4 Developing as a teacher trainer planning INSET courses

Maryam Mohammed Al-Jardani

1 INTRODUCTION

1.1 Aims

Through conducting this research, I aim to improve my practice in planning in-service teacher training (INSET) courses. As Moon (2001) argues, the planning of such courses should be principled. Accordingly, trainers need to develop essential planning skills (Cullen, 2004).

1.2 Background

After more than a decade teaching in schools, I was recently appointed a trainer of English teachers on short methodology courses. These English teachers, who include expatriates from Asian and African countries as well as Omanis, and novices besides the highly experienced, are often unfamiliar with the learner-centred principles underpinning the new Omani curriculum. The main objective of such courses is to encourage teachers new to the curriculum to adopt a more learner-centred approach to teaching in line with it.

1.3 Rationale

Training adults is very different from teaching young learners, as I discovered as a novice teacher trainer last year. Amongst the new responsibilities were designing and planning training programmes, sequencing and designing materials and supporting other teachers' learning. In preparation for this, I shadowed an experienced teacher trainer and asked experienced colleagues many questions, looking at their planning of previous courses and trying to understand how they structured them. Despite this, and my attempts to draw upon my own teaching experiences, my planning of my first 20-session INSET course left me dissatisfied. Indeed, I received negative comments from teachers who attended. I am undertaking this research in the hope of improving my practice.

2 LITERATURE REVIEW

When planning INSET courses, it is essential to identify teachers' needs accurately (Malderez & Wedell, 2007). Following from this, various principles should influence course design if the course is to impact teachers' practices (Moon, 2001). I outline these principles, below.

Principle 1: Acknowledge and value teachers' existing/ prior experience and build on it

Teachers who come to training courses possess "a system of beliefs, attitudes and values" beside expectations of the course itself (Wright & Bolitho, 2007, p. 4). This system includes 'practical knowledge' and 'formal knowledge' (Borg, 2006). While 'practical knowledge' is derived from the classroom (Calderhead, 1988), 'formal knowledge' includes 'public theories' introduced on pre-service training programmes (Wallace, 1991, cited in Borg, 2006). Teachers' beliefs include 'personal theories' (James, 2001) and derive from various sources, including years spent studying at school (i.e.; 'the apprenticeship of observation', Lortie, 1975), and from contextual and cultural factors (Borg, 2004). An example from my context of a belief of the last kind is that a teacher should be firm.

It is important that teachers' knowledge and belief systems are considered by INSET course designers for several reasons. Firstly, from a constructivist perspective, "teachers interpret new content through their existing understandings, and modify and reinterpret new ideas on the basis of what they already know or believe" (Kennedy, 1991, p. 2). Secondly, inviting teachers to reflect allows for an 'investigation-articulation approach' (Malderez & Wedell, 2007, p. 22), where "the learners' experiences, and the beliefs and concerns to which they give rise, are investigated and a professional language of teaching … is developed to talk about these experiences". While such discussions will not necessarily change ideas, they can help "expand, refine and develop" teachers' thinking (Cullen, 2004, p. 140), leading to greater flexibility (Hayes, 1995) and increasing the likelihood of new practices being accommodated (Bax, 1995).

Activities that explore teachers' prior experience have merit in revealing personal and professional concerns to trainers, providing a means of assessing needs (Wright & Bolitho, 2007). Additionally, getting teachers to explore their own thinking and uncover principles behind their practices can help create 'a need to know', where they recognize "their existing way of thinking is no longer sufficient for their needs" (Malderez & Wedell, 2007, p. 23).

Exploring their own thinking is a starting point for conceptual development that will then lead to other sources of knowledge being consulted (Malderez & Bodòczky, 1999). Trainers who are conscious of teachers' prior experience can help them invest personally in the course by making it "relevant to their own pressing concerns" (Wright & Bolitho, 2007, p. 4).

In contrast, if teachers' prior experience is ignored, this might result in resistance to the new experiences, since teachers will not discover any inadequacy in their own beliefs and therefore not see 'a need to know', which is likely to inhibit their learning

and development (Freeman, 1989). So, the teacher trainer's role here, as Wright (1990) asserts, is to make these experiences explicit during the course.

