HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

DESIGNING AN IN-SERVICE TEACHER TRAINING PROGRAM FOR ENGLISH TEACHERS IN NON-FORMAL EDUCATION

Sezen ARSLAN

Ph.D. Dissertation

Ankara, 2018

With leadership, research, innovation, high quality education and change,

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YAYGIN EĞİTİM KURUMLARINDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİ İÇİN HİZMET-İÇİ EĞİTİM PROGRAMI GELİŞTİRME
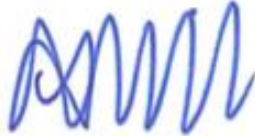
Sezen ARSLAN

Ph.D. Dissertation

Ankara, 2018

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **SEZEN ARSLAN** and entitled "Designing an In-service Teacher Training Program for English Teachers in Non-Formal Education" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language and Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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This is to certify that this dissertation has been approved by the aforementioned examining committee members on 28/09/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language and Teaching** by the Board of Directors of the Graduate School of Educational Sciences on ...../...../.........

Prof. Dr. Ali Ekber ŞAHİN
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Abstract

Even though there is a growing pile of research on the development of INSET programs for formal education settings, the studies regarding non-formal education are limited. Therefore, the aim of the present study is to design an INSET program for the English language teachers in non-formal education settings. In doing so, the training needs of the teachers were collected through questionnaires and semi-structured interviews. The findings pointed out that teachers' needs were centered around skills, vocabulary instruction, teaching pronunciation, material development, use of instructional technology in ELT classroom, teaching mixed ability classes, and classroom management. Accordingly, a two-week online INSET program was developed and administered for the EFL teachers. Employing an experimental research design, the impact of the suggested INSET program was evaluated. The measures of entry knowledge and behavior before and after the training was compared through pre and post-tests of teacher knowledge, self-assessment scales, and observations. In addition, feedback forms were also adopted in order to develop an understanding of the teachers' attitudes towards the program. The findings revealed that teachers' knowledge and classroom behaviors were improved but some of them experienced problems due to the time schedule of the program and preferred a face-to-face training setting. Apart from that, many of the teachers had a positive attitude towards the implemented program. The study draws implications and puts forward some recommendations regarding the design of INSET programs for EFL teachers.

Keywords: EFL teachers, English language teaching, INSET, non-formal education, professional development, teacher training

Öz

Örgün eğitim kurumları için tasarlanan hizmet-içi eğitim programlarıyla ilgili yapılan birçok çalışma bulunmasına rağmen, yaygın eğitim kurumlarına dair yapılan çalışmaların sınırlı olduğu görülmektedir. Bu yüzden, bu çalışmanın temel amacı, yaygın eğitim kurumlarında çalışan İngilizce öğretmenleri için hizmet-içi eğitim programı geliştirmektir. Bu konuyla ilgili olarak, öğretmenlerin hizmet-içi eğitim ihtiyaçları, anket ve yarı yapılandırılmış görüşmeler yoluyla belirlenmiştir. Araştırmanın bulgularına göre, öğretmenlerin hizmet-içi eğitim ihtiyaçları; dil becerileri, kelime öğretimi, telaffuz öğretimi, materyal geliştirme, dil sınıflarında öğretim teknolojilerinin kullanımı, farklı yetenekli öğrencilere İngilizce öğretimi ve sınıf yönetimi konularını kapsamaktadır. Bu ihtiyaçlara yönelik olmak üzere, İngilizce öğretmenleri için 2 haftalık çevrimiçi hizmet-içi eğitim tasarlanmış ve uygulanmıştır. Uygulanan programın etkililiği deneysel araştırma deseni uygulanarak ölçülmüştür. Öğretmenlerin uygulanan program öncesi ve sonrasındaki alan bilgisi ve öğretim davranışları, ön test-son test, öz-değerlendirme ölçeği ve gözlemler yoluyla karşılaştırılmıştır. Ayrıca, öğretmenlerin uygulanan programa dair yaklaşımlarını öğrenebilmek için geribildirim formları kullanılmıştır. Araştırmanın bulgularına göre, öğretmenlerin alan bilgisi ve öğretim davranışlarında gelişme kaydedilmiş; fakat bazı öğretmenler uygulanan programın zaman çizelgesi ile ilgili problem yaşadığını ve yüz yüze eğitimi tercih ettiklerini belirtmiştir. Buna ek olarak, öğretmenlerin çoğunun programa dair genel anlamda olumlu tutum içinde olduğu görülmüştür. Bu çalışma, İngilizce öğretmenleri için uygulanan hizmet-içi eğitim programlarının geliştirilmesine dair öneriler ve çıkarımlar sunmaktadır.

Anahtar sözcükler: İngilizce öğretmenleri, İngilizce öğretimi, hizmet-içi eğitim, yaygın eğitim, mesleki gelişim, öğretmen eğitimi

Acknowledgements

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Symbols and Abbreviations

CIPP: Context-Input-Process-Product

CoHE: Council of Higher Education

DELTT: Distance English Language Teacher Training

EARGED: Research and Development Department of Ministry of Education

EFL: English as a Foreign Language

ELT: English Language Teaching Department

EPI: English Proficiency Index

FE: Formal Education

INSET: In-service Teacher Training

MEBBIS: Ministry of National Education Information System

MoNE: Ministry of National Education

OECD: Organization for Economic Co-operation and Development

NFE: Non-formal education

PCK: Pedagogical content knowledge

PSTT: Pre-service teacher training

SLTE: Second language teacher education

TEFL: Teaching English as a Foreign Language

TESOL: Teaching English to Speakers of Other Languages

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

Chapter 1
Introduction

Famous American author John Steinbeck says: "I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be greatest of the arts since the medium is the human and spirit." The quotation implies that teaching is an important profession for humankind but the hardest thing to achieve is being a successful teacher, indeed. Although the meaning of success is open to interpretation, it is generally associated with positive adjectives such as being qualified or being useful. That is, if a teacher is successful, we mostly believe that s/he is good at teaching.

Teaching is definitely a hard and challenging profession and it does not simply mean the delivery of knowledge. Some may think all of the job teachers do is merely teaching the students what the curriculum tells. But, surely, the case is not like that! Yes, as teachers, we have the curriculum, we have materials, we have technological devices, we have students and so on… However, are we competent enough to teach? Therein lies the problem!

Teaching is not only having a good command on how to develop materials, design tests or simply build a lesson but also being a lifelong learner who is willing to improve oneself professionally by searching ways to maximize knowledge and skills continuously. Therefore, it would not be appropriate to claim that learning is simply limited to pre-service teacher training (hereafter PSTT). During PSTT, teacher candidates are offered basic knowledge and skills within a scheduled and structured program. They go through a professional preparation in order to get qualifications for being a teacher. Having gained a bachelor degree upon completing PSTT and going out into the real profession, the newly qualified teachers might have difficulties and challenges in applying what they have been taught during PSTT into the entirely real teaching contexts. Hence, they may need support in order to deal with classroom realities and to enhance their teaching performance. At this point, in-service teacher training (hereafter INSET) is efficient as it helps to update the knowledge and brush up the skills.

The 21st century is the Knowledge Age when a large volume of information is available through media and internet. The effects of this situation may be traced

in education, as well. Nowadays easy access to knowledge has definitely an impact on roles of teachers and learners. Teachers are not solely knowledge providers anymore; they are mostly facilitators who guide the learners in constructing knowledge. Therefore, the learners do not take up a passive role; they get involved in meaningful learning through experiences, reflections, and collaborative activities. Under these circumstances, parameters of classrooms have been going through an evolving change, which calls for a competent teacher. How experienced a teacher is, s/he certainly needs to update a certain set of skills and professional knowledge, accordingly. Hence, apart from being complementary to PSTT, INSET yields benefits for teachers in keeping up emerging educational trends and shifting classroom paradigms. In a word, the place of INSET in teacher education should not be underestimated.

Taken specifically, English language teaching (hereafter ELT) has also been affected by the changing perspectives. The aim of ELT is not only to enhance the skills of the language but to provide learners with social responsibilities (Sun, 2014). Also, the marriage between language and culture has started to be highlighted in order to promote international communication (Eaton, 2010). It appears that ELT has faced with a variety of change in perspectives and goals and in all these shifting sands, the need for INSET programs could not be denied. They are definitely fundamental to the development of English teachers; therefore, the primary concern should be developing an effective INSET program so that the best results could be attained. Thus, a meticulous attention should be paid to designing an INSET program.

At the onset of INSET program designation, a needs analysis needs to be conducted. Kaufman and Watkins (2000) define the concept of *need* as "the gap between current results and desired or required results" (p. 28). In this context, it could be said that needs analysis is employed to uncover the learning requirements of the teachers. Obtaining needs is preliminary for designing an INSET program so that the trainees could be provided with essential knowledge and skills (Mede & Işık, 2016).

Owing to information gathered through needs analysis, the objectives of INSET program could be identified. Accordingly, a variety of methods, materials, resources and instructive practices could be combined. Additionally, the program

is to be planned in a way that it is flexible by nature and the organizer of the program should *expect the unexpected* since the implementation process could face unanticipated events, so the process should be monitored continuously. Upon completing the implementation, the program needs to go through an evaluation process in order to investigate whether the program is effective or not for the trainees. Through evaluation, a detailed understanding of the gap between objectives and the final outcomes could be gained. Thanks to the findings raised from the evaluation process, the objectives and operational phase of the program might be re-visited and re-arranged, which will be beneficial for program improvement. The procedures which are adopted in order to evaluate a training program could differ across the designed evaluation model. The related literature (Brinkerhoff 1987; Kirkpatrick & Kirkpatrick, 2006; Stufflebeam, 2003) provides some evaluation models that include different components.

In summary, there are certain parameters to be taken into consideration for planning an INSET program. All of them are to be organized and arranged precisely in order to come up with a systematic and an effective training program, thereby contributing to teachers' professional development.

Statement of the Problem

Considering the global status of the English language, one can easily conclude that it is a lingua franca which is intermediary among the people around the world. Most of the non-English speaking nations firstly prefer learning English as an additional or foreign language (Shohamy, 2006). Therefore, countries invest so much effort and endeavor in ELT.

As for Turkey, where the medium of instruction and the official language is Turkish, English is the only compulsory course even though the other foreign languages such as French and German are elective (Kırkgöz, 2007). Essentially, English lies at the heart of foreign language teaching in Turkey; however, EF English Proficiency Index (EF EPI) reveals that Turkey has been ranked as 62nd among 80 countries and that English proficiency is indicated as very low (EF English Proficiency Index, n.d.). This result could be stemmed from different reasons, but it also highlights the need for an effective language teacher development.

Undoubtedly, the issue of developing an English as a foreign language (hereafter EFL) teacher is crucial. In Turkey, students receive a 4-year education in order to complete an undergraduate degree and to be officially certificated as an EFL teacher. As the teaching profession calls for a continuous and an ongoing professional development by nature, EFL teachers are expected to attend INSET which provides benefits for professional development, as well.

INSET activities are, undoubtedly, useful for teachers; however, teachers' attitudes seem to be negative towards INSET activities as a result of problems regarding designing, implementation or evaluation phases in Turkey. (Karasolak, Tanrıseven, & Yavuz-Konokman, 2013). Besides, INSET activities offered for EFL teachers seem to be limited (Küçüksüleymanoğlu, 2006) and EFL teachers appear to believe that INSET policies are not appropriate to them (Ulum, 2014). In addition, the existing INSET programs are estimated to have flaws (Alagözlü, 2012) because they are not persistent and regular. Therefore, considering the eminent role of English language in Turkey and the need for developing well-equipped teachers, this study aims at developing an INSET program for Turkish EFL teachers.

Aim and Significance of the Study

INSET is useful for EFL teachers beyond the question in that it provides a set of new ideas and skills which can be employed in various teaching practices. That is to say, it acts as both instructive and compensative by expanding the performance and increasing the productivity. There is a pile of research indicating the importance of INSET; however, this study is significant since it presents a theoretical and practical base about how to develop an INSET program for EFL teachers.

What is more, the proposed INSET program in this study is for EFL teachers working in non-formal education (NFE) settings in Turkey. The literature review reveals that the studies related with INSET appear to be limited to teachers in formal education (FE) settings. (Akcan 2016; Alan, 2003; Atay, 2008; Bayyurt & Sifakis, 2015; Daloğlu, 2004; Özen, 1997; Şahinkarakaş, Yumru, & İnözü, 2010; Personn & Yiğitoğlu, 2015; Tevs, 1996; Yaman, 2008). Indeed, in Turkey, NFE offers a pathway through which people could improve their knowledge or

understanding of any subject. That is to say, people who fail to complete FE or who are eager to receive further education could benefit from NFE. Institutions affiliated to ministries, universities, municipalities, unions, foundations, and confederations provide NFE courses and the total number of the organized courses were 77.715 in 2012 (Turkish Statistical Institute, 2013). To put it briefly, NFE courses have a wide array of instructional activities and embrace both children and adults in order to promote lifelong learning.

Coupled with other courses, English language courses are organized as well within NFE institutions, thereby creating a need for professional development of EFL teachers working in those settings. NFE could be considered as an alternative to FE on the grounds that it allows more flexibility with time and it serves a training centered on specific needs. The focal point of most studies is on the development of EFL teachers in FE; however, in the current study, training needs of those EFL teachers in NFE settings will be investigated and, accordingly, an INSET program will be suggested. It appears that this issue has not been touched upon in detail so far in Turkey's context, which makes this study significant.

Research Questions

This study aims at developing an INSET program for EFL teachers at NFE settings. In order to achieve this aim, the following research questions are addressed in this study:

1. What are the needs of the EFL teachers in non-formal education?

2. What components should the INSET program include?

3. How effective is the program on teachers?

    a. knowledge

    b. attitude

    c. teacher behavior

Assumptions

Firstly, it is assumed that the current study will make a contribution to the field of ELT in that it will propose an INSET program for EFL teachers in NFE settings. In other words, the practical concern of this study is *teacher training*.

Secondly, the participants of the study were selected in accordance with the objectives of the study and they were assumed to provide clear and honest responses to the questionnaire, interviews, checklists and forms administered throughout the study.

Last but not least, data were gathered by incorporating both qualitative and quantitative methods, which may be helpful for ensuring data reliability in this study.

Limitations

As in other studies in social sciences, the present study is not without some limitations. Firstly, the study was carried out with a sample of English language teachers who teach at a non-formal education foundation in İstanbul. For this reason, other foundations across Turkey could be included in order to receive more generalizable results regarding their training needs. Secondly, in order to make a probe into the teachers' actual classroom practices after the training was implemented, the researcher observed one single lesson of each participant because of time constraints. Thirdly, the impact of the suggested training program was measured in terms teachers' knowledge, behaviors and attitudes towards the program. In other words, the program's efficiency was investigated through paying attention to these components only; any change in learners' behaviors and/or classroom performance was not scrutinized.

