THE INTERESTS OF EFL INSTRUCTORS IN TURKEY REGARDING INSET CONTENT

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ABSTRACT

Title : The Interests of EFL Instructors in Turkey Regarding INSET Content

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The purpose of this study was to investigate the interests of EFL instructors' working in the preparatory schools of Turkish state universities regarding the content of in-service training programs and to find out whether EFL instructors feel the need for different content in in-service training programs at different points in their careers.

The study was conducted in the Foreign Languages Departments of eighteen state universities. 530 EFL instructors in the following institutions participated in the study: Akdeniz University, Anadolu University, Ankara University, Boğaziçi University, Celal Bayar University, Çukurova University, Dokuz Eylül University, Ege University, Erciyes University, Hacettepe University, Karadeniz Technical University, Marmara University, Mersin University, Middle East Technical University, Muğla University, Osmangazi University, Sakarya University, Yıldız Teknik University.

Data were collected through a questionnaire which consisted of two parts. In the first part, the participants were asked 53 Likert-scale questions to express their interests regarding different aspects of professional development in ELT. The second part included questions that allow participants to choose from more than one option, yes-no questions and open-ended questions to collect demographic information about the participants.

Quantitative data analysis techniques were used to analyze the data. For the items in the first part of the questionnaire, frequencies, means, standard deviations, and t-test were calculated. Frequencies, means, and standard deviations were found to identify the instructors' general interests in terms of INSET content. Comparison of interests of the novice instructors who have less than 5 years of experience and the experienced instructors who have more than 5 years of experience were analyzed through means, standard deviations, and t-tests.

The results of the data analyses revealed that the instructors are at least fairly interested in attending INSET courses on all the items asked in the questionnaire. They were found to be most interested in having further training on ways of motivating students and raising students' language awareness. The instructors also expressed interest in INSET courses on the implementation of new teaching methods, using new materials, raising their students' awareness of their goals and objectives, teaching vocabulary, teaching speaking, teaching reading, promoting interaction, ways of determining students' needs, and ways of evaluating the effectiveness of teaching.

The results also indicated that the novice teachers are more interested than the experienced teachers in most of the topic areas related to INSET content. 32 of

53 questions revealed significant differences in the degrees of interest of the novice and experienced instructors. The reason of these differences in the instructors' degrees of interest might be the divergence in the year of experience.

Implications for the development of teacher training programs in Turkey and for further research are discussed.

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To my dearest family

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" Language teaching is a career for life, and career development is a life-long process."

P.J. Roe

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CHAPTER I. INTRODUCTION

Background of the Study

Turkey, which is a developing country, participates actively in many international fields and has close relationships with many foreign countries. Because of this situation, there is a growing need for English as a foreign language (EFL). Owing to the fact that learning English is an increasing necessity, it is considered a prerequisite for study at universities in Turkey. Therefore, the number of EFL teachers has enlarged to meet this increasing demand for EFL in Turkey. Based on the recent statistics of the Ministry of Education, there is a great deficiency in the number of the English language teachers and 19,477 teachers are required in order to fill this gap (Türkiye Geneli Branşlar Bazında Öğretim Durumu, 2002).

To compensate the deficiency, teachers are trained in pre-service (PST) and in-service education and training (INSET) programs. Kahraman (2002) reports that totally 11,525 students are trained in English Language Teaching (ELT) Departments of universities, and 1,914 students graduated from these pre-service programs in 2000-2001 academic year. However, these numbers are still not adequate to fill the demand for English teachers.

Because of the shortage of teachers, it is essential to keep those who enter the field within it. Coşkuner (2001) mentions in her study that many EFL teachers think that professional development is one of the prerequisites of teachers' commitment to the field of English language teaching. For the teachers who are working in universities, local or international inservice activities, conferences, and seminars are designed by their own universities, INGED (İngilizce Eğitimi Derneği/English Language Education Association), the British Council, or publishing companies. The

main goal of in-service programs (INSET) is to develop effective teachers who can create a positive pedagogical environment and make decisions to maximize the effectiveness of learning (De Arechaga, 2001). Professional development and language teacher education is closely related with teaching, and establishes a bridge between classroom practice and knowledge in the field. Freeman (1989) states that the purpose of language teacher education is to create a change in the teacher's decision making process which centers on their knowledge, skills, attitude, and awareness of themselves, their students, and the innovations in the field. EFL teachers' needs reflect a wide range of variety in terms of knowledge, skills, attitudes, and awareness. These needs should be taken as a basis for the development of INSET programs.

Teachers' needs, expectations, and perceptions must be considered, and such interests must be given priority in the design of INSET programs. Thus, teachers, instead of being passive receivers of knowledge or imitators of model behaviors, will become active participants. This means that INSET programs should be designed employing a trainee-centered approach to get more fruitful results (Murdoch, 1994).

Generally, INSET courses include developmental elements and are considered as important sources for professional development. Teacher development (hereafter TD) focuses on what teacher-learners know. The content of TD programs is organized according to teacher-learners' experiences, perceptions, and knowledge to increase awareness and generate change in their behaviors. It depends on an individual teacher, teacher trainer, and their interaction. Teacher study groups, self development activities, reflections, discussions can be used in TD programs. As TD

gives importance to teacher-learners' experiences, it is widely used in in-service contexts (Freeman, 2001).

Since teacher-learners are the participants of in-service training programs, their needs should be identified to determine the content of the program appropriately (Dubin & Wong, 1990). Therefore, collecting data to make a fruitful needs analysis process is the first and fundamental step while designing an INSET program. Disregarding the individuals' needs and concerns in INSET programs is one of the reasons why most professional development fails (Fullan, 1991).

Statement of the Problem

In Turkey there is an increasing demand for EFL, and there are increasing numbers of EFL teachers. To meet the demand for EFL teachers, a number of teachers are trained in pre-service and in-service programs. In particular, INSET programs are considered as significant sources for EFL teachers' professional development. These programs aim at creating competent teachers, in terms of subject matter and classroom skills, who are aware of the innovations in the EFL field, and open to the implementation of these new methods in their classes.

As shown in Coşkuner (2001), many EFL teachers think that professional development is an essential part of teachers' commitment to the field of ELT. In this respect, in-service training programs can provide a source for professional development if they actually fulfill the EFL teachers' needs.

The aim of this study is to identify the perceptions of EFL instructors' working in the preparatory schools of Turkish state universities in terms of their needs in in-service training programs. Instructors working at state universities were the participants of this study as they have fewer opportunities to take part in training

programs outside their universities due to insufficient financial support and lack of access to training programs that are appropriate for their needs (Coşkuner, 2001).

Moreover, the study aims to find out whether EFL teachers feel the need for different content in in-service training programs at different points in their careers. As the number of EFL teachers increase day by day, the number of novice teachers increases respectively. Experienced teachers have difficulty following the innovations in the EFL field and stick to the old-fashion teaching methods, which is one of the reasons of burnout (Ur, 1996). The needs of these two groups in terms of professional development may differ and in-service course designers should take this into consideration while designing courses.

For this study 530 EFL instructors from the Foreign Languages Departments of 18 state universities with preparatory programs were surveyed. These participants are the instructors in the Schools of Foreign Language at the following state universities: Akdeniz University, Anadolu University, Ankara University, Boğaziçi University, Celal Bayar University, Çukurova University, Dokuz Eylül University, Ege University, Erciyes University, Hacettepe University, Karadeniz Technical University, Marmara University, Mersin University, Middle East Technical University, Muğla University, Osmangazi University, Sakarya University, Yıldız Teknik University.

Research Questions

This study will address the following research questions:

1- What do EFL instructors working at state universities think they need in an in-service training program?

2- Do EFL instructors working at state universities feel the need for different content in in-service training programs at different points in their careers?

Significance of the Problem

This study will reflect the EFL teachers' perceptions of their needs for professional development. In a broad sense, getting input from teachers about what they feel they need in in-service training programs may be useful to make in-service training programs more effective. This input can be applicable for any EFL context or situation. Also, the number of EFL teachers is increasing and identifying specifically what they need in terms of in-service training may be very helpful for program designers in Turkey. As it will consider a wide range of data, it provides an overall picture of EFL teachers' needs in state universities in Turkey. The course designers who will design an in-service teacher-training program might use the results of this study to develop goals and objectives for their programs. Finally, Anadolu University School of Foreign Languages has a mixed population of novice and experienced teachers and determining their needs may affect the institution. Anadolu University School of Foreign Languages may use the results of this study to design an appropriate INSET program for the teachers. If the teachers' needs are considered in the program teachers become more satisfied in their jobs (Coşkuner, 2001) and this satisfaction will have positive implications for students, administration, and institution as a whole.

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Also, the results of the study might be useful for institutions which are planning to establish a teacher-training unit and might give graduate and undergraduate TEFL students insights to promote awareness of their own needs in professional development. Furthermore, the results might form a basis for further research to examine questions that might emerge through this study.

Conclusion

This chapter presented a summary of the discussions related to professional development, teacher training, and teachers' needs in training programs in the literature, the statement and the significance of the problem, the research questions.

In the second chapter detailed discussion of these issues based on related literature is explained. The third chapter presents the participants, materials, procedure, and the data analysis. The fourth chapter introduces the findings and these findings are discussed. Conclusions are drawn in the fifth chapter and implications for Turkish universities, limitations of the study, and suggestions for further research are presented.

CHAPTER II. LITERATURE REVIEW

Introduction

The aim of this study is to identify the perceptions of EFL teachers' working at Turkish state universities in terms of their needs in in-service training programs. Moreover, the study aims to find out whether EFL teachers feel the need for different content in in-service training programs at different points in their careers.

As a background for this research, I will give definitions of language teaching since language teaching is directly related with teacher education and teachers' requirements in education programs, then elucidate the terms in-service education and training, present characteristics of in-service programs, and finally describe models and content of these programs. I will also illustrate in-service education and training programs in different countries, and describe the in-service education and training situation in Turkey.

Language Teaching

Language teacher education is closely related with language teaching, because language teaching forms the content of teacher education (Freeman, 1989). Eskey (as cited in Pennington, 1989) states that "language teaching requires a special combination of knowledge and skills that is always hard to find, and finding teachers who have it should be the first concern of any good administration "(p. 92). Language teachers should have training which plays an important role in their professional development. In addition, Pennington (1989) mentions that education and training are indispensable prerequisites for being a language teacher. Agreeing with Pennington, Medgyes (1999) states "apart from such general qualities of

aptitude, experience, personal traits, motivation, and love of students, teacher education is considered to play a crucial role" (p. 178).

Freeman (1989) defines language teaching as a decision-making process rooted in knowledge, skills, attitude, and awareness. In the case of teachers, knowledge consists of information about subject matter, students, and sociocultural, institutional, and situational contexts. Skills include the roles of teachers and the things that they should be capable of doing to be efficient. Attitude is teachers' behaviors, feelings, and reactions about themselves, the teaching process, and their learners. Finally, awareness is a component that combines all the other elements. It is defined as the capacity to recognize and observe the attention given to something.

The above-mentioned components of language teaching are put into practice in different ways according to divergent beliefs. Pennington (1989) states that there are different beliefs about the teaching act and it can be viewed in many ways. In a continuum from abstract, unpredictable to concrete, predictable action teaching is considered as magic, art, profession, craft, and science. All these diverse explanations of teaching affect the design of an education program. She confirms " as a basis for an effective pre-service and in-service faculty development program, it is important for program designers and administrators to clarify the view of what good teaching is" (p. 97) because how you understand teaching forms the basis for creating content to educate teachers to teach.

Teachers' roles have changed with the changing concept of teaching. Murdoch (1994) reported that teachers were previously acting as knowledge transmitters; however, now they have the role of facilitators who create situations to

help learners to use the language, and teachers who arouse students' interest are considered successful teachers.

Consequently, the need for development has emerged from the changes in teachers' roles, because it is only possible for teachers to adapt themselves to their new roles through teacher development programs. As Murdoch (1994, p.49) mentions, "...it is the development of teachers to meet the requirement of being able to engage students' interest that is single greatest challenge for those responsible for organizing in-service training courses." Teacher development programs offer ways to engage students' interest and the implementation of these ways provide opportunities for teachers to facilitate learning, which help teachers to adapt themselves for their new role as facilitator.

Roe (1992) mentions that "language teaching is a career for life, and career development is a life-long process" (p. 1). He expresses the view that learning on the job, being informed with new ideas, reflection, and sharing ideas and experiences with colleagues increase the effectiveness of teachers and these are obtained by continuing professional development.

Fullan (1982, p. 326) identifies "... the sum total of formal and informal learning experiences throughout one's career from preservice teacher education to retirement" as professional development. Inquiry, collaboration, and reflection are the core elements of professional development. Through skills and the combination of these elements more effective teacher education is provided.

Teacher Education, Training, and Development

The terms teacher education, training, and development are often used interchangeably, but many authors emphasize the differences among them. These

differences are important and should be considered in the process of designing a program for teachers. Teacher education is referred to as a general term that covers training and development. Freeman (2001, p. 72) defines teacher education as " the sum of experiences and activities through which individuals learn to be language teachers." These experiences can be gained in formal or informal settings, in undergraduate, pre-service, or in-service activities.

Freeman (2001) considers teacher training (hereafter TT) as the compulsory and formal activities through which people learn to teach language. It has an external content that includes, at least, phonology, applied linguistics, second language acquisition, methodology, and testing. This content may be presented through lectures, readings, projects, and case studies. TT is a short-term program and is evaluated by trainers or by trainers and trainees together. Freeman (1989) points out that the general aim of TT is to provide discrete aspects of skills and knowledge that will improve teachers' effectiveness in classroom. Head and Taylor (1997) agree that TT deals with the knowledge of the topic taught, and the ways of teaching it. TT focuses on classroom skills and techniques. However, Ur (1996) mentions that "training can imply unthinking habit formation and overemphasis on skills and techniques. It has a specific goal: it prepares for a particular function or profession" (p. 3). TT is regarded as a pre-service strategy, but most in-service programs include both training and developmental strategies together (Freeman, 2001). Wallace (1991) defines training as the activities " ...presented or managed by others..." (p. 3). The 'others' in Wallace's definition refer to teacher trainers and educators who generally make decisions for teachers in the design and presentation of training courses.

