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The Effects of Development Strategies Used by Teacher Trainers at an In-service Teacher Training Program*

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The purpose of this study is to investigate the effects of the development strategy used by the teacher trainers at a teacher training program in a metropolitan area in Korea for six years from 2003 to 2008. The study assumed that an in-service teacher training program could be successful if teacher trainers were actively involved in the in-service training program by using a development strategy from the planning stage to the end of the program. Six hundred and ten elementary and secondary school teachers participated in the in-service teacher training program thirty hours a week, each year, over six years. Data were gathered through a questionnaire survey and personal interviews. For the first two years the in-service teacher training program were administrated with emphasis on a top-down approach with a competency or knowledge-based program. On the other hand, the programs, in the following four years, were administrated with emphasis on a bottom-up approach with a trainee-centered or client-centered program by the teacher trainers. The data were assessed to establish whether there was a significant effect stemming from the level of teacher trainers' participation that accompanied the treatment. The results indicated that the teacher trainer's development strategy had the positive effects on the in-service teacher training program. The study implied that teacher trainers needed to be more aware of the educational process of the trainees and to get involved with the in-service teacher training program more actively.

[development strategy/teacher trainer/in-service teacher training program]

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I. INTRODUCTION

The purpose of this study is to investigate the effects of a developmental strategy used by teacher trainers at an in-service teacher training program in a metropolitan area in Korea over six years. Traditionally teacher trainers have mainly used a top-down approach in designing curriculum or managing teacher training programs for the purpose of training teachers (Chang, 1999; Chang, 2003; N. Kim, 2006; Seo, 2005; Richards and Lockhard, 1994; Wallace, 1991; Woodward, 1991; Yoo, 1998). Teacher trainers have usually used a training strategy in arranging and managing programs with emphasis on knowledge or skills to be transmitted in the program. They might follow the guidelines that were set already by the Ministry of Education, Science and Information or the local board of education. Or they might independently decide the topics for lecture-oriented courses without checking the needs of teacher trainees or checking with other experts to decide on the suitability of the program for professional growth (N. Kim, 2006).

The study began with research questions to investigate if teacher trainers were actively involved in the teacher training program using a development strategy, the trainees would be more motivated and the teacher training program would be more effective. Research questions for the study were proposed as follows: (1) Will a teacher training program be more effective if the teacher trainers use a development strategy instead of a training strategy? (2) Will the curriculum of a teacher training program that uses a development strategy be viewed more positively? And (3) will the teacher trainees evaluate themselves more positively in an in-service teacher training program that uses a development strategy?

For the purpose of the study, a teacher trainer (TT, hereafter) here refers either to a teacher trainer or an administrator who is directly involved in managing and planning the in-service teacher training program. Teacher trainees (TTee, hereafter), on the other hand, are the ones who take an in-service teacher training program for their own professional development.

II. BACKGROUND OF THE STUDY

Little attention has been given to research in the field of teacher training programs over the last few decades in Korea. In the field of foreign language education in Korea alone, less than 2 percent of research papers related to teacher training programs have been published in the professional journals from 1997 to 2005 (N. Kim, 2006). Yet, much more attention is needed in relation to the more diverse and effective teacher training programs.

Freeman (1989) proposed a teacher training model more than two decades ago, suggesting that four components needed to be considered in the complicated decision-

making process for teacher training programs: knowledge, skills, attitudes and awareness. Among these components, teacher training programs in Korea have emphasized mainly knowledge-oriented courses with lectures, and little attention was given to the skills, attitudes or awareness of the TTees (Chang, 2003; N. Kim, 2006; S. Kim, 2008; Y. Kim, 2004; Kim, Kahng, & Kang, 2007).