Definitions

Formal education (FE): It is a form of instruction and training which follows a systematic path within a traditional classroom.

In-service teacher training (INSET): It is a form of professional development provided to teachers in order to improve their skills and knowledge in one or more

than one field. As the name suggests, INSET is provided to in-service teachers who have completed the bachelor degree at least.

Non-formal education (NFE): It is a mode of instruction and training built outside the formal education and it prompts lifelong learning.

Novice teacher: A teacher who has just finished teacher education program and started the teaching profession recently (Farrell, 2009).

Ministry of National Education (MoNE): It is a governmental body which is responsible for the organization, implementation and supervision of educational services in Turkey.

Pre-service teacher training (PSTT): It is a form training provided to student teachers in order to equip them with certain basic skills and knowledge so that they could earn a bachelor degree and get certificated for the teaching profession.

Chapter 2
Literature Review

Introduction

In this section, a general insight into the Turkish national education system is presented by reviewing the formal education (FE) and non-formal education (NFE) on a legal basis. Also, a concise account of second language teacher education (SLTE) is provided through presenting models and knowledge base of SLTE. In addition, this section focuses on INSET by introducing models, types, and steps taken to develop an INSET program. Shortly, the phases of design, implementation and evaluation of INSET programs are explained. Finally, language education in Turkey including INSET and PSTT programs is explored.

Turkish National Education System

A general overview of the system. Education is the first and foremost component for a country because it is the key to the development. To draw an analogy, education is like a stream flowing down into the sea and it could feed off the sea by magnifying the quantity of water. Namely, education is the main channel that has a pivotal role in improving the country.

The citizens may be equipped with certain knowledge and skills through education which they can use for leading a fulfilled individual and social life. Education develops an awareness towards people's own responsibilities and improves personalities in terms of providing self-confidence, self-efficacy, openness, autonomy, and diligence. Well-educated citizens could not take anything for granted easily; instead, they are able to question and think critically.

The country could maintain and improve its own existence through socially, economically and culturally thanks to a high-quality education. Technological and scientific advancements could be accomplished by an educated and productive society. As the founder of Turkish Republic, Mustafa Kemal Atatürk, said: "It is the education that leads a free, independent, glorious and a higher society or leaves it into a slavery and poverty." In other words, achieving a good education could improve a nation by all means, whereas the one with failures may aggravate the conditions and become a threat to the country's existence.

In Turkey, all of the educational foundations were affiliated to the Ministry of National Education (MoNE hereafter) in 1924 by the Law on Unification of Education (MoNE, 1924). The MoNE is directly liable for organizing, administering and supervising all national education services including the foundation of FE and NFE institutions (MoNE, 1992).

Apart from the Law on Unification of Education, one of the most essential laws for the Turkish national education system is The Basic Law of National Education (MoNE, 1973) that states the objectives, principles, the structure of the Turkish national educational system including FE and NFE, teaching profession, school facilities, materials, educational duties and responsibilities. According to this law, the tenets of Turkish national education system could be summarized as follows:

1. Generality and equality: Education is provided without making any discrimination in terms of any language, religion, race and, gender. That is, every citizen of Turkish Republic can have an equal access to educational services.

2. Needs of the individual and society: Educational facilities and services are organized around the needs of the individuals and Turkish society.

3. Orientation: Individuals are guided and oriented to the educational institutions in accordance with their abilities and competencies.

4. The right to education: Each Turkish citizen has the right to education and this right is guaranteed.

5. Equality of opportunity: Without considering the gender, every citizen has the same opportunities to receive an education. Individuals with low economic status may be given a financial support.

6. Continuity: Education is continuous during lifetime.

7. Atatürk's principles and reforms and Atatürk's nationalism: The curricula are centered on those principles, reforms and his nationalism.

8. Democracy education: An awareness is to be created for the democratic society where the fair elections are performed in order to select the rulers. This will make a contribution to society's progress.

9. Secularism: In order to achieve a scientific education, secularism is placed at the core of the education.

10. Scientificism: Education is non-dogmatic and empirical.

11. Being planned: A good planning is fulfilled in order to design, organize and administer educational services in accordance with national development objectives.

12. Co-education: Mixed-gender education is essential but some educational institutions could be exceptional due to their specific conditions.

13. Education campuses and cooperation between school and family: Education campuses can be founded in the places with more than one FE/NFE institution. School and family can cooperate with each other in order to serve national education objectives as well.

14. Education everywhere: Education is lifelong and not limited to certain institutions. Therefore, individuals can use every opportunity to improve themselves.

It seems that the tenets of national education are very comprehensive in defining the components of the general educational services.

As for foreign language education, it is subject to the Law on Foreign Language Education and Teaching with Turkish Citizen's Learning Different Languages and Dialects (Information System of Regulations, 1983). Accordingly, no language could be taught as a native language except for the Turkish language. In addition, the principles of curriculum for foreign language courses taught in primary, secondary, high schools and FE institutions are affiliated to MoNE whereas Council of Higher Education in Turkey (henceforth CoHE) holds the responsibility for determining the principles for foreign language education courses in higher education institutions.

It is apparent that MoNE is the main authority in Turkish educational system because almost all of the educational services are planned and implemented by this authority. The ministry ensures support and guidance by providing resources, facilities and various opportunities in order to deliver a good quality of education to all Turkish citizens. Also, educational objectives and principles are declared and

guaranteed with the legal acts and legislation which education provider institutions are required to obey.

Formal education. The Basic Law of National Education indicates that Turkish national education system is comprised of both FE and NFE (MoNE, 1973).

FE is rather structured, school-based and conveyed within the state and/or private education institutions by following an official systematicity. To put it briefly, all educational practices within the FE are provided by the governmental body. FE involves pre-school education, primary education, secondary education, high school education and tertiary education institutions in Turkey. Figure 1 below illustrates the grades of FE in Turkey briefly:

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                          ┌──────────────┐
                          │   FE stages  │
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│education │ │ school  │ │  school  │ │education  │ │education │
│          │ │education │ │education │ │          │ │          │
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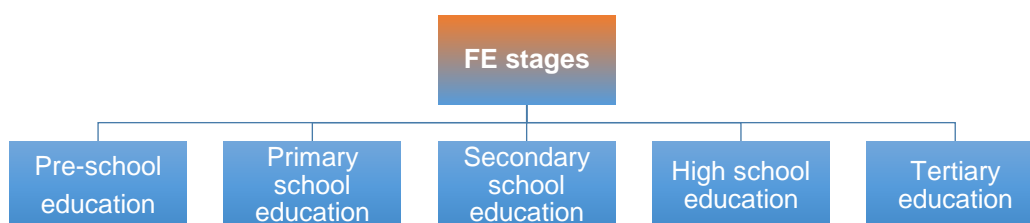
Figure 1. FE stages in Turkey

Pre-school education is optional but a compulsory education of 12 years includes primary, secondary and high school education (MoNE, 2017a). Primary school education is comprised of 1st, 2nd, 3rd and 4th grades; secondary school education consists of 5th, 6th, 7th and 8th grades: and 9th, 10th, 11th, 12th grades are covered by high school education. Tertiary education is provided for learners who complete all of the previous stages (primary to high school education) and who are 17 years and above. Academic degrees such as associate's degree, bachelor's degree, master's degree and doctoral degree are provided within tertiary education (MoNE, 2017a).

Non-formal education. Globalization stipulates competent and proficient manpower because of fast widespread of information and technology. Governments are required to invest so much into education in order to keep abreast of the emerging improvements throughout the world. In this way, they could achieve to be modern societies by growing economically and politically.

Undoubtedly, FE plays a key role for developing the citizens of a country but education, by its own nature, is not an ending process. It is for certain that completing a degree within FE does not mean that one is done with educational life. Therefore, NFE is of crucial importance because it offers a way for lifelong learning. Unlike FE, NFE is imparted beyond the borders of traditional classrooms; however, this does not necessarily mean that NFE is not planned and systematic. It is not as strict and structured as FE is, yet it is also a form of education allowing flexibility, admittedly. NFE instruction might serve well for enhancing knowledge in certain areas or improving new skills. Therefore, it is a useful mode of education for the people who fail to complete FE or the ones who would like to receive further education.

In Turkey, NFE institutions are affiliated to The Directorate General of Lifelong Learning; in addition, the responsibilities, duties, and other essentials related with these foundations are ensured with the Regulations of Non-Formal Education Institutions. The principles of NFE are listed as in the following: "1) open to everyone, 2) appropriate to needs, 3) continuous, 4) valid, 5) planned, 6) open to innovation and improvement, 7) voluntary, 8) education everywhere, 9) lifelong learning, 10) scientificism and unity, 11) cooperation and coordination" (MoNE, 2010, Article 5). To put it briefly, NFE is conveyed without any discrimination in terms gender or age and it offers a planned and continuous instruction designed by considering a variety of needs which may mean that it is learner-centered. NFE seems to be closely associated with life-long learning in that it does not restrict education solely to the classroom settings. Education can take place in any setting and occasion, so people could have the chance to improve their skills during lifetime.

Apart from MoNE, various authorities such as ministries, municipalities and non-governmental organizations endeavor to organize and administer NFE

courses (Ministry of Family and Social Policies, 2013). To that end, a variety of courses organized by different bodies may render a participation of all ages.

Second Language Teacher Education

Models of second language teacher education. Teachers' learning, by its nature, might be sophisticated; therefore, some models and perspectives for teacher education have been proposed up until recently. To begin with, Richards (1987) analyzes the application of micro-perspective and macro-perspective regarding teacher preparation and concludes that micro-perspective addresses training aspect in order to develop specific teaching skills whereas the macro-perspective deals with a broader understanding which leads to professional development. Macro-perspective activities are listed as "practice teaching, observation, self and peer observation, and seminars and discussion activities" (p. 222). In short, they handle different aspects of teacher development and could be incorporated into the teacher preparation programs.

Additionally, Wallace (1991) suggests three models for teacher education:

1) The craft model: In this model, the craft refers to teaching abilities which could be passed on from an expert who is very experienced into a trainee who imitates what the expert tells and does. It appears that the craft model has a transmissive nature because the trainer relays all the knowledge and skills s/he holds to the trainees.

2) The applied science model: The findings which are derived from the scientific knowledge, and application of that knowledge are presented to the trainees by the field experts. Then, the trainees are required to apply those findings to actual practice. Wallace thinks this model is one-way because of the fact that it does not have a cyclical nature completely but it follows a linear progression. Teachers firstly acquire scientific knowledge which is processed through experience and updated and, consequently, it turns out to be a professional competence in the end.

3) The reflective model: This model incorporates both *received knowledge* which is offered to trainees in training and the *experienced knowledge* which is achieved through experiences of the trainees. Trainees make use of these two

types of knowledge in their practices and eventually they reflect upon what they have experienced in their teaching practices. Unlike applied science model, this model has a cyclical nature. Before the training takes place, the trainee comes up with his/her existing concepts and ideas regarding teaching, and there happens an interplay between all of these current ideas in mind and the knowledge received and derived through training and experiences. Practice and reflection go hand in hand and they complete each other. Teachers are likely to draw conclusions from their own practices through making reflections by engendering a positive impact on their future classroom practices.

Likewise, Freeman (1996) introduces three views towards teaching: "1) teaching as doing, 2) teaching as thinking and doing, 3) teaching as knowing what to do" (pp. 91-98). According to him, the first view, *teaching as doing*, adopts a behavioral perspective and centralizes on what teachers and learners do in the classroom. This approach seems to divorce the agent of action and context from the teaching practices because it is only concentrated on the actions. Regarding the view of *teaching as thinking and doing*, it is based on the cognitive process that teachers have undergone while carrying on teaching activities. In other words, the cognitive processes such as mechanisms of decision making are salient for understanding teachers' behavior. The third and final view is *teaching as knowing what to do* and it handles classroom contexts which may shape the interpretation of the teachers. Teachers' cognition and actions cannot be isolated from their classrooms, students, and the teaching situations. It seems almost certain that these three views show a gradual progress from a basic to a more comprehensive view towards teaching practices.

Additionally, Shulman (1991) claims that reflective practices may be included in teacher education in order to provide an insight into teaching experiences. Therefore, she suggests case writing through which teachers write about classroom events and reflect upon them in collaboration with the scholars and researchers. According to Shulman, there are four stages of case writing: "1) the initial experience, 2) the reflective experience, 3) the reciprocal or deliberated experience and 4) the collegial experience" (p. 258). The first stage signifies the phase when teacher experiences one or more than one meaningful event but the researcher is not involved during this stage. In the second stage, the teacher

writes down about the event s/he has experienced and the researcher just shows which part of the event calls for a detailed examination. The third stage implies developing the case through re-drafting. At this point, the key points in the case are highlighted and ambiguities, if any, are removed in collaboration with other researchers and scholars. Also, cases are exchanged with other teachers so that they could make comments on them. In the final stage, the critical comments are introduced by educators and scholars and these comments are made public unlike the ones in the third stage so that other teachers could be informed about the cases. It is clear that Shulman's case writing approach includes the participation of the teacher, the researcher, colleagues and scholars. In a word, the classroom event is handled and evaluated through different perspectives, which may enable a richer exploration through collaborative acts.

To add more, Day (1993) discusses the Rationalist Model which implies giving weight to theoretical knowledge. Day thinks this model could enhance content knowledge whereas it is limited to fostering pedagogical knowledge. Ur (1992) suggests that pedagogical courses apart from theoretical knowledge should be included and that theory and practice should be interwoven with each other by incorporating observation in language teacher education. Theory and practice are the components that complement each other; therefore, a harmony between them needs to be established. Practical aspects of teacher education should be fed with theoretical ground.

All things considered, it is obviously seen that various perspectives have been developed towards language teacher education. All of them underlie different components and maintain particular tenets. By means of changing viewpoints due to educational reforms, the educational orientations have undergone some transformations, which results in integration of reflective practices accompanied by collaboration.

The knowledge base of second language teacher education. Richards (2008) asserts English teachers who are professionally successful and competent have been sought fiercely due to the globalization, which has led to the SLTE. He claims Teaching English to the Speakers of Other Languages (TESOL) emerged in the 1960s when English began to be taught as a second/foreign language intensively.

There was no specialized foreign language teaching department which could provide training for foreign language teachers before the 1960s, yet literary specialists were responsible for educating those teachers and the emergence of the field for foreign language teacher education began in the mid-1960s (Schulz, 2000). Towards the end of the 1970s, cognitive processes that teachers go through while practicing their teaching were paid attention (Freeman & Johnson, 1998). Until the mid-1980s, rather than pedagogical knowledge, content knowledge was central (Freeman, Orzulak, & Morrisey, 2009). That is to say, the issues such as teaching methods, approaches, classroom management or assessment were not on focus.