Teacher development (hereafter TD), on the other hand, is a term that refers to "activities that provide continual intellectual, experiential, and attitudinal change and growth of teachers" (Lange, 1990, p. 205) defines, and carried out on a "voluntary and individual" basis as Freeman (2001, p. 72) mentions. Wallace (1991, p.3) states that "development is something that can be done only by and for oneself." This means that development cannot be presented or managed by others; it is the teacher who decides the activities for development and the timing of it. In addition, development is not imposed by others for certain purposes; the teacher has his/her own personal purposes for development.

TD is centered on teachers' experiences, perceptions, and the interaction with other teachers. It is a self-reflective process as teachers working individually or in a group utilize their experiences, perceptions and interactions for their professional development (Freeman, 2001, Head & Taylor, 1997, Hiep, 2001, Lange, 1990, Ur, 1994).

Agreeing that TD is a continual process, Ur states that

> Constant teacher development and progress can forestall or solve problems caused by first-year stress and later burn-out. More positively, it is a necessary contributor to your success and satisfaction in professional work today, and to your career in the future as teacher and/or in other allied professions: materials writer, trainer, author, researcher. (1994, p.318)

Thus, TD is not specific to a certain point in teachers' careers; it can start at a very early period in the profession and can be engaged in until a very late period. As in this way many problems faced during a teacher's career are cured as soon as they appear, TD can affect job satisfaction in a positive way.

Rossner (as cited in Head & Taylor, 1997) conducted an informal survey among EFL teachers in UK and other countries asking his participants " What do you personally understand by the term 'teacher development'?" The responses to this question revealed many features of TD. For instance, TD considers participants' needs and wants, which may be varied. It provides opportunities for teachers to learn new methods and techniques and assists them in avoiding burnout. TD not only deals with teaching, but also other aspects of the field such as language development and cultural broadening. It should be bottom-up, i.e., teachers perceived needs should be the organizing principle in TD programs. Trainers should not impose what they think teachers need, which means the courses should not be organized in a top-down way.

Another significant difference of TD from TT mentioned by Pennington (1989) is that it includes holistic elements, whereas competency-based teacher education is preferred in pre-service courses. Pennington (1989) compares holistic and competency-based approaches as shown in Figure 1.

Figure 1. Differing emphases in two approaches to teacher training (taken from Pennington, 1989:93)

Holistic	**Competency-based**
Personal development	Component skills
Creativity	Modularized components
Judgment	Individualization
Adaptability	Criterion-referencing

TD, which includes holistic elements, promotes teachers' creativity and improves the decision-making skills so as to help teachers have accurate judgments and fosters the adaptation of the decisions appropriate to teaching and learning situations. In contrast, competency-based approaches, which are generally chosen in pre-service teacher training programs, aim at improving teachers' competency in

basic teaching skills. These skills are taught or transmitted in modules and decisions about teachers who will take part in the profession are made in a program focused on competency-based elements.

As TD depends on teachers' needs it may take many forms such as conferences, academic readings, classroom observation, and collaborative classroom research (Head & Taylor, 1997; Hiep, 2001). Since teachers are responsible for their own development, they choose the appropriate ways for themselves. Thus, any form of activities that result in development can be utilized for TD.

Woodward (1991) summarizes all the differences between TT and TD mentioned above clearly in a bi-polar scale in Figure 2.

Figure 2. Teacher training- teacher development associations (taken from Woodward, 1991:147)

TEACHER TRAINING	TEACHER DEVELOPMENT
Compulsory	Voluntary
Competency based	Holistic
Short term	Long term
One-off	Ongoing
Temporary	Continual
External agenda	Internal agenda
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Figure 2 displays two extreme ends in the bi-polar scale illustrated by Woodward (1991). In-service training courses take their position between these two extreme ends. Course designers have to consider each parameter while making decisions about training courses as both of these parameters have different outcomes. However, in-service programs mostly include elements from the development

parameter, while the elements of teacher training parameter are preferred in pre-service programs.

Hiep (2001) mentions that TD has become a noteworthy requirement since training courses generally have shortcomings in preparing competent teachers in their field, cannot meet all teachers' needs, and the theories which are learnt during the training courses differ from real classroom practice. He admits that " development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process, and deal with change and divergence" (p. 31). This means that novice teachers can familiarize themselves with real classroom situation and improve their decision-making skills with the help of TD.

In-service education and training courses are one method of on-going TD, and reflect the characteristics that are specific to TD. Although the programs include elements of TT, the courses are centered on the continuing development of teachers. As this study will focus on in-service education and training programs, more detailed information will be given below.

In-service Education and Training

In-service education and training (INSET) programs are considered important by many countries since these programs have the major role in increasing the quality of education (Hayes, 1997). These programs provide life-long support for teachers when appropriately designed. In this sense, INSET programs offer a way for ongoing teacher development, which can find remedies for the problems resulting from first-year stress or later burnout (Ur, 1996). Moreover, these programs are seen as a prerequisite for job satisfaction and career development (Coşkuner, 2001, Ur, 1996).

Dubin and Wong (1990), who made a study of INSET program design in Hungary, mention that INSET programs have specific purposes and focus on situational requirements.

Bolam (as cited in Roberts, 1998, p. 221) defines INSET as " ...education and training activities engaged in by ... teachers, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children ... more effectively." According to this definition, the emphasis is on maximizing the effectiveness of teaching and teachers at every point in their careers.

Koç (1992, p. 48) makes a broader definition of INSET programs as:

> ...creating an atmosphere in which teachers share and exchange their experience in their teaching, discuss their problems and practical solutions to their problems with academic help from educators in improving their skills in applying recent methodology, approaches, classroom management strategies, gain experience in developing and applying an effective curriculum, in evaluating the effectiveness of their teaching as well as their students' performance on courses they teach and according to the feedback they get, they make necessary changes in their style of teaching...

As can be understood from the definition made by Koç (1992), INSET programs usually include elements of teacher development shown in Figure 2 earlier.

INSET programs are generally designed to create changes in teachers' teaching practice and keep institutions, programs and individual teachers up to date (Mariani, 1979, Palmer, 1993). These changes can be offered by schools, local authorities or the national authorities, which are known as 'outside agents', or by the ' inside agents' such as institutions that will be involved in the change (Kennedy, 1987, Palmer, 1993). Inside agents are directly affected by the change when it occurs whereas outside agents are indirectly influenced by the change.

The participants of INSET courses are practicing teachers, novice or experienced, and the courses are designed as a part of their teaching activity (Mariani, 1979). Although trainers are mostly the experts in the field, participant teachers are responsible for their own professional development (Kennedy, 1987, Mariani, 1979, Nunan, 1989).

Teachers attend INSET courses for several reasons. Rinvolucri (1987) lists some of these reasons that he realized in his own work. Some of his findings give clear understanding for the purpose of INSET courses. According to him people attend INSET courses:

- to improve their command of English
- to cope with professional crisis
- to learn theory
- to learn techniques
- to experience new approaches to teaching (p. 14)

These findings imply that teachers have these kinds of expectations from INSET programs. They expect courses to deliver innovations in the EFL field, offer remedies for the problems that they face in their teaching, improve their teaching skills with new techniques and theories, and so on. Therefore, these expectations should be taken into consideration by course designers in the process of planning INSET courses.

INSET programs, as the name indicates, are generally implemented during the service or in special periods, such as summer schools. They may take place in a target language country as refreshers, in the same institution where the participants work, or in another institution in the country that provides required resources for the

program (Mariani, 1979, Palmer, 1993), depending on what purpose they are designed for or the participants' expectations, as mentioned above. The program is delivered through workshops, conferences, courses, or lectures, by combining theory and practice (Mariani, 1979).

Content of INSET Programs

Richards (1990) states that the content of INSET programs includes linguistic and methodological elements as well as opportunities for practice. The theoretical basis is drawn from disciplines such as linguistics and second language acquisition and theory is supported by practice. Mariani (1979), and Bressadola, Frascari and Pantaleoni (1979) mention that information about latest research in methodology, classroom applications and teaching techniques, and language improvement elements should be covered in INSET programs. Moreover, England (1998) recommends that INSET programs should cover

> opportunities for learning and sharing ideas: on one's own, with colleagues, and with supervisor. The inservice program should contain a core set of requirements with a list of elective options selected by the teacher... It should contain opportunities for brainstorming, planning, and sharing ideas; identifying ways of meeting the needs of a specific student or group; and building on individual teacher strengths (p. 18).

Thus, participants have the main role, and their expectations and the previous knowledge that they bring to the course provide significant information for the course design.

Most frequently, INSET courses include elements of methodological innovations derived from theories of second language acquisition in the United Kingdom, United States, and Australia (Wolter, 2000). These elements are presented generally in two phases as Wolter (2000) mentions:

a) a "why" phase which seek to establish the theoretical basis of the innovation through carefully structured rhetoric and the presentation of relevant empirical research, and

b) a "how" phase designed to demonstrate the ways in which the theory can be incorporated into practical classroom activities (p. 311).

While the first phase focuses on theory underlying the presented innovation, the second phase gives more importance to the practical use of it by offering ways for how to implement it in class. Recently, INSET courses have included methodological components which aim to improve teachers' attitudes, knowledge, and skills (Morrow and Schoker, 1993).

Characteristics of Good INSET Programs

INSET programs should have some essential features to improve the quality of education, meet teachers' needs, and improve classroom practice. Breen, Candlin, Dam, and Gabrielsen (1989) make some deductions about these features after their experience in Denmark in terms of INSET program development and suggest them to future program designers. Some of them are listed below:

- An in-service training course or program is likely to be most useful if it grows directly out of the experiences, assumptions and perceived problems of the trainees.
- The trainee's own classroom and the learners within it are major source of information on the nature of the language- learning process. The training course or program could offer teachers ways of investigating that process. In that way theory and research may benefit and, more important perhaps, teachers can explore the potential of classroom language learning in order subsequently to relate those findings to outside theoretical and research developments.
- In-service training should focus on what is done in the daily life of the language class, the decisions, activities, tasks and learning experience.

- Any innovation premised on training is most usefully introduced by building on what teachers currently know and do and what occurs in class.
- Training should encourage a three-way interaction and interdependence between trainers, teachers, and learners.
- ... whatever the specific initial focus of the in-service training, once a dialogue is established between trainer and trainee the focus of concern will expand from the particular to more general and underlying aspects of the management of classroom language learning... the trainer needs to be open to the likelihood that the program may lead in unexpected directions. (p. 134-5).

These suggestions clearly illustrate the importance of participants' roles in INSET courses. Participants are the main source of content with their in-class experiences, beliefs, assumptions, and needs. For this reason, INSET programs take their place on the teacher development side, instead of the teacher training side, in the aforementioned bi-polar scale.

Similarly, after having analyzed the INSET experience in Malaysia and Thailand, Hayes (1995) offers some principles for INSET programs:

- Change is a slow process (It should not be expected from teachers to change their teaching strategies that they are comfortable with overnight.)
- All the activities should be seen as having direct relevance to teachers' everyday school situations.
- Teachers should be involved in the preparation of courses.
- Trainers should themselves be teachers.
- Training/development sessions should value participants existing knowledge.
- Sessions should enable teachers to form generalizable conclusions about topic under review
- Sessions should give participants an opportunity to put into practice what they have learnt in a non-threatening environment
- Sessions should offer opportunities for participants to share knowledge and ideas.

▪ Every effort should be made to provide follow-up for courses in participant' own schools. (p. 257-60).

As Hayes' suggestions indicate, participants of INSET courses have a vital role in the design and implementation of the program. In addition, theories underlying innovations should be connected with practice.

Models of INSET Programs

The models used in INSET courses vary according to the purposes and participants' needs. Three types of these models are considered major models: transmission, problem solving, and exploratory (Palmer, 1993). These models were used in the study of Breen, Candlin, Dam, and Gabrielsen (1989) who developed an INSET program in Denmark.

1. Transmission Model: In this model trainers are considered as experts and knowledge transmitters as the name suggests. Trainees have passive roles in general and accept or refuse the knowledge transmitted. As trainees have low investment in the process of transmission, the likelihood of using the knowledge provided by trainers may be low.

2. Problem-Solving Model: Trainees identify the specific classroom problems that they face during their teaching practice and trainers offer remedies for these problems. Although this model requires more investment on the part of teachers, trainers are still in the role of experts or knowers.

3. Exploratory Model: This model is called "training as classroom decision-making and investigation" by Breen et al (1989, p. 125). In the exploratory approach, trainers take the position of facilitators and they try to help trainees to explore their own classrooms and resources. Teachers' investment is at the highest level in the exploratory model. Breen et al (1989) suggest that an INSET program should start

from this model. If it is difficult to set up necessary conditions for exploratory model, a problem-solving approach can be the first step to begin an INSET program.

Palmer (1993) points out that the choice of models depends on the program's aims and the teachers who are involved in it. For instance, less experienced teachers may need background information about the practice, so a transmission model can be more effective with them. Experienced teachers may need to focus on specific problems that they face instead of background knowledge or theory, thus a problem-solving approach would brings about better results.

Wallace (1991), on the other hand, suggests three different models, which are the craft model, applied science model, and reflective model.

The Craft Model: This is a traditional model in which trainees learn from master teachers by observing and imitating them. Teaching is considered a craft and expertise passes from generation to generation. However, the contemporary developments in education requires more than a master teacher. More background knowledge and more practice are necessary for implementation of new curricula.

The Applied Science Model: Trainers inform trainees about the results of studies in applied linguistics or similar theoretical subjects and trainees are expected to apply the deductions in their classrooms. However, there is a danger in presenting theoretical knowledge. Many teachers may not have adequate background to understand more technical articles and the conclusions that they draw from them may be misleading. As this situation will directly affect the classroom implementation, the model should be treated carefully.