This can be done in various ways. Malderez & Wedell (2007) suggest three types of experience to focus on, firstly, a recalled real-world experience (e.g. a teaching experience) from before the course, secondly, an in-session demonstration of teaching techniques, and thirdly, an in-session game or fantasy activity. These relate, respectively, to different kinds of knowledge: 'knowing about things', 'knowing how to do things' and "knowing to use appropriate aspects of the other kinds of knowledge while actually teaching" (ibid, p. 18). The last type of activity, for example, can help trainers dig beneath the surface of teachers' unconscious experiences to help them re-examine beliefs, assumptions and attitudes they have brought to the course (Wright & Bolitho, 2007).

Using such activities helps teachers recognize 'a need to know'. Their awareness will be raised and they will be ready to learn. Therefore, at this stage, the teacher trainer can start to provide further knowledge input through, for example, reading tasks and mini-lectures (Malderez & Bodòczky, 1999). However this input should not "be offered as a truth to be learnt, but rather as another viewpoint to add a further dimension to each participant's knowledge base" (Malderez & Bodòczky, 1999, p. 24). Flexibility is crucial, and by incorporating 'unplanned slots' into the course design, the teacher trainer can respond to teachers' unpredictable needs, as these emerge from group discussions and other activities (Malderez & Wedell, 2007).

Principle 2: Consider the importance of the social environment in learning

Developing positive group dynamics is important, as "the quality of the eventual outcome of the course will to a considerable extent be forged in the interactions between the members of the learning group" (Wright and Bolitho, 2007, p. 34). "A cohesive group works more efficiently and productively" (Argyle, 1969, in Hadfield, 1992, p. 10) and helps "create the safe atmosphere that is one of the necessary conditions for people to be willing to articulate thinking and try out different practices" (Malderez & Wedell, 2007, p. 107). Furthermore, "a positive group atmosphere can have a beneficial effect on the morale, motivation and self image of its members, and thus significantly affect their learning, by developing in them a positive attitude to … [learning] and to themselves as learners" (Hadfield, 1992, p. 10). A successful group can be "an instrument of support and maintenance, a pool of resources, and an instrument to facilitate learning" (Douglas, 1983, cited in Hadfield, 1992, p.11).

To encourage successful group dynamics, the teacher trainer can promote 'group life' (Moon, 2001) through the incorporation of various stages in a training course, including a group forming stage. According to Dörnyei & Malderez (1999), the first sessions need to include activities which encourage the forming of relationships, through trust building activities and those which require self-disclosure. Activities which encourage group members to establish group rules and agree on group goals are also important (Malderez & Bodòczky, 1999).

Group maintaining, the next stage, includes three sub-stages; the 'norming stage' when a routine is established among the group; the 'storming stage' when difficulties and tensions emerge and the 'performing stage' when the group is finally working fully towards its objectives (Tuckman, 1977, cited in Malderez & Bodòczky, 1999, p. 28). As the timing and duration of these stages is unpredictable (Malderez & Wedell, 2007), course sessions need to be flexible and include alternative activities. Moreover, the trainer needs to be an effective listener in order to notice changes and scaffold members of the group appropriately (Randall & Thornton, 2001).

The last stage in the life of a group is the group disbanding stage. It is very important to disband the group properly, as "too often, groups split up in an unplanned way, leaving a feeling of emptiness and incompleteness behind" (Wright & Bolitho, 2007, p.180). Feelings of each individual group member need to be acknowledged.

Group disbanding activities allow teachers to review their learning experiences and plan to continue without group support (Malderez & Bodòczky, 1999). Activities that let teachers say goodbye to each other and celebrate their successes encourage positive attitudes towards future learning experiences (Malderez & Wedell, 2007).

Principle 3: Provide opportunities for teachers to develop skills

Examples of 'knowing how' type skills (Malderez & Wedell, 2007) that teachers can develop on INSET courses include noticing, observing, reflecting, planning, using specific teaching methods and analysing teaching materials for their suitability in a given teaching context. This is a key principle, as for any course focused on supporting the introduction of new curricula, methods and materials (as in my context), it is crucial that teachers learn the skills that will help them support the innovation. Malderez & Bodòczky (1999) argue it is not enough simply to read or know about, for example, how to teach stories to young learners; developing such teaching skills requires repeated practice in order for them to become genuine tools in the teachers' repertoire.

