (Tr5 2006Trainees [31665-32035])

Overall, the trainees thought that having some parts of sessions or some
sessions as a whole online would be beneficial for them. It would save them
time, help them concentrate better on the sessions and it would increase
cooperation. Also it was indicated that the infusion of computers in their daily life
was increasing rapidly unlike the situation five years ago.

*Online Discussion*

For online discussion, three trainees said that they would benefit from online
discussions whereas one trainee found it distracting and another thought that it
would be good for larger groups but they were a small group.

Most of the trainees wanted to have online discussion for its communicative
capabilities and the experience that it would give them professionally. One of the
trainees stressed the importance of finding voice when time was not available in
the session. S/he said:

> Sure, I felt incomplete as I was leaving some of the sessions but not all. I
> couldn't fully say what I wanted to say in this topic. This topic is
> enthusiastic and it has been proved, there are lots of theories but in the
> end, I have my own ideas I derived from my little experiences. There are
> many of us in that class and there is one hour. Whatever is said is said
> and someone else says something, I want to say something on top of that
> but I can't because there isn't enough time. So it would have extra
> benefits." (Tr3 2006Trainees [12633-13153]) [72]

From the results it was apparent that the preference to have online discussion or
not could be a personal issue. Some people felt easier to talk online and some
could think that what they did and gained in class was much more important.
They could prefer face to face discussion and could be distracted by online
discussions whereas some people would gain a different personality online and
talk more than they could in class. A trainee emphasized this issue by saying:

> I mean hmmm. I am a bit not certain, the time I spent on the internet for
> online forums I get distracted. And the movement of things especially
> serious things, the things that take place in the curriculum into the area
> little. I will do them later" I don't think they will be very effective on me.
> For me what is spoken and shared in the class, I mean it is much serious.

Taking it more seriously and really concentrating. When I try to do the same thing as I am home or in the computer lab I think I am easily distracted and I don't think people will think of me as serious as they do in class." (Tr4 2006Trainees [19995-20595])

S/he also said that if there were a discussion at predetermined times under the supervision of the trainers, she would attend them in the form of a question-answer technique, that is, it was apparent that when it were a trainer-led or moderated discussion, s/he was willing to participate because it would sound more serious. The researcher thinks that guided discussion can be better for this trainee profile. Another trainee agreed with this idea and said that they could benefit from question-answer type discussions for tutoring as follows:

Yes, as far as the department bureau is concerned yes. Especially if we had the chance to you know to communicate with your trainers, like more we are at this point trying to figure things for example we try out an activity over here and if something goes wrong or something goes unbelievably well then if I can share it with my trainer it would be just fine. (Tr6 2006Trainees [41215-41580])

*Pre-activities*

Four trainees wanted to have pre-activities in the form of reading or other in an organized way. One of the trainees was not sure about pre-activities and another said that they might not have time to look at activities before class.

Most of the trainees thought that having pre-activities would be a good idea. One of the trainees wanted to have papers with pre-activities because s/he believed keeping them online would be better for organizing them.

Another trainee stressed the time issue related with sessions and the reading part as s/he commented:

Absolutely, that's what I meant. It's like reading the theory part and then coming to class. Our trainer has done that once, in fact I couldn't go to her office but I read the material. And I sent some material about the writing lessons to the yahoo group. Come to the class after reading that, at that point, you expect something related with the topic. You don't have to spend extra time with that." (Tr3 2006Trainees [13458-13863]) [73]

It would appear that if trainees read about the topic beforehand they could organize their time better in the session and psychologically prepare themselves better.

It was indicated that slow readers needed more time to read during sessions. It was apparent that some part of the session was spent with only the trainees reading something. However, they had to wait for one another since fast and slow readers finished reading at different times. A trainee stressed this point that she would have more time to read and better focus on the coming discussion if she received those documents prior to sessions as she commented:

> Yes, yes. Me for instance, some people are fast readers. I am a slow one. That's why actually most of the time when we are given handouts, one page, sometimes 4-5 pages that takes time to read and talk upon and when I say let me read fast and catch up I can absolutely not concentrate and there are things that I miss in the discussion. So, if those hand outs were sent by email or while I was studying abroad, there was a system called "Blackboard". It is put there and everyone can take the material and prepare accordingly two days before the session. In that respect, a faster usage I mean I believe that it can be faster by day. Because the discussion can last two or three hours with extra questions and arguments. That's why we have little time to read those materials. And I mean, it lowers performance from my point of view." (Tr4 2006Trainees [22428-23266])

As seen, s/he also mentioned a good experience with BlackBoard, which is used for file transfer and discussion in courses, so s/he definitely wanted those documents before class rather than reading in class so that she could be better prepared. However, another trainee mentioned the time issue related with pre-activities when s/he said:

> Actually, the problem is, this is something good but we don't have much time, yes, usually, before sessions we don't have a chance to look at the things so we are going to work on in that session we are always working for our classes. So studying for the sessions before that is whether it is online or not I think it's impossible for me, for many of my friends. Our workload is so full. But if we had time, of course it would be nice." (Tr2 2006Trainees [7484-7922])

This came as a contradicting view from both trainees. It depended on the session starting procedures. When the session contained some reading at the beginning of the class, then why the trainee said that they didn't have time wouldn't make sense. But when they were loaded with time, it would make

sense to send documents prior to sessions rather than reading them in class because they could view it at home at their convenient time and it would again lessen the session time. But it was not clear whether sending pre-activities or information about sessions before workshops and sessions that do not start with reading would be beneficial and time pressing or not.

In terms of needs:

- They wanted more practical sessions.
- They wanted to have access to each other's materials and to be informed of the changes to the CTE program. They wanted to receive documents in a more organized form.
- They wanted more explanation about some terms.

In terms of their opinions about web-support:

- Generally trainees thought that having web support would be beneficial.
- They wanted to give online feedback after sessions.
- They wanted to share lesson plans and experiences online.
- They thought that theoretical parts could be put online and all parts could be put online if applicable.
- They wanted to increase communication through online discussion among each other, with trainers or with people from other universities.
- They wanted to read documents consisting of theories, presentations, lecture notes and activities before coming to class or after the class.
- They suggested that web support could help their development program in many ways.

## 4.4.2 Research Question 2: Trainers' needs and thoughts about the web-support system

The Trainer Requirement Interview was administered to learn about the trainer needs for the CTE program and their thoughts and suggestions about how web

support can be helpful to them with their CTE program which is a professional development program.

The results of the Trainer Requirement Interview yielded the following categories and some suggestions related to various aspects of the web-support.

*Changes*

Two trainers noted that they wanted to restructure the sessions due to two departments involved. One trainer said that they wanted trainees to share practice. One of the trainers added that they could do better in terms of workshops and content.

The trainers wanted to restructure the sessions because there were two different departments taking the program and their focus was different. A trainer emphasized the different skills that each department focused on by saying "It's like the focus in our departments we will less focus on each skill but DML department reading and writing is more important than listening and speaking and that's why the sessions have to be restructured accordingly." (T4 2006trainers [78313-78536])

The trainers wanted to make the program more accommodating for the trainees. One of the trainers stressed the importance of practice for the trainees as s/he said: "But the part we want to change is the part we do teaching practice and we try to accommodate our program with workshops, we have to teach like one ... during the sessions and workshops." (T3 2006trainers [49824-50007])

The trainers also wanted the trainees to share experiences and learn cooperatively through their training. A trainer emphasized some means of sharing as s/he commented:

> Yes, and we would like them to share practice with their colleagues and this is true for both the trainees of the program and the other teachers as well. Otherwise you know people do their individual practice and talk about this in the staff rooms but they may not find voice and volume so they are just lost after sharing between the staff room. (T3 2006trainers [50052-50401])

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It was apparent that the trainers were loaded with the program. They had to balance the theory and practice that they give in sessions. They also had the feedback of the trainees from the previous semester and they directed their efforts to change the program in that way. But they believed they could always do better in terms of content and workshops.

### *Problem*

One of the trainers mentioned that they were limited with resources and time within the program and she added that they tried to accommodate with workshops. S/he also said that they thought the program was demanding for trainees. Another trainer said that when they made observations, they saw some areas that could be worked on but they couldn't afford a session for that. Finally, one trainer mentioned that some experienced teachers wanted to attend sessions but they were busy with teaching so they couldn't.

One of the trainers mentioned that they were limited with resources and time within the program as s/he said: "Now we have two problems in the program. One is time obviously we are loaded with time we want to do more but we are limited with that and of course we are limited with the resources as well." (T3 2006trainers [52303-52494])

The trainers also said that they thought the program was demanding for trainees. One of them showed many reasons for that by saying:

> The program certificate program has got certain aspects one aspect is the sessions they have to attend to the other is the teaching practice and the other one is writing papers. In addition to this they have to go into class and teach at least 3 hours a day. They prepare their materials so this is a lot of work. And most of the trainees find this right difficult." (T3 2006trainers [47548-47914])

It was indicated that there were also experienced teachers who wanted to attend sessions but they were loaded with time. An excerpt from the interview supported this point as a trainer quoted:

> Even if the experienced teachers want to come and join the session because of the working load they cannot do that. Some of them teach six hours a day and you can't expect them to come and join the trainee's

session it's not very realistic. After teaching for six hours asking someone to come and sit down and listen to somebody else to learn something is not efficient." (T1 2006trainers [13210-13581])

A trainer said that when they made observations, they saw some areas that could be worked on but they couldn't afford a session for that. So s/he emphasized a problem by saying "When we go to observation we see that area needs more work, but when we can't afford to have another session of our Ted." (T2 2006trainers [33813-33932])

Overall, it would appear that trainers needed more opportunities for remedies to spread training across faculty as well as more resources and time to implement training.

### *Guidance*

Two trainers thought that trainees always needed guidance in form of repetitions and precise instructions.

Some trainers did not believe the guidance they gave the trainees in or out of sessions was never enough. They stressed that trainees listened when they received guidance about how to do their work but when the time came to actually doing it they could have difficulties. One of the trainers emphasized the importance of just-in-time guidance and she proposed keeping a record of questions and answers saying:

> Well the thing is sometimes we take these for granted because we have been here for so long, we sometimes cannot see what we are doing with fresh eyes and these are our blind spots sometimes. You know people ask questions and if we answer those questions then that would give you know the whole picture much better. If we record those questions if we record those that we have then we may have you know we may save them on the internet and that would give larger I don't know pool of information but precise instructions guidance etc..." (T3 2006trainers [69634-70171])

*Online feedback*

Three trainers said that they wanted to receive feedback online. One of the trainers wanted to see handwritten feedback, another trainer had concerns that trainees wouldn't use feedback and they would forget after the class. Also three trainers suggested that online feedback be anonymous.

The trainers emphasized that it was important for the feedback not to be seen by everyone and that they should be sent anonymously. An example is an excerpt from the interview:

> Yes. Let me revoice it if you like. Yes I would like to receive feedback of the sessions online. It's for the sessions and materials activities any kind of feedback would be welcome. But I think we shouldn't see who sent the feedback and people shouldn't quite see each other's feedback. (T2 1006trainers [38044-38332])

Some trainers were concerned that trainees would not send feedback after they went home. A trainer explained his/her worries by further commenting in the interview with a past experience by saying:

> Now that you mentioned this once or twice this semester we tried it because the session took longer than expected, there was no time to get feedback to some of the sessions and the trainees were asked to give feedback online. But then let's say there were ten trainees there was half of them got back to us in terms of feedback. (T1 2006trainers [7341-7674])

One trainer explained his/her views by saying that technology was a barrier for him/her for feedback and that s/he wanted to see the handwriting. However, due to all these problems some trainers believed that online feedback could be beneficial to them and trainees. One trainer emphasized that it would be more objective for the trainees by saying:

> Yeah. I see what you mean. It could be more objective actually as you say online and the trainer in person ok. Yeah definitely fine but I wouldn't insist on the timing. Because some people may want to think before they write an essay. And I don't think that it's very natural to tell people ask people for feedback immediately after the sessions. Because sometimes the people are so tired they don't want to write anything. (T5 2006trainers [93266-93735])

*Online Content*

Four of the trainers said that having online content would save them paper, time and energy. Five trainers thought that they could give articles and assignments and lesson plans online. Two of these five trainers noted that they could use web as extension if the time was not enough for the session. Two trainers declared that they had concern that the material they sent might not be read by trainees.

The trainers remained positive about sending or presenting content through the web. An excerpt from the interview explained why they wanted online content quoting:

> ….and maybe in the next year, we can assign them further reading from some websites. So far, we have been giving them photocopies of these articles, but from now on, we can ask them to read online and that will save us paper, time, effort, energy everything." (T1 1006trainers [1695-1955])

This showed that they spent a lot of time doing photocopying and had to bring large documents to the class. That was why it was understandable that they wanted to send one copy instead of making a copy for each of the trainees.

The trainers thought that lots of materials could be put on the web. One trainer agreed with this idea when s/he said:

> It would be very nice if they could share and they could see or we could give them some ideas so it could just touring our material would be nice. And other kinds of materials might be hmmm, homework assignments, assignments that are always there on the web would be I believe very useful. (T2 2006trainers [34609-34900])

And another trainer agree by quoting:

> And one more thing I would like to add this technology the website or I broadcast like how in a different way all the trainees like lesson plans all the trainees write their paper what they can do is to construct a pool of information and exhibit that on the website. (T3 2006trainers [55594-55865])

Some trainers thought that being able to send materials online could make up for the content they couldn't present within the session's time. One of the trainers commented:

Because we need to give a huge bulk of material and of course they take notes, but of course if they see our notes they will benefit more. We could add some more materials, those who are interested might explore other areas in teaching and sometimes we don't even include them in our sessions or we could but we can only manage to squeeze into a certain part of the session and then it becomes really important. (T2 2006trainers [33401-33812])

Another example in this respect could be this:

I am thinking that it might be a valid solution, if the session that you are supposed to give it like three hours. But the later of the session is much longer than that you would need 5 hours ok for this topic but because of the time constraint you can't do it you have to do it within three hours. So to save time you could maybe in advance give the material to the trainees to read and when they come to the session they are kind of prepared a little so you know it wont take that much to move on. (T5 2006trainers [98213-99034])

As understood, the advantage of online content could be seen as taking some of the load off the sessions as well as extending the sessions on the web.

Trainers also thought online content would be usable by trainees who couldn't attend the sessions for some reason. This concern was expressed by a trainer when s/he said:

Definitely that's another concern. Sometimes we have difficulties in keeping of tracking who is here and who is not there etc. because we are so much on this we are doing. Other than checking who is here and who is not who couldn't get this and that material also we have to give them this possibility as well because otherwise as a trainer you have to sit and think. (T5 2006trainers [101001-101378])

Some trainers had concerns about the materials or assignments not being read by the trainees before coming to class. One of the trainers expressed an experience like this in the interview as: "And sometimes through the sessions we give them further reading material to reduce the photocopy load we thought of doing this but we found out that the trainees don't read those materials. (T1 1006trainers [9961-10155]). Another trainer also accepted the possibility trainees might not read the materials or assignments sent. S/he quoted:

The thing is lets say there are two handouts that might be good read before they came into the session but if the trainer there has to make a B plan and an A plan because if the trainer notices that an probably will that it has not been done the assignment has not been done. (T4 2006trainers [98755-99034])

*Videos*

All trainers accepted to show videos as support for trainees through the web. Three trainers thought that they would be like demo sessions and maximum ten-minute videos. Three trainers thought that it would be good for people who couldn't join the sessions.

Trainers thought that videos about sessions would be beneficial to trainees. They stressed that videos should not be very long or about the whole session because they might be bored or it could be difficult to download from the Internet. One trainer expressed his/her idea within this quote: "The whole session wouldn't not be beneficial. It's very difficult to download anyway and... If they see it then there is no need to come to the session." (T2 2006trainers [41988-42142])

About the content of the videos that could be uploaded to the website, the trainers explained different views. A trainer said that videos could have content that would help trainees transform the skills to their own class when s/he quoted:

> Hmm, it might be at least having the video and you know asking the correct questions of course completing an activity here. What does she say first, what does she say second. Why does she say these things in order why she does this and that you know? Awareness raising questions, do you think this is easy, can you do it in your class. It might be helpful." (T2 2006trainers [45442-45803])

Another trainer explained more specific usage of videos for trainees by saying:

> Yes we can. At least a part of it. You know very striking part, let's say ten minutes and then we took it on the web and then if its exemplifying the certain aspect of teacher teaching and learning situation phenomena I would say then it's very informative." (T3 2006trainers [57113-57372])

Trainers also mentioned that part-time or experienced teachers who could not attend sessions could benefit from these videos. One trainer emphasized this point as s/he quoted:

> That would be great. All our sessions because we have trainees who only participate as a part time participant ok so it might be a good idea also for them if they have the chance to see you know some of the sessions they were not able to see because  a lot  of different reasons they would

like to see. Ok? You could have videos there it would be wonderful. (T5 2006trainers [81788-82150])

Another trainer added that it would be comfortable for those trainees to view the videos at their convenient time when s/he quoted:

> After teaching for six hours asking someone to come and sit down and listen to somebody else to learn something is not efficient. That's my belief, so for those people, such recordings can be put on the website and these people can watch those recordings at their free time. At home maybe at ten o'clock at night I don't know after everything is done and after they got a good rest. That may be a good time for them to follow. (T1 2006trainers [13450-13879])

Overall, it was indicated that having short videos showing aspects of teachers and teaching methods would be beneficial not just to regular trainees who would attend the program but for also experienced teachers and part-time instructors to view whenever they wanted.

### Online Discussion

Three trainers said that they would like discussion as web support because in this way they could wrap up sessions in another medium and they could help trainees to construct knowledge.

The trainers thought that forum area would be a good place to stimulate conversation for trainees and bring out their potential. One trainer used these sentences to express his/her ideas:

> You know you are face-to-face and there is a crowd and there is always a group dynamics and some students don't always appreciate that. If you give the online version those would like their voices there and they might do much better, there might be more comfortable. (T2 2006trainers [36290-36565])

Some trainers believed that forum could be a way for the trainees to personalize information and consequently forum could be used as a tool to address individual needs. A trainer commented on this issue:

> People can personalize the information talk about their creations through the internet and that's a big gain, the important thing is that what you do with it afterward. I mean if you have such discussions online and if you just ask them to do something at the end of it does work better I think.

Like for instance you may say have a look at the discussions that you do this semester and maybe write a paper something about that or maybe about one topic and then maybe what they have learnt through that discussion. That can be a very strong aspect because we don't have time doing it during the sessions. Even though we want it we cannot ask every individual to tell us their personal connections would be topic that we are discussing so it's all providing I don't know it could provide a platform to-do that. (T3 2006trainers [62370-63187])

The trainers also stressed the importance of guidance and structure that had to be used in the forum. One trainer suggested that trainees first had to be familiar with the forum when s/he said:

I think so. Especially they may not be familiar with the use of the forum. Unless they use it they wont know the value of using it or how to use it or when to check it. I mean if you are using the forum, email, discussion list of whatever, you have to check the email and contribute your opinion and follow the thread. You know these are all new things, it's a new thing and that's why I believe at first they will need some guidance in web support, in the use of forum and show them how they can benefit from it. (T2 2006trainers [37036-37552])

Another trainer joined this perspective by expressing that as trainers they had to arrange a structure to involve trainees in discussions when s/he quoted:

Yes, yes. Then as a moderator how you are going to focus things how you are going to wrap up things how much you are going to ignore, where you keep your silence. Those are the issues that the educators of trainers need to discuss before they start these things. Otherwise, I think that it would be beneficial you have got to structure it in a way but in structure you may have parts that you know trainees would contribute you bring out elements that they want to recruit in their discussion but without the structure I would think that it may not be as beneficial. (T3 2006trainers [65278-65848])

The trainers also thought that online discussions would be useful for completing what they could not address in class-sessions and for trainees to exchange ideas before they were engaged in their teaching practice. A trainer expressed that online discussion could save them time in this respect by quoting:

But there are issues very practical issues that we cannot address in our session. Those issues especially can find voice in this kind of discussion. You know first day of classroom, what do we do, what happens? If we discuss that what your fears are, what's going to happen then we do. We do deal with the topic but not everybody can problem and fear but it can find a voice if it's done online." (T3 2006trainers [66171-66567])

### *Major Findings*

The major findings of the Trainer Requirement Interview are stated in terms of needs and their opinions about if and how web support can be used to improve the program:

In terms of needs:

- They wanted to do more practical sessions and they could do better in terms of content and workshops and they wanted trainees to share experiences.
- They wanted more resources and time, alternative ways to present sessions, and a website for training.

In terms of their opinions about web-support:

- They wanted to receive online feedback anonymously.
- They saw the web as a time and resource saver that could increase sharing through use of materials and media.
- They wanted to give online supportive materials that complement with the sessions such as reading, theory, guidelines, definitions, grammar and information about how theory transforms into practical knowledge.
- They wanted to send tasks from the web that could continue in sessions in other forms.
- They wanted trainees and other participants who couldn't attend sessions as much as they wanted to view short videos that focus on aspects of teaching.
- They wanted to put lesson plans approved by them on the web.
- They wanted online discussions through forums and chats and thought online discussions would be helpful to fraternize with trainees and discussions archived would be valuable resources for future trainees.

**4.5 Results of the First Cycle of Implementation (2006-2007)**

In this section, the results of the interviews in the first cycle of implementation and their implications for the next cycle will be mentioned.

**4.5.1 Results of the Trainee Interviews (2007)**

These interviews were done to understand trainees' thoughts about the web support and their suggestions for development. The results of the interviews gave way to the next cycle of research and helped discuss the web-support with the trainers.

Interview Guide I was used to explore trainee perceptions and suggestions of the web support. The categories that emerged are shown below.