Reflective Model: Wallace proposes this model as a remedy for the inadequacies of the craft and applied science models. The reflective model combines

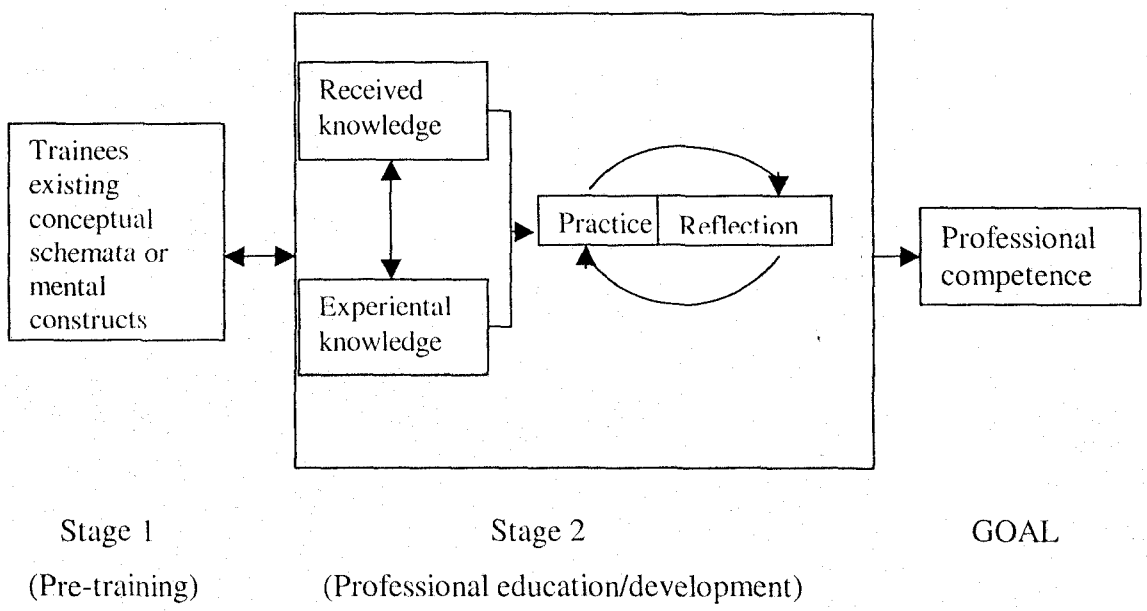
experience and theoretical information. Trainees observe or teach lessons and then reflect upon them individually or in a group discussion. In this model two kinds knowledge are required: 'received knowledge' which refers to the required components of scientific research, and 'experiential knowledge' which results from continuing experience. Trainees' previous knowledge, experiences, and beliefs play an important role in the reflective model. Noting that many INSET courses deal with received knowledge, i.e., theories, facts, and research outcomes, Wallace states

> The effectiveness of such courses will obviously depend on how well they relate to the trainees' own reflection and practice. In other words, the trainees (the in-service teachers) may evaluate the inputs in terms of their own practice and either decide to change their teaching in some way, or not. (p. 52)

Therefore, trainees are not considered as passive knowledge receivers in this model, they are expected to analyze and reflect on the proposed innovations, and decide whether to use it in their actual classroom setting, or not.

Figure 3 summarizes the elements of reflective model.

Figure 3. Reflective Model (taken from Wallace, 1991, p. 49)



The craft model and the applied science model reflect a separation between practice and theory. While the craft model is emphasizing practice and imitation, the applied science model centers on research and its outcomes. In this sense, there occurs a gap between practitioners and experts. As Schön (as cited in Wallace, 1991) indicates, it was scholars' business to create theory for teachers to implement and this reflects a hierarchical status. Most frequently researchers are blamed of being away from the real classroom situation and teachers are criticized as they do not know underlying theories of the techniques and methods they are practicing. However, the reflective model proposed by Wallace gives equal importance to both practice and theory. Although it provides demonstration lessons as in the craft model, they are used for analysis and reflection. In addition, the scientific knowledge is utilized as in applied science model, but trainees' existing knowledge is also highlighted.

As a result, different approaches in INSET models suggest that program designers should pay attention to the objectives of the courses and the needs and expectations of the participants. The programs designed considering teachers' needs and expectations create more successful results. The participants of INSET programs should be provided with opportunities to reflect on the changes offered by the programs and to analyze them based on their existing knowledge and their own teaching contexts as suggested in reflective model. Also, teachers' own classrooms and experiences should be the starting point and teachers should be given a chance to explore their own classrooms and resources as mentioned by Breen et al in the exploratory model. Both of these models have similarities since they give priority to teachers' investment, needs, and expectations in the organization of the developmental courses.

Why INSET Programs Fail

INSET programs, which are considered significant ways for professional development, have many advantages when they are appropriately designed. England (1998) mentions that teachers who participate INSET courses become professionally more satisfied and this directly affects students and institutions positively. Teachers who are professionally satisfied have more commitment to their profession. Moreover, institutions can take the advantage of INSET courses to deal with student dissatisfaction, teacher frustration, or any other specific problems occur. However, most INSET courses, the major aim of which is to create some kind of change in teachers' classroom practice, have a low rate of achievement in spite of the efforts of course designers (Wolter, 2000).

Fullan (1982) summarizes the reasons for failure based on his experience:

1- One-shot workshops are widespread but are ineffective, and in these one-shot sessions teachers cannot be encouraged to synthesize the offered innovations and adapt them into their own settings.

2- Topics are frequently selected by people other than those for whom in-service is intended.

3- Follow-up support for ideas and practices introduced in in-service programs occurs in only a very small minority of cases.

4- Follow-up evaluation occurs infrequently. Many INSET programs do not incorporate teachers' feedback to evaluate or develop the program.

5- In-service programs rarely address the individual needs and concerns.

6- The majority of programs involve teachers from many different schools and/or school districts, but there is no recognition of the differential impact of positive and negative factors within the systems to which they must return.

7- There is a profound lack of any conceptual basis in the planning and implementing of in-service programs that would ensure their effectiveness.

Tomlinson (as cited in Lamb, 1995) agrees with Fullan that short-term INSET courses without follow-up activities can create demotivation and frustration for teachers when they try to apply the things that they have learnt. Generally short-term courses provide only the theoretical knowledge without giving the opportunities to practice or they just focus on the practical issues without giving underlying theories. Teachers who attempt to apply the things they have learnt without synthesizing and internalizing them may be demotivated.

To sum up, INSET programs should be planned carefully considering the dangers mentioned above. If not, INSET programs may turn into disasters for teachers, students and institutions.

In-Service Training and Development Programs in the World

In-service teacher training and development programs have been designed in many countries to raise the quality of education and to provide on-going support for teachers. Many countries see these programs as an indispensable part of education.

INSET in USA

INSET programs in USA are described by Collinson and Ono (2001) and they state that USA pays more attention to rhetoric (standards and policies) than practice. After the first year in the classroom, teachers are expected to continue to work with little support and professional collaboration and to improve their teaching by themselves.

Collinson and Ono (2001) indicate that as teaching has lost its prestige in America because of predictable reasons such as low salaries, the main concern of teacher education programs is to attract teachers and keep them in the field. However, teacher education programs show differences from state to state and these programs are generally "decentralized and location-specific" (p. 225).

Because of the teacher shortage resulting from retirements and increasing number of immigrants and growth of the school-aged population, many states offer alternative certification programs or hire people who do not have degrees in the field. In the first years of teaching, novice teachers are generally given little professional assistance. They are expected to cope with the heavy load of their job instantly. Collinson and Ono (2001) support this proposition by citing a 1999 report of US

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Department of Education. The report states that only one-third of novice teachers participated in training programs in their first year. The situation is quite similar in the following years. Teachers are expected to improve their teaching personally without having professional collaboration.

Joyce and Showers (as cited in Collinson & Ono, 2001) mention that workshops, conferences, and lectures by experts constituted the format of the training programs during 1970s and 1980s. However, they were unsuccessful in providing connection between theory and classroom practice as no follow-up support was provided for teachers.

In 1990s, the number of INSET activities increased a great deal, and they were perceived as resources for career-long development. Five models were decided in these programs: individually guided learning, observation/assessment, involvement in a development/improvement process, training and inquiry (Sparks & Louck-Horsley, as cited in Collinson & Ono, 2001). Instead of being experts, teacher trainers' roles changed and they served as facilitators and consultants. Moreover, some standards were published by the National Staff Development Council to increase the quality of INSET programs.

Nevertheless, change is a slow process (Hayes, 1995) and it would be inappropriate to expect success overnight. Although positive improvements have taken place in terms of INSET programs in the USA, Corcoran (1995) states in a CPRE (Consortium for Policy Research in Education) Policy Brief that most districts still continue offering teachers traditional ways for professional development. He indicates professional development is provided in terms of formal education activities such as courses and workshops; however, the follow-up sessions for these

courses are not designed. For instance, half or full day sessions with experts several times a year are held, but these sessions may be inappropriate for teachers' needs.

Corcoran (1995) points out that

> The current arrangements for the professional development of teachers too often lead to unfocused, fragmented, low-intensity activities that do not lead to significant changes in teaching practice. A different mindset is needed if professional development is to contribute to strengthening the profession and improving the schools (p. 10).

Thus, systematic professional development programs with ongoing support for teachers and follow-up sessions are required in USA.

INSET in Spain

Cerezal and Jimenez (1990) report in their study the organization and implementation of INSET activities in the Encuentro Project which started in 1987. This project started with the determination of primary and high school teachers' needs and the analysis of foreign language teaching situation in Guadalajara, Spain. These analyses revealed the problems that teachers face. Teachers' initial training was not adequate and language improvement was required. There was a lack of INSET activities, and also resources were extremely limited.

In the second step, they prepared some criteria for the INSET program. According to these criteria, INSET activities should combine theory and practice to let teachers evaluate their own teaching through reflection. These activities should encourage classroom research and evaluation to provide autonomy. The participants should work collaboratively and share ideas and experiences.

Based on the results of analyses at the beginning of the program and the criteria, "Foreign Language Teachers Conferences" were organized during 1987. The aims of the conferences are to offer a forum for ideas and experiences, to answer

teachers' problems, and to establish teacher development on classroom and curriculum research. The conferences are supported by workshops, work groups and panels, and particular classroom research depending on teachers' needs.

INSET in Hungary

Simon Gooch (2002) describes the process of developing a series of INSET workshops in Eastern Hungary. He explains this program development in two phases. In the first phase (February-June, 1994), the topic areas covered and the characteristics of previous INSET programs were assessed. In addition to this assessment, the results of a questionnaire sent to the teachers were used to organize initial workshops. However, attendance to these workshops was very irregular, and no real direction or aim achieved. As a result of this experience, a need for more integrated INSET program at regional, local, and individual level emerged. Thus, in the second phase (September, 1994- June, 1995) the program was advertised before summer holiday through various media. To increase the amount of regular attendance teachers were offered a British Council-recognized certificate, which would be given after 80% attendance. Moreover, it was decided that the meetings would be held monthly or every two weeks so as not to make a burden for teachers and trainers. It was agreed to organize these meetings in different towns that teachers preferred.

The aim of INSET programs is to provide change in teachers' classroom practices and the best way to do this is to promote reflection. Gooch (2002) states that if the change in practice comes together with other changes such as deeper knowledge of principles behind classroom practice, it will occur less difficulty, but this is not a fast process. Based on these ideas, Wallace's (1991) reflective model

was adopted. Following this model, teachers evaluated the tasks that they were using in class and discussed or reflected upon their own classroom experiences to apply methodological principles and to reach a consensus. Trainers and trainees chose the content of the program together. The trainers chose the broad topics such as communicative classroom tasks, development of skills, testing, and the trainees chose more specific topics such as teaching grammar for lower levels, warm up activities, using pictures. Language awareness tasks were not used in the program.

The mid-course feedback questionnaire revealed that 85% of the participants implemented at least one activity that they learned in the program. The course generally met the teachers' needs and satisfied them through the organization of workshops.

Consequently, it is clear that when teachers' demands, perceptions, and needs were taken into consideration, the program developed in Eastern Hungary pleased its participants. Thus, it can be inferred that participants demands, perceptions, and needs play a vital role in the success of an INSET program.

INSET in Denmark

The INSET program developed in Denmark from 1978 to 1985 is considered very important in the ELT field, because it highlighted many aspects of INSET courses and provided an example for similar studies. It is a significant study in that not only teachers and trainers, but also language learners were playing a vital role in the program. During the program, more than a hundred language teachers were trained with their students.

Breen et al (1989), who reported the evolution of the program, were the tutors in the program and they state that the program was started based on the teachers'

local demands and interests. It was not planned to be a long-term program, but the continuing demand of teachers and trainers created this result. Participation was on a voluntary basis and the teachers who attended the courses were coming from schools that were close to the training centers.

The program included three phases in which it evolved:

1- Training as transmission

2- Training as problem-solving

3- Training as classroom decision making and investigation

Breen et al. (1989) state that the initial workshops had two main purposes. First, the trainers aimed at presenting some features of communicative language teaching. Second, teachers were not happy with the textbooks they had chosen and needed to learn how to use them effectively.

The authors of the report explain that in the first phase of the program, which was training as transmission, trainers intended to "convince the trainees of the 'rightness' of communicative language teaching" and to help them evaluate their own teaching activities and materials in the light of this approach. Long lectures and textbook evaluation workshops were the modes in the first phase. However, transmission model had some weaknesses. For example, the trainers were dominant in the phase and they made decisions instead of teachers in the program. Teachers' own experience, knowledge, experience, and beliefs were not considered. Moreover, teachers were not provided with follow-up activities for classroom practice. Teachers' problems were not paid attention to. Therefore, the second phase, training as problem-solving, was designed to compensate the weaknesses of the transmission model.

In the problem-solving phase, the trainers took the role of consultants and tried to offer solutions to the problems identified by teachers in a communicative way. Teachers designed lessons and implemented them in their own classrooms, and then these lessons were evaluated in the post-workshop meetings. Again, certain weaknesses of the problem-solving process were realized. Trainers were still considered as experts and a real direct link between theory and practice could not be established.

Finally, a more appropriate approach, training as classroom decision making and investigation, was designed in the third phase. The trainers were considered facilitators and trainees were the decision makers about the classroom procedures. The workshops aimed at informing teachers about recent language learning research and to motivate them to be researchers themselves. Breen et al. (1989) mention according to their experience that classroom decision making and investigation process should actually be the first step in INSET programs.

To sum up, the Denmark experience provides a wide range of information about the design of an INSET program and the evolution of it according to the participants' needs.

INSET in Turkey

INSET in Turkey has a great importance for several reasons. Doğuelli (1992) reports that the proficiency levels of learners are lower than expected to study content through English as a foreign language. Besides, teachers in ELT field are working in limited time with limited sources and inflexible curricula. Most of the teachers who try to implement the innovations are not supported by their colleagues

or superiors. In this context, ELT teachers require the "time, space and professional guidance" that can be provided by INSET programs (Doğuelli, 1992, p.103).

