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The Impact of CPD on Teacher Perception, Motivation, and Confidence: A Case Study of Two Korean English Teachers

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This qualitative case study explores the impact of an intensive three-week in-service teacher training (INSET) program on the perception change of two English language teachers. Drawing on a substantial data of semi-structured interviews and teachers' actual classroom observation, the study suggests that the INSET course had a considerable impact on the teachers' perception. The five main areas of impact on the personal and psychological aspects in the data extended to: (i) better understanding of their class in English; (ii) development of how to adapt new knowledge through reconstructing new skills; (iii) development of linguistic competency; (iv) professional self-identity; and (v) further career development. On the basis of the findings of this study, some important recommendations for language teacher training are made to maximize the impact of INSET: teachers' own continuous and conscious professional development can be carried out under the teacher's own initiative since the impact of an INSET course on teachers' perception change is not determined solely by the course itself.

[English teacher training/perception change/professional confidence/profession motivation/classroom practice]

I. INTRODUCTION

There is a growing awareness that continuing professional development (hereafter, CPD) of teachers has more likely impact on not only the quality of teachers' teaching practice, but also change of their perception. All of teachers are involved in some sort of change. They have to teach a new textbook; syllabuses may change and methodologies change with them (Kennedy & Kennedy, 1996). Any discussion of CPD or in-service

teacher training (hereafter, INSET) invariably talks about 'changing' teachers or introducing teachers to a 'change' in practice. Teachers seem to be a crucial element in any education innovation or change to have a successful impact of CPD or INSET (Kennedy, 1996) in two ways: teachers implement the change into their actual classroom practice as a "change agent" (Day, 1997, p. 4) and they develop new beliefs, attitudes, skills, and professional awareness. This may then be consistent with Guskey's (2000) view in that change in teachers' perceptions, beliefs, and attitudes cannot come about without active engagement with new methods.

Teacher's perception change as an impact of INSET/ CPD outcome has been studied in a wide range of short-term and long-term impact areas: (i) perception changes in professional and personal attitudes: enhanced professional self-esteem (Butcher and Sieminski, 2006); greater confidence (Cope, Inglis, Riddell, & Sulhunt, 1992; Davies & Preston, 2002; Powell, Terrell, Furey, & Scott-Evans, 2003); and professional development and teacher change (Kennedy & Kennedy, 1996; Guskey, 2002). Gusky (2000) also asserts that if the INSET (CPD) course has affectively[1] increased teachers' motivation and enthusiasm and they feel more adventurous, then this may be seen as a positive outcome. According to Harland and Kinder (1997), affective outcomes of CPD such as obtained confidence or motivation may help when teachers transfer new skills obtained from the INSET into practice, and may impact on the take –up of new knowledge and ideas. The importance of a combination and interplay between teacher perception change and INSET impact has been pointed out by many researchers (Butcher & Sieminski, 2006; Burchell, Dyson, & Rees, 2002; Powell et al, 2003).

However, these studies describe the impact of INSET on the personal and psychological aspects of teachers' perception change without analyzing observed classroom practice. Consequently, little empirical attention has been devoted to the interplay of teachers' perception change and their classroom practice. However, the impact on classroom practice cannot come about without the personal and psychological developmental process and vice-versa; it does not stand alone and is interdependent.

Much Korean literature (e.g., Kim, 2009; Kwon, 2010) describes the impacts of teacher training program on Korean English teachers' perception change, but it mainly employs quantitative approach with large-scale research rather than use small-scale qualitative case study.

This paper thus seeks to explore the impact of INSET course on changes in teacher perception based on teachers' actual classroom practice, using inductive and descriptive case study. The key research questions addressed in this study are:

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[1] Affective refers to feelings of excitement interest and confidence (Harland & Kinder, 1997, p. 77).

(1) Do teachers experience perception change about teaching English as a result of the INSET course?

(2) How perception change as a result of the INSET course enabled teachers to implement new knowledge obtained from INSET into their actual classroom?

II. LITERATURE REVIEW

1. Typologies of INSET outcomes

There has been considerable interest in what constitutes effective professional development course (Fullan & Hargreaves, 1992; Guskey, 2002; Harland & Kinder, 1997; Joyce & Shower, 1988; Villegas-Reimers, 2003). However, there are some issues involved in attempting to evaluate the effects of CPD/INSET on teachers' practices. Some authors (Flecknoe, 2000; Guskey, 2000) admit that presenting typologies of measuring impact of INSET/CPD is not easy or simple since the course impact is neither objectively measurable nor observable. Even though, for example, observations of teachers' actual teaching after INSET course and measurement of students' achievement as an outcome of improved practice may give some useful feedback, it gives only a brief glimpse into their classroom practices. Nevertheless, some (e.g., Joyce & Showers, 1988) identify typologies of INSET outcomes and such typologies can form a useful framework for evaluating the impact of INSET.

One of the earliest typologies was developed by Joyce and Showers (1988). They identified four key ways in which INSET could impact on practice: (i) general awareness of new skills; (ii) organized knowledge of underlying concepts and theory; (iii) learning of new skills; and (iv) application on the job. It is interesting how they have viewed outcomes as not merely relating to classroom behaviors but teacher's knowledge.

Fullan (1991) focused much more on actual outcomes in terms of classroom practice which was linked between teacher cognition, attitudes and beliefs, and classroom practice.

Typologies of INSET outcomes, developed by Harland et al (1997), include, among others, impact on practice, motivation and affective, and knowledge and skills. They further stressed that there is a degree of interdependency between these outcomes. For example, new knowledge and skills obtained from INSET course can, in themselves, encourage motivation which will increase the change of some effect on classroom practice.

2. Teacher Change Process

1) Strategies of change

Most CPD activities involve the goal of change and there are different strategies through which such change can be achieved. To some extent the choice of strategy depends on the nature of the change that is desired. Drawing on the work of Chin and Benn (1970, cited in Kennedy, 1987, p. 163), the three most commonly found identified strategies are as follows: coercive strategies, rational strategies, and cognitive strategies.