Shulman (1986) emphasizes the importance of pedagogical content knowledge (PCK hereafter) by indicating that content of the lessons the teachers teach is not on focus so he draws the attention to this issue by seeking answers to the following questions: "What are the sources of teacher knowledge? What does a teacher know and when did he or she come to know it? How is new knowledge acquired, old knowledge retrieved, and both combined to form a new knowledge base?" (p. 8). When these questions are considered, Shulman seems to be indulged in the acquisition, retention, and transmission of the teacher knowledge. He further maintains that teacher knowledge is of crucial importance and that PCK acts as a helping aid in converting the content knowledge into a more easily comprehensible form for the students.

Likewise, Richards (1998) suggests six domains for the content knowledge in SLTE field: "Theories of teaching, teaching skills, communication skills, subject-matter knowledge, pedagogical reasoning and decision making and contextual knowledge" (p.1). It seems that Richards handles the scope of the content knowledge in a comprehensive way and that content knowledge incorporates language teaching theories, teaching skills, proficiency for communication in the target language, knowledge of the language, pedagogical knowledge and adaptation of the teaching depending on the context. That is to say, those who are language specialists with an expert knowledge of both metalinguistic and linguistic elements or those who are proficient language users may not make competent language teachers. Language proficiency or language knowledge is among the

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components of the SLTE but a language teacher needs to be skillful in teaching practices; therefore, teachers need professional knowledge as well.

Freeman and Johnson (1998) believe that language teachers are not only passive receivers of what has been presented during teacher education programs such as methods, language knowledge or some other theoretical instructions. Therefore, they put the emphasis on teachers' *prior knowledge* derived from their beliefs, assumptions, personal evaluations, and experiences. They suggested a framework for the knowledge base of language teacher education in which there are three domains: "1) the nature of teacher-learner, 2) the nature of schools and schooling, and 3) the nature of language teaching" (p. 406). In this three dimensional framework, they stress that teachers are learners as well and that if a general understanding regarding the teachers' learning is developed, language teacher education could be fruitful. With this in mind, they perceive schools as social contexts which have an effect on teaching practices because learning and teaching are interwoven in those environments (Johnson & Freeman, 2001).

Coupled with all of the domains aforementioned above, Kelly and Grenfell (2004) developed European Profile for Language Teacher Education (EPLTE) in which important information regarding the foreign language teacher education including PSTT and INSET could be found. This profile consists of four sections: "Structure, Knowledge and Understanding, Strategies and Skills, and Values" (p. 4). In the first section, *Structure*, the issues such as combination of theory and practice in course design, the organization of the courses in a way that they become flexible, guidance by mentors, studying or working at intercultural and multicultural contexts are highlighted. The section of *Knowledge and Understanding*, as the name suggests, signifies language teaching methods, language proficiency, competency in technology, assessment, and evaluation procedures. To add more, the third section which is called as *Strategies and Skills* denotes the application of teaching methods into educational practices and contemporary procedures in language teacher education such as reflective teaching, action research, self-monitoring, etc. The final section handles lifelong learning, collaboration, linguistic and cultural diversity. All in all, this document seems to be elaborated in detail by introducing the crucial points for language teacher education. Even these important components are not articulated as

standards throughout the profile, they could be considered in this way because they describe clearly what a language teacher is required to know and do.

To add more, Darling-Hammond (2006) provides suggestions regarding teacher education programs and they could be summarized as follows:

1. The courses in a teacher preparation program should be built in a way that they are in congruent with each other. In a nutshell, courses should integrate both subject matter and PCK together so that they could complete each other.

2. Teaching practice should be combined with connecting both theory and practice. Therefore, student-teachers could be allowed to investigate teaching and learning process through case analysis, reflective practices such as action research and like.

3. Relationships with the school should be built so that student-teachers will develop an understanding of the settings where they will practice their teaching in the future.

It is obvious that teacher candidates are supposed to be involved in current teaching methodologies where the disparity between theory and practice is tried to be closed through cooperation with stakeholders, which will make a contribution to the effectiveness of the program.

To conclude, the field of SLTE has undergone tremendous changes because of the constant alterations in the social, economic and political issues stemming from globalization. Across the decades, the educational philosophies accompanied with the emergence of new methodologies and approaches seem to have a remarkable impact on the perspectives towards SLTE. These frequent changes have given a rise to the issue of teacher knowledge and, in parallel, language teachers' competences have been built. Competences may vary across the developers and policies of educational settings; however, they are efficient in setting the basic standards and documenting qualifications for language teacher education. Therefore, a clear outline of the scope and content of SLTE is closely linked to the professional development of language teachers because it describes components about how to become competent.

Language Teacher Education in Turkey

     A brief history of language teacher education. Globalization has paved the way to the close networking among the nations of the world, which means the countries are in close political, economic and cultural relationships with each other. Foreign language education plays a key role at this point because it manifests a medium through which people could achieve communication by developing a rapport into the human relations, thereby enhancing the social contacts.

     In Turkey, foreign language education is also of utmost importance; for this reason, since the foundation of the Turkish Republic, foreign language teacher education has been paid attention. According to Kavcar (2002), during the period of Republic, three main institutions were liable to train teachers: "1) Education institutes, 2) Higher Teacher Education Schools, and 3) Universities" (p. 2). He further maintains that Gazi Education Institute among the other institutes played a key role for training teachers. Gazi Education Institute was the first education institute and later, some other education institutes were founded around the country. Doran (1969) stated that Istanbul University's Faculty of Letters started a two-year program for training language teachers in 1942 and this program was transferred to English Department at Gazi in 1946. He also indicated foreign assistance was also applied for foreign language teacher education in Turkey apart from national attempts and these programs were conducted with United Nations International Children's Emergency Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO) in order to assist education institutes.

     In the 1978-1979 educational year, education institutes were turned to higher teacher education schools and finally, they were transferred to universities and affiliated to CoHE in 1982 (Kavcar, 2002). Therefore, the only source for teacher education was universities and a four-year undergraduate program was established for all teacher candidates (Demirel, 1991).

     When the curriculum for ELT program in 1983-1984 is investigated, it is found out that the curriculum is loaded with content courses and that the number of the pedagogical courses is insufficient (Salihoğlu, 2012). Furthermore, in Turkey, teacher education programs went through a reform movement in the

1997-1998 educational year and the compulsory education was increased to 8 years from 5 years, which led to a major need in teacher recruitments. Therefore, the content of the courses offered in teacher education programs including ELT program was restructured (CoHE, 1998a). Pedagogical formation training courses were also designed as a result of EFL teacher shortage within the country (CoHE, 2007). Apart from the reform movement which took place in 1997-1998, a curricular reform which enabled reconstruction of the offered courses in pre-service ELT program was also implemented in 2006 (Ünder, 2008) and 2018 (CoHE, 2018).

Pre-service teacher training in Turkey. It is the form of education which prepares prospective teachers for the real classroom settings by providing theoretical and practical courses. Completing PSTT, teachers are certificated and they step into the teaching profession. PSTT is a crucial stage for teacher candidates because lots of professional delivery is offered and it is what transforms student-teachers into servicing teachers, thereby acting like a bridge between the two modes.

There are two models suggested for teacher preparation: The concurrent and consecutive model. Whereas the former means a presentation of pedagogical, theoretical, empirical and practical knowledge in a concurrent manner, the latter, which is consecutive model, signifies a delivery of general understanding of the profession followed by getting a tertiary degree (Kilimci, 2009). Musset (2010) asserts that concurrent model is advantageous because it provides both subject-matter knowledge and PCK at the same time during the program; however, it is less flexible than the consecutive model because students are expected to decide that they will become teachers while starting the program. It is evident that two models have both advantages and disadvantages depending on the procedural aspect of training. Within the Turkish context, it appears that PSTT for EFL teachers follows a concurrent manner because the theoretical and experimental knowledge accompanied with pedagogical knowledge are provided at the same time.

As aforementioned in this study, a reform movement was implemented and the compulsory education was increased from 5 years to 8 eight years in 1997-1998. This movement highlighted the importance of school practice in PSTT

programs, courses of School Experience I and School Experience II were released into the curriculum. In addition to those courses, some other courses (e.g. Instructional Technologies and Material Development, Classroom Management, Counselling, and Computer) were added (CoHE, 2007).

With this new implementation regarding 8-year compulsory education, English course started to be offered in 4th grade in primary education, which caused English language teacher shortage (Kırkgöz, 2007). In 2000, in order to cope with this shortage in the field of ELT, Anadolu University designed a Distance English Language Teacher Training (DELTT) which was a four-year undergraduate program. The first two years were offered face-to-face in order to develop language proficiency of the students and the remaining last two years were provided in distance mode which aimed at improving students' knowledge on methodology, literature, and linguistics (Aydın & Kecik, 2014).

In 2006, further changes were implemented in order to update PSTT curriculum. Some courses were added (Lexicology, Drama, Public Service, Second Foreign Language, Special Needs Education, Effective Communication, etc.) and some others (Turkish Phonetics and Stylistics, Reading Skills I and II, Writing Skills I and II and so forth.) were removed in PSTT program (Yavuz & Zehir-Topkaya, 2013), which means that course contents were re-arranged. Seferoğlu (2006) carried out a study where she explored teacher candidates' reflections towards that pre-service ELT training program and found out that micro-teaching practices were insufficient. Coşkun and Daloğlu (2010) evaluated the implemented program and pointed out that the majority was dominated by the pedagogical competence through providing courses. In addition, Alagözlü (2017) pointed out that the curriculum in PSTT for EFL teachers did not provide student-teachers with opportunities to use English frequently and authentically. She maintained that courses including pedagogical knowledge were provided before teacher candidates attained linguistic proficiency.

Last but not least, CoHE redesigned the curriculum of PSTT programs including ELT departments once more in 2018. Accordingly, the number of teaching profession courses have been increased and some courses have been restructured. For instance, while Instructional Technologies and Material Design courses were updated as Instructional Technologies and School Experience

course was combined with Practicum, a new course entitled Morality and Ethics in Education was added (CoHE, 2018). All in all, it is obviously seen that PSTT programs' curricula have been revised and re-organized frequently in the last two decades. Arrangements regarding the course load and course contents have been implemented by considering evaluations made by field experts.

INSET in Turkey. General Directorate of Teacher Education and Development is liable for designing and conducting INSET programs for the teachers at state and private schools (Official Gazette, 2011). This legal body has In-Service Training Centers including In-Service Training Institutes and Evening Art Schools which provide INSET activities. Online questionnaires in Ministry of National Education Information System (MEBBİS) are used to obtain teachers' in-service needs and their evaluations regarding the in-service activities (MoNE, 2012).

In accordance with the Regulations for Ministry of National Education In-Service Training (MoNE, 1995), the objectives of the in-service training activities are listed as in the following:

a-to enable the adaptation of the pre-service personnel to the institutions

b-to create a common path for understanding, interpreting and applying objectives and principles Turkish National Education

c-to meet the incompetence of the pre-service education

d-to obtain knowledge, skills, and attitudes as a result of current educational trends and improvements

e-to improve their professional proficiency and perceptions

f-to enable willing and skillful personnel to be placed in senior positions

g-to provide top-up training for the personnel having received a different education

h-to create a unity in interpreting the policy of Turkish National Education

i-to create a unity in applying educational principles

j-to make a contribution to the educational improvement (2nd Division, Article 5).

It appears that in-service training serves many purposes: It has a complementary role for PSTT and it is an instrument for developing teaching skills of the in-service teachers by building an integrity for Turkish educational system.

Apart from MoNE, Teachers Academy Foundation which is the first and only non-governmental organization to offer teacher training courses has been on the field since 2008. The courses are provided free of charge for the teachers who would like to attend (Teachers Academy Foundation, n.d). The organization has reached 142.000 teachers between 2008-2016 (Teachers Academy Foundation, 2016). When the number of the participant teachers is considered, it could be said that the organization actively works for the teachers.

As for the evaluation of INSET activities conducted in Turkey, Department of Research and Development (EARGED) which is officially connected to the MoNE carried out a study and found out that 1599 INSET activities including seminars and courses were held by the ministry between 2001-2004 years (EARGED, 2006). Also, according to the study, it was revealed that INSET activities were mostly centered around pedagogical content knowledge such as teaching methods, principles, material development, testing, and assessment.

What is more, Küçüksüleymanoğlu (2006) conveyed a study and analyzed INSET programs offered for EFL teachers between 1998 and 2005 in Turkey. The results of the investigation pointed out that the percentage of INSET programs for EFL teachers was relatively less when the total number of INSET programs were taken into account. To put it another way, the number of INSET programs conducted specifically for EFL teachers seemed to be limited. However, when the eminent position of the English language in Turkey is considered, even though it is not an official or second language, it may be inferred that there is a huge need for English language teachers. In order to achieve a high-quality language education, teachers may need to receive an effective pedagogical education through PSTT and INSET which may complement each other. In Turkey, teacher candidates receive a 4-year tertiary education to complete the bachelor degree so that they could be officially certificated as an English language teacher. ELT program in Turkish universities includes both theoretical and practical courses. In the senior grade, teacher candidates are assigned to different primary, secondary or high

schools in order to observe the in-service teachers and practice their own teaching by developing lesson plans and materials in accordance with the curriculum. To that end, the teacher candidates are allowed to experience fieldwork with a real professional setting. However, Alagözlü (2017) indicates EFL candidate teachers have difficulties in meeting the gap between theory and practice even after they complete the bachelor degree. She maintains that current teaching trends and improvements are not incorporated into PSTT adequately; therefore, INSET activities may be helpful for teachers to keep pace with the current language teaching methodology. Therefore, the number of INSET programs for EFL teachers may need to be increased so that novice and other in-service teachers may brush up their theoretical knowledge related to the field and differentiate the way they teach by means of new experiences acquired during INSET activities.

Apart from the quantitative aspect of INSET programs, a lot of effort should also be put into the quality of them such as development, administration and evaluation. For example, Haznedar (2010) carried out a study with foreign language teachers and pointed out that teachers were not involved in designing INSET programs and that INSET activities offered by MoNE in Turkey were not found to be effective for EFL teachers because they were not motivating for them. Also, teachers indicated they could not find enough opportunities to be active participants in those activities. What is more, Koç's study (2016) showed that evaluation of INSET activities was considered as insufficient by the teachers. Uysal (2012) also evaluated a one-week INSET program provided by Turkish MoNE for English teachers. They thought that INSET program was useful for them in that it included not only theoretical information but also practice as well as including different methods, current trends, and collaboration. Yet, teachers argued they did not actively take part in the planning stage and that they did not provide any feedback for evaluating the program. Truth be told, it is clear that INSET programs seem to be mostly problematic in the design and evaluation phases. Teachers are generally left passive, that is, their needs are not mostly considered before designing INSET programs. This may lead teachers to be uneager to attend in those training programs because they may feel isolated from the decision-making process and think that the program content is not relevant to them. In addition to the planning process, it is clear that the problems have been

raised mostly in the evaluation of the program because feedback is not gathered from the trainees. However, evaluation might be beneficial for finding out what has been good or useful during the training and identifying how it could be improved. Thus, it will reveal the important and necessary steps to be taken for the further training programs.