INSET programs are held by the Department of In-service Training, which is functioning in the Ministry of Education, and some other institutions such as INGED (İngilizce Eğitimi Derneği / English Language Education Association), British Council, and Office of English Language Programs of U. S. Department of State. These institutions generally design courses for language teachers at the secondary or tertiary level and a few for university level. Publishing companies such as Longman, Heinemann, and Oxford sponsor conferences and seminars on ELT together with universities and other educational institutions. Also, some universities, such as Hacettepe, Boğaziçi, Çukurova, and Middle East Technical University, have their own training units.

In the study done by Birer (2000), it is stated that most language teachers in private high schools in Ankara consult the British Council for their INSET activities, or contact experts in universities. On the other hand, teachers working at state high schools generally participate in the courses offered by the Department of In-service Training.

As Koç (1992) indicated, the Department of In-service Training organizes approximately 400 INSET courses for a month during summer holiday for all branches of study. For ELT teachers, 20 INSET activities have been planned in 2002 academic year. The eighth of these activities were held in the fall term of the year in different cities of Turkey (Bursa, Eskişehir, Amasya, Çorum, Sivas, Samsun, İstanbul) and totally 452 teachers participated in these programs. 12 activities are going to be held in the spring and summer term (Hizmetiçi Eğitim Planı, 2002). In

the process of designing INSET courses for language teachers, however, no procedure is applied to identify their needs or to select the teachers to participate in INSET courses. The teachers are not selected according to their needs and wants but according to their application. The applicants who have 5 to 15 years of experience and have A or B degrees in KPDS exam (Kamu Personeli Dil Sınavı/Language Exam for Civil Personnel) are given priority in the selection. Some teachers resist joining in these courses while others try to participate every year.

In some cases, school administrators send teachers they select to join the INSET courses designed by British Council by paying their expenses. At the end of the courses these teachers are asked to share their knowledge with other teachers working in their institutions. Also, teacher trainers in British Council are invited to schools to give seminars or to recommend remedies for local problems (Birer, 2000).

British Council offers courses such as Certificate in English Language Teaching (CERTELT), Diploma in English Language Teaching (DIPELT), or short courses such as using computers for ELT, teaching young learners, and language awareness for teachers in secondary or tertiary level. Besides, CELTA (Certificate in English Language Teaching to Adults) and DELTA (Diploma in English Language Teaching to Adults) are the programs that are designed for teachers at the university level. Teachers can participate in these courses on the condition that they pay the course fees (English Language Teacher Training, n. d.).

In addition, INGED (İngilizce Eğitimi Derneği / English Language Education Association), which was founded in 1995, organizes conferences, seminars, and workshops for professionals from all levels of education in Turkey. INGED aims to assist English teachers and professionals in terms of the

developments in the ELT field. The contents of the conferences organized by INGED are kept quite general to cover a variety of participants, although no systematic needs analysis procedure is used to determine the needs and expectations of teachers and professionals in ELT. Also, the association organizes INSET seminars in collaboration with the Ministry of Education and publishes a quarterly newsletter that includes articles, descriptions of conferences and seminars and information on ELT events for members (Hancıoğlu, personal communication).

Moreover, Turkey has an English Language Office attached to the U. S. Embassy Office of English Language. The major aim of this office is to create curricular changes and changes in policies in the educational programs, which will provide opportunities for future teacher training. The English Language Officer (ELO) in Turkey organizes and takes part in INSET seminars and workshops. The ELO also works in collaboration with the Ministry of Education and teacher-training officials to give lectures and present workshops on ELT (Office of English Language Programs, n. d.).

In addition to the aforementioned INSET activities, a few universities, such as Hacettepe, Boğaziçi, Çukurova, and Middle East Technical University, have their own teacher training units. These units organize local seminars and workshops for the teachers working in these institutions to cope with local problems and to provide assistance for the teachers. Also, publishing companies sponsor and organize conferences, seminars, and workshops in collaboration with universities and other programs.

Conclusion

As is seen in the discussion of different models and examples of INSET activities both in Turkey and in the world, divergent developments have occurred throughout history; however, all of them have aimed at maximizing the effectiveness of teaching. As the profession of teaching is a lifelong career, it requires upgrading and continuous development. This is only possible with in-service activities that are designed based on the needs and expectations of teachers and professionals in the ELT field. INSET programs that disregard the participants' needs will be fruitless and lack success.

In the next chapter, participants, instruments, and data collection procedures that were utilized in the study in order to identify the interests of instructors regarding the content of in-service training programs will be presented.

CHAPTER III. METHODOLOGY

Introduction

This research is a descriptive study in which the Foreign Language Departments of 18 Turkish state universities were surveyed in order to find out EFL teachers' perceptions of their needs in in-service education and training programs in Turkey. This chapter of the study focuses on the participants, instrument used, procedures, and data analysis.

The research questions to be examined were:

1- What do EFL teachers working at state universities think they need in an in-service training program?

2- Do EFL teachers working at state universities feel the need for different content in in-service training programs at different points in their careers?

Participants

For this study 530 EFL instructors from the Foreign Languages Departments of 18 state universities with preparatory programs were surveyed. These participants are the instructors in the Schools of Foreign Languages at the following state universities: Akdeniz University, Anadolu University, Ankara University, Boğaziçi University, Celal Bayar University, Çukurova University, Dokuz Eylül University, Ege University, Erciyes University, Hacettepe University, Karadeniz Technical University, Marmara University, Mersin University, Middle East Technical University, Muğla University, Osmangazi University, Sakarya University, Yıldız Teknik University.

The distribution of the participants according to universities was given in Table 1.

Table 1.

Distribution of the participants according to the universities

	Item	Frequency (N=530)	Percentage (N=530)
	Institution		
1-	Akdeniz University	10	1.9
2-	Anadolu University	56	10.6
3-	Ankara University	26	4.9
4-	Bogaziçi University	18	3.4
5-	Celal Bayar University	20	3.8
6-	Çukurova University	40	7.5
7-	Dokuz Eylül University	43	8.1
8-	Ege University	27	5.1
9-	Erciyes University	34	6.4
10-	Hacettepe University	43	8.1
11-	Karadeniz Technical University	20	3.8
12-	Marmara University	32	6.0
13-	Mersin University	14	2.6
14-	Middle East Technical University	51	9.6
15-	Muğla University	33	6.2
16-	Osmangazi University	17	3.2
17-	Sakarya University	14	2.6
18-	Yıldız Teknik University	32	6.0
	Total	530	100.0

The universities mentioned above were chosen in order to gather data from EFL instructors who work at School of Foreign Languages of the universities. The universities were chosen from the Turkish state universities that have preparatory schools. These universities were listed and the ones that could be reached were utilized to collect data for the study. The result showed that the universities presented a geographical distribution of the state universities that have School of Foreign Languages in Turkey. Universities among these have also been subject to other research studies (Coşkuner, 2001; Tevs, 1996).

Table 2 summarizes the distribution of participants according to sex and age.

Table 2.

Distribution of participants in terms of sex and age.

Items	N	%
Sex		
Male	116	21.9
Female	414	78.1
Age		
Under 25	42	7.9
25-35	307	57.9
36-45	128	24.2
46-55	52	9.8
Over 55	1	0.2

Note. N = number of the participants;
% = percentage of the participants

According to these numbers it is seen that the majority of the instructors participated in the study are female and younger than 35 years old. As the number of instructors participated in the study is representative of the Turkish EFL context, it can be generalized that the ELT profession in Turkey is preferred mostly by females who are younger than 35 years old based on these results.

Teaching experience was another factor used to categorize the participants, and Table 3 gives the characteristics of participants depending on their teaching experience.

Table 3.

Distribution of participants in terms of total teaching experience and experience in their present institution

Items	N	%
Total Teaching Experience		
1-4 years	130	24.5
5-8 years	149	28.1
9-12 years	95	17.9
13-16 years	70	13.2
17-20 years	44	8.3
Over 20 years	42	7.9
Teaching Experience in Present Institution		
1-4 years	256	48.3
5-8 years	127	24.0
9-12 years	65	12.3
13-16 years	45	8.5
17-20 years	26	4.8
Over 20 years	11	2.1

Note. N = number of the participants; % = percentage of the participants

According to the data collected it was seen that the plurality of the instructors in this study had 5 to 8 years of experienced in total, and the largest group of them were novices in their present institutions. Since the study reveals a wide range of data, it can be generalized that the ELT instructors working at state university preparatory schools are female and have 5 to 8 years of experience.

To calculate the differences in instructors' degrees of interest regarding in-service training content according to their different points in their careers, teachers were grouped as 'experienced' and 'novice'. Freeman (2001) states experienced teachers are those who have five or more than five years of experience in class and novice teachers are those with less than five years of experience. The same distinction was used in the data analysis process in this study.

The instructors were also asked about degrees and majors that they have completed. Table 4 summarizes the answers given.

Table 4.

Degree programs completed

	N	%
BA/BS	343	64.7
MA/MS	143	27.0
Ph.D.	8	1.5
Missing	36	6.8
Total	530	100.0

Note. N = number of the participants;
% = percentage of the participants

The majority of instructors participated in this study have BA/BS degrees, 27% has MA/MS, and 1.5% has Ph.D. degrees. It was found that the instructors were specialized in ELT, Literature, Linguistics, Translation, or other majors such as Educational Sciences or Business Administration. Based on the data collected, it is clear that the majority of the instructors working at the preparatory schools of state universities have only BA/BS degrees.

Materials

A questionnaire (see Appendix A) was used to collect data in this study. The questionnaire consists of two parts. In the first part, the participants were asked Likert-scale questions to express their needs in terms of content in INSET programs The second part included questions that allow participants to choose from more than one option, yes-no questions and open-ended questions to collect demographic information about the participants. Since the study primarily focused on the interests of the instructors regarding the content of in-service training programs, as Oppenheim (1992) suggests, the demographic information was asked for in the second part of the questionnaire so as not to lose the participants' attention with the questions that do not have primary importance.

The Likert-scale questions in the first part were organized in modules which are methodology (questions 1 to 16), classroom management (questions 17 to 24), awareness raising (questions 25 to 27), materials development (questions 28 to 33), testing (questions 34 to 42), curriculum design (questions 43 to 48), second language acquisition (questions 49-50), and teacher development activities (questions 51 to 53).

The scale for the questions consisted of four options: "very interested", "fairly interested", "slightly interested", "not interested at all". These options were numbered from 1 (very interested) to 4 (not interested at all). The intervals between these points in the scale were equal and for analysis of level of interest, the ranges given below were used:

Very Interested	1	1.00 – 1.75
Fairly Interested	2	1.76 – 2.50
Slightly Interested	3	2.51 – 3.25
Not Interested At All	4	3.26 – 4.00

Procedure

For the first step of the study, the questionnaire was designed based on the relevant literature in teacher training and similar studies. In the next step, the questionnaire was piloted on March 11th, 2002 with twelve MA TEFL (2002) students who were the representatives of different universities in Turkey. After taking their comments on the items, the questionnaire was revised and the final version was produced.

Later, the department heads of universities were sent consent forms on March 14th, 2002 to ask for their permission to conduct the survey. Key teachers from each

university who were responsible for delivering and collecting the questionnaires were contacted via telephone, e-mail, and through personal contacts. After receiving permissions, the questionnaires were sent to these people by mail on March 24th, 2002 and they were requested to collect and send the questionnaires back by mail. The data collection procedure was completed on April 25th when the completed questionnaires were received from all the universities participated in the study.

Factor Analysis was applied to the collected data to find out the structural reliability of the questionnaire. The factor values of all the items were found to be higher than 0.30. Also, Cronbach Alpha Analysis was calculated to find out the reliability coefficients of the questionnaire and a value of 0.95 was found. The results of Factor Analysis and Cronbach Alpha Analysis showed that the questionnaire was highly reliable. The same questionnaire was administered at all eighteen universities included in the study.

The item related to the ways of using computers in language classes (Q32) was not found reliable at the end of Factor Analysis, therefore it was excluded from the study and was not analyzed in the data analysis chapter.

Data Analysis

After the data was collected through questionnaires, it was entered using SPSS program. Quantitative data analysis techniques were used and frequencies, means, standard deviations, and t-test were calculated. T-test was applied to find out whether there is a meaningful difference between the perceptions of the instructors who are novice and experienced. The t-test had a between-groups design, and a Case 2 t-test was computed as two group means (means of novice and experienced teachers) were compared (Hatch and Lazaraton, 1991). The cut point for the t-test

used is 1.96. The values higher than 1.96 were found significant and the ones lower than 1.96 were considered nonsignificant.

Conclusion

In this chapter, characteristics of the participants, the material used, data collection and analysis procedures were presented. The results found with the analyses will be discussed in detail in Chapter 4.

CHAPTER IV. DATA ANALYSIS

Introduction

This study gathered data regarding the interests of 530 English instructors who are working at the preparatory schools of eighteen state universities in terms of the content of in-service programs and aimed to answer the following research questions:

1- What do EFL instructors working at state universities think they need in an in-service training program?

2- Do EFL instructors working at state universities feel the need for different content in in-service training programs at different points in their careers?

The data were collected with a questionnaire (see Appendix A) and analyzed quantitatively. The information gathered through the questionnaires was inputted into SPSS program and the frequencies, means, and standard deviations of the individual items and items in modules were analyzed with SPSS program to find the general interests of the teachers. In addition, the relationship between the items and the teachers' years of experience were computed with the t-test.

In this chapter, the analysis of the questions of the questionnaire will be presented in two different sections. The first section focuses on instructors' general interest areas in in-service training programs. The second section of the chapter includes the comparison of the novice and experienced teachers' degrees of interest in questions related to methodology (Q1-Q16), classroom management (Q17-24), awareness raising (Q25-27), material (Q28-33), testing (Q34-42), curriculum development (Q43-48), second language acquisition (Q49-50), and teacher development activities (Q51-53) to find out whether there is a meaningful difference

between the requirements of novice and experienced instructors. The modules that include large number of questions will be broken into parts and analyzed in these subparts.

Instructors' Interests in terms of INSET Content

To find out instructors' interests in terms of INSET content, they were asked 53 questions organized in the aforementioned modules. The instructors participated in the study replied the items from 1 (very interested) to 4 (not interested at all). The analyses of their answers revealed that these 530 instructors generally replied the items as either very interested (1) or fairly interested (2), which means they are interested in all the items related to the content of INSET programs. The analyses of all 53 items can be seen in Appendix B.