Providing practice in a non-threatening supportive environment can build teachers' confidence and lead to deeper understandings of the innovation (Hayes, 1995). This can enhance the impact of the course on practice and motivation, as both research evidence from Tanzania (Cullen, 2004) and my own experience of being trained on INSET courses suggest.

To develop skills, a starting point is a period of observing the skilful in action, perhaps while helping, followed by: "having a go with support and guidance from a more expert other, thinking about what happened, using any observer comments, learning from both mistakes and things that went well, and having another go" (Malderez & Wedell, 2007, p. 24). This cycle can be repeated, as required. Strategies to support this learning cycle include watching videos of teaching, micro-teaching parts of a lesson to peers pretending to be children and teaching real children at school between training sessions.

Principle 4: Model the teaching and learning principles underpinning the innovation

In my context, INSET courses are supposed to clarify the main principles underlying the new curriculum and its learner-centred, whole child development approach. This is embodied in techniques such as groupwork, games and songs. The INSET course should reflect these principles, with teacher trainers applying these principles themselves, so "matching what is taught and how it is taught" (Malderez & Bodòczky, 1999, p. 25). As Hayes (1995, p. 259) argues, course sessions "should provide models of the new practice", which will help teachers understand it better and also evaluate its suitability for their own teaching and learning contexts. This modelling needs to be explicit (Head & Taylor, 1997).

The 'loop input' strategy, as suggested by Woodward (1991), where the process of learning is used as its content, can be very useful. This strategy provides the opportunity for teachers to understand new techniques, discover problems with them relating to their own situations, and see principles in action.

Principle 5: Provide opportunities for teachers to develop reflective skills so they can develop as reflective practitioners

For the purpose of this study, reflection can be understood as "looking back at past experiences, reconstructing them and beginning to ask questions about these experiences and deconstructing them" in order to understand them thoroughly to inform future actions (Wright & Bolitho, 2007, p. 26). A reflective approach to teacher development is needed since effective teaching is mainly linked to inquiry and reflection (Malderez & Bodòczky, 1999), and teachers need to extend their knowledge and deepen their awareness to make appropriate decisions in teaching (Richards & Lockhart, 1994). If teachers are trained to take responsibility for their own professional development through being reflective, this can bring about real and lasting change in classroom practice (Calderhead, 1988).

However, "reflection on experience is only a part of the learning cycle in training" (Wright & Bolitho, 2007, p. 25). Teacher trainers need to help teachers integrate new or revised knowledge with real teaching situations. Learning tasks can be sequenced so they start and end with a focus on experience (Malderez & Wedell, 2007), with teachers first recalling and reflecting on an experience, then trying to understand it by considering it from different perspectives, next integrating their new learning, linking this to their context and finally planning for future actions. They call their procedure 'the five steps'. Moon (2001) describes a similar four-step framework.

Reflective skills can be further developed through the course by encouraging teachers to keep learning diaries (Jarvis, 1992). Asking teachers to reflect on questions such as: "What have you learnt that is useful for your practice?", "What are the implications of this new knowledge for your practice?" and "How will you act in such a way that your practice is improved?" can help (Moon, 2001, p. 127). Reflection grids, inviting teachers to analyse activities at the end of each INSET

session, can further develop understandings and the process of articulating ideas (Malderez & Bodòczky, 1999). Encouraging teachers to reflect orally after certain activities can be beneficial, as can inviting teachers "to construct a 'future scenario' in which they are implementing a new idea they have learnt on a course" (Wright & Bolitho, 2007, p. 167). This last practice can encourage teachers to explore implications more deeply.

Yet, reflecting is a thinking style which comes more naturally to some people than others (Wright & Bolitho, 2007) and I suggest using reflection as content, in the form of input, especially at the beginning of an INSET course. This will help teachers develop understandings of how to reflect.

Having discussed a number of principles for planning an effective INSET course, I will now make use of these as I seek to improve my own practice in planning such courses.

3 RESEARCH METHODOLOGY

My main research question was as follows: How can I improve my planning of an INSET course?