INSET

Globalization implies a rapid flow of information and technological improvements, which may lead governments to make developments and innovations in their education policies. A country is supposed to improve its own education system constantly through catching up with up-to-date educational trends. This could be achieved by making investments for educating teachers. Teaching is, with no doubt, a profession; however, unlike some professions, it entails a continuous professional development. That is, when someone is qualified as a teacher, it does not necessarily mean that s/he does not need to receive education anymore (Wedell, 2017).

Teacher education involves programs, guidelines or any kind of instructions which aim the growth of professional knowledge, skills and/or attitudes. It is an umbrella term which encompasses *teacher development* and *teacher training*. The former, *teacher development*, places the teacher at the core and aims a professional and personal growth through reflection, examination, and exploration regarding teaching (Freeman, 1982).

Richards and Farrell (2005) provide examples which are considered within the scope of teacher development:

1. Understanding how the process of second language development occurs
2. Understanding how our roles change according to the kind of learners we are teaching
3. Understanding the kinds of decision making that occur during lessons
4. Reviewing our own theories and principles of language teaching
5. Developing an understanding of different styles of teaching
6. Determining learners' perceptions of classroom activities (p.4).

The goals which have been stated above indicate a professional career-long process. As for teacher training which refers to a much narrower condition, it centralizes on specific purposes and needs. For instance, the courses on *teaching vocabulary through authentic texts* or *making pair works in order to encourage student interaction* appear to be based on specific goals or immediate needs. Teacher training concentrates on developing an understanding of some basic teaching principles before applying them to teaching (Richards & Farrell, 2005).

All in all, to illustrate the basic distinction between teacher training and teacher development, it may be well argued that teacher development is a constant process because development is never-ending. By means of formal and/or informal learning, one can foster improvement. With regard to teacher training, it seems more specific to certain skills or knowledge and it is need-oriented; therefore, it occupies a short-term, unlike teacher development.

Teaching profession includes training both in the undergraduate and postgraduate levels. In the undergraduate level, teacher candidates are offered PSTT during which they are taught about basic teaching principles, classroom management, pedagogical approaches, and content knowledge related to their majors. Actually, teaching is such a profession that all of the learners may have the chance to observe and experience during their student years. That is to say, all of us have gone through a formal or informal education provided by teachers and we have had the opportunity to monitor our teachers' acts, skills or knowledge, which may lead us to give a personal evaluation or judgment about him/her: either negative or positive.

PSTT is placed in a third place between past and future experiences of teachers and it is expected to change teaching ideas which are fed by teachers' past and current experiences (Kennedy,1999). In order for PSTT to be successful, it should achieve the transfer from teaching behaviors exposed from past language teachers into behaviors provided during training. Therefore, teachers' attitudes towards teacher development are supposed to be altered during training because attitudes play a crucial role in shaping teachers' actions (Britten, 1988).

Completing PSTT and getting a diploma does not necessarily mean that one does not need to receive any further training at all. In other words, teacher

development is constant and a teacher might need to improve update and enhance skills and/or knowledge continuously because of technological improvements, current trends in education, and changing student profiles.

Provided that teacher education goes simply beyond PSTT, INSET gains importance as it may act as a professional support. According to Tulder, Veenman, & Sieben (1988), INSET has the following objectives: "1) to stimulate the professional competence and development of teachers, 2) to improve school practice, and 3) to implement political agreed-upon innovations in schools" (p.209). In addition, it intends to create a change in teachers' classroom behaviors, teaching practices, attitudes, and student achievement (Guskey, 1986). That is to say, INSET programs have both teacher-level and school-level impact, which seems to be interrelated with each other. As the teacher becomes qualified and well-equipped thanks to the training program, the school quality is assured with the increasing student achievement. Ensuring a positive school climate with a supportive school staff, designing the program considering the needs of the teachers, explaining the objectives of the programs to the participants before the implementation, and spending extra hours for INSET activities apart from the planned time are among the factors which lead an effective INSET program (Veenman, Tulder, & Voeten, 1994). It would be appropriate to claim that professional development is not all about teachers, which means that school climate including school management personnel is to be included in the development process. If the school is considered as a team, the harmony between the colleagues and principals might have a crucial impact on their attitudes towards training and improvement. To add more, gathering data about the needs of the participants and setting the objectives in accordance with these needs will enable teachers to feel a part of the training.

In addition to those factors, Tulder et al. (1988) list the important components for skill development during implementation: "a) presentation of theory or description of skills, b) modelling or demonstration of skills, c) practice in simulated and classroom settings, d) structured and open ended feedback (provision of information about performance) and e) coaching for application (hands-on support, in-classroom assistance)" (p. 218). To put it another way, it is of utmost importance to incorporate theoretical knowledge first and then model

what has been presented as knowledge and/or skills. Modelling might act as a significant element because learning is not that simple and it does not mean receiving what is taught directly. Therefore, it would be better for trainees to be offered with observation and demonstration of certain teaching behaviors, which may be beneficial for them to embody theoretical ideas. Additionally, with the help of feedback, teachers might develop their own teaching and enhance students' achievement. Organization for Economic Co-operation and Development (OECD) report (2009) revealed that with the help of feedback, teachers improved students' test scores, classroom management skills, instructional practices, knowledge, and training plans. Actually, this result confirms that teachers may need support and guidance through feedback given by trainers or other colleagues.

Training appears to be daunting and challenging because the nature of learning is always complex and there are some parameters to bear in mind throughout the training such as the trainer(s), the context in which the training will take place, the content of the training and the participants, that is, trainees. The trainer is expected to plan the training in such a way that it should fit well to the trainees' needs and goals. Also, the content of the training might need to cover, demonstrate and model theoretical and practical knowledge. However, teacher training programs are to be held on a longer basis, not on *one-shot workshops* in that they do not seem to be found as effective as the longer ones (Stallings, 1979). Therefore, it may be well claimed that a certain period of time could be allocated for the training process.

The types of INSET. Within a broader concept, in-service training programs for all professions are categorized into four categories:

1) For the ones who begin the profession recently (pre-service training, job definition and adaptation training and on the job training)

2) Vocational courses (acquiring vocational skills and basic vocational training)

3) Courses offered for the ones who have professions already (adaptation training to technology, training for improving vocational skills and further vocational training)

4) Training activities for administrators (such as administration and administration technology, problem-solving skills, total quality management and so forth) (Aytaç, 2000, Section 1).

To elaborate further, in-service training is categorized into two more groups by considering the time of the delivery (Tutum, 1979 as cited in Peker, 2010, Section 1): "1) On-the-job training, and 2) Off-the-job training". The former type of training, as the name suggests, is performed while the trainees are working in their constitutions where experts present information or make a demonstration of certain skills. However, the latter type of training, off-the-job training, is held outside the working place. The methods for delivering on-the-job training are "orientation training", "job instruction training", "apprenticeship training", "internship and assistantship"," job rotation" and "coaching"; however, the methods for off-the-job training are "vestibule training", "case study", "role playing", "simulation", "laboratory training", "lecture", "conference" and "films" (Surbhi, 2015, "Definition of on-the-job training" and "Definition of off-the-job training", para. 4-7). It appears that both types of training adopt various delivery approaches. Taken specifically for the context of EFL teachers, on-the-job training programs are reported to have a positive impact on teachers' being reflective (Babaee & Heidar, 2016) and their job satisfaction (Zheng, 2017).

Within the context of Turkey, different types of INSET could be identified, too. According to the In-service Teacher Training Regulations of Ministry of National Education in Turkey (MoNE, 1995) INSET falls into two categories: "1) INSET for newly admitted teachers and 2) INSET for in-servicing teachers" (Article 24). Newly admitted teachers are offered INSET in order to make them familiar to the essentials of the teaching profession and pillars of the official duty. It offers an orientation program for those teachers because they may need a basic background knowledge about the profession such as the responsibilities and legal duties. Teachers may even be informed about the cities where they begin teaching so that they will develop an understanding of climate, social life, and other conditions. Having received orientation training, the teachers might become more aware of the professional requirements, feel encouraged and motivated. The latter type of training which is received by the in-servicing teachers (the teachers who already work for at least one or two years) is for either for improving their teaching

knowledge and skills or assigning those teachers into senior positions. That is, the profession of teaching requires teachers to be equipped with the skills and knowledge to catch up with the current trends, therefore they may get involved in INSET programs. Apart from that, teachers may be offered the knowledge required for administrative positions through INSET programs.

Approaches to INSET. Provision of INSET enhances and expands the professional knowledge and skills of the attendees provided that they are organized around core components. The organization of INSET content, the roles assigned to INSET providers, trainers and trainees and the modes of instruction depend on the underlying approach and perspective. Palmer (1993) suggests three approaches for INSET programs:

1) The transmission approach: Trainers are the knowledge providers and participants are knowledge receivers. This seems similar to the Craft Model by Wallace (1991) in that they both perceive the trainee in a passive state.

2) The problem-solving approach: Trainers and participants build and maintain the teacher training program together. The participants share their experiences and problems which are concerned with teaching practices and the trainers introduce explanations and ideas by drawing upon their knowledge and experiences.

3) The exploratory approach: The participants might be assumed to be involved in the training completely because the knower role of the trainer shifts to the role of the facilitator. That is, s/he enables the participants to explore their own teaching practices and introduce solutions. Evidently, from the transmission approach towards the exploratory approach, the active involvement of the participants gradually increases. In other words, the dominant role of the trainer gets weaker and the participants start playing a more active role in designing and developing the training program. Palmer names this as an *investment* and the level of investment is increased up from transmission to the exploratory approach whereas problem-solving approach seems to play a mediating role by being in the middle position between the two, which may mean that the total control is not held by the trainee.

Additionally, Peacock (1993) indicates six different approaches to INSET for practicing teachers which can be summarized as follows:

a) The courses given by universities or higher education institutions

b) Cascade types of training: A group of teachers receives training and passes the skills and/or knowledge obtained in this training to other groups of teachers. Hayes (2000) lists some key components to be considered in a cascade training, indicating that the cascade training program could be effective when it attaches importance on teacher reflection and the training program allows reconstruction of the program according to the context and participants.

c) Training of trainers model: A specific group of teachers is selected and offered training and these teachers, subsequently, are hired as mentors to train other groups of teachers.

d) Expert models: The trainers majoring in a specific subject work for a longer period in order to provide training in a certain location.

e) Diffusion strategies: Teacher trainers travel across to provide short training sessions in accordance with the local and national needs.

f) Distance learning models: Training is presented through TV, radio and other media tools.

It may be said that different types of training have been brought into agenda by assigning different roles to the trainers. Unlike the approaches provided by Wallace (1991) and Palmer (1993), those six approaches do not seem to be concentrated on the roles of the trainees. However, the focal point is the trainers themselves.

It is plain to see that there are different kinds of models and approaches proposed for teacher training. Some of them are focused on how the training should be delivered through trainers while others rely on the roles concerning either trainees or trainers in the training process. In addition to those, the focus could also be on the content of the teacher training program. For instance, Murdoch (1994) claims that language development should be a primary ingredient for non-native English teachers because they need to have a good command on

the language before they develop pedagogical skills. That is to say, the focal point and central components could show variance across different models.

The design of an INSET program. There is no need to mention that INSET programs are the effective tools for teacher education. They offer knowledge, practices, and activities which help teachers to stay up-to-date with the latest developments in the field and improve themselves.

Designing a training program is like building blocks from the scratch and all of the pieces of the block need to be established and organized meticulously. That is to say, the program should have a sound and strong base on which all of the components could be constructed properly.

The first step in designing an INSET program is finding out who the participants are. When the participant group of an INSET program is teachers, it does not simply mean that the group is homogenous because their working field includes a wide variety, from the primary schools in state institutions to the private language schools. Each institution or association has different teaching contexts with various aims, expectations, visions, policy, and student profiles. Strictly speaking, it could be said that there will not be any excellently designed teacher training program which fits all of them. Therefore, defining the focus group of the training will be crucial.

After identifying the trainee group, the second step is for designing an INSET program is exploring needs of those teachers. Reti (1980) calls the expression of *teachers' needs* as *ill-defined* and he thinks that we should make it clear whose needs they are because it is not obvious whether these needs are expressed by teachers themselves or these needs are attributed to them by the principals. Similarly, Nixon (1989) claims the term of *needs* is different from *wants* because the former may indicate *uncertainty* while the latter sounds more *certain*. He also maintains that it may be difficult to define one's own training needs objectively because s/he might feel professionally insecure or inefficient. Additionally, Wilson and Easen (1995) indicate that needs signify "…a desired end-state…" (p.274) whereas "…wants are an intuitive response" (p. 283). To put it in other words, wants and needs are different concepts although they may be sometimes used interchangeably.

The needs of the teachers are to be incorporated into a teacher training program (Çimer, Çakır, & Çimer, 2010; Daloğlu, 2004; Özen, 2001) because the teachers are at the central stage and they will probably show interest when their needs are taken into account. Otherwise, teachers may not feel enthusiastic about attending the training programs. To add, they may feel isolated or inferior in that they might think they are in lack of professional knowledge and skills and their superiors will deliver a training about those inadequacies.

Previous studies report that teacher training programs fail to involve teachers and their needs in training curriculum (Çimer et al., 2010; Küçüksüleymanoğlu, 2006). Actually, teachers are the real agents who conduct the curriculum by putting it into the practice. They have experiences, beliefs, and assumptions about teaching, which bring about their needs. Therefore, it would not be appropriate to come up with a top-down prescribed INSET program curriculum without integrating their needs.

Stufflebeam, McCormick, Brinkerhoff, and Nelson (1985) suggest a model for conveying a needs assessment. The model consists of the following steps:

"1) Preparing to do a needs assessment,

2) Gathering desired needs assessment information,

3) Analyzing the needs assessment information,

4) Reporting needs assessment information,

5) Using and applying needs assessment information" (p.16).

In the first step, the questions, participants, resources and data collection procedures and methods are determined. The second step is related with sources of the information gathering and retention of that information. Neel and Monroe (1988) attach importance to the demographic section in the instrument which has been developed for needs assessment so that a detailed information of some specific groups of teachers could be obtained. It would be appropriate to make room for the demographic information for the participant teachers in this second stage. Upon obtaining the information, one can make investigations with the help of statistics and evaluate the results by drawing conclusions. At this point, some classification or categorization of the needs could be performed. The following

step is reporting what is obtained from needs analysis and sharing it with stakeholders. The final step entails making use of needs analysis information; that is, need analysis reports might be utilized for designing, developing, improving and evaluating an INSET program.

Sources which are used for collecting information for needs assessment is also of crucial importance and Richards (2001) suggests that the triangular approach be used for conducting a needs assessment because one method might not yield reliable and detailed results. Therefore, he claims that different sources such as questionnaires, self-ratings, interviews, and meetings could be used. In addition, focus group meetings where teachers and INSET providers get involved through a structured discussion could also be used for finding about the needs (Hayes, 2008). Taken together, one can conclude that needs assessment could be conducted by incorporating various forms and procedures and it is a preliminary condition for the program design.