However, it was found that eleven items emerged that should be given priority in the determination of INSET content. The means of all instructors were found less than 1.75, which means all the participants are very interested in attending INSET courses on these eleven areas. Means and standard deviations of the items, which were replied as 'very interested', are given in Table 5. The items are presented in the table starting from the lowest means to the highest means.

Table 5.

Items with Means Less than 1.75 (Very Interested)

Items	N	M	sd
Q24. Ways of Motivating Students	528	1.41	0.73
Q25. Raising My Students' Language Awareness	528	1.48	0.78
Q15. Implementation of New Teaching Methods	526	1.52	0.80
Q26. Raising My Students' Awareness of Their Goals and Objectives	529	1.54	0.79
Q47. Ways of Evaluating the Effectiveness of Teaching	527	1.61	0.82
Q45. Ways of Determining My Students' Needs	528	1.65	0.86
Q8.Teaching Vocabulary	529	1.67	0.90
Q21.Promoting Interaction	525	1.68	0.80
Q4.Teaching Reading	528	1.72	0.90
Q3.Teaching Speaking	529	1.72	0.91
Q30. Using New Materials	529	1.74	0.87

Note. N = number of the participants; M = mean; sd = standard deviation

As it is seen in Table 5, the mean values of the answers given to these items vary between 1.41-1.74, which means most of the participants ranked them as items they were very interested in having further training on.

The analyses of the items 24 and 25 revealed the lowest means in the survey (1.41-1.48). Therefore, it was found that the instructors participated in the study are most interested in attending INSET courses on the ways of motivating students and raising their students' language awareness than on any other aspects asked in the questionnaire. Moreover, it is seen that the instructors mostly agree on these items, as the standard deviation values for the items are less than 0.78, which are also the lowest standard deviation values in the survey. The instructors might have given the priority to motivation in training courses since they think that the achievement in language learning is closely related with motivation. As Van Lier (1996) suggests, "conscious involvement is essential in language learning" (p. 74). Einwaechter (1992), who conducted a pilot peer observation study, reports that most of the teachers in his study believed the classes become unsuccessful due to external factors

such as the lack of the motivation of students. The instructors in this study may give the priority to having further training on motivating students based on similar reasons. Language awareness may also be considered as the most important issue by the instructors that should be emphasized in training courses, since they want their students to be consciously involved in language learning and language use.

The mean values of the Q15 and Q26, which are related with the implementation of new teaching methods and raising their students' awareness of their goals and objectives are lower than 1.60. Based on these means, it is seen that of the instructors are also very interested in having further training on implementation of new teaching methods and raising their students' awareness of their goals and objectives although their degree of interest is not as high as it is in motivation and language awareness. Koç (1992), Mariani (1979), and Palmer (1993) suggest that INSET programs should provide information on recent methodology and should keep teachers up to date. The interest of the instructors in implementation of new teaching methods confirms the authors' suggestions. Also, Van Lier (1996) mentions that awareness is connected to intention, attention, and control which may be the factors that increase motivation. The reason behind the instructors' interest in having further training on raising their students' awareness of their goals and objectives may be the need for providing students a purpose, helping them notice and focus on their purposes, and increasing their control over them. The instructors may think that these will increase their students' motivation.

The answers given to the questions related with teaching speaking, teaching reading, and using new materials are closer to the 'fairly interested' although they are still in the 'very interested' band. In addition, the instructors took part in the study

gave less similar answers as the standard deviation values are close to 1.00, which indicates that the instructors' degrees of interest for further training on these issues vary.

The instructors may have given the priority on attending INSET courses on teaching speaking, reading, and vocabulary but not the other skills since their students may need assistance on these issues more than the other skills. In addition, the instructors may not feel confident in teaching these skills as much as native speakers and they may feel the need of improving their own speaking and reading skills as well as enriching their own vocabularies.

Also, the instructors may be more interested in having further training on the ways of determining their students' needs and evaluating the effectiveness of teaching than the other curricular issues as these are directly related to their own students and teaching, and since they have more control over them.

These eleven items are the ones that the instructors who participated in the study are very interested in and would like to attend courses on. The comparative analyses of these items between the novice and experienced instructors showed that the mean values were lower for the novice teachers, i.e., the novice teachers were more interested in having further training on the abovementioned items than the experienced teachers. In addition, the standard deviation values of the experienced teachers were found higher than the standard deviation values of the novice teachers. These higher values indicate that the experienced teachers' degrees of interest vary more than the novice teachers'.

Comparison of the Interests of Novice and Experienced Teachers

In order to identify the differences in their replies between novice and experienced teachers in terms of INSET content, t-test was computed to compare the means of these two groups. In most of the cases, the standard deviation values of the experienced teachers were found higher than the values of the novice teachers. The group of experienced teachers is not homogenous, it includes instructors who have wide range of experiences between 5 and more than 20 years whereas the group of novice teachers only includes instructors having less than 5 years of experience. Because of this reason the standard deviation values of the experienced group were found higher and their answers varied more than the novice teachers in all cases except one. The results of these analyses will be presented in the following parts.

Questions Related to Methodology

The methodology section in the questionnaire includes 16 questions. These questions were classified into lesson planning (Q1), skills teaching (Q2, Q3, Q4, Q5, Q6, Q7, Q8), teaching different ability levels (Q9, Q10, Q11), culture and teaching English (Q12), questions related to ESP-EAP (Q13, Q14), implementation of new teaching methods (Q15), and communicative language teaching (Q16). These items were analyzed to find out whether there are statistically significant differences between the perceptions of novice and experienced instructors and Case 2 t-test was calculated to compare the means of these two groups of instructors.

Lesson Planning

In Table 6, the comparison of the replies given by novice and experienced instructors on lesson planning is presented.

Table 6.

Comparison of the Answers on Lesson Planning

Q1.Lesson Planning	N	M	sd	t
Novice	129	2.16	1.01	3.57**
Experienced	398	2.55	1.10	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test. *p< 0.05 **p< 0.01.

Table 6 shows that there is a highly significant difference between the perception of the novice and the experienced teachers in their degree of interest for further training on lesson planning. According to these results, the novice teachers are more interested in further training on lesson planning than the experienced teachers. Novice teachers replied the item related to lesson planning as 'fairly interested' while experienced teachers responded to it as 'slightly interested'. The standard deviation values show that the answers varied in both groups, though. As the experienced teachers may have more practice on lesson planning they may be less interested in the topic. On the other hand, the novice teachers may be more interested in the INSET courses on lesson planning since they need more practice.

Skills Teaching

Skills teaching was another area about which the instructors were asked to express their interest in further training. They were asked about their interests for further training in teaching listening, teaching speaking, teaching reading, teaching writing, teaching grammar, teaching pronunciation, and teaching vocabulary. Table 7 shows the comparison of the replies given by the novice and the experienced teachers on these questions.

Table 7.

Comparison of the Answers on Skills Teaching

	N	M	sd	t
Q2.Teaching Listening				
Novice	129	2.08	0.88	0.16
Experienced	399	2.09	0.99	
Q3.Teaching Speaking				
Novice	129	1.50	0.70	3.23**
Experienced	400	1.79	0.96	
Q4.Teaching Reading				
Novice	129	1.60	0.79	1.87
Experienced	399	1.77	0.93	
Q5.Teaching Writing				
Novice	129	1.69	0.84	1.29
Experienced	398	1.82	1.01	
Q6.Teaching Grammar				
Novice	129	1.72	0.87	2.81**
Experienced	399	2.01	1.05	
Q7.Teaching Pronunciation				
Novice	130	2.09	1.03	1.54
Experienced	399	2.26	1.05	
Q8.Teaching Vocabulary				
Novice	129	1.56	0.77	1.74
Experienced	400	1.72	0.94	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

Table 7 indicates that the novice and the experienced teachers took part in the survey showed significant differences in their perceptions of their needs for further training on teaching speaking and teaching grammar. However, the results of t-test do not point out meaningful differences between the two groups on teaching reading, teaching writing, teaching pronunciation, and teaching vocabulary.

The answers given to the items related to teaching speaking and grammar revealed a highly significant difference between the perceptions of the novice and experienced teachers. While the novice teachers are very interested in attending training courses on teaching speaking and grammar, the means of experienced teachers implied that they are only fairly interested in having further training on these

issues. The difference between the perceptions of these two groups might result from the novice teachers feeling less confident than the experienced teachers in teaching speaking and grammar. The novice teachers might also feel the need for further training on speaking and grammar to improve their own skills in these areas.

The results of the t-test revealed no significant difference between the perceptions of the novice and experienced teachers in their needs for further training on teaching listening, reading, writing, pronunciation, and vocabulary. Although the analysis did not indicate a significant difference in the need for further training on teaching vocabulary, it was found out that both groups of teachers are very interested in attending INSET courses on this area. Since the learners lack of vocabulary knowledge may be considered as the most common problem faced by the instructors, they may be very interested in teaching vocabulary. This can even be a problematic issue for the teachers. Medgyes (1999) states, "It turns out at every step that our (nonnative teachers') repertoire of English words is quite small" (p.181). He continues that because of the nonnative teachers' limited vocabulary knowledge students lose their trust in them and prefer native teachers. Thus, the instructors participated in the study may feel the need for further training on teaching vocabulary so as not to lose their students' confidence.

The mean values of both groups indicated that the degrees of interest for further training especially on teaching listening and pronunciation were relatively low compared to the other skills in this category. The instructors may be less interested in attending training courses in teaching listening, as they perceive listening as a mechanical skill and there is not much to improve themselves. Similarly, the instructors may not feel the need for further training on teaching

pronunciation since they may not feel confident or may they think that it is not possible for nonnative teachers to teach pronunciation.

Teaching Different Ability Levels

The participants of the study were also asked about their interests in further training on teaching different ability levels. In this section of the questionnaire the instructors were asked to reply questions related to teaching lower level students, teaching intermediate level students, and teaching advanced level students. Table 8 presents the results of the analyses.

Table 8.

Comparison of the Answers on Teaching Different Ability Levels

	N	M	sd	t
Q9. Teaching Lower Level Students				
Novice	130	1.94	0.99	3.19**
Experienced	398	2.28	1.08	
Q10. Teaching Intermediate Level Students				
Novice	130	1.78	0.81	2.59*
Experienced	399	2.02	0.98	
Q11. Teaching Advanced Level Students				
Novice	130	1.73	0.92	1.37
Experienced	399	1.87	1.01	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01.

It is seen that the mean values decrease in the above mentioned cases. The t-test results point out significant differences between the novice and experienced teachers in their degree of interest for further training on teaching lower and intermediate level students. Although the mean values for both groups indicated that they are fairly interested in attending INSET courses on these issues, the experienced teachers were found less interested than the novice teachers.

However, the analysis of Q 11 (teaching advanced level students) did not show a significant difference between the novice and experienced teachers' degrees

of interest for further training on teaching advanced level students. Although the novice teachers were found very interested while experienced teachers were fairly interested in further training on teaching advanced level students, the results did not point out a statistical significance. The mean values of the novice teachers were close in teaching intermediate and advanced level students, which may result from their lack of confidence in their language abilities to teach intermediate and advanced level students while they are confident in their language abilities to teach lower level students. Also, the experienced teachers may not feel confident in teaching advanced level students since they may not be teaching advanced levels frequently in preparatory schools.

Culture and Language Teaching

Another question in the methodology module of the questionnaire was about target language culture and teaching English. To find out whether there is a meaningful difference between the perceptions of novice and experienced teachers their answers were compared. The results of this comparison are displayed in Table 9.

Table 9.

Comparison of the Answers on English Language Culture and Teaching English

Q12	N	M	sd	t
Novice	128	2.07	0.98	1.89
Experienced	395	2.26	1.01	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test. *p< 0.05 **p< 0.01.

The analysis of Q12 did not reveal a significant difference between the perceptions of the novice and experienced teachers in their degrees of interest for further training on English language culture and teaching English. Both groups of

teachers were found fairly interested in attending training courses on culture and language teaching. The instructors may be less interested in having further training on culture and language teaching since they believe that the course materials they are using provide cultural knowledge for students. Moreover, they may not feel competent enough to teach English culture, as they are nonnative teachers of English. Teaching culture may also be seen less important as the instructors may be more interested in fundamental language components such as grammar, vocabulary, speaking, and reading due to time constraints.

Teaching EAP and ESP

The instructors were also asked about teaching English for academic purposes (EAP) and teaching English for specific purposes (ESP). Table 10 shows the analyses results of these items.

Table 10.

Comparison of the Answers on Teaching EAP and ESP

	N	M	Sd	t
Q13. Teaching EAP				
Novice	129	1.96	1.02	2.71**
Experienced	399	2.25	1.08	
Q14. Teaching ESP				
Novice	130	2.01	1.03	2.84**
Experienced	397	2.31	1.05	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

T-test results reflected highly significant differences for both questions and the standard deviation values do not show a high level agreement among the teachers. In both cases it was seen that the novice and experience teachers are fairly interested in having further training on teaching EAP and ESP. The divergence in the responses of both groups may result from institutional differences. Based on their

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teaching context, some members of both groups of teachers may need further training on EAP and ESP.

New Teaching Methods and Communicative Language Teaching

The final questions in the methodology module of the questionnaire include items related with the implementation of new teaching methods and communicative language teaching. Table 11 presents the analysis results of these items.

Table 11.

Comparison of the Answers on Implementation of New Teaching Methods and Communicative Language Teaching

	N	M	sd	T
Q15.				
Novice	130	1.45	0.68	1.22
Experienced	396	1.55	0.83	
Q16				
Novice	129	1.56	0.77	2.91**
Experienced	399	1.83	0.97	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

The analysis of Q16 revealed a significant difference between the novice and experienced teachers in terms of their interest in attending training courses on CLT. Although the novice teachers are very interested in having further training on CLT, the mean value of the experienced teachers show that they are only fairly interested. As CLT is a teaching method that is in use, experienced teachers must have an idea of what CLT is and may be implementing it in their teaching, and thus not feel the need for further training. Novice teachers may need more practical knowledge about CLT even though they have theoretical knowledge about it from their training. Another reason for the significant difference between the two groups may be the experienced teachers' belief that they cannot use it in their classrooms because of local or curricular conditions.

