

EFL TEACHERS' PERCEPTIONS ON THE EFFECTIVENESS OF COMPONENTS  
OF AN EFL IN-SERVICE TRAINING PROGRAM

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## **ABSTRACT**

### **EFL TEACHERS' PERCEPTIONS ON THE EFFECTIVENESS OF COMPONENTS OF AN EFL IN-SERVICE TRAINING PROGRAM**

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Teachers have a central role to play in any school system and their competence and experience can make a big impact on the quality of schools in general. As Guskey (2002) puts it schools can only be as good as the teachers who work within them. With this in mind, the professional qualities and competencies of teachers are important indicators of quality education.

This study investigated the perceptions of EFL teachers on the effectiveness of components and features of an in-house EFL INSET program. The study also examined the suggestions of teachers to improve the quality of current EFL INSET program as well as the EFL INSET program in their ideals. The study was conducted with 44 instructors of English who work in private schools mainly in Ankara and surrounding cities. The EFL INSET program which was evaluated took place during 2013-2014 academic year. The data for this study were collected through a questionnaire and interview. The questionnaire was administered to the teachers to find out their perceptions about the EFL INSET program that took place prior to their evaluation.

The findings of the study indicated that although the effectiveness of the program was rated between average and good, the program was found effective especially with components like “classroom activities”, “adapting course book”, “collaboration”. It was criticised because of its length, irrelevancy of some sessions, content or materials, failure

in grouping the participants effectively based on their experience, levels they taught, the sessions in which promotional materials were introduced.

Keywords: Professional development, in-service training, teacher education

## ÖZ

### İNGİLİZCE ÖĞRETMENLERİNİN BİR İNGİLİZCE HİZMET İÇİ EĞİTİM PROGRAMININ KOMPONENTLERİNİN ETKİLİLİĞİ İLE İLGİLİ ALGILARI

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Öğretmenler okul sistemi içinde merkezi bir rol oynamaktadır. Öğretmenlerin yeterliliği ve tecrübesi, genel anlamıyla okulun kalitesi üzerinde büyük bir etkiye sahiptir. Okullar ancak içindeki öğretmenler kadar iyidirler. Bu bağlamda öğretmenlerin mesleki donanımları ve yeterlilikleri kaliteli bir okulun önemli göstergelerindendir.

Bu çalışma İngilizce öğretmenleri için düzenlenen bir İngilizce hizmet içi eğitim programının komponentlerinin verimliliğini araştırmıştır. Ayrıca öğretmenlerin bu programın geliştirilmesi için tavsiyelerini ve önerilerini içermektedir. Öğretmenler ayrıca ideallerindeki bir programı da tanımlamışlardır. Bu çalışma başlıca Ankara olmak üzere Ankara içindeki ve çevresindeki bazı özel okulların öğretmenleriyle yapılmıştır. Değerlendirilen program 2013-2014 akademik yılı içinde gerçekleşmiştir. Öğretmenler programın başarısını orta ve iyi arası olarak değerlendirmişlerdir. Programın güçlü yönleri olarak; sınıf içinde yapılan aktiviteler, ders kitaplarının adaptasyonu ve öğretmenler arasındaki işbirliği gösterilmiştir. Öğretmenler, programın uzunluğunu, bazı konuların ihtiyaçlarına hitap etmediğini, öğretmenlerin gruplamalarının zayıf kaldığını ve kitap tanıtımı için ayrılan oturumları eleştirmişlerdir.

Anahtar Kelimeler: mesleki gelişim, hizmet içi eğitim, öğretmen eğitimi

To My Family

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## **LIST OF ABBREVIATIONS**

OECD	Organization for economic cooperation and development
METU	Middle East Technical University
INSET	In-Service Training
CTD	Continuous Teacher Development

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background to the study**

“All countries are seeking to improve their schools, and respond better to higher social and economic expectations” (OECD, 2005). Improving schools and ensuring quality education is the subject of much discussion by different stakeholders such as: government policy makers, politicians, educators, psychologists, and philosophers world-wide (Goff & Carol , 2013) . As a result of this discussion, policy changes or reform movements are always on agenda and/or take place prevalently and frequently in educational systems.

Goodson (2005) describes teaching as one of the most important professions. He considers teachers as “the key agent of change in today’s knowledge society” (p. ix). Guskey (2002) found that the quality of schools are closely related to the quality of teachers who work within them. The expectations on teachers to lead or be agent of change seem to be obvious as they are believed to have a central role to play in any school system.

OECD report (2009) notes that however pre-service training may be of high quality, it should not be expected to prepare teachers for all the difficulties they will encounter throughout their careers. Corcoran (1995) suggests that in order for teachers to respond effectively to the challenges that arise throughout their careers, it is required that teachers are to participate in ongoing in-service training programs to get familiar with new standards that are proposed. Corcoran further adds that in-service training should be designed as a complementary training to follow up on pre-service training.

## 1.2 Purpose of the Study

OECD (2005) report emphasizes the importance of teachers by stating that teachers are the key players in schools and they are vital to school improvement efforts. The report further stresses that improving the efficiency and equity of schooling depends on competent teachers whose teaching is of high quality.

Guskey (2000) states that:

*Our knowledge base in education is growing rapidly, and so, too, is the knowledge base in nearly every subject area and academic discipline. As these knowledge bases expand, new types of expertise are required of educators at all levels. Like practitioners in other professional fields, educators must keep abreast of this emerging knowledge and must be prepared to use it continually to refine their conceptual and craft skills (p. 3).*

On the other hand, Corcoran notes that many expert think that the conventional forms of professional development are virtually a waste of time. In this view, lectures, workshops and other conventional forms of information delivery and training are too top down and too isolated from classroom realities to have an impact on teachers' practice (p. 4). Corcoran further adds that well-designed training programs may help teachers to change their practice and these changes are well documented.

The expectations on the teachers to keep pace with new reforms and/or developments are high. Teachers need to keep pace not only with their teaching but also non-teaching duties. In order to prevent waste of resources such as: time, money and energy, well-designed in-service programs are of vital importance. Well-designed programs can increase the quality of teachers' content and pedagogic content knowledge, enable them to deliver the content to their students more effectively and efficiently.

This study will explore the perceptions of teachers on the effectiveness of the components of an in-service training program they took part in. It will also make some suggestions to improve the program in question based on the feedbacks and suggestions of the teachers. This study will further explore teachers' perceptions on their ideal in-service programs.

### **1.3 Research Questions**

- 1 What are the perceptions of EFL teachers working in Private Schools about the most/least useful/effective components and characteristics of the EFL INSET program?
- 2 What are the teachers' suggestions for improvement, change or removal of the EFL INSET program components? Why?
- 3 What are the perceptions of EFL teachers about the components / characteristics of an ideal INSET program?

### **1.4 Significance of the Study**

This study is significant in multiple ways; As Robinson (Robinson, 2003) puts it, “evaluation is the collection, analysis and interpretation of information, in methodologically sound ways, as the basis for forming judgments about the value of a particular programme, course project for decision making purposes” (p.199).

Stakeholders invest hugely in in-service training programs to increase the competences and skills of teachers in order to enable them to live up to the demands, needs and expectations of the society in large. This study will provide an evaluation of an ELT in-service training program for organizers and designers in order to help them to form better judgements about the value of the program.

Kiely (2009) notes that with an evaluation of a programme, the strengths and weaknesses of a given programme could be explored. Organizers and designers of the program will have a better understanding as to which components/characteristics of the program are considered useful/effective. In addition to finding out the components that were perceived by teachers as useful/not useful, this study will explore the reasons as to why some components were rated as useful or not so useful based on the perceptions of the participants and make some suggestions to improve the components.

The knowledge that was gained from this study could shed light for other researchers to design better and more effective teacher training programs as this study not only suggests

ways to improve the program but it also makes suggestions to incorporate new components or to remove the ones that are not found effective/useful by participants.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **2.1 Background to the study**

Field (2005) notes that “society is ever-changing “and “one goal of education is to prepare young people today for the world of tomorrow” (p. 66). In order to reach this goal and respond effectively to the changes in society, educational systems are also under constant change. Schools respond to the demand of quality education in different ways such as: improving their curriculum, choosing more comprehensive and quality materials, recruiting high quality competent teachers. Similarly, Corcoran (1995) emphasizes that reform efforts raise the expectations for teachers. Speck and Knipe (2005) believe that teacher competences play the most significant role in a successful school. Quality (2011) agrees that the impact of teachers on education is huge and they are one of the most determinant factors of students’ success. Quality also believes that maximising teacher performance is the most effective education improvement strategy.

High quality teachers are in demand as they have the ability to address the needs of all students as much as possible. Teachers find themselves in a position to keep up with constant changes that take place in the educational systems. As Field (2005) illustrates well, “no teacher can rely on lessons learned yesterday” (p. 66). At the same time, Akcan (2011) believes that “the English language teaching profession is faced with increased demand for teachers but a shortage of qualified teachers” (p. 247). Speck and Knipe (2005) define quality teachers as knowledgeable in their content areas. They further suggest that quality teachers should know teaching strategies very well so that they can come up with different techniques to ensure the success of all students.

While there are many good teacher education programs, far too many of the programs that prepare teachers are not at the expected level. Improving these programs is essential to ensure that students receive the education they deserve. Yoon, Duncan, Lee, Scarloss, and

Shapley (2007) note that the demand for high quality professional development continues, yet there is a shortage of such programs.

Akşit (2007) emphasizes that “to meet the challenges of today’s classroom and society, it is essential that educational systems are evaluated on a regular basis, and that informed policy decisions are made based on research into processes and outcomes of schooling” (p. 29). Kaufman, Guerra & Plat (2006) note that:

*The evaluation of a program may serve to different purposes and answer to the wide-ranging question: What worked, and what didn’t? Evaluation also asks, at the same time: What value is this, and what does it contribute? Evaluation compares results (and consequences) with intentions. Useful evaluations focus on ends (results, accomplishments, consequences) and not just on means (the ways, methods, and resources that might be used to accomplish ends) (pp. 23, 29).*

## **2.2 The definition of program evaluation**

There seems to be no widely agreed upon definition of evaluation. Lodico, Spaulding, and Voegtler (2010) define a program as a set of specific activities designed for an intended purpose with quantifiable goals and objectives. They also add that programs may come in many different shapes and sizes, and therefore, so do the evaluations that are conducted” (p. 363). Shawer (2013) noted that program evaluation may be considered as an effective program improvement strategy. Mullins (1994) defines the evaluation of staff development programs as a:

*Time-consuming and somewhat demanding task. Teachers, administrators, and other school personnel are busy people facing full days and crowded agendas every day. Making time for an extra task such as program evaluation is difficult. Yet regular, thorough program evaluations are essential for increasing a school’s effectiveness. Program evaluation answers several questions (Mullins T. W., 1994, p. 3).*

1. *Are our staff development efforts responsive to the needs of the teachers and the school?*



2. *Do we have the right staff development programs in place?*
3. *Should any of our current programs be curtailed or eliminated?*
4. *Should any of our current programs be expanded?*
5. *Should we add new programs?*
6. *How can we continuously improve our programs?*

### **2.3 The purpose of evaluation**

Smith and Torpey (2013) noted that:

*Evaluation draws on multiple data sources (surveys, written reports, interviews, focus groups) from various stakeholders (new teachers, established teachers, management) at different time frames (pre- and post- orientation, several months later, one or more years later (pp. 6-7).*

Kiely (2009) maintains that through programme evaluation, the achievements of a given program could be identified. The evaluation could also provide explanations as to why the program is considered effective. Moreover, the evaluation of the program can be helpful for suggesting ways for further development of the program.

Ledford and Sleeman (2002) noted that the evaluation should assess whether an instruction is successful or not. Ledford and Sleeman further suggested that:

*Evaluation should not be made to compare “how much” a given learner learns in comparison to another learner but in comparison to the stated goals and objectives. If the evaluation shows that the instructional design is effective, then by definition the learner has learned (p. 2).*

Similarly Mullins, Lepicki, and Glandon (2010) define the purpose of the evaluation as

*To collect evidence regarding the extent to which participants were satisfied with a professional development offering. Such evaluations often prompt participants to provide feedback in one or more of the following areas:*

**Content:** *The relevance, utility, clarity, value, difficulty, and importance of the subject matter presented*

***Process:*** The quality of the instruction, activities, materials, and technology of the training, including the quality of the facilitator

***Context:*** The appropriateness of the setting, facilities, and accommodations of the professional development experience

***Awareness:*** The extent to which participants were aware of the purpose and goals of the professional development prior to the training (p. 6).

Gelmon (2005) stresses that evaluation is needed to gain information about program efficacy. Gelmon further adds that evaluation can identify components/characteristics that are to be improved. According to Gelmon program evaluation not only tells the evaluator whether and to what degree the goals are achieved but also provides valuable information as to why a program did not achieve its goals.

Not all evaluation studies serve to the purposes mentioned above. There are different reasons for these failures. Llosa (2009) notes that “program evaluations that do exist are often conducted by publishers and/or only infrequently provide information about the conditions under which the programs were implemented or explanations for the programs’ effectiveness or lack thereof” (p. 35). Peacock (2009) agrees that the literature on programme evaluation is extensive, yet he also believes that descriptions of procedures for overall evaluation of ELT education programmes are insufficient. Goodall, Day, Lindsay, Muijs, and Harris (2005) stress that “the vast majority of evaluation practice remains at the level of participant reaction and learning. The impact on student learning is rarely evaluated and if done so, is rarely executed very effectively or well” (p. 7). Kedzior and Fifield (2004) found out that many studies examine the perception of teachers, whereas observing teachers while they teach seems to be less common. They further explain that the impact of training on student learning is being studied only by few studies.

## **2.4 Types of Evaluation**

### **2.4.1 Formative Evaluation**

Pophan (1993) notes that:

*Formative evaluation refers to appraisals of quality focused on instructional programs that are still capable of being modified. The formative evaluator gathers information regarding the worth of aspects of an instructional sequence in order to make the sequence better. Formative evaluators attempt to appraise such programs in order to inform the program developers how to ameliorate deficiencies in their instruction (pp. 13-14).*

Lodico, Spaulding, and Voegtler (2010) suggest that the purpose of formative evaluation is to improve the program in question and make any changes needed. They further state that unlike summative evaluation, formative evaluation aims at collecting data and reporting it back to project staff as the program is in progress.

#### **2.4.2 Summative Evaluation**

Lodico, Spaulding, and Voegtler (2010) indicate the purpose of summative evaluation as to collect data for measuring outcomes and finding the relation between the goals and outcomes. The findings will provide valuable information on whether the goals are reached or not. They further note that summative evaluations are concerned with the end product/outcome of the program rather than the process.

Pophan (1993) explains that:

*Summative evaluation refers to appraisals of quality focused on completed instructional programs. The summative evaluator gathers information regarding the worth of overall instructional sequences so that decisions can be made regarding whether to retain or adopt that sequence. Whereas the formative evaluator's audience consists of the designers and developers of an instructional program, the summative evaluator's audiences are the consumers of instructional programs or those charged with the consumers' well-being (pp. 13-14).*

#### **2.5 Evaluation studies**

Peacock (2009) conducted an evaluation for an EFL teacher-training programme. Peacock tried to find the weaknesses and strengths of the program and wanted to explore how far the needs of the students were met. He found out that the program had many strengths,

including the teaching pedagogic skills, promoting reflection and self-evaluation. The program also had some shortcomings such as: the amount of practice teaching, knowledge of teaching within the local sociocultural context and classroom management.

Uysal (2012) carried out an evaluation of an in-service training program for primary-school language teachers in Turkey. The purpose of this evaluation was to explore the impact of in-service training offered by Ministry of Education on teachers' attitudes, knowledge-base, and classroom practices. She found out that teachers in general had a positive attitude towards the in-service training. The results also showed that the program had its limitations in planning and evaluation stages. The impact of the in-service program on the practices of teachers was rather weak.

Sridharan and Nakaima (2011) proposed ten unconventional steps including learning frameworks, exploring pathways of evaluation influence, and assessing spread and sustainability. They argued that formulaic approach to program evaluation design does not address the complexity of the programs. They concluded that the ideas for the evaluation plan need to be developed in collaboration between evaluator, the program staff and other stakeholders. They also found that much of the evaluation plan development needs to take place on an ongoing basis.

## **2.6 Professional development**

Hoban (2005) emphasizes the importance of having quality teachers. He links this need of quality teachers to the developments in information technology, and the changes and challenges schools are facing in political, cultural and social climate. He further explains that knowledge is growing like no other time in history. Harwell (2003) notes that well-designed and implemented professional development is significant to teach students to high standards. Furthermore, DeMonte (2013) marks that professional learning can help teachers change the way they teach. Guskey (2000) defines professional development as those “processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. High-quality professional development is at the centre of every modern proposal to enhance education” (p. 16). Stefani (2003) noted that ““staff and educational development

means systematic and scholarly support for improving both educational process and the practice of educators. Staff development refers to working to improve the capabilities and practice of educators.

### **2.6.1 The need and importance of professional development / teacher education**

Research findings indicate that there is a close relationship between teacher and school quality. Kumar and Parveen (2013) stress that quality of an education system is highly dependent on high quality teachers. Guskey (2000) emphasizes that teachers play significant roles in educational reforms and school improvement. Guskey (2000) furthermore stresses the importance of professional development. He notes that teachers acquire new types of expertise as a result of our rapidly growing knowledge base (p. 3). In the same way, Adu and Olatundun (2007) describe the role of teachers as very important in the education system. They further add that “teachers are regarded as the custodian of knowledge and instructor of instruction. It is often said that the standard of education cannot grow beyond the level or standard of the teachers” (p. 57). Mizell (2010) also stresses that quality teaching is the most important factor to raise the standards of the students. Gu (2007) explains that:

*Teachers change, for various reasons within different contexts and in different phases of their professional careers. Wherever such change is intentional, critical and self-reflexive, teachers engage themselves in a series of meaningful activities in order to develop themselves as professionals, to promote learning outcomes, to meet the needs of their students and satisfy the demands of the parents, and at times, to survive and manage changes in the environment in which they work and live (p.1).*

An equally significant aspect of professional development is voiced by Michael and Wilson (2008). They make a very broad definition of teacher development. They note that:

*The development of teacher education, like education in general, often relates to a country's economic and social development, following a fairly predictable pattern as society changes over time. Challenges in teacher education around the world generally fall into four categories: (1) ensuring the availability of teachers;*

*(2) maintaining high standards in the teaching force; (3) ensuring that teachers have the skills and dispositions to teach children with a variety of needs, including children from various ethnic or cultural groups; (4) ensuring that teachers have the skills and dispositions to teach a changing curriculum (p.41).*

### **2.6.2 Why do some professional development programs fail?**

Although “high-quality professional development is a central component for improving education, some professional development activities do not produce the expected results. Cantrell and Cantrell (2003) stress that many teachers are either reluctant or fail to attend professional development to keep abreast with the latest developments. The reason for this is that professional development activities are still regarded by some teachers as obligatory. They also believe that professional development has no impact on their teaching (p. 107). Cantrell (2003) notes that often a one-size-fits-all effort-designed to meet the needs of all teachers does not work. Cantrell further adds that teachers are reluctant to attend the professional development programs as they think that professional development programs are irrelevant to their needs. (p.105)

Some of the points made by Cantrell above are also sustained by Corcoran (2006). Corcoran explains that most of the professional development is delivered through formal activities, such as courses or workshops. He further adds that these formal activities take place several times during the academic year and most of the time, they are irrelevant to teachers’ professional development needs. Corcoran criticises these kind of programs as they lack “any follow-up” training component. He also believes that subsequent in-services may fall short of expectations or fail to live up to teachers’ needs as they address entirely different sets of topics from the previous ones. (p. 1).

### **2.6.3 What should teachers know?**

OECD (2009) report puts it effectively that:

*In many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special*

*learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools (p.49).*

Varcoe and Boyle (2014) also agree that it is a complicated and demanding task to educate a diverse group of students. Jakson and Lewis (2010) describe the things teachers are supposed to be good at and develop. They note that teachers should be knowledgeable about wide range of things, such as: how someone learns, effective ways of teaching, aspects of pedagogical content knowledge. They also stress that teachers should understand the person, manage the classroom activities efficiently, communicate well, reflect on their own teaching, and improve continually (p. 223).

Shulman (1987) suggests that:

*the most important knowledge teachers should own could be listed as below:*

*— content knowledge;*

*— general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organization that appear to transcend subject matter;*

*— curriculum knowledge, with particular grasp of the materials and programs that serve as "tools of the trade" for teachers;*

*— pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding;*

*— knowledge of learners and their characteristics;*

*— knowledge of educational contexts, ranging from the workings of the group or classroom, the governance and financing of school districts, to the character of communities and cultures; and*

*— knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (p. 8)*

#### **2.6.4 Characteristics of effective professional development programs**

Mizell (2010) stresses that professional development does not only happen through formal processes such as a conference, seminar, or a workshop; collaborative learning among members of a team; or a course at a college or university, it also could happen in informal contexts such as discussion among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer. (p. 5). Kumar and Parveen (2013) believe that teachers should be equipped with content knowledge skills and methodology. Avalos (2011) suggests that professional development of teachers should focus on teachers' learning, equip them with the knowledge of how to learn and provide support to transform knowledge and skills they learn in training to their own teaching. DeMonte (2013) believes that when traditional programs of professional development such as single event interventions are replaced by long-term designs, teachers are likely to benefit more and improve their teaching in the classroom.

Yoon, Duncan, Lee, Scarlos, and Shapley (2007) remind the importance of high quality professional development. They also add that professional developments should be coherent, interactive, collective, and long enough. They further stress that content knowledge should be covered. Gordon (2004) notes that despite the fact that professional development programs might have different focuses, they share some common characteristics such as: collegiality and collaboration, relevant learning activities, and professional development as "a way of life (p. 17). In the same way, Sherman, Kutner, Webb, and Herman (1991) agree that adult education requires characteristics such as: experienced and dedicated training staff; decentralized training services, systematic follow-up training; and evaluation procedures.

Pete and Fogarty (2007) discuss the training work of Joyce and Showers. According to Joyce and Showers' training model on-site coaching is a must for any transfer from INSET program to be transferred to classroom practice (p. 132).

Include THEORY	%0 transfer in the classroom
And, add a DEMONSTRATION	%0 transfer in the classroom
And, provide PRACTICE	%0 transfer in the classroom
And, require on-site COACHING	%95 transfer in the classroom



## **2.7 Pre-service training**

Allan and Ryan (1969) explain that preparing novice teachers for their initial teaching experience is a big challenge in professional education. They stress that the connection between formal study of education and initial classroom practice is rather weak (p.60).