According to the evaluation and interpretation of the needs assessment results, the developer of INSET program could arrange and organize the content, objectives, methods for delivery, schedule, materials and evaluation procedures of the training. The program developer obtains the needs which help him/her set the objectives and construct the content area of the program around those objectives. The objectives should be clear and worthwhile for the program to be effective; content knowledge and PCK should be involved in a teacher training curriculum (Guskey, 2003). Offering content knowledge would help teachers update or enhance their professional field knowledge whereas PCK facilitates the issue of *how to teach* by including approaches, methods, and techniques to be used in teaching practices. In addition, Farrell and Richards (2007) maintain that teachers could determine the methods in accordance with their language proficiency and that their target language production is dependent on language level as well. To put it in a nutshell, they suggest that knowledge regarding the language itself could be given weight in INSET programs. A teacher may fail to fulfill what the pedagogy tells them what to do without attaining a certain language proficiency. If they lack in language knowledge, this will hinder their professional development.

Deciding which kind of knowledge will be covered, the developer of INSET program may determine the methods, tasks, activities, and materials that could be

used for conveying the content. For instance, *collective participation,* which implies the cooperation of teachers who teach the same subjects and grades, is suggested for professional development because it is believed that collaboration may enable teachers to share experiences and convey discussions related to their teaching experiences (Garet, Porter, Desimone, Birman, & Yoon, 2001). Similarly, Shulman and Shulman (2004) suggest a model called *Teacher Learning Communities* in which they foster cooperation for a successful teaching. According to the model, there are 6 characteristics of teacher development: "1) Vision, 2) Motivation, 3) Understanding, 4) Practice, 5) Reflection, and 6) Community" (p. 259). The first feature means that teachers should develop a vision regarding the learning and teaching process. Through building a vision for themselves, teachers could articulate their objectives and some other professional plans. Regarding second component, as its name suggests, it is concerned with how teachers could be stimulated. If a teacher is motivated, s/he could be committed to his/her profession and take place in professional development activities. As to the third characteristic, it implies that a teacher should be competent in professional knowledge including content knowledge and PCK. The fourth component indicates that the teachers should be able to transfer the knowledge into teaching context and that this could come about through development of skills. The teacher is expected to be capable of learning through self-evaluation and experiences, which is mentioned in the fifth component. Finally, a successful teacher is eager to share his/her experiences with the professional community and learn from the experiences of others. In sum, the components of the model briefly summarize the requirements for an efficient professional development.

Observation is also one of the components that has a key role in professional development. Teachers may be allowed to observe each other's lessons so that they could share some ideas and introduce solutions to some teaching problems. Observation does not have to be necessarily limited to an outsider view, that is, a teacher can make some judgments regarding his/her own teaching performance, which is self-monitoring. It is beneficial for teachers to evaluate their practices from an objective perspective (Richards & Farrell, 2005). Observation, by and large, could be involved in an INSET program in different forms for creating a change in teachers' behaviors.

Apart from observation, reflection is also vital to the professional development of teachers. Rodgers makes a summary of Dewey's idea about reflection and introduces one of the criteria as follows (Rodgers, 2002): "Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas…" (p.845). If this definition is transferred into the teacher training context, one can easily argue that teachers gain an insight into their classroom practices, ponder upon them, draw conclusions out of them and make connections with other experiences or practices for developing their teaching. Teachers are actively involved in thinking about their teaching through reflective teaching (Sze, 1999). Reflective practice enables teachers to solve problems they face by introducing some strategies and methods, which shows a teacher's commitment to his/her profession (Kayapınar, 2013). Use of teaching journals and teaching portfolios may enable reflective practices for teachers. Teaching journals help them write down classroom incidents, observations, and any kind of event related to teaching practice while the portfolios are influential for encouraging teachers to make reflections because the teacher is able to keep a record of evidence of his/her teaching achievements, student and self-evaluations, course materials, creativity and so forth (Richards & Farrell, 2005).

In parallel with these findings, Chien (2013) carried out a research with an EFL teacher who kept a journal during one semester. The study pointed out keeping journal helped the teacher to improve teaching skills, classroom management ability, and student achievement. Another key thing to remember is that teachers might become more reflective and they hold the responsibility for their teaching practices through self-monitoring and self-assessing their teaching skills by means of teaching portfolios (Topkaya & Çelik, 2017).

One of the methods to be used in INSET programs might be action research. As the name suggests, this term is the combination of action and research and is defined as "any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach and how well their students learn" (South, 2003, p.5). The definition clearly points out that teachers are seen as researchers who

make inquiries into students' behavior, materials, classroom management problems or other classroom incidents. Thus, the research is conducted by an insider view, not by an outsider researcher (Kohonen & Kaikkonen, 1996). Teachers define the problem or the event in the classroom, explores its source, obtain other stakeholders' (parents, administrators, and teachers) views and come up with the solutions, suggestions or strategies in order to improve the situation. Action research has a positive influence on teachers' content knowledge, their attitudes, and teaching practices as well (Korucu-Kıs, 2014). For this reason, it could be employed as an effective teaching method in INSET programs in that it appears to foster professional development.

All things considered, it seems that designing an INSET program entails certain steps to be completed. First of all, needs analysis should be administered to uncover the needs of the participants. Accordingly, the objectives of the program, the training content, the methods and materials could be identified.

The implementation of an INSET program. In order to bring about a positive change in teachers' behaviors, and achieve successful teaching practices, implementation of an INSET program is as important as its design. Participants, content and several methods to be included in a training program could be planned but it may not be fruitful if the administration is not considered in detail.

One of the criticisms addressed to professional development programs is that their duration is short and they do not provide sufficient follow-up activities (Penuel, Fishman, Yamaguchi, & Gallagher, 2007). It may be essential to extend the length by incorporating a follow-up so that teachers could get the feedback and be scaffolded (Guskey, 2000). The length may be important in that teachers are left some time to internalize and transfer the content. In parallel, Çimer et al. (2010) carried out a study with primary and secondary school teachers. In that study, short courses for a few days were offered on the new curriculum and teachers found those courses insufficient. Also, they indicated that the short time of duration caused the program to be theory-based. Therefore, the duration seems to have a remarkable impact upon the content offered in training programs.

As aforementioned above, collective participation (Garet et al., 2001) can encourage teachers to share and discuss ideas because of the materials,

curriculum content and assessment practices they have in common. Moreover, active participation and learning could be enabled by including various methods for training delivery such as collaboration, observation and reflection with the use of journals and action research because if the training is solely held in the form of lecturing, it may not attract the trainees' interest and it may be boring, after all!

It would be better if discussions take place in a training program because teachers could share their ideas and learn from each other, which may help them change their opinions and beliefs during the discussion. However, the discussion sessions are required to be held in a way that the trainer should also be involved by considering and explaining the discussion matters first (Ward & Levine, 1971). Asking the trainees to talk about the issue or exchange ideas only might lead them to feel inferior and believe they are weak, which might cause a hindrance for them to attend the sessions and to contribute their ideas. Therefore, the trainer should attend the discussions, thereby building a sense of team spirit.

Teachers are also supposed to be knowledgeable about technology because of the advancements in instructional technology during the 21st century. As Ertmer and Ottenbreit-Leftwich (2010) point out, in-service teachers lack in knowledge about how to use instructional technology; therefore, information about educational technologies and technological applications could be provided in a teacher training program, however, the way the information is presented might possibly reflect a model for them. In other words, if you, as a trainer, suggest them using technology fiercely to make their teaching more effective in their classes without placing any technological practice in the implementation of training, this could not make much sense. Ward and Levine (1971) say: "…it doesn't really solve the problem when you tell them to do as you say, not as you do" (p.1). For this reason, it would be much more efficient, if there is a congruence between the theoretical and practical concerns of training content.

The training could also be conveyed through online platforms. It is distinguished from the in-class training by "a) decreasing the training cost, b) providing equality of opportunity, c) enabling easily updated content, d) providing no limitation for place and time, e) facilitating individualized learning, f) enhancing the quality of the trainer and training methods" (Yılmaz & Düğenci, 2010, p.72).

As seen, the distance delivery of teacher training seems to be a practical and functional way to conduct a training program for in-service teachers. By means of distance training, teachers can have an access to the training content at any time from any place. They can even attend training sessions at home, which also encourages individualized pace of study. In parallel with this idea, Mirici (2006) proposed an INSET model for the newly implemented EFL curriculum and suggested that MoNE in Turkey could establish an internet network which teachers could have an access through using certain rooms at the school where internet connection is available.

The training, either online or in-class, might be effective provided that the feedback is given to the teacher trainees during the implementation. Feedback is useful for teacher trainees to find out their weakness and strengths which are derived from the lenses of colleagues or teacher trainers. The teachers themselves cannot be aware of their mistakes or even strong points while they practice teaching, so it might be necessary to obtain some feedback from an outsider view. The teachers could be observed in order to find out how well they have learned a specific aspect of training, which is called as *walk-throughs* (David, 2008) and they might be equipped with specific feedback on the specific issue.

To sum, while implementing an INSET program, teacher trainers are supposed to come up with various activities and methods to draw and maintain the attention of the participants and make the delivery more efficient and informative. The training could be conducted either in-class or online, depending on the context of the trainees and training subjects.

The evaluation of an INSET program. Longman Dictionary of Contemporary English Online defines the evaluation as "a judgement about how good, useful or successful something is" (Evaluation, n.d). In this context, evaluation indicates a process where the judgement is made regarding the training. Going further, Henderson (1979) states that the outcomes of the program should be assessable in order to perform evaluation and that the processes of needs analysis, program design, and implementation need to be questioned. That is to say, he does not restrict the evaluation to the outcomes but implies that evaluation should cover planning and implementation. The objectives, content,

materials, and methods of the delivery could be investigated by analyzing the whole program.

A well-established evaluation may show that how well and to what extent the program objectives are achieved. Thus, it could be claimed that it enables a deeper understanding of the program by focusing on each stage of planning and administration, considering the whole participants such as providers and receivers of the training.

Mathison (1992) points out that an efficient evaluation needs to go further than simply and merely assessing the quality of INSET programs; in addition, the trainees' perceptions of the program and the changes in their teaching practices should be considered and scrutinized. He also claims that it may take some time to observe the effect of the training on teachers' practices so a longitudinal evaluation might be needed. It appears that there are other parameters to take into consideration while making a well-established judgment. In other words, asking questions regarding the trainee satisfaction is not adequate for the investigation of efficacy.

Similarly, Aubrey (1988) lists the questions to be addressed while making an evaluation of INSET programs as in the following:

1. Who is the evaluator?

2. What is being evaluated?

3. Who or what is the target group?

4. What are the evaluation tasks?

5. What is the cost?

6. Is the evaluation relevant or feasible?

7. How will it be evaluated?

8. Who trains the evaluator?

9. Who evaluates the evaluator?

10.Who will have access to the evaluation report? (p.141).

Actually, Aubrey extends the scope of evaluation process and includes educating and evaluating the evaluator. In this fashion, she seems to aim at achieving a qualified and an objective evaluation because the evaluator firstly may need to be knowledgeable about the evaluation process by handling different dimensions before exercising any judgment in order to reach a healthy decision about what is acceptable for the outcomes of the training. Also, the objectivity could be enabled if the evaluator's evaluations are evaluated by someone else! Such a cross-check of the process may yield more reliable and valid results in terms of measuring the effects of INSET programs.

Smith and Woeste (1983) assert that evaluation is generally made when the training is completed so they posit that evaluation needs to be performed before, during, and after implementation. In the pre-implementation stage, the content, activities, materials, resources, objectives and staff qualifications are investigated if they are relevant to the context. This stage is followed by evaluation which is implemented during training in order to find out whether any modification related to the content, materials or activities needs to be made. This stage could be deemed as a monitoring process where necessary steps or precautions are taken if needed. The final evaluation is made after implementation and it is more concerned with the outcome of the training. Participant satisfaction, changes in learning and behaviors, and benefits for the organization might be taken into consideration.

Peacock (2009) maintains that foreign language teaching training programs should be evaluated through receiving feedback from teachers, learners and other stakeholders, which may lead to the professionalization of the field. Therefore, he conducted a study where a Teaching English as a Foreign Language (TEFL) programme was evaluated through collecting data from many resources such as student-interviews, student questionnaires, teacher interviews, student essays, evaluation of course materials and alumni questionnaires. Various data collection instruments for evaluation may be valuable in that the process is not based on individual perspectives. Consequently, the evaluation is grounded on a more scientific methodology and it may not be under the influence of personal biases and prejudices.

For evaluation of the training programs, Kirkpatrick and Kirkpatrick (2006) introduced a model which addresses four levels: 1) Reaction, 2) Learning, 3) Behaviors, and 4) Results.

The first level, reaction, evaluates the reactions of the participants of the training. As one of the famous author, Swindol says: "Life is 10% what happens to you and 90% how you react to it." As highlighted in this quote, reactions are of crucial importance because they might reveal a lot about the people's appreciation and recognition. In this context, reactions of the trainees may point out their satisfaction level. The second level which is learning shows whether the participants enhance their knowledge, attitudes and/or skills by means of the training. The third level is behaviors and, as the name suggests, it indicates any behavioral change accompanied by the training. This is the stage where the trainees are supposed to transfer what they have learned in training into their actual practice of teaching. The trainees may sometimes do not apply the learning when they even get the chance to do because it may take some time for the change to happen. The final level, results, signifies the outcomes attained by the training. It presents a measure of efficiency.

As can be seen in Kirkpatrick's model, there are certain levels to be used for evaluating a teacher training model. In other words, it implies that evaluation should not be performed haphazardly but in an organized way. By this way, strong evidence of evaluation could be gathered and a reliable evaluation could be made through obtaining data from various sources.

What is more, Brinkerhoff (1987) is also one of the researchers who proposed a model for training evaluation. His model is composed of six stages: 1) Evaluate needs and goals, 2) Evaluate human resource development design, 3) Evaluate operation, 4) Evaluate learning, 5) Evaluate usage and endurance of learning, and 6) Evaluate payoff (p.27). The model attaches emphasis on evaluation of needs and goals, firstly. That is to say, before implementing the program, needs and goals are assessed. Secondly, the design including the materials, resources, the setting of the training is evaluated. There might be more than one design to be suggested for the development of program; therefore, their weak and strong points are discussed. A final decision about the ideal design is made before implementing the program. Thirdly, after the implementation of the

program, the feedback is gathered in order to find out whether the training is satisfactory or not for the trainees. Fourthly, the next stage aims to investigate how well the objectives are accomplished, namely, it is investigated whether the trainees comprehended the program content. The fifth stage signifies the transfer of learning into the real practice. The purpose of this phase is to find out if the trainees apply what they have been taught into their actual job. The sixth and final stage is documenting the results which indicate benefits, behavioral changes, cost, impact and so forth. It seems that this model is quite comprehensive in performing evaluation and that it follows an iterative path in which every stage is following each other.