*Information from web*

The trainees said that the information they received from the web was useful to see the whole picture and remember each session. One of the trainees emphasized that s/he recalled what s/he learned in a session by the help of the web as s/he quoted:

> Yes, It's to organize us, to remind us what we learn each session cause we have difficulty of remembering while we give feedback to the trainers so that was actually how we recall what we learn in that session. (Tr2 trainees2007 [374-597])

Another trainee declared that information from the web was useful because it allowed them to see the whole picture. S/he commented:

> Here the website was a good way to see the whole picture. Because we were very busy a that time dealing with all the lessons being all the information in one thing was useful for us." (Tr3 trainees2007 [11878-12063])

### Videos

All trainees interviewed said that they didn't watch the videos or there weren't enough videos. One of the trainees said that there weren't enough videos online. S/he commented "There were not enough videos or maybe we didn't see enough videos. Therefore I didn't find them useful for myself." (Tr3 trainees2007 [12181-12467])

### Online materials and assignments

One of the trainees emphasized that there was only one assignment and there should be more. She said "Ok there were 4 assignments last year. Only the last one you put on the website. If you put the assignments together with some resource material I think that would be useful for the trainees." (Tr3 trainees2007 [13818-14015]) Indeed, the web was not being used to send assignments regularly but since it was the pilot study, the trainers tried sending an assignment to see how it worked out. The assignment was done at home and it was one of the four assignments that the trainees had to do. It was more important at this point to get the ideas of the trainees about future online assignments as indicated under suggestions title.

### Online technology

Trainees reported that they didn't use the online technologies much but they would be willing to use them and one added that forum would be a good use for communication and a good way to see everyone's ideas.

### Problems

All trainees had problems with the website address stating that it was difficult to remember. One of the trainees emphasized the importance of having a web page with a good web address as s/he said:

> I think the difficulty of was that the website wasn't www....com We had to write a number and we didn't have a way to get our password. If you forget your password they compile it and have it emailed to your account.

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I think that wasn't in your site am I right? (Tr2 trainees2007 [5261-
5527])

Trainees also had password problem saying that it was complicated. One trainee
indicated that it was hard to change password as s/he quoted "We couldn't
change the password in the proper format that was one difficulty. It was too
complicated." (Tr2 trainees2007 [5694-5801])

*Professional development*

Trainees reported that having web support made them realize the usage of
online technologies in their work. One of the trainees said that s/he knew the
visual value of the work as s/he commented "Oh yes in a way. We all knew that
we could do visual value of the work I think it provides useful..." (Tr2
trainees2007 [7300-7470])

Trainees also noted that they could become autonomous learners with the web
support. One trainee stressed the importance of not having to ask the trainers
any questions as s/he said:

> I think yes this kind of way is much better than going and asking a
> trainee the points they didn't understand you do become an autonomous
> learner because there you see what you need to learn or what you should
> learn so yes I think it helps. (Tr3 trainees2007 [17433-17676])

*Online sharing*

The trainees said that this year they didn't share online because they were a
small group. One trainee emphasized the importance of having to go to the
website as s/he quoted:

> Well not really. This also goes to question 5 because we were a small
> group and we were in the same classroom we were face to face most of
> the time so we discussed and talked face to face mostly. And there was
> not much forcing to use the website. What we should be doing was given
> by the trainers during the sessions you know there was not more tip to
> use the website at that time. (Tr3 trainees2007 [15052-15436])

S/he said for next year it would be a good tool for sharing because s/he commented that there will be a bigger group. Another trainee was also positive about sharing but s/he added that it needed direction.

## Suggestions

All trainees thought that they should be bound to go to the website and more information and resources that would be only available through the web should be put on the web. One trainee stated that the way to make them bound to go to the website passed through sending online assignments as s/he commented:

> Well I guess the trainers should give you resources to put into the system on the website. If there happens to be an option where the trainees could write assignments short assignments online and send it to the trainee/trainers you know that sort of enforcing people to use the system. Then people will get used to it. Now we are too lazy to go online and you know do it. It will be a good way to force yourself to study more actually. (Tr3 trainees2007 [17784-18223])

Trainees said that they should be directed by the trainers via forum, assignments and other session related information. One of the trainees stressed the importance of the direction needed from the trainers as s/he quoted "But probably the trainees should be directed to use this. For instance to send email to communicate they should be taught how to use this so everyone will use that." (Tr1 trainees2007 [7050-7217])

Trainees suggested that problems in class, different techniques and directions would serve well as videos. Also they wanted videos since they would give them the opportunity to watch an actual class. One of the trainees meant that videos could help trainees in various ways by saying "Different kinds of techniques that we use there actually would be useful. Watching a video of the lesson." (Tr1 trainees2007 [1666-1774])

All trainees said that having online assignments and lesson plans would be good for finding resources and self-study. One of the trainees explained that s/he found self-study more satisfying than going and asking trainers about what s/he wanted to learn by saying:

> I have some things online. Instead of having to do something that's for me it would be easier at that time to do something at home and separately online and I found it very easy much more easier to communicate with trainers online email them a sample of the lesson plan …having to go to office and face to face that was also helpful through some online so at times it can make things easier. (Tr1 trainees2007 [3609-4005]).

However, it shouldn't be forgotten that this was his/her preference. Another trainee might prefer to ask questions face to face.

## 4.5.2 Results of the Trainer Interviews (2007)

Interview Guide I was used to interview the trainers to explore their experience and suggestions with the web support system.

### Forum

The trainer reported that the trainees have to get used to the forum and it took extra time to login to the forum page that's why they might have forgotten to check. S/he stressed the point that trainees had to get used to the forum before they could use it as s/he quoted:

> And they said they were nice but forum page was it takes extra time to enter the forum page. So perhaps they may have forgotten you know such kind of forum. It requires some kind of getting used to. If you are not used to using the forum then it gets about your password you forget to check it even if there were kind of a hot issue some people aren't used to it. So they probably enjoyed some things we wrote there we put there a few of them did contribute perhaps we could remind them or we could change it into email discussion that kind of thing I don't know. So they were pretty positive but they have to get used to it. (T trainer2007 [3671-4296])

### Videos

The trainer said that trainees saw some of the sessions they didn't see before with the videos. S/he commented that it was important for them to understand future sessions. S/he said "First of all they saw how some of the sessions that

they hadn't seen before were run. So they have some idea about future sessions." (T trainer2007 [79-213])

## Problems

The trainer said that getting used to the password took time. S/he also said that few times the website was down as s/he commented "As a user at first it was the password. Getting used to my password that was one. Once I learned to memorize it I mean the computer has the username automatically anyway." (T trainer2007 [17680-19297]) and "Once or twice we had connection problems? I think that was because DBE whatever was not working." (T trainer2007 [22122-22222])

## Feedback

The trainer said that all feedback was taken in the written form in class. It would seem that either the trainees said all that they wanted to say in class or they were not used to the website enough to send feedback to the trainers online.

## News

The trainer said that there were only a few events posted by the news section and they forgot to post conferences but also commented that it was due to the fresh start and they did by trial and error as they used the news section. S/he commented:

> So this year we put up only one or two events but we have to I think the trainers have to work on this a bit more. I realize I mean there have been other conferences and announcements they got on by we forgot. Even we forgot ourselves maybe to attend certain conferences." (T trainer2007 [6202-6479])

## File system

The trainer commented that s/he found the file system useful for sending and downloading documents as s/he said:

For myself I was able to send, attach documents and actually download documents. And I think that works quite well. There was a format problem but I think it was my computer problem anyway you know. This part was particularly useful documents." (T trainer2007 [14298-14546])

## Assignments

The trainer said that there were not many assignments through the web but they could use more and added that some trainees enjoyed them as s/he commented:

In some ways we were we tried to we directed them to the online links to be able to some kind of online assignments just once or twice since it was not a sort of on going thing some of them missed it out. So some of them enjoyed doing it. (T trainer2007 [12495-12738])

## Integration

As for integration, the trainer commented that the online technologies should take some of the sessions and should create a whole with the curriculum. S/he commented that the program could make use of online technologies by saying Some of the work in the session should be taken over by the online technologies.

It shouldn't add so many hours to their work. It should just help them learn whatever material they are working on. So it should make us easier not more difficult. This is what I realized. (T trainer2007 [11215-11484])

## Curriculum

The trainer said that curriculum on the web reflected the sessions well and there was an optimum amount of information there as s/he commented:

This curriculum part was the structure of it good to reflect sessions or could there be more elements that you would like to have there. You are talking about not the list but there is a session questions kind of questions are answered and the related links. I think the structure is fine just enough to read. Any longer would be we don't want them to read and comprehend from the beginning to the end. Just a quick look. I think that's just enough, was enough information. (T trainer2007 [17168-17619])

### *Suggestions*

### *-Videos*

The trainer suggested that longer and structured videos could be put as s/he commented "We just cant put whole videos maybe we could select maybe we could put perhaps more structured longer pieces on the web that would require us to video some sessions again." (T trainer2007 [653-1252])

### *-News*

The trainer suggested that one of the trainers should be responsible for news section reminding the trainees of conferences and trainees could structure themselves. S/he commented:

> So we have to structure this in a way you know some trainer would be responsible for keeping record of all these events and sending them to you and another trainer might be responsible for another thing. We have to structure ourselves and the events what I realize was the trainers have to get used to using this we have to be disciplined a bit more. But this was a fresh start we have to learn it by trial and error." T trainer2007 [6477-6829] The trainer also said that news element should be upgraded in the sense that it could be used to notify users every time a file would be uploaded to website as she said "But notifying the users there is a file coming there has been a change on this page even that also we add something like lesson plan and they don't know. So a new website this area has been changed modified kind of notification a suggestion." (T trainer2007 [19671-19912])

### *-Assignments*

The trainer suggested that assignments through the web could be related to lesson plans. S/he planned to implement quizzes from the web for the next semester as s/he thought those would be better for trainees to better understand about sessions as s/he said:

> Oh yeah I have some ideas about that. I am going to actually prepare them if we have time during the summer perhaps like quizzes about the sessions. They are not like an exam pass fail a bit fun, curiosity to make them realize that the kind of things we mention I mean the sessions they listen to us but when we have a three-hour session they can only take about a few pieces of information as human being but we could prepare a lot of things you know we expect a lot of a lot to happen but if they have and it doesn't happen of course if they have an opportunity to go over…" (T trainer2007 [8342-8931])

*-Integration*

The trainer suggested that it was important to integrate curriculum with the website so they could benefit more from the web by visiting it as s/he quoted:

> We tried to use it. I had some previous ideas about it now I realize a little bit more in my work within trainees here we have to integrate the curriculum very tightly I think. Otherwise our trainees don't feel the need to check the web page." (T trainer2007 [10459-10705])

Overall, the trainer suggested these for the next semester:

- Easy password
- Trainer management and work
- Expanding lesson plans
- More curriculum integration
- Quizzes on web
- Notification of uploaded files

## 4.6 Results of the Second Cycle of Implementation (2007-2008)

Interview Guide II was administered to trainers and trainees to understand their perceptions about the web support. The trainer and trainee interview results under research question as topic will be presented with their interpretation.

### 4.6.1 Research Question 3: Trainers' perceptions of the web-support system

The trainers' perceptions of the web-support components are given and findings are stated in this section.

### 4.6.1.1 Research Question 3a: Trainers' perceptions of the file system

Two trainers reported that they did not use the file system much. They related this to the format of the sessions and their own habits of using technology. Four trainers said that they used the file system to send extra material and

presentations. One of these trainers said that she used the file system mainly to send assignments and that it was a great comfort when she didn't have enough time in sessions, which was better than email. Another trainer reported that file system was good for making access possible.

The trainers said that they used the file system to send extra materials and presentations of the class sessions. One trainer noted that s/he used the file system actively for sending the documents, which s/he thought was both necessary and beneficial for the trainees. S/he talked about what kind of materials she sent by saying:

> I uploaded the files of the presentations that we did. I also uploaded the reading passages that they [trainees] should read before the sessions and assignments or tasks they should do and some tables they should fill in. In other words, I uploaded both references and tasks. (T1 trainers2008 [698-1018])[1]

According to the interviews, some trainers reported that they did not use the file system much. They related this to the format of the sessions and their own habits of using technology. One trainer explained why s/he did not use the file system as follows:

> In fact, I did not use it [the file system] very frequently due to the nature of the sessions that I did. It was either because there was not much to be added to the sessions or the activities had to be done during the sessions due to student profiles and some of things would have to be applied during workshops so uploading such materials became meaningless. (T3 trainers2008 [28329-28654])[2]

Another trainer joined the former trainer in her opinion and added his/her fears about sending documents online as s/he expressed her/his opinion:

> I had the feeling that they [trainees] would certainly do things when we handed them the printed paper in face to face situations. But when I uploaded files, it seemed to me that they [trainees] would not look at it and they would not do it. I think this was something psychological and that's why I did not upload. But I think it was mostly because of the nature of my sessions, the format of my sessions was not suitable. (T2 trainers2008 [11501-11959]) [3]

This indicated that some parts of the in-class sessions were not suitable for web support so class materials and online materials should be separated. In the requirement interview, majority of the trainers said that theoretical parts were

more suitable for online delivery. This trainer, talking specifically about workshops said that there was no need to send workshop materials online as they were already done in class. The trainer might have thought that in class practice of the presentation or the performance in doing the tasks or showing skills would be much easier to observe in class than online and that s/he could cut in or manipulate the process whenever s/he thought necessary. So it is the researcher's belief that the workshop materials in terms of their content and method were simply not be suitable neither for online delivery nor self-study.

Some trainers stated that they liked the aspect of file system which makes access possible. One trainer emphasized the importance of access in her/his interview as follows:

> … for example, the files that the trainees would like to have access to after the sessions to have another look at them; it [web-support] was an archive where we put the files that trainees wanted or the ones that we suggested them to read, in other words, it was an archive for providing continuous access to files whenever needed. (T5 trainers2008 [61664-61964]) [4]

The aspect of the file system for maintaining continuous access turned out to be an important element for the trainees. Thus, the file system managed to become a knowledge repository according to the trainers.

Some trainers reported that by the parts of tasks sent through the file system, they could start the next session with another task in class.

A trainer stressed the importance of preparing trainees for the next session as s/he commented:

> These files were for them [trainees] to prepare for sessions by reviewing what was done in the previous session so that they would be ready for the second task we would start in the next session. (T5 trainers2008 [62171-62453]) [5]

This property of the file system indicates that it kept another role as a means to integrate session and online materials by following or directing in-class sessions.

### 4.6.1.2 Research Question 3b: Trainers' perceptions of the forum

One of the trainers said that she didn't use the forum because of habit. Four trainers said that they tried using the forum but trainees preferred to meet face to face. One of these trainers said that trainees did not have time to allocate for the forum while another said that they could have reservations due to being evaluated.

A trainer expressed that s/he was not used to having forum to conduct the online part of the sessions. S/he explained that it was not her habit to use forums as s/he commented:

> It is not that I didn't think, actually I thought of using it [the forum] for the issues discussed in the session, but as I said I haven't had the habit of using it [the forum] and that's why I didn't possibly use it. (T2 trainers2008 [14402-14614]) [6]

The trainers thought that they spent efforts to include the forum in the training to get ideas and experiences of the trainees or to send them tips and clues about topics in teaching English but the trainees preferred to meet face to face with each other and the trainers. One trainer stressed the importance of being in close proximity in this endeavor by saying:

> But I think it [the forum] is extremely useful because, for example, especially one can access to materials from anywhere at any time, even on the weekend. Some groups do not want to come together perhaps, but this group was together seven days. They spent the weekends together, which was a social event. That's the reason, I think, why the forum was not used as it should be." (T3 trainers2008 [31755-32193]) [7]

It was also pointed out that if trainees did not see each other face to face, then they would be more willing to use the forum for sharing ideas and content. A trainer emphasized this point by saying:

> If there were people around, for example, at Hacettepe University people do not even notice us during daily work hours. They see us only during sessions and say hello as they pass by. If they [trainees] did not see their friends often, I think, they would be more willing to use it [the forum]." (T5 trainers2008 [80505-80962]) [8]

The trainers reported that it was also possible that the trainees did not use the forum due to technical difficulties such as entering password twice to enter the

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forum or some people just didn't like using forums. A trainer put together a combination of reasons why trainees did not use forum as s/he expressed his/her opinion:

> It was also difficult to get together there, not just because of technical difficulties of using the forum. There might be some trainees among them who are not so willing to share their ideas through the forum. They [trainees] probably use e-mail in their life but they have no membership to any forum, they do not follow. (T5 trainers2008 [78012-78216]) [9]

The trainers also thought that the trainees might not have enough time with their work to go on with the forum but it was not clear from the interviews whether they didn't have time or they preferred not to get involved in forum. The following excerpt from interviews showed that trainees were loaded with work and they couldn't spare time for the forum:

> For example, we told them that they [trainees] should get the materials we mentioned and share your views among yourselves by giving feedback. In general, there was no interest in doing it. However, my idea in general is that we cannot finish things in time due to our heavy workload and therefore the trainers did not perhaps want to allocate time for the forum. In other words, they [trainers] did not want to mention they did something on the forum like sharing their ideas, I guess. (T6 trainers2008 [98938-99351]) [10]

Some trainers also reported that some of the trainees might be afraid to send messages because they were constantly evaluated by their comments in class or online. While it remained as a conjecture by the trainers, a trainer accepted such a thing could happen as s/he said: "It could happen. They might think they were being constantly evaluated on their messages [trainees sent through the forum]." (T5 trainers2008 [78924-78969]) [11]

## 4.6.1.3 Research Question 3c: Trainers' perceptions of the online tasks

One of the trainers thought that the tasks were time saving for their program. Two trainers said that tasks were effective for building sessions and revision. They also said that tasks gave trainees the opportunity to use their own time for activities. Another trainer said that tasks were useful for trainees because they presented alternatives for the trainees. One of the trainers said that not all

trainees did the tasks and another trainer related this to time issues. Also one trainer said that trainee profile was important for online tasks.

The trainers thought that online tasks were time-saving for them because they could do it in their own time rather than in class. One trainer emphasized that s/he used the website for pre-activities by saying "I used the website for pre-activities rather than the follow-up activities. It was very relaxing for me. It was time-saving to do pre-activities online rather than allocating some 45 minutes of class time for such activities." (T4 trainers2008 [47552-47821]) [12]

Trainers stated that having online tasks were effective because they could build sessions and ensure revision due to the tasks. About this topic one of the trainers emphasized that tasks achieved this by giving concrete examples as s/he said:

> For example, it [having online tasks] was helpful. Let me give another example from distance spoken grammar. They [the trainees] listened to features of spoken grammar and this provided a vision to them, but they did not remember their names, for example. By listening to a real dialog online, these features became more concrete in their mind. We could have done this in class, but this time they did it in their own time." (T5 trainers2008 [65372-65839]) [13]

Another trainer related the effectiveness of the tasks to presenting the trainees alternative examples by saying "I think they [online tasks] were very effective and useful, especially, I think, from the viewpoint of providing individuals with alternatives." (T3 trainers2008 [29726-29886]) [14]. Another trainer related the effectiveness of tasks to their visual value.

Trainers also thought that having online tasks depended on the trainer's as well as the trainee's profile emphasizing that some trainers or trainees might not be familiar with the web for content. The following excerpt from the interviews showed that some trainers did not enjoy putting tasks on the web after sessions:

> To upload tasks on the web, as I was not used to doing as a trainer really forced me. Therefore, I think the system will be established in time. This is the first year. I myself find it very normal that it still won't get established in the second year [of its application]." (T2 trainers2008 [18969-19238]). [15]

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Another trainer emphasized the importance of choosing the right time to initiate online content as s/he commented:

> I believe that it [online content] will show differences from time to time and from semester to semester. I think this is related to the learning style of the individual. While we think this contributes to the integration, some teachers may say, because of their learning styles, they can do without it because we were shown enough activities. Therefore I can do without seeing them or I cannot understand by seeing things only on screen because I need to touch them. (T3 trainers2008 [36236-36755]) [16]

## 4.6.1.4 Research Question 3d: Trainers' perceptions of the curriculum

Three of the trainers thought that having the curriculum and objectives online was useful and made it easy for trainees whereas one trainer said that trainees were in a hurry and they might not have time to check the curriculum. Another trainer also reported that they already had the program in written form and that trainers could not arrange themselves well for this part of the web support.

The trainers said that they couldn't arrange themselves well to post the objectives on the web. One of the trainers admitted that she couldn't always post the necessary updates to the curriculum and objectives by saying:

> Let me tell my view that we might not have them [the objectives] up-to-date. First I tell I'm shaping the session, I'm doing what and then the file closes; and I say 'just a minute' and take notes. While doing this in a hurry and pass on to the next session, I skip it. (T5 trainers2008 [68361-68700]) [17]

The trainers thought that curriculum should be there and it was a strong part of the web support, but they were not sure whether it was used by trainees or not. One trainer emphasized the easiness of having curriculum online as s/he said:

> In fact those [trainees] who came to sessions knew that they had to come prepared if they checked the website. If we distributed something before the sessions, they could lose or forget bringing the materials with them, but they can directly see them on the website. In my opinion, this [having the curriculum online] is a great facility. (T2 trainers2008 [14844-15139]) [18]

At the same time trainers said that the program was already given to the trainees in written format and that's why the trainees might have used the

curriculum information on the Internet when there was an update or when they couldn't find the program. One trainer expressed her concerns about this as follows: "But not everybody was interested in the curriculum on the web out of curiosity to see what was there because they already had the curriculum in written form in their hands." (T4 trainers2008 [53505-53618]) [19]

## 4.6.1.5 Research Question 3e: Trainers' perceptions of the integration of the website

Two trainers thought that there was successful integration and sessions and web support were parallel to each other. One of the trainers said that there was partial integration and she related this to the problems arising from two departments working together. Two trainers supported the idea that there was not a natural integration and one of the trainers said that there might be integration but it was related with the trainees' profile.

There were opposing views about the degree of the integration of web support within the CTE program. Some trainers thought that there was successful integration and the sessions and the web support were parallel to each other. One of the trainers emphasized that sessions were in accordance with the web support by saying:

> Yes, it [web-support] should be closely related or integrated with sessions. In my opinion they were closely integrated. We put their assignments and some other tasks on the web and thus they [the sessions and the web-support] were really integrated, in other words, they were not mentioning about different issues, they were running parallel to each other. When one of them finished, they [trainees] were looking at the other." (T5 trainers2008 [74867-75227]) [20]

Another trainer explained that the integration of web support was better than s/he anticipated in her comment:

> In my opinion, it [the integration between the CTE program and the web-support] was not too bad although we were not able to make necessary preparations beforehand. Everybody, all teachers tried to use it [web-support]. Also the trainers used it the same way. In my opinion, it was generally more than 50 % successful and it was efficient. If we had been better prepared, it would have been more successful." (T1 trainers2008 [5691-6062]) [21]

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On the contrary, some trainers thought that there was no natural integration. One trainer related this to the web support not being a part of distance education course as s/he said:

> The integration [between the CTE Program and the web-support] was not so natural because it was not planned to be a distance education program. In fact, I think, distance learning cannot be a part of the program while the participants are in the same city and together most of the time; therefore the Internet support would not be a natural part of the program. (T4 trainers2008 [55278-55571]) [22]

And another trainer reported that full integration depended on the cooperation between people responsible for the online part and the design of the sessions. S/he reported that the tight schedule did not allow integration in that sense as s/he said: "But there should not only be one person named as operator, in other words, the person who plan the session and the one who takes care of the online part should act together to organize the whole program." (T6 trainers2008 [103065-103286]) [23] and s/he continued: "I think it [the program] should be organized like that. Due to our heavy workload as you know it was not exactly like what we wanted it to be." (T6 trainers2008 [103296-103404]) [24]

As for the reasons why there was not good integration, one of the trainers claimed the reason to be two departments' working together and another trainer said that the trainee's profile affected the integration.