Watzke (2007) asserts that beginning years of teaching are particularly formative for continued professional growth. Watzke further explains that at the beginning years teachers are mainly believed to face problems related to classroom management. Yet, teachers also have to deal with more fundamental issues such as addressing students' socioemotional needs. They also need to develop themselves to accommodate different learning styles of their students. Britzman (2003) indicates that novice teachers have their first culture shock when they start teaching. "Their first culture shock may well occur with the realization of the overwhelming complexity of the teachers' work and the myriad ways this complexity is masked and misunderstood" (p. 27). Hagger and McIntyre (2006) claim that student teachers fail to implement innovative and progressive ideas they learn at universities and rather incline to adopt the built-in, conventional strategies implemented by their fellow, more experienced colleagues. (p.43)

Goff and Kforuri (2013) notes that pre-service teachers face several challenges as they try to become competent teachers. There are different areas they need to improve their competence in such as: subject matter, classroom management, methodology, and assessment. On top of these, pre-service teachers have to overcome the challenge of becoming a near-native like fluent speaker of English. Ghana guru and Ramesh (2013) state that prior knowledge of beginner teachers eventually shape their perceptions of teaching. They suggest that the beliefs and perceptions of beginner teachers should be taken into consideration and be given due emphasis as they believe that beginner teachers' beliefs and perceptions have the potential of shaping the education as a whole (p. 37).

## **2.8 In- service teacher training**

OECD (2005) report notes that “no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers” (p.49). The report further suggests that for high quality education, education systems should ensure that teachers are given opportunities for quality professional development. Soler, Craft, and Burgess (2001) stress that teachers enter teaching profession with some prior knowledge, experience, thoughts, perceptions and feelings. They have their existing beliefs about learners and learning context. (p. 51). Allen and Ryan (1969) note that the time which is allocated to in-service training of teachers in a day is very limited. They further add that the training needs of teachers are not paid by much attention by administration. They conclude that neither prior nor during their teaching career, teachers do not get the needed training that they need. (p. 70).

Ekşi and Aydın (2012) also stress the need and importance of in-service training for teachers. They explain that teachers should be able to adapt to rapid changes in educational activities all around the world in order to ensure the delivery of a quality instruction in their respective classrooms. This is important in order to be able to deal with the challenges the teachers face in classrooms (p. 675).

Akçadağ (2012) conducted a study to define teachers’ expectations of in-service training programs and to understand how these expectations developed based on their evaluations about the programs. The results showed that teachers place special emphasis on the content and methodology of the training programs, and the expertise and positive attitudes of the trainers, and that they set these criteria as expectations. In his study teachers suggested that components such as class management, communication skills, special education, learning through games and drama, child psychology, parents’ training, design and application of teaching materials, training school administrators, instructional methods and techniques, and some personal development issues be incorporated into the program.

Kavak (2012) conducted a study to determine the opinions of primary and secondary school teachers about in-service teacher training programs in Turkey. The results showed

that teachers do not prefer online training despite the fact that almost all teachers had an internet access available at their homes. Teachers preferred in-service training at their own schools, within working hours, by university lecturers who are experts in their fields.

### **2.8.1 In-service training in Turkey**

Aydın and Baskan (2005) note that Turkey has a significant background in teacher training. They stress that as a result of deficiencies in coordination and cooperation between institutions and public administration, a permanent and radical solution to teacher training has not been reached. Kırkgöz (2007) explains that:

*Following the 1997 education reform, the MNE gave high priority to teacher development initiatives. In order to facilitate dissemination of curriculum innovation, the MNE established the In-service English Language Teacher Training and Development Unit (INSET) to organize seminars, and conduct in-service training workshops for state primary and secondary teachers of English language. The MNE also collaborated with a local association, The English Language Teachers' Association in Turkey, (INGED), and foreign associations: the British Council (BC) and the United States Information Agency (USIA) to help facilitate the implementation process of the curriculum reform (p. 222).*

Yüksel (2012) mentions that “in accordance with social developments, considerable structural and educational reforms have been conducted regarding quality improvement both in the whole education system and teacher education in terms of pre-service and in-service” (Yüksel , 2012).

Gursimsek, Kaptan and Erkan (1997) wrote that

*Depending on the flow of science and information all through the world, continuous and quality training of in-service teachers became a necessity, even more important than pre-service training in Turkey at present, although many in-service activities in different fields are applied, it is not seen as adequate in quality and quantity in order to institutionalize in-service teacher education activities, work is being done under following topics: 1-Training teaching staff through in-*

*service activities and enhancing their academic achievement.2-Variation and enrichment of in-service program types with subjects such as measurement and evaluation, communication and interaction, motivation, rewards, calligraphy, educational methods, language teaching, educational technology. 3-Continuity of education and training in some specific in-service programs. 4-Provision of buildings, materials and equipment and formation of financial sources.5-Planning to expand in-service training to private institutions (p.12).*

Bayrakçı (2010) had interviews with both national and local authorities and results of the interviews indicated clearly that the main concern for in-service training activities in Turkey is the lack of professional staff for planning and carrying out activities for teachers' professional development. Accordingly, no research is conducted to identify the real training needs of teachers in terms of their professional development.

## CHAPTER 3

### METHOD

#### 3.1 Introduction

This study investigated the perceptions of EFL teachers on the effectiveness of an EFL in-service training program. EFL teachers who participated in the program work for private schools mainly based in Ankara and surrounding cities. Teachers from different levels of schools are represented in the program.

#### 3.2 Research Questions

The following research questions guided the study:

1. What are the perceptions of EFL teachers working in Private Schools about the most/least useful/effective components and characteristics of the EFL INSET program?
2. What are the teachers' suggestions for improvement, change or removal of the EFL INSET program components? Why?
3. What are the perceptions of EFL teachers about the characteristics of an ideal INSET program?

#### 3.3 Overall Design of the Study

In this study basic exploratory qualitative research design has been utilized to discover the perceptions of the EFL teachers on the effectiveness of an ELT in-service program. This research design has been chosen as it is concerned with studying objects in their natural settings. Exploratory design is a flexible research design and it is usually supported by qualitative data. Creswell (2003) defines sequential mixed methods procedures as below:

*Sequential mixed methods procedures are those in which the researcher seeks to elaborate on or expand on the findings of one method with another method. This may involve beginning with a qualitative interview for exploratory purposes and following up with a quantitative, survey method with a large sample so that the*

*researcher can generalize results to a population. Alternatively, the study may begin with a quantitative method in which a theory or concept is tested, followed by a qualitative method involving detailed exploration with a few cases or individuals (p.16).*

Mixed method was chosen for its ability to provide more adequate data for the researcher to make a better conclusion. With the help of follow-up qualitative data, it could be possible to refine that quantitative findings. Mixed methods have both its advantages and limitations. Through this technique the researcher can draw on the strength of both quantitative and qualitative methods. Combination of these two methods can provide a more complete picture of the topic studied. Gall, Gall, and Borg (2007) argue that mixed-methods research is gaining popularity and becoming more common within the educational community.

As for limitations, it requires that the researcher should be knowledgeable in both methods. Collecting and analysing the data will be taking more time. Moreover, to analyse both qualitative and quantitative data the researcher needs to be familiar with data analysis techniques of both qualitative and quantitative techniques.

### **3.4 Quantitative Design of the Study**

#### **3.5 Questionnaire**

Dörnyei (2002) notes that questionnaires are one of the most common data collection methods in second language (L2) research. Dörnyei states that “the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable” (p. 101). Shuttleworth (2008) emphasises that questionnaires are useful tools to find out the opinions of large number of teachers working in different schools and different cities.

### 3.6 Participants

Target population of the study comprised of 120 EFL teachers working at private schools which are mainly based in Ankara, the capital city in Turkey, and the rest in surrounding cities. The schools are affiliated to an umbrella organization which provides the member schools with regular school-based in-service training programs. Participants come from a diverse background in terms of their gender, first language, overseas experience, length of their previous teaching experience and their previous ELT in-service program experiences. Table 1 shows the detailed description of demographic information of the participants who responded the first data collection tool of survey. The number of the participants who responded the questionnaire presented a balanced participation in terms of their gender. Both genders are represented equally in the study.

**Table 1 Demographic information of the participants**

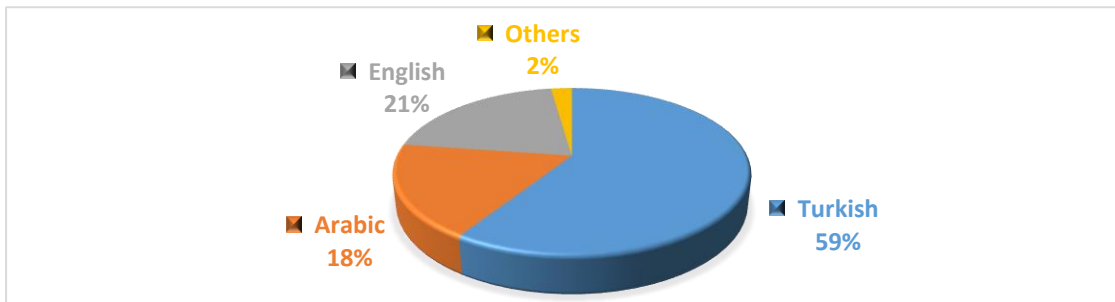
Variables	N	%
Gender		
Female	22	50
Male	22	50
Native Speaker of		
Turkish	26	59
Arabic	8	18
English	9	20
French	1	2,27
Overseas experience		
0 year	11	25
1-2 year	15	34
3-5 years	4	9
More than 5 years	14	31
Type of School they work in		
Private	44	100
ELT certificate programs that were attended before		
DELTA	0	0
CELTA	2	4,5
TESOL	8	18
TEFL	7	15
NONE OF THE ABOVE	27	61

**Table 1 Demographic information of the participants (continued)**

Variables	N	%
The last time attended an ELT program		
Less than a year	36	81
1-2 years	3	6,8
3-5 years	5	11,3
More than 5 years	0	0
The number of ELT programs attended this year attended this year		
None	3	6,8
Once	5	11,3
Twice	9	20,4
Three times	8	18,1
More than three times	19	43,1
Attending INSET programs (Mostly voluntary 1-2-3-4-5 Mostly Compulsory)		
1	8	18,1
2	2	4,5
3	8	18,1
4	5	11,3
5	21	47,7
The length of teaching experience		
0-3 years	17	38,6
3-5 years	5	11,3
5-10 years	13	29,5
10-15 years	6	13,6
More than 15 years	3	6,8

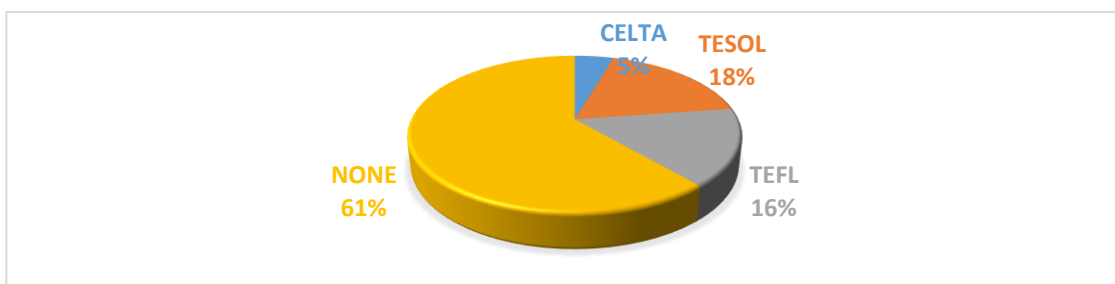
Figure 1 below shows the linguistic backgrounds of the participants. Majority of the participants speak Turkish as their first language. The second group consists of participants who speak English as their first language. Arabic speakers make the third largest group with 18%. Arabic speaking EFL teachers are mainly recruited because of the fact that they are qualified and competent EFL teachers. They are fluent in speaking and their not speaking Turkish creates a classroom teaching setting where English is used for communicative purposes. Also, they are culturally regarded more adaptable. Moreover, in terms of recruitment and employment they are considered more cost-effective.



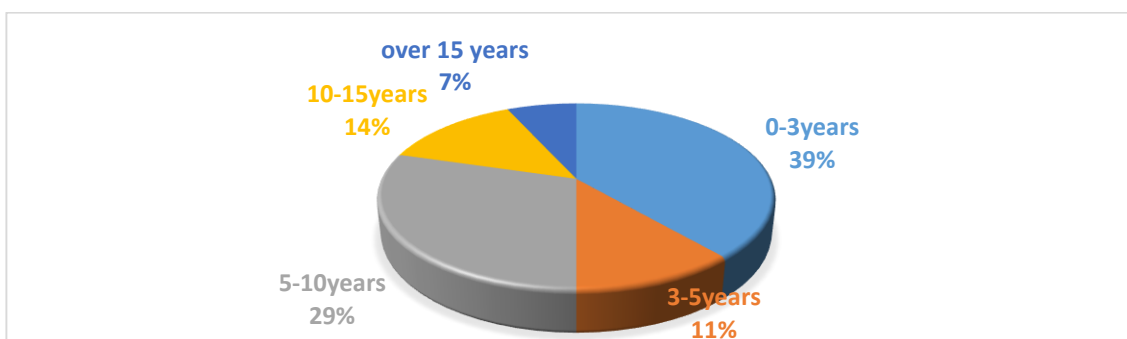


**Figure 1 Linguistic background of the participants**

Figure 2 shows the percentages of the teachers who attended various certificate programs such as: CELTA (4.5%), TESOL (18%) and TEFL (15%). As can be seen in the graph, sixty one percent of teachers didn't attend any EFL/ESL certificate program before.

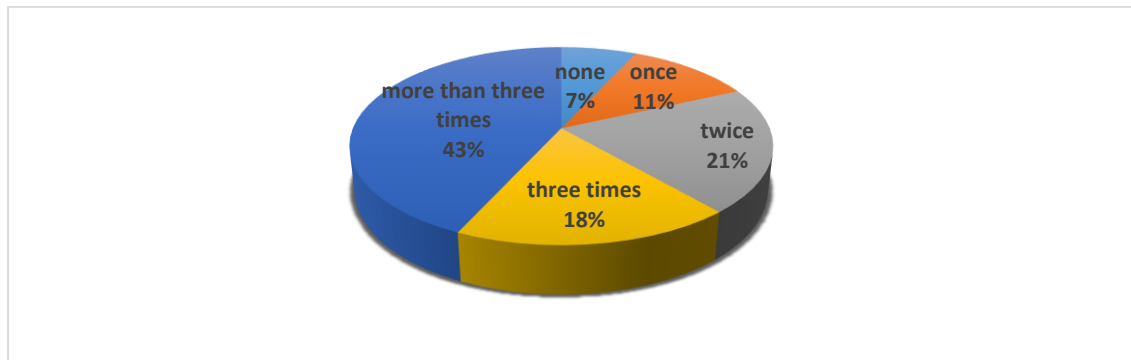


**Figure 2 teachers who attended certificate programs before**



**Figure 3 teaching experience of the participants**

Figure 3 shows that teaching experience of the participants varied from 0-3 years (38.6 %) to more than 15 years (6.8 %). We can see that the concentration is on the novice teachers (38.6 %) and those with 5-10 year experience (29.5 %). The percentage of teachers with 3-5 year experience and 10-15 year experience is (11.3 %) and (13.6 %) respectively.



**Figure 4 school-based in-service programs that teachers have attended this year**

Figure 4 shows that majority of teachers (81 %) attended an EFL INSET program in less than a year. The percentage shows that teachers are constantly engaged in INSET programs as part of their job in their respective schools. Most of the participants mentioned that 77 % attendance to the INSET program is compulsory.

### **3.7 Sampling procedure**

The actual population is all the teachers (about 120) who work in 12 private schools based in Ankara and surrounding cities. In order to obtain the data through questionnaires, convenience sampling was utilized.

Convenience sampling is defined as a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. In all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual. This is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques. Many researchers prefer this sampling

technique because it is fast, inexpensive, easy and the subjects are readily available (<https://explorable.com/convenience-sampling>).

### **3.8 Selection of Schools**

The schools are mainly located in capital city Ankara and surrounding cities. Different forms of schools represented in the study such as pre-school, primary and high school levels. The schools are affiliated to an umbrella organization which provides EFL INSET training programs for EFL teachers for its member schools both during academic year and holidays.

### **3.9 The goals of the ELT in-service training program**

The ELT in-service program aims at providing training for teachers by taking their needs and interests into consideration. It tries to promote cooperation and coordination between teachers. The program also aims to keep the teachers updated with the innovative and creative teaching techniques.

The program's goals are:

- promote cooperation between teachers coming from diverse backgrounds and with different experience,
- develop teachers' comprehension, transformation, instruction, evaluation and reflection,
- promote teaching with technology and provide necessary training,
- encourage professional development.

### **3.10 Instrument Development & Piloting**

The data collection instrument has 4 parts: 1<sup>st</sup> part of the survey is designed to collect demographic data, the 2<sup>nd</sup> part is designed to find out the perceptions of the teachers on the effectiveness of different components of pedagogical content knowledge, and 3<sup>rd</sup> part consists of the overall evaluation of the program. 3<sup>rd</sup> part also studies the perceptions of the teachers on the most/least effective components/features of the program and finally the 4<sup>th</sup> part asks for teachers' recommendations on their ideal In-service EFL program.

To develop the data gathering instrument, the researcher conducted studies on in-service teacher training, and internationally recognized certificate programs namely CELTA (Certificate of English Language Teaching to Adults) and TESOL (Teaching English to Speakers of Other Languages). As a result of this study, an item pool was constructed consisting of items indicating the competences EFL teachers are supposed to have/develop in order to be able to conduct their teaching duties effectively.

The components were decided with the help of literature review. As a result, the questionnaire comprises of 13 components and 107 items in total. These components are: Learners and Teachers, Teaching and Learning Context, Teaching Grammar, Teaching Vocabulary, Reading, Listening, Speaking, Writing, Materials, Lesson Planning, Classroom Activities, Classroom Management, Assessment, Professional development. These components were chosen as they are the most commonly appearing components of established in-service training and/or Certificate programs offered to teachers. Having determined the components, competences that are expected to be mastered by participants were defined.

Part III seeks to find out the overall evaluation of the program by asking the participants to evaluate the program on a scale ranging from the least effective to the most effective. Participants are further asked to comment on the least/most effective components/aspects of the program by providing reasons as well. Their suggestions are also asked for to improve the program. There are 5 open- ended questions in this part. Part IV includes 2 questions. The questionnaire asks participants to comment on the components/aspects of their ideal program.

For face validity, the survey was piloted with 5 EFL teachers. The teachers consisted of both experienced and novice teachers. Among five teachers one was English speaker, the other was Arabic speaker and the rest were Turkish teachers with various experiences and backgrounds. Teachers were requested to fill out the survey and examine it thoroughly in terms of its comprehensibility. They were also requested to report any problems in cohesion, spelling etc. As a result of piloting phase, teachers made some suggestions. The survey was reviewed in the light of teachers' suggestions and necessary changes were made.

For content validity, 3 experts: one from EFL department, one from Educational and Science department and one from elementary math and science department of various universities were requested to provide feedback.

Based on the feedbacks taken both from practicing teachers and experts, the questionnaire was reorganized; some items that caused some difficulties to understand were re-written. Some items which were criticized as measuring two constructs at a time were re-analysed and written as two separate items.

The result of the questionnaire was subjected to Cronbach's reliability analysis. Cronbach's Alpha Coefficients were computed to check internal consistency of program components. Table 2 shows the Cronbach Alpha Values of the components.

**Table 2 components of INSET program & Cronbach Alpha Values**

<b>Components of INSET program</b>	<b>Number of items</b>	<b>Cronbach Alpha Values</b>
Learners and Teachers, Teaching and Learning Context	9	.89
Teaching Grammar	6	.93
Teaching Vocabulary	6	.93
Reading	4	.90
Listening	4	.96
Speaking	7	.91
Writing	6	.96
Materials	12	.94
Lesson Planning	9	.94
Classroom Activities	4	.96
Classroom Management	17	.85
Assessment	10	.95
Professional Development	13	.94

### **3.11 Data collection**

Upon the completion of the scale, necessary permissions were taken. The data was collected in April 2014 during the INSET program by printed questionnaires which were distributed to the participants.

The participants were requested to fill out the questionnaires and to hand them over. After examining the questionnaires, the researcher realized that some parts of the questionnaire were left unfilled by some teachers. To ensure the completeness of the questionnaire, researcher contacted the participants both via mobile phone and e-mail and requested them to fill the left-out sections. Researcher prepared an online fillable form reachable through a link which was sent as an attachment with an e-mail to the participants. The online version of questionnaire was available from April 2014 to June 2014. The nature of the data collection was on a voluntary basis; the questionnaire forms were distributed to all teachers who participated in School Based INSET program. The return rate was 44 teachers in total out of about 120 teachers. The collected data from questionnaire were entered into Excel and then SPSS environment.

### **3.12 Data Analysis**

Responses of the teachers were manually transferred into an Excel spreadsheet. Each question was defined as one column and corresponding rows were assigned for each person. After all the data were entered into the spreadsheet, the researcher requested another teacher to recheck some of the data for its accuracy.

Having checked the data for accuracy, descriptive statistics were calculated for categorical data. First of all, the data were read into SPSS, and then the data were recorded in SPSS. Then sum scores were calculated and some simple mathematical operations on columns of data were done. The data were analysed to explore the distribution and range of responses to each variable. The data were recoded into categories. The data were checked for missing data. The respondent that failed to answer every single question were identified and contacted to verify/complete information. With the open ended questions, the researcher examined all the responses to a question, devised categories for the answers and then coded the data.

### **3.13 Qualitative design of the study**

#### **3.13.1 Participants**

Ten participants were chosen among 44 teachers that responded the questionnaire. The researcher tried to make sure that the respondents represented the target population.

#### **3.13.2 Sampling Procedure**

As for the interview, the purposive sampling technique was used. Tongco (2008) describes purposive sampling technique as the deliberate choice of an informant due to the qualities the informant possesses. He further explains that it is a non-random technique. He adds that purposive sampling technique does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (p.147).

