Exploring in-service English language teacher trainees’ and trainers’ practice and beliefs in Northern Cyprus

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Exploring in-service training (hereafter INSET) provides teachers an opportunity “to throw light on the complex processes taking place in schools and classrooms” (Burgess et al., 1993: 173). It is noteworthy that research “into INSET for teachers of languages which are not their mother tongue” is limited (Roberts, 1998: 97). Moreover, to our knowledge, beliefs of language teacher trainers have received scant attention in the pertinent studies. In this naturalistic inquiry, therefore, we explored in-service English language teacher trainees’ and their trainers’ beliefs and reported practice in the Northern Cyprus educational context.