ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

AN EVALUATION OF IN-SERVICE TEACHER TRAINING PROGRAMS IN ENGLISH LANGUAGE TEACHING

Eda ÜNAL

MASTER OF ARTS

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MASTER OF ARTS

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ÖZET

İNGİLİZ DİLİ EĞİTİMİ ALANINDA ÖĞRETMENLERE YÖNELİK HİZMETİÇİ EĞİTİM PROGRAMLARININ BİR DEĞERLENDİRMESİ

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Doç. Dr. Zuhal OKAN
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İletişim çağıyla birlikte, öğretmenlik alanında lisansta kazanılan bilginin sürekli olarak yenilenmesini gerektiren hızlı bir değişim hissedilmiştir. Bu bilgi değişimi, öğretmen ve eğitimcilerin öğretim yöntem, strateji ve tekniklerini güncellemelerini ve kendilerini hem kişisel hem de profesyonel olarak geliştirmelerini gerektirmektedir. Hizmetiçi eğitim programları bu elzem ve ivedi talebi karşılamak amacıyla planlanır ve gerçekleştirilir. Bu yüzden, bu çalışma Türkiye'de hizmetiçi eğitim programlarının nasıl planlandığını ve düzenlendiğini, öğretmen ve okul idarecilerinin bu programları nasıl değerlendirdiklerini incelemektedir. Bu çalışmanın katılımcıları iki gruptan oluşmaktadır: Adana'daki devlet okullarında çalışan İngilizce öğretmenleri (S=150) ve okul idarecileri (S=50). Hizmetiçi eğitim programlarını nasıl değerlendirdiklerini araştırmak amacıyla hem İngilizce öğretmenleri hem de okul idarecileri için iki ayrı anket hazırlanmıştır. Ayrıca İngilizce öğretmenlerinin bu programlardan öğrendiklerini kendi sınıflarında ne kadar uygulayabildiklerini öğrenmek amacıyla daha önce hizmetiçi eğitime katılmış 20 öğretmenle anket verilerini destekleyici nitelikte röportajlar yapılmıştır. Böylelikle bu çalışma, Milli Eğitim Bakanlığının Hizmetiçi Eğitim Daire Başkanlığı'ndan elde edilen verilerle birlikte öğretmen ve okul idarecilerinin hizmetiçi eğitim programları hakkındaki görüşleriyle alana katkı sağlamayı amaçlamaktadır.

Anahtar Kelimeler: Hizmetiçi Öğretmen Eğitimi, öğretmen gelişimi, öğretmenlerin kişisel ve profesyonel gelişimi.

ABSTRACT

AN EVALUATION OF IN-SERVICE TEACHER TRAINING PROGRAMS IN ENGLISH LANGUAGE TEACHING

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Master of Arts, English Language Teaching
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With the age of communication, a rapid transformation is keenly felt in the field of teaching which, in turn, requires constant renovation of the knowledge acquired in the graduate years. This transformation of knowledge demands that teachers and educators update their methods, teaching strategies and techniques and improve themselves both personally and professionally. In-service training programs are designed and conducted to meet this exact and urgent demand. Therefore, this study aims to find out how in-service training programs are designed and regulated in Turkey, and how teachers and school administrators evaluate these programs. The participants of this study are composed of two groups: EFL teachers (N=150) and school administrators (N=50) working in the state schools in Adana. Two different questionnaires are prepared both for EFL teachers and schools administrators so as to find out how they conceptualize in-service training programs. 20 EFL teachers who have attended training before are also interviewed to support questionnaire data to see to what extent EFL teachers are able to use the knowledge they get from these programs in their classrooms. Thus, this study aims to contribute to the field with the data gathered from In-service Training Department at the Ministry of National Education and both teachers' and school administrators' conceptualisations of the INSET programs.

Keywords: In-service teacher training, teacher development, personal and professional improvement of teachers.

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

Recent years have witnessed a rapid transformation in all the areas of life including education. The twenty-first century, so-called "The age of communication", has made this transformation keenly felt in economy, culture, politics, and education as a result of an escalating information exchange among the people once seemed to live oblivious of each other. With the ease of travelling across the countries, an urgent demand for teaching a language as a means of communication has arisen. Thus, this pervading boost has urged the educators and teachers, as agents of change, keep abreast of recent novelties in teaching and learning field.

It is a misleading concept that the training offered during preservice education of teachers is adequate to equip candidates as "teachers". Teaching and learning languages is subject to a constant renovation which, in turn, requires the renovation of the knowledge acquired in the graduate years. The knowledge or the theory taught at the graduate level distinctly differs from its possible uses at the practice of teaching. Therefore, development of teaching is of great importance as teaching is a learning process for the teacher as well to generate change through increasing or shifting awareness (Freeman, 1989). Teacher development provides teachers with personal and professional progress they need throughout their teaching careers. When taken from an individual perspective, teachers focus on the following areas for their professional advancement. These are subject-matter knowledge, pedagogical expertise, self-awareness, understanding of learners, understanding of curriculum and materials and career advancement (Richards and Farrell, 2005).

Apart from its contribution to teachers' professional development, teacher education is also of high importance for students' performances. There are some studies highlighting an apparent correlation between the teachers' professional development and the performances of their students. Innovations realized in the school system in Chicago shows such a clear-cut relation between the teacher education and the

achievement of the students. In 1996, 71 out of 489 elementary schools were obliged to attend an academic probation by the Chicago Public School system (CPS). The schools attending the probation program received extra funding for staff development, technical assistance and enhanced monitoring. The reading scores of the schools played a leading role while choosing the schools that would involve in the program. The schools where 15 percent or more of students scored at the national norms in reading were not allowed to attend the training. Thus, only the schools with fewer than 15 percent of students at the national standard could take place in the training. The funding application to the schools attending the training led to a highly unproportional correlation between a school's reading achievement in 1996 and the likelihood that the school was on probation in subsequent years. Therefore, this cutoff accounts for the impact of teacher training on student achievement (Jacob and Lefgren, 2004). Angrist and Lavy (2001) also put forth the impact of teacher training on the achievement of the students stating that the on-the-job training received by the teachers in Jerusalem leads to an improvement in their students' test scores.

According to another study done by Gibbs and Coffey (2004), there is a clear impact of in-service training both on students' success and teachers' approach to their own teaching and teaching skills. The study shows that teacher trainees have become significantly more student-focused after training than that of before they participate in the training program (mean scores before the program 26,4 ; after the program 28,3). Teacher trainees adopt an approach supporting student learning which in turn, enhances students' learning shown evidently in the "Student Learning Scale scores" (before 14,9 ; after 15,7). This change in students' approach to learning is a result of efficiently applied INSET programs.

In-service training also serves as staff development required for both the individual profession of teachers and institutional development of schools which in turn enhance the success of students. According to Richards and Farrell (2005), in-service training has three main goals which are institutional development, career development of teachers and enhanced levels of student learning. Institutional development refers to the improvement of a school, for instance, as a whole through preparing a better ground for teaching and learning processes. Career development means individual improvement of teachers in six domains notable in second language teacher education which were

proposed by Richards (1998). These are theories of teaching, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning and decision making, and contextual knowledge. And lastly, enhanced levels of student learning is the eminent and inevitable outcome of the advancement in institutions and teaching profession.

The studies above clearly state that there is a need for a long-term training in teaching profession subsequent to graduate years on behalf of teachers' academic development, the achievement of institutions and their students' performances.

1.2. Statement of the Problem

Teachers' knowledge and skills become gradually outdated and need some updating even a few years after their preservice education. Like in other countries in the world, language teachers in Turkey encounter with similar problems of outdating in their subject-matter knowledge and teaching skills as they get more experienced through years. Furthermore, Turkey has undergone a series of educational reforms, the most noteworthy of which were the extension of compulsory education from five years to eight years in 1997 (Tebliğler Dergisi, 1997) and the reform in the curriculum of primary schools which was put into practice in 2005-2006 academic year (MEB, Strateji Geliştirme Başkanlığı, 2008-09). The new curriculum underlines a constructivist structure shifting the focus of teaching from teacher or text-based to much more learner-based. Unlike the prior curricula, the new primary school curriculum highlights the thinking processes of students and it aims to bring up "students who prefer thinking and acquiring various skills, concepts and values instead of students who tend to memorize" (Akınoğlu, 2008, p.198). Therefore, teachers have undergone many problems during the adaptation period to the new syllabus which requires an urgent in-service training.

Especially with the beginning of teaching English as a foreign language in 4th and 5th grades in 1997, language teachers have difficulty in teaching to young learners. Most of those teachers have not received any preservice education on teaching English to young learners which is another important issue that needs an urgent and exhaustive in-service training. It has been of high importance that those practising teachers be

given a compensation training on teaching a foreign language to young learners since 1997.

The educational reforms Turkey has experienced starting from 1990s show that there have been many crucial circumstances teachers are in need of in-service training either with the implementation of new practices to their own teaching situations or with the aim of renewing their knowledge and teaching skills in a constantly changing world of education.

1.3. Purpose of the Research

As stated above, in-service training provides teachers with the subject matter knowledge and communication and teaching skills that they need; and prepares and equips teachers for smooth transitions to new educational circumstances. Thus, the present study investigates the training processes of teachers on the job and how these training activities are designed and put into action in Turkey. The study also seeks to find out how practising teachers and the administrators of the schools where those teachers work conceptualize and evaluate in-service training programs in Turkey.

1.4. Research Questions

The study seeks to find answers to the following questions:

a. How are the INSET programs in ELT planned and designed in Turkey?
b. How do EFL teachers working in state schools in Adana evaluate INSET programs they attend?
c. How do school administrators in these state schools evaluate INSET programs arranged for their teaching staff?
d. To what extent are the teachers able to implement what they acquire in INSET programs in their own classrooms?

1.5 Limitations of the Study

This research was carried out in the state schools of Adana. And the questionnaires were administered to 50 school administrators and 150 English language

teachers working in those schools. Therefore, the research findings may not be the representative of the whole group (all state schools in Turkey).

1.6. Operational Definitions

The abbrevations used in this study are as follows:

EFL: English as a foreign language
ELT: English Language Teaching
INSET: In-service Training
MONE: Ministry of National Education
EARGED: Eğitimi Araştırma ve Geliştirme Daire Başkanlığı [Educational Research and Development Department]
OSYM: Öğrenci Seçme ve Yerleştirme Merkezi [Student Selection and Placement Center]
YÖK: Yüksek Öğretim Kurulu [Council of Higher Education]

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

This chapter, first, deals with the role of teacher education in teaching and learning fields by reviewing the relevant literature and previous studies conducted on teacher development. Then, it investigates teacher development models and models used for the evaluation of teacher training. In addition, the status of preservice education in Turkey is presented. And finally, the status of INSETs in Turkey is explained with comparison to other countries.

2.2. The Importance of Teacher Education

In the early 1900s, teachers are believed to be born with teaching qualifications. That is, a teacher has inherited gifts to teach and does not have to be equipped with any professional knowledge in his/her serving years. Not so long after 1900s, teacher training during in-service years has been acknowledged as an inevitable and necessary process of a teacher's professional development (Kayser, as cited in Schulz, 2000). Since that time, different postsecondary institutions have begun to offer various training programmes for in-service teachers such as The National Teacher Examinations program given by the American Council on Education in 1940. But there were still deficiencies in teacher education system despite its worldwide recognition. MLA Foreign Language Steering Committee published a statement defining the qualifications a foreign language teacher had to bear for the first time (Parker, 1956). These were aural understanding, speaking, reading, writing, language analysis, culture, and professional preparation and the evaluation methods for these qualifications.

Foreign language teacher development made its peek in 1958 with the National Defense Education Act (NDEA). This act funded language institutions to provide subsidiary training for language teachers. It was when this act passed that many language laboratories were established, and the necessary equipments were provided for teacher education, and a great amount of money was allocated for testing and evaluating in-service teachers (Schulz, 2000). 1960s also witnessed the entry of many

technological innovations (tape recorders, film projectors, videos, Tvs, etc.) into the field of teacher development.

After 1960s, teaching is no longer seen as an art as it was in the early 1900s. Rather, teaching has been considered as an improvable field when studied. It is not composed of only the study of methods any more, but it also covers the study of other disciplines like second language acquisition (SLA), psychology, and sociology. Nonetheless, in-service training of teachers on the job has not been a subject on the agenda of most countries across the world until recently. Changes keenly felt in many areas of life has mandated this subject to be discussed strictly among the scholars. Many countries have begun to experience improvements in their education systems like Hong Kong has since the beginning of 90s. Teacher development was confined to novice teachers and little was done to train serving teachers before the reforms in the education system in Hong Kong. As a result of the expansion of senior-secondary and tertiary education after the implementation of compulsory nine-year education, and the Sino-British Agreement in 1984 and the return of Hong Kong's sovereignty to China by Britain in 1997, Hong Kong Institute of Education was established with the aim of training teachers in service (Sweeting, 1995 as cited in Wong and Wong, 2003). This institute has offered many training courses and programmes to meet the needs of serving teachers.

Ongoing professional development is an important issue to be handled in Europe, as well. 11 European countries, namely Finland, Estonia, Latvia, Lithuania, Belgium, Germany, Luxembourg, Austria, Romania, Hungary and UK mandates in-service training for teachers on the job. In some countries like Spain, Poland, Portugal, France and Bulgaria it is optional for teachers to attend in-service activities. Nevertheless, practising teachers are deeply eager to participate in those activities since the attendance to INSET programs precipitates the career advancement or provides salary increase. Out of countries where INSETs are optional, Greece requires INSET only compulsory for newly recruited teachers (Eurydice, 2005).

In a recent study conducted by Eraslan (2009), the importance given to the teacher development is attributed as the main reason behind the success of Finnish students in PISA (Programme for International Student Assessment). He compares

teacher education systems in Finland and Turkey and concludes that teacher education program for teacher candidates and in-service training for practising teachers are two important keys to the improvement of the quality of education. He asserts that entry into these teacher education programs after high school is so elective that only 10% of the applicants are admitted to these programs. Because students are to pass a three-phased admission test including a sitdown exam, an interview and teaching a sample lesson after being successful in university entrance examination. Also, throughout the preservice education teacher candidates take intensive internship with a mentor from university. As for in-service training, INSET programs are designed and held via summer schools in universities and regarded as a prequsition rather than an obligation by Finnish teachers.

APEC* (Asia-Pacific Economic Cooperative) members also report that the development of "quality teachers" constitute the basis of teacher education and those quality teachers should bear some attributes such as;

- Pedagogical knowledge
- Subject area content knowledge
- The skills and attitudes necessary for effective teaching
- A strong understanding of human growth and child development
- Effective communication skills
- A strong sense of ethics
- A capacity for renewal and ongoing learning (Cobb, Darling-Hammond & Murangi, 1995, p. 4).

* APEC members are Australia, Brunei Darussalam, Canada, People's Republic of China, Hong Kong, Japan, Republic of Korea, Malaysia, New Zealand, Singapore, Chinese Taipei, and the United States.

2.3. Teacher Development Models of Wallace

As the importance of teacher development is highly taken into consideration, many countries make influential reforms in their education systems. Hence, various models of professional education have been proposed with the aim of teacher development in mind. Three of these models are put forward by Wallace (1991): The

Craft Model, The Applied Science Model and The Reflective Model. The Craft Model holds the idea that the expertise of a master teacher is the unique motive shaping the profession of teaching since it supports that a teacher candidate learns through observing and imitating the master's techniques and skills. Thus, "expertise in the craft is passed on from generation to generation" (p. 6). As for Applied Science Model, the teacher candidate learns through putting the findings of a scientific knowledge into practice in order to reach a set of particular objectives. The findings of scientific knowledge are imparted to the teacher candidate by the experts in those fields. Upon consideration these two models, it is seen that the teacher trainee is receptive, being taught by the master teacher as in the Craft Model or by the expert's input on research-based theories as in the Applied Science Model (Ur, 1997). The trainee is inactive and teaching process is one-way where the trainee plays a receptive role not an initiative one. Giving an equal importance to experience and scientific knowledge, the Reflective Model has thirdly been proposed which requires the constantly thinking of one's own teaching situation, drawing conclusions from both desired and undesired aspects of teaching process. The teacher trainee develops knowledge-in-action by the practice and an ability to reflect on that knowledge-in-action. There have also been some criticisms of this model as the previous models (see, for example, Ur, 1997), suggesting that Reflective Model neglects the external input such as lectures, reading and so on, relying mostly on the teacher experience.

Drawing from all of these teacher development models, Wallace has put forth that professional education of teachers has to bear two main dimensions: "Received Knowledge", in which the trainee "receives" the knowledge rather than "experiences" it and which is a deliberate attribution to the word "received wisdom" that is used when something is accepted without questioning. This knowledge is based on the findings of scientific research. The second dimension is comprised of "Experiential Knowledge" where the trainee develops a knowledge-in-action through practising teaching. Moreover, the trainee can even reflect on this knowledge-in-action (p. 15).