The researcher tried to make sure that the selected interviewees are representative of the population. The gender, experience, age differences of the participants were taken into consideration in deciding who to conduct the interviews with. The interview data were collected during the summer holiday. That's why the researcher could not interview with any English or Arabic native speakers. In terms of representativeness of the sampling procedure it could be considered as a limitation.

#### **3.13.3 Instrument development**

As a second data collection instrument interview questions were used. Interview questions were designed by the researcher both to clarify and to explore the views and perceptions of the teachers at a deeper level. The interview questions were prepared in English and then translated into Turkish. The interview questions were requested to be examined for their content validity by three instructors. Two instructors were from the ELT department and one instructor was from the Educational and Sciences department. In the light of feedbacks, the questions, their formats and orders were reviewed. The final version was presented to the instructors and after it was confirmed that the tool is suitable to carry on with. The researcher piloted it with one teacher who was a literature teacher. The

approximate time frame were decided, which was about between 20-25 minutes. The interviewed teacher mentioned that the questions were understandable and clear.

### **3.14 Data Collection**

The respondents were contacted and appointments were taken. They were asked during the appointment if it could cause any inconvenience to record the interviews. They were informed that the recorded interviews will be kept confidential and their identities will not be revealed under any circumstances. . They were also informed that after the data were analysed, the recordings will be terminated. The respondents did not object to the recordings of the interviews. The interviews were carried out in Turkish. The extracts which were evaluated to represent the general ideas of the respondents were chosen and translated into English. The translations were controlled by an EFL teacher to ensure their accuracy.

### **3.15 Data Analysis**

As for the interviews, constant comparative analysis was used.

*The main intellectual tool in constant comparative analysis is comparison. The method of comparing and contrasting is used for practically all intellectual tasks during analysis: forming categories, establishing boundaries of the categories, assigning the segments to categories, summarizing the content of each category, finding negative evidence etc. The goal is to discern conceptual similarities, to refine the discriminative power of categories, and to discover patterns (Tesch, 1990, p. 96).*

Bob (2005) suggests that there are critical steps in qualitative research. These are:

1. *note taking*
2. *coding*
3. *constant comparison*
4. *categories and properties*
5. *core category*
6. *saturation*



7. *memoing*

8. *sorting*

**Note taking:** *you take key-word notes during the interviews and convert them to themes afterwards. It also suggested that you tape-record the interviews and check your notes against the tape recording.*

**Coding:** *After the interviews, the researcher compared the data from one source to data from other sources (i.e. the responses from each participant).*

**Constant comparison:** *For the first interview you are merely asking yourself: What is going on here? What is the situation? How is the person managing that situation? Therefore, what categories (plural) are suggested by that sentence? Code the second interview with the first interview in mind. Code subsequent interviews (or data from other sources) with the emerging theory in mind. That's constant comparison: initially comparing data set to data set; later comparing data set to theory.*

**Categories and properties:** *After a time one category (occasionally more) will be found to emerge with high frequency of mention, and to be connected to many of the other categories which are emerging. Core category:* *This is your core category. It is hazardous to choose a core category too early in the data collection. However, when it is clear that one category is mentioned with high frequency and is well connected to other categories, it is safe to adopt this as the core category. The interviews were conducted with 10 teachers and then they were transcribed. Then the speeches were read at least more than twice to analyse the qualitative data into meaningful categories (the process called coding). It helped the researcher to organize large amount of data and discover patterns in the transcribed speeches.*

**Saturation:** *In collecting and interpreting data about a particular category, in time you reach a point of diminishing returns. Eventually your interviews add nothing to what you already know about a category, its properties, and its relationship to the core category. When this occurs, you cease coding for that category.*

***Memo:** In effect, a memo is a note to yourself about some hypothesis you have about a category or property, and particularly about relationships between categories.*

***Sorting:** During the sorting process the researcher takes the categories and groups them together based on similarities. (pp. 4-6)*

The recorded data were transcribed and rechecked by the researcher. The researcher had some parts of the transcribed data checked by a colleague to ensure accuracy. Then the data were read several times by the researcher to code it. Categories were identified by applying the procedure of the constant comparative analysis as suggested in the data analysis techniques above. One EFL teacher were requested to review the coding system and the teacher agreed that the coding is done thoroughly and agreed that the codes that were identified were appropriate for the purpose of the study.

### **3.16 Validity: the interviews were utilized to confirm the survey results.**

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study's success at measuring what the researchers set out to measure (<http://writing.colostate.edu/guides/page.cfm?pageid=1388>). Researchers should be concerned with both *external* and *internal* validity.

**External validity** refers to the extent to which the results of a study are generalizable or transferable.

**Internal validity** refers to (1) the rigor with which the study was conducted (e.g., the study's design, the care taken to conduct measurements, and decisions concerning what was and wasn't measured) and (2) the extent to which the designers of a study have taken into account alternative explanations for any causal relationships they explore. In studies that do not explore causal relationships, only the first of these definitions should be considered when assessing internal validity. During the interviews, the researcher identified key issues known as “note-taking”. After the interviews, the researcher

compared the data from one source to the data from other sources. The data then categorised and sequenced to make it clearer.

Content analysis (Content analysis: Introduction, 2014) “is a technique for systematically describing written, spoken or visual communication. It provides a quantitative (numerical) description. Many content analyses involve media - print (newspapers, magazines), television, video, movies, the Internet. Any medium that can be recorded and reviewed is appropriate. Content analysis is also used to analyse new material recorded by the researchers, and to classify open-ended responses to interview or survey questions”.

Quantification allows us to characterize the material in a way that is potentially reliable and valid. The information is broken down into categories and then summarized. Media has both format and content. Format refers to the form or structure of the information. Is it pictorial or verbal? What shape does it take? Content refers to the meaning of the information. Both format and content can be quantified.

The text from the surveys and interview transcripts was broken down to see if there were any emerging themes. The themes are general statements that defines a group together. Similar responses emerged as a result of content analysis which were presented in the results and discussion sections. Dissimilar responses from the open-ended questions of surveys and interviews were encountered when the participants were given a chance to reflect upon the strengths and weaknesses of the program as well as their suggestions to improve the quality of the program.

### **3.17 Testing the agreement of findings**

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon ([http://www.researchgate.net/post/What\\_is\\_triangulation\\_of\\_data\\_in\\_qualitative\\_research\\_Is\\_it\\_a\\_method\\_of\\_validating\\_the\\_information\\_collected\\_through\\_various\\_methods](http://www.researchgate.net/post/What_is_triangulation_of_data_in_qualitative_research_Is_it_a_method_of_validating_the_information_collected_through_various_methods)). Data triangulation validates your data and research by cross- verifying the same

information. This triangulation of data strengthens the research paper because the data has increased credibility and validity. The triangulation of data occurs when multiple theories, materials or methods are used (Writing Guides, 2014).

In this study, different measuring instruments (questionnaire and interview) were used to test the agreement of findings. The researcher aimed at clarifying the results of the interview by using another method. Additional sources of information helped the researcher to gain more insight into the topic. By using different measuring instruments inadequacies in one-source of data was aimed to be minimized. Multiple sources of data provided clarification and more comprehensive data were obtained.

### **3.18 Ethical Consideration:**

Primary research is conducted all of the time-journalists use it as their primary means of reporting news and events; national polls and surveys discover what the population thinks about a particular political figure or proposal; and companies collect data on their consumer base and market trends. When conducting research in an academic or professional setting, you need to be aware of the ethics behind your research activity” (<https://owl.english.purdue.edu/owl/resource/559/02/>).

Ethical Standards: Researchers should...

*avoid any risk of considerably harming people, the environment, or property unnecessarily.*

*not use deception on people participating.*

*obtain informed consent from all involved in the study.*

*preserve privacy and confidentiality whenever possible.*

*take special precautions when involving populations or animals which may not be considered to understand fully the purpose of the study.*

*not offer big rewards or enforce binding contracts for the study. This is especially important when people are somehow reliant on the reward.*

*not plagiarize the work of others.*

*not skew their conclusions based on funding.*

*not commit science fraud, falsify research or otherwise conduct scientific misconduct.*

*not use the position as a peer reviewer to give sham peer reviews to punish or damage fellow scientists.*

*Basically, research must follow all regulations given, and also anticipate possible ethical problems in their research. (<https://explorable.com/ethics-in-research>). In the light of above standards, the researcher took all the precautions to ensure that the study was carried out with the ethical issues in mind.*

### **3.19 Limitations of the Study**

The research was carried out in private schools located in/around Ankara affiliated to an umbrella organization. The researcher is also part of this umbrella organization, so the findings may be criticized because of researcher subjectivity and external validity.

A second issue is that the reliability of findings are a matter of concern as the findings do not lend themselves to replicability. But this concern could be raised for majority of qualitative research methods as a whole. In this study, target population was about 120 teachers. Although the survey was meant for all the teachers, only 44 (about 36%) responded the questionnaire. The low rate in the questionnaire results may be considered a limitation in that results may not be representative of all teachers in the studied schools.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the results of the data analyses of the questionnaire whose purpose was to find out the perceptions of English teachers working at private schools on the effectiveness of an English INSET program they attend throughout the year as a requirement of their job as well as the result of a series of interviews conducted with ten teachers who participated in the questionnaire. The analyses were demonstrated in terms of both quantitative and qualitative.

#### **4.1 Quantitative Results**

##### **4.1.1 Quantitative Results for Question 1**

###### **4.1.1.1 General teaching and learning context**

Different aspects of Learners and Teachers, Teaching and Learning Context presented in Table 3. Table 3 shows that the perceived usefulness of the aspects of component 1 range between 50 percent and 86.3 percent with the 3<sup>rd</sup> aspect “Adapting your teaching to different learning styles (Visual, auditory, etc.)” getting the highest percentage as the most useful aspect in participants’ current positions as English instructors while the 9<sup>th</sup> aspect of component 1 which is “The link between culture and language” scored the lowest percentage. When looked at the averages 70.46 percent of teachers perceive that component 1 of this INSET program contributed to their teaching in the classroom while 24 percent says it didn’t make any contribution to their teaching. 5.56 percent of the teachers believe that some aspects of component 1 were not applicable in the program. The percentages show that COMPONENT 1: Learners and Teachers, Teaching and Learning is perceived as useful by 70.46 percent of participants on average. Twenty percent of participants, plus 5.56 percent stating that the aspects were not applicable indicates that there is a room for improvement of the component 1.

**Table 3 Perceptions of the teachers on the effectiveness of “Learners and Teachers, Teaching and Learning Context” component**

	<b>COMPONENT 1: Learners and Teachers, Teaching and Learning Context</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
3	Adapting your teaching to different learning styles (Visual, auditory, etc.)	47,7	38,6	9,1	2,3	2,3
1	Adapting your teaching to different learning needs	25	59,1	6,8	4,5	4,5
2	Teaching a class by taking the interests of the learner groups into consideration	29,5	52,3	11,4	4,5	2,3
6	Ideas for encouraging learner independence in the class	34,1	43,2	11,4	6,8	4,5 %
4	Acknowledging, when necessary, learners’ backgrounds	20,5	50	18,2	9,1	2,3
5	Acknowledging learners’ previous learning experience	18,2	47,7	20,5	9,1	4,5
7	Dealing with mixed level classes	15,9	43,2	22,7	6,8	11,4
8	Practical classroom issues for teachers working in a monolingual context,	6,8	52,3	18,2	11,4	11,4
9	The link between culture and language	18,2	31,8	27,3	15,9	6,8
	<b>AVERAGE PERCENTILES</b>	<b>24</b>	<b>46,5</b>	<b>16,2</b>	<b>7,83</b>	<b>5,56</b>

Teaching and learning context is incorporated into some recognized ELT certificate programs such as CELTA, TESOL, TEFL etc. The participants’ reports show that they perceive the usefulness of items of “teaching and learning context positively to various degrees”. Knowing your students and addressing their needs, adapting your teaching style accordingly, giving independence to your students, acknowledging your students background, dealing with mixed ability classes etc. are all considered important parts of being a competent teacher who is sensitive to his/her students’ needs and preferences.

#### **4.1.1.2 Teaching grammar**

Table 4 shows the participants’ perceived usefulness of component 2 which is teaching grammar. There are 6 items in this section. The highest percentage (72.8%) goes to item

number 15. Participants agreed that appropriate practice for grammar were provided and it was considered as useful in their current teaching positions. Communicative focus for teaching grammar aspect gets the lowest percentage at 56.54 percent. On average, majority of participants (65.54%) perceived the component 2: Grammar Teaching as useful, while 22.3 % disagreed and 12.1% rated the usefulness of grammar items as not applicable.

**Table 4 Perceptions of the teachers on the effectiveness of “teaching grammar” component**

<b>COMPONENT 2: TEACHING GRAMMAR</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
15	Providing appropriate practice for grammar items	20,5	52,3	9,1	6,8	11,4
10	Ways of presenting grammar	13,6	54,5	13,6	6,8	11,4
11	Ways of practicing grammar	11,4	54,5	13,6	11,4	9,1
13	Providing clear contexts for teaching grammar	15,9	50	11,4	9,1	13,6
12	Teaching grammar creatively	25	38,6	18,2	6,8	11,4
14	Providing communicative focus for teaching grammar	20,5	36,4	20,5	6,8	15,9
<b>AVARAGE PERCENTILES</b>		<b>17,8</b>	<b>47,7</b>	<b>14,4</b>	<b>7,95</b>	<b>12,1</b>

Traditional grammar teaching is losing its appeal as students prefer to develop their communicative competence more than deepening their grammar knowledge. The results of component 2 show that the items with regard to teaching grammar creatively and communicatively get the lowest score. The lowest percentages could be explained as a result of students’ lack of interest in grammar regardless of how the grammar items are presented or teachers’ preference of traditional ways of grammar teaching over teaching grammar creatively.



#### 4.1.1.3 Teaching vocabulary

Table 5 shows that teaching vocabulary is perceived highly useful with a high percentage (85.22%) of agreement among the participants. 8.7 % disagreed with the usefulness of the items and 6.03% marked the items as not applicable. When you looked at the agreement/disagreement of percentages of individual items as in the grammar component the presentation and practice of vocabulary items gets the highest score (90.9%), while the communicative focus for teaching vocabulary gets the lowest percentage (79.5 %).

**Table 5 Perceptions of the teachers on the effectiveness of “teaching vocabulary” component**

<b>COMPONENT 3: TEACHING VOCABULARY</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
16	Ways of presenting vocabulary	40,9	50	4,5	0	4,5
17	Ways of practicing vocabulary	27,3	63,6	4,5	0	4,5
18	Teaching vocabulary creatively	43,2	43,2	6,8	0	6,8
19	Providing clear contexts for teaching vocabulary	25	56,8	11,4	0	6,8
21	Providing appropriate practice for new vocabulary	27,3	54,5	9,1	2,3	6,8
<b>AVERAGE PERCENTILES</b>		<b>32,2</b>	<b>53</b>	<b>7,57</b>	<b>1,13</b>	<b>6,03</b>

Vocabulary learning is a vital part of language education. It is considered a core subject in formal language education. As British linguist Wilkins in 1976 argues that “without grammar, there are few things we can express; while without vocabulary, there is nothing we can express.” Wilkins draws the attention to the communicative importance of knowing vocabulary. Based on the results of the component 3, it can be concluded that this component is one of the most positively perceived component about its items usefulness.

#### 4.1.1.4 Reading

Under component 4: Reading, there are 4 items. Teachers perceived the usefulness of item “different purposes of reading” higher than other items. The item “ways of making reading texts more intelligible to learners” gets the lowest percentage. The perceived usefulness of the component is 60.83%. On the other hand 25.55% of participants disagreed on the usefulness of items while 13.6% mentioned that the items were not applicable in the program.

**Table 6 Perceptions of the teachers on the effectiveness of “teaching reading” component**

COMPONENT 4: READING		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	N/A (%)
22	Different purposes of reading, (Entertainment, getting information, etc.)	25	45,5	15,9	2,3	11,4
23	Identifying some of the difficulties learners may face when trying to understand texts	27,3	31,8	22,7	4,5	13,6
25	Variety of instructional strategies to promote learners’ understanding of reading	20,5	36,4	22,7	4,5	15,9
24	Ways of making reading texts more intelligible to learners	27,3	29,5	27,3	2,3	13,6
AVERAGE PERCENTILES		25	35,8	22,2	3,4	13,6

Reading increases students’ vocabulary and enables them to express themselves better. Teachers usually complain about the lack of interest of students in reading. The results of Table 6 shows that the reading component of the program is not perceived very useful by the teachers. Thus 42.15% of teachers didn’t perceive this component as useful.

#### 4.1.1.5 Listening

Under the “component 5: listening” teachers rated 4 items. The perceived usefulness of the item 29 “Different purposes of listening” received the highest percentage (59.1%), its

usefulness was disagreed on by 25% and considered as not applicable by 15.9%. The usefulness of item 27 “Variety of instructional strategies to promote learners’ understanding of listening” was agreed on by 52.3% of participants while it was disagreed by 31.8% of participants and was found as not applicable by 15.9%. While 55.13% of participants perceived the program components as useful in their teaching jobs, 28.98% didn’t agree on the usefulness of component 5’s items and 15.9% rated items as not applicable.

**Table 7 Perceptions of the teachers on the effectiveness of “teaching listening” component**

<b>COMPONENT 5: LISTENING</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
29	Different purposes of listening	9,1	50	25	0	15,9
28	Ways of making listening texts easier for learners to understand	15,9	40,9	25	2,3	15,9
27	Variety of instructional strategies to promote learners’ understanding of listening	9,1	43,2	29,5	2,3	15,9
26	Identifying some of the difficulties learners may face when trying to understand the listening texts	11,4	40,9	27,3	4,5	15,9
<b>AVERAGE PERCENTILES</b>		11,4	43,8	26,7	2,28	15,9

We all learn to speak by listening first. Language acquisition begins with listening. Nowadays the focus of teachers as well as learners is mainly on communicative competence. Under listening component, “different purposes of listening aspect” was found useful. Although, other items are useful to promote students comprehension and their ability to deal with listening texts, their usefulness were not largely agreed on.

#### **4.1.1.6 Speaking**

Under speaking component, teachers rated 7 aspects. Item 34 “providing appropriate models of oral language in the classroom” got 72.7% of agreement, 22.7% disagreement

and was considered not applicable by 4.5% of participants. Item 35 "Identify errors in learners' oral language in the classroom" got 52.2% agreement, 38.6% disagreement and was considered not applicable by 9.1%. When looked at the average percentages the overall agreement on the usefulness of items is 62.33%, disagreement 30.85% and those considering the items are 68%.

**Table 8 Perceptions of the teachers on the effectiveness of "teaching speaking" component**

<b>COMPONENT 6: SPEAKING</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
34	Providing appropriate models of oral language in the classroom	25	47,7	9,1	13,6	4,5
30	Key features of spoken English	15,9	52,3	13,6	11,4	6,8
33	The role of paralinguistic features (e.g, gesture, gaze) in communication	31,8	34,1	20,5	9,1	4,5
32	A wide range of spoken language functions	13,6	47,7	20,5	13,6	4,5
31	Some ways in which spoken English differs from written English	15,9	43,2	22,7	6,8	11,4
36	Correcting learners' oral language errors sensitively in the classroom	20,5	36,4	20,5	15,9	6,8
35	Identify errors in learners' oral language in the classroom	13,6	38,6	25	13,6	9,1
<b>AVERAGE PERCENTILES</b>		<b>19,5</b>	<b>42,9</b>	<b>18,9</b>	<b>12</b>	<b>6,8</b>

Good communication skills are essential to so much activity in society, at work and at home. Learners often evaluate their success in language learning on the basis of their competence in speaking. Teachers are role-models in the eyes of their students. When they interact with their students with the target language it becomes self-motivating for students to speak and to develop their language skills. The agreement on Item 34 "providing appropriate models of oral language in the classroom" shows that 72.75% of teachers found this aspect useful to be incorporated into the program. Error correction aspects were

evaluated not making much contribution to their teaching. It could be either the aspects were not found satisfactorily covered in the program or teachers do not use speaking correction techniques in their teaching.

#### 4.1.1.7 Writing

Under writing component, the teachers rated 7 aspects. Aspect 40 “providing appropriate models of written language” got the highest (56.8%) percentage.

**Table 9 Perceptions of the teachers on the effectiveness of “Writing” component**

<b>COMPONENT 7:: WRITING</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
40	Providing appropriate models of written language	13,6	43,2	22,7	2,3	18,2
37	Basic concepts and terminology used for describing writing skills	9,1	40,9	20,5	6,8	22,7
39	The stages of process writing (e.g, Planning, drafting, revising, editing)	13,6	36,4	22,7	4,5	22,7
41	Identifying errors in learners' written language	11,4	38,6	20,5	4,5	25
38	Identifying some features of written texts, (Planned, formal, delayed etc,)	4,5	43,2	20,5	4,5	27,3
42	Correcting learners' written language errors sensitively	22,7	22,7	27,3	4,5	22,7
<b>AVERAGE PERCENTILES</b>		<b>12,5</b>	<b>37,5</b>	<b>22,4</b>	<b>4,52</b>	<b>23,1</b>

The overall perception of the usefulness of components seems to be low. The agreement on usefulness on average is 49.99%, disagreement is 26.89% and 23.1% evaluated the items under the writing component as not applicable. The low percentages could mean two things; either written component of the program is not emphasized as much as other components or writing skills are not focused too much in the EFL classes.

#### 4.1.1.8 Materials

Under Materials component teachers rated 12 items. Teachers ranked item 48 “Adapting materials that are appropriate for students’ age”. When looked at the average percentages we see that 74.25% of teachers agree on the usefulness of the aspects of material component in their teaching. The results indicate that teachers’ general perceptions on different aspects of material development are positive. The ratings seem to be high especially with aspects such as adapting materials with students’ age and language proficiencies in mind. The course book adaptation is also rated at 80.8 percent.