The responses of the novice and experienced teachers revealed that both groups are highly interested in having further training on implementation of new teaching methods and they would like to participate in INSET courses to learn more about the current developments in teaching methods. Since both groups are very interested in this item there is no significant difference between their perceptions.

Questions Related to Classroom Management

The second module in the questionnaire includes eight questions related to classroom management. In this module instructors were asked to reflect their interest in further training on dealing with classroom discipline problems (Q17), responding to students (Q18, Q19, Q20), promoting interaction and collaboration (Q21, Q22), ways of using groups effectively (Q23), and motivating students (Q24).

Classroom Discipline Problems

The instructors were asked to reflect their interest in further training on the ways of dealing with classroom discipline problems and the analysis of their replies is presented in Table 12.

Table 12.

Comparison of the Answers on the Ways of Dealing with Classroom Discipline Problems

Q17	N	M	sd	t
Novice	129	1.91	0.94	4.01**
Experienced	400	2.35	1.11	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

As it is displayed in Table 12, the t-test result indicates a significant difference between the perceptions of these two groups in terms of their interest in further training on the ways of dealing with classroom discipline problems. Both novice and experienced teachers are fairly interested in the ways of dealing with

classroom discipline problems. The mean value of the experienced teachers was found higher than the mean value of the novice teachers (M=2.35). Since the experienced teachers are practicing teachers for more than 5 years, they might have generated their own ways of dealing with discipline problems, but the novice teachers, who have less than 5 years of experience, may need further assistance to deal with discipline problems and because of this reason they may be more interested in this topic.

Responding to Students

Items related to responding to students form the second group in classroom management module of the questionnaire. In this part, the instructors were asked about their interest in having further training on giving feedback, giving instruction, and correcting errors. The results of the analyses of these items are shown in Table 13.

Table 13.

Comparison of the Answers on Responding to Students

	N	M	sd	t
Q18. Giving Feedback				
Novice	129	1.90	0.89	2.81**
Experienced	399	2.17	0.97	
Q19. Giving Instructions				
Novice	130	2.06	0.91	3.80**
Experienced	398	2.44	1.01	
Q20. Correcting Errors				
Novice	130	1.95	0.96	2.69**
Experienced	398	2.21	0.96	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

The analyses of these items revealed that there are highly significant differences between the degrees of interest of the novice and experienced instructors in having further training for all three questions. Although the both groups replied to

the three items as 'fairly interested', the mean values of the experienced teachers were higher in all three cases. These mean values indicate that the novice teachers are more interested than the experienced teachers in attending training courses on responding to students. As the experienced teachers have been engaged in giving feedback, giving instructions and correcting errors for more than 5 years, they may not feel the need of taking INSET courses on these areas; however, the novice teachers may need to develop more confidence about responding to students.

Promoting Interaction and Motivating Students

The final part of the classroom management module includes questions related to promoting interaction and collaboration among students, ways of using groups effectively, and ways of motivating students. Table 14 presents the results of the analyses of these items.

Table 14.

Comparison of the Replies Related to Promoting Interaction and Motivating Students

	N	M	sd	t
Q21.Promoting Interaction				
Novice	130	1.46	0.68	3.59**
Experienced	395	1.75	0.83	
Q22. Promoting Collaboration				
Novice	129	1.56	0.71	3.51**
Experienced	396	1.85	0.85	
Q23. Ways of using groups effectively				
Novice	130	1.57	0.76	3.29**
Experienced	398	1.86	0.93	
Q24. Ways of Motivating Students				
Novice	130	1.30	0.61	1.99*
Experienced	398	1.45	0.77	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

The analyses of the responses given to promoting interaction, promoting collaboration, and ways of using groups effectively revealed that there are significant

differences between the perceptions of novice and experienced teachers in their degrees of interest in having further training on these issues. In each case the mean values of the experienced teachers were found higher, which means the novice teachers have an interest in attending INSET courses more than the experienced teachers. Since the experienced teachers have adequate practice in promoting interaction and collaboration among students and using groups effectively, they may not have an interest in taking INSET courses on these topics as much as the novice teachers. On the other hand, the experienced teachers might have recognized that promoting interaction, collaboration, and using groups are difficult to implement in their classes, as they have to follow their strictly designed syllabi.

Also, the mean values of Q24, which are the lowest means among all 53 questions, show that both groups of teachers are very interested in attending courses on motivating students. The t-test result is only significant at $p < .05$, which is because of the high interest of both groups in having further training on motivating students. Both groups of instructors have an interest in taking INSET courses on motivating students since they think that motivating students is a general problem in their teaching. As Van Lier (1996) mentions "experts and amateurs alike agree unanimously that motivation is a very important, if not the most important in language learning" (p. 98). The instructors participated in this survey might be very interested in having further training on motivating students as they believe that motivating students is essential.

Questions Related to Awareness Raising and Autonomy

The third module of the questionnaire includes three questions related to awareness raising and promoting autonomy. In this module, the 530 instructors who

took part in the study were asked to reflect their needs for further training on raising their students' language awareness, raising their students' awareness of their goals and objectives, and promoting autonomy. Table 15 displays the comparison of the responds given by the novice and the experienced teachers.

Table 15.

Comparison of the Items Related to Awareness Raising and Autonomy

	N	M	sd	t
Q25. Raising My Students' Language Awareness				
Novice	130	1.39	0.69	1.54
Experienced	398	1.52	0.82	
Q26. Raising My Students' Awareness of Their Goals and Objectives				
Novice	130	1.44	0.72	1.81
Experienced	399	1.58	0.82	
Q27. Promoting Autonomy				
Novice	128	1.83	0.84	1.03
Experienced	396	1.92	0.87	

Note. N=number of the participants; M= mean; sd=standard deviation; t= t-test.
*p< 0.05 **p< 0.01.

At the end of the analyses it was seen that there are no significant differences between the degrees of interest of the novice and experienced teachers in having further training on raising their students' language awareness, raising their students' awareness of their goals and objectives, and promoting autonomy. Both groups of instructors agreed that they are very interested in attending INSET courses on awareness raising activities. It may be that both groups of teachers feel insecure in raising language awareness and raising students' awareness of their own goals and objectives, because they are nonnative teachers of English, as Medgyes (1999) suggests.

Also, the responses of the instructors revealed that they are fairly interested in promoting autonomy. The instructors may not feel able to promote autonomy based

on the curricular issues in their institutions and for this reason they may not feel the need for attending related courses, as they will not be able to utilize them in their teaching.

Questions Related to Materials

The materials module in the questionnaire consists of six items, which addressed the evaluation of textbooks and materials, designing supplementary materials, using new materials, using songs and games, using computers, and using video. As Q32 (using computers) was not found reliable at the end of factor analysis it will not be analyzed in this section. The comparison of the answers in this module is presented in Table 16.

Table 16.

Comparison of the Items Related to Materials

	N	M	sd	t
Q28. Evaluation of Textbooks/Materials				
Novice	130	2.01	0.85	2.77**
Experienced	397	2.27	0.98	
Q29. Designing Supplementary Materials				
Novice	130	1.92	0.95	1.62
Experienced	398	2.08	0.99	
Q30. Using New Materials				
Novice	130	1.54	0.79	3.12**
Experienced	399	1.81	0.89	
Q31. Using Songs and Games				
Novice	130	1.81	0.98	3.32**
Experienced	399	2.15	1.04	
Q33. Using Video				
Novice	130	2.05	1.07	2.40*
Experienced	399	2.29	0.99	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

The analyses revealed that there are highly significant differences between the degrees of interest of the two groups in having further training on evaluation of textbooks and materials, using new materials, and using songs and games. The mean

values of experienced teachers were found higher than the novice teachers in each case.

The analysis of Q30 revealed that novice teachers are very interested particularly in having further training on using new materials while the experienced teachers are only fairly interested. It is interesting to see this divergence in the replies of novice and experienced teachers as the novice teachers were expected to have current knowledge in using new materials, as they are recent graduates in related fields. However, their replies reveal that they have an interest in attending INSET courses to learn how to use new materials more than the experienced teachers. As the experienced teachers might have recognized that they are assigned the materials to use or since they might have established routines they may be less interested in attending training courses on using new materials. For similar reasons the experienced teachers may not feel as great a need for further training on the evaluation of materials and using songs and games.

The analysis of the item related to designing supplementary materials did not reflect a significant difference between the perceptions of novice and experienced teachers. The mean values of both groups indicate that the instructors agree on the need for INSET courses on this topic at the 'fairly interested' level, which might result from their limited need for preparing supplementary materials to use in their classes.

The analysis of the responses given to Q33 indicate that both groups of teachers are fairly interested in attending INSET courses on using video in their teaching. When the t-test results and mean values were taken into consideration, however, a significant difference between the two groups was found. Also, the

standard deviation values showed that this is the only question in the survey for which the replies of the novice teachers varied more than the replies of experienced teachers. The divergence in their responses might be the consequence of contextual differences and insufficient equipment to use video in some universities.

Questions Related to Testing

The participants of the study were also asked questions on testing to find out whether there is a significant difference in the perceptions of novice and experienced teachers on the need for further training in this area. The testing module consists of nine questions five of which are about testing skills. The last four questions in this module include items related to preparing and evaluating tests and test items.

Testing Skills

The instructors were asked to reflect their degrees of interest in testing listening, speaking, reading, writing, and grammar in this part of the questionnaire. The analyses of the items are presented in Table 17.

Table 17.

Comparison of the Items Related to Testing Skills

	N	M	Sd	t
Q34. Testing Listening				
Novice	130	2.18	0.91	1.15
Experienced	399	2.07	1.01	
Q35.Testing Speaking				
Novice	130	1.66	0.80	3.01**
Experienced	399	1.95	0.99	
Q36.Testing Reading				
Novice	130	1.72	0.76	2.17*
Experienced	399	1.93	1.00	
Q37.Testing Writing				
Novice	130	1.75	0.81	2.03*
Experienced	399	1.96	1.03	
Q38.Testing Grammar				
Novice	130	1.79	0.85	1.69
Experienced	399	1.96	1.02	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

Significant differences occurred between the novice and experienced teachers in their degrees of interest for further training on testing speaking, testing reading, and testing writing. It was found that in each case the novice teachers are very interested in attending further training courses on testing these skills while the experienced teachers are fairly interested. Since the novice teachers have less than 5 years of experience they might have less practice on testing speaking, reading, and writing, which might be the reason of their being very interested in attending INSET courses on these topic areas. Also, these three skills are the ones that are most likely to be tested and the novice teachers may have an interest in attending training courses because of this reason. The mean values indicated that the novice teachers were especially much more interested in having further training on testing speaking. As it was mentioned earlier in the analysis of Q3 (teaching speaking), the novice

teachers might feel less confident than the experienced teachers in testing speaking as well as teaching this skill.

On the other hand, the analyses of Q34 (testing listening) and Q38 (testing grammar) pointed out no significant difference between the novice and experienced teachers. Both groups of instructors replied the questions as 'fairly interested', although the mean values for the experienced teachers in each case are higher than the novice teachers'. All the instructors participated in the study have an interest in taking INSET courses on testing listening and testing grammar at the 'fairly interested' level. As the instructors are generally using ready made listening tests in their institutions they may be less interested in taking training courses on testing listening. In the analysis of Q2 (teaching listening) it was seen that the instructors are also interested in having further training on teaching listening at the 'fairly interested' level. Therefore, it can be said that the instructors do not give primary importance to teaching and testing listening among all skills, which can be another area that should be investigated. Similarly, it can be assumed that the instructors do not have an interest in participating in INSET courses on testing grammar since they feel they have adequate knowledge on the topic or they have sufficient amount of practice on testing grammar in their classes.

Also, the analyses indicated gaps between the standard deviation values of novice and experienced teachers. The standard deviation values of the experienced teachers were found much higher than of the novice teachers, which means the experienced teachers vary in their responses. This divergence may result from the contextual differences since some of the universities in this study have testing offices

(Boğaziçi University, METU, Hacettepe University, Osmangazi University) while others do not.

Preparing and Evaluating Tests and Test Items

In the second part of the testing module, the teachers were asked questions related to the preparation and evaluation of tests and tests items. This part of the questionnaire includes items on preparing test items, preparing integrated tests, preparing communicative language tests, and evaluating tests for classroom use, the results of which are shown in Table 18.

Table 18.

Comparison of the Answers on Preparing and Evaluating Tests and Test Items

	N	M	sd	t
Q39.Preparing Test Items				
Novice	130	1.69	0.86	1.71
Experienced	399	1.86	1.02	
Q40. Preparing Integrated Tests				
Novice	130	1.83	0.95	0.83
Experienced	398	1.91	0.98	
Q41. Preparing Communicative Language Tests				
Novice	129	1.74	0.88	1.57
Experienced	400	1.89	0.99	
Q42. Evaluating Tests for Classroom Use				
Novice	130	1.89	0.90	1.29
Experienced	396	2.01	0.99	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

As it is seen in Table 18, the comparison of the responses of the novice and experienced teachers do not indicate any significant differences. However, the novice teachers were found very interested in attending training courses on preparing test items and preparing communicative tests. In most of the institutions surveyed in the study, teachers may not have any duty to prepare or evaluate tests or tests items as they may not have any responsibilities in testing offices, and they may not have an

interest in attending INSET courses on these topics, but the novice teachers might be more interested in further training on preparing test items and communicative tests since they have less experience in these areas.

Questions Related to Curriculum Development

Another module in the questionnaire was designed including items related to curriculum development. In this module the instructors were asked six questions to reflect their degree of interest on how ELT curriculum is organized in their institution, program aims and principles in their institution, ways of determining what their students need, determining goals and objectives for their programs, ways of evaluating the effectiveness of teaching, and the ways of evaluating language programs. The questions and their analyses are displayed in Table 19.

Table 19.