Coercive strategies imply changes based on sanctions of some sort which force teachers to make some change in their practice; such a change is usually directed from educational organization or is top-down. In terms of INSET, such a strategy may mean that teachers are mandated to attend a course and there may be particular changes that the teacher is expected to implement.

Rational strategies depend on the belief that teachers are essentially rational beings who will adopt a change. This may work with those already sympathetic to the change and certainly providing information about suggested changes in practice is important. However, doubt remains as to whether such a strategy is sufficient by itself.

Cognitive strategies take a rather different view. The principle behind cognitive strategies is that the process of change has a more complicated process than those of the previous two strategies. Rather it is suggested that any change must address the more deep-seated beliefs and attitudes of the participants and their own ‘theories of action’ (West, 1992). Theories of action here refer to teachers’ understandings of what education is and how children learn. This is contrasted with ‘theory in use’ which refers to what teachers actually do in reality. Guskey’s (2002) theory of attitude and perceptual change supports ‘theories of action’ well in that attitudes and beliefs arise out of experience, and thus change in teachers’ perceptions, beliefs, and attitudes cannot come about without active engagement with new methods.

2) Teacher Perception Change and Innovation Process

Most CPD activities involve the goal of change through various strategies. By shifting attitudes, perception, beliefs, and awareness of their teaching (Freeman, 1989), such change can be achieved. The issue of innovation and change is sometimes described as a ‘process’ which takes time. Change process is thus complex and the role of teachers’attitudes in the implementation of change is seen as a determinant factor (Kennedy et al, 1996).

With respect to teacher change and innovation processes, Guskey (2002) stated that

teacher's attitude and perceptual change is a key to deliver changes in classroom practice. Freeman (1989, p. 27) also presented a model of teaching and change process which characterizes teacher change as "a decision-making process based on the categories of knowledge, skills, attitude, and awareness". In this process teachers have often been regarded as the key factors in either its success or failure. Fullan (2001, p. 51) proposed 'four broad phases' in the change process: initiation, implementation, continuation, and outcome. The figure 1 provides a simplified overview of change process.

FIGURE 1

An Overview of Change Process



As for the first process, initiation consists of the process that leads up to and includes a decision to adopt or proceed with a change. Second, implementation (or initial use) involves the first experiences of attempting to put an idea or reform into practice. Third, continuation refers to whether the change gets built in as an ongoing part of the system or disappears. Finally, outcome here means student learning outcome or organization capacity. He went on to say that "educational change depends on what teachers do and think –it's as simple and as complex as that" (ibid, 2001 p. 115).

There are many accounts in the literature of this relationship between theories of innovation and change and effective INSET (Lamie, 2002; Karavas-Doukas, 1993; Waters, 2006).

3. Professional Confidence, Teaching Ability, and Teacher Development

One of the expected outcomes of effective professional learning is to enhance teacher perception of self-efficacy – in other words, how teachers feel about themselves and their capacity to produce desired effects. Without high self-efficacy teachers often "lack the confidence to be innovative and to respond appropriately to feedback in their own contexts" (McGrane & Lofthouse, 2010, p. 4). Many studies addressed that increased confidence of teachers has usually improved the quality of teaching or increased attempts to adopt new approaches (Cope et al, 1992; Davies and Preston, 2002; Powell et al, 2003). Also, increases in self-confidence may help teachers when implementing knowledge and skills obtained from teacher development course into their classroom practice.

Professional confidence of teacher is a useful, and even necessary, precursor for

implementing new knowledge and skills into practice (Harland & Kinder, 1997). Professional confidence is thus clearly essential in all cases where significant impact on practice is sought since teachers often point to their lack of confidence as a major obstacle to significant changes in their classroom practice (Sim, 2015). Self-confidence and developing teaching ability are closely related (Harland & Kinder, 1997). That is, the more teachers build their confidence as a teacher of English, the more they develop and deepen their understanding of teaching skills. Guskey (2002), for example, makes the point that often teachers' appreciation of the value of an activity or their understanding of why a particular approach is effective arises out of action. Rossner (1992, p. 4) argues that "teacher development is not just to do with language or even teaching: it's also about language development, counselling skills, assertiveness training, *confidence-building* (my italics), computing, meditation, cultural broadening – almost anything, in fact."

4. Motivation, Adopting Innovation, and Change Teaching Practice

There is clear evidence that teacher motivation impacts upon teacher change and adoption of innovation (Hynds & McDonald, 2009). Ottoson (1997) identified predisposing factors such as motivation as key determinants that affect the application of ideas learned in professional development/training. That is, the quality of teaching is not solely governed by the qualification, pedagogical knowledge and teaching skill of teachers, but also their enthusiasm and affective factors (see, the footnote 1) in teaching.

Recent educational research reminds us that teaching is not merely a cognitive or technical procedure but a complex, personal, social, often elusive, set of embedded processes and practices that concern the whole person (Britzman, 2003; Cochran-Smith, 2005; Hamachek, 1999; Oakes & Lipton, 2003; Olsen, 2008, cited in Olsen, 2008, p. 5). In this sense, the teachers' behavior and teaching performance may also be influenced by their confidence and motivation to teach.

III. RESEARCH DESIGN

This study was designed as a small-scale qualitative research involving a descriptive case study: mainly semi-structured interviews, including stimulated recall and informal interviews, and classroom observation. As Nunan (1992) states that the "qualitative case study method is especially suitable for clarifying teachers' understanding of their work, and responding to the problems encountered in their professional lives" (cited in Stoynoff, 2004, p. 380), this study

aimed to explore, explain, or describe the phenomenon of interest rather than try to generalize findings (Marshall & Rossman, 2010).

The observation of teachers' actual classroom practice consists of descriptive case studies, but this study also includes narrative accounts through in-depth interviews in order to elicit participants' various perspectives about the INSET course, changes in perception, and the implementation of new knowledge obtained from the INSET.

Yin (1993, p. 5) described that descriptive case study refers to "a complete description of a phenomenon within its context". In this regard, it is essential to look at teachers' performance in their real classrooms when implementing new knowledge obtained from the INSET with rich, thick description since this study focuses mainly on investigating the impact of the INSET course on participant teachers' changes in perception as a result of the course.