**Table 10 Perceptions of the teachers on the effectiveness of “materials” component**

<b>COMPONENT 8: MATERIALS</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree</b>	<b>N/A (%)</b>
48	Adapting materials that are appropriate for students’ age	34,1	50	6,8	6,8	2,3
43	Adapting course book materials	43,2	38,6	9,1	6,8	2,3
46	Selecting materials that are appropriate for students’ age	43,2	38,6	9,1	6,8	2,3
45	Selecting materials that are appropriate for the lesson	43,2	36,4	13,6	4,5	2,3
49	Adapting materials that are appropriate for students’ language proficiency	20,5	59,1	6,8	6,8	6,8
44	Supplementing course book materials	40,9	38,6	11,4	4,5	4,5
47	Selecting materials that are appropriate for students’ language proficiency	29,5	45,5	15,9	4,5	4,5
52	Ensuring variety in materials	22,7	52,3	13,6	9,1	2,3
51	Ensuring balance in materials	15,9	50	20,5	6,8	6,8
50	Presenting the materials with a professional appearance	20,5	43,2	20,5	6,8	9,1
53	Ensuring a communicative focus in materials	22,7	40,9	29,5	2,3	4,5
54	Using materials that are appropriate for students’ learning styles	25	36,4	22,7	9,1	6,8
<b>AVERAGE PERCENTILES</b>		<b>30,1</b>	<b>44,1</b>	<b>15</b>	<b>6,24</b>	<b>4,55</b>

Teachers use different materials to produce a successful lesson. Materials may come in different forms; printed, audio and video. Not all the materials are suitable for the needs of their students. Material development especially in relation to adaptation is one of the most mentioned needs of teachers.

The results in this section shows that majority of teachers (74.25%) perceive the material development component as useful in their teaching jobs. Although there is always room for improvement as to the components and items presented within it, material development component seems to have made positive contribution to teaching experience of participants.

#### 4.1.1.9 Lesson Planning

Table 11 shows teachers' perceptions of "Lesson planning" component of INSET program. Under this category, there are nine items. According to Table 11 the average results show that 61.38% of participants agreed that the component was useful in their current teaching position. The numbers of those who disagreed on the usefulness of the component account for 26.5% and those who considered items were not applicable is 12.1%.

**Table 11 Perceptions of the teachers on the effectiveness of "Lesson Planning" component**

<b>COMPONENT 9: LESSON PLANNING</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree</b>	<b>N/A (%)</b>
57	Ordering activities to achieve lesson aims/outcomes	18,2	52,3	15,9	2,3	11,4
59	Allocating appropriate timing for different stages in the lessons	20,5	47,7	15,9	4,5	11,4
58	Describing the procedure of the lesson in sufficient detail	20,5	45,5	22,7	2,3	9,1
55	Identifying appropriate aims/outcomes for individual lessons	25	38,6	20,5	4,5	11,4
62	Anticipating potential difficulties with learners	22,7	40,9	18,2	4,5	13,6

**Table 11 Perceptions of the teachers on the effectiveness of “Lesson Planning” component (continued)**

<b>COMPONENT 9: LESSON PLANNING</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree</b>	<b>N/A (%)</b>
56	Stating appropriate aims/outcomes for individual lessons	18,2	43,2	22,7	6,8	9,1
60	Anticipating potential difficulties with language	13,6	43,2	22,7	9,1	11,4
61	Anticipating potential difficulties with materials	13,6	43,2	22,7	6,8	13,6
63	Working constructively with colleagues in the planning of a lesson	20,5	25	27,3	9,1	18,2
<b>AVERAGE PERCENTILES</b>		<b>19,2</b>	<b>42,2</b>	<b>21</b>	<b>5,55</b>	<b>12,1</b>

Lesson planning is an important part of being a competent teacher. Lesson planning helps teachers to be more organized. It also gives them a sense of direction in syllabus. The ability to work constructively with colleagues and make use of their ideas and experience is of vital importance. Item 63”working constructively with colleagues in the planning of a lesson” shows that the program didn’t answer the needs of teachers in this respect as expected and despite its general success there is still room for improvement.

#### **4.1.1.10 Classroom Activities**

Under Classroom Activities category, there are 4 items. The perceived usefulness of this component is one of the highest in percentages (86.32%). The percentage of disagreed ones counts for 10.25%.

**Table 12 Perceptions of the teachers on the effectiveness of “Classroom Activities” component**

<b>COMPONENT 10: CLASSROOM ACTIVITIES</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
66	Using visuals as a teaching tool	56,8	36,4	2,3	2,3	2,3



**Table 12 Perceptions of the teachers on the effectiveness of “Classroom Activities” component (continued)**

<b>COMPONENT 10: CLASSROOM ACTIVITIES</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
65	Using stories as a teaching tool	38,6	50	6,8	2,3	2,3
67	Using drama as a teaching tool	43,2	43,2	6,8	2,3	4,5
64	Teaching through songs	29,5	47,7	15,9	2,3	4,5
<b>AVERAGE PERCENTILES</b>		42	44,3	7,95	2,3	3,4

“Classroom Activities” component seems to have produced positive perception of usefulness among teachers. Program designers could take this into consideration in order to improve the present program.

#### **4.1.1.11 Classroom Management**

Under Classroom Management component there are 16 items. 70.19% of participants agree that the items within Classroom Management component were useful in their current position. Participants disagreed on the usefulness of item75 by 40.9% and item73 by 45.4 percent. Developing classroom management skills is significant especially for teachers who just start to climb the teaching career ladder. Conflict resolution skills make the teaching career something desirable and prevent teachers from getting burned out. The items related to conflict resolution such as item 75 and item 73 could be more developed so that it could address the needs of teacher in this respect.

**Table 13 Perceptions of the teachers on the effectiveness of “Classroom Management” component**

<b>COMPONENT 11: CLASSROOM MANAGEMENT</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
76	Setting up group activities	34,1	50	11,4	2,3	2,3
68	Understanding what motivates our students	52,3	29,5	11,4	2,3	4,5
69	Giving hope to our students	54,5	27,3	13,6	2,3	2,3
77	Setting up individual activities	25	56,8	13,6	2,3	2,3

**Table 13 Perceptions of the teachers on the effectiveness of “Classroom Management” component (continued)**

<b>COMPONENT 11: CLASSROOM MANAGEMENT</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree</b>	<b>N/A (%)</b>
74	Setting up whole class activities	34,1	45,5	11,4	4,5	4,5
78	Selecting appropriate teaching	36,4	43,2	9,1	2,3	9,1
71	Behaviour management techniques	34,1	38,6	18,2	2,3	6,8
84	Beginning and finishing lessons on time	31,8	40,9	15,9	4,5	6,8
70	Developing rapport	20,5	50	18,2	2,3	9,1
83	Monitoring learners appropriately in relation to the task or activity	15,9	54,5	18,2	2,3	9,1
79	Using range of questions for the purpose of elicitation of understanding	22,7	45,5	15,9	4,5	11,4
72	Behaviour change techniques	25	38,6	25	6,8	4,5
80	Using questions for the purpose of checking understanding	18,2	43,2	25	4,5	9,1
81	Providing learners with appropriate feedback	20,5	40,9	22,7	6,8	9,1
82	Maintaining an appropriate learning pace in relation to materials	9,1	50	27,3	4,5	9,1
75	Dealing with difficult behaviour	25	29,5	36,4	4,5	4,5
73	Dealing with conflict	13,6	36,4	38,6	6,8	4,5
AVERAGE PERCENTILES		27,8	42,4	19,5	3,88	6,42

#### 4.1.1.12 Assessment

Table 14 shows that, on average, the participants agreed with a low percentage (52.95) on the usefulness of component 13. The percentage of disagreement is 33.6%.

**Table 14 Perceptions of the teachers on the effectiveness of “Assessment” component**

<b>COMPONENT 12: ASSESSMENT</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
91	Performance-based measures to assess students' language skills	11,4	50	20,5	4,5	13,6

**Table 14 Perceptions of the teachers on the effectiveness of “Assessment” component (continued)**

<b>COMPONENT 12: ASSESSMENT</b>		<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>	<b>N/A (%)</b>
90	Performance-based measures to assess students’ communicative competence across the curriculum	11,4	45,5	29,5	4,5	9,1
89	Using multiple measures to accurately assess ESOL learners	13,6	43,2	25	4,5	13,6
87	Criterion-referenced measures to assess ESOL students’ language learning	6,8	47,7	27,3	6,8	11,4
92	Alternative assessment tools (e.g., portfolios)	13,6	40,9	31,8	4,5	9,1
85	Technical aspects of assessment (e.g., validity and reliability)	18,2	34,1	22,7	11,4	13,6
88	A variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, achievement)	15,9	36,4	27,3	6,8	13,6
86	Norm-referenced measures to assess ESOL students’ language learning	9,1	40,9	29,5	6,8	13,6
93	Maintaining accurate and up-to-date records in Students’ portfolio	9,1	38,6	31,8	4,5	15,9
94	Online assessment tools	4,5	38,6	29,5	6,8	20,5
<b>AVERAGE PERCENTILES</b>		<b>11,4</b>	<b>41,6</b>	<b>27,5</b>	<b>6,11</b>	<b>13,4</b>

As can be seen in the results presented in the Table 14 teachers perceive that the usefulness of assessment component is low (52.95%). On the other hand, we know that Assessment is an integral part of instruction and is a prevalent component in EFL INSET programs. Assessment component with its items should be re-examined in the light of these results.

#### **4.1.1.13 Professional Development**

Under Professional Development, there are 13 items measuring the perceptions of teachers with items such as: peer observation, school based courses, mentoring, off-site courses etc. Item 96 “Workshops” gets the highest percentage (70.5%) while item 104 “joining professional organizations” gets the lowest percentage (50.7%).

**Table 15 Perceptions of the teachers on the effectiveness of “Professional Development” component**

	<b>COMPONENT 13: PROFESSIONAL DEVELOPMENT</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree</b>	<b>N/A (%)</b>
96	Workshops	25	45,5	13,6	6,8	9,1
98	Peer observation	27,3	38,6	20,5	4,5	9,1
97	Teacher support groups	20,5	38,6	20,5	9,1	11,4
100	School-based courses of various lengths	11,4	45,5	22,7	11,4	9,1
103	Self-monitoring	25	27,3	27,3	6,8	13,6
95	Formulating professional development plans based on our interests	13,6	36,4	27,3	11,4	11,4
101	Off-site courses of various lengths	13,6	36,4	22,7	11,4	15,9
106	Mentoring or tutoring	15,9	34,1	22,7	9,1	18,2
99	Subscribing to ELT magazines and journals	13,6	31,8	27,3	11,4	15,9
105	Publishing an ELT newsletter on a local or national scale	9,1	34,1	29,5	9,1	18,2
107	Using distance learning materials	13,6	27,3	34,1	9,1	15,9
102	Reading professional publications	18,2	20,5	31,1	11,4	18,2
104	Joining professional organizations such as, IATEFL and TESOL	18,2	18,2	31,8	11,4	20,5
	<b>AVARAGE PERCENTILES</b>	<b>17,3</b>	<b>33,4</b>	<b>25,5</b>	<b>9,46</b>	<b>14,4</b>

#### **4.1.1.14 Perceptions of the teachers for the most effective aspects of the program according to the survey results**

**Table 16 perceptions of the teachers for the most effective components of the ELT in-service program**

<b>Most effective components</b>	<b><i>f</i></b>
Classroom Activities	14
Using/Adapting the course book effectively	13
Learners & Teachers, Teaching & Learning Context	11

**Table 16 perceptions of the teachers for the most effective components of the ELT in-service program (continued)**

<b>Most effective components</b>	<b><i>f</i></b>
Teaching Language and language skills	9
Collaboration with colleagues	7
Classroom Management	7
Language Development	7
Teaching Practice	6
Motivation	5
Assessment	3

Table 17 shows the most effective components of the program according to teachers' perceptions. The components were ranked from the most to the least frequent. Participants find the classroom activities very effective and useful. Using and adapting the course book are evaluated as the second most effective component. They evaluated the learners & Teachers, Teaching & Learning context as the third most effective component.

#### **4.1.1.15 The least effective aspects of the program according the survey results**

**Table 17 The perception of teachers for the least effective components/aspects of the program**

<b>Least effective components/aspects</b>	<b><i>f</i></b>
Length of the program	7
Irrelevant topics to teaching.	7
Unnecessarily recurring topics throughout the program	5
Poor grouping	5
Too much information, not practical	5
Unconstructive criticism of teachers	4
Promoting productions	4
Lack or poor orientation	4
Insufficient time allocation for needed sessions	3
Lack of Teaching Practice	3
Lack of collaboration, peer support (monitoring, feedback)	3
Lack of motivation, unwillingness of participants	3

**Table 17 The perception of teachers for the least effective components/aspects of the program (continued)**

<b>Least effective components/aspects</b>	<b>f</b>
Insufficient classroom management tips	2
Assessment techniques	2
Instructor-centred	1
Culturally inappropriate materials	1

Teachers identified some features of the program as least effective. Length of the program was rated at the top meaning the most dissatisfying feature of the program according the interview results. Some components are found as irrelevant to teachers. Irrelevancy of the topics can be explained as a result of poor or lack of needs analysis. The recurring topics were also criticised. Recurring topics could be useful as long as they are presented with new techniques in a creative manner. The dissatisfaction implies that the topics might have been presented in the same way they were presented the first time. It could also imply that the instructors do not make much effort to be creative to diversify their presentations.

Poor grouping was also mentioned as a source of dissatisfaction not only in surveys but interviews as well. Teachers do not find it relevant when they have to sit in a session which is not directly related to the level they are teaching at. They also want to be with their colleagues with similar experience.

Teachers are pragmatics and they prefer ready-made materials which can immediately put in use in their respective classrooms. That's why we see that teachers express their dissatisfaction with the imbalance between theory and practice. This preference of the participants should be taken into consideration when improving/designing programs in the future.

It seems that teachers are not happy with promotional presentations of books, especially books that they are not likely to use in their schools. They evaluate the promotional book presentations as a waste of time. It is quite natural for a book company or an instructor who is affiliated with a book company to promote the product of the book company. That's

why INSET program organizers should be careful about the selection of the instructors. They could be either in-house or freelance instructors. In case of provision of instructors by the book company, they could be informed not to base their presentations on a publisher product but on the given topic by the organizers.

#### 4.1.1.16 The overall effectiveness of the program according to the survey results

Teachers were asked to rate the overall effectiveness of the program on a scale from “one” to “ten”.



**Figure 5** the scale which represents teachers’ ratings on the effectiveness of the program

**Table 18** the overall spread of the teachers’ ratings of the effectiveness of the program from 1 to 10

<b>Ratings of the program</b> <b>From least affective to most effective</b>	<b><i>f</i></b> <b>Number of teachers</b> <b>(44 teachers in total)</b>
1	1
2	2
3	3
4	5
5	6
6	5
7	5
8	12
9	5
10	0
Average effectiveness of the program	6.13

Figure 5 gives the average effectiveness of the program as 6.13. There are different features and components teachers took into consideration when they evaluated the

effectiveness of the INSET program. Survey questions focused mainly on the pedagogical content knowledge and content knowledge that were delivered or covered in the program.

#### **4.1.2 Quantitative Results for Question 2**

##### **4.1.2.1 Suggestions made by teachers for the improvement of the program**

Teachers made suggestions on a wide range of spectrum for the improvement of components or features. Teachers place great importance on the collaboration with colleagues. Teachers also mention creative teaching techniques whenever possible. Native speakers are also rated as a preferred feature of the programs. Material development is also among the hot topics. Teachers recommend that in the designing stage of the program, teachers' needs are to be taken into consideration. In-house instructors are also preferred as they are thought to be more familiar with the local context and more able to address the training needs of the teachers.

**Table 19 components/features that teachers suggest be improved**

<b>components/features suggested for improvement (44 participants)</b>	<b><i>f</i></b>
Collaborating with colleagues	10
Creative teaching techniques	10
Sessions with native speakers	8
Follow up activities	4
Material development	6
Addressing teachers' needs	3
In-house instructors	3
Length	3
Classroom management	2
Language development	2
Lesson planning	2
Motivation	2
Teacher involvement	2
Better grouping	1
Cultural aspects	1
Diversity in topics	1
Finding ways to increase the participants' interest and willingness	1



**Table 19 components/features that teachers suggest be improved (continued)**

<b>components/features suggested for improvement (44 participants)</b>	<b><i>f</i></b>
Online materials	1
Overcoming shortcomings	1
Presentations/seminars	1
Reflective teaching	1
Teaching practice/model teaching	1
Using the course book creatively	1

#### **4.1.2.2 The reasons why teachers recommend/not recommend the program to others.**

**Table 20 the reasons for recommending the EFL INSET program**

<b>Reasons for recommending the program (35 participants out of 44)</b>	<b><i>f</i></b>
I learned new teaching techniques	14
Useful and effective	11
Participants, collaboration, learning from each other	8
You get exposed to different methodology of your choice.	7
You learn new classroom management tips	3
You get informed about the different professional development opportunities	3
The program motivates you to teach more professionally	2
Rich material support	2
It helps you revise your teaching skills.	2
You get familiar with learners and their needs	1
Provides teaching practice	1
You get familiar with lesson planning practices	1
You get inspired by colleagues	1

Thirty five participants out of forty four said that they would recommend other teachers to take part in this training program. Table 20 shows the reasons why teachers suggest the program to other teachers. The most frequently stated reason is that teachers are learning new techniques. The other point which was also highlighted by teachers is collaboration and learning from each other. Teachers place importance on experience exchange during the program. It seems that the content of a program is also another reason for recommending the program.

**Table 21 reasons for not recommending the program to others**

<b>Reasons for not recommending the program to others (9 participants out of 44) based on Survey Results</b>	<b><i>f</i></b>
The program is unnededly too long	3
Some instructors come and teach without much preparation	3
I learned nothing new worth of	2
Doesn't address native speakers needs	2
Lacking orientation for native speakers	1
Ineffective communication	1
Support mechanism is very weak	1
Poor grouping	1
Book promotions	1
Uninterested participants	1

Nine out of forty four participants mentioned that they would not recommend the training program for other teachers. Three out of nine participants commented on the length of the program negatively saying that they found it too long. Incompetent instructors are also mentioned as a reason for not recommending the program to others. As for native speakers they perceived the program as insufficient in relation to its inability to address native speakers' needs. Furthermore, they commented that the program lacks orientation component for native speakers.

#### **4.1.3 Quantitative Results for Research Question 3**

In Table 22 and Table 23 teachers made some suggestions for components and features to be included in their ideal EFL INSET program. They emphasized that components like creative teaching techniques, material development, lesson planning, using effective teaching techniques, collaboration among colleagues, reflective teaching should be included in the design of any future programs.

When we look at the list below which was suggested by the teachers, we realize that teachers are aware of their needs at high levels. Another point which should be mentioned is that teachers' preferences are mainly focused on the components or features that have direct impact on their teaching in the classroom. Reflective teaching is gaining popularity among teachers. Indeed, when it is done in a non-threatening way, it has lots of potential benefits for teachers' professional development.

**Table 22 components recommended by teachers**

<b>The components recommended by teachers to be incorporated into their ideal EFL INSET program</b>	<b><i>f</i> (44)</b>
Creative teaching techniques	34
Material development & sharing	15
Lesson planning	14
Using effective teaching techniques	13
Collaboration/peer support	11
Reflective teaching	11
Teaching and learning context	9
Classroom management	8
Using the course book creatively	8
How to motivate students	6
Assessment, testing, evaluation	4
Curriculum development	4
Language development	4
Time management in your teaching	4
Teaching practice/model teaching	2
Orientation	2
Online materials	2
Cultural aspects	2
Leadership in EFL teaching	1

Using the course book creatively is also among the preferred topics. Non-native speakers generally rely more on course books than native speakers. The reason for that might be to make up their linguistic deficiencies through the course books. In the course books the language is provided in a graded way by considering the developmental needs of the students.

**Table 23 program features recommended by teachers for their ideal in-service programs**

<b>Features recommended by teachers to be taken into consideration</b>	<b><i>f</i> (44)</b>
Length	25
Group size	25
Instructors	20
Location	17

**Table 23 program features recommended by teachers for their ideal in-service programs (continued)**

<b>Features recommended by teachers to be taken into consideration</b>	<b><i>f (44)</i></b>
Participants	10
Well planned	6
Better grouping	5
Time	4
Teacher involvement	1
Facilities	1
Intensity of the program	1
Organization	1
Concurrent session	1
Being compulsory	1
Needs analysis	1

Teachers' suggestions show that they not only consider content related components as important but also they focus on the non-content features. Length of the program again takes the first place. 25 participants comment on it. Teachers who took part in the program do not prefer long-lasting programs especially ones which fall on the weekends or summer holidays. Some teachers make negative comments on the numbers of the sessions held during the training day. Group size also rated as high, teachers want to be grouped with teachers who have similar experience or teach in similar settings.

Teachers also consider instructors as significant. The quality instructors can make the training worthwhile. The participants are also considered as an important factor. This feature is somewhat related to the grouping practices.

## 4.2 Qualitative results

### 4.2.1 Qualitative results for research question 1

#### 4.2.1.1 The expectations of teachers before they start the EFL INSET program based on the interview results

Participants (10 participants) were asked in the interview about their expectations of the EFL INSET program. The expectations varied on a wide range of topics.

Table 24 shows the range of topics as well as their frequencies. We can see that teachers' expectations not only focused on content knowledge but also pedagogical content knowledge. When closely examined, teachers are more concerned with their immediate practical needs that can be immediately implemented in the classrooms. The variety of topics also shows that teachers are knowledgeable about the components of common EFL INSET programs. The researcher thinks that the knowledge about different components has an effect on the likely high expectations of the teachers on the effectiveness of the program.

**Table 24 Expectations of teachers from the EFL INSET program**

Expectations of teachers from the EFL INSET program	<i>f</i>
Creative and effective teaching techniques	7
Practical activities for classroom use	4
Opportunity for collaboration/peer support	5
Teacher development	2
Teaching Practice/micro-teaching	2
Input Sessions on various topics	2
Reflective teaching (observing, giving/receiving feedback)	2
Material development	2
Language development with native speakers	2
Getting ready for the academic year	1
Getting familiar with the course book to be used	1
Overcoming shortcomings	1
Professional presentations/seminars addressing teachers needs	1
Effective and practical classroom management techniques	1
Sessions on how to motivate students	1
Getting familiar with teaching and learning context	1

To illustrate, Participant 3 said:

*“First of all, we take part in the EFL INSET programs to share. We are there to exchange ideas and experiences. When we come together we learn new things from more experienced teachers.” (Participant 3, male, July 14, 2014)*

Another participant (Participant7) said:

*“I am expecting that program will address any shortcomings. I believe that input sessions are significant. For example; how can you teach ‘present perfect tense’, adapting your teaching to students’ needs. I am sure, more or less everybody is knowledgeable about common topics, but still it would be nice to hear or learn key points”. (Participant 7, male, July 15, 2014)*

Two out of ten teachers said they didn’t have much expectation from the program. Participants have different reasons for low expectation.