Comparison of the Items Related to Curriculum Development

	N	M	sd	t
Q43.How the ELT Curriculum is Organized in my Institution				
Novice	130	1.97	0.94	2.01*
Experienced	398	2.18	1.05	
Q44.Program Aims and Principles in my Institution				
Novice	130	1.97	0.92	1.65
Experienced	397	2.14	1.021	
Q45. Ways of Determining My Students' Needs				
Novice	130	1.45	0.66	3.26**
Experienced	398	1.73	0.91	
Q46.Determining Goals and Objectives for my Program				
Novice	130	1.61	0.80	2.50*
Experienced	398	1.84	0.95	
Q47. Ways of Evaluating the Effectiveness of Teaching				
Novice	130	1.50	0.73	1.83
Experienced	397	1.65	0.86	
Q48. Ways of Evaluating Language Programs				
Novice	130	1.90	0.85	1.90
Experienced	398	2.08	0.99	

Note. N = number of the participants; M = mean; sd=standard deviation; t = t-test.
*p< 0.05 **p< 0.01

It was seen that the novice and experienced teachers differ significantly in their interest in taking courses on how the ELT curriculum is organized in their institution and determining goals and objectives for their programs. Also, a highly significant difference was found between the perceptions of the two groups in their need for further training on the ways of determining their students' needs.

Since the experienced teachers have been working in their institutions for more than 5 years, they may have an idea of how their curriculum is organized; however the novice teachers may need further information on the curricular issues in their institutions.

Both groups were found very interested in attending further training courses on the ways of determining their students' needs and the ways of evaluating the effectiveness of teaching, although the mean values of the experienced teachers were higher than of the novice teachers. The instructors may be very interested in having further training on these issues as they may find some implications for their own teaching. Hayes (1995) mentions, "all activities (in INSET courses) should be seen as having direct relevance to teachers' everyday school situations." The instructors participated in the study may be interested in having further training on these issues as they see direct relevance to their teaching.

The analysis of the responses given to Q46 (determining goals and objectives for my program) indicated a significant difference between the novice and experienced teachers. It was found that the novice teachers are very interested in having further training on determining goals and objectives for their programs; however, the mean of experienced teachers revealed that they are fairly interested. This significant difference between the perceptions of the novice and the experienced teachers may be the result of the lack of practical experience of the novice teachers. Also, the novice teachers may not be responsible for determining goals and objectives for their programs, or they may have no say in administrative issues.

Questions Related to Second Language Acquisition

In the eighth module of the questionnaire, the instructors were asked questions related to second language acquisition (SLA). This module includes items related to the language learning theories and their implications in class (Q49) and learning styles and strategies (Q50) the results of which are shown in Table 20.

Table 20.

Comparison of the Items Related to SLA

	N	M	sd	t
Q49. Language Learning Theories and their Implication in Class				
Novice	129	2.06	0.93	2.49*
Experienced	397	2.32	1.02	
Q50. Learning Styles and Strategies				
Novice	130	1.65	0.83	2.79**
Experienced	398	1.91	0.98	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

In both cases, significant differences occurred between the perceptions of the novice and experienced teachers in their need for further training. Moreover, the instructors showed a highly significant difference in their degree of interest for training on learning styles and strategies.

The mean values revealed that the instructors were fairly interested in attending INSET courses on language learning theories and their implications in class. The word 'theory' might have affected the instructors participating in this study as they may be more interested in practical issues that they can utilize in their teaching.

Also, the novice teachers were found very interested in having further training on learning styles and strategies while the experienced teachers were fairly interested. Since the experienced teachers have more practice with students they can be familiar with their learning styles and strategies, but the novice teachers may need further training on this issue as they are less familiar with their students and their learning styles and strategies.

The analyses revealed that the instructors are more interested in having further training on learning styles and strategies than language learning theories and

their implication in class. The reason may be that they found learning styles and strategies having direct implications to their own teaching.

Questions Related to Teacher Development

The final module of the questionnaire includes questions related to teacher development activities. In this last module the instructors were asked three questions, which are conducting classroom research (Q51), establishing study groups among colleagues (Q52), and ways of further teacher development (Q53). The analyses of these questions are presented in Table 21.

Table 21.

Comparison of the Items Related to Teacher Development

	N	M	sd	t
Q51.Conducting Classroom Research				
Novice	130	1.99	0.85	3.76**
Experienced	397	2.35	0.99	
Q52.Establishing Study Groups				
Novice	129	2.15	0.87	2.36*
Experienced	398	2.38	1.00	
Q53. Information about Ways of Further Teacher Development				
Novice	130	1.62	0.78	2.71**
Experienced	398	1.87	0.96	

Note. N = number of the participants; M = mean; sd = standard deviation; t = t-test.
*p< 0.05 **p< 0.01

The analyses of the questions revealed highly significant differences in the instructors' degree of interest for further training on conducting classroom research and the ways of further teacher development. The result was only significant in establishing study groups.

The instructors were found fairly interested in attending training courses on conducting classroom research and establishing study groups among colleagues. However, the novice teachers were found very interested in learning the ways of

further teacher development while the experienced teachers were fairly interested. This may suggest that the novice teachers are more interested than the experienced teachers in learning the opportunities for professional development since they are at the beginning of their careers.

Conclusion

This chapter has presented the findings of the data analysis related to the instructors general interests in terms of INSET content and the comparison of the perceptions of the novice and experienced teachers in terms of items on methodology, classroom management, awareness raising activities, materials, testing, curriculum development, second language acquisition, and teacher development activities.

The analyses of the data revealed that the instructors participated in the study are interested in having further training on all the items asked in the questionnaire. They were especially found very interested in attending INSET courses on the following eleven topic areas (see Table 5):

1. Ways of Motivating Students
2. Raising My Students' Language Awareness
3. Implementation of New Teaching Methods
4. Raising My Students' Awareness of Their Goals and Objectives
5. Ways of Evaluating the Effectiveness of Teaching
6. Ways of Determining My Students' Needs
7. Teaching Vocabulary
8. Promoting Interaction
9. Teaching Reading
10. Teaching Speaking
11. Using New Materials

The above mentioned items are listed according to their mean values, from the lowest to the highest means, which indicates that the instructors are most interested in having further training on the ways of motivating students.

In the comparison of the novice and experienced instructors' degrees of interests, novice teachers were found interested in attending training courses on more topic areas than the experienced teachers. Table 22 presents the items that the novice teachers are very interested in having further training.

Table 22.

Items that the Novice Teachers are 'Very Interested'

Items	N	M	sd
Q24. Ways of Motivating Students	130	1.30	0.61
Q25. Raising My Students' Language Awareness	130	1.39	0.69
Q26. Raising My Students' Awareness of Their Goals and Objectives	130	1.44	0.72
Q45. Ways of Determining My Students' Needs	130	1.45	0.66
Q15. Implementation of New Teaching Methods	130	1.45	0.68
Q21. Promoting Interaction	130	1.46	0.68
Q3. Teaching Speaking	129	1.50	0.70
Q47. Ways of Evaluating the Effectiveness of Teaching	130	1.50	0.73
Q30. Using New Materials	130	1.54	0.79
Q22. Promoting Collaboration	129	1.56	0.71
Q8. Teaching Vocabulary	129	1.56	0.77
Q23. Ways of using groups effectively	130	1.57	0.76
Q4. Teaching Reading	129	1.60	0.79
Q46. Determining Goals and Objectives for my Program	130	1.61	0.80
Q53. Information about Ways of Further Teacher Development	130	1.62	0.78
Q50. Learning Styles and Strategies	130	1.65	0.83
Q35. Testing Speaking	130	1.66	0.80
Q39. Preparing Test Items	130	1.69	0.86
Q36. Testing Reading	130	1.72	0.76
Q11. Teaching Advanced Level Students	130	1.73	0.92
Q41. Preparing Communicative Language Tests	129	1.74	0.88
Q37.Testing Writing	130	1.75	0.81

Note. N = number of the participants; M = mean; sd = standard deviation

The novice teachers were found very interested in having further training on 22 of 53 topic areas asked in the questionnaire. As it is seen in the table, the novice

instructors consider having training courses on the ways of motivating students as their primary requirement.

Based on the results of the analyses, the experienced teachers were found very interested in participating training courses on fewer areas than the novice teachers. Table 23 shows the areas that the experienced teachers are very interested in having further training.

Table 23.

Items that the Experienced Instructors are 'Very Interested'

Items	N	M	sd
Q24. Ways of Motivating Students	398	1.45	0.77
Q25. Raising My Students' Language Awareness	398	1.52	0.82
Q15. Implementation of New Teaching Methods	396	1.55	0.83
Q26. Raising My Students' Awareness of Their Goals and Objectives	399	1.58	0.82
Q47. Ways of Evaluating the Effectiveness of Teaching	397	1.65	0.86
Q8. Teaching Vocabulary	400	1.72	0.94
Q45. Ways of Determining My Students' Needs	398	1.73	0.91
Q21. Promoting Interaction	395	1.75	0.83

Note. N = number of the participants; M = mean; sd = standard deviation.

The experienced teachers were found very interested in having further training on fewer areas and these eight items are included in the items that the novice teachers are very interested in. Similar to the novice teachers, the experienced instructors consider attending courses on the ways of motivating students as their primary requirement.

In the next chapter, the findings of the survey will be summarized and discussed. Also, implications and limitations of the study will be presented.

CHAPTER V. CONCLUSION

Introduction

Roe (1992) mentions that language teaching is seen as a life-long career for EFL teachers and professional development is considered as an indispensable part of this career. He expresses the view that learning on the job, being informed with new ideas, reflection, and sharing ideas and experiences with colleagues increase the effectiveness of teachers and these are obtained by continuing professional development.

The aim of this study is to identify the interests of EFL teachers' working at eighteen Turkish state universities regarding the content of in-service training programs and to answer the following research questions:

1- What do EFL instructors working at state universities think they need in an in-service training program?

2- Do EFL instructors working at state universities feel the need for different content in in-service training programs at different points in their careers?

In this chapter, the research questions will be presented and the summary of the findings will be discussed in the light of these questions. Pedagogical implications, limitations of the study, and suggestions for further research will also be presented.

Summary of the Findings

<u>1- What do EFL instructors working at state universities think they need in an in-service training program?</u>

The participants of the survey were asked 53 questions related to methodology, classroom management, awareness raising, materials, testing,

curriculum development, second language acquisition, and teacher development activities to identify their needs in these areas. At the end of the analyses it was found that these 530 instructors generally replied the items as either very interested or fairly interested, which means they are interested in all the items related to the content of INSET programs. However, eleven items emerged which both novice and experienced teachers were very interested in.

1. Ways of Motivating Students
2. Raising My Students' Language Awareness
3. Implementation of New Teaching Methods
4. Raising My Students' Awareness of Their Goals and Objectives
5. Ways of Evaluating the Effectiveness of Teaching
6. Ways of Determining My students' Needs
7. Teaching Vocabulary
8. Promoting Interaction
9. Teaching Reading
10. Teaching Speaking
11. Using New Materials

The analyses revealed that the instructors were found to be most interested in having further training on motivating students and raising students' language awareness and would like to participate in INSET courses on these areas although they are interested in having further training on all the items asked in the questionnaire.

<u>2- Do EFL Instructors Working at State Universities Feel The Need For Different Content in In-Service Training Programs at Different Points in Their Careers?</u>

The study pointed out many differences in the perceptions of the novice and the experienced teachers. It was found that the novice teachers are more interested

than the experienced teachers in all the items related to INSET content. However, significant differences emerged between the novice and experienced teachers in 31 items. 22 of these items revealed highly significant results whereas 9 of them were only significant: The remaining 22 items did not point out significant differences, the instructors were like-minded and reflected that they felt interest in INSET courses on them almost equally.

In the methodology module of the questionnaire, a highly significant divergence between the novice and experienced teachers was found in their interest for further training on lesson planning, teaching speaking, teaching grammar, teaching lower level students, teaching EAP and ESP, and implementation of communicative language teaching method. The novice teachers were much more interested than the experienced teachers in attending training courses on these issues while the experienced teachers were less interested in attending INSET courses on them. In addition, a significant result was reached on teaching intermediate level students. The experienced teachers were also found less interested in attending related INSET courses. As the experienced teachers are believed to have had more practice in the abovementioned issues or participated in related INSET courses beforehand, the differences found might be expected.

The perceptions of novice and experienced instructors diverged very significantly in giving feedback, giving instruction, ways of promoting interaction and collaboration among students, and ways of using groups effectively in the classroom management section of the questionnaire. Similarly, the novice teachers were found more interested than the experienced teachers in taking INSET courses on these issues. However, all teachers seemed to agree on the need for further

training on motivating students despite a bare significance. As it is assumed that the novice teachers are facing students for the first time or as they have less than 5 years of experience with students, they may feel a need for more training on classroom management skills.

In the materials section of the questionnaire, the responses given for evaluation of textbooks and materials, ways of using new materials, and ways of using songs and games showed highly significant differences between the novice and experienced teachers, with the novice teachers far more interested in training in these areas than the experienced teachers. The item related to the ways of using video revealed a significant result and the experienced teachers were found less interested than the novice teachers in participating in INSET courses with such content. The experienced teachers might not feel the need for further assistance on these issues as they have great deal of practice on them or they do not feel the need for or see the possibility of implementing supplementary materials, songs and games, or using video in their teaching.

The novice and experienced teachers showed highly significant differences in testing speaking whereas the results were barely significant in testing reading and writing. In each issue, however, the novice teachers reflect that they feel the need for the related training programs more than the experienced teachers.

Although a very significant divergence was found in the analysis of the item related to the ways of determining students' needs, the analysis of the items on how the ELT curriculum in their institution is organized and ways of determining goals and objectives for their program revealed only significant differences. It seems that the novice teachers want to be informed on these issues more than the experienced

teachers. On the other hand, the experienced teachers do not feel the need for INSET courses on these curricular issues since they have more than 5 years of experience in their institutions and they are familiar with program goals and objectives, the organization of the curriculum and the ways of determining their students' needs.

In the second language acquisition module of the questionnaire the instructors were asked two questions and while the result was only significant in language learning theories and their implications in class, the responses to learning styles and strategies revealed a highly significant result. The novice teachers feel the need of attending INSET courses on each of these cases more than the experienced teachers. The reason of the noteworthy difference between the novice and the experienced teachers might have resulted from the familiarity of experienced teachers to these theories and their implications; however, the novice teachers might need more hands-on practice on these them.

Finally, the instructors were asked to reflect their degrees of interest in teacher development activities. It was found out that there is a highly significant difference in the perceptions of the novice and the experienced teachers on ways of conducting classroom research and ways of further teacher development activities, but only a significant result emerged on ways of establishing study groups among colleagues. This means the experienced teachers are less interested in being informed on ways of further teacher development since they have already participated in such activities whereas the novice teachers are more interested in attending INSET courses on these issues as they are at the beginning of their career and looking for ways of professional development.