1. Research Process

There were three phases in this study that took place over six months from July to December. The seven teachers first participated in a preliminary interview which asked about their background, reasons for taking the course, and what they expect to learn prior to the INSET course (stage 1). After the course, the post-INSET observation interview was conducted (stage two) in order to investigate how the course met their expectations or needs and what impacts they perceived from the course after the INSET. After the INSET, five separate observations of two teachers were conducted in the teachers' actual classes when they returned to their school. At the same time, five audio-recorded interviews (including both informal and stimulated recall interviews) were conducted with the teachers (stage three). Each interview lasted on average 40 minutes and initial interviews were semi-structured with a set of questions; however, interviews adopted an unstructured mode with a conversational format, allowing for more personal narratives, and more detail and elaboration. Accordingly, the interviews flowed more like a conversation and became longer over time. All of the observations were video recorded and interview data were recorded.

2. Context and Participants

The INSET course I observed took place at a university in Seoul during three weeks. The target audience of the training program was English teachers from primary schools in Seoul area. The INSET course aims to help teachers to facilitate their teaching skills as well as linguistic competence as a qualified English teacher. To achieve this, the course consisted of 90 hours of tuition over a three-week period from nine until four each day and more hours

were assigned for the communication-skill-oriented class, focusing on the listening and speaking skills rather than teaching methodology (termed 'teaching practicum').

The observed class was a beginner class and the class size was 12. In the first and second stage, seven teachers agreed to take part in pre- and -post INSET interview; however, in the third stage, only two teachers voluntarily participated in classroom observation since five teachers (out of seven) declined to take any further part in the study. Interviews and classroom observations were arranged to be at a convenient time to the teachers. The two teachers were chosen according to convenience sampling as the researcher interviewed and observed the classroom practice in the time they had available (Dörnyei, 2007; Miles & Huberman, 1994; Patton, 1987, cited in Sim, 2015). Table 1 introduces background information on the participant teachers. All participant teachers are females and their names are pseudonyms.

TABLE 1
Background Information of the Two Teachers

Name	Educational background	English language teaching experience	Attended teacher training
Rose	BA in Education	5 years	Attended 8 times
Jessy	MA in English Education	3 years	Attended 3 times

3. Interview

1) Interview Process

Some theorists view the qualitative interview as 'everyday interaction', (e.g., Burgess, 1984, p. 102) or 'professional conversation' (Kvale, 1996, p. 5, cited in Richards, 2003, p. 50). Yin (2003) also mentions that the interview is one of the most important means of eliciting introspective data in case study research.

In this sense, the qualitative interview is particularly helpful in this study to respond to the given research questions since this study focuses on the impact of INSET on teachers' perception change and classroom practice. Therefore, I was able to obtain a more detailed and deeper description of the complexity of teachers' feelings, understanding, perspectives, and perceptions.

Semi-structured interviews for participant teachers were chosen as the main interview style for this study. However, a combination of three types of interview was formed during the interviewing process: structured mode in the initial stage; semi-structured during most of the interviews; and unstructured mode in the final stage. This may be due to the fact that as time passed the relationship between the interviewer and respondents had become more

comfortable, cooperative, and co-constructive. This helped the researcher to create a rapport during the interviews and made it possible for both the interviewer (researcher) and interviewees to enhance the interviewee-friendly atmosphere that may provide more in-depth information than merely asking set questions in a structured interview mode. The researcher tried to interview more individually focused with many secondary questions because individual responses were different according to the interviewees' personal interests and needs. Merriam (1988, p. 74) supports that "a combination of all three types of interview are useful: some standardized information is obtained, and some time is spent in an unstructured mode so that fresh insights and new information can emerge".

Informal interviews and stimulated recall interviews were added in the third stage. In particular, stimulated recall interviews enabled the researcher to understand the original situation, and to re-live what was going on. In particular, five subsequent informal interviews, each of which followed by classroom observation, were carried out with each of the two teachers at a convenient time to them.

4. Observation

Bell (1999) states that observing an instance in real life or an individual unit in the case study provides researchers with a perspective on what happens in the target phenomenon. Likewise, the observations conducted in this study enabled the researcher to yield data that pertained directly to typical behavioral situations. This research carried out observations during the three-week INSET course and then observed the participant teachers' actual classroom practice five times after they had returned to their schools. The aim of the observation of teachers' actual classroom was to create more detailed and rich descriptions by exploring "how the class was taught and, more crucially, what the teacher was trying to do and why" (Freeman, 1982, p. 26).

Different observational approaches were used in this study depending on the situation: participant observation while observing INSET course, but non-participant (non-directive observation) in teachers' classroom practice. The reason for choosing participant observation in the INSET course is that the researcher wished to be a full insider researcher during the INSET course. This helped understand what the program was like and become capable of understanding the course as an insider (Sim, 2015). During the teachers' classroom observations, however, non-participant approach was employed to eliminate preconceived ideas and prejudices that could arise from the relationship between participants and the researcher. Since the researcher was already well acquainted with the teachers (Rose and Jessy), there should be an inevitable balance between the teachers and my own position as a researcher. In addition, the researcher was able to "focus attention on specific aspects of

classroom interaction, management, or instruction, and understand language teaching and learning" through observation checklist (Crandall, 2000, p. 41) (Appendix C).

The Table 2 summarizes approaches to observation used in this study.

TABLE 2
Approaches to Observation in This Study

	In the INSET	In teachers' classrooms
Approach to observation	Participant observation Non-structured Insider	Non-directive observation Non-structured Outsider

5. Data Analysis

Two types of approach (both deductive and inductive approaches) were used in this study to analyze the data: (i) a concept-driven approach (applying categories borrowed from the literature); and (ii) a data-driven inductive approach (from teachers' data). The inductive approach allows theory to develop from the data and the deductive approach, using the literature, represents a concept-driven approach-i.e., applying categories borrowed from the literature. Consequently, the impact outcome on teachers' perception change emerged from two sources: (i) teachers' observation and interview data; what trainee teachers themselves say about impact; and (ii) the literature; how the literature has classified impact outcomes.