In order to answer this question, I attempt to find answers for these sub-questions:

1. What principles did I use for planning an INSET course last year? What are these principles based on?
2. How will I plan in the future? What principles will I use in order to plan INSET courses in future?

In order to answer these questions, I am going to engage in a reflective and informed review of my previous practice in order to improve it.

The source of data therefore will be the plan of an INSET course I taught last year. The data come from a document that can be used as an alternative to questionnaires, interviews and observations (Denscombe, 2003), and can be seen as qualitative data.

Here I give a brief background about the plan. This consisted of 20 sessions (5 hours each), taught on a block basis. One block consisted of five days and in between the teachers returned to their classrooms. The course was designed to train a mixed gender group of English teachers with very varying degrees of teaching experience and from different nationalities. The aim was to clarify the main principles underpinning the new curriculum and support learner-centred teaching.

To analyse data from the plan, I followed the procedures suggested by Denscombe (2003). Firstly, I read through the data many times to familiarize myself with them. Then I developed a number of categories relating to the principles for planning effective INSET sessions. These categories include the following;

- Learning tasks which start with a focus on teachers' experience
- Learning tasks which start with input session
- Activities which support group building
- Activities which aim to develop skills
- Activities which reflect and model the principles underpinning the new curriculum
- Reflection activities

By 'learning tasks', I mean activities sequenced in a specific way which aim to facilitate learning of a specific topic, such as teaching reading, for example. An individual course session could include one or more of these learning tasks, though the activities of a specific learning task can also be distributed across more than one session.

After categorizing data, I further classified and tabulated this information (see Al-Jardani, 2008, for the original tables). I organise my analysis, below, around principles earlier discussed.

4 FINDINGS

4.1 To what extent did my planning of the INSET course last year acknowledge participants' previous experience and build on it?

A quantitative analysis reveals that I only started 12 out of the 29 learning tasks throughout the course with a focus on teachers' experience. I did this mostly through group discussion and elicitation techniques (7 times), followed by in-session demonstrations, and finally, teacher stories and questionnaires, these in one session only. A majority of input sessions (15 out of 20) started with OHT-supported lectures. Input in learning tasks was followed by activities when teachers applied ideas, e.g.; by producing teaching material. I did not plan for any open slots to respond to teachers' immediate needs and nor did I plan alternative activities.

On reflection, even though I started some learning tasks with activities that accessed teachers' experience, at the time I used these techniques for purposes other than acknowledging the teachers' experience. I used techniques such as group discussions, for example, to make sessions interactive and interesting, and was not consciously raising awareness of existing beliefs and constructs to facilitate learning and development. Therefore, it is possible to say that I just borrowed these techniques from my practical experience of teaching English in schools.

The lack of unplanned slots or alternative activities is further evidence that I did not consider teachers' previous experience and seek to build on this. Perhaps, I was not confident about changing things as I was a new teacher trainer; I was only concerned at that time to look like a teacher trainer and to follow my plan without confusing myself with other issues.

Furthermore, comparing the number of learning tasks which are sequenced to start with a focus on experience rather than otherwise, it appears I sequenced most to start with input, in the form of lectures. This suggests that I 'put in' before 'getting out', not a procedure recommended by Malderez & Wedell (2007). Input was based on what I thought the teachers needed to know rather than on the needs they perceived, and was followed by 'theory application' (*ibid*) when the teachers produced outcomes related to the new ideas. Freeman (1991), cited in Lamb (1995, p. 79), criticizes such 'input-output' models of teacher education as being essentially ineffective, as they do not encourage teachers "to construct their own versions of teaching".

I could explain my dependency on such models by considering my beliefs about how adults should be taught. Teaching adults is always associated in my mind with

giving lectures and this belief probably comes from my own learning experiences. An additional reason behind this could be related to my understanding of the word 'help'; I think I was trying to give too much help. Malderez & Wedell (2007, p. 123) assert that if teacher educators do the thinking for the teachers on their courses, "they will never learn to do it for themselves".

In summary, it appears I did not acknowledge teachers' prior experiences nor build on these when I planned sessions for this INSET course. In addition, it seems the guiding principle was to sequence learning tasks to start with input. Beliefs about teaching adults and prior learning experiences were probably the cause. An implication for my future practice is that I need to acknowledge teachers' experiences and build on these to facilitate learning and development.