Discussion

The results showed significant differences in the novice and experienced teachers' degrees of interest on 31 of 53 items asked in the questionnaire and the novice teachers were found more interested in attending training courses on abovementioned areas than the experienced teachers. These differences in the perceptions of the two groups confirm Freeman's (2001) division of novice and experienced teachers. The novice teachers require more hands-on experience and practice on these areas where the experienced teachers have sufficient practice. The experienced teachers might have also participated in training sessions on these areas and because of this reason they may be less interested in having further training. The results revealed consistently larger standard deviation values for the experienced teachers. Further investigation of the differences within the experienced group may reveal the reasons for these larger standard deviations.

It was seen that both groups of teachers are interested in having further training on practical areas that they can utilize in their own teaching. Thus, instructors feel the need for practice in INSET courses similar to the suggestions made in the literature. It has been suggested that INSET courses should attempt to combine theory with practical application in a way that is directly relevant to participants' teaching situations (Hayes, 1995; Richards, 1990; Wolter, 2000). The findings confirm that the instructors participating in this study are more interested in the issues that are directly relevant to and have implication for their teaching. Therefore, an INSET program designed depending on the exploratory or reflective model may create successful results since these models give importance to teachers' own classrooms, resources, existing knowledge, and their own teaching contexts.

As was discussed earlier in Chapter II, appropriate models for training and development programs should be selected. Based on these results, the reflective model seems to be more applicable for instructors working in state universities. The results of the study revealed that the instructors are interested in having further training on both theoretical and practical issues, and these elements can be provided with the reflective or the exploratory model (Breen et al, 1989; Wallace, 1991). Teachers' previous knowledge, experiences, and beliefs should be taken into account in the design of such programs. Teachers should be given the opportunity to reflect on and evaluate the changes offered by training programs depending on their own contexts and experiences as the lack of reflective elements results in the failure of training programs. Also, the instructors should be encouraged to explore their own classrooms and resources.

Moreover, the analyses of the replies given to the items related to skills teaching pointed out that the instructors may not feel confident in their language abilities. The instructors may be interested in having further training on skills so as to utilize the things they have learned in their teaching. Another reason may be their need to improve their own language skills. This may result from their being nonnative teachers of English, as Medgyes (1999) suggests. Murdoch (1994) states most language teachers are concerned with their own language development, which provides professional confidence. Therefore, the INSET courses should include language development components to improve language skills of the participants (Bressadola, Frascari and Pantaleoni, 1979; Lange, 1990; Mariani, 1979).

As Coşkuner's study (2001) revealed, professional development is considered as an important factor for teachers' commitment in the ELT profession. Thus, systematic professional development opportunities should be provided for teachers to inform them about the recent developments in ELT and to keep them up to date. Universities should provide local support for teachers working in their institutions. The teachers working at state universities should also be provided with the opportunities for further professional development by the Higher Education Council.

The differences in local contexts should be taken into account and the programs that will be designed should be appropriate for the local demands of instructors. Not only INSET courses but also the other ways of professional development should be offered. Also, teachers should be offered more systematic language improvement components in development programs.

In this study the interests of instructors working at state universities regarding INSET content were identified. The instructors were asked to reflect their degree of interests in further training in the items asked in the questionnaire. As their perceptions are taken into consideration the results can be used to shift from training to development. Programs that will be organized for instructors working in state universities may use these results to create an internal agenda for the courses, which is one of the characteristics of teacher development programs. In this way, teachers' own perceptions and requirements can be given more importance.

Implications for Turkish University EFL Context

In this study a wide range of data were collected and the analyses revealed generalizable results for the EFL context in Turkish state universities. There are some implications for INSET course designers and also for the universities specifically.

As Koç (1992) mentions the needs of the teachers who will participate in INSET courses should be determined before the courses are designed, however, such a needs analysis procedure has not been conducted yet. Since organized INSET courses rarely address the individual needs and concerns of the teachers, they are frequently unfruitful and unsuccessful in fulfilling the expectations of the participants. Therefore, a systematic needs analysis procedure is required and the teachers' needs should be determined before the INSET courses are designed.

The results of this study point to Turkish teachers' requirements in terms of content in INSET course. Thus, the organizations that are designing INSET courses, such as English Language Office of U. S. Embassy, British Council, INGED, or Ministry of Education should take these results into consideration and choose content for the courses starting from the issues that the teachers are very interested and feel the need for further assistance.

Furthermore, the universities that have teacher training units or are planning to establish such units should utilize the results of this study and organize the content of courses according to the priorities of the teachers in a bottom-up manner to achieve more fruitful results and to maximize the effectiveness of their programs.

Since the results of the study revealed significant differences between the requirement of novice and experienced teachers in INSET courses, the content of

INSET courses addressing to teachers who are at different points in their careers should be chosen based on these differences.

Limitations of the Study

The questionnaire could not be piloted with a wide range of participants due to the time limitation. The reliability of the questionnaire was tested with Factor Analysis and Cronbach Alpha Coefficient Test after the actual administration and the questionnaire was found reliable.

Moreover, it was seen that more items could be added to the questionnaire to collect in-depth data from the participants. The instructors could be asked some open-ended questions to find out the reasons of their degrees of interest in different aspects of INSET content.

In addition, the questionnaire was designed in four scale. With a wider scale that have more options, the instructors' degrees of interest in further training on different aspects of INSET content could be determined more specifically.

Finally, the questionnaires could not be distributed to more universities due to the time limitation. A clearer picture of the Turkish instructors' interests regarding INSET content could be seen with more universities.

Suggestions for Further Research

In this study, the interests of instructors working at preparatory programs of eighteen state universities in terms of INSET content were investigated and the perceptions of the novice and experienced teachers were compared. More universities should also be reached to reflect the overall picture of Turkish university EFL context. As a follow-up study, teachers working at private universities could be subject to investigation to find out their requirements in terms of INSET content and

to make comparison of their needs with the teachers working in state universities. In addition, teachers' needs could be compared according to their majors, degrees, or the amount of training programs that they have participated in. Moreover, universities in other countries could be reached to find out the requirements of EFL/ESL teachers working in different contexts and to receive the full picture of the issue.

The instructors working at 18 state universities were the participants of the study. As a follow-up study, the interests of the instructors working in these individual universities can be examined in more depth to find out contextual differences. The data collected from the individual universities can be analyzed separately to investigate instructors' interests in these individual universities.

Moreover, further investigation can be done based on the results of this study. In this study greater values of standard deviation were found for experienced teachers. The group of experienced teachers included wide range of instructors that have varied years of experience. Further investigation can be conducted to identify the differences in the perceptions of experienced teachers.

The items that the instructors are highly interested in, which are motivation, awareness raising, skills teaching, using new methods, and materials, should also be subjects for further research to identify what teachers need specifically in these areas.

The analyses of the data in this study revealed that the instructors have different interests in teaching and testing language skills. A further investigation on skills teaching and testing can reveal how different skills are taught and tested in Turkey. The instructors are less interested in having further training on teaching and

testing listening among all skills. This can also be the subject for investigation to find out how listening is taught and tested in general.

The items related to the use of technology in language classes can be taken and analyzed specifically. The item related to using computer in language classes was not found reliable at the end of the Factor Analysis, and Q33 (ways of using video in language classes) pointed out surprising results as the standard deviation for the novice teachers was found higher than the experienced teachers. Therefore, these items should be looked at more closely to discover the real situation of the use of technology in language classes.

Finally, the analysis of the data showed that the instructors may be interested in their own language improvement as explained in the discussion section of this chapter. Thus, a further investigation can be done to examine what the instructors require regarding their language improvement.

Conclusion

INSET programs provide ongoing support for teachers in all points in their careers. It must be borne in mind that the programs designed considering participants' needs create successful and effective results and provide positive changes in teachers' attitudes towards their profession. This study investigated and presented interests of instructors working at Turkish state universities regarding the content of in-service training programs. The results of the study could be used to design effective training programs for instructors working at state universities.

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T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ

APPENDIX A

QUESTIONNAIRE

This questionnaire was designed to find out EFL teachers' perceptions of their needs in in-service teacher training programs in Turkey. EFL teachers who are working in 18 state universities will be the participants of this survey.

The questionnaire is anonymous; you do not need to put your name. Your completion of the questionnaire is assumed to grant permission to use your answers for this study. If you wish to see the results of this survey, you may e-mail me at esentuna@anadolu.edu.tr

Thank you for taking the time to answer the questions fully and thoughtfully.

Emel Şentuna

Bilkent University

MA TEFL 2002

PART 1: CONTENT OF IN-SERVICE TRAINING PROGRAMS

What topic areas would you prefer in an in-service training program? Please put a tick (✓) for appropriate choices and do not leave any option empty.

1- **Very Interested (V I)**
2- **Fairly Interested (F I)**
3- **Slightly interested (S I)**
4- **Not interested at all (N I)**

I would be interested in an in-service training program on:

Items	1-VI	2-FI	3-SI	4-NI
1- lesson planning				
2- teaching listening				
3- teaching speaking				
4- teaching reading				
5- teaching writing				
6- teaching grammar				
7- teaching pronunciation				
8- teaching vocabulary				
9- teaching lower level students				
10- teaching intermediate level students				
11- teaching advanced level students				
12- target language culture and teaching English				
13- teaching English for Academic Purposes				
14- teaching English for Specific Purposes				
15- implementation of new teaching methods in class				
16- implementation of Communicative Language Teaching Method				
17- ways of dealing with classroom discipline problems				
18- giving oral and/or written feedback				
19- giving oral and/or written instructions				
20- correcting oral and/or written errors				
21- ways of promoting interaction in class				
22- ways of promoting collaboration among students				

Items	1-VI	2-FI	3-SI	4-NI
23- ways of using groups effectively in class				
24- ways of motivating students				
25- ways of raising my students' language awareness				
26- ways of raising my students' awareness of their goals and objectives				
27- ways of promoting student autonomy				
28- evaluation of textbooks / materials				
29- ways of designing supplementary materials				
30- ways of using new materials in class				
31- ways of using songs and games in class				
32- ways of using computers in language classes				
33- ways of using video in language classes				
34- ways of testing listening effectively				
35- ways of testing speaking effectively				
36- ways of testing reading effectively				
37- ways of testing writing effectively				
38- ways of testing grammar effectively				
39- how to prepare test items				
40- how to prepare integrated tests				
41- how to prepare communicative language tests				
42- ways of evaluating tests for classroom use				
43- how the ELT curriculum in my institution is organized				
44- program aims and principles in my institution				
45- ways of determining what my students need				
46- ways of determining goals and objectives for my program				
47- ways of evaluating the effectiveness of teaching				
48- ways of evaluating language programs				
49- language learning theories and their implications in class				
50- learning styles and strategies				
51- ways of conducting classroom research				
52- ways of establishing study groups among colleagues				
53- information about ways to further teacher development				

PART 2: BACKGROUND INFORMATION

Now, to help me classify your answers and to make statistical comparisons, would you mind providing relevant information about yourself? Please put a tick (✓) for the appropriate choices and do not leave any option empty.

Gender: ____ Male ____ Female

Age:
a) ___ Under 25
b) ___ 25-35
c) ___ 36-45
d) ___ 46-55
e) ___ Over 55

Teaching Experience:
a) ___ 1-4 years
b) ___ 5-8 years
c) ___ 9-12 years
d) ___ 13-16 years
e) ___ 17-20 years
f) ___ more than 20 years

Name of your present institution:

_____

Teaching Experience in your present institution
a) ___ 1-4 years
b) ___ 5-8 years
c) ___ 9-12 years
d) ___ 13-16 years
e) ___ 17-20 years
f) ___ more than 20 years

Degree Programs you have completed: (Please circle the appropriate choices and indicate your area of specialization as well)

a) B.A / B.S in

_____

b) M.A / M.S in

_____

c) Ph.D. in

_____

<u>Other Programs you have participated in</u>: (eg. CELTA, COTE, DOTE. Please circle the appropriate choices and indicate your area of specialization as well)

a) Certificate / Diploma Programs

_____

b) Other Training Programs

_____

c) Any other relevant activities

_____

Does your institution have a teacher training unit?

____Yes ____ No

APPENDIX B

The Analyses of the Instructors' General Interests Regarding INSET Content

Items	N	M	sd
Q1	527	2.45	1.09
Q2	528	2.08	0.96
Q3	529	1.72	0.91
Q4	528	1.72	0.90
Q5	527	1.78	0.96
Q6	528	1.93	1.01
Q7	529	2.21	1.04
Q8	529	1.67	0.90
Q9	528	2.19	1.06
Q10	529	1.96	0.94
Q11	529	1.83	0.98
Q12	523	2.21	1.00
Q13	528	2.18	1.06
Q14	527	2.23	1.05
Q15	526	1.52	0.80
Q16	528	1.76	0.93
Q17	529	2.24	1.08
Q18	528	2.10	0.95
Q19	528	2.34	0.99
Q20	528	2.14	0.96
Q21	525	1.68	0.80
Q22	525	1.77	0.82
Q23	528	1.79	0.89
Q24	528	1.41	0.73
Q25	528	1.48	0.78
Q26	529	1.54	0.79
Q27	524	1.89	0.86
Q28	572	2.20	0.95

Items	N	M	sd
Q29	528	2.03	0.97
Q30	529	1.74	0.87
Q31	529	2.06	1.03
Q32	528	2.25	1.10
Q33	529	2.23	1.01
Q34	529	2.09	0.98
Q35	529	1.87	0.95
Q36	529	1.87	0.94
Q37	529	1.90	0.98
Q38	529	1.91	0.98
Q39	529	1.82	0.98
Q40	528	1.89	0.97
Q41	529	1.85	0.96
Q42	526	1.97	0.96
Q43	528	2.12	1.02
Q44	527	2.09	0.99
Q45	528	1.65	0.86
Q46	528	1.78	0.91
Q47	527	1.61	0.82
Q48	528	2.03	0.95
Q49	526	2.25	1.00
Q50	528	1.84	0.95
Q51	527	2.25	0.96
Q52	527	2.32	0.97
Q53	528	1.81	0.92

Note. N = number of the participants; M = mean; sd = standard deviation