Participant 6 said:

*“I don’t have any specific expectations. It’s just a nice warm up for the coming academic year. I don’t have much contact with English, you know, no reading, no listening during the summertime. So I am kind of alienated from English. INSET programs put me back in the groove. It helps me to remember the basics and warms me up to teaching English again”. (Participant 6, July 15, 2014)*

Participant 10 (a novice teacher both at school and in his career) highlighted a different issue:

*“I didn’t have any expectations as I didn’t have much information about the EFL INSET program. So it was a bit unexpected for me”. (Participant 10, male, June 16, 2014)*

As can be seen above, teachers take part in the EFL INSET program with different expectations. Their expectations vary from school to school or depending on their

experience on the job. It seems that the most emphasized expectations are concentrated on creative/practical teaching experience and collaboration among participants.

#### **4.2.1.2 The perception of teachers on whether the program is based on their needs**

Although we should be careful to generalize the perceptions of teachers on whether the program is based on their needs just looking at the interview results, we can certainly see that certain teachers are not of the view that the program answers their needs appropriately. Seven out of ten interviewed teachers believe that their needs were met to some extent. They mentioned the topics and features which appear in table 25.

**Table 25 The components / features thought to be based on the needs of the participants**

The components/features which are thought to be based on the needs of the participants	<i>f</i>
Creative teaching techniques	4
Participant-centeredness	4
Materials	3
Collaboration/peer support	3
Motivation	2
Language development	2
Technology	1
Micro teaching	1

Organizational and executional dimensions of the EFL INSET program in addition to its content are also considered as needs to be included in the planning of the program. Three teachers who do not believe the program meets their needs give different reasons such as: the choice of the topics were not relevant, it was not effective, the program was top-down, it was very long and teachers are not involved in the designing of the program.

#### **4.2.1.3 Overall design of the program**

When teachers were asked about their rating of the overall design of the program, they mentioned the topics/components which can be seen in Table 26 as topics and/or components they were content/discontent with or found relevant/irrelevant in the EFL in-service program designed.

**Table 26 perception of teachers for the overall design of the program based on interview results**

	<i>f</i> Positively rated features by....teacher(s)	<i>f</i> Negatively rated features by.....teacher(s)
Choice and diversity of components	7	
Practicality	5	
Effectiveness	5	
Creative and effective teaching techniques	5	
In-house/outourced instructors	4	
Collaboration with colleagues	4	
Addressing teachers' needs	2	
Presentations/seminars	1	
Technology	1	
Reflective teaching	1	
Length		3
Overcoming shortcomings		2
Time		2
Grouping practices		2
Transferring sessions into your own context		1

Teachers emphasize the choice and diversity of components very frequently. It seems that this is one of the feature that teachers really want to see to be incorporated into the EFL INSET program. Practicality of the program is also positively rated features of the program. Based on the interview results teachers criticize grouping of teachers very often. They also say that they find it difficult to transfer the content of the program to their own settings and teaching situations. Furthermore, they stress that the INSET program falls short of overcoming their shortcomings.

#### **4.2.1.4 The evaluation of the programme in terms of different components**

Teachers who were interviewed were asked to evaluate different components such as: balance between theory and practice, collaboration and sharing (material and experience) among participants, content coverage, method and delivery, materials, relevance,



instructors, organization of the EFL INSET program and compulsoriness of it. The evaluation of the EFL INSET program was analysed under the main research question: *What are the perceptions of EFL teachers working in Private Schools about the most/least useful/effective components and characteristics of the EFL INSET program?*

**Table 27 positively evaluated components of EFL INSET program (10 participants)**

Components that were positively evaluated	<i>f</i>
Diversity and range of topics	8
Method of delivery	8
Usefulness of the components	8
Organization of the program	8
Compulsoriness of the program	8
Collaboration	7
Instructors	7
Balance between theory and practice	5
Materials	5

The frequency of items show that majority of teachers evaluate the content coverage positively. That perception is shared alongside with method of delivery, usefulness of the components, organization of the program (location, length, physical facilities etc.). Majority of teachers are of the view that the program's being compulsory is not perceived negatively.

To illustrate, participant 2 says:

*“Well, maybe rather than naming it compulsory, we should see it in a different way. Training is a vital part of a learning organization. Even if nothing might happen in the trainings, which is not the case, it surely gives a signal to the participants that there is a training event ahead and some kind of experience exchange will take place, and I believe this is important”.*  
(Participant 2, male, June 14, 2013)

Material component is not perceived very positively because of poor grouping of the teachers. Teachers think that if the groups had been set better, it would have led to more effective material development and sharing.

#### **4.2.1.5 The perceived impact of the program on teachers' acquiring new knowledge or skills, instructional practice, organization, students**

Teachers were asked to evaluate the impact of the program on their acquiring knowledge and/or skills, themselves, their students and organizations. All teachers agreed that the program impacted on their organizations. This agreement may be due to the fact that the training teachers take has either direct or indirect impact on the institution where teachers work. The agreement that the program had impact on teachers acquiring new knowledge or skills as well as the impact on their students are also high. Teachers, on the other hand, showed average level of agreement on the impact of training on their instructional practice.

**Table 28 The impact of program on teachers' organization, acquiring new knowledge, students and instructional practice**

The impact of the program on	<i>f</i>
Your organization	10
Your acquiring new knowledge or skills	9
Your students	9
Your instructional practice	5

#### **4.2.2 Qualitative results for research question 2**

Participants were asked whether they have any suggestions to improve the program. Teachers made suggestions on a wide range of components/features for improvement, maintenance, change or removal. Table 29 shows the range of topics.

**Table 29 Suggestions for improvement of the in-service training program**

Suggestions made for the improvement of the program	<i>f</i>
practical teaching methods	10
sessions with native speakers	5

**Table 29 Suggestions for improvement of the in-service training program (continued)**

<b>Suggestions made for the improvement of the program</b>	<b><i>f</i></b>
it should be shorter	5
better grouping	5
classroom management	4
Teaching Practice	4
collaborating with colleagues	3
orientation program	3
material sharing	2
lesson planning	2
diversity in topics	1
motivation	1
more feedback sessions	1
better planning	1

Interview results show that practical teaching techniques are highly regarded. Participants think that the component of how to teach skills should be incorporated into the program.

Participant 3 emphasizes that:

*I believe that the program should include sessions in which new ways of teaching vocabulary, grammar and language skills are revised or learnt. Both experienced and novice teachers should be given responsibility. As novice teachers are newly graduated, they can share new techniques that they learnt at universities with their colleagues. On the other hand, experienced teachers are more familiar with students and the context, they can tell which techniques could be more useful and effective". (Participant 3, male, July 14, 2013)*

Five teachers suggested that foreign instructors were helpful. Participant 7 expresses his satisfaction of native speakers:

*"I found this sessions useful. I am happy with the instructors to be native speakers ....". (Participant 7, male, July 15, 2014)*

Two of ten teachers suggested that the program should be improved in terms of materials presented in the program. Participants 8 said that:

*“There was an abundance of materials. Especially outsourced instructors provided us with a lot of materials. But these materials were not relevant to my teaching context. They (meaning foreign teachers) have a different way of teaching. The materials they present are not very useful”. (Participant 8, July 16, 2014)*

Relevance of the materials should be taken into consideration. The relevance of the materials could be improved by taking the needs of the teachers into consideration and communicating these needs to the instructors prior to their presentations.

Teachers place great importance on the opportunities to collaborate with their colleagues. Participant 2 stresses that:

*“As long as teachers share and work in collaboration, the programs are perceived as effective. But if there is little or no collaboration among participants, participants feel that they don’t get much out of the program. They can really share anything, for example they can share an activity that they implemented in the classroom and worked well. Other teachers say wow! I never thought it this way. You know something like eye-opener. Something which can give you a new perspective. They can also share materials whether it is online or not”. (Participant 2, male, July 14, 2014)*

Classroom management and lesson planning were also suggested as components to be incorporated into the program.

Participant 1 says:

*“I think the lesson planning must definitely be incorporated in the program, the professional development too. Also, I believe in the significance of material development. You can use a material in many different ways. Others can give you new ideas for using the materials. For example classroom management becomes redundant after some years. Of course*

*new classroom management tips come up. May be some components should be repeated every year while some others may be incorporated into the program less frequently like every three or four years". (Participant 1, male, July 14, 2014)*

Especially novice teachers demand that model teaching should be embedded in the program. Participant 10 highlights the impact of observing a model lesson on his teaching:

*"I became aware of my shortcomings in teaching when I observed the experienced teachers doing model-teaching. They don't spend too much time on a certain topic. They exemplify it, provide visuals (flash cards or video clips) to facilitate comprehension. They try to involve the students. As for me, these are valuable observations". (Participant 10, male, July 16, 2014)*

Participant 10 is a good example of novice teachers. Novice teachers prefer to observe experienced teachers as they perceive that they benefit to watch them while teaching.

Teachers suggest that features like relevance, choice of topics, time, length and components like effective teaching methodology, creative teaching techniques etc. should also be taken into consideration.

When we examine teachers' suggestions, we see that teachers focus more on non-content related features like instructors, length, relevance than content related components such as classroom management, creative teaching techniques, motivation etc.

Participant 7 is a good illustration of teachers who focuses more on non-content related feature than content related components.

*"EFL INSET programs should be on-going on regular basis, I find native instructors to be effective. Better grouping should be considered by grouping teachers either from the same school or teachers teaching the same level or books together. Better grouping will help us develop teacher-made and more relevant materials. This way, we will leave the program with takeaway materials". (Participant 7, male, July 15, 2014)*

### 4.2.3 Qualitative results for research question 3

Interview results also show a wide range of topics. Creative teaching techniques components are also emphasized in the interview results. Here, teachers commented on the difficulty of transferring the content of sessions into their own teaching. Teachers placed importance on the collaboration among colleagues.

**Table 30 features/components recommended for an ideal EFL INSET program**

The components and features recommended by teachers	f
Creative teaching techniques	11
Transferring sessions into your own context	3
Collaboration/peer support	2
Getting familiar with the course book	1
Discussing the problems	1
Sharing ideas	1
Technology	1
Language development	1
Material development	1
Teaching practice/model teaching	1
Teacher development	1
Classroom management	1
Motivation	1
Material sharing	1
Teaching and learning context	1
Reflective teaching	1
Using the course book creatively	1
Time management in your teaching	1
Addressing teachers' needs	3
Teacher involvement	2
Choice of topics	2
Rich content	2
Better grouping	2
Outside/outsourced instructors	2
Special interest groups	1
In-house instructors	1
Relevance	1

## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

#### **5.1 Introduction**

The purpose of the study was to find out the perceptions of teachers on the effectiveness of components of an EFL in-service training program. The present study was conducted with 44 teachers who took part in an EFL INSET program. The data were collected through a questionnaire and interviews.

The demographic survey, interview and survey results all provide insight for those who provide EFL INSET program to EFL teachers.

Gay, Mills, and Airasian (2009) note that “all researchers face the prospect of not being able to report all the data they have collected. They further point out that rarely is every piece of data used in the report of a study” (Gay, Mills, & Airasian, 2009).

In the discussion section the most relevant data which have the potential to shed light on the research questions have been presented and interpreted.

The research questions of the study were as below;

1. What are the perceptions of EFL teachers working in Private Schools about the most/least useful/effective components and characteristics of the EFL INSET program?
2. What are the teachers' suggestions for improvement, maintenance, change or removal of the EFL INSET program components? Why?
3. What are the perceptions of EFL teachers about the characteristics of an ideal INSET program?

Conclusions will be discussed based on the findings of the study and related literature in the light of each research questions above.

## 5.2 Quantitative research question 1

### 5.2.1 The perception of the participants on the effectiveness/usefulness of the program components (survey results)

**Table 31 Average percentages of all components**

COMPONENTS	Combined results of Strongly Agree & Agree (%)	Combined results of Disagree & Strongly Disagree (%)	N/A (%)
Classroom Activities	86,35 %	10,25 %	3,4 %
Teaching Vocabulary	85,22 %	8,7 %	6,03 %
Materials	74,25 %	21,2 %	4,55 %
Learners and Teachers, Teaching and Learning Context	70,46%	24%	5,56%
Classroom Management	70,19 %	23,4 %	6,42 %
Teaching Grammar	65,54 %	22,35 %	12,1 %
Speaking	62,33 %	30,85 %	6,8 %
Lesson Planning	61,38 %	26,5 %	12,1 %
Reading	60,83 %	25,55 %	13,6 %
Listening	55,13 %	28,98 %	15,9 %
Assessment	52,95 %	33,6 %	13,4 %
Professional Development	50,72 %	34,93 %	14,4 %
Writing	49,99 %	26,89 %	23,1 %
Averages	65,03%	24,40%	10,57%

The perceptions of the teachers on the effectiveness of the components range from 86.35% with classroom activities to 49.9 % with writing. The figures show that there is a huge gap between the components which were found most/least useful/effective. When looked at the average percentages, we can see that those who agreed the effectiveness of the components reached at 65.83 %, on the other hand, 25.55 % disagreed that the components were of any use in their current teaching positions. Surprisingly, 10.57 % rated the components as not applicable in their current teaching positions.

The perception of teachers on the usefulness of materials seems to show some significant difference contradicting to some degree with the interview results. In the interview only 5



out of 10 teachers, which makes 50% of the interviewees, evaluated the materials positively. The rate with the survey results seems to be higher with 74.25 % than the interview results.

Both interview and survey results show moderate degree of perception on the effectiveness of the program. Effectiveness of some components were perceived more positively than others. In the interview, 8 out of 10 teachers evaluated the usefulness of the program positively whereas the average perceived usefulness of the program based on the survey results stayed at 65.03 %.

Another point which is worthy of note is perceived effectiveness of skills. The perceptions of usefulness of skills are somewhat low with writing 49.99 %, listening 55.13%, reading 60.83%, speaking 62.33 %. Interestingly, 65.54% of participants perceived grammar component useful and 85.22% of the participants perceived vocabulary component useful in their current teaching positions. If we make a caution comment on the difference between perceived usefulness of skills, grammar and vocabulary, it could mean that grammar and translation method might still be prevalent at some schools or with some teachers and is preferred over skill-based teaching.

### **5.2.2 Most/least effective components based on the results of the open-ended questions of the survey**

The study revealed that participants (14 out of 44 teachers) found classroom activities as the most useful component. They also rated (13 out of 44 teachers) using/adapting the course book effectively as the second most useful component which was followed by learners & teachers, teaching and learning context component (11 out of 44 teachers). Teaching language and language skills were evaluated as the fourth most useful component (9 out of 44 teachers). The results indicate that teachers find the components that have direct impact and potential to improve their teaching skills in the classroom most useful. Guskey's (2003) research findings show that the most frequently cited characteristics of an effective professional development are the enhancement of teachers'

content and pedagogical knowledge, helping teachers to understand more deeply the content they teach and the ways students learn that.

There was no language development component in the program but the presence of native speaker instructors and participants resulted in participants communicating in English which seems to be perceived positively. Another strength of the program is its ability to bring teachers from different backgrounds together. Teaching practice is also gaining popularity especially with follow up peer feedbacks and self-reflections.

### **5.2.3 Least effective components (N: 44 teachers)**

Length of the program is criticised by 7 teachers. Some topics were found irrelevant which can be explained by poor grouping of teachers. Based on the interview results, we know that by poor grouping teachers mean mismatch between experiences, levels taught and books covered. The grouping practice should be reviewed in the future designing of the program to overcome this criticism. Some participants were not pleased with the amount of theory over practice, while some others complained about the lack of practice.

The list seems to be rather long. It seems that one-size-fits-all approach in the design of the program cannot address the needs of all teachers. The unmet needs result in lack of motivation and unwillingness of participants.

### **5.2.4 The overall effectiveness of the program**

The average of the overall effectiveness of the program which teachers (44) were asked to rate on a scale from one to ten was 6.13. This figure confirms that the effectiveness of the program was perceived as moderate.

It can be inferred from the results of both survey and interview that participants were not involved in the planning and execution levels of the program at required level. This finding is in line with study carried out by Yavuz and Topkaya (2013). They found that top-down and centralized program disregarding the opinions, experiences and practices of the direct users of the program, such as teacher educators, teachers and teacher trainees does not work. They noted that top-down and bottom up strategies should be integrated and a range of stakeholders should be brought together.

### 5.3 Quantitative research question 2

Collaboration takes the top priority in the suggestions of the teachers. It can be inferred from the comments that through collegiality, teachers have a chance to learn something in a non-threatening way. They can broaden their perspectives or gain a different point of view. Indeed, Clement and Vandenberghe (1997) note that “teacher learn a lot from the comments of colleagues. As they hear each other busy with their work, they got a lot of inspiration” (p. 91)

Madiha (2011) identified some characteristics of collegiality in her study such as” (a) demonstrating mutual support and trust among teachers; (b) observing one another engage in the practice of teaching; (c) jointly planning and assessing teaching practices; (d) sharing ideas and expertise; (e) teaching each other; (f) developing curriculum together; and (g) sharing resources such as lesson plans, worksheets, and educational books” (p. 14). It is clear that collaboration with colleagues has great benefits and should be seriously taken into consideration when improving or designing an INSET program.

The second point that teachers emphasize is the teaching techniques. Getting familiar with new techniques can give teacher much freedom in their teaching they are looking for. They can strengthen their own eclectic way of teaching skills and be more creative with the materials. Moreover, with new methods they can use the course books more creatively resulting in more student involvement. İskender (2012) notes that exposing teachers to different techniques can promote creativity.

School based follow-up sessions are suggested by teachers. Participants made it clear that transferring the content of sessions into their own teaching and classroom prove difficult. Previous research highlights the importance of school-based follow up activities; Sherman, Kutner, Webb, and Herman (1991) explain that teaching strategies must be coached and practiced many times before skill transfer is likely to occur. Evidence from a variety of sources indicates that single workshops and training sessions without opportunities for follow-up are ineffective in bringing about changes in teacher and volunteer instructor behaviour.

### **5.3.1 Why teachers not recommend/not suggest the program to others.**

Based on the result of survey 35 out of 44 teaches said that they would recommend other teachers to attend the program in the future. 9 out of 44 teachers said that they wouldn't recommend the program. Teachers expressed different reasons for recommending the program to others. The main reason is that teachers believe that they learnt new teaching techniques in the program. They were also pleased with the collaboration with their colleagues. It helped them to learn from each other in a non-threatening way. The program was also praised as teachers could get information about professional development activities. They also talked about motivation. When they see their colleagues' model-teaching, some teachers get motivated and inspired.

On the other hand, some teachers complained about some instructors who were claimed to have come to the sessions unprepared and with irrelevant materials. Some teachers said that the program didn't make any contribution to them, describing the program a complete waste of time. Poor grouping practices were also criticized. They suggested that teachers who teach the same level, with similar experiences and from the same settings should be grouped together to enhance the possibility of benefitting from each other. The sessions which hosted book companies and in which book promotions took place caused displeasure among the teachers.

Native speakers expressed their dissatisfaction with the program for several reasons. They explained that the support mechanism for the native speakers is weak and they find it difficult to communicate their instructional needs in the program. They also complained about poor grouping practices. They suggested that an orientation component should be incorporated into the program. They would like to get familiar with educational system, classroom setting, learners and their needs, the methods and tips which could work for Turkish students. They also demanded some familiarization with local culture and learn some basic survival Turkish language. Based on the views of the native speakers we can conclude that the program proved very weak in addressing the needs of the native speakers.

## **5.4 Quantitative research question 3**

Instructional design is a set of rules or procedures, you could say- for creating training that does what it is supposed to do. Piskurich (2006) defines instructional design as training that teaches your trainees learn new things that they didn't know. The goal of instructional design is to make learning more efficient and effective and to make learning less difficult.

It means that the setting and program should be designed so that teachers can exchange views, share ideas etc. While describing their ideal program, teachers didn't detail the instructional component very much. They mainly focused on the planning and executional factors of the program. Based on this fact, we can infer that planning and execution of the program play greater role in the perception of the teachers than the content offered through the program. Nation notes that "in-service courses are a major way of bringing about innovative curriculum change. Curriculum change involves teachers, and teachers need to be informed and involved in the planning, development, implementation and evaluation of change. In-service courses are an important means for doing this" (Nation & Macalister, 2010, p. 183). The result of this section along with suggestions made earlier to improve the EFL INSET program in question can provide valuable information for program improvement or design of other ELT INSET programs in the future.

## **5.5 Qualitative research question 1**

### **5.5.1 The expectations of the participants prior to taking part in the program**

To explore the effectiveness of the program and its features and components, teachers were asked to state their expectations and perceived needs before they started the program.

Participants' expectations for the program covered a wide spectrum of components from "creative and effective teaching techniques", to "sessions on how to motivate students". The range of the components that participants are expecting to be covered in the program seems to be beyond the capacity of any program.

Eight out of 10 teachers interviewed stated their expectations for wide range of topics such as: practical activities for classroom use, opportunity for collaboration, teaching practice, input sessions on various topics, reflective teaching, material development, language development with native speakers, getting familiar with the course book to be used, overcoming shortcomings, classroom management etc. These expectations could be considered to be incorporated into the future programs to address the expectations of the teachers. On the other hand, two out of ten teachers interviewed came to the program with no expectation. One participant was a senior, one teaching more than 25 years and the other was a novice teacher. The low expectation of novice teacher as expressed by the participant is the lack of information about the program. The program implementers should take this into consideration to get the prospective participants informed about any training they will offer.

#### **5.5.2 The perceptions of teachers on whether the program is based on their needs.**

Seven out of ten teachers believe that the program is to some extent based on their needs. They rated some features like “creative teaching techniques, participant-centeredness, materials, collaboration, motivation, language development positively. However, three interviewed teacher out of ten said that the program is not based on the needs of the participants and that they believe that their needs somehow had a little or small role in the design of the programme. It shows that program designers of the program should carry out a thorough need assessment and reach as many participants as possible. According to Cekada (2011) “a training needs assessment is the first step in establishing an effective training program. It is used as the foundation for determining learning objectives, designing training programs and evaluating the training” (Cekada, 2011, p. 7).

#### **5.5.3 Perceptions of teachers on the overall design of the program**

Generally speaking, teachers had a positive perception on the overall design of the program especially with regard to the components and/or features like; choice and diversity of components, practicality, effectiveness, creative and effective teaching techniques, in-house/outsourced instructors, collaboration with colleagues etc.