4.2 To what extent did my planning of the INSET course last year take into account the importance of the social environment in learning?

A quantitative analysis reveals that I used a very limited number of group building activities throughout the course. In Session 1, I used three activities at the forming stage, including a 'getting to know you' activity, and also got participants to make name cards. However, I did not help the group establish group rules or goals. At the maintaining stage, I only used one group mixing activity (in Session 15) and there was a lack of trust builders. When disbanding (in Session 20), there was a celebration, but I did not encourage teachers to review their experience of working with the group, in terms of learning and feelings.

On reflection, the group building activities throughout the course were insufficient for the creation and maintenance of strong relationships. The activities I did use were borrowed from my experience of teaching English and learning on courses. I was not aware that I needed to support the group in building relationships; I assumed that by being together the teachers would automatically function as a part of a group. Therefore, to conclude, I would say that I did not really take into account the importance of the social environment in learning. For the future, I need to consider this and plan sessions to include activities which can support the life of the group.

4.3 How did my planning contribute to the development of teachers' skills?

A quantitative analysis reveals that I provided a number of opportunities for teachers to develop skills. These included two days of school visits observing experienced English teachers teaching the new curriculum, planning lessons individually and in teams (in sessions 12 and 13) and micro-teaching (in session 14) when I divided the whole group into smaller groups to try out techniques in teaching reading and give each other feedback. I also encouraged teachers to practise assessing portfolios, which they need to do in schools, through role-playing assessing each others' portfolios, according to various criteria. I also modelled the process of reflecting on one occasion, using three moves; recalling, exploring why

and then thinking about what I would do differently in future. However, perhaps certain opportunities were missed in the support I provided. For example, I did not use video in any sessions to introduce new teaching techniques, e.g.; in teaching stories or games. There could also have been more opportunities to develop skills.

On reflection, I feel the teachers would have benefited from more observations, but practically it was difficult to arrange this. Videos would have been beneficial too, but I was probably inhibited through lack of confidence in using technical equipment and dealing with any unpredictable problems. Furthermore, each teacher was involved in micro-teaching only once, which did not provide the repeated practice needed to acquire a skill (Malderez & Bodòczky, 1999). Nor did I explicitly encourage teachers to try out new ideas in their classrooms and report on this practice, although the course was organized in a way that gave them a great chance to do this (teachers returned to schools in between training days). Perhaps I assumed they would do this automatically. Perhaps, as a teacher on such courses, I had not been encouraged to do that myself. Yet I did give them specific practice in assessing portfolios, which I felt would be useful, and also supported them in reflecting. I did this because, from my experience as a teacher, I think reflection is a complex skill and in my context teachers need more guidance.

In summary, I believe my sessions plan provided reasonable opportunities for teachers to develop skills. Implementing this principle in my practice seemed based on my experience as a teacher and my understanding of the teaching context, as well as on my experience of attending such INSET courses. To improve in the future, I need to include more opportunities for teachers to develop different skills related to their practice. Specifically, I need to provide more opportunities for them to observe new practices in action and practise new ideas, both under my supervision and in their classrooms.

4.4 How did my planning model the principles underpinning the new course book (English for Me)?

A quantitative analysis shows that I used numerous activities (e.g.; songs, games and TPR activities) (about 30 in all) to model the main principles underpinning the new curriculum. They were distributed systematically through the whole course, with every session containing at least one. They were a significant feature of my training course.

I believe these activities were prominent, as from my experience as a teacher and observer, I am conscious that many teachers do not make adequate use of them in the classroom. Indeed, many teachers complain about the practicality of such activities as playing games in groups or pairs, and argue that such activities can waste the time of learners. Therefore, by demonstrating these activities, I hoped teachers would start to use them in the classroom. I had also observed other teacher trainers incorporating such activities in their courses.

However, when I examine my plan, it appears I did not encourage teachers to think about the purpose of these activities nor support them in adapting them for their classrooms. This might result in teachers not being aware of the value of such activities. It might also lead them to think I just did these activities as part of my job

as a trainer without hoping they would make use of them in their own classrooms.