### 4.6.1.6 Research Question 3f: Trainers' perceptions of the news section

Three of the trainers thought that the news part was a useful part and it eased the things they wanted to say from the web site. One of the trainers said that s/he couldn't arrange the news part well. Two trainers mentioned that they already announced the necessary parts in class and they were in continuous contact with the trainees; however, one of them said that news part was a must and it should be there.

The trainers thought that the news part was a useful part and it eased the things they wanted to say from the web site. One of the trainers emphasized that it was the best part of the web support by saying: "In my opinion, the best part was

putting the tasks and conferences on the web as announcements." (T2 trainers2008 [17645-17765]) [24]. Another trainer reported that trainees benefited from the news section in terms of resources by quoting:

> Hmm. Of course, our trainees made use of the news items about their assignments giving information about the references they could use, the deadline for submitting assignments, what to do on which date, and news about the extension of deadline and the like were all real life situations and therefore the news section was very useful." (T6 trainers2008 [101015-101286]) [25]

Trainers also thought that they already announced the necessary parts in class and they were in continuous contact with the trainees so they already knew the announcement beforehand in class. A trainer emphasized that they had a chance to see trainers in person because they were in close contact with one another by saying that:

> The people informed one another because they [trainess] were in close contact with the trainers. They [trainees] had a chance to knock on the trainers' door and ask about the conferences. What I mean is that since we were always together in close contact, they [trainees] did not normally feel the need for the news. (T3 trainers2008 [35161-35477]) [26]

Some trainers thought that it required more organization to keep the news section up to date.


### 4.6.1.7 Trainers' other comments about the web support

*Purpose*

Four trainers said that the purpose of the web support was to ease program flow and prepare trainees for preparation before and after sessions. Two trainers reported that another purpose of the web support was to create opportunities for self-study for trainees.

The trainers thought that the purpose of the web support was to ease the program flow. A trainer said that the web support achieved this purpose by saving them time and paper as in "Its [web-support] aim is to facilitate the easy flow of the program, to save time and paper and it was successful in providing

us with such facilities." (T1 trainers2008 [67-210]) [27]. It would appear that technology was aimed to serve its purpose by its advantage over printing or photocopying and by its fast nature. Another trainee stresses the same point by saying "To me its [web-support] aim is to make us and trainers do our jobs quickly and gain some time." T6 trainers2008 [96795-96897] [28]

The trainees thought that another purpose of the web support was to prepare trainees before the session. One trainer adds to this that sometimes it is more than preparing the trainees for the session when she quotes "Hmm to me the web-support that I used included the parts that the trainees should read before coming to sessions as required by the trainers." (T5 trainers2008 [60664-60918]) [29]

Another issue according to the trainers was to use the web as a tool when their session time was not enough to cover the necessary activities in the class session. Although they wanted to do more in the session, they could not realize it because either time was insufficient for the whole session or the parts of the session took longer than they had expected. So they thought about transferring some parts of the session online or preparing extra materials to support what was learnt in class. One of the trainers saw this property of web support as a priority in her usage of the website as s/he said:

> Its [web-support] primary aim was that it provided an environment where we put the content that we were not able to finish in class sessions due to time restrictions and also the content that we wanted them [the trainees] to read before coming to class. Another aim was, of course, to provide variety." (T4 trainers2008 [44120-44418]) [30]

Trainers thought that the purpose of the web support was to give the trainees opportunities to study in their own time. One trainee emphasized that it was important for them to study on their own in addition to the face to face sessions as s/he said "Secondly, its [web-support] aim was to provide them opportunities to read or do the tasks on their own whenever they wanted to rather than being face to face with us all the time." (T4 trainers2008 [44426-44628]) [31]

In addition to these some trainees supported the idea that the purpose of the web support was to use the capabilities of technology to form a database that

would become richer in time as the trainees shared resources and to present content in a way that they could not normally achieve in a class session. One trainer mentioned about the advantages of technology over traditional methods in his/her interview as:

> From our point of view it [web-support] further fastened the process and it was cost-effective. In addition, we were able to do things that we could not normally do in class, like putting the videos online. We rather used it [web-support] to prepare them [the trainees] for the coming sessions. (T4 trainers2008 [60918-61142]) [32]

*Technical problems*

Some trainers reported that they had no problem while using the system. Some trainers had problems with password and problems viewing the videos and documents.

*Suggestions*

Trainers reported that for web support to work better there should be compulsory activities. They thought if they put compulsory activities and some of the content only available through the web support, the usage would increase and integration would take place.

Trainers said that there should be better preparation. The trainers wanted to adjust their curriculum before the program started and define the roles of the web support, in-class sessions and how performance of the trainees would be evaluated with the web support in mind. This obviously required rearranging the way of the sessions and it meant involving the web support as a more concrete part of the CTE program. The trainers mentioned to the researcher that they had to be better prepared and organized in a variety of circumstances. This problem may originate from developing different methods to be used for online and in class education and getting trainees ready for such a component of the CTE program beforehand. Maybe they want to embed the web support in the orientation program so that they can better adapt just before they start a program with web support containing compulsory activities in it.

Two trainers said that a needs analysis survey should be conducted to people coming from different fields. The parts of the web support were determined in cooperation with the trainers at the beginning of the dissertation. However, after having used the web support for two years, the trainers may have found some parts of the web support necessary and some parts unnecessary with some additions or deletions. That's why they wanted opinions from other sources and possibly a wider analysis than the requirement analysis done to find out the needs of the trainers and trainees. It was the trainers' idea that each person's role in the program should be defined. In this respect, trainers wanted to take some courses on how to use the web support. This indicates a need for training of the trainers and trainees in ICT skills as well as how to combine methods and deliver online content of the CTE program better. The researcher agrees with these ideas in the sense that the workload should be distributed to trainees to study in their own time - at least the parts that would be enough to form a comfortable schedule as opposed to the tight schedule mentioned. It is the researcher's belief that once this is done, the trainees will be more willing to accept web support as a component.

As another idea, the trainers suggested that the web support could be a portal or kept only as a resource for sharing and supporting when needed. Although this is not the perception of the majority of the trainers, it remains as an effective way of enabling the web support to carry its function without compulsory activities and as a loop of information where resources can be uploaded and viewed by trainees when they have problems or for them to become aware of opportunities.

### 4.6.2 Research Question 4: Trainees' perceptions of the web-support system

The trainees' perceptions of the web-support components are given, and findings are stated in this section.

**4.6.2.1 Research Question 4a: Trainees' perceptions of the file system**

Three trainees saw the file system as usable and mentioned that it worked for them whereas four trainees said that the file system could be used better if it was less complicated and that they had difficulty finding what they were looking for.

Some trainees thought that the file system was usable and it worked for them. One of the trainees emphasized that she had no difficulty using the file system as s/he said:

> Files were there. Whenever I entered the web, I reached them. I never missed a file as the teacher said whenever I was on the web. I was able to download anything I could find. There was never a case in which I was not able to open the files I downloaded or I lost a lot time for the files I was looking for." (TR2 trainees2008 [23996-24290]) [33]

Another trainee stressed the point that they could read something when they wanted to by saying "But whenever something was uploaded for us to read, I was able to open and read." (Tr1 trainees2008 [608-678]) [34]

Some trainees found the file system as complicated and they indicated that they couldn't always find what they looked for easily. One of the trainees emphasized that the menus were complicated in the file system and she had difficulty in finding a specific file as s/he quoted:

> Due to visibility, I don't exactly know what it is called in computer terminology, I was not able to find easily what I was looking for. I had to check menus one by one and read the names of the files. I think it would be much better if it were a little more practical. (Tr3 trainees2008 [27237-27513]) [35]

Another trainee emphasized the same point in that the titles in menus were not specifying the places of the files on the file system. S/he quoted:

> For example, it was not very clear how many subtitles were grouped under the assignments menu. It would have been much better if it had been clearer; then we would be able to find the things we were looking for. (Tr4 trainees2008 [38703-38877]) [36]

Trainees also thought that the topics in the file system were not representative of the files sent. One trainee emphasized that there shouldn't be a need for trainers to tell them where the file was located. S/he quoted:

> When a file was uploaded, an e-mail was sent to us to tell us how and where we could reach the file uploaded, specifying under which file it was located. It would be more efficient if it were arranged in a different way than this. That's what I think. (Tr4 trainees2008 [38877-39141]) [37]

Another trainee also mentioned that they had difficulty finding the files that were told to them by the trainers. S/he quoted "For example, our trainers told us which file was put on the Internet, but I had a little difficulty in finding it." Tr6 trainees2008 [56810-56922] [38]


### 4.6.2.2 Research Question 4b: Trainees' perceptions of the forum

The forum was not used effectively overall. Four trainees related this to having face to face meetings rather online. One trainee related this to not having enough integration, some people having no forum culture and not enough trainer involvement, while another trainer related this result to the time limit and being afraid to write due to evaluation by trainers. One of the trainees suggested more trainer involvement in the forum and session time arrangement for discussions while another trainer suggested being in forums with people from other universities that they wouldn't daily see.

The forum was rarely used by some of the trainees. They stated their reasons for not using the forum. Some of the trainees thought that using the forum in their environment was artificial because they were together every day and they did their discussions in class. One of the trainees emphasized their method of sharing face-to-face by saying "The problem in using the forum was that we were all together in the CTE program all the time and we preferred sharing our ideas face-to-face in a spoken fashion rather than in written form using the Internet." (Tr6 trainees2008 [64034-64231]) [39]. Another trainee joined the same views as s/he quotes "But we were only three friends and we were together all the time, therefore it did not seem very practical to me to ask

someone you were together a question through the forum." (Tr3 trainees2008 [31284-31452]) [40]

Some trainees thought that they didn't have enough time for the forum as they were busy with their schedule. A trainee indicated that she tried to use the forum but others didn't use the forum because of not having enough time as s/he said "I used forum once or twice but I did not continue because my friends didn't use it much. In other words, the forum was not functional, perhaps, I don't know, due to time restrictions." Tr4 trainees2008 [42592-43091] [41]

Some trainees explained different reasons for not using the forum among other reasons. A trainee said that the fact that they were constantly being evaluated prevented him/her from using the forum. S/he quoted "Now, if the trainer read what I wrote, what would she think? Thus, it causes a little anxiety on my part. They [the trainees] do not feel safe therefore they might not have written through the forum, I think." (Tr4 trainees2008 [43100-43296]) [42]

Password also seemed to be a problem for using forum. Some trainees found it hard that to reach the forum; they had to type in two passwords although they could decide on their own passwords and make them the same. One of the trainees emphasized the discomfort that the password gave to him/her as s/he said:

> As to password, it caused a little trouble to have a different password for different section [of the web-support]. In other words one password would be appropriate for entering all parts of the web. It was rather confusing where to enter with a two or three-word password. Due to this I can't say I used the forum. That is, the problem was not related to web pages; web pages were usable, but the forum was a little troublesome… (Tr1 trainees2008 [1510-1858]) [43]

It was also the trainees' idea that there wasn't enough trainer involvement in the forum due to partial integration of the website. One of the trainees emphasized that there should be some methods to attract trainees to the forum as s/he said:

> In other words, to be able to begin using the forum, the person who presented the forum to us should see how we use the forum on a one-to-one basis. This is the way how such things are done. In other words, they [the forum organizers] are responsible for directing us to the forum. (Tr2 trainees2008 [17223-17451]) [44]

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**4.6.2.3 Research Question 4c: Trainees' perceptions of the online tasks**

Five trainees said that they found the tasks useful and integrative for the sessions. Three trainees said that they were limited with time and they couldn't do the tasks properly. One of the trainees noted that tasks could be more challenging and another trainee said that one could forget about tasks before coming to class. Two trainees also reported that they would like the tasks to be given to them in class.

Some trainees found the tasks useful for their program and integrative with the sessions. One of the trainees emphasized that the sessions and the web support were connected to each other as s/he quoted:

> Assignments were related to sessions, weren't they? They were the pre-activities to read or filled in before coming to sessions. They were related to preparations we should make for sessions. In this sense, the connection between assignments and sessions was fine. It would be better if we could use it more frequently, but still it was fine. (Tr1 trainees2008 [1025-1328]) [45]

Another trainee emphasized that the online tasks were meaningful both in pre and post activities as s/he quoted: "Or they [the tasks] were pre-activities stating things to do or questions to answer before the sessions. In this sense, they [the tasks] were complementary activities within the context of both for pre- and post-sessions. (Tr2 trainees2008 [9561-9827]) [46]

Some trainees thought that the videos used in the tasks could be more challenging. One of the trainees emphasized that the level of videos could be tuned to the trainee level as s/he quoted: "In my opinion, I think some tasks should be more challenging. In other words, if the aim is to train staff for English language teaching, the tasks ought to be more challenging." (Tr2 trainees2008 [11666-11852]) [47]

Some trainees declared that they could have dealt with the tasks better. According to them, the reason for this was that they didn't have enough time for such tasks as they were busy with the program. One of the trainees explained this in her own words as follows: "Now there is something like this. They were time-consuming tasks. We had little time. We couldn't provide enough tasks as

we wished to. If we had more time, we could do better. In fact, it was nice." (Tr4 trainees2008 [45030-45227]) [48]

According to a trainee, it was possible that the tasks done on the Internet could be forgotten before the next session. This trainee stated that videos could be forgotten in a few days as s/he quoted:

> They [the videos] were nice, but, for example, even if we spent some time thinking about videos by taking notes by watching the videos or listening to dialogs before sessions, we were likely to forget some of the things because sessions took place at least one or two days later. (Tr4 trainees2008 [40427-40684]) [49]

Some trainees reported that they thought that it would be better if they received tasks in class. One of the trainees said that s/he preferred to watch the videos with the class. S/he quoted "However, I would prefer watching them [videos] together in the classroom." (Tr7 trainees2008 [73288-73356]) [50]


## 4.6.2.4 Research Question 4d: Trainees' perceptions of the curriculum

Six trainees said that having curriculum online was a good way to view and prepare for sessions. But two of them said that they already had the written form of the program and they looked at it on the web when they couldn't find the written program. One trainee said that she preferred looking at curriculum in the written form while another said she preferred working online.

Trainees declared that curriculum online was a good way to view session content and to prepare for sessions. One of the trainees emphasized the importance of coming prepared to the sessions as s/he quoted: "Yes, of course. It is very meaningful to come to class psychologically and scientifically prepared." (Tr5 trainees2008 [49977-50093]) [51]

The advantage of the online curriculum was that it could be updated; however, some trainees said that they preferred looking at the curriculum in the written form. One of the trainees emphasized that they were used to reading documents in paper rather than online by saying:

> Hmm, naturally if you had the sheet in your hand, I put it on the billboard and I was looking at it there. We are not the people accustomed to

working online all the time. We are continuously in and out of classroom preparing documents, not very friendly users of online materials in that sense. (Tr5 trainees2008 [50407-50684]) [52]

In contrast, some trainees said that it was great comfort that the curriculum was online and that it gave them confidence. One of the trainees emphasized the importance of background and personal habit in this respect by saying:

There are several types of people. We had sheets of paper in our hands, but, in fact, I prefer looking at it [the information on the sheet] on screen to looking at the sheet in my hand. I'm the type of person preferring acquiring information by using the computer rather than reading the sheets. What is important for me, depending on my previous experience, is not the sheet but the course content, what it contains, which sessions there are and when. I prefer to see them not on paper but on screen. In other words, it is something very nice and important to see documents on the web in addition to documents in hand." (Tr2 trainees2008 [14492-15121]) [53]

Given the evidence, it would seem that this was totally up to the studying habits and preferences of the trainees to read the curriculum online or from the written paper.

### 4.6.2.5 Research Question 4e: Trainees' perceptions of their professional development

The trainees thought that web support added much to their professional development either through the videos or by supporting the CTE program as a professional development program. Some trainees said that by videos related to tasks they had a chance to view real life examples and the Internet was part of their life and that they could use it in their classes in some ways. One of the trainees reported that she realized she could use videos in his/her job as s/he quoted: "Of course, we have realized that computers are part of our daily life. We have understood that we should somehow use computers in our lessons." (Tr7 trainees2008 [74625-74794]) [54]. Another trainee emphasized that it was important for them to adapt content for their own class by saying:

I would like to do the task in class by modifying its content depending on some articles. It was not possible this year but I hope I could do it in the coming year. In this sense, it was very useful. (Tr2 trainees2008 [12631-12843]) [55]

Most trainees mentioned that they wanted to use videos in their own classes. One of the trainees declared that it was important to have a place where videos could be shown by saying:

> In my opinion, it is a good idea to book rooms for videos beforehand because we have a limited number of video rooms. But I would like to use them [videos] next year. I can prepare some videos myself as well as using the existing materials. (Tr4 trainees2008 [45319-45562]) [56]

Another trainee stated that s/he would use videos in her own class because s/he thought they were effective as s/he quoted:

> Yes, I consider using them [videos]. I find using videos very effective, but I couldn't use them last year because the program was too loaded. I want to use them very much. I think of using them at least several times this semester. (Tr3 trainees2008 [33864-34076]) [57]

### 4.6.2.6 Research Question 4f: Trainees' perceptions of the news section

Two trainees found the news section as guiding and appealing to them whereas four trainees said that the news section wasn't updated properly and they were already told in class about the news.

Some trainees thought that they benefited from the news section because it was a good guide and it was informative about the sessions for the trainees. One of the trainees emphasized the importance of such a section in a program like this when s/he said:

> It [the news section] over there was useful. Although the teacher told us beforehand, it [the news section] was attracting our attention with a transparent background and big fonts and directing us. It was user-friendly. We wouldn't worry much about where to look and which link to use or losing time. That's why it was useful. In my opinion, it [the news section] is important." (Tr2 trainees2008 [8686-9128]) [58]

Some trainees stated that they did not benefit from the news section as they already received the same information in class from the trainers. One of the trainees confirmed that they heard the news from their colleagues or from the trainers by saying:

> Of course, if there were some announcements related to assignments, they were written on the blackboard or we learned about them from our friends. Definitely there was no need for it [the news section]. I didn't get any news which was new to me." (Tr7 trainees2008 [71211-71411]) [59]

Some trainees also said that the news section wasn't updated properly and it showed old news. One of the trainees criticized the purpose of the news section as follows: "The news section contained old news. The last time I checked it, for example, I saw the announcement about assignment 1 directly." (Tr6 trainees2008 [61611-61724]) [60]

### 4.6.2.7 Trainees' other comments

*Purpose*

Three trainees saw the purpose of the web support as having easy access and lessening workload of the training program.

Trainees saw the purpose of the web support as having easy access to the materials about the sessions and opening resources for sharing between people who attended. One of the trainees commented: "In my opinion, the purpose [of the web-support] was to provide teachers with means of access to materials which would be helpful to them." TR5 trainees2008 [47077-47157] [61]. Another trainee defined the purpose of the web support pointing the advantage of having other means of content delivery as s/he said: "The trainer and the trainee cannot always be face-to-face in communicating. Through such a channel [the web-support] it is possible to reach assignments more easily." (TR3 trainees2008 [26583-26740]) [62]

Trainees also thought that the purpose of the web support was to ease the training program. One of the trainees thought that the integration of the web support was the way to ease the workload of the program as s/he quoted "In other words, I think it was something to facilitate the course by integrating it with web-support." (Tr7 trainees2008 [65731-65844]) [63]

*Problems*

Trainees said that they had password problems with the website and some of these trainees noted it was a problem for the forum to have a different password

than the website. There were also problems viewing the videos, viewing documents and remembering the website.

## *Suggestions*

Some trainees wanted to have all session documents online for easy access and adaptation. One of the trainees emphasized that it was a great advantage to have materials that could be easily adaptable to their teaching style and class as s/he said:

> Yes, the teacher gave us a lot of materials and I photocopied them and used them in my class when necessary. I had to make modifications on some materials and tried to scan them by spending some time, but I couldn't upload them because I scanned them as pictures. Later I had to type them as word document on computer. If all kinds of materials could be uploaded, it would be much better. (Tr5 trainees2008 [54496-54985]) [64]

It seemed that trainees wanted session documents online so that they could benefit from them without having to take notes during the session. One of the trainees emphasized this point as s/he said: "Because we don't have a chance to take notes about everything during the lesson, it would be nice to have a summary or to have all activities done on the web." (Tr6  trainees2008 [59190-59328]) [65]

Some trainees said that putting the summary of the sessions would be useful. A trainee declared that she wanted summaries because it would save them paper as she said: "It is possible [to have a summary of activities]. There could be some important points because teachers used a lot of materials, 15-20 pages during the lesson, therefore a summary of main points would be useful." (Tr1 trainees2008 [4762-4943]) [66]

Some trainees were positive about decreasing session time and continuing with forum or other online activities. One of the trainees thought that it could only be done by more trainer involvement as s/he quotes:

> A need for this [for using the forum] should be created. For example, sessions could be 1.5 hours instead of 3.5 so that more time could be allocated for discussions and using the forum. We could be required to post our views through the forum at certain times. If we were required to

post our views through the forum we would prefer doing it rather than speaking face-to-face." Tr2 trainees2008 [18605-19137] [67]

Some trainees wanted the website and the forum page to have the same password and they saw it as an obstacle to using forum. One of the trainees declared her difficulty in the following sentences:

I tried to give the same password for the website and for the forum thinking that it would be easier to remember, but there an extra sign between them so I couldn't use it. It would be better if they had the same password in common. (Tr4 trainees2008 [46270-46512]) [68]

Although they could change their password in both forum and website login pages, the trainees had password problems. This may be due to not using the forum or the website enough to get used to it.