Though different views and models on teacher education are put forward, the fundamental aim of all teacher education programs across the countries is to train candidates who can successfully combine pedagogical knowledge with the knowledge of subject content area in the classroom.

2.4. Kirkpatrick's Evaluation Model

A way of assessment should inevitably be implemented in order to evaluate whether a training program achieves its initial goals or not. According to Kirkpatrick (as cited in Wong and Wong, 2003) the evaluation of an educational program includes four approaches: For the first being the evaluation measures the changes in attitudes when the program ends. It also determines the results of the program. Then, it deals with the learning occuring in the classroom which can be measured by increased knowledge and skills. Lastly, an evaluation sheet on how participants feel during the program should be conducted to be filled out at the end of the program. Hence, he puts forward an evaluation model with four levels: the evaluation of reaction, learning, behaviour (transfer), and results.

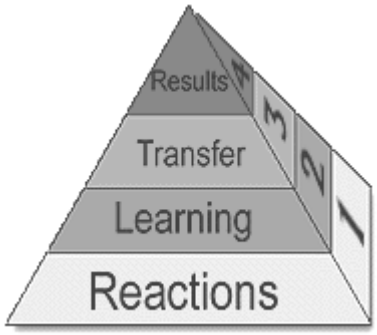


Fig.1 Kirkpatrick's Evaluation Model

Kirkpatrick asserts that an evaluation process starts with the first level which is reactions. Then the process goes on with other levels to measure the effectiveness of the training program. The first level "reaction", as its name suggests, measures the reactions of the participants to the training programme. The evaluator at this stage tries to get answers to questions like "Did the participants like the program?", "Was the trainer knowledgeable in that area?" "Was the length of the program sufficient for them to learn the material?" and so on. At the learning level, the amount of learning occured at the end of the training is measured. Therefore, a test administered before the training (pre-test) and another test administered after the training (post-test) can be used to measure the change in attitude, skill or knowledge. At the behaviour (transfer) level, the evaluator tries to find out the change in the participants' behaviours because of the training program. This level is harder to handle than the other levels since this change in the behaviour can be immeasurable in some cases. And the last level "results" measures

the overall success of a training program. This success can be framed by organizational facts such as increased quality or increased number of participants, decreased costs, etc.

2.5. Teacher Education vs. Teacher Training

The terms "Teacher Education" and "Teacher Training" are often used interchangeably by many scholars in the field. Some writers preferably use the term "education" since it is broader than the latter (for example, Richards and Nunan, 1990, as cited in Jenkins & Murray). Training is regarded as approaches that support teachers with the techniques and skills to apply in the classroom, while education is defined as approaches that encourage teachers to develop theories of teaching, decision-making ability and to adopt critical thinking of their own teaching strategies resulting in the emerge of a self-awareness in teacher. According to Jenkins and Murrey (1998, p 4), training seeks to impose a *conformity* to certain patterns of knowledge and behaviour so as to implement a set of established tasks, where the problem is recognizably a token of a formula type. Education, however, seeks to provide for creativity whereby what is learned is a set of schemata and procedures for adopting them to cope with problems which do not have a ready-made formulaic solution. In other words, training tries to work on a particular aspect or deficiency defined in the profession of teaching, whereas education seeks to develop the ability to propose some solutions when a problem arises. Upon consideration its broader ends, education requires a development in the social, cultural and moral systems of individuals as well as their intellectual improvement.

According to Widdowson (1993, p 268),

> Training is the process of preparing people to cope with problems which can be more or less predicted in advance: Its function therefore is to provide a set of routines, techniques, and tactics which can be applied as the occasion requires. It is in this sense formulaic and solution-oriented. Education, on the other hand, is the process of preparing people to deal with the unpredictable: Its function is to develop a more general problem-solving capacity in the form of principles and strategies with reference to which problems can be defined so as to make them amenable to subsequent solution. In this sense it is problem-oriented. Whereas in education, we might say, we are concerned with general conceptual parameters, in training we are concerned with how these parameters might be set to match the requirements of practical situations.

There is also a distinction made between “teacher training” and “teacher education” on the one hand, and “teacher development” on the other. The scholars making this distinction handle the situation from the point of agents active in either phenomenon. Edge (1988, as cited in Wallace) puts forward that in the former, the active agent is the trainer, not the teacher participating in the program since training or education can be managed by others. However, teacher development can only be realized by and for the teacher.

2.6. Pre-service Training of Teachers

In many countries, institutions set their own goals for teacher education programs. Cobb (1999) states that in Japan, France, Germany, and the People's Republic of China, goals for teacher education are set at the national level while in the U.S., each state sets standards for teacher education. Many undergraduate programs offer subject matter courses such as teaching methods and materials, child growth and development, and other education courses such as educational psychology, history and philosophy of education, and practical teaching experience (Cobb, Darling-Hammond & Murangi, 1995).

Most of the countries commonly require the completion of a four-year undergraduate program so as to be eligible for teaching profession. However, within the educational reforms in many countries, teacher preparation programs are also taken into the agenda with the aim of graduating fully-equipped teacher candidates from universities or institutes. For instance, in the 2002 No Child Left Behind Act in the United States, about 300 schools of education extended their 4-year bachelors degree programs in order to fill the gap in the fields of extensive practicum of teacher candidates at school and integration of education with other disciplines. Some of these schools of education offer one or two-year graduate programs for recent graduates. Other schools offer 5-year teacher education programs that allow year-long school-based internships (Darling-Hammond, 2005). In Germany, for instance, teacher candidates have to take a two-year practice teaching including seminar and classroom experience before they take on actual teaching. After this practicum in schools, supervisors observe and grade at least 25 lessons taught by teacher practitionars (Waldrop, 1991).

Preservice education for primary school teachers covers four years in most European countries such as Ireland, Hungary, Malta, Finland and Slovenia. As for Germany, undergraduate education for primary teachers lasts five and a half years. Teacher education for work at secondary schools requires either four or five years in Europe except for Belgium, Iceland and Austria which mandate 3 years. Germany has an exception again with six and a half years. Teachers' preservice education for upper secondary level usually lasts five years in European countries with almost 10 exceptional countries requiring less years. Germany provides the longest duration with six and a half years. A great deal of European countries now begin to provide teacher candidates with a compulsory "on-the-job" school experience qualification for enhancement of their teachers' professional development (Eurydice, 2005).

Turkey is also one of the countries making new arrangements in its teacher education program with regard to reform movements in development of teacher training. Preservice teacher education lasts 4 years with teaching practice experiences done at two different schools within the overall education program(at the second and fourth year). However, Council of Higher Education (YÖK) has made some arrangements as regards the length of the preservice education in 2008 that stipulate the extension of the duration of the training programs for branch teachers from 4 years to five years by means of graduate studies without dissertation. Furthermore, faculties have been given the authority to determine 25% of the courses to be instructed and YÖK has highlighted that the content of the courses at the faculties of education be relevant to the curriculum designed for each level of grade in schools by MONE (MEB, Strateji Geliştirme Başkanlığı 2008-09).

2.7. Pre-service Training in Turkey

Like many countries making renovations in their teacher education systems, Turkey has put forth many efforts to improve teacher education since the Law on Unification of Education in 1924 when all schools in Turkey were gathered under the Ministry of National Education. In 1940, MONE triggered a teacher training model by establishing Village Institutes in the rural areas of the country. Based on the philosophy of Pragmatism, these Village Institutes intended for "offering educational services for the community accommodating at rural parts of the country and forming majority of the

population of the country in that period, as well as equipping the rural community with the fundamental knowledge and skills related to production in order to improve the welfare level of both the rural community and the country" (MEB, Strateji Geliştirme Başkanlığı, 2008-09, p.26). In 1954, these institutes were transformed into High School for Training Primary Teachers with the sole aim of educating students to become primary school teachers leaving all the other responsibilities that these institutes assumed before. Hence, teacher candidates were only required to take a high school education to become primary teachers starting from the transformation of the village institutes in 1954 until 1971. But in 1973 the National Education Basic Law obliged higher education for all teacher candidates. These teacher training institutions were all affiliated to Ministry of National Education. And the establishment of the Council of Higher Education, (Yüksek Öğretim Kurulu, YÖK) an autonomous body, in 1982 that brought the higher education reform on teacher education transformed all four-year teacher education institutions and three-year schools of foreign languages into four-year faculties of education (Sahin & Deniz, 2006). To be eligible to a higher education institution, students are to attend a nation-wide university entrance examination held by the Student Selection and Placement Center (OSYM) at the end of the fourth academic year in high schools across the country. OSYM has been attached to the Council of Higher Education in accordance with The Higher Education Law since 1981 and from this year the Council of Higher Education has become the authority for regulations in both private and public higher education in Turkey.

Presently, Turkey has 139 universities (including 94 public and 45 private universities). There are 71 Faculties of Education, 64 out of 94 public universities and 7 out of 45 private universities (according to the data received from YÖK, 2010). There is at least one university in each city of Turkey. After obtaining a bachelor's degree from one of these faculties of education, a trainee has the right to take on teaching profession on condition that they are able to pass an examination composed of multiple choice items on general culture, general aptitude and pedagogy. In addition, graduates of the Faculties of Science and Letters can also be eligible for teaching on condition that they complete pedagogical course requirements (PGCE) in the Faculties of Education that envisage a master's program lasting one and a half years according to the new arrangements made by YÖK in 2008. The new regulation stipulates the following innovations (MEB, Strateji Geliştirme Başkanlığı, 2008-09, p 207) :

- The reorganization of the teacher education program aims to eliminate the inconsistency in the context of the courses in teacher training programs and the context of the courses in related school level.
- The new program urges MONE to modernize all primary education programs.
- The program in ratio, contain 50% field knowledge and skills, 30% professional knowledge and skills, 20% general culture courses.
- New courses like History of Science, Effective Communication, School Administration, Social Service Practices are added to teacher education programs.
- Faculties of Education are granted with the right to determine the courses in the ratio of 25% of the total credits and elective course opportunity is increased.

Teacher trainees are to take all the courses related to methodology such as testing, instructional technologies and material development, classroom management, microteaching; as well as pedagogical courses such as child growth and learning, guidance, introduction to teaching profession throughout their undergraduate programs at the faculties of education. They are also assigned to different schools with the company of a mentor from their universities to experience some practical teaching. However, no matter how successful the teacher trainees are during their school experiences in the pre-service education, they encounter the real teaching situation with all pros and cons when they face the glazing eyes of the students on the first day of their teaching careers.

Hence, upon consideration the changing world and the teachers' needs to improve themselves both professionally and personally, it is seen that in-service training programs are planned and designed to meet this exact and urgent end.

2.8. In-service Training of Teachers

The aim of the in-service training (INSET) is to help teachers on the job to keep pace with recent developments in teaching and learning field and make progress in their teaching strategies and classroom techniques. There are some different definitions of insets, one of which is the Oxford Dictionary's (1995, p.616) that describes in-service as training carried out while actually working at a job. Another definition is made by

Merriam-Webster (2009) that views it as going on while one is fully employed. According to Henderson (1978, as cited in Yigit), for the good teacher, every fact of his knowledge, skills, personality and interests are of potential professional value. Hence, every experience he undergoes during his career, however irrelevant it may appear, may be described as in-service training. In-service training may, therefore, in the most general sense, be taken to include everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly to the way in which he executes his professional duties.

Beckert (1965) puts forward that a good teacher possesses at least some of the personal characteristics such as being tolerant, patient, cooperative, industrious; and some of the professional characteristics like being a gifted speaker, preparing adequately for each classroom meeting, organizing the course well, being able to develop thinking and judgment on the part of students, making assignments clear and definite, stressing significant concepts and disregarding trivial details, developing a feeling of harmony in the class, being punctual in starting and ending the classes, proctoring examinations to eliminate cheating and being fair in grading, and being able to control the class at all times (p. 434). He asserts that teachers feeling deficient in one of these characteristics should participate in a training program.

Freeman (1989) describes language teaching as a decision-making process based on four constituents: knowledge, skills, attitude, and awareness. Knowledge consists of three elements: the subject that is taught; the students with different socio-cultural backgrounds and various learning styles to whom the subject is taught; and the environment where it is taught. Skills refer to the ability to teach; that is, to be able to present a subject, to give clear instructions, to manage the class and to provide the communication among the students and so on. As for attitude, it is a combination of "externally oriented" behaviours and internal feelings that makes the teacher adopt a particular stance in a particular situation. Lastly; awareness, distinct from attention, is the capacity to recognize the attention a person is giving to something. One can be aware of many aspects of a situation, while attending to only some aspects of it within that awareness (p 32). At this point, Freeman asserts that three of these constituents, knowledge, skills and attitude, are not static elements but dynamic in that they require constant renovation and this is a fact that is consensusly accepted by all the teachers

across the world. And he puts forward the most important constituent as the awareness since teachers can realize no progress or change in those faculties without raising awareness. Teachers should be aware of their attitudes towards students, their presenting a subject or their students' background knowledge in order to figure out possible shortages in some situations or areas needing an urgent change and upgrade. Therefore, in-service training is the best way of triggering the required change in teachers' awareness.

There are many scholars listing the objectives of an in-service training, for instance Pather (1995, p. 34, as cited in Rathogwa) presents some general and specific objectives of INSET. The list of general aims is as follows:

- improving the competencies (job performance) of individual teachers (including head masters) and whole school staff,
- extending the experience of individual teachers for career development or promotion purposes,
- developing professional knowledge and understanding for each teacher and extending the personal or general education of a teacher.

He goes on listing so-called specific objectives such as fulfillment of legal requirements, improvement of school organizational culture, improvement of qualifications, advancement of teachers' careers, and coping with stress.
According to Yiğit (2008) INSET activities provide teachers with:

- Keeping up with innovations in the subject area,
- Putting these innovations they learn in theory into practice,
- Reflecting on their own performance,
- Co-operating in policy and practical matters,
- Anticipating and preparing for change,
- Improving the job performance skills.

2.8.1. In-service Training in Turkey

In Turkey, in-service training activities are centrally planned and organized by "In-sevice Training Department" under the Ministry of National Education (MONE). In-service Training Department was established in 1960 under the name of "The Bureau of Teacher Training on the Job" with the aim of providing in-service training for the teaching staff. Then it was transformed into today's modern and dynamic institution in 1975. Actually, all teachers across the country are mandated to participate in in-service training activities by Civil Servants' Law No. 657 (Devlet Memurlari Kanunu, 1965, p. 214) and the National Education Principal Law No.1739 (Milli Egitim Temel Kanunu, 1973, p.48). However, there are Provincial Directorates of National Education in every province of Turkey offering in-service teacher training programs for volunteered teachers in cooperation with the central unit. Trainers of the In-service training activities are chosen from the academicians in the universities and institutes. And trainees are determined among the candidates who have submitted their application forms available on the web page of MONE. Trainee candidates can choose any training activity that is convenient for them by location or time regardless of their teaching experience or subject areas.

There are currently seven institutes affiliated to central unit, In-service Training Department, which aim to help the unit properly regulate INSET activities throughout the country. The institutes are located at different places in Turkey: Ankara, Aksaray, Erzurum, Mersin, Rize-Çayeli, Van and Yalova-Esenköy. They notably offer accommodation facilities for teachers attending INSET programs.

Between the years 2000 and 2008, **4.698** in-service training activitities were organized by the In-service Training Department through central planning and **283.369** personnel attended these training programs. The number of in-service training activities through local planning is **109.617** and these activities were attended by **3.793.812** personnel. Both locally and centrally **4.077.181** trainees participated in totally **114.315** training activities from 2000 to 2008. From the beginning of the year 2009 till the end of the year, 812 in-service training activities have centrally been held or designed by the In-service Training Department and 52.365 participants have attended the activities so far (according to the statics in 2009 In-service Training Plan).

The following table presents the number of teachers participated in various INSET programs held by both the central unit (In-service Training Department) and local institutions conducted between the years 2000 and 2008 (HEDB, 2009).

Table 1. Statistics of INSET Programs designed and conducted by In-service Training Department from 2000 to 2008.