Where the participants (TTees) learned content knowledge mainly through listening to lectures, Midkiff (1993), a cooperative-learning advocate, insisted that the whole program become ineffective because the learner tended to remember only 20 percent of the content. If the participants learned by doing or through real-life experiences, however, they tended to remember up to 90 percent of the content knowledge (Midkiff, 1993). In a way, learning content knowledge mainly through lectures has only worked at the expense of skills, attitudes or awareness (N. Kim, 2006). And, in such learning environments, learners would become less active and less motivated than active learners who tended to learn by doing or to initiate their own learning process by actively participating in the program (N. Kim, 2006; Nunan, 1989). As scholars have pointed it out, teacher training programs need to provide a supportive environment to motivate the TTees, elevate their awareness and attitudes of their own learning, and help them to develop a positive attitude toward the learning process (Bowers & Flinders, 1990; Kim, Kahng & Song, 2008; Maeng, 2008; Murphy, 2001; Nunan, 1989; Richards, 1997; Siedow, Memory & Bristow, 1985; Saroyan & Amundsen, 1995). Such quality in teacher training programs is crucial for successful teacher training (N. Kim, 2006; S. Kim, 2008; Maeng, 2008; Roberts, 1998).

The term, 'training strategy', refers to a strategy with emphasis on knowledge transmission and competency or skill-based activities, while 'development strategy,' refers to a strategy with a client-centered emphasis and on TTees' independence in their learning process (Freeman, 1982; Freeman, 1989; Nunan, 1989). A development strategy, therefore, entails the following features for the study; i.e., a trainee-centered program, with general and more open-ended objectives, with emphasis on the process of learning, and with aims for the individual success in his or her own learning (Freeman, 1989; Richards and Nunan, 1990).

Although the Minister of Education, Science and Information (2006) has emphasized that both training and development strategies be used in in-service teacher training programs in Korea, its guideline has not yet been fully implemented. The majority of teacher training programs have provided knowledge-based curriculum with top-down approaches and with little involvement of TTees (Chang, 2003; N. Kim, 2006; Woodward, 1991; Yoo, 1998). According to the Ministry's guidelines, in-service teacher training programs should provide the highest quality of teaching skills and techniques (The Ministry of Education, Science and Information, 2006, p. 8); it would be, however,

impossible to reach such quality unless actions to implement such guidelines were taken properly.

A development strategy could be relied upon by TTs to provide as much training as needed by TTees in a teacher training program. Not only TTees but also TTs' awareness of the educational process is crucial for a successful teacher training (N. Kim, 2006; Richards, 1997). For the TT who wishes to manage a successful teacher training program, he or she needs to understand what TTees need even before setting up the program. The trainer also needs to understand the roles of the instructors and their teaching methods, ways to motivate the TTees or understand the culture of the program. In order to suit the needs of the TTees, the TT could survey the former TTees or instructors who attended the teacher training program before, initiate direct interaction with TTees whenever possible, or encourage them to lead their own learning (Nunan, 1989; Richards, 1997). A TT as well as an instructor needs to set his or her attitudes, educational beliefs, assumptions toward the educational process and teaching practice before implementing those into the actual training program (Murphy, 2001; Richards and Lockhard, 1994; Wallace, 1991).

Wallace (1991) proposed teacher training models should be divided into two categories as in the case of an applied science model and a reflective model, which were similar to Freeman's dichotomy. The applied science model was based on the results of scientific experiments, and the scientific knowledge and its application could be implemented into practice in order to reach the professional competence of the TTees. It was a top-down approach as well in the sense of its emphasis on transmitting knowledge to the TTees. The reflective model, on the other hand, used a bottom-up approach, where much emphasis was placed on the TTees' own professional empowerment and development on reflection of personal experiential knowledge happening in the learning process. Wallace's reflective model was closely related to Freeman's development strategy (Freeman, 1989; Wallace, 1991).

III. METHOD

This is a longitudinal study of an annual teacher training program that lasted over six years from 2003 to 2008. The study focused on the comparison of two types of strategies used by the teacher trainers (TTs) and their relationship with its relation to the effectiveness of the program. A questionnaire survey, written descriptions of the program and interviews were used for the study.