## 4.7 Summary of the Chapter

In this chapter, the results of the trainer and trainee interviews in 2006, 2007 and 2008 were presented. The results were categorized under the research questions. On the requirement interview analysis it was found that trainees wanted to be aware of the changes to the program and they wanted to access each other's work. Their thoughts about web support was that it would be beneficial in sharing experiences and documents and it would increase their communicative potential. The trainers wanted to do better in terms of workshops and content and they wanted the trainees to share experiences. They also wanted more resources and alternative ways to present content to trainees. They believed in the benefit of web support in that it would give them the ability to send resources, tasks and links and videos to the trainees and in discussing online.

At the first cycle of the study as pilot, the trainees and trainers tried to use the system and gave feedback to the researcher at the end of the semester which included a closer integration of the curriculum with website.

The trainers had positive opinions about the integration, file system and curriculum whereas trainees thought that curriculum information on the web and

the tasks worked for them. Some trainees had positive views about the news section in its format but most believed that news section didn't do its job properly as it was not updated and they already knew about the files and conferences as they were told in class. Trainees stated that they didn't use the forum due to lack of time and trainer guidance. Trainees also said that the file system would have to be better organized. The trainees were positive about the benefit of web support in their professional development in the sense that it supported what they learned in class and they wanted to use technology in their own class as they were taught through the web support. They said that web support let them see real world examples and content that has visual value to them.

# CHAPTER 5

## DISCUSSION

In this chapter, the results of the study are compared with the literature and important points are emphasized and discussed. The chapter ends with a summary of the discussion.

## 5.1 Adoption of ICT

Although it was stated that the use of ICT in education rarely passes the replication of overhead projector, Gibson et al. (2002) state that the creation of static documents prevails as means of ICT usage. The reason for this low usage is named by Carlson (1998, cited in Gossman et al, 2007) as being unable to sort out user needs, not having a developed paradigm for technology usage and resistance to adoption of ICT.

There was resistance to the use of ICT from both the trainers and the trainees stating about the study habits, feeling alienated in online discussions, being distracted in forums and being not technology friendly. It is apparent that some of the above are the reasons why trainees and trainers preferred or chose not to use online facilities as well as online teaching or combining in-class teaching with online methods. Some of the trainers said that in the coming years, people will get used to it and get better at it. It is common in technological implementations to continue for a few years before they can be used to their full potential. Some of the trainees declared that they were not very computer friendly, that they only used computers when they had to. This could explain low participation in forum and checking the website not frequently. Some trainees said that they only wanted resources that they can adapt to their own teaching and information about their assignments. Some trainees thought that they were afraid to write on the forum as they could speak in the class due to evaluation. It could be that they found it unnatural while it should be the same as if it is spoken in class or written online. They just couldn't adapt themselves to the idea of writing on

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forum or as stated by one of the trainees they did not have a forum culture. Moreover, a few trainees wanted to watch videos or handed the tasks in class with their colleagues rather than online. It shows that they couldn't realize the potential of web in the way that it would save them time without stealing from class time. Some of the trainees had trouble remembering web page and they had password problems. It should be noted that the researcher as the developer of the website was always reachable through telephone or e-mail and he solved the password problems or when trainees could not remember the website. While it is true that the website did not have a common name for its function, the trainees who had already adopted the ICT could think of adding the website to their favorites so they wouldn't have to remember it and they would be technology friendly enough to understand how to change the password and possibly keep the password for the website and the forum site the same to remember easily. In the same sense if they had problems, they could send a quick e-mail to the researcher to solve their problems as the researcher sent e-mails frequently to the trainees asking about their problems and telling them that he was always available and waiting to solve problems.

Trainers also had problems in adopting the ICT. Some of them were not comfortable to deliver the online content because they thought that it wouldn't reach the trainees somehow and some trainers had habits of delivering the content in the class. Also they said that some of their sessions were ready and when web was involved in it they had difficulties in putting a task on the web. Some trainers liked the surprise effect of the sessions and that's why they didn't send files about the session as it would remove this effect whereas other trainers said that personally they did not like reading from the Internet so they didn't send files from the website but preferred interactive tasks. Although the trainees did not say it explicitly but they declared that they lacked time for the website, it was stated by the trainers that trainees' first and foremost priority was to pass the professional development program so their motivation for the adoption of using technologies was considered as minimum. An interesting result was that although one of the trainers thought that visual representations such as video were beneficial, she did not use them and she also perceived that different people from different fields should come together and decide on the program

and it required a lot of energy and time. The fact that trainers wanted to be educated about the use of web support meant that they wanted to realize their potential at using the opportunities of the web in teaching or learning.

It is a fact that some people due to their habitual working principles or by choice prefer learning in the online format. Learning preference is found to be one dimension of success in online learning (Schrum and Hong, 2001, cited in Tallent-Runnels et al., 2006) as well as technology experience. While it is not clear whether people prefer this because they think they will do better in future with this one or not, in order for effective online learning to occur, according to Edward and Fritz (1997, cited in Tallent-Runnels et al., 2006), access to material is a prime condition.

It was stated that file system was effective by some trainees for keeping the files on the web and that trainers could send files when they needed whether as extra information or for reminding trainees and for covering parts they couldn't finish in the session time. The trainees had some problems reaching the website and some had problems viewing the files they downloaded from the Internet. This restricted access and that some trainees being confused while they were looking for files could explain their having an unsatisfactory experience with the web. But as said before, experience with technology was important too. So it is possible that trainees who had trouble finding the files had less experience with technology as "not being technology friendly" termed by some of the trainees interviewed. It is apparent from the interviews that some of the trainees saw technology as helpful and supportive and they were curious to explore its opportunities having a positive perception from the start, while others were reluctant with technology and after exploring it for a short time, they preferred to stay away from the web support. It is also to be noted that the CTE program is a very important step for new teachers affecting their career so if dealing with the web was distracting for them and they were very busy with the program which was corroborated with the interviews, they simply did not have enough time for viewing these files and other facilities on the web.

As the trainers mentioned that preparing online tasks was time consuming, two studies by Gibson and Herrera (1999) and by Zhang (1998) verified that

preparing materials (Tallent-Runnels et al., 2006) for online courses was more time taking then in class sessions.

In this study, it was also found that faculty members wanted training and incentives for preparing online courses. In this research study, trainers thought that everyone should be taught in using web support and it was apparent from the interviews that some trainers and trainees were not experienced in using web components. This may show why some trainers did not have online tasks incorporated in their sessions. They either didn't want to include the online element in their class or they had problems transforming material or method to the online version. Of course, as stated by some of the trainers, they could be thinking that what they prepared as an activity would not be viewed by trainees. Indeed, unfamiliarity with tools and methods for preparing online versions of class material represents a challenge for teacher educators.

Literature supports that computing experience of users sets their attitudes towards using computers. As quantitative portion of the investigations shows that the trainees had long years of experience with computers; however, they didn't spend more time on website or log the site more frequently. Since almost all of the trainees were from ELT field, it would be wise to look at their ICT training because ICT training both increases teachers' affinity to use ICT in their lessons and accept being taught via the same technologies.

A study by National Center for Educational Statistics (NCES, 1999, cited in Hogarty et al., 2003) revealed that most of the teachers were not ready to integrate educational technology. In the final interviews, some of the trainees believed that web support would fit better in the following years and this amount of support needed to become a part of teaching. That could be related with the fact that trainees were not ready for such an integration between the web as support and in-class sessions as their main form of education. This becomes more apparent when some of the trainers said that there was no natural integration whereas for some trainers integration was good for such a time frame and it would continue to get better in the following years. While the online tasks implemented by trainers received some criticism as not being challenging,

some trainees thought they were to the point in connecting sessions. Furthermore, some trainees said that they had difficulty in developing online tasks and some didn't find the need to put online tasks as they were already going to be shown in class workshops. But it still can be said that most trainers integrated technology, in the sense of web support components, one way or another or helped the researcher to create resources. However, from the interviews it would appear that the trainers thought that situations could be better for them to send tasks or documents, in terms of usage if there were compulsory activities and some core content could only be viewed through the Internet. The trainees, on the other hand, had different concerns for the integration of web support. First of all, they thought having all the documents and handouts given in class would mean closer integration of web support as well as decreasing session time by continuing online discussion and tasks. It is to be noted that technical obstacles such as password and computer problems played a role in the integration of the web support in the eyes of the trainees. Table 3.2 that shows the files and tasks can be helpful to see the degree of web support they used. Again, according to NCES (2000, cited in Hogarty et al., 2003), the teachers who look for lesson plans online are as low as 16% and lower for research and best practices. In the interviews and demographics it is seen that all of the interviewees use computers for research and best practices and use the Internet as support for their lessons, which means that they look for online lesson plans and activities.

While this represents a different case, since the web support was custom-built with the collaboration of mostly trainers, all the information and content put on the website came from the trainers. It is actually what they preferred to use as technology since the suggested modifications to the web-support from time to time came from the trainers. In a way some trainers by definition transferred their idea of technology and the way they and trainees can use into the web-support. They tried to integrate technology in their own way through the researcher. However, it doesn't mean that they know how to use it in education. It needs commitment, encouragement and great deal of support for trainees to start to use this support as part of their daily life. This point was particularly emphasized by trainers and trainees in their interviews.

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In a study by Jensen-Lee and Fahaley (2002), the reason for the lack of using the website was stated as difficulty in locating the website. The same thing is seen in this research study as a technical difficulty. The trainees and trainers had the web address in their e-mails while they were sent their username and passwords but not in the documents they were given.

According to Mcewen (2001), it is mostly up to the instructor while he gives web support, assistance or a totally online lesson in providing the learners with meaningful learning. That view coincides with the excerpt of interviews of trainees that confirms responsibility of the trainers in guiding and encouraging them.

According to the study of Schwartzman (2006) teachers admitted that they had difficulty in adapting course content to the online medium. While they didn't blame the medium for this shortcoming, it is a fact that delivery medium is often seen as a limitation of online education mistakenly.

It is stated by Woodbridge (2003, cited in Çakır, 2008, p. 60) that "technology integration involves teachers' perceptions and beliefs about profession and technology." From this point of view, trainers' as well as trainees' perceptions and beliefs about technology carry a critical role in integrating the web support into their teaching and education or willingness to involve themselves in this endeavor.

It is stated by Ertmer (1999, cited in Akçaoğlu, 2008, p. 5) that reasons for not using computers for education can be divided into extrinsic and intrinsic barriers. Extrinsic barriers "include lack of computers, lack of time…" and intrinsic barriers include "… attitude toward computers and the beliefs about the usefulness of computers …". In this study both intrinsic and extrinsic barriers were in play. The trainees made clear that they had time constraints and some of them made comments about them being technology unfriendly.

In current study, it was found that older and more experienced staff members were more willing to use technology contrary to the study by Myers et al. (2004)

where it was suggested that "... it may be harder to convince older and more experienced faculty to use new technologies compared to younger and less experienced faculty..." (p. 78). This is supported by demographics of teachers.

## 5.2 Benefits of Web-support

Cooper's (1999, cited in Tallent-Runnels et al., 2006) research shows that students valued timely course announcements, lecture notes and chapter questions and answers. The study by Frey et al. (2003, cited in Marks et al., 2005) showed that post assignment directions, reinforcing the importance of participations, lecture notes were among the most valued by students of instructor-initiated activities done online. The trainers posted assignment directions on the web with assignments and also they posted some of the lecture notes on the web. The trainers believed the value of these as they mentioned in the interviews in 2008. Especially one of the trainers wanted to give quizzes and other fun elements online. These notes and assignments were valued by trainees as they were parallel with the sessions and they completed sessions both in pre- and post-activities being meaningful and to the point. The news section (as in timely announcements) used to send information to the trainees to make them aware of conferences, file uploads and changes in the program were found to be useful by some trainers and trainees in that they were guiding and informative about the sessions. However, because the trainees were busy and in close proximity with the trainers, some of them were already told in class about these issues that were also posted in the news section.

A study by Bee and Usip (1998, cited in Tallent-Runnels et al., 2006) found that students showed better performance as they used supplementary materials provided on the web over students who did not use these materials. While the performance of the trainees due to web support was not in question, motivation factor that played an important role in supporting the students with their performance cannot be dismissed.

The lecture notes and usage of presentations of sessions that were done in class were uploaded to the website by trainers. Teacher trainers saw the web support as an opportunity to replicate their lecture notes and to share them with demands from the trainees. "While reproducing lecturers' notes can be meaningless, using educational technology enables students to be engaged in a variety of relevant learning activities, sometimes more easily than conventional teaching" (Biggs, 2003 cited in Gibbon, 2006, p. 45)., both in this and Karuppan and Karuppan's (1999) study showed that lecture notes on the web helped learners in reinforcing what they learnt in lessons. The trainees also made it clear in the interviews that while they listened to the trainer in sessions it was easy to miss important points. The trainees mentioned the difficulty of the note-taking part while they were listening to something that the trainer was telling them. They stated that they would get distracted and couldn't fully give their attention to the session. It appears that note-taking while listening to a lecture is a common problem. Similarly, a study by Zwyno (2002, p.1655) showed a considerable amount of participants showed that they liked the aspect that receiving lecture notes before class was a means for them for better participation in class as well as having no need to take notes during lecture.

According to Muirhead (2001, p.191), detailed information about syllabus, deadlines and the like are crucial for an online course as it "… helps students better manage their time and integrate school responsibilities into their busy lives". While this is the case for an online course, the same can be thought for web support for them to remember their responsibilities and things that could be forgotten or not told in class might appear online and support and remind them of important points, deadlines, tasks etc… It is also stated that articles or citations made available by a teacher online, have the potential to support students as they relate to themselves and develop them professionally in many ways. It appears that course content and resources online can be valuable in supporting the learner's ideas and transfer of knowledge from theory to practice.

As stated in many studies, arranging schedule and time commuting is considered as contribution to learning. As trainers said the web support gave them time by making the process faster when compared to this point in literature (Marks et

al., 2005) it is possible to say that web support was contributing to channels of learning.

About the content richness of the website, most of the trainers and trainees thought that there should be more resources although they can be developed in time in the form of an archive, lecture notes and all of what was done in class should be added to this archive.

It was found in Bourne et al.'s (1997, cited in Jensen-Lee and Falahey, 2002) study that too much information on the web was not favored by students and they only wanted relevant information for them to pass the class. As for the trainees, some of them always wanted to see new materials both visual and text as they thought it would be important for their development whereas some trainees just wanted summaries of sessions. This means that some trainees wanted to develop professionally more whereas some trainees just wanted to pass the CTE program.

In a study by Jensen-Lee and Falahey (2002) where web was used as support for students, 10% of students wanted more information references and links on the web. In curent study, all trainees wanted more information on the website activities, links, references, presentations as well as videos. Since this is a professional development program, this can show that the trainees were more motivated to learn and develop or it could simply mean that the website didn't contain a lot of materials for them. As they suggested with regard to the properties of lecture notes on the web should be "detailed enough to provide a useful resource for students in their assignment and exam preparation", the trainers sent the presentations used in sessions (Jensen-Lee and Falahey, 2002, pp. 293-294). The trainees wanted all materials used in class and also summaries of sessions to be put on the web. As teachers they were rather action oriented and they were looking for resources that they could use in their own classes as well as learning for their own. It is concluded that this web support was not just a reinforcement means for the CTE program but it was perceived as a mechanism to help trainees in their own teaching and development. As for the comparison of "need to know" and "nice to know" categories, trainees wanted

"need to know" information about tasks and general assignments given in class, but they wanted also "nice to know" information for their professional development as teachers.

It was stated by Delialioğlu and Yıldırım (2007, p. 143) that in their study they provided too much online information in their hybrid course. When compared to that study, it can be said that more information could be provided in this study from the trainees' perspectives; however, the trainers had mixed views about the content that was delivered online.

Trainers and some of the trainees had positive views about the file system saying that it was usable and reachable. In a study (Storey et al., 2002) that compared two learning tools as WebCt and Blackboard it was found that file manager in WebCt required 7 steps to work. In our study, file system was found usable and effective by trainees and the file upload part was done by only one step. The trainers benefited from this system by sending what they thought was necessary. It is understood that a minimalist view of web support as a tool is more beneficial.

According to Menges & Austin (2001, cited in Myers et al., 2004, p. 84), "… all research on education and technology must become more comprehensive by including both faculty and students". The researcher included both faculty members as teacher educators and trainees as students in the study; however, he was more dependent on the trainers and worked with them mainly because he did not want to build web support without their revision.

These results show that web-support needs time to be used and become beneficial to trainers. In Gülbahar & Güven's (2008) study it was found that teachers should be involved in decisions about implementations in schools for they would participate wholeheartedly. In this study, the researcher involved the trainers in all decisions about tasks, menus, videos so that the implementation of the two cycles made it possible to develop the web support to a different level. It can be seen from the suggestions and beliefs about the trainers for a possible future implementation.

All of the trainees who were interviewed had positive perceptions about the tasks. It was stated by one of the trainers and trainees that the online tasks and in class sessions were parallel to each other and they were complementary both in terms of pre- and post-activities. This view is similar to the results of Lie et al. (2001) in the positive views expressed by students. It was found in Lie et al.'s (p. 60) study that "From a student's perspective, the website was a success because it answered their diverse needs and their preferences ..."

The results show that the trainees had positive views about the videos which were involved in the tasks. The trainee comments about their own professional development suggest that they started to see web and the Internet as a component for their students to stimulate their continuing education by providing them resources such as video and text which showed similarities of teacher perceptions about the use of computers due to their advantage with the study by Zhao et al. (2002). The trainees did not mention a time issue while they would be using ICT in their classes but in the study by Zhao et al. (2002), the teachers said that they wouldn't have enough time with their current teaching loads to use ICT in education.

## 5.3 Adult Learning and Autonomy

In his formative research, Schrum (1995, cited in Tallent-Runnels et al., 2006) found that students appreciated moving with course materials at their own pace. Although this research was about an online course, learning at one's own pace proves out to be an element of student or learner based learning. At the requirement analysis interview it was apparent that some of the learners wanted to learn some concepts independently on their own. One of the trainees expressed her view in that she was a slow reader and she wanted to take her time with documents before she could connect them to class sessions. Since trainees wanted to do better in CTE sessions and in their own class and the program is described as learner centered by both documents and trainers themselves, the web was constituted as a good way of giving slow learners to learn at their own pace. Adult learning theories put adults in being self-directed

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and autonomous in nature. Self-directed learning means that the learner has responsibility both when he evaluates and when he carries out his learning. While self-directed learning sounds isolated, it is open for collaborative learning as the learner wishes. The web support does represent a wide range of learning activities for learners with different backgrounds. It is an ideal medium for providing other channels of learning as an alternative to what is given in class. According to M. Knowles' adult learning principle, "Adults are most interested in learning subjects that have immediate relevance to their job or personal life." (TIP Theories). According to TIP Theories website, the situation perfectly fits to a professional development program and a learner can learn slow or fast as well as alone or together if he wishes since he is self-directed.

Literature contains examples of online instruction being liked because of its ability to provide learner autonomy as mentioned below. As trainees study online, they mentioned that it made them more autonomous. Trainees who preferred learning online at their own pace and by sending an e-mail to the trainers when they thought it was necessary felt some sense of autonomy as explained by trainees in some interviews.

Autonomy in pre-service education of foreign language teachers is profiled in Cortes and Sanchez Lujan's (2005) study with four students. One of the students was described as the searcher:

> This subject has a high level of interest in learning and prefers discussion which is orientated towards debate, workshops, etc. which generate opportunities for social interaction. He/she assigns a traditional role to the teacher; that is to say, giving explanations, encouraging participation, motivating, giving constructive feedback, correcting and evaluating (Cortes and Lujan, 2005).

Another as the motivated but unreliable:

> The Motivated but Unreliable concentrates on the teacher, the design, the content, the development of the course and the protagonism of the learning process in the classroom. He/she emphasizes the role of authority, describing the teacher as 'the power of the story' (Cortes and Lujan, 2005).

And another as wind up doll:

> The Wind Up Doll's role is to learn and act 'like the beat of the music' (Betancur, 2001:21), influenced by the teacher and the work group. He/she believes that the teacher must share the benefit of experience, promote interactive processes and serve as a guide '… so that we use well what we have learnt' (Cortes and Lujan, 2005).

With the last named as "brain" and described as:

> This is a responsible, active, extroverted, reflexive, collaborative, sociable, secure, and punctual student who is organized in his/her private life as well as academic life. He/she always has the relevant materials and is especially adept when it comes to leading processes of interaction in the classroom (Cortes and Lujan, 2005).

It is said that most of the teachers in this category fall into "Wind Up Doll". In order for future language teachers to move from this situation to become autonomous learners, they have to:

- center their attention on the practices of more effective learner roles,
- be given new opportunities to exercise control over their own learning,
- get actively involved in the management of their learning process.

It is stated in Barfield et al. (2001) that teacher autonomy is proportional to the will that teachers show to develop themselves further. It is not clear that whether the trainees were becoming autonomous learners or teachers due to the website but they admitted that the web support helped them develop professionally directly or indirectly by supporting the CTE program. While learner and teacher autonomy coincides with "co-learning, self-direction, collaboration and democratic co-participation", developing teacher autonomy involves questioning authority in the classroom and searching for answers collaboratively with learners.

The trainer views show that the learning style of individuals gains importance for an "Internet supported learning environment". Courseinfo (Smith et al., 2000) used to support staff and students generated positive views of the participants.

The trainers' views about the integration of web support to the training program show similar results to the research conducted by Akkoyunlu et al. (2008) in the

sense that it is affected by learning styles of trainees. However, in the same study, it was also found that face to face classes were found to be a must of a blended learning environment and they kept the students in the program whereas one of the trainers commented that trainees shouldn't see each other for distance education to take place.

According to Jonassen's  (2000, cited in Delialioğlu and Yıldırım, 2007, p. 115) view where he "… stated that students should make their own decisions about searching for and gathering relevant information, and that they should select the most important parts to represent", the trainers put the necessary information and links on the web so that the trainees could search from those links and gather what information they needed but they stated that they wanted more assignments and more help documents especially for written assignments. This shows that they needed more materials and direction to learn.

As suggested by Berge (2000, cited in Delialioğlu & Yıldırım,2007, p. 143) the role of teachers in blended learning environments "from lecturer to consultant, guide, and resource provider; expert questioners, rather than providers of answers; provides structure to student work, encourages self-direction; solitary teacher to a member of learning team", the trainers through the web gained the role of resource provider and saw the purpose of web support to initiate self study as well as a cost-effectiveness in their session. Also they guided the trainees by posting news about conferences, uploading documents and changes to the curriculum.