	CENTRAL PROGRAMS		**LOCAL PROGRAMS**		**TOTAL**	
YEARS	PROGRAM NUMBER	PARTICIPANTS	PROGRAM NUMBER	PARTICIPANTS	PROGRAM NUMBER	PARTICIPANTS
2000	445	23.583	6.126	288.426	6.571	312.009
2001	419	20.080	7.526	321.411	7.945	341.491
2002	313	22.072	11.772	495.643	12.085	517.715
2003	453	19.727	7.120	253.135	7.573	272.862
2004	526	34.154	11.422	587.402	11.948	621.556
2005	543	33.156	9.050	478.168	9.593	511.324
2006	634	44.006	13.460	472.533	14.094	516.539
2007	614	44.808	18.725	415.682	19.339	460.490
2008	751	41.783	24.416	481.412	25.167	523.195
TOTAL	**4.698**	**283.369**	**109.617**	**3.793.812**	**114.315**	**4.077.181**

And after each in-service training activity the participants are asked to fill out an evaluation form so as to figure out the problems they experience throughout the training programs and to develop new strategies to overcome the possible shortages in future and also to maintain the current quality of the facilities. The evaluation form includes four different parts: convenience of the facility such as transportation to the facility, Hygenia, food and health service during accommodation; organization and management of the training program; the content of the in-service training programs, and qualification of trainers; lastly a general evaluation including items like the convenience of scheduling of training program, general success of the program and a paragraph for an overall assessment of the in-service training activity.

2.8.2. INSET programs offered by In-service Training Department

- Central and Local Training Programs and Seminars: Regarding the needs analysis of teachers, school administrators, school inspectors and other personnel at different ranks, in-service training plans are arranged and conducted

centrally by the In-service Training Department and locally by the Provincial Directorates of National Education in provinces or districts. Annual training programs are announced in the web page of Ministry of National Education In-service Training Department. For instance, seminars like "Drama in Foreign Language Teaching" and "English Language Teaching Methods" often take place in 2009 in-service training program table according to the needs analysis conducted among foreign language teachers (according to 2009 In-service Training Plan).

- Foreign Language Training Programs: Foreign Language Seminars are organized for Foreign Language Teachers as well as the other personnel of the Ministry. Language seminars lasting 7 months are all accredited with International and European Union (EU) language teaching criteria and norms. In 2007, for instance, 481 foreign language teachers from 81 cities attended "The methods and techniques for speaking English fluently" training program and these 481 trainees were given certificates after the completion of program. In order to make the application reach all the teachers nationwide, these participant teachers trained 14.627 foreign language teachers in 81 cities in the training programs held in June and September, 2007 (according to HEDB statistics).
- Computer and Internet Application: Training programs for computer usage and internet application are secheduled in the annual training program table with the aim of keeping abreast of educational and technological innovations.
- Probationary Training Program: The In-service Training Department, in cooperation with the Ministry of National Education, also presents a compulsory 1-year in-service training program called the "probationary training program" for the novice teachers employed. The probationary training program (MEB, 1995) is composed of three sub-programs: basic training, preparatory training and practical training. The basic training program lasts 50 teaching hours and consists of subjects related to civil services. The preparatory training program, a 110-hour program, comprises information on the organisation of the Ministry of National Education, laws and regulations on duties and legal rights of teachers. The practical training program covering 220 hours gives beginner teachers professional practicum. Teachers take this training program at their appointed schools under the auspices of an experienced teacher who is assigned as the guidance teacher of novice teacher by the school administration (Ozer, 2004).

- Pedagogical Course Training : For the teachers graduated from Faculties of Science and Letters, In-service Training Department gives Pedagogical Course Training which is mandatory. For example, the 7-month seminars held in 2007 were participated by 138 graduates of Faculties of Science and Letters (according to HEDB statistics).
- Vice-Inspector Training Program: Two different training programs, one covering 240 hours and the other lasting 120 hours are organized for vice-inspectors working at the primary schools. The program is composed of vocational subjects like Educational Economy and Planning, Inspection Models, Management Law, Inspection of an Institution and Management of Human Resources as well as Leadership, Vision, Change and Renewal, Performance Evaluation, Teaching and Learning Approaches, Communication, and Stress Management.
- Orientation Seminars: Since 2007, Orientation Seminars lasting 20 hours have been held by the Ministry for newly recruited teachers so as to introduce the social, cultural, geographical and hostorical structures of the region they have been appointed.
- Training of Classroom Teachers for Hearing-impared and Mentally-retarded Students: According to the Handicapped People's law no 5378 accepted in 2005, in order to meet the teacher vacancies at Special Education and Rehabilitation Schools, classroom teachers were offered training programs for hearing-impared and mentally retarded students attending at these schools. With this aim, throughout the year 2007, 712 retired teachers or teachers who were not appointed to any school participated in Training Program for Hearing-impared and Mentally-retarded Students lasting 5 months (according to HEDB statistics).
- Teacher Trainer Certification Program: The program aims to train teachers to give lectures to other teachers in local in-service training activities as trainers so that a greater number of teachers are able to benefit from these trainings nationwide.
- Education Programs Abroad: The Education Program covers teachers working in Europe and Turkic Rebublics such as Kazakhstan, Uzbekistan, Azerbaijan and Turkmenistan and who are assigned to teach Turkish children living in those countries.

2.8.3. Needs Analyses conducted by MONE

Educational Research and Development Department (EARGED) affiliated to the Ministry of National Education conducted an exhaustive research in 2004 so as to find out in-service training needs that English Language Teachers feel in some areas. For the research, 855 English Language teachers (469 female and 386 male) working in different cities in Turkey were selected. And the questionnaire administered to the teachers revealed the fact that English language teachers need an urgent training on the subjects such as computer-based language teaching, speaking English fluently and material development. The following table shows the areas English language teachers feel themselves deficient.

Table 2. The subject areas EFL teachers want to take training

The rank of Importance											
Subject Area		1	2	3	4	5	6	7	8	9	10
Speaking	F	164	63	39	52	91	61	53	34	59	9
	%	**26,2**	10,1	6,2	8,3	14,6	9,8	8,5	5,4	9,4	1,4
Listening	F	36	58	64	78	84	101	82	64	36	4
	%	5,9	9,6	10,5	12,9	13,8	**16,6**	13,5	10,5	5,9	0,7
Writing	F	14	53	62	62	49	82	132	96	43	3
	%	2,3	8,9	10,4	10,4	8,2	13,8	**22,1**	16,1	7,2	0,5
Grammar	F	52	50	54	54	50	59	45	104	114	15
	%	8,7	8,4	9,0	9,0	8,4	9,9	7,5	17,4	**19,1**	2,5
Translation	F	27	30	32	53	142	85	66	69	79	12
	%	4,5	5,0	5,4	8,9	**23,9**	14,3	11,1	11,6	13,3	2,0
English Teaching Methods	F	94	53	69	125	75	105	52	29	30	3
	%	14,8	8,3	10,9	**19,7**	11,8	16,5	8,2	4,6	4,7	0,5
Creative Drama	F	87	107	121	71	38	32	68	58	62	4
	%	13,4	16,5	**18,7**	11,0	5,9	4,9	10,5	9,0	9,6	0,6
Material Development	F	54	134	121	69	33	36	54	96	43	2
	%	8,4	**20,9**	18,8	10,7	5,1	5,6	8,4	15,0	6,7	0,3
Computer-based Language Teaching	F	204	97	68	46	42	25	32	34	103	9
	%	**30,9**	14,7	10,3	7,0	6,4	3,8	4,8	5,2	15,6	1,4

While finding out the rank of importance, the column having the highest percentage is taken into account for each training need represented by each line. And these percentages are marked in bald. As the table presents, English language teachers mostly experience difficulty in teaching English using computer technologies (30,9%). The other problematic subject areas are speaking the language fluently in the classroom (26,2%), material evaluation and development (20,9%) and using drama in teaching

situations (18,7%). Taking this needs analysis into consideration, In-service Training Department plans and organize training programs addressing the subject areas teachers experience problems.

In addition to this needs analysis administered to foreign language teachers, another study conducted by EARGED in 2005 clearly shows the inadequency in the application of needs analysis before designing an INSET activity. In the study, 378 people from an executive group composed of 191 administrators and Ministry inspectors working at the central organization of MONE, 56 administrators and inspectors at local organization and 131 school directors are given a questionnaire with 5 point Likert scale. The following table displays the responses given by these three participating groups.

Table 3. Teachers are administered a questionnaire to determine their in-service training needs

Executive Groups	Totally disagree		Partially disagree		Uncertain		Partially agree		Totally agree		$\bar{X}$	SS
	f	%	f	%	F	%	F	%	F	%		
Ministry Administrator	50	28,4	67	38,1	41	23,3	16	9,1	2	1,1	2,16	0,98
Local Administrator	10	17,9	19	33,9	18	32,1	8	14,3	1	1,8	2,48	1,00
School Director	54	41,5	41	31,5	22	16,9	11	8,5	2	1,5	1,97	1,03

As the table above presents, a majority of Ministry Administrators and Local Administrators from three groups respond that they “partially disagree” to the item “Teachers are administered a questionnaire while determining the in-service training needs” while a majority of School Directors strongly disagree (Executive group in the Ministry 38,1%; Executive group at local organization 33,9%; and School Directors 41,5%). The participants of this study think that the current number of needs analysis administered to the teachers is not satisfactory for the In-service Training Department to decide on the design of any INSET activity. These results clearly reflect that the data collection techniques like questionnaires are not properly used in the analysis of in-service training needs. When training programs do not focus on the needs of teachers, teachers become reluctant to attend those program.

2.8.4. Turnout to the INSET Programs Held by MONE

In 2004-2005 academic year, Educational Research and Development Department (EARGED) conducted a research on the frequency of attending an in-service training program. Teachers working at the primary schools in three provinces from each of seven regions are chosen as the sample group of the study. And these three provinces are selected on the basis of their development level, that is, an under-developed, a developing and a developed province are determined in each region. From 399.002 teachers in 81 provinces in total, 1060 teachers in 21 provinces are administered a questionnaire prepared by EARGED. Teachers are asked the number of INSET programs they have participated in last three years. According to the result of the study, less than half of the sample group respond that they have attended INSET programs 4 or more than 4 times in last three years (145 answer as "4 times" and 332 answer as "more than 4 times"; totally 46,4 %). And 61 out of all teachers state that they have never attended an INSET program.

A follow-up study seeks to find out the reasons as to why teachers are uneager to attend INSET programs. The reasons for such reluctance are given by 61 teachers as follows:

"The school I am working has not organized an INSET activity" 30.5%
"My application is not taken into consideration by the relevant institution" 5.1%
"Announcements are not made on time" 6.8%
"Time schedule of INSET program is not convenient for me" 30.5%
"I do not believe that INSET program counts for an advancement in terms of teaching" 11.9%
"Other" 15.2%

2.8.5. Evaluation of the INSET Programs

The Educational Research and Development Department (EARGED) conducted a study in 2005 regarding the evaluation of in-service training programs. In the study, 922 teachers at different levels (preschool, primary, high and vocational schools) with different subject areas (Foreign language, Turkish language and Social sciences, Maths and Science, Religion and Moral, and Classroom teachers) and 378 people from executive group composed of 191 administrators and Ministry inspectors working at the central organization of MONE, 56 administrators and inspectors at local organization

and 131 school directors are administered 1-5 Likert Scale questionnaire. A majority of the participants are uncertain with the item " After each INSET program, the trainees are asked to make a genaral evaluation of the program" (Executive group in the Ministry mean 3,33; Executive group at local organization mean 3,14; School Directors mean 3,33 and teachers mean 2,90). This data underlines the fact that little feedback is taken from the participants of an INSET program which, in turn, causes drawbacks in the period of program development.

Table 4. After each INSET program, the trainees are asked to make a genaral evaluation of the program

Executive Groups	$\bar{X}$	SS	F	P	1	2	3	4
Ministry Administrator	3,33	1,00	12,066	0,000				*
Local Administrator	3,14	0,94						
School Director	3,33	1,13						*
Teacher	2,90	1,10			*		*	

(mean scores between 1,00-1,79 are accepted as totally disagree; 1,80-2,59 partially disagree; 2,60-3,39 uncertain; 3,40-4,19 partially agree; 4,20-5,00 totally agree)

As mentioned above, many programs are designed and held by the In-service Training Department of Ministry of Education in Turkey with the aim of helping teachers achieve professional advancement. However, despite all these struggles in the field of teacher training, is MONE able to reach the desired aim of professional advancement? Thus, this study aims to contribute to the field with the data gathered from In-service Training Department and both teachers' and school administrators' conceptualisations of the INSET programs.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents the method of the study giving information about the participants of this study, instrumentation, and the procedures of data collection and data analysis respectively.

3.2. Participants

The participants of this study are composed of two groups: The first group of participants includes 150 EFL teachers working in state schools in Adana. They have various teaching experiences ranging from novice to senior teachers, all of whom are graduates of a four-year faculty of education. Convenient random sampling is used while selecting the teachers from different state schools in Adana. The second group of participants is school administrators (N=50) in the state schools in Adana. They are selected via convenient random sampling.

3.3. Instruments

In order to evaluate Inset programs implemented across the country, the statistics about these programs taken from the Ministry of National Education are examined. Additionally, two different questionnaires are prepared both for EFL teachers and schools administrators so as to find out how they conceptualize Inset programs. The questionnaire given to school administrators was a questionnaire prepared and used by EARGED in a study in 2006. However, the questionnaire on Teachers' conceptualisation of INSET programs was piloted to anticipate the probable drawbacks and to clear away ambigious wording. Pilot questionnaires were conducted with 15 EFL teachers working at schools different from those of the participant group on a voluntary basis. As a result of this piloting study, the researcher omitted ambigious statements and modified teachers' questionnaire. Interviews are also used to support questionnaire data to see to what extent EFL teachers are able to use what they are trained for in the Inset programs in their own classrooms.

3.3.1. Questionnaire on School Administrators' Conceptualisation of In-service Training (INSET) Programs

With some modification, the questionnaire prepared by the Educational Research and Development Department (EARGED, 2006) which is affiliated to the Ministry of National Education is administered to the school directors. This questionnaire is composed of two sections: Demographic Information and The questions on In-service Training Programs. Demographic Information Section is used to obtain personal information about the school directors i.e., gender, age, educational qualification, the kind of educational institution they are assigned to, work experience, and the number of the INSET programs they have attended so far. Section two consists of twenty items with 5 point Likert scale from "strongly agree" to "strongly disagree" designed to provide data as regards how school directors conceptualize in-service training programs designed for their teaching staff. This section is based on some aspects such as Training needs, aplicability of INSETs, The Impact of INSET on teaching, Strengths and weaknesses of INSETs, the evaluation of training programs.

3.3.2. Questionnaire on Teachers' Conceptualisation of In-service Training (INSET) Programs

The questionnaire administered to the teachers are modified from two different questionnaires; one used in Hungarian Leonardo Da Vinci projects for practicing teachers (Questionnaire for practicing teachers participating in in-service training, www.e-methods.hu/tw/tiki-download_file.php?fileId=48); and the other questionnaire prepared by Wolf, Frechtling and Tompkins for the study "Evaluation of MCPS In-service Training" (1982). This questionnaire is also composed of two sections. The first section is about the personal information of the teachers including gender, age, educational qualification, type of the educational institution teachers work, grades taught and teaching experience. The second part of the questionnaire deals with how teachers conceptualize in-service training activities. The twelve items at this section try to gather data about reasons for willingness or unwillingness of teachers towards participating an INSET program, training needs of teachers, applicability of the training material in their own classroom, evaluation of INSET activities, the parallelism of the subjects the training is based upon and teachers need training, as well as the subject areas teachers are eager to attend a training.

3.3.3. Interviews

Twenty EFL teachers who have taken an INSET program during their teaching career are interviewed in order to support data gathered from questionnaire on teachers' conceptualisation of INSET programs. This interview includes an item that tries to find out to what extent EFL teachers are able to implement what they acquire from the INSET programs in their own classrooms. So as to support the data driven from the responses given to that item on the questionnaire, the researcher makes use of an interview. The interview format is prepared by the researcher herself and it includes the following open-ended question:

*Are you able to implement what you acquire from INSETs in your own classroom?

EFL teachers explicitly state how they can make use of the knowledge they acquire from those INSETs in their own teaching situations through giving real examples from their classrooms and also explain why they have difficulty in putting the theory they learn in INSETs into action with reasons for these impractical teaching situations.

3.4. Data Collection Procedures

Questionnaires are conducted to 150 EFL teachers and 50 school administrators working at different state schools in Adana and who are selected via convenient random sampling.

3.5. Data Analysis Procedures

The data collected from the questionnaires filled out by EFL teachers and schools administrators are processed in the software program Statistical Package for Social Science (SPSS) 17.0. The responses of the participants are analyzed through descriptive statistics including frequencies (f) and percentages (%).

As for the data analysis of the interviews, the researcher held informal sessions with the teachers and then transcribed them. On the basis of the purpose of the study, transcriptions were analyzed and the main reasons mentioned by the teachers as to why and how they can implement the knowledge and skills they learn from INSETs in their

own classrooms were classified. Relevant extracts were inserted in the study (see Chapter 4, p.73).