1) Deductive Approach

As Kvale and Brinkman (2009, p. 202) mention "coding can be either concept driven or data driven"; the categories in this study were developed from concepts (theory), and teachers' data, They go on to state that concept-driven coding uses codes that have been developed in advance by the researcher by consulting existing literature in the field (ibid). As an example of concept-driven data literature, typologies of impact in this study were made from the literature developed by Harland et al (1997): impact on teachers' motivational, affective, and attitudinal outcome. Moreover, one of the outcomes 'impact on professional self-esteem' from Butcher and Sieminski (2006, p. 65) was also used to create categorizations and has been entitled 'professional confidence and motivation' in this study.

2) Inductive Approach

The next source of data analysis emerged inductively from the teacher data. Inductive analysis means that the patterns, themes, and categories of analysis come from the data; they

emerge out of the data rather than being decided prior to data collection and analysis (Patton, 1987, p. 150). Also, the researcher could refine and devise new categories through continuously revisiting the data since developing categories involves looking for "recurring regularities" (Merriam, 1988, p. 133). To be more specific, while the study was exploring what the impact on teachers' perception change is, the themes were initially categorized into three stages: confidence, motivation, and resolution for better career. The emerging themes (or categories) were developed by reading the transcripts repeatedly and considering possible meanings and how these fitted with developing themes.

The analysis process in this study follows three steps: pre-coding, open coding, and coding (Dörnyei, 2007; Merriam, 1988; Kvale & Brinkman, 2009; Hood, 2009). The researcher summarized textual data which was followed by coding, which converts data to key words or phrases such as 'English proficiency', 'change', and 'confidence' (pre-coding). Similar codes were grouped together into higher categories (coding), and likewise similar categories were grouped and integrated into highest themes (coding). A sample of coding in the study is shown in Appendix A and B.

IV. RESULTS AND DISCUSSION

This section presents the findings and discussion into two main parts: (i) general analysis of the participant teachers' perception about the INSET course; and (ii) single vignettes of two teachers' accounts through in-depth analysis to explore the impact of INSET on their perception change in greater detail.

1. General Outcomes of the Course

Most of the interviewees thought the INSET course provided a good grounding in EFL teaching practice, knowledge, and perception change. The following comments come from interviewees who had a positive experience in the course:

> I feel I will be more confident than before attending this programme. When I meet foreigners, I usually can't speak to them. But I want to talk to them now. (Rose)

> I am stimulated and encouraged by the teachers (peers) here. They work so hard and understand learners very well. (Jessy)

Even those who were more critical, and for whom the course had less impact, acknowledged the general value of the INSET course. For example, Tom expressed the

following critical view:

> We didn't get many chances to speak even in the speaking class. I wish there were more chances to speak. However, overall, I am satisfied with the course. I've got motivation, which means that I really want to improve my English to teach English better. And…um… it also motivated me to think how to teach English effectively. This course challenged and stimulated me a lot. (Tom)

From the interview data, it was clear that trainees perceived the INSET course to have had an impact on their professional development in a variety of ways. Tom and Robin also reflected on their classes and wanted to model what they had seen when returning to their own institutions.

> I think it [the listening class] helped me the most in terms of improving listening skills and learning listening teaching methods. I want to teach listening in this way when I go back to school. (Tom)

> When the students do listening, before I used to just make them listen to the dialogues and repeat the conversation. In that situation the students would become passive and not very engaged, just listening. But now, through the course, I've got an idea how to teach listening. (Robin)

Even though most of the trainees felt that their confidence had been built up as a result of their training experience, and motivation had been stimulated by peer working, one teacher interestingly revealed that her confidence had dropped from the initial stage of the INSET course, through comparing herself to other peers:

> My confidence was increased for the first and second week. However, from the third week it started to decline. I guess that it was due to the fact that I wasn't able to concentrate more and that others were improving more than me. So I lacked the confidence. I thought that because all the classes were being conducted in English it was hard. (Sunny)

Regarding Sunny's interview quotation, at this point, I would like to raise a critical aspect of the 'community of practice' (Lave & Wenger, 1991) claim that newcomers will obtain the knowledge and start fully participating in the community as old-timers. Consequently, overtime the newcomer moves from peripheral to full participation.

Even though Sunny had fully participated in the community (INSET) and accessed the activities or resources within that community as Lave and Wenger suggest, her

confidence had dropped from the third week. This shows that participation in a community of practice does not guarantee that people can access the activities or resources within that community, which would enable them to learn or gain the required knowledge. Thus, it is not always true that over time the newcomer moves from peripheral to full participation. Moreover, legitimate peripheral participation is a "conflictual process of negotiation and transformation" (Morita, 2004, p. 577).

2. The Story of Two Teachers

1) Case of Rose

(1) Changes in Teachers' Perception: Professional Confidence

This section describes how Rose increased her confidence after the completion of the INSET course and how increased confidence influenced her classroom practice in two ways: (i) she was better able to conduct her class in English after gaining confidence; (ii) after redesigning/reconstructing new skills in order to put them into practice, she had a better grasp of how to adapt new knowledge and she developed a better understanding of students' needs.

① Confidence in Conducting Class Using L2

In fact, at first, Rose had a negative attitude to using L2 in her class due to her perception that using L2 was not suitable for her students' level, and her lack of linguistic confidence. She responded to the question about using only English when conducting her class in her post-INSET interview (prior to returning to her school): "To tell you the truth, using only English in the class is still a big burden for me. I have no confidence".

As time went by (by the third observation) Rose looked more comfortable using English than she had in her first observed class where she had revealed her lack of confidence in using English in her class. She said,

> "it's [using English] getting comfortable for me…I have got more confidence to conduct the class in English".

Rose not only used mostly L2 but also encouraged her students to use English in real practice, which is in contrast with her post-INSET interview. Although it would be unrealistic to expect that her linguistic competence had improved in just a three-week

period, she seemed more confident about conducting the class in English. This shows how increased confidence enabled Rose to try out the use of English in her class. This phenomenon highlights two issues. Firstly, her increased confidence obtained through the INSET enabled her to start using new teaching approaches which were unfamiliar to her and different from her previous routines. It is clear that the use of English in class is of course a skill which is closely bound up with a teacher's own command of English, but it was a new challenge for Rose. She said:

> This kind of confidence would be reflected while teaching. This will eventually affect students' learning and output as well. The more the teacher's enthusiasm increases, the higher the students' desire to study is.