## 5.4 Online Discussion and Moderator

Winograd (2000, cited in Tallent-Runnels, 2006) emphasizes the importance of a moderator in developing a community from a group. In the forum used in current study, there were 16 messages sent to the forum under different topics and most of the messages were sent by the researcher. The researcher was the moderator for all topics since the trainers did not want to be the moderator. Maybe if they found topics on their own or moderate forum topics by giving more examples of teaching and learning situations, there might be more participation

in forum part. Both Mason and Weller (2000) and Light et al.'s (2000) studies suggest tutor involvement in newsgroups had a direct effect on student satisfaction (Jensen-Lee and Falahey, 2002). Similar to the CTE web support, 1002 newsgroup was not "compulsory, not assessed, had no strict guidelines concerning submission deadlines or length/type of contributions…" (Jensen-Lee and Falahey, 2002, p. 297). In their work, Weller, Warren and Rada and Light et al. (2000, 1998, 2000 respectively, cited in Jensen-Lee and Falahey, 2002, p. 293) recommended assessment, strict deadlines and guidelines for contribution and evaluation with moderators. There were some side effects of the participation being an element of evaluation. Most of the courses that use web support as online education give a small portion of evaluation to attending online discussions or using some elements of web support frequently. A study by Warren and Rada (1998, cited in Jensen-Lee and Falahey, 2002) found that for successful newsgroups participation should be a course requirement with criteria for online assessment described to students. It was also stated that the presence of a tutor would be a strong element. They suggest that online teaching might follow a face-to-face workshop or some other achievement. Similarly, it is stated by Deakin (Holt & Challis, 2007, cited in Weaver et al., 2008) online teaching or components of teaching online should be compulsory with strong encouragement. The online portion of the CTE program did not use a moderator. This was stated in the interviews by trainers in that they had to organize better and maybe put someone in charge of dealing with the updates of web-support and communication problems. While it was not an idea to make web support an element of evaluation, it cannot be missed as its contribution for the lack of participation in forum.

Some of the trainees declared that they had no time for the forum. They said there were few messages there and they were always in contact with each other daily and they didn't want to see each other more in online discussion. Still as stated by one of the trainees, in order for the participants to use the forum, first, teacher trainers would get used to it. Yet there are other reasons for participants not using the forum as supported by literature. Guided participation as well as scaffolding the learning process for students is the responsibility of both online and in-class instructors. One of the reasons for low participation in online

interaction such as in discussion could be lack of instructor guidance. A similar research done by McIsaac et al. (1999, p.122, cited in Tallent-Runnels et al., 2006) showed that the amount of social online interaction is related to "prompt feedback, participation in interaction, encouraging social interaction and employing collaborative learning strategies". In the current study only the researcher opened the topics that the trainers offered him to and he was the only moderator. By looking at the messages sent in the forum and interviews as evidence of low online interaction, lower online – in class information transfer, it is possible to say that the trainees did not find the online communication support they were looking for.

However, some trainees said that they didn't have enough time for forum as they were always busy with their program and teaching. Also being close to trainers and their colleagues made them use the forum less. So it would appear there are three main reasons why the forum wasn't used: (1) Lack of time, (2) lack of online moderator support and (3) being close to each other. Since the web support was not a compulsory element of the CTE program, that is, they were not obligated to use the website, the trainees were evaluated by other means. That could be a reason why there was little contribution to the forum and why some of the tasks were not done by all trainees.

In a study by Ahern and Durrington (1995, cited in Tallent-Runnels et al., 2006) it was found that anonymous communications resulted in students' writing longer messages and spending more online time. Anonymity of trainers and trainees were not kept in the forum because they chose to use their real names over nicknames. This may be one of the reasons why participation in forum wasn't much as it was stated by one of the trainees that they were afraid of being evaluated on what they typed in the forum. If they were anonymous, they would have felt safer in using the forum.

A research study by Carr and Chambers (2006, cited in Romano, 2008), the authors linked the reason why a sense of community was not achieved by participants teaching at different levels or being members of different districts. This contradicts with the case in that although the trainees were in the same

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district with most of them teaching at the same level, the participation in the forum was minimal let alone the creation of a sense of community. Moreover, all teachers knew each other outside of in-service activities but this was also shown as a reason for not having a sense of community. It is interesting to know that being in the same school can both be a negative factor because they see each other daily and a positive factor according to this research study because they knew each other better. However, Carr and Chamber's ideas about participation being more if there were expert teachers seems to be in congruence with the perception of trainees of the CTE program and literature supports this.

Attempting to answer why there wasn't much participation in forum, the choice of discussion topics are considered as an important aspect to generate higher learner activity. If forum topics are supported with articles, links or citations learners can articulate the knowledge to their professional and personal life for a smooth discussion to appear and to transfer knowledge to practice. (Durrington et al., 2006)

In a study Vonderwell and Zachariah (2005), it was found that discussion assessment criteria were a factor in participation levels of students as well as technology interface in an online course. In the CTE program there was no assessment criteria for participation in forums so the means to influence participation was minimal. As far as technology interface goes, some trainees didn't like the colors used in the website and also the structure of file system with news section. However, some trainees commented that they liked the task, news section in that they had good designs and could be used by someone who was not technology friendly easily. While the purpose of this study was not to learn perceptions of trainers and trainees in design of webpage aspects it cannot be ruled out due to its contribution of participation in online facilities.

In a study by (Gibbon 2006), where web based materials were used as support students, mentors, practice educators and lecturers in their studies, negative results were found to be related with facilitator support and perceived student workload. The trainees also felt overloaded as they were busy with their education, but they had the chance to not include themselves in web support as

it was not compulsory mostly and some of the trainees said that more direction by the trainers was needed for good integration concerning the web support. Another common point was the importance of accessibility to web based materials. The trainers said that as long as access was maintained an archive would develop in the file system that will be effective for new and old trainees to benefit.

As suggested by Delialioğlu and Yıldırım (2007, p. 146) as implication for methods that can increase student motivation and learning, the researcher used multimedia as web component and encouraged the use of forum to increase communication between and amongst trainer and trainees. However, from the results, it is seen that because they were close to each other and were always in contact, the trainers and trainees already communicated with each other and although there were many suggestions made by trainees regarding the use of forum and that they wanted to communicate online with trainers, the trainees did not use forum for sharing their experiences.

In a study by Topçu and Ubuz (2008), it was found that activities should guide students in defining their own needs and forum used with this activity should employ guiding strategies. The trainee comments about the forcing to go to web page and forum or use the forum after lessons and bring forum materials to the class or vice versa can be seen as a result of this necessity. In other words, forum was not used because there was not much forcing to stimulate discussions and guide activities.

## 5.5 Integration of Web Support

The results show that the trainers believed that they could decrease their workload when they expressed their views about web support in that if they had 5 hours material and 3 hours they could post some of the session online. This view is shared by Chang et al. (2006, p. 148) "Only when teachers believe that their workload can be reduced by using computers and quality of teaching can be enhanced will they be willing to increase their use of computers for instruction".

As suggested by Par (1999, cited in Cope et al., 2002, p. 72), "For successful integration leading to enhanced learning outcomes, teachers need to perceive learning technologies as part of a student-centered/conceptual change teaching approach", the trainers perceived learning technologies as part of student-centered teaching approach because their teaching approach was student-centered as explained in the Method section and the web-support took its part in this context.

In Salmon et al.'s (2004) study, although staff members were using technology, they found it hard to prepare their curricula for delivery from the web. It is seen from the interviews that the trainers' difficulty in creating tasks for the program rested mainly on the format of the program because it wasn't prepared with web support in mind. The trainer also said that it was because of the workshops but it may be that translating the program for online delivery was difficult for this trainer also. That could be the same reason why another trainer found it hard to prepare tasks and she didn't want to change her lesson format.

It is stated in Myers et al. (2004, p. 84) that "Instruction on teaching with new technologies may be imbedded in workshops, seminars and programs that target career and professional development and that focus on improving student learning". In the present study, workshops were seen as not applicable for technology integration. From the start, the trainees and trainers wanted to use theoretical sessions for technology integration. They wanted workshops to be in class. Workshops were seen as actual teaching practice so it was thought that technology would hinder interaction with class.

The trainers' views about integration of web support were consistent with the views which were encountered in the study by Wolcott and Betts (1999, cited in Myers et al., 2004). They thought that this work required a lot of energy and time management. Moreover, in a workshop report (Center for Education, 2007, p. 27), it is stated that building professional communities as well as improving practice isn't easy and trust is needed for teachers to evaluate their teaching after at least a comfortable medium for sharing is provided. This view is consistent with trainer views that said this web support needs more time to be

well integrated. The integration of e-learning as well as facilitating it is viewed as a great challenge by Smith et al. (2000).

The trainers' comments about the preparations of web-support were found similar to the study by McNaught and Kennedy (2000, cited in Salmon et al. 2004, p. 113) that suggested more time and resources are needed for developing web-based support.

The trainers' views about the process of implementation in the sense that it must contain people from different fields working in a collaborative fashion are similar to expectations and beliefs of academic staff on technology impact. The production of effective learning media requires such collaboration.

The trainers' views about the absence of a technical person that would always be with the trainers and work with them closely on the implementation were shared by the authors of the AK health (Garrison et al., 2001) online project in concluding their remarks about their research.

Koszalka et al. (2002, p. 182) provide examples of technology integration that was aimed to increase "motivation, skill and knowledge development, and access to information, and problems such as cultural considerations, infrastructure, and support". In the present study the aim was to increase skill and knowledge development by improving sessions and session preparation activities as expressed by trainers.

It is the researcher's idea that the design issues of web support were viewed as "an ongoing development-in-use where domestication and innofusion changes the artefact as well as the mediated practice" (Orlikowski, 1996; Voß et al., 2000, cited in Svennson, 2003). That is why both the trainers' and trainees' ideas are important in this process for future implementations.

## 5.6 Summary of the Chapter

This chapter discussed the findings of the study with references from the literature. It was seen that there were barriers to adoption of ICT with the trainers and trainees, learner preferences also played a role in the adoption of ICT, using the web support in this case. This point was related to the trainers thoughts about being educated in the use of the web support. While the web support itself was a means of technology integration as it was under the direction and collaborative work of trainers and researcher, the trainers were the leading force of the content and some design elements of the web support. There were some references to technical problems and the low guidance within the web support. The trainers used the web support to deliver lecture notes, links and other related documents; however it needs more time to be of more use to trainers and trainees. There were elements of adult learning and autonomy as it was discussed in the web support's suitability for self directed learning for some trainees. The reasons for the forum not being used were discussed and missing elements were identified. Other than that, the degree of integration of web support with the curriculum was discussed.

**CHAPTER 6**

**CONCLUSION**

This chapter consists of a summary of the study in terms of the purpose of the study, research questions, overall design of the study, context, participants, implementation, data collection instruments, results and findings reached in order of the research questions set in Chapter I. This chapter ends with implications for education and suggestions for further research.

**6.1 Summary**

The purpose of this study was to explore the perceptions of teacher trainers and trainees about a web-support system and its components developed and implemented as an integral part of the in-service teacher training program entitled "Certificate for Teaching English" (CTE) program for the newly hired teachers of English in two departments teaching intensive English and freshman English courses at the Department of Basic English (DBE) and Department of Modern Languages (DML), Middle East Technical University (METU), an English-medium university.

This study employed four research questions. Research question 1 aimed at determining the needs of trainees for the CTE program and their thoughts about how helpful the web-support provided would be as an integral part of the CTE program which was a professional development program.

Research question 2, likewise, aimed at determining the needs of trainers for the CTE program and their thoughts about how helpful the web-support provided would be as an integral part of the CTE program which was a professional development program.

Research question 3 aimed at exploring the perceptions of trainers of the web-support system that was developed and implemented as an integral part of the

CTE program in terms of its components: (a) the file system, (b) the forum, (c) the online tasks, (d) the curriculum on the web, (f) the news section. Also the web support's (e) integration with sessions.

Research question 4 aimed at exploring the perceptions of trainees of the web-support system in terms of its components: (a) the file system, (b) the forum, (c) the online tasks, (d) the curriculum on the web, (f) the news section, and their (e) professional development due to web support.

The overall design of this study was a case study which was conducted as action research within the qualitative research paradigm. The research approach used was a single case study which was a web support developed for the in-service teacher training program that the newly hired teachers have to go through in order to continue teaching at the School of Foreign Languages.

The context for this study was the School of Foreign Languages at METU. The SFL has two departments, namely, the Department of Basic English and the Department of Modern Languages, which provide preparatory English and freshman English courses respectively to students admitted to METU. The SFL offers an annual in-service teacher training program entitled "Certificate for Teaching English" (CTE) program to a number of newly hired teachers of English

This study was implemented in two cycles. The first cycle of implementation which was applied in the 2006-2007 academic year was a pilot study. The second cycle of implementation was carried out in the 2007-2008 academic year. The participants of the first cycle of implementation were 4 teacher trainers and 11 trainees; the participants of the second cycle of implementation were 6 trainers (4 of whom were the same teachers of the previous year and 2 were newly joined) and 15 trainees. The sampling of the participants in both cases of implementation was convenience sampling because the in-service teacher training program was the only opportunity to implement the study within the context of the SFL.

The researcher prepared an online web-support system as an integral part of the CTE program in cooperation with teacher trainers after reviewing the report about the CTE program and feedback of the trainees of the last academic year and understanding the needs of the trainees and their thoughts about a web-support to be used with the CTE program. The web-support designed was launched on a server at the SFL consisting of the following components: Login Page, Documents Page, Curriculum Page, Forum and Chat Page, Video Page, Feedback Page, Problem Page, Assignment Page, Lesson Plan Page. The first cycle of implementation as a pilot study was carried out in the 2006-2007 academic year in connection with the CTE program. The researcher administered Interview Guide I to the participants of the CTE program to collect data concerning the participants' perceptions of the web-support and its components to direct his efforts in making training easier with the web-support system.

According to the results of the Guided Interview I, the researcher, in close cooperation with the trainers in the meetings held with them, talked about the processes that were needed to provide support by videos, online materials and ways of presenting them with guidance to the trainees and made necessary modifications in the web-support system to accommodate for these changes for the second cycle of implementation. He also benefited from the e-mail documentations which showed where trainees needed support and the whole process of pilot implementation with the topics exchanged among the participants to improve the design of the web-support. The web-support which was launched to be used with the CTE program in the 2007-2008 academic year contained  basically the same components with the addition of admin section for the trainers and task page that would be used for instructional media to be viewed by the trainees.

Data collection instruments used in this study were Demographic Survey for In-Service Trainees, which was administered to all participants of the first and second cycles of implementation; Needs Analysis Interview, which was conducted to all participants of the first cycle of implementation at the start of the research to determine the needs for a web-support; Interview Guide I, which was applied to the participants of the first cycle of implementation to find out

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their perceptions of the web-support; and finally, Interview Guide II, which was administered to all participants of the second cycle of implementation to explore their perceptions of the web-support.

This study reached the following conclusions about the trainers' perceptions of the web-support and its components:

The trainers who used the file system benefited from it, the file types that were sent by the trainers were in congruence with the aim of the web support intended and the trainers sent materials when the session was appropriate. According to the trainers the forum was not used because trainees didn't have time and they were always in contact with trainers and among themselves but they suggest the usage of compulsory activities that are seperated to be used wihtin the forum. The trainers thought that the tasks were beneficial for the trainees and especially videos in tasks provided retention and revision for trainees in concrete terms.

Although trainers couldn't always keep the information about curriculum up to date, they thought that the presence of curriculum on the web was essential as information. The trainers thought that although the integration between the CTE program and the web-support was partial, the sessions and the web support were parallel to each other and the integration largely depended on trainee experiences and profiles and the harmony of two departments working together. The trainers perceived the News section as beneficial both to trainers and trainees. Considering the benefits and processes that went on with the trainers and the researcher's efforts to make the web-support better, the purpose of the web support was seen as to improve session and session preparation by the trainers by making sessions cost-effective, integrating technology and improving communication with giving chance for trainees to study on their own. The trainers had some password, connection, document and video problems on which the researcher acted on. In terms of suggestions, the trainers thought that the web-support needs time to be used and become beneficial to trainers. The participants should be trained and encouraged to use the web-support and the sessions should be prepared with the web-support in mind.

This study reached the following conclusions about the trainees' perceptions of the web-support and its components:

The trainees had mixed views about the file system. Some trainees had problems with the file system saying that they had difficulty finding what they were looking for. Some trainees had positive views about the file system saying that it was usable and reachable. They suggested that the menus where the files where the files are uploaded should be more distinctive. The forum was not used much by the trainees and it could be more effective if all instructors were registered and announcements could be made to use the forum for discussions. Majority of the trainees had positive perceptions of the tasks. Some of them thought that sessions could be based on tasks and there could be more tasks without assignments for them to view. The trainees perceived the curriculum content on the web as an important element of the web-support. The trainees had positive views about the videos that were involved with the tasks in terms of their professional development and they wanted to use technology in their lessons.

Trainees had generally negative views about the news section and they thought it should be updated more often and they were always in face to face contact with each other. Trainees had common perceptions about the web-support in the sense that it was intended to be used as a way of make training easier by integrating technology. Trainees had problems like password, domain name and videos. Trainees thought that the website was not fully integrated with the sessions but people were trying to integrate it and this would require a lot more attention from the trainers to draw trainee attention. Trainees added that they were positive about doing some part of the sessions online.

This study made it clear that faculty should direct teachers in terms of finding resources. Previous years assignments and lesson samples should be kept digitally for all members to use and share ideas of their applications. DBE and DML teachers should gain from each other's experiences. Some of the trainees realized that they could use resources such as audio, video for their students, to direct them to resources. The Self-Study Centre isn't enough for students and

they need to find resources in being directed by the teachers to learn English better and with alternative, authentic ways. This research confirmed the importance and negligance of pre-service teachers' technology training. Teachers must not only be computer and internet able users but more importantly they must be well-versed in usage of technology both in class and out of class as a guide using communication channels formed by technologies. This will enable learner autonomy and life long learning to be developed within the students. Using the technology will also enlighten the teachers and help them synthesize their best strategies to teach English. Teachers will be in the loop of information from other departments and have more access to each others' work in class. In this way, groups of teachers will develop communities that take roles to bring out the educational potential in public.

There are a lot of instructors in the department. It is not possible for them to meet. Experienced teachers and teacher trainers should take the lead for developing a forum culture and provide access to digital resources. Especially new teachers would appreciate the welcoming and it would fasten their adaptation process to the department. It is very important that they start preparing lesson content on computers. This will both reduce their time spent on photocopying and ease their process of adapting materials from their peers.

### 6.1.1 What worked?

*From Trainers' Perspective*

According to the the trainer interviews  the integration of web support was working at least partially. While there were some trainers who did not use specific tasks for pre or post activities, they were aware of the visual value of tasks and task ability to represent a way to follow up class sessions and make the trainees aware of the upcoming sessions. It can be understood from number of the tasks uploaded to the website which was 1 for the Fall semester and 4 for the Spring Semester. While this could be due to the session content, it is

possible that it is due to the fact that trainers understood purpose of the website better in time and adapted themselves to use the website for tasks.

File system worked for the trainers because it was a comfort for them to send documents, book chapters and related articles as well as session content that they couldn't finish in class. They also gave importance to conferences as they are a plus for a professional development program to be aware of the methods used in ELT and they wanted to post links to make trainees aware of these conferences. They acknowledged the web as a good way for this purpose.

Curriculum on the web worked for the trainers. Although they gave the trainees the curriculum of the program in written form, they liked seeing the curriculum on the web page with objectives of CTE and other information and they thought of it as a strong element of the web support. It is also possible that they liked the fact that other people would see the program and objectives and the work they do, since some parts of the web support were open to public.

*From Trainees' Perspective*

The trainees stated that the curriculum on the web support worked because it was a good way to view the sessions and prepare for them. While some trainees preferred to see the content of the curriculum in written form, they acknowledged it as a backup.

While some of the trainees couldn't do all the tasks due to not enough time, they were positive about the tasks. The trainees who had time to complete the tasks found the tasks integrative with the sessions and to the point. While tasks could be more challenging according to a trainee, the general view about the tasks were positive in reinforcing the trainees about what they learn in class.

## 6.1.2 What didn't work?

Although trainers initiated some topics on the forum through the researcher and wanted to maintain or continue a discussion about tips, videos and important

points about teaching, there were few messages and topics in the forum area. The forum both from trainer and trainee perspective, failed to create an online community. Other teachers did not register to the forum, the trainees did not send their problems to the forum. The trainers could not connect sessions with online discussions. While there were previous years' teachers registered to the forum and the researcher sent some emails for their contribution the trainees did not contact with other teachers at least online.

*From Trainers' Perspective*

News section was liked by the trainers in its function and in the way that it served them but it didnt work  because trainers couldn't update and they said that they were close to the trainees and they told what they uploaded or sent via the web to the trainees in class.

*From Trainees' Perspective*

News section did not work because it was not used or updated as it was meant to be. While it was there to make trainees aware of the uploaded files or conferences, the trainees were already told in class of the changes. Although some trainees said that the news section was guiding and informative, the news section contained old news and wasn't updated properly.

File system as in the form of menus under which the trainers sent the necessary files were found complicated by the trainees. While some of the trainees said they had no problem finding a file or downloading it, these trainees said they had problems finding the file they were looking for and that it could have been arranged in a better manner.

## 6.2 Implications for Education

As we live in a world of rapidly developing technologies for communication, benefiting from such technologies as computers, digital libraries, the Internet in

education has become almost inevitable. Although using technology is not without its problems, it still has some advantages over the traditional methods used in education. Once technology is put into practice in an educational environment, some of the procedures may become cost-effective and less time-consuming because it has the capacity of storing any kind of information and it can be easily reached anywhere and any time when needed. In other words, whenever you need an article, a lesson plan or course materials or similar examples, you do not have to leave your workplace to look for them. It is also easy to share your ideas with your colleagues or ask advice or opinions of your colleagues through chat or emailing.

Within the context of this study, the participants during their work hours were too loaded to discuss anything with their colleagues on the forum so as to contribute to their professional development except perhaps discussing a few lesson plans related to their classroom teaching experiences. Furthermore, the participants of the CTE program said that they did not have in class discussions other than task related procedures. Another aspect of this case was that course materials were in the form of photocopied articles or books and they were usually distributed shortly before their use in the classroom. All such and other similar problems could be handled to a great extent if not completely by establishing an easily accessible resource center on the web which stores all necessary documents and other facilities that makes running of an in-service training program more efficient, more beneficial, cost-effective, and less time-consuming for the participants.