CHAPTER 4

RESULTS

4.1. Introduction

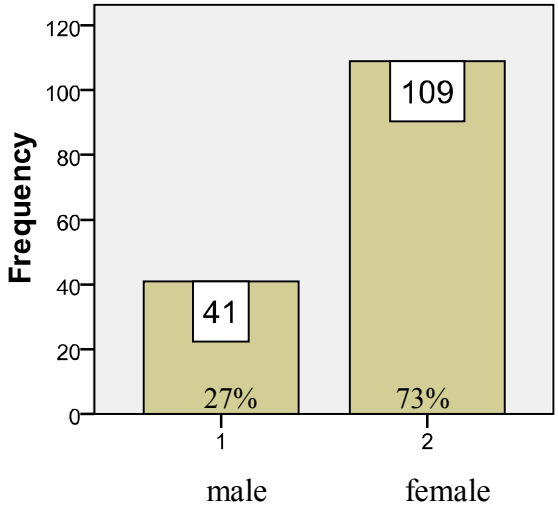
In this chapter, data gathered from two questionnaires administered to EFL teachers and school administrators are presented. Both questionnaires are comprised of two sections: First section includes demographic information and second section is about the conceptualisation of INSETs conducted by MONE. Demographic information of two participant groups, teachers and school administrators, are given via frequency bar charts. The statistical analyses based on the data driven from the questionnaires on conceptualisation of INSETs are presented as frequency tables. Relevant examples from interviews are also used to support findings and results.

4.2. Teachers' and Administrators' Demographic Information

Questionnaire on teachers' conceptualisation of INSET programs includes two section, the first of which is demographic information. This section elicits personal information of the teachers participating in this study. Totally 150 EFL teachers working in the state schools of Adana participated in the present study. These teachers were asked 6 items about their demographic information.

Questionnaire on school administrators' conceptualisation of INSET programs are comprised of two sections including questions on demographic information and questions on the evaluation of INSET activities. The first section inquires about the personal information of the school administrators participating in this study. Totally 50 administrators working in the state schools of Adana participated in the present study. The participating administrators were asked 6 items about their personal information.

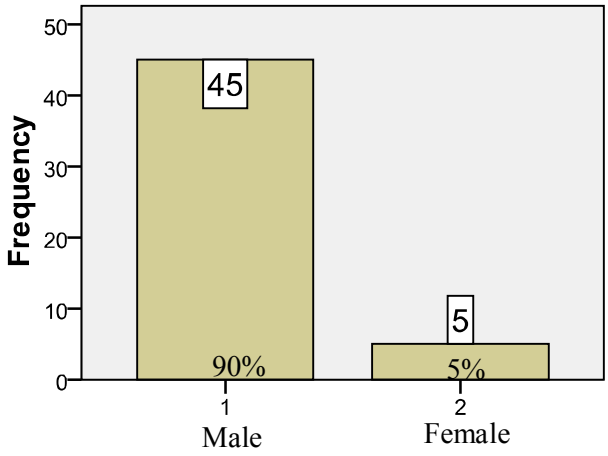
The following two charts display genders of teachers and school administrators.



N:150

Bar Chart 1. Gender of the teachers

As the chart 1 presents, while 73% of the participants are female, only 23% is male. This percentage represents that females are likely to prefer EFL teaching for their undergradute education more than any other subject area.

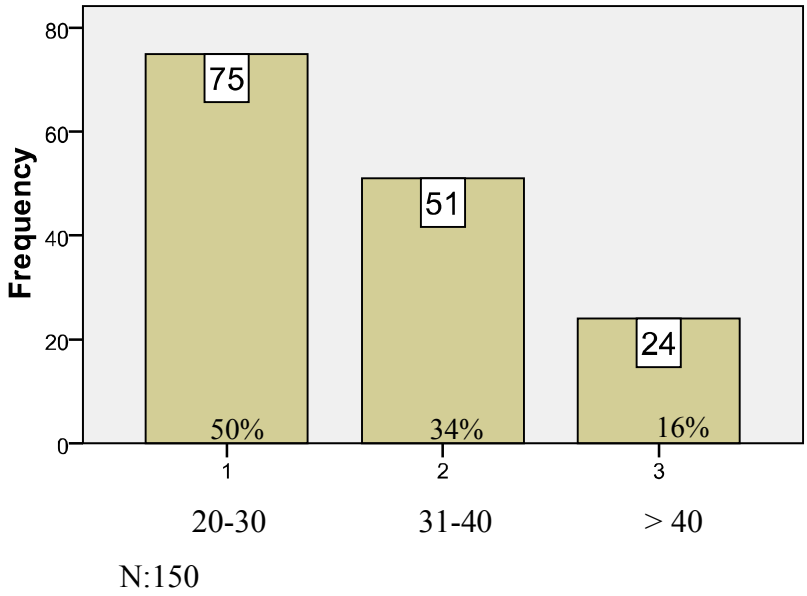


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Bar Chart 2. Gender of the administrators

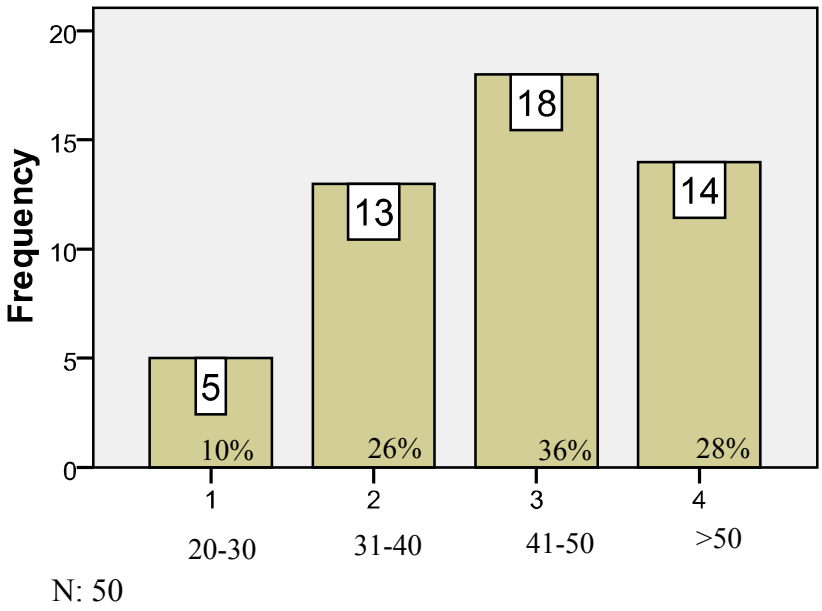
As drawn from the chart above, a great majority (90%) of the administrator participants are male with the minor exception of 5% female administrators.

Bar Charts 3 and 4 show the age range of both participants respectively.



Bar Chart 3. Age of the teachers

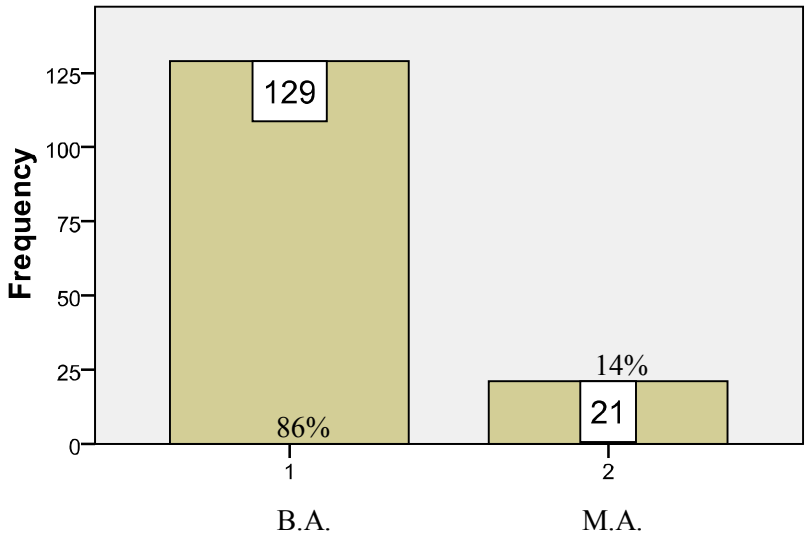
As it is presented in Chart 3, half of the participant teachers are at the ages ranging from 20 to 30 (50%). Other half is distributed into two groups: the age range of the first group is 31-40 with 34%, and 16% of teachers are over 40. This shows that half of EFL teachers are very young people who have recently graduated from university with rather updated and refreshed knowledge.



Bar Chart 4. Age of the administrators

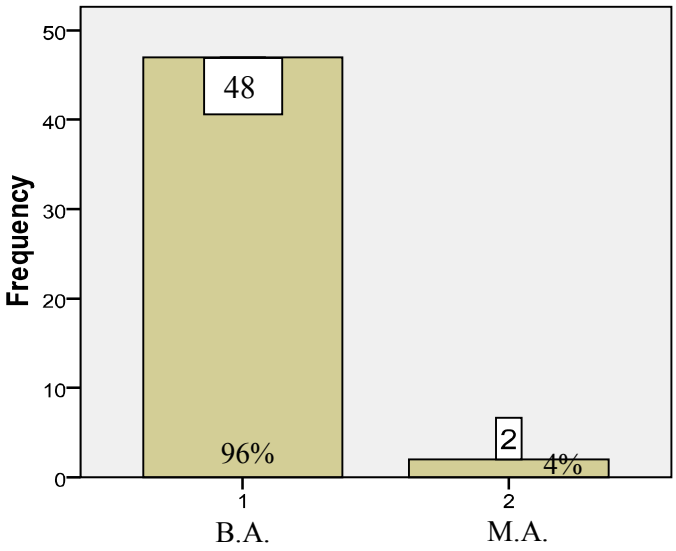
As is seen in chart 4, a majority of the administrators are above the age of 40 (36% of administrators have the age range between 41 and 50; 28% of them are at the ages above 50). Unlike that of EFL teachers, the age range of the most school administrators starts from 40 (36% 41-40; 28% above 50; in total 64%). It is clear that administrators are relatively older than EFL teachers. 13 participants in this study are between the age of 31 and 40 (26%). And only 5 of all the participants are 30 years old or younger than 30 (10%).

The following two charts represent the educational qualifications of both participants respectively.



Bar Chart 5. Educational qualification of the teachers

Out of 150, 129 participating teachers hold a B.A. degree (86%) while 21 teachers are graduates of M.A. (14%).

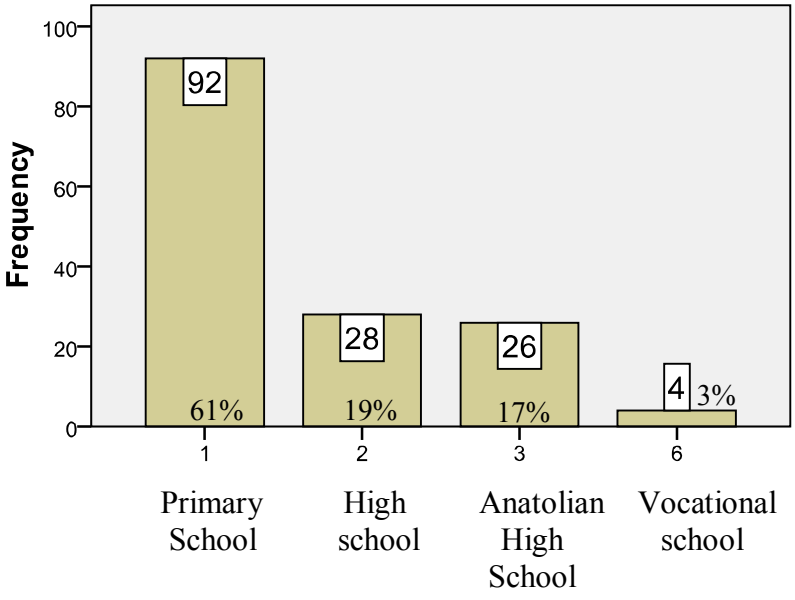


N: 50

Bar Chart 6. Educational qualification of the administrators

It is seen that almost all of the administrators (96%) have graduated from a four-year faculty of a university. Only 2 of the total participants (4%) hold an M.A. degree which is rather a lower ratio compared to that of teacher participants who are graduates of an M.A. program (14%).

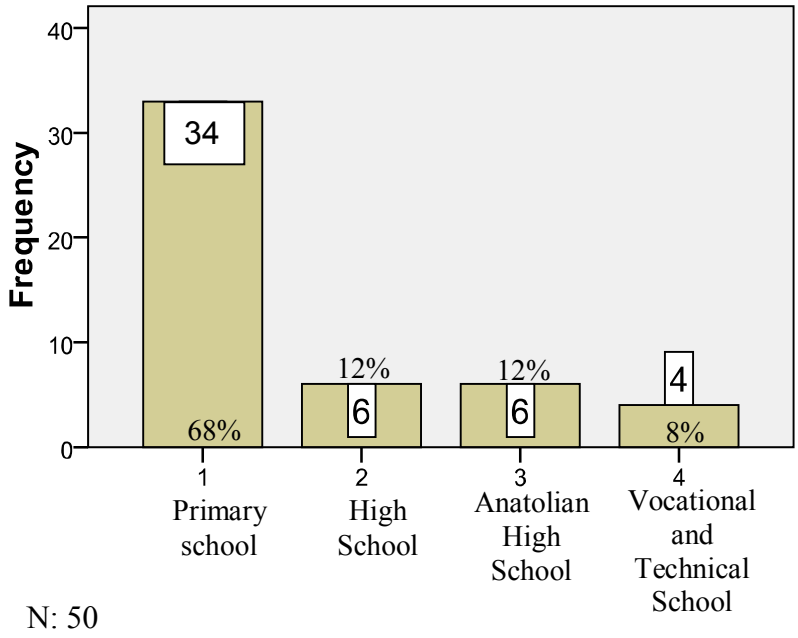
Two bar charts below demonstrate the types of schools where participating teachers and administrators work.



N:150

Bar Chart 7. Schools of the teachers

Most of the participant teachers work at primary schools in Adana with 61%, while 39% of them in total, work at different types of lyceums (19% in state high schools, 17% in anatolian high schools, and 4% in vocational high schools). In Turkey, students are eligible to enroll in anatolian high schools after getting a high score in a 3-step-examination (SBS) administered by MONE at the last three subsequent years of primary education. As well as students, teachers, to work at both anatolian high schools and vocational schools, are also subject to a teacher election examination conducted by MONE again. This exam is comprised of questions about Turkish language, Turkish history, pedagogical knowledge and subject matter knowledge. Therefore, teachers who are willing to work at these schools have to renew and reinforce their professional know-how.



Bar Chart 8. Schools of the administrators

Bar Chart 8 presents that over the half of the participants work at primary schools as administrators (68%). The numbers of the participants working at High schools and Anatolian high schools are equal (6). The rest of the participants (4 administrators) work at Vocational and Technical schools.

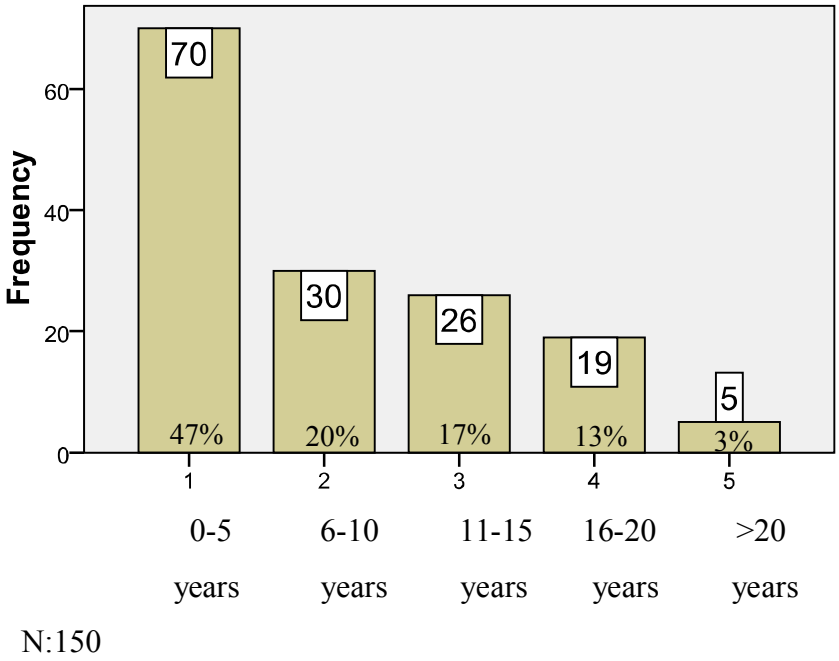
The following table reports the grades that participating teachers teach.