To summarize, while I modelled activities embodying principles underpinning the new curriculum, in future I need to raise teachers' awareness of the value of such activities in language learning. I also need to raise awareness of possible ways of adapting them in the classroom.

4.5 How did my planning provide opportunities for participants to develop reflective skills?

An analysis shows that throughout the course I supported the development of reflective skills in two ways, firstly by practising existing skills. For example, I encouraged teachers to reflect on activities and topics covered in each session at the beginning of the next. However, they were only listing and describing things done, without relating these to future actions. However, to extend reflective skills, I also sequenced some learning tasks to end with a focus on teachers' experience. I did this on three occasions (in sessions 8, 16 and 18). I also asked teachers to complete a reflection grid at the end of each session to help them integrate new learning with practice.

On reflection, while I was encouraging teachers to reflect, I was not fully aware of the value of the techniques I was using and was not making as much use of them as I could have done. For my future practice, I need to be more aware of providing opportunities for teachers to develop reflective skills. I also need to use a greater variety of techniques to help them link new learning to practice.

4.6 Summary

On the basis of the analysis above, I can claim the following. As far as principles which I used to plan course sessions are concerned (my first research question), it could be said: Although I did consider teachers' previous experience and need for positive group dynamics, tried to develop different teaching skills, model principles of the new curriculum and develop reflective skills, it seems my main principle when planning sessions for this training course was to look like a teacher trainer. In addition, it appears I was unaware of most of the principles for planning effective course sessions discussed (in 4) above. Moreover, with regard to my second research question, I seemed to base my practice of planning INSET sessions mainly on my experience as a language teacher, my experience as a teacher attending such courses and my observation of other trainers. Finally, to answer my third and fourth research questions, I would say it is possible to improve my planning skills by giving special attention to principles earlier discussed (4, above). Practical ways of embodying these principles in my practice will be discussed below.

5 DISCUSSION

Firstly, to build on teachers' existing experience and assist them in integrating their new knowledge with real teaching situations, I could use the 'five steps' model (Malderez & Wedell, 2007) to sequence learning tasks. Firstly, I could involve teachers in describing an experience, creating a 'need to know' with my support.

Secondly, I could encourage them to interpret the experience, helping them articulate their thoughts. In the third step, I could provide teachers with input, not necessarily in the form of a lecture, but perhaps through reading or listening to others' explanations, in this way, building on their experience. In the fourth step, I could encourage teachers to summarize new understandings, either orally (using group techniques) or in writing through a poster. In the last step, I could help teachers think of practical implications. This could be done by encouraging them to plan, develop materials and perhaps demonstrate them. So, by using this model I could start and end the learning tasks with a focus on teachers' experience, 'getting out' before 'putting in'.

Secondly, to cater to the importance of the social environment in learning, I plan to develop successful group dynamics in the following ways. Firstly, I plan to use 'getting to know you' activities, such as 'class records', a milling activity recommended by Hadfield (1992), in most of the first sessions. These will create an appropriate environment for social relationships to develop. In addition, I will help the group agree on goals at the beginning and ask them to produce a poster displaying these shared goals. I will also, following Dörnyei & Murphy (2003), encourage them to establish rules, respect each other's ideas and listen to each other. I will observe the group, resolve conflicts and scaffold the building of positive relationships through trust building activities and those which encourage positive feelings. 'Owls/teddy bears' (Johnson, 1986, cited in Malderez & Bodòczky, 1999) is an example of an activity that can help teachers deal with conflicts, communicate in order to maintain relationships and at the same time achieve goals. To disband the group properly, I propose the following; firstly I will encourage teachers to review their learning. I could do this through group discussions that focused on areas still to be worked on and action plans. This will ensure that everyone is clear about how to continue learning without group support. I will help in this, by providing articles, lists of websites and handouts. Finally, to review their experience in terms of feelings, I plan to use activities such as 'Around for Closing' from Wright & Bolitho (2007), where participants sit or stand in a circle close to each other. I will invite them to think of anything they would like to say to the group and then everyone will take turns to make their contribution. Furthermore, to celebrate their success and their learning, I plan to help them create a group poem (see Malderez & Bodòczky, 1999; Hadfield, 1992).