1. Participants

In total 610 teachers from elementary and secondary schools with different fields of studies participated in the teacher training program at an in-service teacher training center in a metropolitan city in Korea. Each year the number of participants varied but TTees were provided the same hours of training over the same period of time, i.e., 6 hours a day, 30 hours total, for one week in the last week of July or in the first week of August each year. Table 1 illustrates the number of participants each year.

TABLE 1
Number of Participants and the Teacher Trainer

Year	2003	2004	2005	2006	2007	2008	Total
Number of TTees	240	115	116	59	40	40	610

2. Procedure

Since the purpose of the study was to examine the effectiveness of the program according to the TT's use of strategies in running the program, the six programs over six years (from 2003 to 2008) were divided into two groups according to the strategies used for the program. Table 2 shows the two groups that represent the program for each of the years and the TT's characteristics.

TABLE 2
Strategies and the Roles Used by the Teacher Trainers

Year	2003	2004	2005	2006	2007	2008
Trainer	Trainer A	Trainer A	Trainer B	Trainer B	Trainer B	Trainer B
Age	52	53	51	52	53	54
Gender	Male	Male	Female	Female	Female	Female
Strategies used	TS*	TS	DS	DS	DS	DS
Approach	Top-down	Top-down	Bottom-up	Bottom-up	Bottom-up	Bottom-up
TT's Role	Trainer	Trainer	Developer	Developer	Developer	Developer & participant
Courses	Lecture-oriented	Lecture-oriented	Group-oriented	Group-oriented	Group-oriented	Group-oriented

*TS: Training strategy/ DS: Development strategy

Although each program was offered once a year over six years, it was organized and run in the same format by the both trainers with the exception of the use of different strategies in their approach to the program. The whole program offered courses with similar content given by the invited instructors, and used identical educational facilities.

As indicated in Table 2, the first group composed of two programs which were offered in 2003 and 2004 was organized and run by Trainer A, a male college professor who used a training strategy. The course planning followed a top-down approach where Trainer A designed the curriculum and syllabus independently and invited lecturers to teach the content knowledge.

The second group from 2005 to 2008 was organized and run by Trainer B, a female college professor who used a development strategy. The program was planned and managed according to the bottom-up approach. Trainer B began to plan the program on the basis on the needs analysis of the TTees. Before setting up the program, Trainer B sought feedback from the former TTees, interviewing the former TTees and checking the written reports of the previous programs. Based on the feedback from the former TTees and that of the written report, and by her own educational beliefs, Trainer B tried to design the program to suit the needs of the TTees.

Trainer B also tried to interact with TTees whenever possible. For the teacher training program in 2008 alone, Trainer B who still used development strategies added an additional element for the program by participating in the course work together with the TTees in every class just like the TTees. This class participation as a TTee was done in order to interact with TTees more often and to understand better how TTees would take in the courses. Also, lecturers and experts were consulted before being invited and asked to use development strategies to teach a course for the four programs from 2005 to 2008. Those instructors, in turn, planned a trainee-oriented teaching syllabus with various experience-oriented group activities.

As a result, the programs for the years of 2005-2008 can be summarized as follows in that they emphasized (1) TTees' own interest in their learning in the program, (2) general and more open-ended objectives, (3) the process of learning and (4) individual professional growth. By sharing ideas with TTees, discussing issues together and participating in the class work, Trainer B's role was to be viewed as a facilitator and supporter of the TTees but not as a threatening figure or authoritative trainer. Trainer B put much effort into gaining the trust of the TTees so that they could feel much attended to, encouraged, and supported. As a result, the TTees became more aware of the whole training program and attempted to look for solutions to the problems independently (Freeman, 1989).

3. Data Collection

Data were collected through a questionnaire survey and written reports; the questionnaire survey was distributed to the TTees in the last day of the training program each year and completed by TTees. The questionnaire survey was composed of 9 items which asked about (1) the effectiveness of the program, (2) about the curriculum and (3) about TTees' self evaluation (See Appendix).