The web-support system used in this case study showed that ELT teachers in in-service training would like to have more opportunities and facilities other than the classroom environment to practice their knowledge and skills, to see more teaching activities, lesson plans, and to share their ideas and experiences with their colleagues both in the institution and worldwide. In this respect, some universities abroad have teaching and learning centers for supporting staff members, teaching assistants, and students on their websites. Stanford University, The Center for Teaching and Learning (http://ctl.stanford.edu/ last accessed, 18 August 2008) and Cornell University, Center for Learning and

Teaching (http://www.clt.cornell.edu/default.html/ last accessed, 18 August 2008) are two examples of web-support for their members. The results of this study imply that a web-support system should be provided by the institution, not only for supporting in-service training programs but for serving all teachers in their efforts for professional development.

Also in this study, the trainees showed that they would like to have some parts of the sessions online rather than in class in their own time. They also acknowledge that by the need to be directed to the website through forum more directed on behalf of the trainers. It should not be forgotten that we are dealing with new generations who were born into the digital world and since they use internet and computers they will learn easier than other people from the internet and from sharing experiences through computer networks.

Online education to be integrated fully or partially into the training medium has to take some content of the sessions because sessions are loaded. So in order to be integrated the theory part, discussion part, the parts of training that are better suited for learning alone or in project groups should be online and directed from there under the supervision of trainers.

Teaching is a profession and web can help to see this profession as part of trainee's lives just like seeing computer networks as part of their lives. Knowledge does not have to be interpreted or spoken between a small group of individuals but it can be distributed by channels that make it possible for everyone to learn the experiences, the mistakes and the successes of individuals at their work place. This is a commitment that all instructors have to make. By this channel and by forming small groups to bigger ones, the instructors and trainees will see the benefit of forming bonds with others and coming together for workshops, conferences and other organizations. By this way they can think of solving problems collaboratively. While this research did not form a collaborative online community, the importance of peer review, support and the online dialogues that can take place between pre-service, in-service and expert teachers are valuable sources of information for the teaching profession.

## 6.3 Suggestions for Further Research

As suggested by one of the trainers, the researcher thinks that doing a multiple case study by initiating web support to the same kind of training programs in different universities may shed light to the learner style or learner profile effect on the integration and usage of web support.

A research study that looks for what determines the degree of compulsory and free-to-do tasks in web support can be interesting. Because some trainers said that the tasks shouldn't be compulsory whereas other trainers and trainees said that tasks should be compulsory and they should be directed to use the website there would be some forcing to go to the web.

It would be prudent to investigate whether there are major differences between professional development programs and CTE. Although CTE is passed as a professional development program other professional development programs do not need people to pass to continue education. One of the trainers said that if this was that kind of a professional development program then the trainees would use forum and view all the material that was put there. For this purpose this study can be repeated on a different context in a professional development program that has no critical consequence in itself.

The development of a web support focusing on building a sharing site for the trainees as suggested by one of the trainees can be achieved. In this study, building a community of trainees with connecting them to the whole DBE instructors or people from other universities and countries then taking their perceptions about the web support should be the main point.

Although it was not the research question, this research study shows how teachers integrate Internet materials into instruction (Barthosezky, 2004). As done in this study the in-service training teachers can be asked to find resources on the Internet that they think they can use in their teaching and the training

program can be adapted to creating or showing examples of such tasks with applications in class. That would be another aspect of professional development.

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# APPENDIX A

## DEMOGRAPHICS SURVEY FOR IN-SERVICE TRAINEES

Dear trainees,

The data obtained from this questionnaire is to be used as supplementary information about the web support system which will be incorporated into your training sessions. The information you provide will strictly be used for research purposes. The documents that are prepared at the end of this study will not contain your names directly or indirectly.

Thank you.

Serdar Engin Koç

Email:ekoc@bilemek.com

Phone: 2650373

| I.    Participant Information |
|---|

Name & Surname (Optional): _____

E-mail: _____

Department of Graduation: _____

Teaching experience time (Years or Months): _____

| II.   Computer Experience |
|---|

How long have you been using a computer? (months or years)_____

Do you have a computer at home? _____

Do you have internet connection at home? _____

Do you use internet as support for your lessons? _____

Can you use and view forums, billboards, chats and web pages with links and buttons? _____

How many hours do you usually spend with computers?

| Home : | ☐ | 1-3 hours | Work: | ☐ | 1-3 hours |
|---|---|---|---|---|---|
| | ☐ | 3-8 hours | | ☐ | 3-8 hours |
| | ☐ | More than 8 hours | | ☐ | More than 8 hours |

What kind of computer do you use?

Home: ☐ PC          Work : ☐ PC
       ☐ Macintosh          ☐ Macintosh
       ☐ Laptop             ☐ Laptop

Do you use Microsoft as operating system?_____

Which applications do you use?

Browser (Like Internet Explorer) ☐

Word Processing (Like Word) ☐

CD ROM/Multimedia ☐

Desktop Publishing ☐

Spreadsheet (Like Excel) ☐

Presentation (Like PowerPoint) ☐

Database (like Access) ☐

Other: _____

Generally for what purposes do you use the computer for?

Game and Entertainment          ☐

Word Processing                 ☐

Data Bank                       ☐

Graphics                        ☐

Decision Making                 ☐

Programming                     ☐

Finance                         ☐

Research and Proffessional Development ☐

Other: _____

Do you have access to computer labs at your work place? _____

Comments:_____
_____
_____
_____
_____

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_____
_____
_____
_____
_____.

The questionnaire is completed. Thank you for your participation and I will be happy to share the results of my study with you.

**APPENDIX B**

**REQUIREMENT INTERVIEW**

**Trainee Questions:**

1. What are the constraints in your Certificate for Teaching English (CTE) program?

2. Do you think online technologies can help you overcome some of the constraints?

   If yes, how?

   > a. Online worksheets?
   >
   > b. Deliver some of the contents online? If so, what can be delivered online?
   >
   > c. Collaborate online?
   >
   > d. Share experiences online?
   >
   > e. Can you find enough materials for your own courses?
   >
   > f. Share lesson plans online?
   >
   > g. Online discussion after or before classes?
   >
   > h. Give online feedback to the teacher trainers?

3. Can you study or examine some of the issues prior to class so that you will spend less time in class? For instance reading materials? If you have the opportunity to familiarize yourself through online materials for activities before you come to class, will you be able to focus on each activity better?

4. Were you able to find your own needs with this program? If so, what are they?

5. What parts of the course can be realized through online materials?

6. In terms of collaboration in sharing ideas about classroom discourse, case studies related to real classroom issues and situations, can online portfolios and lesson plans developed?

7. Do you have any other suggestions for the use of online technologies as a support system for your CTE course? In other words, in what other ways can technology help you?

8.  Do you have anything to add?

Trainer Questions:

This interview was done to understand the trainer needs and how they think web support can be helpful for their program.

1.  Are there any major changes you would like to make in the training program? If yes, what are they?

2.  What sort of web support do you think can help you and the trainees and how would it help you work better with trainees?

3.  How can online technologies help you address individual needs?

4.  Would you like to receive the feedback from the trainees about the sessions online? (asynchronously) Would it be a problem if everyone saw everyone's feedback?

5.  Would sending materials to trainees prior to sessions and then discussing with other trainers and trainees online before or after the sessions help you tutor them better?

6.  Would keeping every material you use and the trainees fill out hand-outs, lesson plans, etc., online help you with your work?

7.  Would it be helpful to keep previously recorded sessions of teaching practices in classes or in training as online resources that trainees can view?

8.  Do you think that trainees need more guidance, clear and precise instructions? How can this be done?

9.  What parts of the content are more appropriate for online support?

## APPENDIX C

## INTERVIEW GUIDE I

**Trainer Questions:**

1. In what ways do you think that the videos online were helpful for trainees?
2. Were you able to receive online feedback from the trainees about your sessions in the Feedback part and forums?
3. What online learning facilities and techniques (email, forum, etc.) did you find useful?
4. Did the system make you realize the usage of online technologies in your work?
5. Were you able to connect online and in-class assignments and make good use of them?
6. Were you able to send and receive documents that are important for the CTE program?
7. Do you think that the system was useful for keeping the trainees informed by the News section?
8. Do you think that curriculum part was useful for trainees to understand the structure of sessions and relations between them?
9. What difficulties have you confronted in online learning?
10. What were the flaws of the system according to you?
11. What can you suggest to improve the online system?

**Trainee Questions:**

1. Was the information about sessions useful for you to organize what you learn?
2. Do you think that the online videos are useful for teaching in your own class or understanding concepts? Why/Why not?

3. Were you able to share your problems with other trainees through forum and website? Was it useful?

4. Did online materials and assignments make your work easier?

5. Was putting materials and assignments online a good way to reinforce the certificate program?

6. What online learning facilities and techniques (email, forum, etc.) did you find useful?

7. What were the difficulties that you were faced with while you were using the system?

8. Were you able to collaborate with other instructors in your certificate program through online technologies?

9. Were you able to use the system as a means of sharing, sending and receiving documents as well as ideas?

10. Did the system make you realize the usage of online technologies in your work?

11. Did you find it convenient to send feedback to the trainers through the website?

12. Was the system useful for you to become an autonomous learner? If so, in what way?

13. What were the flaws of the system according to you?

14. What can you suggest to improve the online system for the CTE program?

## INTERVIEW GUIDE II

**Trainer Interview Guide For Piloting:**

1. What do you think about the usability of the
   File system
   Assignments
   Forum
   Videos
   Curriculum content and objectives
   Feedback?

2. What do you think about the integration of web activities and the CTE program? How successful was it?

3. What difficulties did you encounter in using the website?

4. What is your proposal for a better web support or blended learning? How do you think it could be done better?

5. Which online facilities did you find useful?

**Trainer Questions Revised after the first Interview**

1. In your opinion what was the aim of the web support?
2. There was a file system you used to send files. Can you tell me why and how you used this system?
3. There were tasks that we used. How did you use them?
4. What are your opinions about the forum?
5. What was the benefit of having the curriculum content and objectives on the web? Were they used according to their purpose?
6. You uploaded documents to the website under the name Session notes. For what purpose did you upload them and were they beneficial?
7. What was the purpose of the feedback and was it used?

8. Was the news section directive? Was it beneficial to make people aware of uploaded documents, conference and tasks?

9. How did the integration of the web activities and the CTE program take place?

10. Did you encounter any technical or educational difficulties while you were using the system?

11. What are your proposals for a better web-support? How do you think it could be more beneficial?

12. Do you have any other comments?

**Trainee Interview Guide For Piloting:**

1. What are your perceptions about the web support in terms of

    File system

    Assignments

    Forum

    Videos

    Curriculum content and objectives

    Feedback?

2. What do you think about usefulness of the online learning materials? Did they help you improve your teaching/professionally. Did they help you with the CTE program?

3. What difficulties did you encounter in online learning and with the website?

4. What is your proposal for a better web support or blended learning?

**Trainee Interview Guide Revised after the Piloting:**

1. In your opinion, what was the aim of the web support?

2. In your opinion, was the file system useful?

3. Have you encountered any problems in finding a file?

4. Were these files informative about the session or when you read these files, did you feel that you comprehended the topic better?

5. There were some tasks on the web, some of which were before the session. What do you think about them?

6. Did the tasks that you did before the lesson help you to consolidate what you learned and lead you to a better understanding of the lesson?

7. Were these tasks like a follow-up in nature for the session?

8. What do you think about the usefulness of forum?

9. Was the news effective enough in directing you?

10. In you opinion, did the contents and objectives of the curriculum stated on the web carry any informative function?

11. There were videos in some tasks. Did you make use of videos by watching them together with the checklists?)

12. Were you able to consolidate the subject matter by means of these videos?

13. If you use video in your own class, for example, would you use it in the same way?

14. Are you satisfied with this system, in other words, can you say that with this system training has become more enjoyable?

15. When all files, videos etc. are considered, do you think they contributed to your training and professional development?)

16. Have you encountered any problems in online learning and entering the web site?)

17. What suggestions can you make for a better web support system?

**APPENDIX E**

**DESCRIPTION OF TASKS**

**1. November 29, 2007 In-Class Error Correction Strategies**

The researcher, under the supervision of the trainer, picked paragraphs from some novels and have some of his friends read these paragraphs. He recorded these on videos and then showed them to the trainer. After the trainer's comments, the researcher cut some parts of the video and made them ready to be watched by the trainees. There were seven videos in total and they were 2-3 minutes long. The trainer formed the task to be done with the videos, posted it on the news section and the researcher added the task to the webpage of the videos.
Task Directions:

The persons in the recordings are native speakers of Turkish who speak English as a foreign language. Although they demonstrate varying levels of proficiency in English, they can all function in the target language.

Listen carefully to the recordings several times and make a note of mispronounced words that involve a difficulty that pertain to the following areas. Make a note of at least three words for each category. PLEASE BRING YOUR LIST TO THE SESSION ON THURSDAY, 13 DECEMBER.

- a. misarticulated vowel sound (e.g. /a:/ as in 'f<u>a</u>ther' instead of /ə/ as in '<u>a</u>bout', /e/ as in /b<u>e</u>d/ instead of /ɪ/ 'b<u>i</u>t', etc)
- b. misarticulated consonant sounds (e.g. /t/ instead of /θ/ as in '<u>th</u>in' and /d/ instead of /ð/ as in '<u>th</u>ey'.
- c. misarticulated affix: tense or 3rd person singular.
- d. misplaced primary stress.<br />
- e. L1 interference (ie. cognates pronounced as they are in L1)
- f. interference of another form of the word (e.g. record (n) and record (v)).

**2. March 18, 2008 Recent approaches to language learning**

One of the trainer provided video source for the trainer. The trainer worked on the videos and separated some of the videos and shortened them to be put online. The videos were simulations about techniques of teaching English in class. Since these videos were only for watching there was no task direction.

**3. April 15 2008 Language and Culture Session**

The researcher under the supervision of the trainer formed a video from various resources and put the video online to be viewed by the trainees. The video was

about how people can understand each other's culture and overcome their prejudices.
Task Directions:

Proverbs: 4 Trainees

Read part of the article on *Authentic Materials* and focus on the section *Proverbs*. You are expected to explain to your colleagues in the "Culture and Language" session how proverbs serve as a cultural activity and can be used in the language classroom. You may resort to some other sources as well as your own experience.

Role Play: 3 Trainees

Read part of the article on *Authentic Materials* and focus on the section *Role Play*.
You are expected to explain to your colleagues in the "Culture and Language" session how proverbs serve as a cultural activity and can be used in the language classroom. You may resort to some other sources as well as your own experience.

Literature: 4 Trainees

Read part of the article on *Authentic Materials* and focus on the section *Literature*.
You are expected to explain to your colleagues in the "Culture and Language" session how proverbs serve as a cultural activity and can be used in the language classroom. You may resort to some other sources as well as your own experience.

Film: 4 Trainees

Read part of the article on *Authentic Materials* and focus on the section *Film*.
You are expected to explain to your colleagues in the "Culture and Language" session how proverbs serve as a cultural activity and can be used in the language classroom. You may resort to some other sources as well as your own experience.

## 4. April 17, 2008 Language Awareness II

One of the trainers provided the researcher with two audio files and wanted them to be put on the web for a task. The researcher changed the format of the audios and shortened them. The trainer wrote a task for the files and then the trainer posted the file under the assignment and posted it at the News section.

Task Directions:
The second of the series of Language Awareness sessions in the CTE program will focus on how to use different sources to examine and explain the use and

meaning of language in its context. One other focus area will be how to use authentic audio/visual materials to reap the full benefit foster language learning.

**Step 1.** Have a look at the following features of spoken language which generally occur during conversations. As you listen to each recorded dialogue, put a tick in the box to indicate the feature that you have identified. (As you are doing the activity, you may find out that a particular turn or instance in the recording may have a few features at the same time.)

**Step 2.** Then, state your ideas on the following:

- Which of the two recordings sounds more authentic? Why?
- How would you use these materials in class?

Task Sheet

| **Features of spoken language** | **"Weird food"** | **"Faces"** |
|---|---|---|
| Incomplete structures completed by the other speaker | | |
| Small units with single words or phrases | | |
| Pitch/ intonation/ tone | | |
| Interruptions/overlaps | | |
| Back-channel items (sounds/words/expressions ) | | |
| Abandoned structures/starts and restarts/hesitation/pauses | | |
| References to people or things in the immediate situation (which may not be clear to an outsider) | | |
| Subordinate clauses not always clearly connected to a main clause | | |
| Ellipsis (omission of items from sentences) | | |
| Words or sounds that have particular functions – other then back-channeling (e.g. Wow!) | | |
| Words/phrases used as fillers with different functions from their dictionary meanings (e.g. like, you know, sort of etc.) | | |
| Other (if any) | | |

### 5. 24 April 2008 Oral Presentation Skills

There was going to be another video about discussion. One of the trainers provided the researcher and showed what parts of video she wants in the task. The researcher prepared the video accordingly. But the task was canceled because there wasn't enough time.