Table 5. Grades taught by the teachers

Grades taught	Frequency	Percentage
4th ,5th, 6th, 7th and 8th grades (primary education)	92	61%
9th, 10th, 11th and 12th grades (secondary education)	58	39%
Total	150	100%

As is seen from Table 5, 61% of the participants teach grades in primary education whereas other participants (39%) teach English to the students in secondary education, that is in high schools, anatolian high schools and vocational high schools.

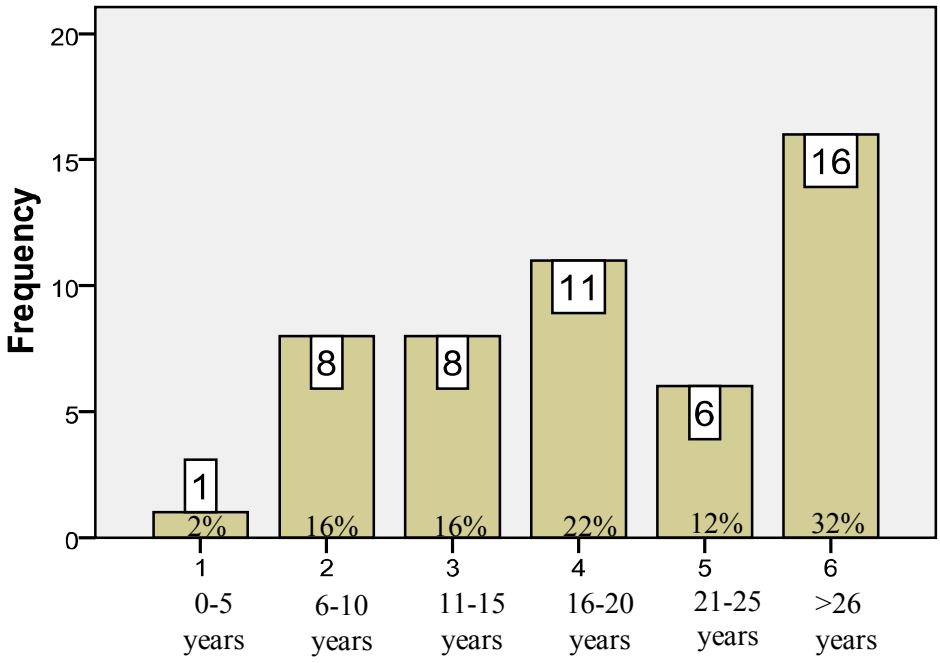
When we ask teachers and administrators about their experiences in the job, they gave the following information on Chart 9 and 10.



Bar Chart 9. Experiences of the teacher participants

As seen in the chart above, 70 participants are novice teachers (47%). 30 teachers have been teaching English between 6 to 10 years (20%) , whereas 26 teachers have a teaching experience of 11 to 15 years (17%). Out of 150, 19 teachers have been in the profession between 16 to 20 years (13%). And only 5 teachers have experience of more than 20 years (3%). These ratios represent that nearly half of the teachers on the

job (47%) are novice teachers who might not need much training for updating their subject matter knowledge and who, at the same time, might need further training in putting this knowledge into practice in real teaching circumstances.

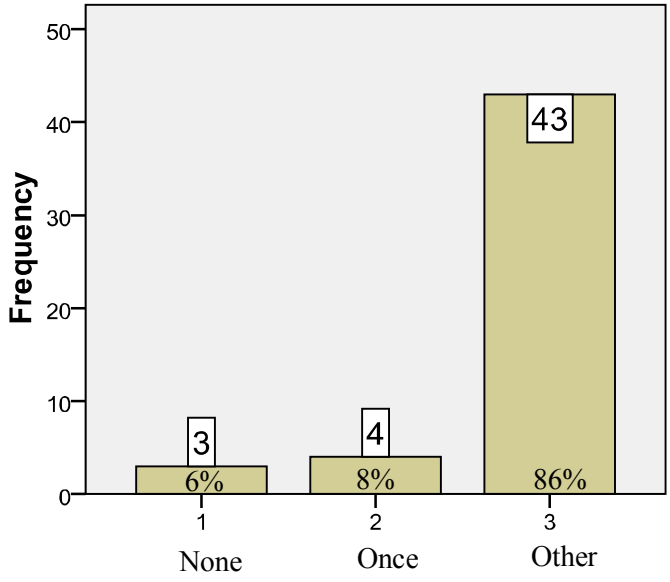


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Bar Chart 10. Experience of administrators

The chart clearly displays that 66% of the administrators have more than 15 years of experience (with 22% of administrators have experience between 16 and 20 years; 12% of them have experience ranging from 21 to 25, and 32% of them have more than 26 years of experience). When these percentages are compared to those of teachers, a majority of EFL teachers might be considered as novices in the job, in terms of their teaching experiences as well as their ages. However, teachers are assigned as administrators to schools when they gain sufficient experience in the job.

As the last item in Administrators' Questionnaire, they were asked about their experience in INSETs.



N: 50

Bar Chart 11. INSET Experience of the administrators

As seen from the chart above, a great majority of the participants (totally 94%) responded that they attended at least one INSET activity during their academic career (8% attended to an INSET once and 86% attended more than once). And only 3 administrators do not have a training experience (6%).

4.3. Findings from Teachers' Conceptualisation of INSET

In the second section of the questionnaire, 150 EFL teachers were asked 12 items as regards how they conceptualise the INSET programs designed by MONE. The data drawn from the responses to 12 items are displayed via tables as frequency and percentages. The following table indicates whether participant teachers have attended an INSET program before.

Table 6. Teachers' INSET experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	107	71,3	71,3	71,3
	NO	43	28,7	28,7	100,0
	Total	150	100,0	100,0	

As the table shows, 107 teachers have attended at least one INSET program during their teaching careers (71%). However, 43 teachers do not have any experience about such a training at all (29%). These percentages clearly state that EFL teachers are eager to participate in in-service training. It should be noted that nealy half of these participants have less than 6 years of teaching experience (47% have teaching experience between 0-5 years) which shows that novice teachers tend to take training regardless of their rather new knowledge on subject matter.

Again there is a clear-cut difference between the ratios of the responses given to the same item both in the Teachers' and Administrators' questionnaires. 71% of EFL teachers have participated in an INSET activity whereas 94% of school administrators have taken an INSET. In administrators' INSET experience chart, 6% of them have not taken an INSET before. This percentage increases to 29% in Teachers' questionnaire where one-third of the whole participants (43 participants out of 150) haven't attended any INSET activity yet.

Table 7 below represents why teachers participate in INSET programs.

Table 7. Teachers' reasons for taking INSETs

	Frequency	Percent
Certification/employment	8	7.5%
Salary increase	0	0.0%
Degree	2	1.9%
Knowledge	43	40.1%
Compulsory	54	50.5%
Total	107	100.0%

107 teachers who have attended an INSET at least once during their academic career were furtherly asked to tell the reasons behind their attendance to training programs. More than half of the teachers attend an INSET program as it is compulsory (50.5%). Less than half of teachers take training with the aim of improving their professional knowledge (40%). Only 7.5% of teachers prefer these programs as they get certifications at the end of these training activities. Only 2 teachers want to participate in training to get a degree (2%). Increase in salary has not been a reason chosen by

teachers to attend any INSET programs. As drawn from this table, EFL teachers would rather take in-service training only when they are obliged to participate. Except for improving their knowledge, teachers are uneager to attend training programs for other reasons: certification, employment, salary increase and degree (60% in total).

The following table introduces the results of why some teachers choose not to attend any INSET programs.

Table 8. Teachers' reasons for not taking INSETs

	Frequency	Percent
Not teaching at the time	8	18.6%
Time consuming	3	7.0%
Having all the credits for advanced certification	0	0.0%
Inconvenient location	13	30.3%
Inconvenient time schedule of courses	7	16.3%
Information not very useful	3	7.0%
Teaching competency of the instructors in courses	2	4.6%
Courses do not count for an advanced degree	3	7.0%
Irrelevant to me	2	4.6%
I am not allowed to attend the program I applied for	2	4.6%
Total	43	100.0%

Out of 150 participant teachers, only 43 have not attended any INSET program before, therefore these 43 EFL teachers were asked why they have not participated in any training during their teaching career. As seen from Table 8, a majority of the teachers stated that they haven't attended an INSET because of inconvenient location (30%). They added that they were willing to participate but the location of the institution hosting the training (especially when it is held in another city) was too far to attend the program. 8 EFL teachers also indicated that they were willing to take training, however, they couldn't attend as they were not assigned to the job at that time (19%). 16% answered that time of the training program was inconvenient for them. Other responses can be summerized as follows: 3% believe that the training programs are time consuming, while another 3% state that the information presented in the trainings is not very useful. Some (3%) respond that INSET programs do not account for an advanced degree, whereas 2% of the teachers believe that the teaching competency of the instructors in the INSETs is not sufficient. Another 2% indicate that the subjects

chosen for the training programs are irrevelant and far from meeting their needs. Finally, although 2% of the participants have applied for an INSET program, they were not admitted to the program they selected. Teachers, eager to attend any training program, follows such a procedure: they fill out an application form through official website of the INSET Department and then they take an admission letter from the department. Teachers to attend the program are selected according to some criteria such as their subject area, location of their school, type of school they work (primary school, high school, vocational and technical high school, and so on). When there is a training program on computer programming, for instance, information technology teachers are given priority in the selection of the candidates. Sometimes specific training courses are held for specific school types, for example, teachers working in vocational and technical high schools are priorly selected among the applicants for an INSET program related to the employment of the graduates of vocational schools.

Table below shows the responses as to whether the INSET programs organized by MONE are evaluated by its participants.

Table 9. Evaluation of the INSETs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	34	32,0	32,0	32,0
	NO	73	68,0	68,0	100,0
	Total	107	100,0	100,0	

107 participant teachers who have taken an INSET were asked if any evaluation is made by themselves when the INSET program is over to find out whether the program objectives are achieved. A majority, 68%, said that they are not asked to evaluate the program they have attended while only 32% stated that they are asked to fill out an evaluation sheet at the end of the training program by the In-service Training Institute hosting the training (see Appendix for this evaluation sheet). The clear-cut difference between the ratios of two responses indicates that studies on editing and renewing the INSET programs according to the results of evaluation sheets are still insufficient for the prospect of future training activities.

Table 10 below represents data on teachers' responses to five questionnaire items regarding how they conceptualize the training activities held by MONE.

Table 10. Teachers' views about the conceptualisation of INSETs

Item	Teachers' views	Always		Sometimes		Rarely		Never	
		F	%	f	%	f	%	f	%
5	I take a needs analysis before an INSET program is organized	10	7	15	10	35	23	90	60
6	I think, the INSET programs meet those needs of the participants	30	20	35	23	25	17	60	40
7	I can implement what I acquire from INSET programs in my own classroom	12	8	65	43	64	43	9	6
8	INSET programs focus on the subjects teachers regard as important	60	40	19	13	21	14	50	33
9	INSET helps overcome the problems I encounter on the job	32	21	25	17	42	28	51	34

N: 150

Item 5 in the questionnaire asks teachers if they take a needs analysis before an INSET program is organized. A large majority (60%) claim that they have never taken a needs analysis, while 23% responded they rarely take such an analysis before INSETs. Only 7% gave a positive answer. As for item 6, 40% of the teachers think that INSET programs never meet the needs of the participants. The responses given by the rest of teachers (60%) are distributed in similar ratios among three options (17% for "rarely", 23% for " sometimes", and 20% for "always"). These findings indicate that In-service Training Department and MONE do not take the needs and wishes of teachers into consideration while planning and designing an INSET activity.

When it comes to the implementation of what teachers acquire from INSETs in their own classrooms, it is seen that they mostly experience difficulty in practice of teaching. There is an equality in percentages in responses to the scales "sometimes" and "rarely" with 43%. Those teachers state that they have difficulty in implementing what they acquire from INSET programs in their own classrooms. Only 8% of the teachers claim they always apply the theory they learn from INSETs in their own classrooms. And 6% claim that they never practise the knowledge they gathered during the trainings in real teaching and learning situations.

One of the research questions this study seeks to find an answer is whether EFL teachers are able to implement the knowledge they get from in-service training in their classroom. With regard to support the result gathered from the teachers' questionnaire, 20 EFL teachers were also interviewed. In the following section, some parts of the interviews are excerpted in relation to the implementation of this knowledge in real classroom environment:

E: Are you able to implement what you acquire from INSETs in your own classroom?

Interviewee: I'm not able to implement the knowledge I get from INSETs. The first reason is that the classes are over-crowded. Language classes should be 20 or less than 20. Another reason is the written exams and SBS. Children want to learn something if it is asked in the exam paper. And I can't apply speaking activities enough because I have to focus on grammatical structures as SBS is a grammar-based exam.

(Excerpt 1)

I: Teaching English to a large class has certain disadvantages over a small class. There are 45 students in each class in our school. When I try to carry out an activity, students can distract each other's attention easily and management problems arise. Also, I have to spend more time on checking students' works, performances in the class.

(Excerpt 2)

I: I can't carry out the activities I learn from INSETs in my class. Because the curriculum hinders me in terms of both time and subjects. We don't have enough time to do activities suggested in these INSETs since the classes are over-populated. And the curriculum consists of too many grammar-based subjects rather than subjects highlighting other skills. So, we have to cover all these structures until the end of the term before SBS approaches. Unfortunately, many parents and school directors believe that you are a good teacher only if the students in your class have a high score in SBS.

(Excerpt 3)

What is inferred from these three excerpts above is that teachers considers over-crowded classrooms as the first reason preventing themselves from carrying out the activities in INSETs. The second reason for them is that the curriculum is SBS (the entrance exam for high schools) oriented. SBS is a multiple choice exam measuring

only grammar and vocabulary knowledge of the students, and teachers claim that they are supposed to prepare students for this examination. Therefore, activities focusing on other skills are considered as time-consuming and they cause classroom management problems. They also add that their success as teachers are assessed according to the scores their students get from SBS at the end of the year.

While some teachers are rather pessimistic about the transfer of activities in INSETs into their classes, some of them claim that they sometimes take advantage of what they acquire from training in their own classrooms. The following excerpts are an example of this statement:

I: I have been teaching English for 20 years. I sometimes practise the knowledge that I acquired from INSET. Because there are 50 students in each class. While doing some activities, there is a lot of noise and at the end of the activity, I'm not able to reach the desired result. For example, drama activities…I have groups of 6-7 students and I give each group a story. And by using the role cards they write the dialogues of the story on their own. Throughout a few lessons, we study on the dialogues of the story, they prepare dialogues and I help them with their writing. Then, each group performs the play with their costumes. This activity causes a lot noise especially during the dialogue completion part in the classroom. Their attention is often distracted from the main goal especially while they're composing the dialogues using role cards. This can lead a difficulty in maintaining the discipline in the class which is sometimes regarded unpleasantly by school administration.

(Excerpt 4)

I: EFL teachers learn many new techniques and activities to use in the classrooms from INSET programs. However, they are all about similar basic subjects such as teaching vocabulary (colours, adjectives, adverbs…etc.), talking about abilities (can/can't), talking about possessions (have got/has got), weather conditions…etc. I make use of the activities I learn from INSET while teaching these kinds of subjects, but I want to learn how I can teach more complex structures for adult classes using new and different activities such as teaching tenses like present perfect tense, simple past tense, If clauses, when-while…etc.

(Excerpt 5)

I: I make use of the things I get from INSET programs in classroom such as playing word games, doing art and craft activities (masks, pictures..etc.), using chants and songs. Students especially, young learners love listening and singing songs. However, our school has lack of visual and auditory aids. We have got a CD player and computer just in laboratory, I can take CD player to my classes if noone else will use it, but it is generally a big problem to take each class to the lab to use computer or OHP since other teachers may want to use it for the same hour, as well. When there is a hindrance like this, I have to skip that activity and go on with the others as I need to catch up with the schedule.

(Excerpt 6)

The excerpts above clearly indicate that teachers want to implement the things they learn in training and they are practising them in their class to some extent, in fact. However, they state that they have problems about class size, management of a large class during the activity, availability of the materials, pressure of the administrators and catching up to curriculum.

Some interviewees, on the other hand, claim that they benefit a lot from INSETs in their own classrooms. They are really enthusiastic about finding out new ideas about language teaching. The following excerpts underline this enthusiastism of some teachers:

I: Yes, I can implement the things I have taken as INSET with pleasure. I have taken so many INSETs so far. The last one was SWAP for example. I have taken it from Oxford&Robert College. It was a one-month seminar. The first two days were face to face and quite intensive like between 9.00 and 17.00. The rest was online. It was the best and most effective training I'd ever had. I took lessons from four different lecturers who were all native speakers and work at Robert College. And each lecturer's expertise was different like literature, musical lessons, writing , speaking etc. In this INSET, I have learnt how classes are made more enjoyable, more fun, and how a shy student is taken into the activity and is become an English lesson addict etc. I implemented each activity that I learnt in that INSET sometimes directly and sometimes by altering something and after each implementation I reported it to my lecturers and my

colleagues who got the same education with me and got their comment.So it was like a forum. Thanks to this INSET I learnt brandnew and cool activities, my students love these activities and even the most silent and passive student participates into the activities with pleasure.