Each question in the survey asked for a response on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly/ agree). At the end of the survey questionnaire, open-ended comments and suggestions about the program were also added to encourage TTee response on other aspects of the program not specifically mentioned in the other items.

Once the questionnaire was completed, data were collected. Table 3 indicates the response rate of the survey over six years. An average of 75.9 percent of the total participants responded to the survey, and noticeably all participants replied to only one survey, the 2008 survey.

TABLE 3

Responding Rate to the Questionnaire Survey (%)

Year	2003	2004	2005	2006	2007	2008	Total
Number of total TTees	240	115	116	59	40	40	610
Number of respondents	147 (61.3)	102 (88.7)	86 (74)	51 (86.4)	37 (92.5)	40 (100)	463 (75.9)

In 2008, an interview was designed to examine the TTees' perception of the program that might not be revealed in the survey. In other words, it was added to examine whether Trainer B's use of a modified-development strategy would indicate any difference to the TTees' perception of the program.

The ten TTees who were interviewed were all female and teachers of elementary schools from a metropolitan area in Korea as shown in Table 4. They were chosen randomly and were met with the researcher individually in a classroom once the program was over. The interview lasted for ten minutes per participant and was given on the final day of the program.

IV. RESULTS AND DISCUSSIONS

1. The Survey

In order to examine the effects of development strategies used by the TTs in a teacher training program, the data were analyzed according to the frequency and percentage of each type of response first, and then through chi-square analysis. Also each item on the survey on each 5-point Likert scale was categorized into two types of responses to interpret the results easily, as in 'positive' for the responses 'strongly agree' and 'agree'; and 'negative' for the responses 'neutral,', 'disagree' and 'strongly disagree.'

TABLE 4
Information about the Interviewees in 2008

Interviewee	Age	Teaching Experience (Yrs.)
A	25	2
B	26	2
C	28	4
D	30	6
E	32	7
F	33	7
G	36	9
H	36	10
I	40	16
J	42	17

Also, six programs were first categorized into two groups, i.e., groups using a training strategy (TS model, hereafter) and the other group using a development strategy (DS model, hereafter). Then the second group was further sub-categorized into two groups since the last program conducted in 2008 included the additional element of the trainer's involvement with class participation. The last program is labeled here as a modified development strategy model (MDS model, hereafter).

Thus, there were a total of four groups, which were compared to determine how the groups significantly differed from each other. The first two groups that were compared followed (1) the TS model that was used in 2003 and 2004, and (2) the DS model that was used from 2005 to 2008. The other two groups were compared within the DS model group: the programs using the DS model from 2005 to 2007, and the MDS model in 2008.

In order to address the research questions presented in section I, then the result of the survey analysis was divided into three sections: (1) Degree of effectiveness of the strategies used by the teacher trainers, (2) degree of effectiveness of the curriculum according to the use of strategies, and (3) self-evaluation of the teacher trainees. If all these categories indicated statistically that the DS model was positively rated, then the changes made in the curriculum of the teacher training program would be considered a success.

2. Views on the Effectiveness of the Program

Regarding the effectiveness of the program in relation to the question, "Was this in-service teacher training program effective?" there was a significant difference between strategy treatments as shown in Table 5. The results suggest DS model had a far more positive impact on the TTees as 88.3% of the TTees (who participated in the training program for four years, from 2005 to 2008) rated the program positively, while only 52.9% of the respondents with the TS model were satisfied with the program.

Within the DS group, the MDS model had more positive response (97.5%) than the DS model (86.2%). This suggests that TT's active involvement with the on-going classes would have more positive impact than would the normal DS Model.