# APPENDIX F

## SAMPLE SCREENSHOTS FROM THE 2006-2007 WEBSITE



Figure F.1 Login Page

Figure F.2 Documents page

Figure F3. Curriculum page

Figure F.4 Video page

# APPENDIX G

## SAMPLE SCREENSHOTS FROM THE 2007-2008 WEBSITE
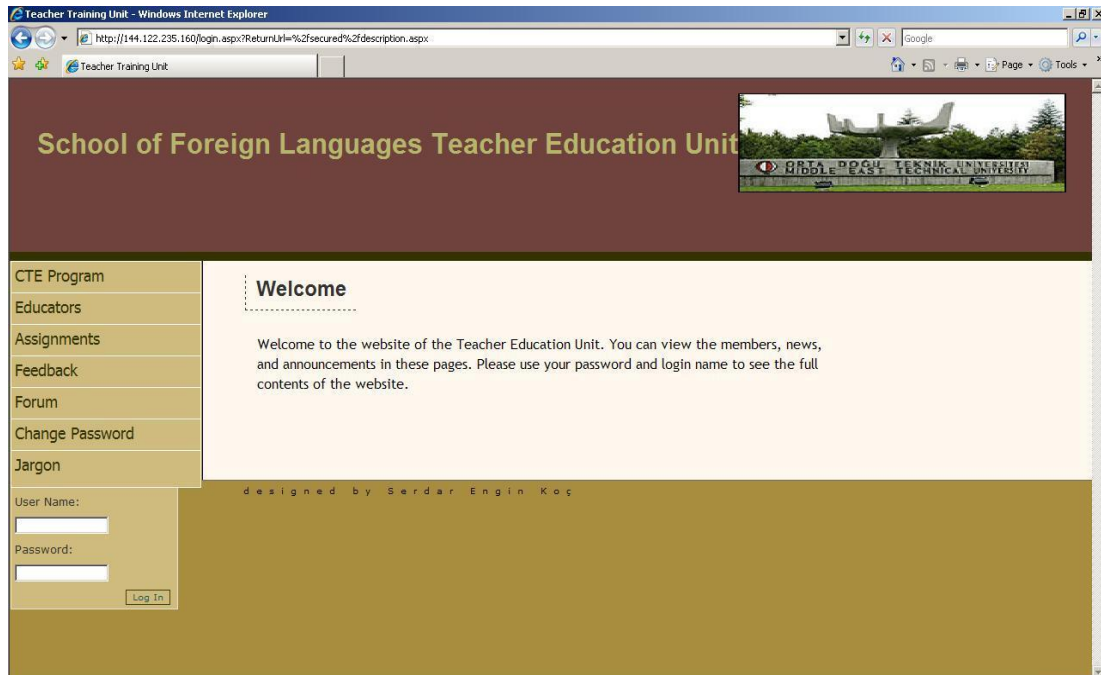


Figure G.1 Login page
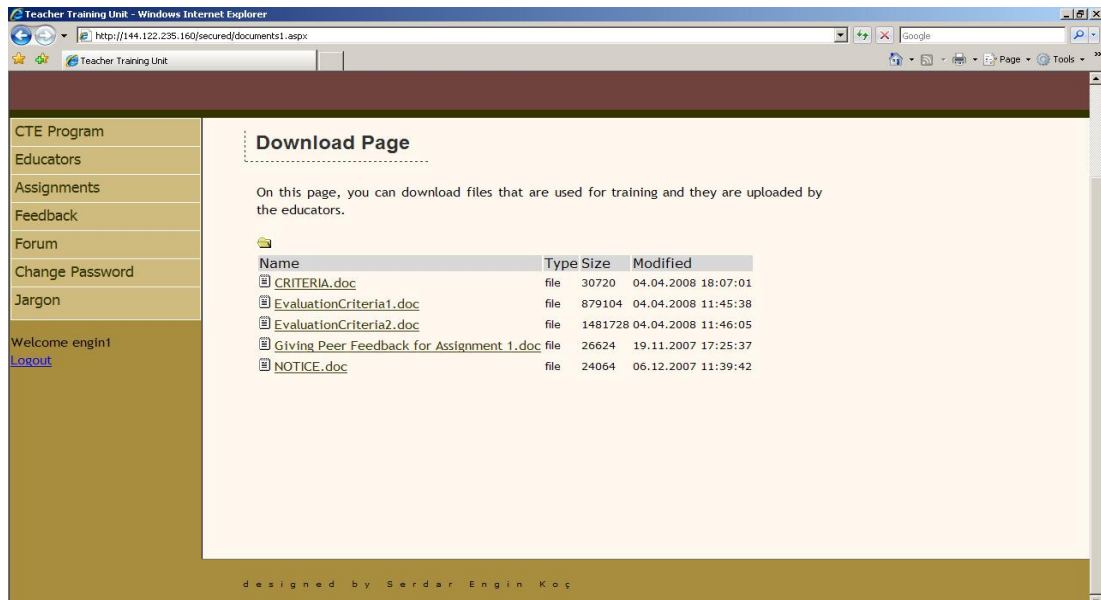


Figure G.2 Assignment page
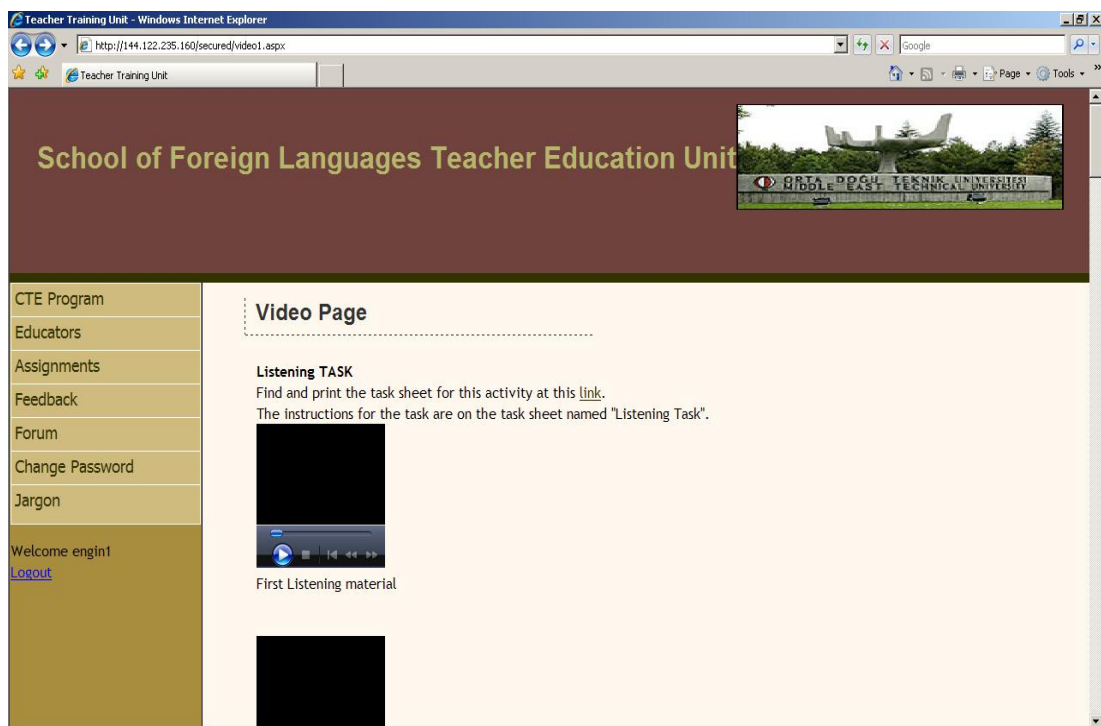
Figure G.3 Task page
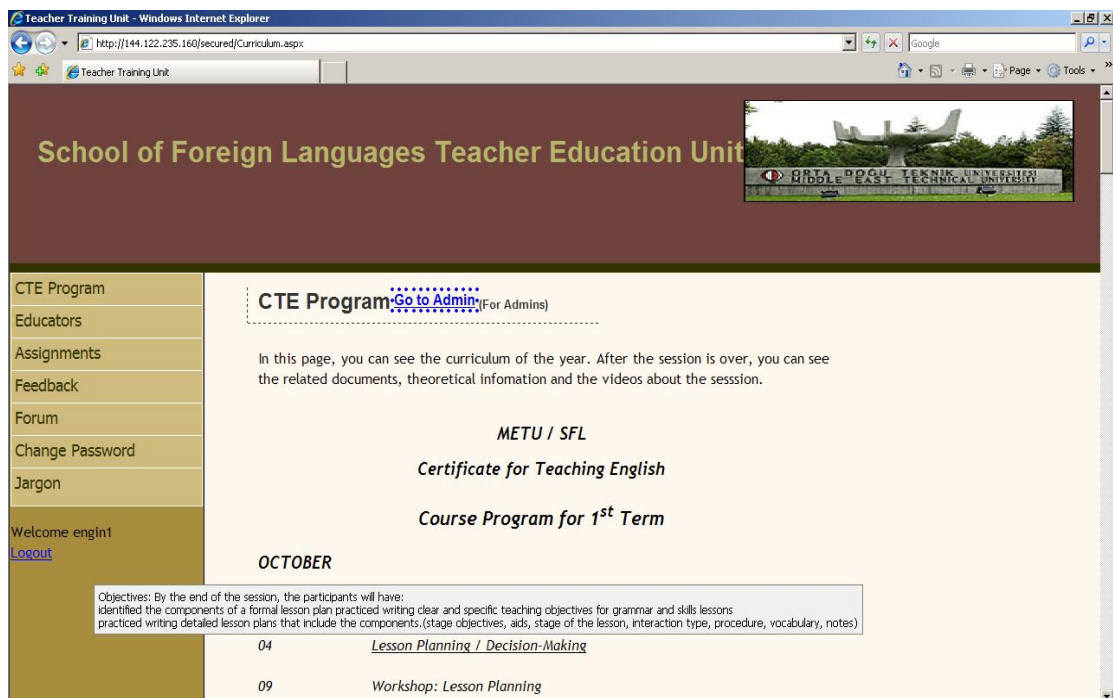


Figure G.4 Curriculum page

Figure G.5 Admin page
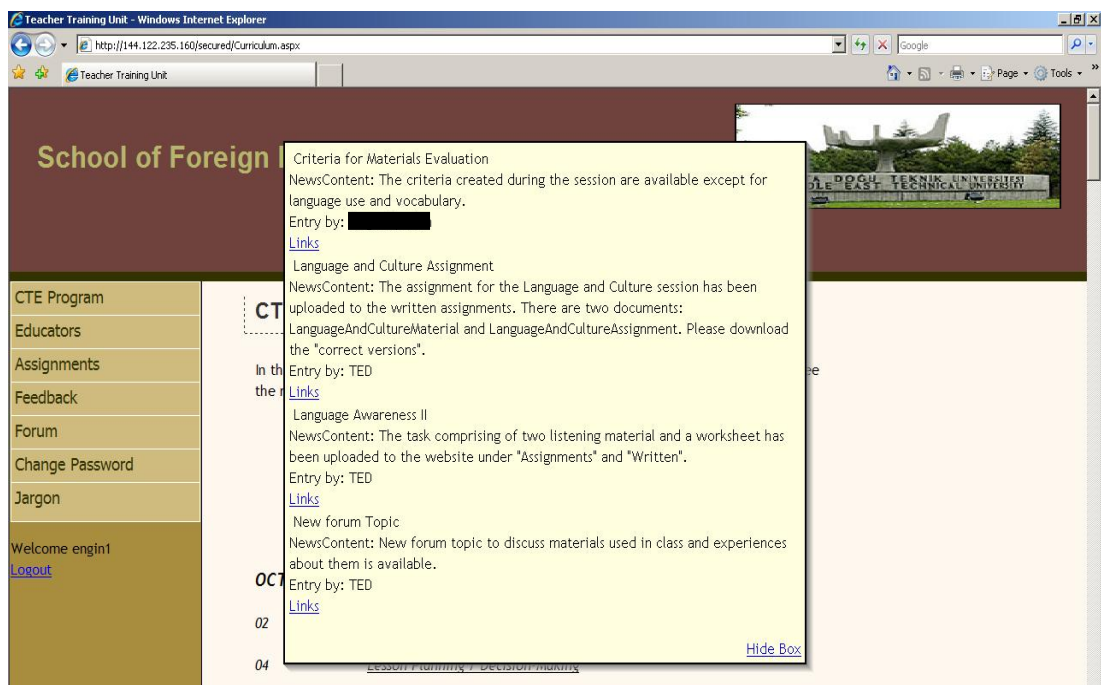


Figure G.6 News page

**APPENDIX H**


**CODING SCHEMES FOR TRAINEE AND TRAINER INTERVIEWS 2006**


Table H.1 Trainees' initial coding scheme (2006)

| TRCTENT | Trainees' needs about CTE program and Their Thoughts about Web-support |
|---|---|
| TRCTENT-ND | Needs |
| TRCTENT-WB | Web |
| TRCTENT-FD | Feedback |
| TRCTENT-DSC | Online Discussion |
| TRCTENT-PRTS | Online Parts |
| TRCTENT-SGST | Suggestion |


Table H.2 Trainees' revised coding scheme (2006)

| TRCTENT | Trainee's needs about CTE program and Their Thoughts about Web-support |
|---|---|
| TRCTENT-CN | Constraints |
| TRCTENT-PRT | Online Parts |
| TRCTENT-FD | Online Feedback |
| TRCTENT-DSC | Online Discussion |
| TRCTENT-TCH | Online Technologies |
| TRCTENT-PRE | Preactivities |
| TRCTENT-SHR | Online Sharing |
| TRCENT-LSP | Online Lesson Plans |

Table H.3 Trainers' initial coding scheme (2006)

| TRNCTENT | Trainers' needs about CTE program and Their Thoughts about Web-support |
|---|---|
| TRNCTENT-ND | Needs |
| TRNCTENT-CHP | Changes to Program |
| TRNCTENT-FD | Feedback |
| TRNCTENT-DSC | Online Discussion |
| TRNCTENT-SGST | Suggestion |
| TRNCENT-TSK | Tasks |
| TRNCENT-VD | Videos |
| TRNCENT-LS | Lesson Plans |

Table H.4 Trainers' revised coding scheme (2006)

| TRNCTENT | Trainers' needs about CTE program and Their Thoughts about Web-support |
|---|---|
| TRNCTENT-PRB | Problem |
| TRNCTENT-CHP | Changes to Program |
| TRNCTENT-FD | Online Feedback |
| TRNCTENT-DSC | Online Discussion |
| TRNCENT-VD | Videos |
| TRNCENT-GD | Guidance |
| TRNCENT-CNT | Online Content |

**CODING SCHEMES FOR TRAINEE AND TRAINER INTERVIEWS 2007**

Table I.1 Trainees' initial coding scheme (2007)

| WSSCTE | Web Support System for Certificate for Teaching English |
|---|---|
| WSSCTE-WBF | Information from the Web |
| WSSCTE-VD | Videos |
| WSSCTE-MT | Online Materials |
| WSSCTE-FC | Online Facilities |
| WSSCTE-FD | Feedback |
| WSSCTE-SGST | Suggestions |
| WSSCTE-SH | Sharing |

Table I.2 Trainees' revised coding scheme (2007)

| WSSCTE | Web Support System for Certificate for Teaching English |
|---|---|
| WSSCTE-WBF | Information from the Web |
| WSSCTE-VD | Videos |
| WSSCTE-MTSGN | Online Materials and Assignments |
| WSSCTE-TCH | Online Technology |
| WSSCTE-SGST | Suggestions |
| WSSCTE-SH | Sharing |
| WSSCTE-PRB | Problems |
| WSSCTE-PD | Professional Development |

Table I.3 Trainer's initial coding scheme (2007)

| WSSCTE | Web Support System for Certificate for Teaching English |
|---|---|
| WSSCTE-VD | Videos |
| WSSCTE-FD | Feedback |
| WSSCTE-SGST | Suggestions |
| WSSCTE-SH | Sharing |
| WSSCTE-FR | Forum |
| WSSCTE-FC | Online Facilities |
| WSSCTE-FS | File System |
| WSSCTE-PRB | Problems |

Table I.4 Trainer's revised coding scheme (2007)

| WSSCTE | Web Support System for Certificate for Teaching English | |
|---|---|---|
| WSSCTE-VD | Videos | |
| WSSCTE-FD | Feedback | |
| WSSCTE-SGST | Suggestions | WSSCTE-SGSTVD Video |
| | | WSSCTE-SGSTNW News |
| | | WSSCTE-SGSTINT Integration |
| | | WSSCTE-SGSTSGN Assignment |
| WSSCTE-FR | Forum | |
| WSSCTE-NW | News | |
| WSSCTE-FS | File System | |
| WSSCTE-PRB | Problems | |
| WSSCTE-ACT | Assignments | |
| WSSCTE-INT | Integration | |
| WSSCTE-CUR | Curriculum | |

**APPENDIX J**

**CODING SCHEMES FOR TRAINEE AND TRAINER INTERVIEWS 2008**

Table J.1 Trainers initial coding scheme (2008)

| WSSCTE | Web Support System for Certificate for Teaching English |
|---|---|
| WSSCTE-FS | File System |
| WSSCTE-TSK | Task |
| WSSCTE-FR | Forum |
| WSSCTE-ANN | Announcement |
| WSSCTE-GNR | General |
| WSSCTE-TP | Technical Problems |
| WSSCTE-PD | Professional Development |
| WSSCTE-PRP | Purpose |
| WSSCTE-INT | Integration |
| WSSCTE-CUR | Curriculum & Objectives |
| WSSCTE-DES | Design |
| WSSCTE-SGST | Suggestions |
| WSSCTE-FDD | Feedback |

Table J.2 Trainers revised coding scheme (2008)

| WSSCTE | Web Support System for Certificate for Teaching English |
|--------|---------------------------------------------------------|
| WSSCTE-FS | File system |
| WSSCTE-TSK | Tasks |
| WSSCTE-FR | Forum |
| WSSCTE-NW | News |
| WSSCTE-TP | Technical Problems |
| WSSCTE-PRP | Purpose |
| WSSCTE-INT | Integration |
| WSSCTE-CUR | Curriculum |
| WSSCTE-SGST | Suggestions |

Table J.3 Trainees initial coding scheme (2008)

| WSSCTE | Web Support System for Certificate for Teaching English |
|--------|---------------------------------------------------------|
| WSSCTE-FS | File System |
| WSSCTE-TSK | Task |
| WSSCTE-FR | Forum |
| WSSCTE-NW | News |
| WSSCTE-GNR | General |
| WSSCTE-TP | Technical Problems |
| WSSCTE-PD | Professional Development |
| WSSCTE-PRP | Purpose |
| WSSCTE-INT | Integration |
| WSSCTE-CUR | Curriculum & Objectives |

Table J.4 Trainees revised coding scheme (2008)

| WSSCTE | Web Support System for Certificate for Teaching English |
|---|---|
| WSSCTE-FS | File System |
| WSSCTE-TSK | Task |
| WSSCTE-FR | Forum |
| WSSCTE-NW | News |
| WSSCTE-SGST | Suggestions |
| WSSCTE-TP | Technical Problems |
| WSSCTE-PD | Professional Development |
| WSSCTE-PRP | Purpose |
| WSSCTE-CUR | Curriculum |

# APPENDIX K

## CONSENT FORM (GÖNÜLLÜ KATILIM FORMU)

Bu araştırmanın amacı ODTÜ Temel İngilizce Bölümü Hizmet İçi Sertifika programı için hazırlanan web-destek sisteminin kullanılabilirliğinin ölçülmesidir. Bu araştırmaya katılmanız sizin devam etmekte olduğunuz hizmetiçi öğretmen eğitimi programının gelecekte daha da iyileştirilmesine yardımcı olacaktır. Sizinle web-destek sistemi konusunda yapılacak mülakat yaklaşık 45 dakika sürecektir. Araştırmadan elde edilecek bilgiler yalnızca araştırma için kullanılacak ve gizliliği korunacaktır. Araştırma konusunda herhangi bir sorunuz olduğunda aşağıda adres, telefon ve e-posta adresleri verilen kişilerle iletişimde bulunabilirsiniz. Araştırmaya katıldığınız için teşekkür ederiz.

Araştırmanın amacının Sertifika programına web desteği verilmesi olduğunun farkında olarak bu araştırmaya katılmanın benim için herhangi bir risk içermediğini ve istediğimde araştırmaya katılmaktan vazgeçebileceğimi biliyorum. Araştırmaya katılarak mülakat sorularına yanıt vereceğim. Araştırma sonuçlarının yalnızca tez için kullanılacağını ve adımın gizli tutulacağından eminim.

Katılımcının

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**CITATIONS FROM INTERVIEWS IN TURKISH**

[1] "Yaptığımız sunumların şeylerini dosyalarını yükledim. Bazı sessionlardan önce okumalarını ya da yapmalarını istediğim bazı assignment ya da tasklar vardı o dosyaları yükledim okuma parçaları olabilirdi bunlar. Ya da doldurmaları gereken bazı tablolar gibi. Yani hem referans hem de task amaçlı dosyalar yüklüyordum." (T1 trainers2008 [698-1018])

[2] "Valla ben çok fazla kullanamadim o biraz yaptığım daha doğrusu verdiğim sessionların niteliğiyle ilgiliydi, yani eklenebilir bazı şeyler olamaması artı öğrencinin profillerinden dolayı bazı sessionların içinde onları yapma zorunluluğundan, ya da bazılarının zaten workshopta yapılacağı için oraya konması anlamsızlaştı." (T3 trainers2008 [28329-28654])

[3] "Bizde hani böyle yüzyüzeyken kağıt formda dağıttığınız zaman daha fazla garanti edebiliyorum hissi vardı bende, yani yapacak bunu görüyo ama oraya dosya olarak eklediğim zaman sanki ona bakmayacak ve yapmayacak gibi geliyordu bana. Psikolojik bir şeydi birazcık da.Yani bu yüzden yüklemedim saniyorum, ama bütün sessionlarımda da gerek olmadı benim yaptığım çoğu session aslında o sessionlar içerisinde bitmesi gereken değil, ama o formattaki sessionlardı." (T2 trainers2008 [11501-11959])

[4] "…örneğin bir de sessiondan sonra belki de traineelerin erişmek isteyecekleri, bir yeniden bakmak istedikleri bilgiler olur diye ya onlardan gelen istekle ya da bizim önerimizle kendi hani ulaşmak isterseniz koyalım dediğimiz şeyleri koyduğumuz bir yerdi. Yani tekrar tekrar erişimi sağlayabilmek için."  (T5 trainers2008 [61664-61964])

[5] "Bunları işte daha ziyade işte sessiondan önce tamamlasınlar diye ya da vision amaçlıydı. Daha önce bir sessiondaki yapılanları gözden geçirip öyle gelirlerse bir sonraki sessiona tabi aslında ısınmış oluyorlar onun üzerine kurulu ikinci bir taski sessionda başlatabiliyorduk." (T5 trainers2008 [62171-62453])

[6] "Düşündüm aslında düsünmedim değil belki aslında o sessionda tartışılan bir şeyi sonradan ortaya atıp tartıştırmayı düsündüm fakat dediğim gibi çok fazla bir alışkanlığım olmadığı için o muhtemelen yapmadım." (T2 trainers2008 [14402-14614])

[7] "Ama yoksa son derece yararlı bir şey olduğunu düsünüyorum çünkü özellikle mesela her an her yerden ulaşıma açık olması açısından yani haftasonu belki bir araya gelmek istemeyebilir bazı gruplar ama bu grupta öyle bir şey olmadi bunlar yedi gün birliktelerdi. Haftasonlarını da bir arada geçirdiler yani çok sosyal da bir şeyleri oldu. İlişkileri oldu o anlamda forumun da biraz fazla iş görmemesinin sebebi o diye düsünüyorum ben." (T3 trainers2008 [31755-32193])

[8] "İnsanlar olsaydı. Mesela  kimse Hacettepe'de günlük hayatında bizi görmüyor bile. Sadece sessionda görüyor iyi günler deyip gidiyor. Olsaydı yani belki trainerla iletişimi var ama diğer trainerlarla görüsmüyor biz observation yapıyoruz bilmem nerde görürüz. Ama diğer arkadaşlarıyla görüşemiyor olsaydı, bence koşarak oraları kullanırlardı. Ben ödev yapıyorum siz de yaptınız mı falan diye ordan bi ses mes gürültü patırtı bir şey söyleyin filan diye." (T5 trainers2008 [80505-80962])

[9] "Orda da toplaması güç oldu. Yani forumun tek şeyi değil. Aralarında forum paylaşımına çok sıcak olmayan insanlar olabilir. Ya email kullaniyo hayatında ama bir yere forum üyeliği yok takip etmiyor." (T5 trainers2008 [78012-78216])

[10] "Mesela iste demin de bahsettiğimiz materyali alip feedback alip aranizda paylaşin görüşlerinizi paylaşin demiştik. Çok ilgi olmadi genelde ona. Ama genelde benim düşüncem sıkışıklığımızdan hiç bir şey yetiştiremiyoruz gibi bir havada oldukları için traineelerimiz ayrıca zaman ayırmak istemediler herhalde. Yani bir de foruma girip sunu yaptım bu oldu diye fikir paylaşımında bulunmak istemediler herhalde." (T6 trainers2008 [98938-99351])

[11] "Olabilir . Öyle çekinceler olmuş olabilir." (T5 trainers2008 [78924-78969])
[12] "Ben followup olarak değil daha çok pre de kullandım siteyi. Bana söyle bir tabi rahatlık sağladı. Ben bunu yapilmiş tamam onu kendileri debelendiler o işi yaptılar sonucunu alın ders içinde sınıf içinde yapıp 45 dakkayı ona ayırmaktansa büyük bir time saver tabi." (T4 trainers2008 [47552-47821])

[13] "O açıdan bir kazanç oldu mesela. Bir başkasından örnek verelim bu distance spoken grammarda, spoken grammarın özelliklerinde de öyle hem bir vision oldu aslında daha önce bir sessionda yapılmıştı onlar ama isimlerini hatırlamıyorlardı mesela diyelim. Gerçekten bir diyalog dinleyerek onları hani elle tutulur hale getirmiş olduk. Hani onu sessionda da belki yapabilirdik ama bu sefer şöyle yapmış olduk hani revision yaptık kendi, in their own time yapmis oldular." (T5 trainers2008 [65372-65839])

[14] "Onların çok verimli olduğunu düşünüyorum aslında çok işe yarar seyler olduğunu düşünüyorum. Özellikle de kisiye bir farkli bir alternatif sunmak açısından." (T3 trainers2008 [29726-29886])

[15] "Hani arkasından bir task koyuyor olmak bunu alışık olmadığım şekilde webden koyuyor olmak beni trainer olarak zorladı. O yüzden böyle diyorum aslında zaman olarak bu sistemin oturacağını düşünüyorum bunu ilk yılı ikinci yılında olmamasını da çok normal buluyorum." (T2 trainers2008 [18969-19238])

[16] "Bana zaman zaman ve dönem dönem farklılıklar göstereceğine inaniyorum ben. Ki bu kisinin biraz öğrenme biçimiyle ilgili olduğunu düsünüyorum. Yani her ne kadar biz bunun entegrasyona katkıda bulunduğunu düsünsek de öğrenme biçimlerinden dolayi bazı hocalar şunu diyebilir "Ben o olmadan da var olabiliyorum." Yani illaki o ekran üzerinden aktiviteleri görmeden de varolabiliyorum zaten yeterince bana aktivite gösterildi. Ya da "Ben sadece ekranda bunu görüp anlayamıyorum çünkü benim bazı seylere dokunabilmem gerekiyor."" (T3 trainers2008 [36236-36755])