(Excerpt 7)

I: I got an INSET program in 2000 in Erzincan. All English teachers in the city participated in this program from 8 a.m. to 4 p.m. during a week. Instructors were from Hacettepe University. They were great trainers, they shared their experiences with us and presented many new activities, we performed these activities all together during the program. That was a great experience for me. For different graders, I all try to do my best to practise the same activities I learned in my own classes and making small adaptations for different grades, I got the result I wanted.

(Excerpt 8)

I: When I have graduated from the university, I believe that I am all equipped with the necessary skills and knowledge I need in teaching, thus, I am ready to teach any class at any grade. However, I realized that the education I got from university is not enough on its own. With the help of INSETs, I learn different techniques, methods, games and I share experiences and new ideas about teaching English. I realize that our students know the grammar patterns but they don't know how to use them. So, I teach them functions, not the rules. Now, I use many games, songs, storytelling and drama in my classes.

(Excerpt 9)

I: I took an INSET about literature circles. And last week I used lit –circles in my classroom .This is one of effective cooperative learning activities. In that activity, I let the students make their own group and make them read their own stories from their reading book and after that they share their ideas and fill in the task sheets. I changed some parts of this activity. First of all I created the groups like this :I wrote the names of the stories on the board and make students guess what the story is about and then draw a baloon near each story and write the names of the students who would like to read the story. I wrote 4 names for each. There were 6 stories so it made 6 groups. This is one of the small adaptations that I made in the activity. Actually there are a lot. If you know

the dynamics of your class, you can do that easily. It depends on how you present the activity as a teacher.

(Excerpt 10)

As for the content of the INSET programs focus on (item 8), 40% of the teachers believe that the themes they regard as important are taken into consideration by INSET Department and hence, the programs focus on these subjects. However, 33% believe that the INSET programs never focus on the subjects they see necessary for them. 19% of the teachers responded as “sometimes” and 21% as “rarely”.

For item 9 in Table 6 above, 34% of the teachers indicate that INSETs never help them overcome the problems they encounter on teaching profession. The percentage of the teachers believing that they rarely make use of INSETs while dealing with a problem related to their job is 28. Teachers stating “always” for this item are 21%. And lastly, 17% claim that they sometimes benefit from taking an INSET in dealing with the problems in school.

Table below presents data on how teachers learn about future INSETs.

Table 11. How teachers are informed of the upcoming INSET programs

	Frequency	Percent
Headmasters	30	20.0%
Colleagues	24	16.0%
Internet	94	62.7%
Other	2	1.3%
Total	150	100.0%

A majority of the teachers (63%) say that they are informed of the upcoming INSET programs via the internet. 20% of them learn about the new INSETs through their headmasters at school, while some teachers (16%) learn from their colleagues. Only 2 participant teachers marked the option “other” in the questionnaire, and they stated that they learn via the official journals posted to schools.

The following table presents whether teachers are eager to attend the upcoming INSET activities.

Table 12. Teachers' views about attending the future INSETs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	139	92,7	92,7	92,7
	NO	11	7,3	7,3	100,0
	Total	150	100,0	100,0	

As is seen from Table 12, nearly all of the participating teachers (93%) are eager to attend the future INSET activities while 7% of the teachers would not like to participate in an INSET activity. Related to this item, the following table shows the subjects EFL teachers wish to have training on.

Table 13. Teachers' views about the programs they want to attend

The programs teachers want to attend	**F**	**%**
Foreign Language Teaching Methods	6	4
Evaluation and Development of Course Materials	10	7
Curriculum Development and Evaluation	4	3
Education Programs Abroad	30	20
Using Drama İn Foreign Language Teaching	20	13
Computer-based Language Teaching	45	30
Speaking	25	17
Listening	5	3
Grammar	2	1
Writing	3	2

As presented in the table above, EFL teachers want to attend computer-based language teaching programs with a percentage of 30. It shows that they want to keep abreast of current developments in their field. The second highest option for teachers has been education programs abroad (20%) and they want to be supported by MONE to go abroad for their professional development. Another 17% believe that they need further training on speaking English fluently in the classroom. This indicates that speaking is seen to be the most important skill to improve in their professional advancement. Using drama in language teaching is at the fourth rank among the subjects

teachers want to attend (13%). Other subjects they feel they need training are Evaluation and Development of Course Materials (7%), Foreign Language Teaching Methods (4%), Listening (3%), Writing (2%) and lastly Grammar (1%).

When compared to the needs analysis conducted by Educational Research and Development Department (EARGED) in 2004, these findings seem to be similar in terms of the subjects EFL teachers need training. In 2004, EARGED asked 855 EFL teachers and out of 855 responses, computer-based language teaching takes the first rank among the subjects teachers are most likely to take INSET (30.9%). The current study also finds out that teaching language using computer technology is the first subject teachers need in-service training (30%). Another similarity is that improving the speaking skill is the second important subject for EFL teachers in both studies (26.2% in the study of EARGED; 17% for speaking and 20% for education programs abroad in the present study).

4.4. Findings from School Administrators' Conceptualisation of INSETs

In the second section of the administrators' questionnaire, 50 school administrators were asked 20 items as regards how they conceptualise the INSET programs designed by MONE. All the items in this section are 5 point Likert scale with the following options: "Strongly disagree", "Disagree", "Undecided", "Agree " and "Strongly agree". The data gathered from the responses to these 20 items are demonstrated via tables as frequency and percentages. The following table indicates the responses given to the first item: "There are continuous studies to identify the INSET needs of the teachers"

Table 14. There are continuous studies to identify the INSET needs of the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	22,0	22,0	22,0
	Disagree	8	16,0	16,0	38,0
	Undecided	22	44,0	44,0	82,0
	Agree	6	12,0	12,0	94,0
	Strongly agree	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

As the table above suggests, about half of the administrators (22 out of 50 participants; 44%) neither agree nor disagree that studies relevant to identifying teachers' needs are continuously conducted by MONE. The second majority of the participant administrators (22%) strongly disagree with the same statement. 16% of the participants marked "disagree" option while 12% of them responded as "agree". Only 3 administrators strongly agree that constant studies are carried out to determine teachers' training needs.

Table 15 below displays the responses given to the items that deal with different ways of determining teachers' training needs.

Table 15. Administrators' views about different means of needs assessment

Item	Ways of collecting data to determine teachers' needs	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree	
		F	%	f	%	f	%	F	%	f	%
2	Teachers are given a questionnaire in order to identify their INSET needs	21	42,0	13	26,0	10	20,0	5	10,0	1	2,0
3	Teachers are interviewed in order to identify their INSET needs	23	46,0	15	30,0	5	10,0	7	14,0	0	0,0
4	Teachers are observed on the job in order to identify their INSET needs	21	42,0	17	34,0	5	10,0	7	14,0	0	0,0
5	Lesson evaluation forms filled in by the students are used to determine the teachers' INSET needs	28	56,0	11	22,0	5	10,0	4	8,0	2	4,0
6	Research reports prepared by general directorates and departments are used to determine the teachers' INSET needs	10	20,0	16	32,0	14	28,0	8	16,0	2	4,0
7	Administrators' views about INSETs are used to determine teachers' INSET needs	7	14,0	15	30,0	20	40,0	6	12,0	2	4,0

N: 50

As Item 2 presents, a considerable number of the participating administrators don't accept that teachers are administered a questionnaire so as to identify their training needs (42% strongly disagree and 26% disagree). The percentage of the "undecided" responses is 20. 10% of the administrators agree that a needs analysis questionnaire is given to the teachers to estimate the subjects they need training, whereas only one participant asserts that teachers fill in a questionnaire. These results clearly show that MONE doesn't tend to administer a questionnaire to the teachers with the purpose of finding out the subjects they need training most.

As seen in item 3, nearly half of the administrators (46%) strongly believe that interviewing is not a way used by MONE and INSET Department in order to determine training needs. In addition to this percentage, 30% responded that they disagree that teachers' INSET needs are identified via interviews. 14% of the administrators gave the answer "agree" to the same item, while the rest of the participants (10%) are uncertain that teachers are interviewed with the purpose of finding out their training needs.

Item 4 in the questionnaire asks if teachers are observed in order to find out their training needs. A large majority of the participating administrators (42% strongly disagree and 34% disagree) claim that observation is not a method to determine training needs of the teachers. 7 out of 50 administrators stated that teachers are observed in their classroom to find out the subjects they need further training whereas 5 administrators gave the response "undecided". None of the administrators strongly agree that teachers are observed on the job so as to design INSETs according to their needs.

Item 5 asks what administrators think of the role of students in finding out teachers' training needs. More than half of the administrators (56% strongly disagree and 22% disagree) claim that students have no role in determining the training needs of teachers, while 12% of the rest of the participating administrators (8% of the participants "agree" and 4% of them "strongly agree") support the item saying that lesson evaluation forms are given to the students and the result of these evaluation forms establishes teachers' training needs.

General directorates and departments affiliated to the central unit, MONE conduct some studies to reflect on how teaching and learning processes are going on in classrooms once a few years. Thus, administrators were asked if the results of these studies play any role in needs analysis of teachers. More than half of the administrators (20% strongly disagree and 32% disagree) claim that these studies do not have any role in determination of training needs. And 28% of them do not hold a strong belief as to whether these researches are used to establish the subjects teachers are in need of further training, whereas 10 administrators (8 agree and 2 strongly agree) believe that research reports delivered by directorates and departments are utilized when INSET programs are designed.

Item 7 asks administrators if their own views about teacher training are taken into consideration in determining teachers' needs. 40% of the administrators are not sure that their views about teachers' training needs are taken into account when a needs analysis is done. 44% of the participants (14% strongly disagree and 30% disagree) do not accept that INSET needs are established after they have expressed their opinions about the training needs of their staff. 16% of the rest of participants (12% of the

participants “agree” and 4% of them “strongly agree”) support that they have a word in establishing the subjects teachers need further training.

The table below introduces how administrators conceptualize INSETs in terms of their problem-solving aspect.

Table 16. INSET helps overcome the problems I encounter on the job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	10,0	10,0	10,0
	Disagree	10	20,0	20,0	30,0
	Undecided	25	50,0	50,0	80,0
	Agree	6	12,0	12,0	92,0
	Strongly agree	4	8,0	8,0	100,0
	Total	50	100,0	100,0	

Participating administrators were asked their opinions as to whether INSETs help them solve the problems related to their job. Half of the participants (50%) are uncertain about the effect of INSETs on solving the problems they encounter at work. The percentage of the administrators who have a negative belief about the problem-solving aspect of INSETs is 30, 10% of the whose state that training doesn’t help solve their professional problems at all. On the contrary, 20% (12% “agree” and 8% “strongly agree”) think that INSETs provide themselves with the required skills to overcome the problems they face at work.

For the same questionnaire item, 51 out of 150 EFL teachers (34%) responded that INSETs “never” help overcome the problems they encounter in teaching. An additional 28% believe that training “rarely” provides the skills they need to solve the problems on the job.

Table 17 demonstrates the responses given to the item 9 in the questionnaire.

Table 17. INSET programs focus on the subjects teachers regard as important

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0	0	0
	Disagree	15	30,0	30,0	30,0
	Undecided	16	32,0	32,0	62,0
	Agree	17	34,0	34,0	96,0
	Strongly agree	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

As the table above suggests, the ratios are similarly distributed among three options: 30% of the administrators disagree; 32% of them are undecided and 34% of them agree to this view. And only 2 participant administrators strongly claim that INSETs are planned in accordance with the subjects teachers see as important.

In the Table 18 below, administrators were asked if teachers who are in need of urgent training are given any priority in the selection of candidate participants.

Table 18. Those who mostly need training have priority in attending the INSETs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	22,0	22,0	22,0
	Disagree	21	42,0	42,0	64,0
	Undecided	14	28,0	28,0	92,0
	Agree	4	8,0	8,0	100,0
	Strongly agree	0	0,0	0,0	0,0
	Total	50	100,0	100,0	

As the table presents, 42% of the participants disagree that teachers having need of an urgent training precede other training candidates during the application process to an INSET program addition to 22% of administrators who strongly disagree that any priority is given to those teachers. On the other hand, 28% of administrators claim that they are uncertain if any priority is given to the teachers with urgent training need.

The following table indicates if the studies that arouse the self-awareness in teachers are carried out by the department of INSET.

Table 19. Studies are conducted to arouse the awareness in teachers in terms of their training needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	22,0	22,0	22,0
	Disagree	5	10,0	10,0	32,0
	Undecided	24	48,0	48,0	80,0
	Agree	8	16,0	16,0	96,0
	Strongly agree	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

Nearly half of the participants (48%) neither agree nor disagree that Department of INSET conducts studies aiming to enhance the self-awareness in teachers. However, 22% of the school administrators believe that no studies are implemented in this respect, while 16% of the administrators "agree" to the same statement. 2 out of 50 school administrators strongly agree that there are studies to stipulate the self-awareness in teachers so that they can clearly see the subjects, methods or techniques they need training.

Table 20 introduces information on administrators' preferences for the timing of INSET programs.

Table 20. I'd rather INSET programs are held at the weekends or during the vocational seminars

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2,0	2,0	2,0
	Disagree	5	10,0	10,0	12,0
	Undecided	1	2,0	2,0	14,0
	Agree	24	48,0	48,0	62,0
	Strongly agree	19	38,0	38,0	100,0
	Total	50	100,0	100,0	

As seen from the Table above, a great majority of the administrators (totally 86%; 48% of the administrators "agree" and 38% of them "strongly agree") claim that INSET programs be held at the weekends or during the vocational seminars when the teachers come to school only to evaluate the past academic year and to prepare assessment reports. They add that INSET activities that are arranged within the school periods impede the work discipline of the participant teachers as well as the time plan of the curriculum. 10% of the administrators do not object to the arrangement that stipulates INSET activities to take place within the academic year.

The table below reports the school administrators' views on the effects of INSETs over the institutional work.

Table 21. INSET programs impede the ongoing institutional work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	8,0	8,0	8,0
	Disagree	26	52,0	52,0	60,0
	Undecided	6	12,0	12,0	72,0
	Agree	9	18,0	18,0	90,0
	Strongly agree	5	10,0	10,0	100,0
	Total	50	100,0	100,0	

More than half the administrator participants (52%) do not think that INSET activities impair the institutional work at school. They think that INSETs during the school period may hinder the work teacher have to conduct at school unlike 18% of the administrators, who believe that participant teachers are likely to delay the work they have to do at school. Additionally, they believe that teachers who have attended an INSET within school time tend to have difficulty in catching up with the curriculum. 12% of the school administrators are "unsure", whereas 10% of the participating administrators strongly hold the belief that studies and duties teachers are supposed to do are likely to be delayed when teachers participate an INSET within school period especially when the training lasts rather long.

Table 22 displays frequencies and percentages of the responses given to the item inquiring how school administrators regard INSETs as a means of lifelong learning.

Table 22. It's a requirement for teachers to maintain lifelong learning through INSETs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	6,0	6,0	6,0
	Disagree	2	4,0	4,0	10,0
	Undecided	11	22,0	22,0	32,0
	Agree	14	28,0	28,0	60,0
	Strongly agree	20	40,0	40,0	100,0
	Total	50	100,0	100,0	

As the Table 22 above displays, 68% of the administrators (40% of the administrators "strongly agree" and 28% of them "agree") claim that INSET is a requirement for teachers to maintain a lifelong learning, while 22% of the administrators are uncertain if teachers need to attend INSETs as a means of lifelong learning. The rest of the participants (totally 10%; 6% of the administrators "strongly disagree" and 4% of them "disagree") assert that it is not always a requirement for teachers to maintain a lifelong learning through INSETs.

The table 23 below represents the opinions of the administrators as to whether participants are involved in decisions regarding their own training.

Table 23. Participants have a word about the decisions related to their own in-service training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	8	16,0	16,0	16,0
	Disagree	20	40,0	40,0	56,0
	Undecided	17	34,0	34,0	90,0
	Agree	2	4,0	4,0	94,0
	Strongly agree	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

A majority of administrators stated they “disagree” that participants are involved in the decision-making process in terms of their own in-service training (40%). 34% of the administrators are neutral about the opinion that instructors or administrators of INSETs refer to the participants when they are to give a decision about their training. Nonetheless, 16% of the administrators say that participants are ignored during this decision-making process.