TABLE 5

The Effectiveness of the Program

Effectiveness / Model	Negative	Positive	Total	$\chi 2$
TS model	114 (47.1)	128 (52.9)	242 (100.0)	
DS model	25 (11.7)	189 (88.3)	214 (100.0)	67.258**
Total	139 (30.5)	317 (69.5)	456 (100.0)	
DS model	24 (13.8)	150 (86.2)	174 (100.0)	
MDS model	1 (2.5)	39 (97.5)	40 (100.0)	4.020*
Total	25 (11.7)	189 (88.3)	214 (100.0)	

( ): Percentage *p<.05 **p<.01

3. Teachers' Views about the Curriculum

Teachers who participated in the in-service training program from 2003 to 2008 showed mixed opinions about the program according to the strategies used by the teacher trainers. The results indicated clearly that the TTees were highly satisfied with the programs used development strategies overall as shown in Table 6.

1) Degree of Goal Achievement

Regarding the program effectiveness on the issues of goal achievement, there was also a significant difference between strategy treatments. The DS model had a far more positive impact on the TTees as 86% of the TTees in those years, 2005-2008, agreed that the goals of the program were achieved positively. The TS model, on the other hand, had only 28.4% of the TTees who agreed the goals of the program were achieved positively. The results suggest that a teacher training program following a DS model can be more effective than a program following a TS model.

TABLE 6

Teachers' Views about the Curriculum

	Effectiveness Model	Negative	Positive	Total	$\chi 2$
Goals accomplished	TS model	73 (71.6)	29 (28.4)	102 (100.0)	
	DS model	30 (14..0)	184 (86.0)	214 (100.0)	104.130**
	Total	103 (32.6)	213 (67.4)	316 (100.0)	
	DS model	30 (17.2)	144 (82.8)	174 (100.0)	
	MDS model	0 (0.0)	40 (100.0)	40 (100.0)	8.021*
	Total	30 (14.0)	184 (86.0)	214 (100.0)	
Teaching methods	TS model	80 (78.4)	22 (21.6)	102 (100.0)	
	DS model	41(19.2)	173(80.8)	214 (100.0)	102.704**
	Total	121 (38.3)	195 (61.7)	316 (100.0)	
	DS model	40 (23.0)	134 (77.0)	174 (100.0)	
	MDS model	1 (2.5)	39 (97.5)	40 (100.0)	8.815*
	Total	41 (19.2)	173 (80.8)	214 (100.0)	
Applicability of the program	TS model	86 (84.3)	16 (15.7)	102 (100.0)	
	DS model	47 (22.0)	167 (78.0)	214 (100.0)	110.176**
	Total	133 (42.1)	183 (57.9)	316 (100.0)	
	DS model	46 (26.4)	128 (73.6)	174 (100.0)	
	MDS model	1 (2.5)	39 (97.5)	40 (100.0)	10.873*
	Total	47 (22.0)	167 (78.0)	214 (100.0)	
Instructors	TS model	145 (58.5)	103 (41.5)	248 (100.0)	
	DS model	30 (14.0)	184 (86.0)	214 (100.0)	96.452**
	Total	175 (37.9)	287 (62.1)	462 (100.0)	
	DS model	30 (17.2)	144 (82.8)	174 (100.0)	8.021*

	MDS model	0 (0.00)	40 (100.0)	40 (100.0)	
	Total	30 (14.0)	184 (86.0)	214 (100.0)	
Text & materials	TS model	122 (50.0)	122 (50.0)	244 (100.0)	
	DS model	33 (15.4)	181 (84.6)	214 (100.0)	60.888**
	Total	155 (33.8)	303 (66.2)	458 (100.0)	
	DS model	32 (18.4)	142 (81.6)	174 (100.0)	
	MDS model	1 (2.5)	39 (97.5)	40 (100.0)	6.297*
	Total	33 (15.4)	181 (84.6)	214 (100.0)	
Administra-tive support	TS model	60 (24.8)	182 (75.2)	242 (100.0)	
	DS model	18 (8.4)	196 (91.6)	214 (100.0)	21.496**
	Total	78 (17.1)	378 (82.9)	456 (100.0)	
	DS model	13 (7.5)	161 (92.5)	174 (100.0)	
	MDS model	5 (12.5)	35 (87.5)	40 (100.0)	1.068*
	Total	18 (8.4)	196 (91.6)	214 (100.0)	
Educational facilities	TS model	64 (62.7)	38 (37.3)	102 (100.0)	
	DS model	51 (23.8)	163 (76.2)	214 (100.0)	45.186**
	Total	115 (36.4)	201 (63.6)	316 (100.0)	
	DS model	49 (28.2)	125 (71.8)	174 (100.0)	
	MDS model	2 (5.0)	38 (95.0)	40 (100.0)	9.611*
	Total	51 (23.8)	163 (76.2)	214 (100.0)	