The overall design of the program was also criticized as the program was perceived not to have answered some expectations and/or needs of the participant in the areas like; overcoming the shortcoming of teachers, enabling teachers to transfer input they get from training sessions into their teaching practice. They also expressed dissatisfaction with length and grouping practices of the program. “The design of an English Language Training (ELT) program should be based on the characteristics and needs of the potential clients” (Melt Work Group, 1988, p. 1).

As Lisoski (1999) suggests teachers should be involved in the design of the program as it has its own benefits. Involving teachers ensures that the program will be received well once it is implemented (p. 9). According to the findings on the expectations, needs and overall design of the program, we can conclude that the program lacked a satisfactory and inclusive needs assessment phase carried out with teachers. Teachers were not informed about the aims of the course in advance which resulted in the negative evaluation of the program by some participants.

#### **5.5.4 The evaluation of the program in terms of different components**

Based on the interviews, it was found out that the course was perceived mainly positive but also had some negative sides. In relation to content, teachers expressed satisfaction over the diversity and range of the components. Majority of teachers were pleased with the method of delivery of the program.

The components of the program were found relevant to their teaching. This point is interesting as some teachers had criticised the program for lacking a well-planned and carried-out needs assessment feature. Despite the fact that the program was found weak in its planning stage, the content was still found relevant to their teaching by participants. Just to remind, the needs assessment was carried out in the planning stage through the head of English Departments. It shows that head of English departments are aware of the needs of participants and their awareness resulted in the participants rating the relevance positively. The organization of the program was also found successful. Participants were pleased with the available equipment in the classes, food and transport as well as location where the program was delivered. The organizational feature of the program is one of the strengths of the program.

Compulsoriness of the program was not considered as problematic. Majority of teachers didn't complain about the program's compulsoriness as they evaluated it as an indispensable job-embedded requirement for teacher development. The teachers were also pleased to be given chances to collaborate with peers. Teachers evaluated collaboration positively as they find a chance to reflect and think critically as well as exchange and share with their colleagues.

Foreign instructors were mainly pleased. They were regarded as experts and their presentations were found useful. They were preferred over non-native Turkish instructors as they delivered the content only in English thus creating an English-rich environment. 3 out of 10 teachers interviewed were not pleased with English native speaker instructors as they thought the presentations of the instructors were not relevant to the setting of the teachers. These results are partially confirmed by Uysal (2012) who also found that teachers were pleased with the collaboration with their colleagues, On the other hand, teachers complained that they were not adequately informed about the aims of the program, teachers also found the materials and resources insufficient and complained that no new materials were developed in the program.

Er, Ülgü, and Sarı (2012) also confirmed that “the effectiveness of teacher training programs is directly proportional to the degree of the competence of the trainers who are delivering them. They further noted that fulfilling the needs of all teachers teaching at all levels is not reasonable” (p. 48). Coskun and Daloglu (2010) made a suggestion based on their study that “a teacher education program should reflect a harmony of both knowledge and application. (p. 36). This suggestion is in line with the teachers expectations that program should be balanced in terms of the theoretical knowledge and practical activities.

#### **5.5.5 The perceived impact of the program**

All teachers interviewed agreed that the program had an impact on their organization. 9 out of ten participants also believed that the program had a positive impact on their acquiring new knowledge and skills and their students. Only 5 out of ten interviewed teachers said that the program impacted on their instructional practice in the classrooms. Participants expressed that they found it difficult to transfer the content delivered in the sessions into their classrooms. The reason could be because the program lacked a follow-



up structure to ensure that participants apply the training on the job. Once the training is over, they have very little or no contact with the instructors. As a result, they have limited means to talk about specific behavioural changes, ways to apply the training, and different approaches to try as a result of the training. This comment is in line with Zepeda's (2012) finding that professional development that honours the adult learner has to follow up to ensure transfer of new knowledge into the land of practice (Zepeda, 2012, p. 49). On the other hand, teachers considered other factors such as organizational factors, instructors, grouping practices etc. it shows that to evaluate a program all factors, features components are to be considered in order to reach a sound decision at the end.

## **5.6 Qualitative research question 2**

### **5.6.1 Suggestions made by teachers**

Teachers place importance in improving their teaching methods. They also prefer sessions with native speakers over Turkish instructors. Main reason for this seems to be they see it as an opportunity for language development. Some teachers also think that foreign teachers are better prepared and offer richer and more comprehensive materials. On the other hand, some teachers prefer in-house instructors as they think that in-house instructors are more knowledgeable about the teaching context and their trainings are more relevant to teachers' immediate needs.

## **5.7 Qualitative research question 3**

The results of the interview show that teachers describe their ideal INSET program in line with the suggestions they made for the improvement of the present program they evaluated. Creative teaching techniques seem to be preferred. It seems that the components which teachers think they can put in immediate use in their classrooms are preferred more than other components. Teachers also comment on the transfer of sessions into their own teaching. It is obvious that when this transfer fails, teachers consider the content delivered in the training as irrelevant. When there is a follow-up training component embedded into the program, teachers find it more possible to transfer the training into their own teaching.

## 5.8 Quantitative and qualitative corroboration

Table 32 shows the average perceptions of usefulness percentages of all components. This table helps us to see which components are perceived most useful. The components are ranked from the highest to the lowest agreement percentages.

**Table 32 Average percentages of all components**

<b>COMPONENTS</b>	<b>Combined results of Strongly Agree &amp; Agree (%)</b>	<b>Combined results of Disagree &amp; Strongly Disagree (%)</b>	<b>N/A (%)</b>
Classroom Activities	86,35	10,25	3,4
Teaching Vocabulary	85,22	8,7	6,03
Materials	74,25	21,2	4,55
Learners and Teachers, Teaching and Learning Context	70,46	24	5,56
Classroom Management	70,19	23,4	6,42
Teaching Grammar	65,54	22,35	12,1
Speaking	62,33	30,85	6,8
Lesson Planning	61,38	26,5	12,1
Reading	60,83	25,55	13,6
Listening	55,13	28,98	15,9
Assessment	52,95	33,6	13,4
Professional Development	50,72	34,93	14,4
Writing	49,99	26,89	23,1
Averages	65,03	24,40	10,57

We can see that the component “classroom activities” is perceived as the most useful/effective component. The other components that are rated highly are “teaching vocabulary”, “materials”, “learners and teachers, teaching and learning context”. The components that are related to skill- teaching get the lowest score in terms of their usefulness.

**Table 33 The correspondence of teachers' suggestions between survey and interview findings**

<b>SUGGESTED TOPICS IN THE INTERVIEWS (44 participants)</b>	<b><i>f</i></b>	<b>SUGGESTED TOPICS IN THE SURVEY (10 participants)</b>	<b><i>f</i></b>
Collaborating with colleagues	10	Collaborating with colleagues	3
Creative teaching techniques	10	Practical teaching methods	10
Sessions with native speakers	8	Sessions with native speakers	5
Follow up activities	4		
Material development	6	Material sharing	2
Addressing teachers' needs	3		
In-house instructors	3		
Length	3	It should be shorter	5
Classroom management	2	Classroom management	4
Language development	2		
Lesson planning	2	Lesson planning	2
Motivation	2		
Teacher involvement	2		2
Better grouping	1	Better grouping	5
Cultural aspects	1		
Diversity in topics	1	Diversity in topics	1
Finding ways to increase the Participants' interest and willingness	1	Motivation	1
Online materials	1		
Overcoming shortcomings	1		
Presentations/seminars	1		
Reflective teaching	1	More feedback sessions	1
Relevance	1		
Teaching practice/model teaching	1	Teaching Practice	4
Using the course book creatively	1	Adapting course book	
		Orientation program	3
		Better planning	1

The results of the interview and the survey are provided in tables side by side to show the correspondence between two different findings. As can be seen from Table 33, the suggestions made through interviews and survey overlap to a high degree. While collaboration with colleagues takes the first place in the interview results, it is practical teaching methods with survey results. Teachers emphasize collegiality highly.

## **5.9 Implications of the Study**

This study revealed the perceptions of the EFL teachers on the effectiveness of the components/aspects of an EFL INSET program. Teachers identified the strengths and weaknesses of the program and made suggestions for the improvement of the program. The suggestions will help the EFL INSET program organizers to review the program in question in the light of perceptions and suggestions of the teachers.

Professional development needs differ from teacher to teacher. There are different factors to be taken into consideration such as; experience, needs, age, level taught etc. So when you suggest/offer an ELT INSET program, it is not possible to provide a program that is universal in design. Some teachers noted that their needs were not explored adequately prior to the design of the program. It could be a significant factor causing negative feelings on the effectiveness of the program. Future designers or implementers of the program should carry out a thorough needs assessment in order to meet the needs of the teachers at a maximum level as well as to inflict the sense of ownership in the minds of the participants.

#### **5.10 Suggestions for further studies**

This study didn't attempt to examine the correlations between different aspects or components such as perceptions of the teachers on the basis of experience, levels taught, nationality, previous INSET experience etc.

This study was carried out with the participation of limited numbers of schools. The number of the schools involved in the study could be increased and diversified.

Random sampling method could be used to increase the generalizability of the study. The data could be taken not only from teachers but from administration and teacher trainers as well. To see the impact of the training on students, an observation scheme could be designed in the future to enrich the types of data collected. Moreover, to increase the validity and reliability of research tools, the number of piloted teachers could be increased.

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## APPENDICES

### APPENDIX A: SURVEY

#### EFL TEACHERS' PERCEPTIONS ON THE EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS INFORMED CONSENT FORM

Dear participants,

The purpose of this research survey is to find out your perceptions about the effectiveness of In-Service training programs as well as to make suggestions for an effective EFL in-service training program based on teachers' feedback.

In this study, you will be asked to fill out a short survey (20-25 minutes). If there is a need, you may be invited to take part in a 10-15 minute interview about your perceptions for me to further understand your views. The interview will help me validate my initial data analysis on the survey data.

No risks and no direct benefits are anticipated as a result of your participation in this study. Your participation is purely voluntary. There is no penalty for not participating and you have the right to withdraw from the study at any time without consequence.

At all times, your name and surname will be kept confidential. Your information will be assigned a code number and the list connecting your name to this number will be accessible to only me as the investigator. This list will be destroyed when the study is complete and the data has been analyzed. Your name will not be used in any report.

Whom to contact if you have questions about the study:

**Investigator:** M.A Student Abdullah Yurttaş, e184128@metu.edu.tr

Agreement:

I have read the procedure described above and I voluntarily agree to participate in the procedure.

Participant:**NameSurname:**

\_\_\_\_\_  
Preferred Email address:

\_\_\_\_\_  
Cell Phone:

\_\_\_\_\_  
**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SURVEY TO INVESTIGATE EFL TEACHERS' PERCEPTIONS OF THE  
EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS  
PART I: DEMOGRAPHIC DATA**

**BACKGROUND**

**1. Gender:**

- a) Male                      b) female

**2. Are you a native speaker of English?**

- a) Yes                      b) No

**3. What is your first language?**

- a) Turkish              b) English              c) others (please specify) .....

**4. What is the length of your overseas experience?**

- a) 0 years      b) 1-2 years      c) 3-5 years      d) more than 5 years

**5. What type of school do you work for?**

- a) Public school              b) private school              c) private language school  
b) d) University              e) other.....

**6. Have you attended any of the following ELT in-service programs? (Circle the ones you have attended)**

- a) NONE    b) DELTA    c) CELTA    d) TESOL    e) TEFL

**7. When was the last time you attended an EFL in-service training program?**

- a) Less than a year      b) 1-2 years      c) 3-5 years      d) more than 5 years

**8. How many ELT in-service training programs have you attended this year?**

- a) None              b) once              c) twice              d) three times              e) more than three times

**9. The training programs you have attended so far are.....**

- 1              2              3              4              5

Mostly voluntary

Mostly compulsory

**10. How long have you been teaching English?**

- 0-3 years              b) 3-5 years              c) 5-10 years              d) 10-15 years              e) more than 15 years

**11. Circle the age groups you have taught? (more than one option possible)**

- 0-3              b) 3-6    c) 7-10              d) 11-14              e) 15-18              d) older than 18

PART II:

Reflect back on one of your EFL in-service training programs, read the statements below with regards to that program and circle the number that corresponds with your opinion.

1. Title of the EFL in-service program you would like to evaluate: .....
2. When did you participate this program: .....
3. What was the length of the program in hours? (1hr, 2hrs, 10hrs, 60hrs, 120hrs etc.)  
.....hour(s)
4. Was the program....? a) compulsory      b)voluntary

<b>A</b>	<b>COMPONENT 1: Learners and Teachers, Teaching and Learning Context.</b>					
	I found the following aspects of the Component 1 as incorporated into the program useful in my current position as an English Instructor.	Strongly agree	Agree	Disagree	Strongly Disagree	N/A
1.	Adapting your teaching to different <b>learning needs</b>	4	3	2	1	0
2.	Teaching a class by taking <b>the interests</b> of the learner groups into consideration	4	3	2	1	0
3.	Adapting your teaching to different <b>learning styles</b> (Visual, auditory, etc.)	4	3	2	1	0
4.	Acknowledging, when necessary, <b>learners' backgrounds</b>	4	3	2	1	0
5.	Acknowledging learners' previous learning experience	4	3	2	1	0
6.	Ideas for encouraging <b>learner independence</b> in the class	4	3	2	1	0
7.	Dealing with mixed level classes	4	3	2	1	0
8.	Practical classroom issues for teachers <b>working in a monolingual context.</b>	4	3	2	1	0
9.	The link between culture and language	4	3	2	1	0
<b>B</b>	<b>COMPONENT 2: TEACHING GRAMMAR</b>					
	I found the following aspects of the Component 2 as incorporated into the program useful in my current position as an English Instructor.	Strongly agree	Agree	Disagree	Strongly Disagree	N/A
10.	Ways of presenting grammar	4	3	2	1	0
11.	Ways of practicing grammar	4	3	2	1	0
12.	Teaching grammar <b>creatively</b>	4	3	2	1	0
13.	Providing <b>clear contexts</b> for teaching grammar	4	3	2	1	0
14.	Providing <b>communicative focus</b> for teaching grammar	4	3	2	1	0
15.	Providing <b>appropriate practice</b> for grammar items	4	3	2	1	0

C	COMPONENT 3: TEACHING VOCABULARY					
I found the following aspects of the Component 3 as incorporated into the program useful in my current position as an English Instructor.		Stron	Agree	Disa	Stron	N/A
16.	Ways of presenting vocabulary	4	3	2	1	0
17.	Ways of practicing vocabulary	4	3	2	1	0
18.	Teaching vocabulary <b>creatively</b>	4	3	2	1	0
19.	Providing <b>clear contexts</b> for teaching vocabulary	4	3	2	1	0
20.	Providing <b>communicative focus</b> for teaching vocabulary	4	3	2	1	0
21.	Providing <b>appropriate practice</b> for new vocabulary	4	3	2	1	0
D	COMPONENT 4: READING					
I found the following aspects of the Component 4 as incorporated into the program useful in my current position as an English Instructor.		Stron	Agre	Disa	Stron	N/A
22	<b>Different purposes of reading.</b> (Entertainment, getting information, etc.)	4	3	2	1	0
23	<b>Identifying some of the difficulties</b> learners may face when trying to understand texts	4	3	2	1	0
24	Ways of making reading texts more intelligible to learners	4	3	2	1	0
25	Variety of instructional strategies to promote learners' understanding of reading	4	3	2	1	0
E	COMPONENT 5: LISTENING					
I found the following aspects of the Component 5 as incorporated into the program useful in my current position as an English Instructor.		Stron	Agre	Disa	Stron	N/A
26.	Different purposes of listening	4	3	2	1	0
27.	<b>Identifying some of the difficulties</b> learners may face when trying to understand the listening texts	4	3	2	1	0
28.	Ways of making listening texts easier for learners to understand	4	3	2	1	0
29.	Variety of <b>instructional strategies</b> to promote learners' understanding of listening	4	3	2	1	0
F	COMPONENT 6: SPEAKING					
I found the following aspects of the Component 6 as incorporated into the program useful in my current position as an English Instructor.		Stron	Agre	Disa	Stron	N/A
30.	<b>Key features</b> of spoken English	4	3	2	1	0
31.	Some ways in which spoken English differs from written English	4	3	2	1	0
32.	A wide range of spoken language functions	4	3	2	1	0
33.	The role of paralinguistic features (e.g. gesture, gaze) in communication	4	3	2	1	0
34.	Providing appropriate models of oral language in the classroom	4	3	2	1	0
35.	Identify errors in learners' oral language in the classroom	4	3	2	1	0
36.	Correcting learners' oral language errors sensitively in the classroom	4	3	2	1	0

G	COMPONENT 7: WRITING					
I found the following aspects of the Component 7 as incorporated into the program useful in my current position as an English Instructor.		Strongly	Agree	Disagre	Strongly	N/A
37.	<b>Basic concepts and terminology</b> used for describing writing skills	4	3	2	1	0
38.	<b>Identifying some features</b> of written texts. (Planned, formal, delayed etc.)	4	3	2	1	0
39.	<b>The stages of process</b> writing (e.g. Planning, drafting, revising, editing)	4	3	2	1	0
40.	Providing appropriate models of written language	4	3	2	1	0
41.	Identifying errors in learners' written language	4	3	2	1	0
42.	Correcting learners' written language errors sensitively	4	3	2	1	0
H	COMPONENT 8: MATERIALS					
I found it useful for the following aspects of the component 8 to be incorporated into the program.		Stron	Agre	Disa	Stron	N/A
43.	Adapting course book materials	4	3	2	1	0
44.	Supplementing course book materials	4	3	2	1	0
45.	Selecting materials that are appropriate for the lesson	4	3	2	1	0
46.	Selecting materials that are appropriate for students' age	4	3	2	1	0
47.	Selecting materials that are appropriate for students' language proficiency	4	3	2	1	0
48.	Adapting materials that are appropriate for students' age	4	3	2	1	0
49.	Adapting materials that are appropriate for students' language proficiency	4	3	2	1	0
50.	<b>Presenting the materials</b> with a professional appearance	4	3	2	1	0
51.	Ensuring balance in materials	4	3	2	1	0
52.	Ensuring variety in materials	4	3	2	1	0
53.	Ensuring a communicative focus in materials	4	3	2	1	0
54.	Using materials that are appropriate for <b>students' learning styles</b>	4	3	2	1	0

I	COMPONENT 9: LESSON PLANNING					
I found the following aspects of the Component 9 as incorporated into the program useful in my current position as an English Instructor.		Strongly	Agree	Disagree	Strongly	N/A
55.	Identifying appropriate aims/outcomes for individual lessons	4	3	2	1	0
56.	Stating appropriate aims/outcomes for individual lessons	4	3	2	1	0
57.	<b>Ordering activities</b> to achieve lesson aims/outcomes	4	3	2	1	0
58.	Describing the procedure of the lesson in sufficient detail	4	3	2	1	0
59.	<b>Allocating appropriate timing</b> for different stages in the lessons	4	3	2	1	0
60.	Anticipating potential difficulties with language	4	3	2	1	0
61.	Anticipating potential difficulties with materials	4	3	2	1	0
62.	Anticipating potential difficulties with learners	4	3	2	1	0
63.	Working constructively with colleagues in the planning of a lesson	4	3	2	1	0



J	COMPONENT 10: CLASSROOM ACTIVITIES					
I found the following aspects of the Component 10 as incorporated into the program useful in my current position as an English Instructor.		Strongly	Agree	Disagree	Strongly	N/A
64.	Teaching through songs	4	3	2	1	0
65.	Using stories as a teaching tool	4	3	2	1	0
66.	Using visuals as a teaching tool	4	3	2	1	0
67.	Using drama as a teaching tool	4	3	2	1	0
K	COMPONENT 11: CLASSROOM MANAGEMENT					
I found the following aspects of the Component 11 as incorporated into the program useful in my current position as an English Instructor.		Strongly	Agree	Disagree	Strongly	N/A
68.	Understanding what motivates our students	4	3	2	1	0
69.	Giving hope to our students	4	3	2	1	0
70.	Developing rapport	4	3	2	1	0
71.	Behavior management techniques	4	3	2	1	0
72.	Behavior change techniques	4	3	2	1	0
73.	Dealing with conflict	4	3	2	1	0
74.	Setting up whole class activities	4	3	2	1	0
75.	Dealing with difficult behavior	4	3	2	1	0
76.	Setting up group activities	4	3	2	1	0
77.	Setting up individual activities	4	3	2	1	0
78.	Selecting appropriate teaching	4	3	2	1	0
79.	Using range of questions for the purpose of elicitation of understanding	4	3	2	1	0
80.	Using questions for the purpose of checking understanding	4	3	2	1	0
81.	Providing learners with appropriate feedback	4	3	2	1	0
82.	Maintaining an appropriate learning pace in relation to materials	4	3	2	1	0
83.	<b>Monitoring learners appropriately</b> in relation to the task or activity	4	3	2	1	0
84.	Beginning and finishing lessons on time	4	3	2	1	0
L	COMPONENT 12: ASSESSMENT					
I found the following aspects of the Component 12 as incorporated into the program useful in my current position as an English Instructor.		Strongly	Agree	Disagree	Strongly	N/A
85.	Technical aspects of assessment (e.g. validity and reliability)	4	3	2	1	0
86.	Norm-referenced measures to assess ESOL students' language learning	4	3	2	1	0
87.	Criterion-referenced measures to assess ESOL students' language learning	4	3	2	1	0
88.	A variety of purposes for assessment of ESOL learners (e.g. proficiency, diagnosis, placement, achievement)	4	3	2	1	0

89.	Using multiple measures to accurately assess ESOL learners	4	3	2	1	0
90.	Performance-based measures to assess students' communicative competence across the curriculum	4	3	2	1	0
91.	Performance-based measures to assess students' language skills	4	3	2	1	0
92.	Alternative assessment tools (e.g. portfolios)	4	3	2	1	0
93.	Maintaining accurate and up-to-date records in Students' portfolio	4	3	2	1	0
94.	Online assessment tools	4	3	2	1	0
M	COMPONENT 13: PROFESSIONAL DEVELOPMENT					
I found the following aspects of the Component 13 as incorporated into the program useful in my current position as an English Instructor.		Strongly	Agree	Disagree	Strongly	N/A
95.	Formulating professional development plans based on our interests	4	3	2	1	0
96.	Workshops	4	3	2	1	0
97.	Teacher support groups	4	3	2	1	0
98.	Peer observation	4	3	2	1	0
99.	Subscribing to ELT magazines and journals	4	3	2	1	0
100.	School-based courses of various lengths	4	3	2	1	0
101.	Off-site courses of various lengths	4	3	2	1	0
102.	Reading professional publications	4	3	2	1	0
103.	Self-monitoring	4	3	2	1	0
104.	Joining professional organizations such as, IATEFL and TESOL	4	3	2	1	0
105.	Publishing an ELT newsletter on a local or national scale	4	3	2	1	0
106.	Mentoring or tutoring	4	3	2	1	0
107.	Using distance learning materials	4	3	2	1	0

### Part III: Overall Evaluation of the Program:

1. How would you rate the overall effectiveness of the Program? (Please, circle one)

1	2	3	4	5	6	7	8	9	10
Least effective					Most Effective				

2. In your opinion, what were **the most effective** aspects of the program? (Please provide specific examples and/or short explanations)

a. \_\_\_\_\_

b. \_\_\_\_\_

C. \_\_\_\_\_

3. In your opinion, what were **the least effective** aspects of the program? (Please provide specific examples and/or short explanations)

a. \_\_\_\_\_

b. \_\_\_\_\_

4. What would you suggest to improve the program? Please provide specific reasons, examples, activities and/or materials.