Table 24 exhibits the administrators’ responses about the applicability and usefulness of the information, methods or techniques presented in the INSETs into the real classroom atmosphere.

Table 24. The new information, skills and attitudes in the INSET programs I have attended are presented in the way I can implement in my profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	12,0	12,0	12,0
	Disagree	12	24,0	24,0	36,0
	Undecided	19	38,0	38,0	74,0
	Agree	11	22,0	22,0	96,0
	Strongly agree	2	4,0	4,0	100,0
	Total	50	100,0	100,0	

To this statement, 26% of the school administrators gave a positive answer stating that the new information, skills and attitudes taught during training can be implemented in the real class environment, whereas 36% of the participants do not agree to this opinion asserting that the skills and knowledge presented in the INSETs can sometimes be contextualized in real teaching atmosphere.

Table 25 displays the responses regarding the competence of the instructors in INSET programs.

Table 25. Instructors in INSET programs are experts in their fields

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	6,0	6,0	6,0
	Disagree	10	20,0	20,0	26,0
	Undecided	29	58,0	58,0	84,0
	Agree	8	16,0	16,0	100,0
	Strongly agree	0	0,0	0,0	0,0
	Total	50	100,0	100,0	

As the Table 25 above suggests, more than half the administrators (58%) responded that they neither agree nor disagree with the idea that instructors in INSET programs are competent in their fields. The second highest score is "disagree" with 20% indicating that instructors are not very well-equipped for their training while 16% of the administrators agree that instructors in INSETs have the required expertise in their fields.

The following table shows the results of the item inquiring the place of INSET in the promotion, degree advancement and rewarding of its participants.

Table 26. The INSET programs teachers have participated are taken into account when they get promotion, degree and reward

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	14,0	14,0	14,0
	Disagree	14	28,0	28,0	42,0
	Undecided	17	34,0	34,0	76,0
	Agree	9	18,0	18,0	94,0
	Strongly agree	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

School administrators were asked about the role of training teachers have in their promotion, degree advancements and rewarding processes. Out of 50, 17 administrators stated that they uncertain about the role of INSETs in the promotion or degree advancement of teachers. However, 28% of the administrators say they

"disagree" to this item claiming that INSETs have no place in promotion or degree advancement of teachers while 18% of the administrators agree that the INSETs teachers have participated are taken into consideration when they get promoted or they deserve a degree or reward.

A similar statement was asked to EFL teachers in this study to understand the possible reasons for attending an INSET activity. Results showed that 8 out of 150 EFL teachers said that they attend an INSET because of "certification or employment", while only 2 of all the participant teachers gave "degree advancement" as a reason to take an INSET. Apparently, "salary increase" or "reward" do not play any role either.

Table 27 below reveals the administrators' views about the performance of the participants after INSETs.

Table 27. The performances of the participants enhance after INSETs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0	0	0
	Disagree	10	20,0	20,0	20,0
	Undecided	16	32,0	32,0	52,0
	Agree	21	42,0	42,0	94,0
	Strongly agree	3	6,0	6,0	100,0
	Total	50	100,0	100,0	

As is inferred from the table, 42% of the administrators agree to this item asserting that teacher participants have shown higher performance after participating an INSET program. The percentage of those who are undecided that teachers' performances are enhanced after training is 32, while 20% of the administrators believe that training does not have a "positive" effect on the performances of its teacher participants.

The following table depicts the answers concerning the evaluation of INSET programs.

Table 28. The participants are asked to make an evaluation about the training after each INSET activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	12,0	12,0	12,0
	Disagree	11	22,0	22,0	34,0
	Undecided	10	20,0	20,0	54,0
	Agree	17	34,0	34,0	88,0
	Strongly agree	6	12,0	12,0	100,0
	Total	50	100,0	100,0	

As Table 28 shows, 34% of the respondents “agree” that participants evaluate the INSET program they attend when the program is over, whereas 22% of the administrators say they disagree to the same item. There is an equality in the percentages of two options: the first 12% of the school administrators claim that participants are not asked to evaluate the INSET program after the program finishes. And the other 12% of the administrators assert that an evaluation is made by its participants after a training activity.

The same question was directed to EFL teachers in this study. 107 out of 150 EFL teachers were asked to give a response to this item since the rest did not attend an INSET during their teaching careers. Therefore, from 107 respondents, a great number of teachers (f 73) stated that they have not been asked to make an evaluation after the program is over. It is apparent that there is a mismatch between the responses two participant groups reported. Nonetheless, there is very little information drawn from the findings to justify the opinions either group holds concerning the evaluation process.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1. Introduction

In this chapter, findings from data analysis of both teachers' and administrators' questionnnaires as well as interviews of EFL teachers and conclusions drawn from the study will be presented in the light of research questions of the study and the findings from the related literature.

The main purpose of the study was to investigate the training procedures of teachers on the job and the design and implementation of these training activities in Turkey. The study also sought to find out how practising teachers and the school administrators conceptualize and evaluate these INSET programs in Turkey. The present study was conducted with 150 EFL teachers and 50 school administrators working at the state schools in Adana, Turkey. The data were collected through two different questionnaires, "Questionnaire on teachers' conceptualisation of INSET programs" and "Questionnaire on school administrators' conceptualisation of INSET programs". Furthermore, 20 EFL teachers who attended an INSET activity at least once throughout their teaching career were interviewed by the researcher in order to support the data gathered from teachers' questionnaire. The research questions of the study were;

a. How are the INSET programs in ELT planned and designed in Turkey?
b. How do EFL teachers working in state schools in Adana evaluate INSET programs they attend?
c. How do school administrators in these state schools evaluate INSET programs arranged for their teaching staff?
d. To what extent are the teachers able to implement what they acquire in INSET programs in their own classrooms?

Conclusions will be discussed over the findings of the study and related literature in the light of each research question above.

5.2. How are the INSET Programs in ELT Planned and Designed in Turkey?

In-service training programs in ELT are planned and designed by INSET Department, an institution attached to MONE in Turkey. The Department has 7 central units across the country that work for the main department. These institutes help the main Department design and hold INSET activities centrally whereas Provincial Directorates of National Education located in every province of Turkey organize training activities locally for teachers working within their districts. These local directorates aim to make training programs available to all teachers working in different parts of Turkey. Participants to these programs are selected among the candidates who have filled out an application form via internet.

In-service training activities have been obligatory for all teachers since the implementation of Civil Servants' Law No. 657 (Devlet Memurlari Kanunu, 1965, p. 214) and the National Education Principal Law No.1739 (Milli Egitim Temel Kanunu, 1973, p.48). All newly recruited teachers have to participate in Probationary training program throughout their first year in the job.

There are also training programs held by the central or local units for volunteered teachers as well as mandatory training programs, such as English Language Teaching Methods, Drama in Foreign Language Teaching, Classroom Language, etc. These programs are planned and organized according to the needs of teachers on the job. However, the results gathered from item 5 in section 2 in Teachers' Questionnaire in the present study are in conflict with this statement, that is, teachers are given a needs analysis before an INSET activity is planned. Out of 150 EFL teachers, more than half of the teachers state that they have "never" taken a needs analysis. The rest of the responses varies among the scales "rarely", "sometimes" and "always" (see p.68).

Findings from School Administrators' Conceptualisation of INSETs also support the data gathered from teachers' questionnaire. First, administrators are asked if there are continuous studies to identify the INSET needs of practising teachers. Out of 50 school administrators, nearly half responded that they are uncertain about this statement. Then they are asked about ways of collecting data (questionnaires, interviews, lesson evaluation forms filled by students, etc.) revealing teachers' training

needs. School administrators mostly report that these kinds of data collecting tools are not properly used to identify teachers' training needs (see the part 4.3. Findings from School Administrators' Conceptualisation of INSETs p.79).

In-service Training Department also offers an evaluation form on its website for participant teachers so as to figure out the problems they experience throughout the training programs they have attended. They benefit from the results of these evaluation forms in developing new strategies to overcome the possible shortages in future as well as maintaining the current quality of the facilities where trainings are held (see Appendix III).

5.3. How do EFL Teachers Working in State Schools in Adana evaluate INSET Programs They Attend?

The questionnaire on the conceptualisation of INSETs administered to EFL teachers clearly indicates that a majority of the respondent teachers are willing to participate in INSETs. However, a noticeable number of the participating teachers claim that they attend training programs as they are compulsory. There are also teachers who eagerly attend an INSET activity underlining its contributions to their professional development and pedagogic knowledge. Out of the reasons for not taking INSET, inconvenient location and time schedule of the training courses are two major hindrances for teachers to attend a training program (see Table 8) .

With regard to needs assessment done before an INSET program is designed, a majority of participant teachers claim that they have "never" taken a needs analysis aiming to reveal their personal training needs. In fact, the INSET provider should address both the needs of teachers and those of the system. It is obvious that each working context of each teacher is different considering the diversity of school environment, profile and characteristics of the students, colleagues, past history, physical conditions of the school, thus, in turn, brings about a diversity of training needs. Therefore, INSETs are to address this wide range of individual training needs as well as the needs of the system either by locally determined content or individually determined content where the emphasis is on the personal or professional development

of teachers not on the long-term educational outcomes set by the government policy (Roberts, 1998).

With respect to the item inquiring the initial needs and expectations of the teachers before an INSET and their final opinions after the training, a noticeable number of teachers believe that INSETs "never" meet their needs. This clearly underlines the necessity of making an evaluation among the participants after the program is over in order to figure out if the training has reached the desired targets. Nevertheless, concerning the evaluation of the INSET programs, a great majority of the respondent teachers rate that they have "never" been asked to make any evaluation to find out whether the program objectives are realized. Roberts (1998) puts forth that "once an INSET cycle is under way, the distinction between needs assessment and program evaluation disappears" (p.235) because evaluation of an INSET program indicates needs for the next training programs. Therefore, he proposes an "INSET Cycle" including four steps: needs assessment, design, implementation and evaluation. He asserts that needs assessment and evaluation are the keys to sustain an INSET program.

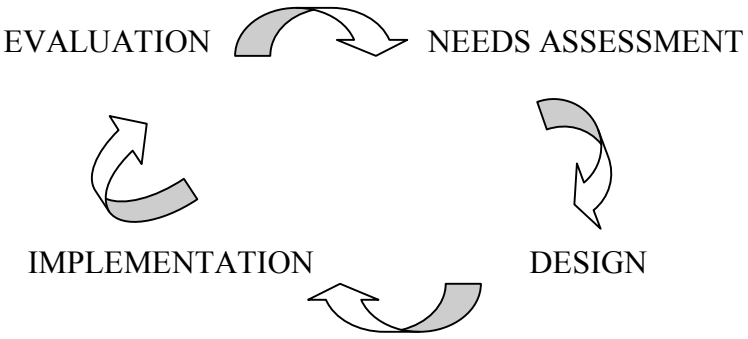


Fig. 2 The INSET Cycle

In terms of the content of INSETs, a noteworthy number of respondent teachers assert that INSET programs "always" focus on the subjects teachers regard as important while on the other hand, there is a considerable number of teachers who do not approve of the subjects chosen by INSET Department.

In terms of problem-solving aspect of INSETs, a majority of the participating teachers report that INSETs "never" help them overcome the problems they experience on the job. Teachers state that training programs are content-oriented, that is, they focus

on the subject area content knowledge rather than the problems teachers encounter while teaching and the ways of developing their problem-solving skills.

Despite such a discontent with INSET programs, a considerable number of teachers state that they are willing to attend upcoming INSETs. When asked about the subjects they need training, participant teachers count their first five individual needs respectively as follows:

- Computer-based Language Teaching
- Education Programs Abroad
- Speaking
- Using Drama in Foreign Language Teaching
- Evaluation and Development of course materials

5.4. How Do School Administrators In These State Schools Evaluate INSET Programs Arranged For Their Teaching Staff?

School administrators working in state schools are given a questionnaire with 5-point likert scale to find out about their viewpoints about teacher training activities. As Yiğit (2008) suggests, "Determining teachers' expectations and their readiness before an INSET activity has a great impact on application of an effective INSET course". With regard to needs assessment of teachers, different means of collecting data about teachers' training needs are rated by the respondent administrators. Administrators are asked if questionnaires, interviews, observation, lesson evaluation forms, research reports prepared by general directorates and their opinions on teachers' needs are considered to determine what teachers need in INSET programs. More than half of the participating administrators report that they do not agree that data collection tools mentioned above are not preferably utilized to establish teacher training needs. This indicates that majority of school administrators, like majority of EFL teachers, do not believe that INSETs are designed according to teachers' individual needs. Nevertheless, a majority of the administrators claim that INSET Department conducts studies to arouse self-awareness in teachers so that they can find out about their own training needs. According to Stanley (2002, as cited in Özen), needs assessment is the first and the most crucial step in planning a training activity. Such an assessment plays an

important role in the identification of teachers' needs and in leading a training program as a guide for content and learning strategies according to the outcomes of that assessment.

Concerning INSETs' problem-solving aspect, half of the administrators are uncertain if training helps overcome the problems they experience in the job. They can not sufficiently benefit from the knowledge they get from INSETs in case a problem emerges at work. In terms of the subjects chosen in INSETs, administrators have similar views. Administrators generally agree that INSET programs focus on the subjects teachers regard as important. A considerable number of administrators believe that it is a requirement for teachers to maintain a lifelong learning through INSETs. They also add that the performances of the participants enhance after INSETs.

In relation to time schedule of INSET programs, a considerable number of school administrators oppose to the application that training activities are held within the academic year and they recommend programs be organized at the weekends or during the vocational seminars or summer holiday.

The competence of the instructors in a training program is another important issue. And more than half of the administrators are uncertain about the expertise of the instructors in INSETs. It is also noticeable that no respondent administrator rates "strongly agree" to the statement that instructors in INSETs are well-equipped and competent trainers. Respondent teachers think relatively different from administrators in that they rank the competence of instructors at the bottom of the reasons behind their reluctance to attend INSET programs (see p.66). Furthermore, respondent administrators were asked about the role of INSETs teachers attended in their academic advancement. Nearly half of administrators disagree that INSETs teachers have participated are taken into account when teachers get promotion, degree or reward. Also, few of the respondent teachers see INSETs among the criteria that define the teachers who get promoted or rewarded (see p.64). Başaran (1993, as cited in Yiğit) listed some major problems in the implementation of in-service training programs and one of which is there is no award or diploma for teachers who successfully finish the programs.

5.5. To What Extent are the Teachers Able to Implement What They Acquire in INSET Programs in Their Own Classrooms?

In Teachers' Questionnaire , this research question was asked to participant teachers as the seventh item in section 2. Teachers were asked to rate 4 scales from always to never regarding their views about the implementation of what they acquire from INSETs into their own classrooms. As drawn from the responses given to this item, it was seen that the rates equally gathered around two scales "sometimes" and "rarely". That is, out of 150 respondent EFL teachers, a noteworthy number of them believe that they sometimes or rarely transfer the knowledge they get from INSETs into their own teaching contexts.

In order to provide more insight into this issue, 20 teachers were selected among the participants and interviewed. The main concern in this process was if or to what extent teachers were able to put what they learn in INSETs into practice. They were requested examples and explanations from their own classrooms as to how they can implement the knowledge in real teaching circumstances or which problems they encounter in transferring that knowledge into classroom situation. The responses of these interviewees could be gathered under 3 groups. The first group involves teachers who believe that they are not able to implement at all what they acquire from training programs. The second group consists of teachers who sometimes can apply what they get from INSETs and who sometimes can not manage it. And the last group of teachers are really in favour of taking INSETs as they benefit from their training experience in their own classroom. They assert that knowing the dynamics of their own classroom and making necessary adaptations for different graders help them apply the activities they learn from INSETs and reach the main goal at the end of the lesson. During the interviews, teachers listed the following reasons as to why INSET programs do not reach the desired outcomes:

- Over-crowded classrooms
- Preparation for SBS (entrance exam for high schools)
- Worry about covering the scheduled material on time

Interviewee teachers state that over-populated classes prevent them from carrying out many activities they learned from INSETs. Students are easily distracted in large classrooms which causes classroom management problems. Thus, as a result, the teacher and the whole class are drifted away from the main objective of the lesson.

The second reason teachers point out is SBS, an entrance exam for high schools that measures grammar and vocabulary knowledge with multiple choice questions. Students take this examination 3 times: at the end of 6^{th} , 7^{th} and 8^{th} grades. Actually, the curriculum is not SBS-oriented since the new curriculum that was put into practice in 2005-2006 academic year is based on a constructivist structure (see p.12). That examination aims to measure grammar and vocabulary knowledge of the students, whereas the new curriculum stipulates that children be equipped with different skills, values and knowledge while actively taking place in learning and thinking processes. However, teachers admit that they give priority to preparatory activities for this exam, since their school administrators and parents of the students measure their success as a teacher according to the scores their students obtain in SBS. Thus, they state that they enter the class feeling a pressure on their shoulders as to whether their students will get a high score at the end of the academic year.