( ): Percentage *p<.05 **p<.01

Also, within the DS group, the MDS model received a far more positive response (100%) than the DS model (82.8%). This suggests that the TTs' involvement with the on-going classes could have a more positive effect than the DS model.

2) Effectiveness of Teaching Methods

Regarding the effectiveness of teaching methods and techniques, there was a significant difference between strategy treatments as shown in Table 6. Teaching methods following the DS model had a far more positive effect on the TTees as 80.8% of the TTees who participated in the training programs in those years, 2005-2008, rated the teaching methods positively, while only 21.6% of the TTees rated the TS model program positively. This indicates that the TTees were not satisfied with teaching methods in which instructors mainly gave lectures, as in the TS model. The results suggest that the DS model was far more effective than the TS model.

Within the DS group, the MDS model received an even more positive response (97.5%) than the DS model (77%). This means that the TT's involvement with on-going classes have an even more positive effects than the DS model.

3) Applicability of the Teacher Training Program

Regarding the question related to applicability of the knowledge and skills to their own teaching practice, TTees had mixed opinions about the applicability of the program. There was a significant difference between strategy treatments. As shown in Table 6, the DS model (78%) had a far more positive effect than the TS model (15.7%). TTees enrolled in the DS model training a high number of respondents felt that they could apply what they had learned in the teacher training program in their own teaching practice. Meanwhile, those enrolled in the TS model training seemed to feel that they would have difficulty in applying the contents of the program. The results suggest that the knowledge and skills acquired through DS model could be better applied to the teaching practice than the TS model .

Within the DS group, the MDS model had a more positive response (97.5%) than the DS model (73.6%). This implies that TT's involvement with the on-going classes would be more helpful for TTees to consider the applicability of the teacher training program to their teaching practice positively than the DS model.

4) Opinions about the Instructors

There was a significant difference between strategy treatments as shown in Table 6 regarding the opinions about the instructors. The TTees enrolled in the DS model training were more satisfied with the instructors than those enrolled in the TS model, as 86% of the TTees enrolled in the DS model training rated the instructors highly. Only 41.5% of the TTees enrolled in the TS model training rated the instructors highly. The results suggest that the TTees enrolled in the DS model training was more positive about the instructors than the TTees enrolled in the TS model training. The TTees obviously recognized the value of the instructors who used a development strategy in their teaching while they showed little interest in the instructors who used a training strategy.

Within the DS group, the MDS model showed a far more positive response (100%) than the DS model (82.8%). This means that TT's participation in the classes would also have a more positive effect.

5) Texts and Materials

Regarding the texts and materials that were used in the training program, there was also a significant difference between strategy treatments as shown in Table 6. The DS model had a far more positive effect on the TTees as 84.6% of the TTees who participated in the training programs in the years 2005-2008 rated the texts and materials positively. Meanwhile, the TS model received only a 50% positive rating from the TTees.

The results may be related to the TT's effort and communication with the instructors in advance so that content of the texts and materials could be carefully planned reflecting the needs of the TTees. Although the results indicate that the DS model was much more effective than the TS model, one may wonder how the texts and materials were related to the total effectiveness of the program and further related to the teaching strategies.

Within the DS group, the MDS model also had a far more positive response (97.5%) than the DS model (81.6%).