In Rose's case, she saw her increased confidence as directly impinging on her performance in the classroom and student outcomes.

Secondly, as Guskey (1994) mentions very pragmatically, attitudes are best formed through practical experience. Rose became more confident with the new practices after she had actively engaged in using them in her class. Rose felt inhibited in speaking English at first, but after using English in her class she became more confident.

In a similar vein, Fullan (1999, p. 45) suggests in his observation, "it is possible that beliefs can be most effectively discussed after people have had at least some behavioural experience in attempting new practices". He goes on to say that "if INSET courses strengthen participants' confidence and enthusiasm to try things out and participants do, and it works, then they will develop new attitudes".

② Confidence in Reconstructing New Knowledge

The second aspect of Rose's confidence can be found in her process of reconstructing new skills learnt from INSET in order to implement them in her own classrooms. For example, although she was introduced to new information regarding classroom activities in the course, she had problems in relating this to practice, especially in reconstructing and redesigning what she learnt according to her students' level. For example, during the fourth observed lesson, Rose asked students to memorize the scripts of the 'three little pigs' story and then do a readers' theatre (a kind of role-play) in front of the other students. While observing them during the activity, although it is a very simple story, she noticed (even the researcher could notice) that students were getting confused, and did not seem to understand what they were doing or the meaning of the story. She commented:

> The problem of that activity [readers' theatre] was that the first grade students can't read

> English. So I asked them to memorize the script that I read to them and present what they memorized. […] I tried readers' theatre but there was no effect. […] I don't think most of the students could understand what they memorized.

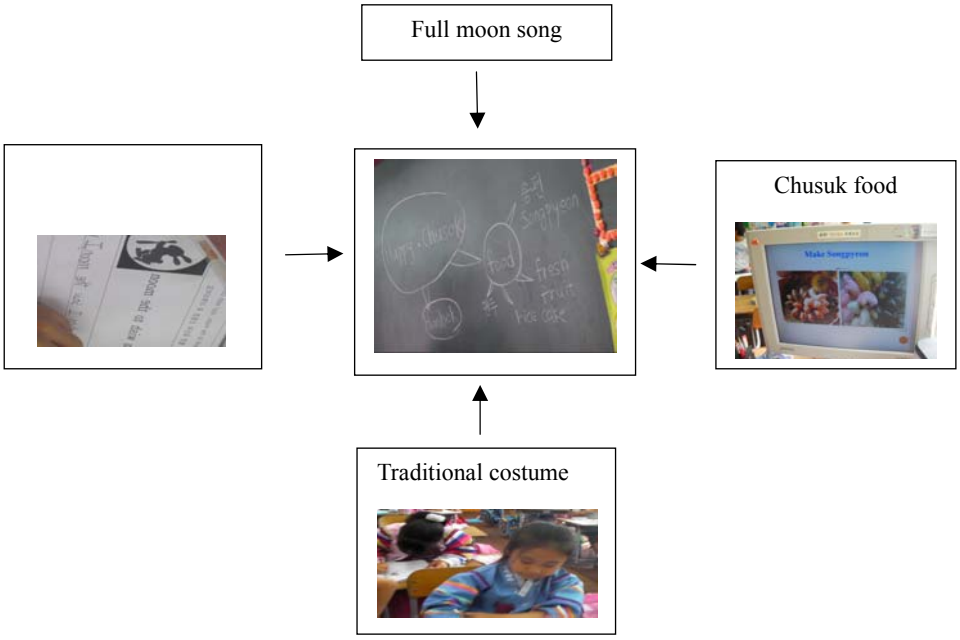
As Rose revealed, she did not fully understand how to adapt activities. Rather she seemed to implement the activities exactly as experienced on the INSET course. The following quote from the trainer's (Linda) interview shows the aim of this activity, readers' theatre:

> They don't need to memorize but just read the script. Through this, they can develop their literal, linguistic, communicative, and cooperative competence. Thus, this activity incorporates drama and reading together (Linda, trainer).

As quoted above, trainer Linda states that when carrying out this activity the script need not be memorized, but can just be read, though this does mean that students engaged in this activity should be able to read. So Rose would seem to show some evidence of a superficial level of transfer as indicated by her lack of assurance in adapting activities. It was, however, found in her further retrospective interview that eventually new ideas obtained from the INSET were successfully reconstructed and reinterpreted on her own terms in her class. In other words, Rose was more flexible in adopting new knowledge obtained from the INSET course and would make adjustments to the scheme of work according to the level and needs of her students. For example, she attempted to do theme-based teaching introduced by the INSET course. She expanded the theme 'Chusuk' to various subjects such as music (full moon song), art (making song-peon with art clay), and wearing traditional Korean costume at her observation. The figure 2 provides a rich description of theme-based activity conducted during her class observation.

FIGURE 2

Theme-Based Activity Used in Rose's Class



This helped develop not only her teaching skills but also improved her confidence in applying and implementing the INSET ideas into her classroom practice by reinventing new ideas acquired on the training program. The capacity of the teacher to appropriately reinterpret the training experience is seen as a key to successful implementation. She said:

> It is, however, true that even though redesigning materials and activities to fit into my own situation is hard it really helps me in improving my teaching skills. In addition, it gave me a challenge and confidence in terms of developing my English proficiency and better teaching skills.

Over time, during the period of observation she seemed to know what her students needed and what she was going to teach through an ongoing process of reconstructing her new skills rather than teaching her old routines. She saw her increased confidence as directly impinging on her performance in the classroom and learner outcomes.