Similarly, Stufflebeam (2003) developed a model for evaluation which is called as Context-Input-Process-Product (CIPP) model. Indeed, it shows some similarities to Brinkerhoff's on the grounds that both models are formative and summative. In other words, they do not provide evaluation only at the end of the training but also before and during training. As for the components of Stufflebeam's CIPP model, to begin with the *Context*, it indicates obtaining the needs of the trainees and identifying the relevance between needs and program objectives. This component is followed by *Input* of which purpose is to plan the program in the best way of considering and reviewing the content, materials, cost, personnel and so on. It deals with educational procedures which bring about success in attaining desired outcomes (Zhang et al., 2011). The third component, *Process*, shows how precisely the program is executed. It aims at finding out if the training is implemented as planned. With regard to the last component, *Product*, it assesses the whole outcome derived from the program.

Additionally, Chang et al. (2010) put forward an evaluation framework for an intensive EFL teacher training program. In this framework, six different data sources were used: 1) Tests for language proficiency of teacher trainees, 2) a self-assessment regarding English teaching abilities, 3) a checklist regarding program evaluation to find out trainees' satisfaction, 4) a checklist for trainer evaluation, 5) a checklist for evaluating overseas program and, 6) reports and interviews for program management evaluation. In this framework, various data sources are used to evaluate the teacher training program. Namely, for the evaluation of program effectiveness, the beginning level of the trainees' level of English

proficiency and perceived teaching abilities were measured and, eventually, compared when the training ends. The data derived from evaluations of the trainer, the program, and management accompanied the results of pre and post tests and self-assessments.

Evaluation is a crucial part of planning an INSET program because it is fundamental to find out whether the training meets the intended outcomes and creates any change in knowledge, skills or perceptions of teachers. The weak and strong points of the program in terms of some components such as content, schedule, materials, activities, methods of delivery, trainers and cost could be analyzed; deficiencies could be pinpointed, and recommendations could be introduced for future implementations.

Chapter Summary

This chapter provided information about Turkish national education system by explaining the responsible legal authority for conducting educational services and the general objectives of education in Turkey. As Turkish national education system is comprised of both FE and NFE, the components of those forms of education were clearly described. The legal authorities responsible for administering PSTT and INSET programs in Turkey as well as the objectives articulated by those authorities were investigated. Subsequently, information about SLTE was given through illustrating the models of and knowledge base of SLTE. Additionally, accompanied by the major findings originated in the literature review, the scope, types, and approaches defined for INSET programs were introduced. Also, the main phases of developing INSET programs which are design, implementation and evaluation were highlighted.

Chapter 3
Methodology

Introduction

This section provides the methodological background of the study. Firstly, the research design is introduced by giving information about the employed research methods. Secondly, the setting and participants are explained by exploring the demographic information, and the location where the study was carried out. Thirdly, as the study includes several methods in data collection, all of the instruments are clearly described. Fourthly, data analysis process is elaborated through describing the methods used in exploring the data. Finally, the procedures of INSET program including design, implementation, follow-up, and evaluation are defined precisely.

Research Design

Qualitative research provides a window into the opinions and emotions of the participants and could explain the reasons for certain behaviors (Sutton & Austin, 2015). To put it simply, qualitative research is employed in order to investigate and interpret the meanings from the collected data. On the other hand, quantitative research is inclined to provide an understanding of the research phenomena in terms of mathematical descriptions. It uses numbers and it is centered on statistical procedures which render the data generalizable (Dörnyei, 2007). Creswell (2008) lists the quantitative research strategies as survey research and experimental research whereas ethnographies, interviews, diaries/journals, case studies and observational techniques are the most common data collection methods for qualitative studies (Mackey & Gass, 2005). As for the mixed methods research, it is the combination of qualitative and quantitative research methods and it provides a deeper insight into the research unlike using each method individually (Creswell, 2012). Similarly, Johnson and Onwuegbuzie (2004) thought that this design was practical and they said: "It is inclusive,

pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and thinking about and conduct of research" (p. 17). In a word, the mixed methods design is useful in order to offer a comprehensive explanation for the research by making use of qualitative and quantitative data.

In this present study, the experimental research design utilizing convergent parallel design was employed. By using convergent parallel design, a type of mixed methods design, both qualitative and quantitative data are collected nearly at the same time in order to develop an understanding into the research problem (Creswell, 2012). That is to say, in the first phase, the training needs were collected through using a needs analysis questionnaire and semi-structured interview nearly at the same time. Thus, different perspectives derived from both quantitative and qualitative data were gathered and training needs were elaborated.

The suggested INSET program was organized considering the needs and the program needed to undergone into an evaluation process in order to measure its effectiveness. For evaluating the effectiveness of INSET program on teachers, the measures of entry knowledge and behaviour before training and the final outcomes after the training were compared through mainly pre/post-tests, self-assessment scale and observations. However, apart from these three instruments, a feedback form was also used to elicit participant teachers' attitudes towards the training program by seeking answers regarding their satisfaction towards the trainer and the elements of the training program. In addition, it was used as a complementary instrument to find out the program's contributions to the teacher knowledge and behaviors. The one-group pretest-posttest design in which the independent variable is measured by means of pretest-posttest measurements was used in this study (Campbell & Stanley, 1963). This design is a form of pre-experimental design in which a control group to be used for making a comparison with the experimental group does not exist (Creswell, 2008). As its name suggests, there is only one experiment group and the impact of the intervention is evaluated on this group. In this current study, the main independent variables were listed as *knowledge*, and *behaviour* while the dependent variable was the *proposed INSET program*. That is to say, the trainee teachers were given pre/post-tests to measure knowledge; on the other hand, self-assessment scale

and observations were carried out to measure the teacher behaviour. Later, the training program was administered and the same measurements were performed in order to find out whether any change occurred in the level of knowledge and behavior. To add, the participants' satisfaction regarding the INSET program as well as their attainments were revealed through feedback forms which consisted of qualitative data.

Setting and Participants

This present study was carried out in İstanbul, a city which is literally a bridge between Asia and Europe. It is the most crowded city in Turkey with a population over 15 million, which indicates a huge population density. Therefore, a NFE foundation which is in İstanbul was selected for the study due to a high course attendee capacity.

The foundation provides free of charge courses on art and vocational education and within the body of this foundation, it owns a language school that offers courses for English, German, Arabic, Chinese, Persian, French, Spanish, Italian, Japanese, Korean, Ottoman Turkish, Russian, Turkish Sign Language and Turkish. It is apparent that the foundation offers a wide range of language courses. The name of the foundation was kept anonymous in order to collect reliable data from the participants.

As for the participants, they were 105 EFL teachers who taught at the foundation. The needs analysis questionnaire was conducted with this sample and demographic information about the participants is presented in the following table:

Table 1

Demographic Information about the Participants

		N	Percentage
Gender	Male	29	27.6
	Female	76	72.4
	0-5 years	47	44.8
	6-11 years	30	28.6

Years of experience	12-16 years	15	14.3
	17 years and above	13	12.4
	English Language Teaching	36	34.3
	English Language and Literature	23	21.9
Department of graduation	American Language and Literature	12	11.4
	Linguistics	3	2.9
	Other	31	29.5
Total		105	100

Note.n=105

Table 1 shows that the majority of the teachers (*N*=105; female: 76; 72.4%; male: 29; 27.6%) were females and that nearly the half of the sample (44.8%) had teaching experience between 0-5 years. Of 105 participants, only 36 of them were graduates of ELT departments. That is to say, more than half of the participants graduated from different departments whose field of study is not on teaching.

Participants' previous experiences regarding INSET programs. The second part of the needs analysis questionnaire was about the participants' previous experiences regarding INSET programs; therefore, in this section, a brief information about their experiences will be provided for crystallizing the participants' profile.

The number of INSET programs EFL teacher attended. Of the study population (*N*=105), only 53 respondents provided answers to this second part of the questionnaire, which indicates that the rest of the teachers (*N*=52) had not participated in any INSET courses for the last 3 years. In the table below, the information regarding the number of INSET programs they participated in the last three years was presented:

Table 2

Number of INSET programs

Number of INSET courses	Frequency	Percentage
1-4	34	64.2
5-8	17	32.1
9 and above	2	3.8
Total	53	100

Note. n=53

The participants indicated the number of INSET programs they attended in last three years and those numbers were grouped by the researcher as a) 1-4 years, b) 5-8 years, and c) 9 and above. Only 34 of the respondents participated between 1 and 4 INSET programs, whereas 17 of them indicated that they attended between 5-8 INSET programs. Just 2 respondents participated in 9 or more than 9 INSET programs in the last 3 years.

The type of INSET courses EFL teachers attended. The teachers were asked whether the INSET programs they attended were intensive (less than a month) or extensive (part-time over a significant period of time), 30 out of 53 respondents (56.6%) reported that they attended in extensive INSET courses while 23 (%43.4) of them took intensive INSET courses.

The INSET courses EFL teachers found useful. The participants listed the courses they found useful. Seven different categories regarding the courses emerged out of the textual data the respondents provided. These categories are: 1) Communication, 2) Classroom management, 3) Language teaching and learning, 4) Technology, 5) Motivation, 6) Self-development and 7) Collaboration. Similarly, they were asked to identify what they had found most and least useful in those courses. The information was given in the following table:

Table 3

The INSET Courses EFL Teachers Found Useful

Courses	Things found useful	Frequency
Communication	Non-verbal communication skills	15
	Verbal communication skills	3
Classroom management	Setting classroom rules	7
	Managing mixed behaviour	4
Language teaching and learning	Provision of classroom activities	5
	Language teaching methodology	2
Educational technology	The methodology of educational technology	6
Motivation	Encouraging learners	4
Collaboration	Managing teamwork	3
Self-development	Learning a second language	1
	Learning first aid	1

Note.n=53

As shown in Table 3 above, it was found out that the most effective courses were in the category of communication courses (*N*=18). Respondents thought that non-verbal communication skills (*N*=15) such as gestures, posture, tone of voice and effective communication strategies (*N*=3) including active listening were useful. To add more, respondents noted that classroom management courses helped them to learn how to set classroom rules (*N*=7) and manage the misbehavior in the class (*N*=4). As to courses regarding language teaching and learning, provision of classroom activities (*N*=5) was reported to be useful by the respondents because they thought they would apply those practical activities into their own classrooms. In addition, information about language teaching methodology was mentioned by 2 respondents since they were taught about current language methods. Moreover, for courses on educational technology,

tutorials about technological methodology (*N*=6), that is, Web 2.0 tools, were described as useful for their professional development. Within the courses concerning motivation, the respondents learned new ways of encouraging learners (N=4) whereas the courses regarding collaboration were perceived as helpful because of learning about how to manage teamwork (*N*=3) at school. Finally, only 2 respondents indicated that courses on self-development were useful as one of them learned a second language (Chinese) and the other was given a training about first aid, which was found influential for their self-development.

Out of 53 respondents, only 3 of them indicated the least useful components in the INSET programs they attended: Whereas 1 participant stated that the drama activities were not effective, the other 2 participants mentioned the training about language teaching methods were not useful as they included so much theoretical knowledge.

The amount of transfer from training to teaching. The big majority of the participants (*N*=36; 67.9%) expressed that they could apply *some ideas* whereas less than one-fourth of them (*N*=12; 22.6%) said they managed to transfer *most of the ideas*. A minority of participants (*N*=5; 9.4%) thought that they applied *nothing*. In other words, the INSET programs were found to be effective to some extent for their classroom practices.

The perceived changes as a result of INSET training. The participants identified changes as a result of INSET and their responses were grouped into 3 categories: a) skills, b) knowledge and understanding, and c) disposition.

As some of the participants listed more than one change, the number was greater than 53. According to the qualitative content analysis results derived from textual data, the big portion of the participants (*N*=42; 51.2%) indicated that they experienced a change in the field of 'skills' whereas more than half of them (*N*=25; 30.5%) expressed that their level of 'knowledge' increased due to INSET programs. Only 15 (18.3%) participants mentioned that their disposition, namely, attitudes or beliefs altered. It seems that most of the participants experienced changes in terms of skills. That is to say, they thought that the impact of the INSET was on their skills such as managing classroom, using feedback, using

technology, organizing lessons and so forth. The practical aspects of the INSET programs appeared to be on focus.

As mentioned previously, 2nd part of the questionnaire was centered on EFL teachers' previous experiences of INSET programs. Therefore, only limited number of participants (*N*=53) who had attended INSET activities participated in this part of the questionnaire.

Instruments

In the current study, the researcher collected data from various sources in accordance with all of the research questions which addressed design, implementation, and evaluation of the proposed INSET program. Obtaining data from various resources aimed at ensuring reliability and validity of the study. The data collection instruments were needs analysis questionnaire, semi-structured interview, pre and post-tests, lesson observation form, self-assessment checklist and feedback form. Table 4 summarizes which data collection instrument addresses which research questions listed in this study:

Table 4

Data Collection Instruments

Research questions	Data collection instruments
RQ 1: The needs of the EFL teachers	A needs analysis questionnaire
RQ 2: The components of the INSET program	A semi-structured interview
	Tests
RQ 3: Evaluation of the proposed INSET program	A lesson observation form
	A self-assessment scale
	A feedback form

As displayed in the table above, a needs analysis questionnaire and semi-structured interview were adopted in order to identify the needs and the components of the proposed training program. On the other hand, pre and post-

tests, lesson observation form, self-assessment scale and feedback form were employed so as to evaluate the effectiveness of the training program.

A needs analysis questionnaire. In order to design an INSET program for EFL teachers in NFE settings, the first step was to investigate their needs. For this reason, the Questionnaire on Teacher Training for Teachers developed by Ilyushina (1997) was used and molded considering the context of this study (See Appendix- A). Accordingly, the questionnaire consisted of 3 parts: Concerning the demographical information of the participants, in the 1st part, personal information questions (gender, years of experience and their department of the graduation) were investigated. 2nd part aimed at gathering participants' past experiences regarding INSET programs through exploring the number of the INSET programs they participated in the last three years, the type of those courses, the courses they found useful, the things they found useful for their professional development, the amount of knowledge and/or practice learnt in those training courses into their actual teaching and the changes they identified in their teaching practices as a result of INSET courses they attended. This part addressed the teachers who had previous teacher training experiences (concerning the last three years); therefore, only the answers of those participants were taken into consideration as they would proceed to the next part only if they completed the aforementioned part. From this point of view, the participants who had no previous teacher training experience did not complete but skipped this part. Finally, Part 3 investigated the INSET needs and expectations of the participants by asking what INSET means to them, the balance between theory and practice they expect, their expectations from INSET courses and trainers, their preferences about what to be included for language improvement and methodology in the training program, their preferences about the form(s) of input and assessment they would like to receive in INSET courses, their perceptions about the trainers, trainees and the training itself, their preferred course types, either intensive or extensive.