Interviewee teachers also mention that they feel anxious about catching up with the curriculum before the term ends since they are supposed to cover the required material on schedule. Hence, coursebook activities aimed to improve the skills other than the ones measured in SBS are regarded as time-consuming and omitted by the teachers. They report that they can not get the full benefit of coursebooks in the class. However, Richards (1998) puts forth that training programs should be prepared to provide teachers with skills required in evaluating and adapting textbooks in order for textbooks serve as sources for supporting teaching and for teachers to learn appropriate ways of using textbooks. Findings of Teachers' Questionnaire of the present study also support this need. As is seen from teachers' responses concerning the subjects they are willing to take training, evaluation and development of course materials is counted as one of the most desired subjects.

5.6. Implications of the Study

This study reveals how EFL teachers and school administrators conceptualize in-service training programs designed and conducted by INSET Department in Turkey. Also, interviewee teachers give data as to whether they are able to implement what they acquire from INSETs in their own classrooms. The results of the study indicate that there are still problems in needs assessment of teachers and evaluation process of the training programs. It is seen that a majority of EFL tecahers have participated in INSETs at least once during their careers though they generally have a teaching experience less than 5 years. However, they believe that INSETs they have attended are not sufficient enough to meet their training needs and they also have difficulties in practising the activities they learned from INSETs in their classrooms. The most frequently cited reasons for their failure in practicum are over-crowded classrooms, classroom management problems, the impact of SBS scores on their teaching and teachers' anxiety of catching up with the curriculum. Therefore, in the light of the findings of this study, teachers of English and school administrators could reflect on their own experiences and classroom practices considering their colleagues' views and experiences about INSETs. Especially, In-service Training Department, the authority responsible for the design and imlementation of training programs across the country, should take into account teachers' and school administrators' views about INSETs and also the problems they face on the job after training with a follow-up study in order to take necessary precautions to improve the quality of in-service training.

5.7. Suggestions for Further Studies

The study tries to contribute to the field with the data gathered from 150 EFL teachers and 50 school administrators in Adana. However, further studies, with a larger number of participants, could yield more insightful information into the subject. Additionally, a classroom observation component would definitely provide useful information as to what extent EFL teachers are able to transfer new skills, strategies and techniques they learn in INSETs.

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APPENDICES

APPENDIX I

QUESTIONNAIRE ON TEACHERS' CONCEPTUALISATION OF IN-SERVICE TRAINING (INSET) PROGRAMS

SECTION I : DEMOGRAPHIC INFORMATION

Please put a cross (X) for the answer you choose.

1. Gender : male ☐ 1 female ☐ 2

2. Age : 20-30 ☐ 1 31-40 ☐ 2 more than 40 ☐ 3

3. Educational qualification : B.A ☐ 1 M.A ☐ 2 PhD ☐ 3
Any other (……..…..) ☐ 4

4. You are teaching at:
1 ☐ Primary school
2 ☐ High school (Lyceum)
3 ☐ Anatolian high school
4 ☐ Science high school
5 ☐ Fine arts
6 ☐ Vocational school
7 ☐ Theological school

5. Grades taught :
1 ☐ 4th grades
2 ☐ 5th grades
3 ☐ 6th gades
4 ☐ 7th grades
5 ☐ 8th grades
6 ☐ 9th grades
7 ☐ 10th grades
8 ☐ 11th grades
9 ☐ 12th grades
10 ☐ Specify if any other (……..……..……)

6. Total years of teaching :
1 ☐ 0-5
2 ☐ 6-10
3 ☐ 11-15
4 ☐ 16-20
5 ☐ more than 20

SECTION II : QUESTIONS ABOUT INSET PROGRAMS

1) Have you ever attended an INSET program before? YES ☐ 1 NO ☐ 2

Please specify how many times you have attended : (……..)

If YES; Please answer the questions 2 and 3. If NO; Please continue with the question 4.

2) Reasons for taking INSET courses:

1 ☐ Certification /employment
2 ☐ Salary increase
3 ☐ Degree
4 ☐ Knowledge
5 ☐ Compulsory

3) Is any evaluation made when the INSET program is over to find out whether the program
objectives are achieved?

YES ☐ 1 NO ☐ 2

4) If NO; Reasons for not taking INSET courses before:

1 ☐ Not teaching at the time
2 ☐ Time consuming
3 ☐ Having all the credits for advanced certification
4 ☐ Inconvenient location
5 ☐ Inconvenient time Schedule of courses
6 ☐ Information not very useful
7 ☐ Teaching competency of the instructors in courses
8 ☐ Courses do not count for an advanced degree
9 ☐ Irrelevant to me
10 ☐ I am not allowed to attend the program I applied for

Put an X for one scale for the following 5 items (For Item 5, 6, 7, 8 and 9).

5) " I take a needs analysis before an INSET program is organized"

Never ☐ 1 Rarely ☐ 2 Sometimes ☐ 3 Always ☐ 4

6) " I think, the INSET programs meet those needs of the participants"

Never ☐ 1 Rarely ☐ 2 Sometimes ☐ 3 Always ☐ 4

7) " I can implement what I acquire from INSET programs in my own classroom"

Never ☐ 1 Rarely ☐ 2 Sometimes ☐ 3 Always ☐ 4

8) " INSET programs focus on the subjects teachers regard as important"

Never ☐ 1 Rarely ☐ 2 Sometimes ☐ 3 Always ☐ 4

9) " INSET helps overcome the problems I encounter on the job"

Never ☐ 1 Rarely ☐ 2 Sometimes ☐ 3 Always ☐ 4

10) You are informed of the future INSET programs via:

1 ☐ Head masters 2 ☐ Collegues 3 ☐ Internet

4 ☐ Any other (……) *please specify if any other.*

11) Do you want to attend possible future INSET programs?

YES ☐ 1 NO ☐ 2

12) If YES; which programs are you eager to attend?

1 ☐ Foreign Language teaching methods
2 ☐ Evaluation and development of course materials
3 ☐ Curriculum development and evaluation
4 ☐ Education programs abroad
5 ☐ Using drama in foreign language teaching
6 ☐ Computer-based language teaching
7 ☐ Speaking
8 ☐ Listening
9 ☐ Grammar
10 ☐ Writing

APPENDIX II

HİZMETİÇİ EĞİTİM FAALİYETLERİNİ DEĞERLENDİRME
YÖNETİCİ ANKETİ

BÖLÜM I : KİŞİSEL BİLGİLER

1. Cinsiyet : Erkek ☐ 1 Kadın ☐ 2

2. Yaş : 20-30 ☐ 1 31-40 ☐ 2 41-50 ☐ 3 51 ve üzeri ☐ 4

3. Öğrenim Durumunuz : Lisans ☐ 1 Yüksek lisans ☐ 2 Doktora ☐ 3

Diğer, lütfen belirtiniz (……..……....) ☐ 4

4. Görevli olduğunuz Eğitim Kademesi: 1 ☐ İlköğretim

2 ☐ Genel Orta Öğretim

3 ☐ Anadolu Lisesi

4 ☐ Mesleki Orta Öğretim

5. Meslekte hizmet süreniz : 1 ☐ 0-5 3 ☐ 11-15 5 ☐ 21-25

2 ☐ 6-10 4 ☐ 16-20 6 ☐ 26 ve üzeri

6. Bugüne kadar katıldığınız hizmet içi eğitim sayısı : 1 ☐ Hiç 2 ☐ 1 kere

3 ☐ Diğer, sayısını belirtiniz (…..)

BÖLÜM II : HİZMET İÇİ EĞİTİM FAALİYETLERİYLE İLGİLİ SORULAR

Hizmet içi eğitim faaliyetlerine yönelik görüşünüzü (X) işareti ile belirtiniz.	KATILMA DERECENİZ				
	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Hizmet içi eğitim ihtiyaçlarını saptama çalışmaları sürekli yapılmaktadır.					
2. Hizmet içi eğitim ihtiyaçları saptanırken öğretmenlere anket uygulanmaktadır.					
3. Hizmet içi eğitim ihtiyaçları saptanırken öğretmenlerle görüşme yapılmaktadır.					
4. Hizmet içi eğitim ihtiyaçları saptanırken iş başında gözlem yapılmaktadır.					
5. Hizmet içi eğitim ihtiyaçları saptanırken öğrencilerin doldurdukları ders değerlendirme formlarından yararlanılmaktadır.					
6. Hizmet içi eğitim ihtiyaçları saptanırken genel müdürlüklerin, daire başkanlıklarının çalışma raporlarından yararlanılmaktadır.					
7. Hizmet içi eğitim ihtiyaçları saptanırken yönetici görüşlerinden yararlanılmaktadır.					
8. Hizmet içi eğitim, karşı karşıya olduğum mesleki sorunları çözmemi sağlamaktadır.					
9. Hizmet içi eğitim öğretmenlerin önemli saydığı öğrenme konuları üzerine odaklanır.					

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
10. Hizmet içi eğitim faaliyetlerine öncelikle en çok ihtiyacı olanlar katılabilmektedir.					
11. Öğretmenlerin eğitim ihtiyaçlarının farkına varmalarına yönelik çalışmalar yapılmaktadır.					
12. Hizmet içi eğitim faaliyetlerinin seminer döneminde yada hafta sonu yapılmasını tercih ederim.					
13. Hizmet içi eğitim faaliyetleri kurum çalışmalarını aksatmaktadır.					
14. Öğretmenlerin meslek yaşamları boyunca Hizmet içi eğitim yoluyla öğrenmeyi sürdürmeleri bir zorunluluktur.					
15. Katılımcılar Hizmet içi eğitimleri ile ilgili kararlarda söz sahibidirler.					
16. Katıldığım Hizmet içi eğitim programlarında yeni bilgiler, beceriler, tutumlar meslek yaşamımda uygulayabileceğim biçimde sunulmaktadır.					
17. Hizmet içi eğitim faaliyetlerine katılan eğitimciler alanlarının uzmanlarıdırlar.					
18. Öğretmenlerin görevde yükselmelerinde, terfilerinde, sicil değerlendirmelerinde yada ödüllendirilmelerinde katıldığı Hizmet içi eğitimler dikkate alınmaktadır.					
19. Hizmet içi eğitime katılan personelin iş başarısı artmaktadır.					
20. Her Hizmet içi eğitim faaliyeti sonunda katılımcılardan genel bir değerlendirme alınmaktadır.					

APPENDIX III

MİLLİ EĞİTİM BAKANLIĞI
HİZMETİÇİ EĞİTİM DAİRESİ BAŞKANLIĞI
Hizmetiçi Eğitim Faaliyetlerini Değerlendirme Anketi

Bu anket , katıldığınız hizmetiçi eğitim faaliyetini tüm yönleriyle değerlendirmek amacıyla hazırlanmıştır. Elde edilen sonuçlar ileride düzenenecek olan hizmetiçi eğitim faaliyetlerinin daha düzenli verimli ve etkili şekilde planlanmasına ışık tutacaktır.

. **KİŞİSEL BİLGİLERİNİZ**

Cinsiyetiniz : ☐ Erkek ☐ Kadın

Hizmet süreniz : _____ yıl

Eğitim seviyeniz : ☐ Ortaöğretim ☐ Önlisans ☐ Lisans ☐ Yüksek Lisans

Hizmet sınıfınız : ☐ EğitimÖğretimHizmetleri ☐ GenelİdariHizmetler ☐ TeknikHizmetler ☐ Diğer

Halen yürüttüğünüz görev unvanınız : _____

Branşınız : _____

Görev yaptığınız il : _____

	KATILDIĞINIZ VE BU ANKETLE DEĞERLENDİRDİĞİNİZ HİZMETİÇİ EĞİTİM FALİYETİ

Faaliyet numarası : (2007000999 formatında giriniz)

Faliyet adı :

Faaliyet yeri :

Faaliyet : Başlangıç Tarihi Bitiş Tarihi

(Tarih Bilgilerini, örneğin 12/12/2007 formatında giriniz)

Önceden katıdığınız hizmetiçi eğitim faaliyeti sayısı :

	A	EĞİTİM MERKEZİ (ULAŞIM, KONAKLAMA, EĞİTİM ORTAMI)				
		Çok İyi	İyi	Orta	Zayıf	Çok Zayıf
1	Eğitim merkezine ulaşım	☐	☐	☐	☐	☐
2	Konaklama hizmetleri ve temizlik	☐	☐	☐	☐	☐
3	Yemek hizmetleri	☐	☐	☐	☐	☐
4	Dinlenme imkanları	☐	☐	☐	☐	☐
5	Sağlık Hizmetleri	☐	☐	☐	☐	☐
6	Eğitim Merkezinin yeterliği (derslik laboratuvar vb bakımdan)	☐	☐	☐	☐	☐

	B	ORGANİZASYON VE YÖNETİM				
		Çok İyi	İyi	Orta	Zayıf	Çok Zayıf
1	Eğitim Yöneticilerinin tutum ve davranışları (iletişimi)	☐	☐	☐	☐	☐
2	Eğitim Yöneticilerinin sorunlara karşı hassasiyetleri ve sorun çözme becerileri	☐	☐	☐	☐	☐
3	Eğitim Merkezi Müdürünün tutum ve davranışları (iletişimi)	☐	☐	☐	☐	☐
4	Eğitim Merkezi Müdürünün sorunlara karşı hassasiyetleri ve sorun çözme becerileri	☐	☐	☐	☐	☐
5	Tesis personelinin tutum ve davranışları	☐	☐	☐	☐	☐
6	Eğitim faaliyetinin zaman çizelgesine uygun yürütülmesi	☐	☐	☐	☐	☐
7	Programların etkili ve verimli uygulanmasına yönelik araç-gereç ve dokümanların sağlanması	☐	☐	☐	☐	☐
8	Gezi, sosyal ve kültürel etkinlik vb organizasyonlar	☐	☐	☐	☐	☐

	C	HİZMETİÇİ EĞİTİM PROGRAMI ve EĞİTİM GÖREVLİLERİ				
		Çok İyi	İyi	Orta	Zayıf	Çok Zayıf
1	Faaliyet süresinin yeterliği	☐	☐	☐	☐	☐
2	Eğitim programında yer alan konuların faaliyetin amacına uygunluğu (eğitim programlarının yeterliği)	☐	☐	☐	☐	☐

3	Program ve konuların uygun yöntem ve tekniklerle verilmesi	☐	☐	☐	☐	☐
4	Programın verimli ve etkili uygulanmasına yönelik araç-gereç ve dokümanın kullanımı	☐	☐	☐	☐	☐
5	Program konularının ihtiyaç duyduğunuz kapsam ve oranda işlenmesi	☐	☐	☐	☐	☐
6	Derslerin açık, anlaşılır ve seviyenize uygun işlenmesi	☐	☐	☐	☐	☐
7	Eğitim görevlilerinin motivasyon sağlama ve iletişim kurma becerileri	☐	☐	☐	☐	☐
8	Eğitim görevlilerinin derslere hazırlıklı ve düzenli gelmeleri	☐	☐	☐	☐	☐
9	Program sırasında derslere katılmanıza veya bilgi ve tecrübelerin paylaşımına fırsat verilmesi	☐	☐	☐	☐	☐
10	Katılımcıların eğitime ilgi ve katılımları	☐	☐	☐	☐	☐

	D	**GENEL DEĞERLENDİRME**				
		Çok İyi	İyi	Orta	Zayıf	Çok Zayıf
1	Faaliyetin zamanlaması	☐	☐	☐	☐	☐
2	Gerçekleştirilen hizmetiçi eğitim faaliyetinin etkinlik ve başarı durumu (genel olarak)	☐	☐	☐	☐	☐
3	VARSA DİĞER görüşlerinizi kısaca yazınız	En Fazla 200 Karakter				
4	Bundan sonra başka bir hizmetiçi eğitim faaliyetine katılmak ister misiniz ?	☐ Evet	☐ Hayır			

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

2007 – 2010 : Master of Arts, Çukurova University, Institute of Social Sciences English Language Teaching Department
2003 – 2007 : Bachelor of Arts, Çukurova University, Faculty of Education, English Language Teaching Department
1996 – 2003 : High School, Seyhan Rotary Anatolian High School, Adana
1994 – 1996 : Primary School, Lütfiye Kısacık Primary School, Adana
1991 – 1994 : Primary School, Atatürk Primary School, Bahçe

EXPERIENCE

2007- : Hürriyet Primary School, İmamoğlu, Adana (English Language Teacher)
2006 – 2007 : Ç.E.A.Ş. Anatolian High School, Adana (Student Teacher)