This also gave her confidence in that she was meeting the needs of the learners in the context she faces. This aspect appears to be greater and deeper than simply increased

confidence, additional knowledge, or an expanded classroom repertoire. Rose is now aware of how to adapt new skills into her class and what to draw upon during the lesson in order to improve her teaching. Rose's change process can probably be regarded as one of developing 'cognitive strategies'. Cognitive strategy suggests that any change must address the more deep-seated beliefs and attitudes of the participants and their own 'theories of action' (West, 1992). And theory of action is based on teachers' understandings of what education is and how children learn. As stated above, Rose has reinvented new ideas according to the level and needs of her students; in other words, she came to understand how students' learning has occurred, what her students need, and what she is going to teach through an ongoing process of reconstructing her new skills. Indeed, students were able to enjoy their English class as the researcher observed her class. This contrasts with the fourth observed lesson when Rose transferred a readers' theatre into her class without assurance of the activity.

This confirms Guskey's four-step model of teacher change; that is, change in teachers' perception, beliefs, and attitudes cannot come about without active engagement with new methods and finding improvements in student attainment.

(2) Changes in Teachers' Perception: Professional Motivation

Rose's increased motivation had two psychological aspects which appeared to challenge her to develop further her English and career. Furthermore, this motivation suggests the wish to strengthen professional self-identity. Comments were made by Rose along the lines of these examples:

> I became very motivated. Thus, I started studying TEPS (Test of English Proficiency developed by Seoul National University) to improve my English competence. And as I mentioned, I applied for the six-month intensive course and will start from this March.

She went on to say:

> My school provides a free English class for teachers to enhance teachers' English ability. Before I would never say anything in class, but now when the native teacher asks me a question, I can respond without hesitation. I gained confidence and motivation; it still needs to be improved but I am not afraid of speaking in English.

This is an important aspect. I noted that attending this three-week short course provided Rose with fresh input: motivation. At the same time, it made her more enthusiastic, which led her to improve her English skills. The enhanced confidence and

motivation of Rose resulting from the course also affected her professional self-identity; the INSET course affects both her reasons for doing it and professional status. Rose could also identify what she is going to do further and what she wants to do after the course:

> The course gave people challenges and motivation to really learn English, which means that I could envision being a certified and qualified English teacher if I study English hard. I will apply for a position as an, 'English subject teacher' from this September. […] Then I would like to try various activities that I learnt in the course.

According to Harland and Kinder (1997, p. 75), motivational impact refers to enhanced enthusiasm and motivation to implement the ideas received during INSET experiences. From this perspective, clearly, this INSET course influenced Rose in relation to her perceptions of her professional status and future teaching practice. In this light, the INSET course can be regarded as a vehicle for personal professional development, rather than something which might bear immediate benefit to the profession. As Freeman (1989) affirms, change in teacher education is not necessarily immediate.

In this connection, an interesting question that arises is whether Rose's previous experiences of other INSET courses had similarly affected her motivation. Indeed, she had attended quite a lot of courses before attending this course, as summarized earlier in the table 1. It might be true that even before attending this INSET course, she was the kind of teacher who was professionally committed and tried to keep motivated by updating her skills. This reflects 'teacher change process' might mean a more continual and ongoing changes.

(3) Further Career Development

Many writers (Ayling, 1989; Bradley & Howard, 1992) reveal that many of the teachers feel their CPD (INSET) courses contribute to their career promotion. It seems, therefore, that courses of this type are fairly consistent in their impact on the career development of participants. Career development can be seen as a process of further enhancing expertise, and development of deeper levels of understanding in new knowledge and skills. Likewise, Rose also gained motivation through this course to further her career development.

Rose mentioned that in addition to her improvement in teaching, the training experience brought about better career prospects for her and led to deeper learning opportunities. She said:

> It [INSET course] gave me a challenge […]. It led me to apply for the six-month in-depth course starting from this March. Out of the 12 participants of my class at the course, five of the teachers applied for the in-depth course: Robin, Jessy, Tom, Elizabeth, and me.

Although a number of writers (Joyce and Showers, 1988; Rhodes and Houghton-Hill, 2000) have indicated that the rationale for INSET should be rooted firmly in its effects on learners, the result in this interview suggests that Rose has derived a great deal of benefit from INSET in terms of teaching confidence and motivation. It is, of course, possible to argue that any benefits to learners from the further career development that could be directly attributable to such courses seem unlikely. But, as Cope et al. (1992, p. 307) mention, "the enhancement of teachers' self-esteem, confidence and general awareness of educational issues are not trivial gains". They go on to say "we would argue that some benefits may be worthwhile without necessarily being quantifiable and that INSET designed to promote reflection, insight and confidence is of value to the system because of its effects on the quality of the teaching force" (ibid, 1992, p. 307).

To sum up, the link between motivation and impact outcomes is not simple. It is possible, however, that the three factors of (i) development of linguistic competency, (ii) professional self-identity, and (iii) further career development may be connected.

2) Case of Jessy

(1) Changes in Teachers' Perception: Professional Confidence

Even though, as mentioned in Rose's section, teachers' perception change is not a measurable or observable issue, this section shows (i) how Jessy's perception change led her to conduct her class more successfully and consequently develop her confidence in her classroom, through an analysis of her actual classroom practices; and (ii) how increased confidence as a result of the INSET influenced her teaching of English through English.

In many studies increased confidence has usually improved the quality of teaching or increased attempts to adopt new approaches (Cope et al, 1992; Powell et al, 2003; Davies & Preston, 2002). This might be true in most of cases. However, in Jessy's case, it was her positive and favorable attitude towards new ideas (in particular teaching listening skills and readers' theatre) that enabled her to adopt new approaches in her classroom practice, rather than any confidence she gained during the INSET. This is also confirmed by many studies (e.g., Freeman, 1989; Karavas-dukas, 1993; Richards, Tung, & Ng, 1992; Guskey, 2002). In particular, Freeman (ibid, p. 32) views "attitude as a sort of bridge that influences the effective functioning of the individual teacher in specific circumstances" since teacher attitude has been acknowledged as a critical variable in

teaching. However, Lamie (2002, p. 148) points out that "a negative attitude did not always result in an act not taking place since there are always many other variables in real situations". Kennedy and Kennedy (1996, p. 353) also state that too much emphasis on attitudinal change may be risky of excluding other features of the context which may be at least influential on the behaviour of teachers and students. In fact, Jessy had continuously expressed, through her interviews, her appreciation of the teaching method for listening classes. This favourable attitude towards new teaching methods led to a change in her old routines and the implementation of a different approach. The following interview extract provides an example of how her favourable attitudes changed her old routines in her class:

> I used to do lecture-based teaching, asking students to memorize much vocabulary or patterns for speaking rather than drawing out learners' motivation […]. However, I liked the listening class at the course…the way of teaching listening was quite different from mine. Now I try to conduct my class as the trainer at the INSET course did in the listening class.