Reliability analysis was performed in order to check the internal consistency of this questionnaire and it was found to be reliable (99 items; α=.763) as the score of at least 0.7 and higher is accepted as satisfactory for an instrument to be considered as reliable (Frankel & Wallen, 2006).

Needs analysis questionnaire was the first data collection instrument to be utilized in obtaining information about the training needs of the participants. 105 EFL teachers took part in this questionnaire and the data through were collected through this instrument in the 2016-2017 spring semester.

A semi-structured interview. Aside from the questionnaire, a semi-structured interview (See Appendix- B) was also employed to gain an understanding of ideas and thoughts of the participant teachers about their needs regarding INSET programs. Some participants may shy away from providing their actual thoughts and/or feelings on the questionnaires, however, it may be easier for the interviewee to reveal their opinions and experiences during interviews. For this reason, a set of semi-structured interview questions was organized considering Korkmazgil's study (2015) and checked by two experts whether a relevant content was covered. The interviews were conducted in the native language of the participants, which is Turkish, in order to prevent any complexity due to language effect.

The interviews were administered in person through face-to-face meetings in order to get the chance of directly communicating with the interviewees. Use of face- to-face interviews may be convenient because it is easier to get the direct responses from the participants. 10 voluntary participants from different education centers affiliated to the same foundation attended in these semi-structured interviews. To that end, a variation in the sample group could be enabled in order to provide a good representativeness to the population. The interviews were administered in 2016-2017 spring semester and each session lasted between 4 and 18 minutes.

The researcher had the role of interviewer and she took notes throughout the interview. When the each of the interview finished, she elaborated her notes through writing a summary before moving on to the next interview.

With regard to the reliability of the data derived from the qualitative data in these conducted interviews, inter-coding was applied. That is, the qualitative data emerged as a result of interviewees' responses were coded by the researcher herself and one instructor as well. Therefore, the consensus regarding the codes

was reached between two researchers, which contributed to the reliability of the data.

Tests. In order to evaluate the impact of the proposed INSET program, one group pretest-posttest design was utilized in this study as aforesaid. Purposive sampling method was adopted for recruiting the participants. According to Maxwell (2009), by means of purposive sampling, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices" (p. 87). A sample of 31 participants was given a pre-test before the implementation of the INSET and the same sample took the post-test after INSET program was held. At this point, the main purpose of using the pre and post-tests incorporating the same items was to measure the effectiveness of the training. The pre-test was administered in 2017-2018 fall semester whereas the post-test was implemented in the 2017-2018 spring semester with an interval of three and a half months. The time lapse between the two tests was for eliminating the effect of transfer and retention.

Pre and post-tests (See Appendix- C) were designed in the multiple choice question format and the items in the tests were obtained from a course book including questions related to pedagogical content knowledge (Teacher Knowledge Coursebook for ELT, 2015; Teacher Knowledge Question Bank for ELT, 2015). There were 25 multiple choice items in the tests which aimed at measuring the teachers' knowledge in the domains of teaching skills (reading, writing, speaking, and listening), vocabulary, pronunciation, material development, classroom management and use of instructional technology.

A self-assessment scale. In addition to pre and post-tests and lesson observation form, self-assessment checklist was utilized for measuring the impact of the INSET program. Therefore, it was used before and after the implementation of the training.

Self-assessment checklist was derived from the category of methodology in European Profile for Student Teachers of Languages (EPOSTL) which was developed by Newby et al. (2007). EPOSTL is a document that enables student teachers to make a reflection on their teaching performances. To put it simply, it is an instrument for self-assessment and tracking one's own progress. It consists of

sections including self-assessment and there are 193 competence descriptors within the categories of context including curricula, goals and roles ascribed to language teachers, methodology, resources, lesson planning, conducting a lesson, independent learning, and assessment of learning. The methodology category originally covers descriptors of competence in the following sub-sections: A) speaking/spoken interaction, B) writing/written production, C) listening, D) reading, E) grammar, F) vocabulary, and G) culture (Newby et al., 2007). As seen, they are concerned with the various aspects of language learning process. In sum, there are 7 sub-sections with 57 descriptors; however, the sub-sections F and G will be omitted because they are not within the scope of this study.

Self-assessment scale originally includes a bar which student-teachers could color in accordance with their assessment towards their teaching competences. In this study, this scale (See Appendix- D) with 44 descriptors from sub-sections A, B, C, D and F in the 5-point Likert scale form (from 'strongly disagree' to 'strongly agree') was used by considering the study which was conducted by Mirici and Hergüner (2015).

Before the training was implemented, self-assessment was carried out using this scale in December 2017 while the post-training self-assessment was conducted in February and March 2018. The same sample of 7 EFL teachers which was selected by convenience sampling, as in the lesson observations, was included in the self-assessment.

A lesson observation form. Hammersley (2007) claims: "As a method of inquiry, observation is an alternative or complement to the use of interview, documentary, or questionnaire data" (p.3236). In this study, observations were conducted for two purposes:

1) to find out whether any change happened or not in teaching practices of the trainees; that is, it was utilized so as to evaluate the effectiveness of the training program. Therefore, it was conducted both before and after the implementation of the INSET.

2) to allow trainees to evaluate each other's performance and give feedback during micro-teaching sessions.

That is to say, observations were performed by the researcher and the trainees participating in the micro-teaching sessions during follow-up. The researcher had a non- participant observer role as she took part in the observation passively by observing the teachers. The pre-training observations were conducted throughout December 2017 whereas the post-training observations were carried out in February and March 2018.

During the phase of observation, lesson observation form designed originally by CoHe in Turkey (1998b) was used. This form was essentially created in order to observe classroom performance of the teacher candidates. The form is originally in Turkish and it includes two main sections: 1) Subject matter and pedagogical content knowledge, 2) Teaching-Learning Process (Planning, teaching-learning process, classroom management, and communication). Each statement within the sections is evaluated through three performance indicators: 1) needs improvement, 2) acceptable, 3) proficient. There are 38 statements in the aforementioned two main sections. Apart from them, there are sections in which the observer and observed teacher could write their comments regarding the teaching performance. In the form, there are 3 statements that were excluded for this present study because the content of the training program was not congruent with these items. These items are as follows:

Item 9: The teacher is able to create a secure learning environment.

Item 10: The teacher is able to write the lesson plan in a clear and organized way.

Item 11: The teacher is able to express the objectives and outcomes clearly.

In sum, the lesson observation form (See Appendix- E and F) was used by including 35 items in total and adapted in order to be used for in-service teachers. The observations were held by a sample of 7 teachers in the language school affiliated to the foundation. Convenience sampling method was used because it was assumed to provide an ease of accessibility to the sample. In addition, as the foundation has just one language school, the number of the EFL teachers is greater unlike the other education centers within the foundation. Therefore, the language school was selected for performing observations.

A feedback form. After the INSET program was implemented, feedback form (See Appendix-G) was used in order to obtain trainees' evaluation regarding program content, materials, time flow and the trainer. It aimed to find out whether training was efficient for their actual teaching or not. The feedback form was also utilized for obtaining further comments and/or suggestions from trainees, which may be useful for improving the current training program or designing a new one. Therefore, it could be said that feedback form could reveal the weak and strong points of the training, as well.

The questions in the feedback form were organized by considering Şahin's study (2006) and checked by the two experts in terms of content. The feedback forms were sent to all of the EFL participants (N=31) who participated in the proposed INSET program one month after the training was implemented. Out of 31 forms, 17 completed forms were returned in March 2018. That is to say, the participation in the feedback was voluntary. To add, the names of the participants were kept anonymous for obtaining more reliable and objective feedback.

Data Analysis Procedure

Data analysis for needs analysis questionnaire. Since the questionnaire includes three main sections, an explanation regarding the analysis of each section is provided respectively.

Data analysis based on the 1st section of the questionnaire. This section is concerned with the demographic information of the EFL teachers. The descriptive statistics including frequencies and percentages were utilized in order to provide a brief information about participants' gender, teaching experiences and department of graduation.

Data analysis based on the 2nd section of the questionnaire. This section of the questionnaire is related to the previous INSET experiences of the EFL teachers and it includes 6 items. The first item (2.1) investigates the number of the teacher training courses they participated in the last three years. The responses provided to this item were grouped by the researcher into the categories of a) 1-4, b) 5-8, c) 9 and above. Besides, the descriptive statistics were run in order to document the frequencies and percentages regarding each category. The second item (2.2) aims to find out the type of the courses they

attended in the last three years. Since the item includes binary-choice items, descriptive statistics were used in order to compute frequencies and percentages. Likewise, item 2.5 is in the form of selected response item in which the participants are required to make a selection among three options. Therefore, the same analysis procedure was applied for this item.

The items (2.3, 2.4, and 2.6) ask for open-ended responses; therefore, the qualitative content analysis was performed in order to explore the collected qualitative data through these open-ended items. The responses given by the participants to the items 2.3 and 2.4 were broken down into codes and, eventually, the codes which shared common characteristics were grouped into certain categories. In other words, emerging coding in which categories were built through exploring the data was used (Stemler, 2001). Similarly, qualitative content analysis through coding process was carried out for the item 2.6. However, unlike emergent coding, priori coding through which categories were pre-determined beforehand and based on an existing theoretical framework was performed (Wilson, 2010). At this point, the responses presented by the participants were categorized into the previously determined categories within the framework of teacher competencies. These competences include three domains: 1) Knowledge and understanding, 2) Skills, and 3) Dispositions: beliefs, attitudes, values, commitment (European Commission, 2013). The first domain includes subject-matter knowledge, pedagogical knowledge, knowledge of curricula, foundations of educational sciences, educational policies, use of instructional technology, aspects of evaluation and assessment, psychological aspects of education, developing a sense of belonging, and diversity. The second domain consists of skills related to course planning, use of instructional materials, management, assessment, collaboration, communication, and reflection. As for the third and final domain, it is about self-efficacy, commitment, attitude towards professional development and inclination for collaborative practices. Eventually, the frequencies and percentages through descriptive statistics were obtained in order to provide a clear information about statistical information regarding each domain.

Data analysis based on the 3rd section of the questionnaire. This section is about the INSET needs and expectations of the EFL teachers and it contains 9 items in total. The first item (3.1) aims to investigate the participants'

definitions of INSET through an open-ended question. Thus, this item went through a qualitative content analysis. As aforesaid above, priori coding was adopted in order to categorize the responses into the previously determined scheme. That is to say, an existing conceptual framework which consists of three domains such as Skills, Values (Learner-centered values, teacher identity, service to the profession and community), and Knowledge (National Institute of Education, 2009). The first domain, skills, includes reflective skills, pedagogical skills, interpersonal skills and intrapersonal skills and technological skills. As for the second domain which is values, it has three sub-domains and the sub-domain of learner-centered values, it is centered on the assumption that all children have potential to learn and that teachers should develop empathy towards learners and promote diversity. The other sub-domain which is teacher identity is related to willingness for professional and personal development. The third sub-domain of service to the profession and community focuses on collaborative practices. Regarding the domain of knowledge, it addresses a wide variety of knowledge including pedagogy, content, curriculum, subject-matter, educational policies, global and environmental awareness.

The responses were developed into these categories manually. As for the second item (3.2), the responses that were provided by the participants were grouped by the researcher as follows:

a) the percentage of theoretical knowledge should be more than practice.

b) the percentage of practice should be more than theoretical knowledge.

c) the percentage of theory and practice should be equal and balanced.

The descriptive statistics were run in order to calculate the frequency and percentage regarding each statement.

The items (3.3, 3.4, 3.5, and 3.9) are in the form of checkbox questions. To put it other words, the participants are allowed to choose more than one option among the listed options. For all of these items, frequencies and percentages were calculated through running descriptive statistics.

Concerning the item 3.6, it is the only one which is in the form of a 5-point Likert scale (from 'strongly disagree' to 'strongly agree'). This item consists of 12

individual items which aim to analyze participants' level of agreement regarding the responsibilities of trainees and trainers. Measures of central tendency such as means and standard deviations were calculated in order to document the distribution. To add, frequencies and percentages were computed through descriptive statistics.

With regard to items 3.7 and 3.8 which investigated the type of preferred courses and expectations from the trainer, they were in the selected response type; therefore, they were analyzed through descriptive statistics by providing frequencies and percentages.

Data analysis for the semi-structured interview and feedback form. Apart from needs analysis questionnaire, semi-structured interviews were held in order to find out the training needs of the EFL teachers. Besides, during the interview, an inquiry was made to unravel the relation between their training needs and the institution where they worked. They were also allowed to express the perceived barriers to the professional development. As for the feedback form, the participants were asked to express their ideas about the implemented training program. The feedback form was a medium for obtaining their opinions so that the modifications or revisions could be made for improving the program.

Both of the instruments, semi-structured interview and feedback form, included qualitative data which called for a qualitative content analysis. The analysis started with the coding process. Miles and Huberman (1994) define codes as "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p. 56). Eventually, codes were organized in accordance with their conceptual characteristics and these outcomes went through an inductive analysis which was performed through "…discovering patterns, themes, and categories…" (Patton, 2002, p. 453). In other words, they were classified into specific categories and presented.

Data analysis for the pre/post tests, self-assessment scale and observation form. For the purpose of evaluating the effectiveness of the training program upon the teacher knowledge and behaviors, pre/post tests, self-assessment scale and observation form were utilized. The data sources were triangulated to ensure validity in the current study.

To start with pre and post-tests, a single test with 25 multiple choice questions was taken by 31 EFL teachers before and after the implementation of the training program. To analyze the test scores, firstly, the normality of the data was assessed in order to find out if the data were normally distributed. This was preliminary in order to determine what type of statistical test would be used. When the normality test was enabled, the means obtained from both pre and post-tests were compared through running the paired samples t-test.

As for the self-assessment scale, it included 44 items in total and it was in the form of 5-point Likert scale. In order to evaluate how the EFL teachers viewed themselves before and after the training, this self-assessment scale was carried out with 7 EFL teachers. The items of the scale were analyzed by obtaining frequencies and percentages.

The observation form originally consists of 38 items with three performance indicators (1: needs improvement, 2: acceptable, 3: proficient) and it was used for 7 EFL teachers before and after the training in order to gain an insight into the teaching performance of them. The frequencies and percentages were calculated through descriptive statistics in order to analyze the forms.