To provide more opportunities for teachers to develop skills, I will plan more observations of teachers teaching the new curriculum, in schools and on video. Additionally, I will provide more regular opportunities for peer and micro-teaching. I will also encourage teachers to experiment in their classrooms and share their experiences with others in groups. I might also ask them to collect data to analyse regarding implemented ideas and discuss these with others. This will help them formulate principles and develop concepts out of practice, as Wright & Bolitho (2007) describe the process.

Furthermore, I will continue using activities which model the principles underpinning the new curriculum, as described above. However, I will follow these by 'think and link' activities to focus on their value for language learning and possible adaptation.

Finally, to encourage teachers to reflect effectively I will develop the 'reflection grid', which I used in the past, to include a number of headings, such as the ones suggested by Malderez and Bodòczky (1999). I might also encourage teachers to keep a learning diary and guide them through the process of reflection by providing them with a number of questions, as suggested by Moon (2001).

6 CONCLUSIONS

Clearly, I have learned much from this study that can improve my planning of INSET courses. Despite its small-scale nature, focusing on only one aspect of my practice, I believe I can develop with greater confidence as a teacher trainer, as a result of conducting this research. Hopefully, too, I have provided insights into my own development as a planner of INSET courses that teacher trainers working in other contexts will be able to relate to and reflect on.

REFERENCES

Al-Jardani, M. (2008). *Developing as a teacher trainer: Improving my skills for planning in- service teacher training course sessions*. Unpublished MA dissertation: School of Education: University of Leeds, UK.

Bax, S. (1995). Principles for evaluating teacher development activities. *ELT Journal, 49* (3), 262-71.

Borg, M. (2004). Apprenticeship of observation. *ELT Journal, 58* (3), 274-6.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

Calderhead, J. (1988). *Teachers' professional learning*. London: Falmer.

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. London: Routledge Falmer.

Cullen, R. (2004). The skills of training: Developing trainers for INSET courses in Tanzania. In Hayes, D. (Ed.) *Trainer development: Principles and practice from language teacher training*. Melbourne: Language Australia.

Denscombe, M. (2003). *The good research guide.* Buckingham: Open University Press.

Dörnyei, Z. & Malderez, A. (1999). The role of group dynamics in foreign language teaching and learning. In Arnold, J. (Ed.). *Affect in language learning*. Cambridge: Cambridge University Press.

Dörnyei, Z. & Murphy, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.

Freeman, D. (1989). Teacher training development and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly, 23* (1), 27-45.

Hadfield, J. (1992). *Classroom dynamics*. Oxford: Oxford University Press.

Hayes, D. (1995). In-service teacher development: Some basic principles. *ELT Journal, 49* (3), 252-61.

Head, K. & Taylor, P. (1997). *Readings in teacher development*. Oxford: Heinemann.

James, P. (2001). *Teachers in action: Tasks for in-service language teacher education and development.* Cambridge: Cambridge University Press.

Jarvis, J. (1992). Using diaries for teacher reflection on in-service courses. *ELT Journal, 46* (2), 133-43.
Kennedy, M. (1991). An agenda for research on teacher learning. Retrieved on 11th April 2008 from http://ncrtl.msu.edu/http/sreports/sr391.pdf .
Lamb, M. (1995). The consequences of INSET. *ELT Journal, 49* (1), 72-80.
Lortie, D. (1975). *School teacher: A sociological study*. Chicago: University of Chicago Press.
Malderez, A. & Bodòczky C. (1999). *Mentor courses: A resource book for trainer-trainers*. Cambridge: Cambridge University Press.
Malderez, A. & Wedell, M. (2007). *Teaching teachers: Processes and practices*. London: Continuum.
Moon, J. (2001). *Short courses and workshops: Improving the impact of learning, training and professional development*. London: Kogan Page.
Randall, M. & Thornton, B. (2001). *Advising and supporting teachers.* Cambridge: Cambridge University Press.
Richards, J.C. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
Woodward, T. (1991). *Models and metaphors in language teacher training*. Cambridge: Cambridge University Press.
Wright, T. (1990). Understanding classroom role relationships. *ELT Journal, 41* (3), 163-70.
Wright, T. & Bolitho, R. (2007). *Trainer development*. Retrieved on 11th April 2008 from www.lulu.com.