6) Administrative Support from the Training Institute

Administrative support from the office for the teacher training program was relatively well received by the TTees in both TS and DS models. Overall the TTees were satisfied with the administrative support and felt that it suited their needs during the training period. Yet, there was still a difference between strategy treatments as shown in Table 6. The DS model (91.6%) had a far more positive effect on the TTees than the TS model (75.2%). The results suggest that TTees might feel more satisfied if they felt that they were fully attended to (91.6% as in the DS model or 92.5% in the MDS model).

7) Educational Facilities

Regarding the educational facilities of the program, there was a significant difference between strategy treatments as shown in Table 6. Of the TTees in the DS model 76.2% responded positively while only 37.3% of those in the TS model responded positively. This was an interesting response because both groups used the identical educational facilities in the same environment and in the same time period of each year. This implies that the educational facilities might be somewhat related to the nature of the program. Further study may be needed with regard to the question of what the real reasons were for the different perspectives between the groups.

Within the DS group, there was also a difference in the TTees' perspectives with regard to the educational facilities; 95% of the TTees in DS model, and 71.8% in MDS model considered the educational facilities positively.

4. Self-evaluation by the Teacher Trainees

The last question for the study was related to the participants' evaluation of themselves, asking how well they participated in the teacher training program. This question was intended to examine the relationship between TTees' perspectives on themselves and the nature of the training program.

As shown in Table 7 there was a difference between strategy treatments. Of the TTees in the DS model, 86% of the participants considered themselves to have been active while 60%of the participants in the TS model evaluated themselves as active. The results suggest that the DS model might motivate the TTees more positively than the TS model.

Within the DS group, the MDS model also showed a difference regarding the TTees' self-evaluation in that 95% of the participants evaluated themselves positively, while in the DS Model 83% of the participants did so. The results suggest that TT's active participation in classes with the TTees might have contributed somewhat to the positive effects.

TABLE 7

Self -evaluation by the Teacher Trainees

	Effectiveness Model	Negative	Positive	Total	$\chi 2$
Self-evaluation by the TTees	TS model	56 (40.0)	84 (60.0)	140 (100.0)	
	DS model	30 (14.0)	184 (86.0)	214 (100.0)	31.062**
	Total	86 (24.3)	268 (75.7)	354 (100.0)	
	DS model	28 (16.1)	146 (83.9)	174 (100.0)	
	MDS model	2 (5.0)	38 (95.0)	40 (100.0)	3.320*
	Total	30 (14.0)	184 (86.0)	214 (100.0)	

( ): Percentage *p<.05 **p<.01

5. The Interview

In the year of 2008 the development strategy was modified in such a way that the TT participated in the classes with the TTees throughout the training program. This MDS model worked very well as shown above in Tables, 5, 6, and 7. In order to find out TTees' perspectives concerning the MDS model, however, a ten-minute interview was conducted in the last day of the program. Ten interviewees were chosen randomly and were met with the researcher individually in the classroom once the program was over.

All interviewees were female teachers of elementary schools with an age range from twenty-five through forty-two as shown in Table 4. Five questions were raised in the interviews: (1) In what way did the teacher trainer help you (TTees) during the teacher training program? (2) How did you feel about the participation of the teacher trainer in the class? (3) How much did her presence in classes affect your participation in the program? (4) What advice would you like to give to the trainer? And (5) what have you learned from this teacher training program?

Throughout the interviews it became clear that the trainer's participation in the on-going classes work positively affected the TTees and the program as a whole. The TTees were satisfied with the presence of the TT in class and felt much encouraged in their learning process. The following excerpts indicate the gist of the responses.