It is also possible to say that Jessy's attitude was crucial in determining whether changes were implemented in her classroom practice. She also implemented the activity 'readers' theatre' in her class.

> A modified version of 'readers' theatre' has been used quite successfully [in the classroom] since it makes students participate in the class and helps improve reading skills. I was not very confident as mentioned in using new activities but I feel more confident.

First of all, this data suggests quite clearly that Jessy's perceived changes (positive attitude) might be linked to increased confidence in conducting her class. This might start with an initial stage where Jessy forms an initial personal or professional attitude towards new knowledge. She may then make a decision to reject or adopt it. This may then lead to an attempt to implement it. Finally she may reach the stage of confirmation where the change is either accepted, rejected, or continued within a slightly modified form. This process is what Rogers (1995) terms a "teachers and change process".

Furthermore, Jessy's experience of the successful implementation of new knowledge brought about greater confidence as a teacher and created a new teaching repertoire for her class. Moreover, the new teaching repertoire, reconstructed according to her situation, not only brought about the learning outcomes for students, but also gave her insight, in particular in the teaching of vocabulary, reading, and grammar.

> Readers' theatre was to be read just in front of the class but I upgraded it by making the kids memorise their parts. […] Since, in the process of memorizing, students naturally

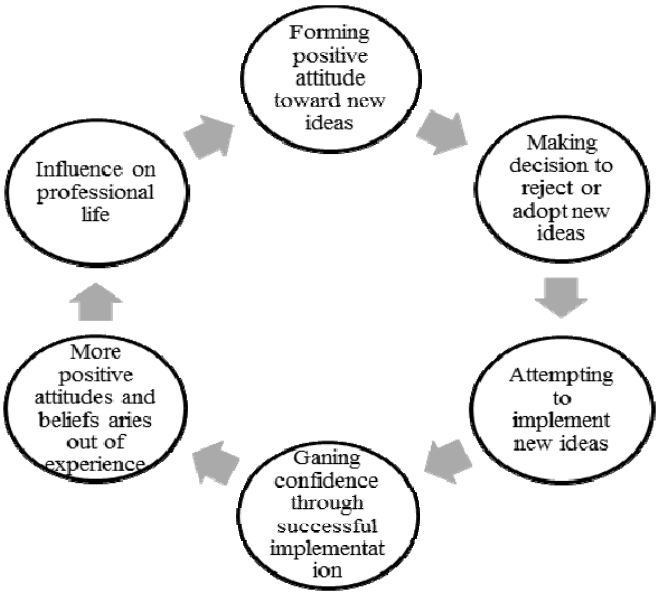
> memorize and come to learn grammar, vocabulary, and expressions. […] For example, in the past the kids often confused 'do you know where am I?' with 'do you know where I am?'. However, after reading a storybook and memorizing it, those expressions started to come out more naturally without any explaining of grammatical rules.

This point is in contrast with a teacher presented in Borg's study (2001) called Dave. His lack of confidence was accompanied by a limited instructional repertoire for grammar work, which he applied less successfully and this led him to minimize its use in his work.

The enhanced confidence obtained through successful implementation also "[re]shapes teachers' attitudes and beliefs" (Guskey, 2002, p. 383). Naturally, this appeared more comfortably and strongly in Jessy's teaching identities. This confirms what Borg (2001, p. 27) asserts in his study about self-perception and practice in teaching grammar: that "confidence (i.e. positive self-perception of ability), even when unjustified, motivates behaviour". The relationship between confidence and classroom practice is complex, however, and in my own conceptualization of the issue, I found a diagram useful. I present the diagram in the Figure 2 in order to demonstrate the connections between attitudes, confidence, classroom practice, and professional life.

FIGURE 3

The Interrelation between Attitudes, Confidence, Professional life, and Classroom Practice



Initially Jessy felt a lack of confidence about her linguistic proficiency, in her pre-INSET observation interview, saying that "I usually mixed English and Korean in the class since I have no confidence in conducting class in English". However, she perceived her increased confidence came mostly from the INSET after the course completed. She said:

> The INSET course was a great help for me to increase my English proficiency. I didn't realize that at that time, but when I returned to school and taught in class, I noticed that I had got better English than before. Especially my English in the classroom has become more diverse… There is no doubt that my better English gave me confidence.

She goes on to say:

> […] even these simple expressions didn't come out very easily. But now it comes out more naturally…it gave me more confidence during class time.

As can be seen, the INSET contributed to a rise in Jessy's self-esteem, which led to development in her language use in her classroom. The impacts her increased confidence had produced were firstly, the improvement of her teaching, particularly in terms of her use of English when teaching; and secondly, building up her confidence led to better career prospects. In other words, this enhanced confidence not only had immediate impact on Jessy's ability to apply new ideas learnt from the INSET, but also influenced her professional life as a whole. This is very important because teachers' lack of confidence in using English has been one of the reasons, coupled with large class sizes, for the failed implementation of curriculum innovation (Carless and Wong, 2000, p.216; Li, 2002).

(2) Changes in Teachers' Perception: Professional Motivation

Tomlinson (1988, p. 18) asserts that "motivation and stimulus gained from INSET would soon have been negated by the confusion and frustration [teachers] would have suffered in trying to apply all that they had learnt". Indeed, Jessy also had initially difficulties in applying new knowledge from the INSET to her class because of issues arising from external and internal factors. However, her increased confidence and motivation appeared to become a 'fertile ground for further professional development',[2]

[2] This has been borrowed from Child and Merrill (2003:322, cited in Price and Willett, 2006:36).

enabling her to pursue her further career as well as strengthening her professional self-identity. Jessy, like Rose, was highly motivated as a result of the INSET and this increased her motivation and helped her reflect on her own teaching which affected her professional identity. The following comments illustrate these points:

> I was able to be reflective. It means that I come to know where I am and what more I have to do. Therefore, I am able to search for new ways of teaching in the future.