[17] "Çok fazla güncel tutamamis olabiliriz ben kendi açımdan söyleyeyim. Önden şimdi sessionu şekillendiriyorum diyorum bilmem ne yapıyorum diyorum ondan sonra da arkasından tabi dosya kapandığı için bi dakka simdi diyorum bir kenara not alıyorum ondan sonra öbür sessionlara yöneldiğim için mesela bu koşturma içerisinde ıskaladığım oldu." (T5 trainers2008 [68361-68700])

[18] "Aslında yani sessiona gelenlerin hazırlıklı gelmesini biliyorlar neye geleceklerini ne göreceklerini muhtemelen bakan biliyor ve tabi ki önemli bir şey sessiona kadar söyleseniz de ellerine dağıtsanız da iste onlar kaybolabiliyor falan orda direk görebiliyorlar. Büyük bir kolaylık bence." (T2 trainers2008 [14844-15139])

[19] "Ama herkes çok da böyle a bak neler varmış diye bir şey yapamadılar ellerinde zaten kağıdı var programın." (T4 trainers2008 [53505-53618])

[20] "Evet. Sessionlarla yani yakın olması birinin diğerini bağlaması gerekiyordu. Bence daha entegre oldu tabi. Onların ödevlerini bazı şeyler vardı onları koymuştuk. Dolayısıyla daha entegre oldu yani orası başka telden burası başka telden gitmiyordu. Aynı şeylerden gidiyor ya da paraleldi birbirini gerektiriyor. O bitince öbürüsüne bakması uygun düşüyor." (T5 trainers2008 [74867-75227])


[21] "Bence çok hani ön hazırlık yapmamış olmamıza rağmen bence fena değildi, yani herkes kullanmaya çalıştı, bütün hocalar da kullanmaya çalıstı. Traineeler de o sekilde kullandılar. Bence genel olarak 50% nin üstünde bir başarı oldu, yani hani en azından verimlilik olduğunu düşünüyorum. Daha ön hazırlıklı olsaydık yani hazırlayabilmiş olsaydık daha fazla da olabilirdi." (T1 trainers2008 [5691-6062])

[22] "Çok doğal bir integration yoktu... Yani baştan öyle planlanmadığı için yani aslında belki şöyle planlasak yani aslında ben özellikle egitimde bu distance learningin aynı şehirdeyken ve bu kadar bir aradayken internet desteğinin çok dogal bir parçası olamayacağını düşünüyorum programın." (T4 trainers2008 [55278-55571])

[23] "Ama sadece bir tek nitelenen bir operatör gibi değil. Yani demek istediğim o sessionun o oturumu tasarlayan kişi artı işin bu tarafıyla online tarafıyla da ilgilenen kişinin onu birlikte düzenlemeleri gerekiyor ki" (T6 trainers2008 [103065-103286])

[24] "İstenilen sekilde olsun diye düsünüyorum. Böyle olamadığı için yani biz biliyorsun programımız sıkışık." (T6 trainers2008 [103296-103404])

[25] "Hıhı. Yani bence taskları bildirme ve konferansları bence bu en güzel kısmıydı. Hani bu annoucement şeklinde olan."
(T2 trainers2008 [17645-17765])

[26] "Hmm. Tabi o da işte ödevlerle ilgili, özellikle işte traineelerimiz en çok yararlandılar herhalde. İşte ödev için şu kaynağı kullanabilirsiniz. Şu tarihte şunu yapmanız gerekiyor süre uzatıldı falan gibi çok günlük hayatın içinde ve işe yarar noktalardı o haberler." (T6 trainers2008 [101015-101286])

[27] "Dolayısıyla orda zaten herkes birbirine haber vermiş oldu. Ya da trainerlarla sürekli kontak halinde oldukları için hemen çat kapı gelip iste "Hocam şurda bir konferans varmış öyle mi?" gibi sorma şanslari vardı. O yüzden diyorum yani hep çok fazla iç içe olmamızdan kaynaklanan bir gereksinim duymama olayı var bunda." (T3 trainers2008 [35161-35477])

[28] "Amacı programın hem akışını biraz daha kolaylaştırmak, biraz zamandan, biraz kağıttan tasarruf çünkü onlar o açılardan da çok yarar sağladı bize." (T1 trainers2008 [67-210])

[29] "Amacı bence bizim ve traineelerimizin işini daha çabuk görmemizi, görmesini sağlamak zaman kazanmaktır." (T6 trainers2008 [96795-96897])

[30] "Amacı, birincil amacı, öncelikli amacı sessionlarda content çok kalabalık olduğu zaman, yani saat açısından sığamayacağımız zaman ön hazırlık yapmaları veya sessiona sığmayıp da arkasından yapmalarını istediğimiz şeyleri yapmalarını sağlayacak bir ortam olmasıydı. Bi de tabi ki variety katmak." (T4 trainers2008 [44120-44418])

[31] "İkinci yani sürekli hep face to face olmaktansa arada bir de kendi başlarına okuyabilecekleri veya kendi başlarına yapabilecekleri tasklar, on their own time istedikleri zaman yapmalarını sağlamasıydı." (T4 trainers2008 [44426-44628])

[32] "Daha hızlandırıyordu processi ve de daha cost-effective oluyordu bizim açımızdan. Video gibi şeyleri de koyabilmemiz tabi bazı şeyleri daha pratik, hatta normalde yapamayacağımız bazı şeyleri orda yapabilir hale geldik. Yani daha ziyade işte session öncesi hazırlık amacıyla kullandık." (T4 trainers2008 [60918-61142])

[33] "Dosyalar duruyordu girdiğimizde ulaşıyorduk. Hani hocanın söylediği bir şeyi gidip orda bulamadığımız hiç bi zaman olmadı. Bulduğum seyi indiremediğim olmadı. İndirdim açılmadığı olmadı. Hani öyle şeyler. Orada vakit kaybettiğim veya ne nerde diye dolanıp da bilemeyip de aradığım hiç olmadı." (TR2 trainees2008 [23996-24290])

[34] "Ama oraya birsey yüklendiğinde okumam gerektiginde açıp okuyabildim…" (Tr1 trainees2008 [608-678])

[35] "Görünürlük yani onun bilgisayar terminolojisinde tam adını bilmiyorum ama aradığım şeyi çok kolay bulamadım ben. Menülerde tek tek hepsine bakip böyle dosya isimlerine filan tek tek okuyup şey yapmam gerekti. Biraz daha pratik olsa çok daha iyi olurdu diye düsünüyorum." (Tr3 trainees2008 [27237-27513])

[36] "Mesela işte assignments. Assignmentsin altında bilmem ne yani o başlıklar menüdeki gruplandırmalar çok açık değildi. Daha net daha açık olsa daha kolay bulurduk herseyi yani." (Tr4 trainees2008 [38703-38877])

[37] "Bir şey yükleniyor, ondan sonra yüklenen şeyin nerde olduğunu da bize anlatmak için e-mail gönderiliyordu. Şu başlığın altında suraya bakın gibi. Hani ona hiç gerek kalmadan daha farklı bir şekilde düzenlenebilse gerçekten daha verimli de olurdu. Böyle düsünüyorum." (Tr4 trainees2008 [38877-39141])

[38] "Mesela hocalarımız bize söylüyorlardı. Şu dosyayı internete koyacağım diye ama bunu bulmakta zorlandım ben biraz." (Tr6 trainees2008 [56810-56922])

[39] "Forumun sorunu orda herhalde, biz çünkü zaten beraberiz sürekli o CTE programındaki arkadaşlarla. Orda bir de fikir paylaşımı oturup internetten yazalım yerine daha sözlü olarak paylaşıyorduk." (Tr6 trainees2008 [64034-64231])

[40] "Ama zaten ben o arkadasları üç kisiydik biz. O üç kişi zaten beraberiz yani bütün gün beraber olduğumuz insana forumda bir soru sormak çok pratik değil gibi geldi bana." (Tr3 trainees2008 [31284-31452])

[41] "Zaten bir iki kere de bir şeyler de yazdım baktım ama arkadaşlar çok kullanmadı. Yani forum çok işlev göremedi bilmiyorum neden, vakit yoktu belki." (Tr4 trainees2008 [42592-43091])

[42] "Şimdi iste biz ay bunu hoca okur benim hakkımda ne düsünür. Biraz böyle stres yaratabilir yani, kendini çok güvende hissetmediği için insanlar biraz böyle yazmamış olabilir diye düsünüyorum." (Tr4 trainees2008 [43100-43296])

[43] "Şifre olayı. Yani herşey için ayrı şifre almak biraz sıkıntılıydı. Yani bir şifreyle her yere girilmesi gerekiyor. Çünkü bir şifre iki üç isimli olunca hangisini hangisine yani nasıl gireceğini şaşiriyor. O yüzden forumu pek kullanabildiğimi söyleyemiycem yani. Web sayfasıyla ilgili değildi yani sorun. O kullanılabilirdi ama forum biraz..." (Tr1 trainees2008 [1510-1858])

[44] "Yani birebir bizim o forumu kullanmaya başlamamız için o forumu bize sunan kişilerin bire bir olarak kullandığını görmemiz gerekiyordu. Yani bu işler böyle oluyor. Yani onlar bir sekilde bizi oraya çekmekle mükellefler o anlamda." (Tr2 trainees2008 [17223-17451])

[45] "Assignmentlar sessionlarla ilgili oluyor değil mi, yani sessiona gelmeden okunması gereken doldurulması gereken şeyler oluyordu. Onunla alakalı olduğu için ön hazırlık gibi oluyordu. Veya sessiondan sonra gidip yapmamız gerekenler oluyordu. Hep bağlantılı idi birbiriyle iyiydi yani. Güzeldi tabi yani biraz daha kullanabilseydik daha iyi olurdu, ama iyiydi." (Tr1 trainees2008 [1025-1328])

[46] "Ya da ders öncesi ön hazırlık olarak bunları seyredin deyip sessiona o taskla ilgili yaptığımız cevapladığımız bir takım sorularla başlamak şeklindeydi. O anlamda çok bütünleyiciydi tasklar. Yani post bağlamında da pre bağlamında da son derece bütünleyiciydi." (Tr2 trainees2008 [9561-9827])

[47] "Bence ordaki bir takım tasklar daha challenging olmali diye düsünüyorum. Yani amaç ELT için bir eleman yetiştirmekse bazı taskların daha challenging olması gerektiğini düşünüyorum ben." (Tr2 trainees2008 [11666-11852])

[48] "İşte şimdi şöyle bir şey var. Zaman alıcı tasklardı. Bizim de zamanımız azdı. Orda biraz yapamadık gerektiği kadar. Daha genis zamanımız olsa daha çok bunun üstüne eğilirdik. Güzeldi aslında." (Tr4 trainees2008 [45030-45227])

[49] "Onlar da güzeldi ama mesela orda şöyle bir o seyrettiğimiz aldığımız videolar diyaloglar şunlar bunlar güzeldi fakat onları seyredip düsünsek bile sessiona gelene kadar aradan bir kaç gün geçiyordu. En azından bir gün geçiyor ve unutuyor insan hani." (Tr4 trainees2008 [40427-40684])

[50] "Hatta ben yine de bunu sınıfta hep beraber izlemeyi tercih ederdim." (Tr7 trainees2008 [73288-73356])

[51] "Ha e tabi. Derse hazırlıklı gelmek psikolojik anlamda bilimsel anlamda hazırlıklı gelmek açısından çok anlamlı." (Tr5 trainees2008 [49977-50093])

[52] "E tabi ki kağıt elinizde ise ben billboarda asıyordum o sheete billboarda bakıyordum. Çünkü sürekli online çalışan insanlar olmadığımız için bizler sınıfa gidip geliyoruz, burda sürekli sınıf dokümanlarla uğraşıyoruz ve online da biz de çok friendly user değiliz o anlamda." (Tr5 trainees2008 [50407-50684])

[53] "Yani insanlar çesit çesit. Ben elimizde o kağıtlar vardı aslında fakat ben ona kağıtlardan değil, bilgisayardan bakmayı tercih eden biriyim. Ben çalişmamı ya da enformasyon alanında bilgi edinme alanında kağıttan ziyade bilgisayar kullanmaya alışık olduğum için daha önceki tecrübelerimden de benim için özellikle kağıdı değil, kurs içeriği ne ne zaman yapilacak hangi sessionda ne var. Ben onları kağıdımdan değil, web sitesine gidip ordan bakmayı tercih ediyorum. Yani bir şeyin elimizde doküman olarak bulunması web sitesinde de ayrıca benim gibi kullanıcıları düşünerek oraya da yüklenmiş olması bence önemli, güzel bir şey." (Tr2 trainees2008 [14492-15121])

[54] "Yani tabi artik bilgisayarın, internetin hayatımızın bir parçası olduğunu gördük. Yani kendi derslerimizde de bunu bir şekilde kullanabileceğimizi de anlamış olduk." (Tr7 trainees2008 [74625-74794])

[55] "Olayın kendisini, taskın kendisini farklı makalelerle içeriğini farklılastırarak elbette ki sınıfta yapmak isterim. Bu sene firsat olmadı, ama umarım gelecek sene yapabileceğim yani. O anlamda epeyce yararli birsey bu." (Tr2 trainees2008 [12631-12843])

[56] "Bence çok güzel bir fikir. Videoroomlarımız çok sınırlı sayıda. Onlar için önceden randevü almak gerekiyor. Ama ben gelecek sene kullanmak istiyorum açıkçası. Kendim de bir seyler hazırlayabilirim. Varolan materyali kullanabilirim." (Tr4 trainees2008 [45319-45562]).

[57] "Evet düşünürüm. Ben çok efektif buluyorum video kullanımını, ama geçen sene hiç kullanamadım program çok yoğun olduğu için. Bundan sonra çok istiyorum. Ben de bu dönem en az bir kaç sefer yapmayı düşünüyorum." (Tr3 trainees2008 [33864-34076])

[58] "Orda onun yararı oluyordu. Her ne kadar hoca sınıfta söylemiş de olsa, yani bunu önceden biliyor da olsak, ne için gireceğimizi orda elbette büyük dikkat çekici bir sekilde hani arkası transparent, üzeri güzel böyle dikkat çekici fontlarda yönlendirici oluyordu. Tabi ki yani user friendly birseydi o. Orda nereye gideceğim, nereye bakacağım, hangi linkler altında diye bir dakika bile kaybetsek

zarar. O yüzden iyiydi yani. Önemli birşey bence." (Tr2 trainees2008 [8686-9128])

[59] "Tabi tabi ödevlerle ilgili herhangi bir announcement varsa tahtaya yazılıyordu. Ya da yine arkadaşlarımızdan öğreniyorduk. Oraya çok gerek kalmıyordu açıkcası yeni bir haber ben almadım hiç yani." (Tr7 trainees2008 [71211-71411])

[60] "O çok eski haberler çıkıyordu. Hala en son girdiğimizde assignment 1 hakkindaki şeyler mesela direk çıkıyor." (Tr6 trainees2008 [61611-61724])

[61] "Hocalara yardımcı olacak mateyalleri herkesin erişimine açmaktı bence amaç." (TR5 trainees2008 [47077-47157])

[62] "Trainer ve trainee yüzyüze her zaman iletişim halinde olamayabilir. Bu böyle bir kanalla ödevleri assignmentlari daha kolay bizim erişebilmemiz için galiba." (TR3 trainees2008 [26583-26740])

[63] "Yani aldığımız eğitimi biraz daha kolaylaştırmak ve kullanımını içine entegre etmek gibi birşeydi sanırım." (Tr7 trainees2008 [65731-65844])

[64] "Evet bir çok hoca malzeme bıraktı ve ben onların fotokopilerini aldım ve yeri geldiğinde sınıflarımda kullandım onları. Ama bazı materyallerin üzerlerinde oynama yapmam gerekti o yüzden ya scannerdan geçiricem diye çaba harcadım. Word ortamına aktaramadığımız resim olarak aktardığı için yapamadım. Ondan sonra ne yaptım? Oturdum bilgisayarda kendim onları yazmak zorunda kaldım. Eğer bütün materyaller konabilseydi web sitesine bütün materyaller upload edilseydi çok daha kolay olurdu." (Tr5 trainees2008 [54496-54985])

[65] "Çünkü herşeyi not alma şansımız yok ders sırasında. Öyle genel bir summary ya da ne biliyim yapılan seylerin hepsi olsa güzel olurdu." (Tr6 trainees2008 [59190-59328])

[66] "Olabilir. Önemli yerleri olabilirdi çünkü hepsi çok materyal kullandı. Çünkü bazen bir derste 15-20 kağıt oluyordu elimizde. onlar zor ama ana hatlarıyla bir summary olabilir." (Tr1 trainees2008 [4762-4943])

[67] "Bu ihtiyaç yaratılmalıydı. Yaratılmak için de baska şeyler kısmak lazım: "Session saatleri 1.5 saat yapip 3.5 saat yerine bu konu devamında bir discussion yapacağız. Bu da bizim programımıza dahil, yani dolayısıyla şunu düşünün, su taskı yapın şurda su saatte bulusalim forumda yada şu gün bulusalim ya da siz aranizda tartısın forum üzerinden ve foruma post edin." Eğer hani sonuçları oraya post etmek gibi bir istek gelse karşıdan insanlar yüzü yüze görüsüp yazmaktansa direk oraya yazmayı tercih ederler. Çünkü diğeri 2 is olacak." (Tr2 trainees2008 [18605-19137])

[68] "Hem onları akılda tutmak hem de aynı passwordu veriyim dedim. Daha kolay olur bu sefer onun arasında bir işaret varmış ama öbür forum kullanmadığı için. Yani orda bir tutarsızlık oldu, ikisi ortak passwordu kullanirsa daha iyi olur." (Tr4 trainees2008 [46270-46512])

[69] "Yani, güçlükten ziyade bazı teorik derslerin böyle oturup karşıdan sana bir insanın vermesi, çünkü bir de benim zaman problemim çok vardı bu dönem. Bir önceki dönem de. Zaman kaybıymış gibi geldi bana." (Tr3 2006Trainees [9435-9669])

[70] "Kesinlikle, çünkü  dikat ettiyseniz siz de orda bulunduğunuzda feedback kısmı artık biraz uzun geliyo. Onca saat oturup, bir de ben her zaman şeye inanırım. Birşeyi aldıktan sonra üstüne bir oturup zaman geçmesi lazım, iyi değerlendirebilmek için. Yani evet şimdi yaz ne düşünüyorsundan ziyade bana bir iki saat sonra bile yapsan daha verimli olabileceğini hissetmişimdir hep. Yani bunun online olması hem pratik açıdan hem bu açıdan daha yardımcı olur diye düşünüyorum. (Tr3 2006Trainees [9435-9669])

[71] "Öyle olursa çok daha iyi olur. Tabi yani ne biliyim writing lesson, reading lesson ama yani reading de şu skilli ölçen bi de grammar şu point, vocabulary. O zaman çok daha kolay olur yani." (Tr3 2006Trainees [12068-12533])

[72] "Yani tabi her session hakkında olmasa da bazı sessionlardan ben şey hissederek çıkmıştım yani. Ya ben tam söylemek istediğimi söyleyemedim bu konuda bu konu tamam çok güzel kanıtlanmış teorisi vardır. Bir de benim çok küçük de olsa tecrübelerimden yola çıkarak hissettiğim konu var, orda o kadar kişiyiz belli bir saat var. Orda ne söyleniyorsa söyleniyori. Biri başka bir şey söylüyor, öbürsü başka bir şey söylüyor. Siz de istiyorsunuz ama söyleyemiyorsunuz. Yani tabi ki onun da çok ekstra yardımı olur." (Tr3 2006Trainees [12633-13153])

[73] "Kesinlikle işte o şey dediğim gibi teori kısmını önceden okuyup gelmek gibi. Bir hoca bize bir kere yapmıştı böyle bir şey ofisine gidemedim ama, o materyalleri okumuştum bir de göndermiştim mail gurubuna. Onu okuyup gelin ve o zaman zaten belli bir şey bekliyorsunuz o konu ile ilgili. Bir de ona vakit harcamak gerekmiyor o zaman işte." (Tr3 2006Trainees [13458-13863])

# CURRICULUM VITAE

## PERSONAL INFORMATION

Surname, Name           : Koç, Serdar Engin
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## EDUCATION

| Degree | Institution | Graduation Year |
|--------|-------------|-----------------|
| **MSc** | Middle East Technical University Department of Computer Education and Instructional Technology | 2002 |
| **BSc** | Middle East Technical University Biology Department | 1998 |
| **High School** | Ankara Atatürk Anatolian High School | 1993 |
| **Prep.** School | TED Ankara College | 1986 |

## WORK EXPERIENCE

| Year | Place of Work | Job |
|------|---------------|-----|
| 12/2005-Present | Bilemek, Bilkent CyberPlaza Ankara | Educational Technologist |
| 09/2003-04/2005 | RTB Educational Solutions Teknokent, METU, Ankara | Instructional Designer |
| 10/2001-07/2002 | Eastern Mediterranean University Computer Centre, Gazimağusa, TRNC | Research Assistant |
| 06/1998-09/1998 | Dominet Information Services Technical Service Department, Ankara | Technical Staff |
| 02/1997-05/1997 | Lifeflo, Dealer Ankara | Dealer |
| 1996 | Summer Practice, Refik Saydam Hıfzı Sıhha Institute, Ankara | Student |

**PUBLICATIONS**

Koç, S. E., Yıldırım, Z., Özden, M. Y. (2006). Perceptions on problem-based online learning. *Academic Exchange Quarterly,* Fall, Volume 10, Issue 3, Fall, p. 34 [ISSN 1096-145].

**TECHNICAL SKILLS**

Flash, Dreamweaver, Visual Studio.NET 2005, MS SQL Server 2000,2005, MS Office Programs, Adobe Photoshop, Sound Forge 8, 3D Studio Max (basic), various video editing programs (Dvdshrink, Blaze Media Pro)

**LANGUAGES**

- English (fluent), German (basic), Spanish (basic), Latin (basic)

**AREAS OF INTEREST**

Information technologies, instructional design and technologies, curriculum-technology integration, computer languages (ASP.net, Visual Basic), distance education, web design.

**HOBBIES**

Tennis, basketball, snow-skiing, movies, poetry, Internet, soccer, guitar, history.