[illegible]

5. Would you recommend the program to other EFL in-service teachers? Why, Why not? Please state three reasons.

Your answer (Please, circle one): a) YES                      b) NO

Reasons:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Part IV: Ideal in-service EFL program

1. If you had the chance to design an in-service EFL teacher professional development program, what would be the **components (giving feedback, error correction, etc.)** of the ideal program? Please state five components.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. If you had the chance to design an in-service EFL teacher professional development program, what would be the **features (length, location, group size, nature of delivery, instructors, participants etc.)** of the ideal program? Please, state at least five features by giving details (one day, 8-10 people etc.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## **APPENDIX B: INTERVIEW IN ENGLISH**

### **INTERVIEW QUESTIONS TO FIND THE PERCEPTIONS OF THE TEACHERS ON THE EFFECTIVENESS OF AN EFL INSET PROGRAM**

1. What were your expectations from the program?
2. How much do you think that the content of the EFL in-service training programme is based on your needs?
3. How would you rate the overall design of the programme?
  - a. In terms of subject coverage
  - b. distributing of time among various components of programme
  - c. sequencing
  - d. balance between theory and practice
4. How would you evaluate the programme in terms of
  - a. Balance between practicality and methodology
  - b. collaboration and sharing among the participants
  - c. Content (coverage)?
  - d. Method of delivery (workshops, seminars, instructor-led)?
  - e. Materials
  - f. Relevance (how useful/beneficial was it to your professional needs)?
  - g. Instructors (in-house/external, native/non-native etc.)?
  - h. Organization (commuting, convenience, food, heat, seats, location)?
  - i. it's being compulsory
5. Would you recommend any additional components for this EFL INSET programme or deletion of any existing components?
6. How would you evaluate the impact of the programme on
  - a. Your acquiring new knowledge or skills from sessions/program?
  - b. Your instructional practice?
  - c. Your organization?
  - d. Your students?
7. To what extent did the program meet your expectations?
8. What kind of suggestions do you have to improve the quality and/or practicality of INSET EFL programs?
9. If you were to organize an INSET program for EFL teachers, what kind of features would you incorporate?

## APPENDIX C: INTERVIEW IN TURKISH

### MÜLAKAT SORULARI

1. Programa başlamadan önce beklentileriniz nelerdi?
2. 2013-2014 yılında katıldığınız hizmet içi eğitimin sizin ihtiyaçlarınızı göz önüne aldığına inanıyormusunuz?
3. Programı genel hatlarıyla değerlendirmisiniz?
  - a. Konuların çeşitliliği,
  - b. konulara ayrılan zaman açısından,
  - c. konuların sıralanması,
  - d. teori ve uygulama yönüyle
4. Programı nasıl değerlendirirsiniz?
  - a. uygulanabilirlik ve metodoloji açısından
  - b. katılımcılar arasındaki işbirliği ve paylaşım açısından
  - c. içerik açısından
  - d. öğretim teknikleri açısından
  - e. materyaller açısından
  - f. geçerlilik, mesleki ihtiyaçlarınıza açısından ne ölçüde faydalı idi
  - g. Kurs öğretmenlerini
  - h. genle organizasyon açısından
  - i. zorunlu olması açısından
5. Bu programa eklenmesi veya çıkarılması gereken bölümler konusunda tavsiyeleriniz neler olur.
6. Bu programın etkisini nasıl değerlendirirsiniz
  - j. size yeni bilgiler ve beceriler kazandırması yönüyle
  - k. öğretim uygulamalarınıza
  - l. çalıştığınız kuruma
  - m. öğrencilerinize
7. Bu program sizin beklentilerinizi ne ölçüde karşıladı?
8. Bu programın kalitesini ve uygulanabilirliğini geliştirme adına tavsiyeleriniz neler olurdu?
9. Eğer İngilizce öğretmenleri için bir hizmet içi program düzenleseydiniz, neleri göz önüne alırdınız.

## APPENDIX D: ETHICAL COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

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24.07.2014

Gönderilen : Y.Doç.Dr. Perihan Savaş  
Yabancı Diller İngilizce Eğitimi

Gönderen : Prof. Dr. Canan Özgen  
IAK Başkanı

İlgili : Etik Onayı

Danışmanlığını yapmış olduğunuz Yabancı Diller İngilizce Eğitimi  
Bölümü öğrencisi Abdullah Yurttaş'ın "Eff Teachers' Perceptions N  
The Effectiveness Of In-Service Training Programs" isimli  
araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek  
gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

24/07/2014

Prof.Dr. Canan Özgen  
Uygulamalı Etik Araştırma Merkezi  
(UEAM) Başkanı  
ODTÜ 06531 ANKARA

## APPENDIX E: SUMMER PART OF THE EFL INSET PROGRAM

DATE	DAYS	SESSIONS	TIMES	GROUP 1 SECONDARY
13.08.2014	Wednesday	SESSION 1	9:30-10:30	Institutional Work
13.08.2014	Wednesday	SESSION 2	10:45-11:45	Getting to know your students
13.08.2014	Wednesday	SESSION 3	12:00-13:00	Dealing with difficult students/mixed ability classes
13.08.2014	Wednesday	SESSION 4	14:30-15:30	Dealing with difficult students/mixed ability classes
13.08.2014	Wednesday	SESSION 5	15:45-16:45	Lesson Planning
13.08.2014	Wednesday	SESSION 6	17:15-18:15	Lesson Planning
14.08.2014	Thursday	SESSION 1	9:30-10:30	Institutional Work
14.08.2014	Thursday	SESSION 2	10:45-11:45	ICQ(instruction checking questions)/CCQ (concept checking questions) Techniques
14.08.2014	Thursday	SESSION 3	12:00-13:00	ICQ(instruction checking questions)/CCQ (concept checking questions) Techniques
14.08.2014	Thursday	SESSION 4	14:30-15:30	Input Sessions for Grammar/Vocabulary
14.08.2014	Thursday	SESSION 5	15:45-16:45	Input Sessions for Grammar/Vocabulary
14.08.2014	Thursday	SESSION 6	17:15-18:15	Getting Ready for TP's (Teaching Practice)
15.08.2014	Friday	SESSION 1	9:30-10:30	Institutional Work
15.08.2014	Friday	SESSION 2	10:45-11:45	Input Sessions for Reading/Listening
15.08.2014	Friday	SESSION 3	12:00-13:00	Input Sessions for Reading/Listening
15.08.2014	Friday	SESSION 4	14:30-15:30	TEACHING PRACTICE
15.08.2014	Friday	SESSION 5	15:45-16:45	TEACHING PRACTICE
15.08.2014	Friday	SESSION 6	17:15-18:15	Teaching Practice Feedback
16.08.2014	Saturday	SESSION 1	9:30-10:30	Institutional Work
16.08.2014	Saturday	SESSION 2	10:45-11:45	Input Sessions for Speaking/Writing
16.08.2014	Saturday	SESSION 3	12:00-13:00	Input Sessions for Speaking/Writing
16.08.2014	Saturday	SESSION 4	14:30-15:30	TEACHING PRACTICE
16.08.2014	Saturday	SESSION 5	15:45-16:45	TEACHING PRACTICE
16.08.2014	Saturday	SESSION 6	17:15-18:15	Teaching Practice Feedback



## APPENDIX F: CODING TABLE

Participant Code	Participant 7	
date	14.7.2014	
job	EFL Teacher	
Question & answer	<p>Programa başlamadan önce beklentileriniz nelerdi? What were your expectations before you started the program?</p> <p><i>"eksik olduğum taraflar varsa onların giderilmesi olabilir. Dersin sunumu adına şu konuyu nasıl anlatmak lazım. Present perfect tense mesela nasıl anlatabiliriz öğrenciye hangi noktaları vurgulamak lazım bunları başka branşlardan gördüğüm duyduğum kadarıyla belki herkes bunları biliyor diye düşünülüyor ama püf noktalarını tecrübeli bir öğretmenin aktarması lazım diye düşünüyorum bir. 2.si öğrencilerin seviyesine uygun bir şekilde konuların sunumunun hazırlanması ve bunun döküman halinde hazırlanıp ders içinde dönem içinde onların uygulanması uygulanıp uygulanmadığının sorulması aksayan yönlerinin tartışılması birebir doğrudan faydaya yönelik olmasını düşünüyordum. Bunları çok şey yapamadık tabiki bu yapılan seminerlerde yabancı öğretmenlerin gelmesi güzel bir şeydi o biraz daha üste seviye gibi düşünüyorum bir anlamda öğrenciye belki çok inmiyor bu tip çalışmalar".</i></p>	
		CODES
	eksik olduğum taraflar varsa onların giderilmesi olabilir	adressing needs
	öğrencilerin seviyesine uygun nasıl anlatılabilir. Biraz üst seviyedeydi diye düşünüyorum.	relevance
	dönem içinde uygulanıp uygulanmadığına bakılması	follow-up
	aksayan yönlerinin tartışılması	reflective teaching
	present perfect tense nasıl anlatılır mesela	model lessons
	dersin sunumu adına şu konuyu nasıl anlatmak lazım, püf noktaları nelerdir.	using effective teaching methodology
	sunumların hazırlanması ve bunların power point şeklinde verilmesi	material development
	yabancı öğretmenlerin gelmesi güzel bir şeydi.	foreign teachers
	...ama püf noktalarını tecrübeli bir öğretmenin aktarması lazım diye düşünüyorum.	collaboration/peer support

## APPENDIX G: TRKE ZET

### İNGİLİZE RETMENLERİNİN BİR İNGİLİZE HİZMET İİ EİTİM PROGRAMININ BİLEŞENLERİ VE ZELLİKLERİNİN ETKİSİ İLE İLGİLİ ALGILARI

#### GİRİŞ

retmenlik temel mesleklerden birisi olup, gnmz toplumunda deęiřimin ana faktrlerinden bir tanesidir. Hoban (2002) retmenleri bilgi toplumunda doęum yaptıran ebeler olarak tanımlar. retmenler veya onların yeterlilikleri olmaksızın, gelecekteki doęumların sakat veya dřk ile gerekleēeęi teřbihinde bulunur. retmenler btn okul sistemlerinde merkezi bir rol oynarlar; onların yeterlikleri ve tecrbelerinin genel anlamıyla okulların kalitesi zerinde byk etkileri vardır. Bu baęlamda, retmenlerin profesyonel zellikleri ve yeterlikleri eęitim kalitesi aısından nemli gstergelerdir.

Kaliteli eęitim konusu dnya apında siyasiler ve brokratlar, psikologlar ve felsefeciler arasında bir tartıřma konusudur (Goff-Kforuri, 2013). Siyasetteki ve reform hareketlerindeki bu tartıřmaların bir yansıması olarak, eęitim sistemleri yaygın ve sıklıkla gndemdeki yerini korumaktadır. retmenler, deęiřikliklere mesleki bilgilerini artırarak ve derinleřtirerek ve yeni metotlar ęrenerek cevap vermeye alıřmaktadırlar. retmenlerin, gerek meslektařlarıyla alıřmak, teklif edilen standartları eleřtirel bir gzle incelemek ve yeni mfredatı incelemek iin daha fazla zamana ihtiyaları var. Onların geliřmek, uzmanlařma, ęrencilerle alıřmalarını analiz etmek iin fırsatlara ihtiyaları var (Corcoran T.B. ,1995)

Ingersol ve David (2008) hizmet ncesi eęitim ve danıřman retmenle yapılan eęitime ek olarak, mesleki geliřim genel olarak o mesleęi icra edenler aısından mesleki hayatları boyunca sreklilik isteyen hizmet ii eęitim ve geliřim faaliyetlerinin gereklilięi konusunda tavsiyelerde bulunur.

Hizmet içi eğitim, hizmet öncesi verilen eğitimi desteklemeli ve onun devamı niteliğinde düşünölmeli (Schools and Society: a Sociological Approach to Education, 2008, s.110).

### **Çalışmanın Amacı**

Bütün ölkeler okullarını geliştirmeyi ve bu yolla sosyal ve ekonomik beklentilere daha iyi cevap verebilmenin yollarını aramaktadırlar.

Okullardaki en önemli kaynak olarak, öğretmenler okulların gelişimi açısından merkezi bir role sahiptir. Okuldaki verimlilik ve tarafsızlık büyük oranda öğretmen olarak çalışmak isteyen bireylerin yeterlikleriyle, öğretimlerinin kalitesiyle ve öğrencilerin kaliteli bir eğitime erişimi ile ilişkilidir (OECD, 2005).

Öğretmenlerin kendilerini sürekli güncellemeleri ile ilgili beklenti gayet açık olmakla beraber unutulmaması gereken bir nokta şudur ki; öğretmenler hâlihazırda hem öğretmenlikle doğrudan hem de dolaylı olarak bağlantısı olan görevleri ile ilgili büyük bir yoğunluk içindedirler. Bu yoğunluk ta göz önüne alındığında öğretmenlerin vakitlerini etkili ve verimli kullanmaları zorunluluğu net olarak kendini gösterir. Tabi ki hizmet içi eğitim programları kaliteli olmalıdır. Hizmet içi eğitim programlarının bu yönü büyük önem arz etmektedir. Öğretmenler bu programlar vasıtasıyla hem öğrettikleri derse ait bilgilerini geliştirecek hem de genel mesleki gelişimlerini artıracaklardır.

Diğer taraftan bazı uzmanlara göre geleneksel kalıplar içinde yapılan hizmet içi eğitim programları zaman kaybından başka bir şey değildir. Bu görüşe göre; dersler ( lectures), çalıştaylar, ve diğer geleneksel bilgi aktarım yöntemleri ve eğitimleri, tepeden inmeçi, bağlamından kopuk, sınıf realitelerinin uzağında ve öğretmenlerin sınıf uygulamalarına etki etmenin uzağındadır. Bu eleştirilerin haklılık payı olmakla birlikte, iyi tasarlanmış programların sınıf içi uygulamaları değiştirmesiyle ilgili belgelenmiş çalışmalar da mevcuttur (Corcoran T.B, 1995).

Bu çalışma, öğretmenlerin katıldıkları bir hizmet içi eğitimle ilgili algılarını araştırmaktadır.

Çalışmanın amacı;

1. Okulda yapılan bir hizmet içi eğitim programının en çok/en az etkili bileşenlerinin sebepleriyle tespit edilmesi,
2. Bu programın geliştirilmesi için öğretmenlerin önerilerinin araştırılması,
3. Öğretmenlerin ideallerindeki programın özellikleriyle ilgili algılarının ortaya çıkarılmasıdır.

Bu amaçlara ulaşmak için araştırma soruları şu şekilde tasarlanmıştır.

1. Özel okullarda çalışan İngilizce öğretmenlerinin İngilizce hizmet içi eğitim programının en çok/en az etkili bileşenleri ve özellikleri ile ilgili algıları nelerdir?
2. Öğretmenlerin bu programın geliştirilmesi, değiştirilmesi veya bazı bileşenlerinin çıkartılması ile ilgili önerileri nedir? Niçin?
3. Öğretmenlerin ideallerindeki İngilizce hizmet içi eğitim programının bileşenleri ve özellikleri ile ilgili algıları nedir?

Çalışmanın Önemi

Bu çalışma birkaç yönden önemlidir.

Robinson (2003)' un ifade ettiği gibi, değerlendirme dediğimiz zaman verinin sağlam yöntemlerle toplanması, analiz edilmesi ve yorumlanması ve bu süreç sonunda sözkonusu programın kıymetinin, değerinin, karar verme ile ilgili süreçler bağlamında değerlendirilmesini anlayabiliriz. Kiely (2009) de program değerlendirmenin bir sorgulama şekli olduğunu vurgular. Bu sorgulama ile bir programın başarısı güçlü olduğu yönlerde dönük açıklamalar olmakla beraber geleceğe dönük geliştirme yönüyle neler yapılabileceği noktasında açıklamalar üzerinde durulur.

Öğretmen programları farklı amaçlar için değerlendirilmektedir; programın etkilerini araştırma, programın öğretmenler üzerindeki etkisini araştırma, becerileri geliştirme, öğretmenlerin programla ilgili algılarının araştırılması gibi. Bu çalışma öğretmenlerin hizmet içi eğitim programları ve bileşenlerinin verimliliği ile ilgili algıları hakkında bilgi vermenin yanı sıra hizmet içi eğitim programı tasarlayan program tasarımcılarına da bir fikir verebilir.

## YÖNTEM

Bu çalışma İngilizce öğretmenlerinin İngilizce hizmet içi eğitiminin etkisi ile ilgili algılarını araştırmıştır. Bu programa katılan öğretmenler özel okul öğretmeni olup Ankara ve çevre illerdeki bazı özel okullarda çalışmaktadırlar. Öğretmenlerin çalıştıkları yaş grupları ve sınıfları farklılık göstermektedir.

### Evren ve Örneklem

Bu çalışmada açıklayıcı karışık yöntem kullanılmıştır. Punch (2009) açıklayıcı dizaynı iki aşamalı karma metot dizaynı olarak tanımlamaktadır. Bu yöntemde nicel (kuantitative olarak elde edilen) veriler niteleyici veriler vasıtasıyla açıklanmakta ve detaylandırılmaktadır.

Karma metot bir araştırmacının daha iyi kararlar verebilmesi için daha yeterli ve uygun veriye ulaşmasını sağlar. Ayrıca nitel araştırma tekniği yoluyla elde edilen veriler nicel araştırma sonuçlarını daha anlaşılır kılmak ve belirginleştirmek için kullanılabilir.

Karma metodun avantajları yanında bazı kısıtlamaları da vardır. Karma metot her iki araştırma tekniğinin nicel/nitel güçlü yönlerini kullanması itibariyle avantajlı bir konuma sahiptir. Aynı zamanda her iki araştırma yönteminden elde edilen veriler bizim daha net bir resim görmemiz noktasında bize yardımcı olurlar.

Gall&Gall ve Borg (2007) karma metodun eğitim araştırma topluluğu içinde gittikçe artan oranlarda dikkatleri çektiğini ve saygınlık kazandığını ifade etmişlerdir.

Kısıtlılık olarak, karma yöntemi kullanan araştırmacı her iki yöntemi de iyi seviyede bilmek zorundadır. Ayrıca karma yöntem kullanıldığında veri toplama ve analiz etme daha fazla vakit alacaktır. Ayrıca araştırmacı hem nicel hem de nitel veri analiz tekniklerine aşina olmak zorundadır.

### Olay İncelemesi

Merriam (1998) olay inceleme yönteminin, özellikle nicel olay inceleme yönteminin eğitim araştırmalarında çok yaygın olduğunu ifade etmiştir.

Merriam olay incelemeyi bir şey, tekil bir varlık veya sınırları belli olan bir birim olarak tanımlamıştır. Bu bir kişi, bir öğrenci, bir öğretmen, bir müdür, bir program olabileceği gibi bir grup (sınıf), bir okul veya bir topluluk da olabilir.

Bu araştırma kapsamında yaklaşık 120 öğretmene anket dağıtılmış ve bunların 44'ü geri dönüş yapmıştır. Sayının 44 olmasının bir sebebi anketlerin direkt olarak araştırmacı tarafından dağıtılıp toplanmaması olabilir. Ayrıca anketin uzun olması da öğretmenlerin anketi doldurma bağlamındaki katılımlarını etkilemiş olabilir.

### **Katılımcılar**

Bu araştırmaya katılan öğretmenler 44 kişi idi ve hepsi de özel okul öğretmeniydi. Katılımcıların öğretmenlik tecrübeleri, konuştukları diller, daha önce katıldıkları hizmet içi eğitim programlarına katılımları, yurt dışı tecrübeleri konularında çeşitlilik gösterdikleri tespit edilmiştir.

Katılımcıların yarısı bay yarısı bayandır. Ana dillere bakıldığında katılımcıların %59'unun ana dili Türkçe, %18'inin Arapça, %20'sinin ise İngilizcedir. Öğretmenlerin %75'inin yurt dışı tecrübesi vardır. Öğretmenlerin %61'i daha önce herhangi bir sertifika programına katılmamıştır. Katılımcıların %4.5'i CELTA, %18'i TESOL, %15'i ise TEFL programına katılmışlardır.

Ayrıca öğretmenlerin hizmet içi eğitim programlarına düzenli olarak katıldıkları görülmüştür. Katılımcıların %81'inin son bir yıl içinde İngilizce hizmet içi eğitim programına katıldığı görülmüştür. Katılımcıların %77'si katıldıkları programların zorunlu olduğunu ifade etmişlerdir.

Katılımcıların öğretmenlik tecrübeleri de farklılık göstermektedir. Katılımcıların %38.6'sı 0-3 yıl arası tecrübeye sahiptir. 15 yıldan fazla tecrübesi olan öğretmenlerin yüzdesi %6.8 dir. 5-10 yıl arası tecrübesi olan öğretmenler katılımcıların %29.5'ini oluştururken, 3-5 yıllık tecrübesi olanlar %11.3 ve 10-15 yıllık tecrübesi olanlar ise %13.6 arası bir orana sahiptir.

## **Örneklem yöntemi**

Katılımcılar, anketlerde kolaylık örnekleme tekniği ile seçilmişlerdir. Mülakatlarda amaçlı örnekleme tekniği kullanılmıştır. Kolaylık örnekleme tekniği araştırmacılar arasında kullanılan en yaygın tekniktir. Amaçlı örnekleme ise araştırmacının bilgisi temelinde amacına en uygun katılımcıları seçmesi ile gerçekleşir (Explorable Psychology Experiments, 2014).