> And…personally, I've become very motivated. I realized that I have to make continuous efforts to enhance my English proficiency and develop teaching methods to be a good teacher.

Once Jessy discovered the issue of professional self-identity, she started to reflect on her skills and felt a strong internal need for self-improvement as a teacher. Like Rose, Jessy could also identify what she was going to do further and what she wanted to do after the course.

According to Ushioda (2008, p. 1), "motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action". She goes on to say that intrinsic motivation includes doing something as an end in itself for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development" (ibid, p. 21). Likewise, the motivation Jessy gained after the INSET led her to develop her career plans:

> I became motivated and thought that I should become an English subject teacher rather than a homeroom teacher. Then I applied for the six-month intensive course, starting from March. I was able to improve myself during the three-week course and build up confidence.

This suggests that if motivation is gained or increased, it appears to be possible to embark on a further professional development course.

> I've got some more confidence in speaking. The more confidence I got, the more challenge and motivation I get. Therefore, I want to challenge myself to take other training courses and even a programme abroad.

V. CONCLUSION

Although the degree of impact of the INSET varied according to participants'

personalities and the factors underlying them, overall all participant teachers in this study felt that they had benefited considerably from the course. This study has demonstrated some evidence of considerable impact on two teachers' personal and psychological aspect: the two teachers' INSET experience significantly enhanced their confidence and motivation. The teachers lacked confidence in their English language proficiency before attending the INSET, and this still remained even when they returned to their schools. However, Rose and Jessy became more confident in their teaching and came to have a strong professional self-identity. Furthermore, they were able to establish a new teaching methodology, extending their teaching repertoire by reinventing and reinterpreting new ideas learnt from the course according to the needs of learners.

This study shed light on more sophisticated understanding of the impact of INSET courses on teachers' perception change through empirical research. The classroom-based empirical study made it possible to develop a more complete picture of INSET. However, this study does have potential limitations. Above all, the nature of the research design could lead to unobserved gaps between the period before attending the INSET course, when teachers were neither interviewed nor observed, and after the INSET course. This may cause a problem in summarizing what was happening in teachers' classroom practice and their perceptions about English teaching before attending the INSET. On the other hand, the main aim of this study was to explore the impact of the INSET on teachers' perception change, rather than comparing their classroom performance before and after INSET.

As for the further practical suggestion to maximize the benefit of INSET, I present the following recommendations to in-service teacher training and to prospective INSET trainees. First, INSET programs should provide ongoing support to promote developmental continuity as training alone is not enough (Elmore, 2000, p. 47). Follow-up monitoring, mentoring, and peer group support should be provided both during and after the course to ensure that the pedagogical and practical activities learnt from the course are not employed on a 'one-off' basis only. Second, language teachers should have continuous opportunities to develop their professional and practice innovations. In this vein, teachers' own continuous and conscious professional development can be carried out under the teacher's own initiative through, for example, self-observation (self-monitoring), talking to more experienced colleagues, active involvement in teachers' communities to share the ideas and difficulties they encounter, and peer observation (Richards & Farrell, 2005).

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APPENDIX A

Example of Coding (Data-Drivien Coding): Brief Analysis of Pre-INSET Interview

Name	Q.1. For what reasons are you participating in this teacher training session?	Q.2. What are you hoping to gain from this training session?	Key words & Repeated words
Robin	To improve English skills, in particular listening to be an 'English subject teacher'.	Listening is the biggest problem for me. So I want to improve my listening skills.	Improve English proficiency (Speaking & Listening) Gain confidence Teaching methods
Tom	I want to be an 'English subject teacher' and join the 'abroad joint programme'.	To increase overall English proficiency, in particular listening and communicative classroom English.	
Grace	To improve my English ability, in particular speaking and listening skills.	My speaking and listening skills to be improved.	

Jessy	To improve English proficiency	To develop speaking ability so that confidence in teaching English will be better	
Rose	To increase my communication skills, fluency, and confidence.	Hope to gain many new teaching methods that can be used directly in the class	
Sunny	To improve English fluency; communicate with foreigners. To develop new teaching methods.	Hope to gain confidence about English teaching and to share teaching methods through peers	
Diana	To improve communication skills and to be a qualified teacher.	Confidence in English teaching	

APPENDIX B

Example of Coding (Data-Driven Coding): Brief Analysis of Interview After Returning to School

Name	Q.1. Have you applied any of the activities that you learnt in INSET in your class? If 'yes', what are they? And how often do you use it? If 'no', why?	Q.2. Are there any perception change about English language teaching? If so, the perception change helped you to implement the new knowledge into your classroom?	Key words & Repeated words
Rose	I've applied 'theme-based teaching' and 'readers' theatre'.	I gained confidence and motivation through the INSET course. This obtained confidence helped me to apply new ideas into my class. In particular, I had no confidence in conducting the class only in English before attending the INSET; however, I think I can do it. Consequently, I will attend six-month deeper intensive course.	Apply Use Gained confidence & motivation
Jessy	I've been using 'readers' theatre' and activities for 'mixed-ability' classes. I am using what I've learnt from TTI almost every day.	I increased confidence and motivation through the INSET course. Consequently, I will develop myself more and be a qualified teacher.	

APPENDIX C

Examples of Observation Checklist

Date	School	Grade	Students' level	Duration of lesson	Observation instrument
					Video recording ( ) Audio recording ( ) Field note ( )
Classroom practice: teaching method used in the class					Comments
Materials used					
Classroom English (L1 or L2)					
Activities					
Classroom management					
Classroom interaction					
How to implement new ideas obtained from the INSET course					
1. Do teachers transfer the knowledge from INSET to their actual classrooms? 2. How do teachers adapt and reinterpretate the knowledge learnt from the INSET according to their own context?					
Memo					

Examples in: English

Applicable Languages: English

Applicable Levels: College or university

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