TTee A: *This program became so special because of your (trainer's) constant participation with us. We feel so close to you and the whole program became so meaningful!*

TTee B: *We always felt attended to. Even though we are all adults, we may still want to be well attended to by superiors…*

TTee C: *You helped us to actively participate in class discussion very actively. Your questions in the class were very interesting.*

TTee D: *Because of your presence, I feel I have to attend every class. Did you notice that? Don't you see that there haven't been any absentees throughout the whole program? …*

TTee E: *This is the first teacher training program ever that a teacher trainer participated in every class. What a surprise! Also, you were not so threatening as one might expect.*

TTee F: *I was so impressed by the instructors! Many seemed open for discussion. I learned a lot from them. I wonder where else we could ever meet such experts…*

TTee G: *I feel very motivated. I don't mind coming to a training program such as this every day!*

Once the program was finished, six trainees mentioned that they felt that they had become an expert in their fields of study. Live discussions and hands-on experience of the

subjects in class definitely gave the TTees confidence and interest in their learning. Even some TTees gave suggestions for a future teacher training program, recommending additional courses or teaching techniques to be included. Another pointed out that more interactions and discussions in class among the participants could be favorable. It was noticeable that the TTees were willing to give suggestions and input voluntarily even for a future program.

After the interview it became clear that the TTees definitely considered the in-service teacher training program very different from a pre-service training program. They emphasized the value of a practical in-service training program highly. And, they hoped to update their professional knowledge and teaching techniques constantly, cultivating hand-on experiences in teaching, and preferred such educational experiences to a knowledge-oriented pre-service program (N. Kim, 2006; S. Kim, 2008). In addition, direct involvement of a TT in a teacher training program could be well used with a development strategy, but not in a threatening manner.

V. CONCLUSION

The results of the study indicate that the teacher trainer's development strategy had the positive effects on the in-service teacher training program. Thus, the development strategy implemented by a TT could be a strong indicator of the success of the program. One way to keep TTees highly motivated in their learning in the teacher training program will be the direct involvement of the TT not only in the planning of the program but also in his or her participation in the courses with TTees. The study implied that teacher trainers needed to be more aware of the educational process of the TTees and to get more actively involved with the in-service teacher training program.

Although this study revealed the important roles of a TT in an in-service teacher training program, more research is called for to expand the understanding of the nature and roles of TTs from the administrative perspective. Also, related to the present study, further studies with regard to the motivational factors that might affect the TTees would deserve attention (Scrivener, 1998).

Although many answers and recommendations about how to make a successful teacher training program still remain uncertain, this study has made a substantial contribution to the description of the role of a TT for a teacher training program. By providing a longitudinal analysis of the teacher trainers' use of strategies in planning and managing a training program, this study will be especially useful for a future teacher trainer or for an administrator for a successful teacher training program. Above all, a teacher trainer needs to be more aware of the educational process the trainees might go through during the

teacher training program, and to develop willingness and positive attitudes in helping the trainees for their professional growth.

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Appendix

Survey Questionnaire (Part #3)

(*English version of the questionnaire survey, Part 3)

III. Evaluation of the Program*

*Mark the number that is most applicable to you.

(Most favorable) ---------- (Least favorable)

<Strongly agree/ agree/neutral -- disagree/strongly disagree>

⑤ ④ ③ ② ①

Contents	Questions	Answers
Effectiveness of the program	Was this in-service teacher training program effective?	⑤④③②①
Goals Accomplished	Do you think that the goals of the program were successfully achieved?	⑤④③②①
Teaching Methods	Were the teaching methods used in the courses effective?	⑤④③②①
Applicability of the program	Will the content that you have learned from this in-service teacher training program be applicable to your own teaching practice?	⑤④③②①
Instructors	Were the instructors effective?	⑤④③②①
Texts & materials	Were the text and materials appropriate to the goals of the program?	⑤④③②①
Administrative support	Did you receive suitable administrative support from this teacher training center?	⑤④③②①
Educational Facilities	Were the educational facilities of this teacher training center appropriate to the training program?	⑤④③②①
Self-evaluation by the TTees	Did you as a trainee participate in the teacher training program actively in order to be successful in the training program?	⑤④③②①

Examples in: English
Applicable Language: English
Applicable Levels: Elementary/Secondary/Tertiary

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