## **Veri Toplama**

### **Anket**

Anketin hazırlanmasından sonra gerekli izinler alındı. 5 öğretmenle birlikte pilot uygulama yapıldı. Veri 2014 Nisan ayında yapılan hizmet içi eğitim sonrasında toplandı.

Anketler katılımcılara dağıtıldı ve anketleri doldurduktan sonra teslim etmeleri istendi. Anketler yaklaşık 120 öğretmene dağıtıldı ve 44 öğretmen anketleri doldurarak teslim etti. Anketlerin doldurulması, açık uçlu sorular dâhil ortalama 25 dakika aldı.

### **Mülakatlar**

Araştırmacı seçilen katılımcıların bütün öğretmen örneklemesini temsil edici mahiyette olmasına dikkat etmiştir. Bu bağlamda tecrübe, çalıştıkları okullar, cinsiyet konuları göz önüne alınmıştır.

## **Veri Analizi**

### **Anketler**

Anketlerde öncelikle eksik bilgilerin olup olmadığı tespit edildi. Bazı bölümler özellikle anketin 3. ve 4. bölümlerinde açık uçlu soruların olduğu kısımların bazı öğretmenler tarafından doldurulmadığı tespit edilmiştir. Katılımcılara anketlerdeki bilgilerden ulaşılmış ve eksik bölümleri doldurmaları istenmiştir. Anketlerin bazı katılımcılara ulaşması sorun teşkil edebilir düşüncesiyle anket çevrimiçi olarak da erişilebilir hale getirilmiş ve bazı öğretmenler anketin ilgili bölümlerini çevrimiçi olarak doldurmuşlardır.

Anket sonuçları SPSS.18 kullanılarak her bölüme ait cronbach's alpha coefficient değeri hesaplanmış ve programın bölümleri arasında iç tutarlılık olduğu tespit edilmiştir.

Mülakatlar sürekli karşılaştırma yöntemi kullanılarak analiz edilmiştir. Ayrıca içerik analiz yöntemiyle frekans değerleri tespit edilmiştir. Sürekli karşılaştırma yönteminde kategoriler oluşturulmuş, kategorilerin sınırları belirlenmiş, her bir kategorinin içeriği özetlenmiştir. 10 kişi ile mülakat yapılmıştır. Bu mülakatlar yazıya dökülmüş, daha sonra bu konuşma metinleri okunarak içerik anlamlı kategorilere ayrılmaya çalışılmıştır.

## **SONUÇLAR VE TARTIŞMA**

Bu çalışmanın amacı İngilizce öğretmenlerinin bir İngilizce hizmetiçi eğitim programın parçaları ve özelliklerinin etkisi hakkındaki algılarını araştırmaktır. Veriler, anket ve mülakat yoluyla toplandı. Demografik veriler, anket sonuçları ve mülakatlar, hizmet içi programı düzenleyen kişi/kurumlara çok değerli bilgiler sunmaktadır. Gay, Mills and Airasian (2009), araştırmacıların topladıkları bütün veriyi sunamama gibi bir durumla karşı karşıya kaldıklarını ifade ederler. Tartışma bölümünde araştırma sorularını açıklama bağlamında en geçerli veriler sunulmuş ve yorumlanmıştır. Sonuçlar, araştırma soruları ışığında elde edilen bulgular ve edebiyat taraması yoluyla sunulacaktır.

Birinci araştırma sorusu: Özel okullarda çalışan İngilizce öğretmenlerinin katılmış oldukları hizmet içi eğitim programlarında en çok/en az faydalı/en etkili buldukları bölümler ve özellikler nelerdir?

### **Katılımcıların programa katılmadan önceki beklentileri nelerdi?**

Mülakat yapılan öğretmenlere, programın bileşenlerinin etkisini tespit etmek amacıyla öncelikli olarak programa başlamadan önceki beklentilerinin ne olduğu soruldu. Sonuçlar analiz edildiğinde öğretmenlerin beklentilerinin yaratıcı ve etkili öğretim tekniklerinden, öğrencilerin nasıl motive edileceğine kadar çok farklı ve geniş bir yelpazede olduğu görüldü. Mülakat yapılan on öğretmenden 8 tanesi değişik beklentilerden bahsettiler. Bu beklentiler genelde şu konular üzerinde yoğunlaşıyordu; uygulanabilir aktiviteler, çalışma arkadaşlarıyla işbirliği için fırsatlar, uygulamalı öğretim, teori, materyal geliştirme, dil gelişimi, ders kitabına aşina olma, sorunlarla başa çıkabilme ve sınıf yönetimi gibi konular.



Bu konular gelecekte planlanacak olan hizmet içi eğitim programlarının içerikleri oluşturulurken göz önüne alınabilir. İlginç olan bir nokta, mülakat yapılan öğretmenlerden 2 tanesinin programa herhangi bir beklentiyle gelmediklerini ifade etmiş olmalarıdır. Bu öğretmenlerden bir tanesi 25 yılın üzerinde tecrübesi olan bir öğretmen, diğeri is mesleğe yeni başlamış bir öğretmendi. Mesleğe yeni başlayan öğretmen, bir beklentiyle gelmemesinin sebebi olarak program hakkında yeterli bilgiye sahip olmamasını göstermiştir. Program tasarımcıları katılımcılarda uygun bir beklenti seviyesi oluşması açısından program öncesinde yeterli bilgilendirme yapılması noktasını değerlendirmelidirler.

### **Katılımcıların, programın ihtiyaçlarını karşılayıp karşılamadığı noktasındaki izlenimleri nelerdir?**

Mülakat yapılan on öğretmenden yedisi, hizmet içi eğitimin, ihtiyaçlarını belli oranlarda karşıladığını ifade etmişlerdir. Olumlu olarak bahsettikleri bileşenler arasında etkili öğretim teknikleri, katılımcı merkezli öğretim, materyal, işbirliği, isteklendirme, dil gelişimi konularını görebiliriz. Bununla beraber, 3 öğretmen bu programın ihtiyaçlarını karşılamadığını ifade etmişlerdir. Bu da göstermektedir ki program tasarımcıları program tasarım aşamasında esaslı ve detaylı bir ihtiyaç analizi yapmalıdırlar. Cekada (2011)'ya göre etkili bir programın ilk aşaması ihtiyaç analizi yapılmasıdır. Bu analiz sayesinde öğrenme hedefleri tespit edilebilir ve elde edilen veriler ışığında program tasarlanır ve değerlendirilir.

### **Öğretmenlerin programın genel tasarımı ile ilgili algıları**

Genel anlamıyla bakıldığında, öğretmenlerin programın genel tasarımıyla ilgili görüşlerinin olumlu olduğu görülmüştür. Öğretmenler özellikle bileşenlerin çeşitliliği, uygulanabilirliği, etkisi, etkili öğretim teknikleri konusunda olumlu yorumlar yapmışlardır. Ayrıca gerek kurum kökenli, gerek kurum dışından davet edilen öğretmenler ve aralarındaki işbirliği konusunda olumlu yorumlar yapılmıştır. Bunun yanında programın genel tasarımı bazı noktalarda eleştirilmiştir. Bu eleştiriler; öğretmenlerin sorunlarına çözüm üretememe, öğrendiklerini sınıf ortamına aktaramama konularına yoğunlaşmış. Yine üzerinde durulan iki önemli konu programın uzunluğu ve gruplama uygulamalarının zayıf ve ihtiyaçları karşılayacak vasıfta olmaması gösterilmiştir. Lisoski

(1999) öğretmenlerin program tasarım aşamalarına dâhil edilmesi gerektiğini ifade etmiştir. Tabi ki bu katılımın avantajları vardır. Program tasarım aşamasına katılan öğretmen öncelikle program hakkında olumlu bir yaklaşıma sahip olacaktır. Bir insanın parçası olduğu ve katkıda bulunduğu bir şeyi eleştirmesi zordur. Bulgulara baktığımız zaman, bir kere daha ihtiyaç analizi noktasında programın zayıf olduğunu görüyoruz. Öğretmenler programın amaçları ve hedefleri noktasında yeterince bilgilendirilmediklerini ifade etmişlerdir. Eksik bilgilendirme, öğretmenlerin programı olumsuz değerlendirme sebeplerinden biri olarak ortaya çıkmıştır.

### **Programın bileşenlerinin değerlendirilmesi**

Mülakat sonuçlarına bakıldığında, katılımcıların genelde program hakkında olumlu görüşlere sahip olduğu görülmektedir. Bunun yanında program hakkında eleştirel yaklaşımda bulunan katılımcılar da mevcuttur. İçerik noktasında; öğretmenler konu çeşitliliğinin tatmin edici olduğunu ifade etmişlerdir. Ayrıca katılımcıların çoğunluğu öğretim tekniklerinden memnun kaldıklarını ifade etmişlerdir.

Programın bileşenlerinin öğretmenlerin öğretimleri bakımından uygulanabilir olduğu ifade edilmiştir. Bu noktada bazı öğretmenlerin programı iyi planlanmamış ve ihtiyaç analiz noktasında zayıf buldukları değerlendirmelerini hatırlamakta fayda var. Bu hizmet içi eğitim planlanırken ihtiyaç analizi İngilizce zümre başkanları vasıtasıyla yapılmıştır. Daha sonra mülakat sonuçlarından ortaya şöyle bir durum çıkmıştır. Bazı öğretmenler kendilerine direkt olarak ihtiyaçlarının sorulmadığını, tahminlerine göre zümre başkanlarının program planlama aşamasında kendi görüşlerini temsil ettikleri öğretmenlerin görüşü şeklinde sunduklarını sandıklarını ifade etmişlerdir.

Genel memnuniyet ve programın ihtiyaçları belli oranda karşılamasını nasıl yorumlayabiliriz? Bu zümre başkanlarının ihtiyaçların tespiti noktasında genel hatlarıyla başarılı olduklarını ama bazı noktalarda tam anlamıyla ihtiyaçları tespit edemediklerini göstermektedir. Program organizasyon yönüyle başarılı bulundu. Katılımcılar sınıfların teknoloji ve imkân boyutuyla uygun olduğunu ifade etmişlerdir. Ayrıca yemek ve ulaşım noktasında bir memnuniyet söz konusudur. Programın organizasyon boyutu güçlü yönlerinden birisidir.

Programın zorunlu olması bir problem olarak algılanmamıştır. Öğretmenlerin çoğunluğu programın zorunlu olması hakkında bir şikâyetle bulunmamıştır. Genel olarak programın zorunlu olması öğretmen gelişimi açısından vazgeçilmez bir mesleki bir bileşen olarak tanımlanmıştır. Öğretmenler aynı zamanda iş arkadaşlarıyla fikir alışverişi yapabilme yönüyle programı beğendiklerini ifade etmişlerdir. Öğretmenler, meslektaşlarıyla aynı ortamda bulunarak eleştirel düşünebilme ve değerlendirme becerisi yönlerini geliştirdiklerini ifade etmişlerdir. Katılımcılar, genel anlamıyla yabancı eğitimcilerden memnuniyetlerini ifade etmişlerdir. Yabancı eğitimcilerin uzmanlıkları ve sunumları öğretmenler tarafından beğenilmiştir. Katılımcılar yabancı eğitimcileri Türk eğitimcilere tercih etmişlerdir. Yabancı eğitimcileri tercih sebepleri arasında, oturumlarda sürekli İngilizce konuşulması ifade edilmiştir.

Bunun yanında mülakat yapılan 3 öğretmen, yabancı eğitimcileri tercih etmediklerini buna sebep olaraksa yabancı eğitimcilerin sundukları materyallerin katılımcıların ihtiyaçlarını tam anlamıyla karşılamadığını ifade etmişlerdir. Bu sonuçlar Uysal (2012) tarafından da onaylanmıştır. Uysal, öğretmenlerin meslektaşlarıyla bir araya gelmeyi faydalı bulduklarını tespit etmiştir. Uysal'a göre diğer taraftan öğretmenlerin memnuniyetsizlik sebeplerinden bir tanesi de, program hedefleri hakkında öğretmenlerin program öncesinde yeterince bilgilendirilmemesidir.

Bazı öğretmenler de materyalleri ve kaynakları yeterli bulmadıklarını ifade etmişlerdir.

Er, Ülgü ve Sarı (2012) öğretmen eğitim programlarının direkt olarak öğretmen eğitimcilerinin yeterlilikleriyle bağıntılı olduğunu tespit etmiştir. Diğer taraftan bir programın katılımcıların bütün beklentilerini karşılamayacağı noktası da vurgulanmıştır. Coşkun ve Daloğlu (2010), öğretmen eğitim programlarının hem teorik hem de pratik yönüyle uyum içinde olması gerektiğini ifade etmişlerdir. Bu öneri öğretmenlerin programın teori ve uygulama yönüyle dengeli olması görüşleriyle paralellik arz etmektedir.

### **Programın etkisi ile ilgili algılar**

Mülakat yapılan bütün öğretmenler, programın çalıştıkları kurum üzerinde bir etkisi olduğunu ifade etmişlerdir. 9 öğretmen bu programın yeni bilgi ve beceri kazanım

noktasında kendilerine etkide bulunduğunu ifade etmişlerdir. Mülakata katılanların yarısı, programın öğretmenlerin sınıf içindeki öğretim uygulamalarına etki etmediğini ifade etmişlerdir.

Katılımcılar hizmet içi eğitimde öğrendikleri bilgi ve becerileri sınıf ortamına aktarmakta zorlandıklarını ifade etmişlerdir. Bunun sebeplerinden birisi, programın devamı niteliğinde olabilecek takip niteliğindeki eğitimlerin, takiplerin okul boyutunda gerçekleşmemesidir. Zepeda (2012), hizmetiçi eğitim programlarında gösterilen bilgi ve becerilerin aktarımı ve pratiğe dökülebilmesi için takip programlarının, eğitimlerinin önemi üzerinde durmuştur.

### **Katılımcıların programın bileşenlerinin fayda ve etkisi hakkındaki algıları. (Anket Sonuçları)**

Program bileşenleriyle ilgili katılımcıların fayda ve etki algısı %86.5 yüzdeyle sınıf aktivitelerinde, %49.9 yazma bileşenine kadar değişen oranlar göstermektedir. Yüzdelerdeki farklılık fayda/etki noktasında algılar arasında büyük bir farklılık olduğunu göstermektedir. Bileşenler ile ilgili fayda/etki yüzdelerinin ortalamasına bakıldığında ortalama memnuniyet %65.83 civarındadır. Bunun yanında %25.55 gibi bir yüzdelik dilim ise genel hatlarıyla bileşenleri faydalı/etkili bulmamışlardır. Bileşenleri faydalı/etkili bulmayan grubun yanında %10.57, bu bileşenlerin program içinde olmadığını ifade etmişlerdir.

Materyallerden memnuniyet noktasında mülakat ve anket sonuçları arasında dikkat çeken bir farklılık göze çarpmaktadır. Anket sonuçlarına göre materyaller %74.25 oranında olumlu yorumlanırken, mülakat sonuçlarında bu oran %50 olarak görülmektedir.

Hem anket hem de mülakat sonuçlarına bakıldığında programın geneli hakkında ortalama bir memnuniyet olduğu görülmüştür.

Diğer önemli bir nokta, katılımcılar beceri (dinleme, konuşma, yazma, okuma vb. ) temelli oturumlardan ziyade dilbilgisi ve kelime temelli oturumlardan istifade ettiklerini ifade etmişlerdir. Bu konuda dikkatli bir yorum yapmamız gerekirse, bu dilbilgisi-tercüme yönteminin hâlihazırda bazı okullarda veya öğretmenler nazarında daha revaçta olduğu yorumu yapılabilir.

Açık uçlu soruların bulgularına göre en çok/en az faydalı/en etkili bileşenler nelerdir?

Açık uçlu soruların sonuçlarına göre 44 öğretmenden 14 tanesi sınıf içi aktiviteleri en faydalı bileşen olarak değerlendirmiştir. Ayrıca 13 öğretmen ders kitabının kullanımı ve adaptasyonu ile ilgili bileşenin çok faydalı olduğunu ifade etmiştir. 11 öğretmen ise öğrenme/öğretme, öğrenci ve öğretmen başlıklı bileşenleri faydalı bulmuştur.. 9 kişi dil becerileri ile ilgili bileşenleri faydalı bulduklarını ifade etmişlerdir. Sonuçlara bakıldığında şöyle bir durum ortaya çıkmaktadır. Öğretmenler sınıf ortamında en çok kullanabilecekleri bileşenleri faydalı olarak değerlendirmektedirler.

Bileşenler arasında dil gelişimi olmamasına rağmen, yabancı katılımcılar veya eğitimcilerin programa katılımlarının öğretmenler tarafından dil gelişimine faydası olduğu ifade edilmiş ve olumlu değerlendirilmiştir. Programın diğer bir güçlü tarafı farklı altyapıya ve tecrübeye sahip öğretmenlerin bir araya gelerek paylaşımda bulunmaları yönüdür. Mikro-öğretmenlik uygulaması ve akabinde verilen dönütler ve içe bakış uygulamalarının da faydalı olduğu ifade edilmiştir.

### **En az etkili bileşenler**

Programın uzun olması 7 öğretmen tarafından eleştirilmiştir. Bazı konuların ilgisiz olduğu ifade edilmiştir. İlgisiz olarak tanımlanan konuların öğretmenlerin gruplama uygulamasındaki eksikliklerle ilişkili olduğu düşünülmektedir. Zayıf gruplamadan kasıt, tecrübe farklılıklarının, kullanılan kitapların ve öğretilen seviyelerin birbiriyle uyumlu olmaması şeklinde düşünülebilir. Gruplama ile ilgili kriterler ileride planlanacak olan öğretmen eğitim programlarında göz önüne alınmalıdır. Bazı katılımcılar teori ve pratik arasındaki dengenin tutturulamadığını ifade etmişlerdir. Eleştirilere bakıldığı zaman listenin uzayıp gitmekte olduğu görülecektir. Bu da göstermektedir ki, bütün herkesin ihtiyaçlarını göz önüne alan ve karşılayan bir program yapmak mümkün değildir. Karşılan(a)mayan ihtiyaçlar veya beklentiler katılımcıları isteklendirme ve isteklilik yönüyle etkilemektedir.

### **Programın genel değerlendirmesi**

Ankete cevap veren 44 kişinin programı 1 ila 10 arasında bir ölçek üzerinden değerlendirmeleri istenmiştir. Programın faydalılık ve etki boyutu 6,13 rakamına tekabül

etmiştir. Bu rakam programın ortanın biraz üzerinde bir etkisi olduğu şeklinde algılanmıştır. Hem anket sonuçları hem de mülakat sonuçları bize katılımcıların planlama ve uygulama safhalarında çok söz sahibi olmadıklarını göstermektedir. Yavuz ve Topkaya (2013) yaptıkları araştırmada tepeden binme, programın direkt etkilediği kişilerin görüşlerini, tecrübelerini, uygulamalarını göz önüne almayan, merkezîyetçi bir yaklaşımla hazırlanan programların işe yaramadığını ve istenen neticeyi vermediğini tespit etmişlerdir.

### **Öğretmenlerin tavsiyeleri**

Öğretmenler işbirliğini öncelikli olarak ifade etmişlerdir. Belki bu tercih öğretmenlere kendilerini rahat bir ortamda ifade edebilmeleri ve öğrenebilmeleri yönüyle vurgulanmıştır. Bu birliktelikler sayesinde öğretmenler bakış açılarını genişletmekte ve farklı görüşler elde edebilmektedirler. Gerçekten de Clement ve Vandenberghe (1997), öğretmenlerin meslektaşlarının yaptıkları yorumlardan da öğrenebildiklerini tespit etmişlerdir. Ayrıca öğretmenler bu tip programlarda arkadaşlarından ilham da almaktadırlar.

Öğretmenlerin vurguladıkları ikinci nokta ise öğretim teknikleridir. Yeni öğretim tekniklerine aşina olmak öğretmenlere hareket serbestliği sunmaktadır. Öğretmenler bu teknikler sayesinde kendi eklektik yöntemlerini geliştirebilmektedirler. Ayrıca kullandıkları kitapları daha etkili bir şekilde öğrencilerin istifadesine sunabilmektedirler. İskender (2012), öğretmenleri farklı tekniklere maruz bırakmanın onların üretkenlik yönünü geliştirdiğini not eder.

Ayrıca öğretmenler katıldıkları hizmet içi eğitim programlarının okula uzanan takip mekanizmalarının faydalı olacağını da ifade etmişlerdir. Burada ortaya çıkan bir durum da öğretmenlerin hizmet içi eğitim programlarının içeriğini derslerine aktarma noktasında zorlandıklarıdır. Daha önce yapılan araştırmalar, okula uzanan hizmet içi eğitim faaliyetlerinin önemli olduğunu göstermektedir. Sherman, Kutner, Webb ve Herman, bir öğretim tekniğinin benimsenmesi öncesinde birçok kez uygulanması ve başka bir öğretmen tarafından koçluk yapılması gerektiğini belirtmişlerdir.

## **Öneriler**

Bu çalışma sınırlı sayıda özel okulun katılmış olduđu hizmet içi eğitim programının bileşenlerinin etkisi/faydası üzerine öğretmenlerin algılarını ortaya çıkarmak için yapılmış olan bir çalışmadır.

Örneklem yapılırken temsil edilebilirliği artırma adına rasgele örneklem metodu kullanılabilir. Veri toplama yöntemi olarak öğretmenlerin yanında idareciler ve eğitimcilerin de görüşleri alınıp bir karşılaştırma yapılabilir. Ayrıca sınıf içine yansımaları görebilmek adına gözlem yöntemi de kullanılabilir. Ayrıca ölçme araçlarının güvenilirliği ve geçerliliği adına pilot uygulama daha fazla kişiyle yapılabilir.

## APPENDIX H: TEZ FOTOKOPİSİ İZİN FORMU

### ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

### YAZARIN

Soyadı : Yurttaş  
Adı : Abdullah  
Bölümü : İngiliz Dili Eğitimi

**TEZİN ADI** (İngilizce) : EFL TEACHERS' PERCEPTIONS ON THE EFFECTIVENESS OF COMPONENTS OF AN EFL IN-SERVICE TRAINING PROGRAM

**TEZİN TÜRÜ** : Yüksek Lisans ☒ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☒
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☒
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☐

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**