The Procedure of the INSET Program

In the present study, an INSET program for EFL teachers in NFE settings was designed. As can be seen from the figure below, the first phase is planning which signifies that decisions regarding implementation including content, design, and objectives are organized according to needs analysis. Likewise, the second and third phases, which are implementation and follow-up respectively, follow one another. This means that these phases assist each other, enhancing the support for mitigating the discrepancy between theory and practice through cementing the elements of discussion, collaboration, observation, and feedback. The fourth and final phase of the program is evaluation in which impact of the training program upon teachers' learning and behavior is evaluated.
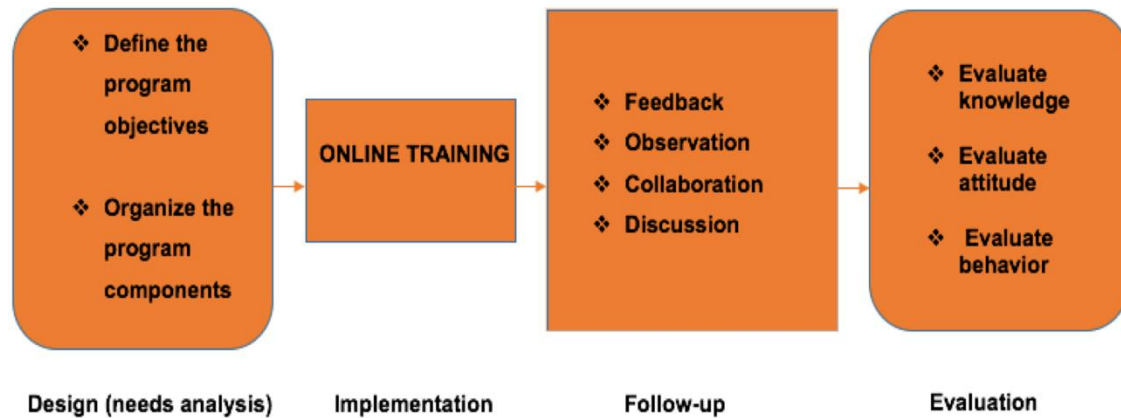
Figure 2. Suggested INSET program

Planning. In the planning phase, needs analysis questionnaires and semi-structured face-to-face interviews were administered in 2016-2017 spring semester. By means of these interviews, apart from clarifying teachers' professional needs, the perceived obstacles to professional development and their thoughts about an ideal professional development program. Also, these interviews revealed whether their institutions created any different needs and met them.

After the needs were obtained through the questionnaire and semi-structured interviews, the first step for the researcher was the identification of participants through convenience sampling. Upon clarifying the trainee group and defining the objectives of the training which indicate what knowledge and skills would be implemented, the delivery method of the training and the length of the program were specified. Later, the materials, activities, and exercises were designed as well. Training was aimed to be conducted online in order to provide a flexible training environment where trainers could attend the training in a comfortable way and they could set their own pace for the learning. Therefore, the researcher created a blog where the training materials and activities regarding that day's content were published.

Moreover, the researcher announced the aforementioned blog name to the trainers through e-mails and indicated that the online training would be provided upon the subjects obtained from the needs analysis. She also presented the program schedule on the blog where the trainees could find information about time frame and content of the training. Apart from providing a training schedule, she sent them an online document introducing the sections of the sessions and trainee

requirements regarding those sections. Also, in order to communicate easily and fast, the trainer created an online group on a social media application where she could send the materials and notifications regarding the training procedures.

Finally, follow-up sessions where micro-teaching sessions were implemented with 7 EFL teachers in the same foreign language school affiliated to the institution was planned. The trainer informed those teachers about how to convey the micro-teaching and she explained that they would conduct a micro-lesson by combining the knowledge and skills presented throughout the online training. They were also informed that the purpose of conducting micro-teaching lessons was transferring the theoretical knowledge presented in online training into the practical skills.

The teachers were told that the micro-lessons could last for maximum 30 minutes and that they could be about any subject at any teaching level. They received a micro-teaching schedule where they could see who would do the micro-teaching on which day and which colleagues would attend these sessions in order to provide peer-feedback.

Implementation. The online training was held on 3-18 February 2018 and all of the trainers were required to attend the training sessions daily. When the training subject, materials, and exercises were published on the blog by the trainer, she also made the daily notifications by giving information about the training content of the day and the requirements regarding that subject such as completing an assignment or joining in a discussion, etc. via the online group on the social media application. This online group was a helpful platform because it was easy to reach all of the trainees at the same time, thereby preventing misunderstandings in communication.

In addition to publishing the materials online on the blog, some of the materials including presentations were sent to the trainees' e-mails in case of any technical problem in viewing them.

The training sources address the subjects which are centered around the professional needs obtained from the needs analysis. They include presentations, online quizzes, aural and visual materials, assignments, publications, and hyperlinks providing connection to several other websites related to the specific

subject. A reference list for the cited sources was also provided at the end of each page on the blog so that the trainees could trace and use the sources later when they need.

The delivery method of the training is web-based as it utilizes internet access through a blog. It is cost-effective for the trainees and it provides convenience, flexibility and individualized learning as well. However, as there could be fewer opportunities for face-to-face interaction during web-based training, the researcher incorporated question-answer sessions, submission of written comments and webinars in order to maintain and facilitate interaction with the trainees during the implementation of the program.

Question-answer sessions were centered around certain questions addressing the trainees' classroom experiences. There were two sessions held during the training. The questions in these sessions were published on the blog and the trainers were invited to send their responses in the format of voice messages to the online application group where all the trainees and the trainer were present. The trainer herself attended the discussion sessions as always the first attendee to initiate the interaction. As she had worked as an EFL teacher before, she also shared her teaching experiences during discussion sessions. The participation of the trainer in these sessions was assumed to be beneficial for creating a positive environment where the trainer was not perceived as someone who was privileged and superior to the others. This would be effective in creating a sense of teamwork during administering the training.

Through sending voice messages to the online application group, the trainees had the chance to listen to each other's responses and to make comments on them. As some of the trainees shied away from sending their voice messages to the group although the trainer encouraged them, they were allowed to send their voice messages to the trainer through private messaging. In this case, the trainer listened to the recordings carefully and developed appropriate responses for them by giving feedback.

There were also two sections in which the trainees were kindly asked to write their comments. The first section was about a case describing a listening lesson and the trainers were asked whether this was an appropriate way to

conduct such a listening course or not. The second one required them to comment on their teaching practices in using technology. Some of the trainees preferred to provide their real identities while posting their comments whereas some others commented anonymously. Anonymous comments were allowed by the trainer because she thought that some individuals could provide honest responses in this way. Also, anonymous commenters might be worried about making linguistic mistakes while writing and they prevented others to see these mistakes in this way because they were all English language teachers! Irrespective of public and anonymous comments, all of the comments were read carefully and the trainer frequently shared her thoughts regarding the comment. In addition, some of the trainees asked questions in their comments and they were also answered by the trainer in order to inform the trainees about the raised issue.

In addition to these, there were totally three webinar sessions held during the training. The first webinar session was held in the first week while the second and third sessions were conducted in the second week of the training. Webinar sessions were hosted at weekends on purpose by the trainer as the trainees could have the chance to participate the sessions more comfortably. Before the webinars took place, the trainer organized an online toll for the trainees to indicate their available for webinar meetings. The trainees which chose the same timeframe were grouped and webinar schedule was sent to the trainees.

Webinar meetings were delivered by an online software which the attendees could connect via PC or mobile phones. The trainer informed the trainees via e-mail about how to download and use this software for logging in the webinar session.

During the webinars, the trainer presented and elaborated the topic with various examples, and incorporated question-answer sessions including discussions through which the attendees could share their ideas. All the participants that joined in the webinar meeting were able to hear and interact with each other in real time. That is to say, the trainer acted both as a speaker and a facilitator for the discussions. For those who were unable to attend the webinar meetings, the trainer sent the related webinar presentations.

Follow-up. After designing and administering a training program, it is of crucial importance to include a follow-up in that it enhances the teacher improvement by supporting the transfer of knowledge or skills taught during the training. The training programs incorporate theoretical knowledge but they could fail to create any behavioral change since practice aspect of the programs is neglected. Guskey (2002) claims:

If a new program or innovation is to be implemented well, it must become a natural part of teachers' repertoire of teaching skills. Especially for program continuation and expansion, teachers must come to use the new practices almost out of habit. If this is to occur, continued follow-up and support are essential (p.388).

Therefore, it could be said that follow-up may act as a support for the application of skills.

Drawing upon the model by O'Sullivan (2002), the follow-up phase was located after the implementation for bridging the gap between the theory and practice in INSET program which was developed in this study. Follow-up phase was organized as a post-training session in order to maintain and brush up the knowledge provided during training. It also aimed to assist trainees to apply the skills presented during the implementation of the training. Therefore, the follow-up stage is an extension of implementation, which is obvious in the Figure 2 above.

For the current study, a sample of 7 English language teachers within the same foreign language school of the institution was selected considering convenience sampling in order to apply follow-up phase. After the web-based training ended, the trainer paid a visit to the foreign language school and she conducted a wrap-up lesson by summarizing briefly what had been presented during the implementation. Demonstrations were included in the wrap-up sessions where certain activities were shown and performed together with teacher trainees. Essentially, at this point, the trainer aimed at maximizing the performance of the teachers through the incorporation of learning by doing.

Wrap-up sessions were performed on 19-20 February 2018, right after the training was completed and each of them lasted for 1 hour. On 20th February 2018, after the wrap-up session ended, the trainer informed the teachers about the

follow-up phase once more in order to avoid any kind of misunderstanding in communication. Again, she indicated that the trainee teachers would form a group of three and that one of them would conduct a micro-teaching for maximum 30 minutes. The remaining two trainee teachers and the trainer would observe the micro-teaching and fill the lesson observation form thereby giving feedback to the teacher who performed the micro-teaching. The lesson observation form to be used was introduced briefly and the trainer indicated that the teacher behaviors addressed in the form would be observed. These micro-teaching sessions lasted for 3 days, that is, between 21-23 February 2018. The micro-teaching schedule is presented in Figure 3 below:
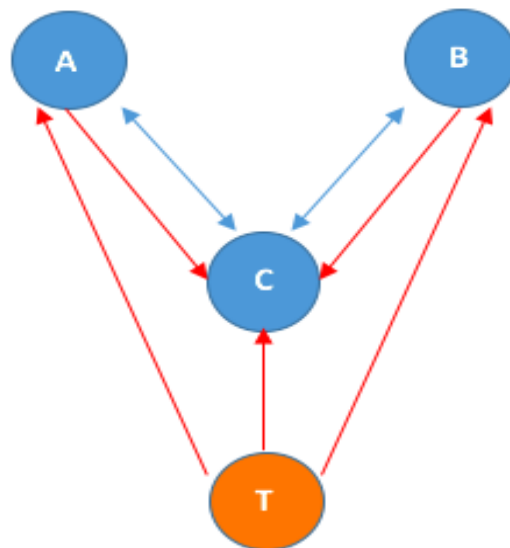
Figure 3. Performing micro-teaching lessons

As seen in figure above, the teacher trainee who performed the micro-teaching was located at the center. It is denoted as A with blue color and the two-sided arrows indicate that the trainee B and C are replaceable, which means when one of the teachers who finishes his/her micro-teaching presentation, the other teacher trainee will begin. The red one-sided arrows show that the feedback is provided by the trainer (T) and the other remaining participants. To conclude, the teacher trainee who conveys the micro-teaching performance receives feedback from 3 individuals, namely, from the two trainees and the trainer. Therefore, the

teacher who is the performer of micro-teaching could get feedback from different sources, which might make it more objective and reliable.

All in all, lesson observation and peer-coaching which are listed among the effective follow-up strategies by O'Sullivan (2002) were also applied in the follow-up phase in this suggested training program. According to O'Sullivan, lesson observation has a summative and formative evaluation function whereas peer-coaching has a supportive function apart from providing training. Observing trainee teachers' micro-teaching lessons is helpful for pinpointing the weak and strong points of the conducted lesson, which signifies the formative aspect of it. Also, it is summative in that it is centered on the outcome of the micro-teaching lesson. In other words, it evaluates the overall teaching performance. Through peer-coaching, teachers could make some adaptations so as to improve their teaching by collecting feedback (Bowman & McCormick, 2000).

Evaluation. Evaluation phase is essential for measuring the effectiveness of the training program. Therefore, in the current study, some evaluation procedures were administered to find out whether the program was useful or not for the teacher trainees. For this reason, different data collection instruments including pre and post-tests, self-assessment checklist and observation were employed in order to measure the learning and teacher behavior before the training was implemented.

Firstly, the pre-test was administered in order to measure their pedagogical knowledge on certain subjects such as teaching skills, teaching vocabulary, teaching pronunciation, material development, technology use and classroom management. Secondly, 7 teachers were also given a self-evaluation scale where teachers could evaluate their own classroom performance regarding reading, writing/written interaction, speaking/spoken production, listening, and vocabulary. Thirdly, the trainer observed the teacher trainees' lessons by using lesson observation form. All of these instruments (pre and post-tests, self-evaluation scale and lesson observation form) were administered during December 2017, namely, one month before the training was implemented.

One month after the training, all of the procedures employed before the training were repeated in the same manner. In other words, post-test including the

same questions on the aforementioned subjects were administered in order to assess whether trainees' knowledge of these subjects increased or not due to the provision of training. As in the pre-implementation process, the self-evaluation scale and observation form were utilized in order to measure any change in teachers' classroom behavior.

After the implementation of the multiple instruments to be used for assessing learning and behaviors of teacher trainees, a feedback form was used to find out whether the teachers were glad about the operation of the program. This feedback form was given to 31 teacher trainees and 17 of them returned these forms.

Essentially, the evaluation phase of this study drew mainly on Kirkpatrick's evaluation model (Kirkpatrick & Kirkpatrick, 2006). The model includes four levels of evaluation such as 1) reaction, 2) learning, 3) behavior and 4) results and all of them were previously explained in this study. As for the training program proposed in this study, similar to Kirkpatrick's first level which is reaction, teachers' attitudes towards the implemented program were evaluated through the feedback form as it sought answers concerning evaluations about the administration of the program including the trainees' comments on materials, trainer, content, schedule, etc. The second level, the learning, was addressed by measuring the knowledge level before and after the training. In this case, pre and post-tests were implemented. In addition, self-assessment scale and observation during pre and post-implementation were carried out in order to find out if the trainees could apply what they had learned during training. Also, the aforesaid feedback forms were also used for evaluating teacher behavior as some items in feedback forms were concerned with the contributions of INSET program to their professional development and actual teaching. The evaluation regarding teacher behavior was addressed in Kirkpatrick's third level – behavior. Finally, the overall results derived from all of the three levels were reported.

Chapter 4
Findings

Introduction

Findings are presented and structured according to the research questions formulated earlier in the present study.

Findings for the Research Question 1

Results of the needs analysis questionnaire. The needs analysis questionnaire consisted of three sections: 1) Personal information, 2) Past experiences regarding INSET programs, and 3) needs and expectations regarding INSET programs. The first section was used to present EFL teachers' profile briefly whereas the second section was concerned with their previous INSET experiences. In this study, the data about the training experiences of EFL teachers were illustrated previously in order to provide information about their INSET background. As mentioned previously, only the EFL teachers ($N=53$) attending in INSET activities in the last three years participated in the second section of the questionnaire. Since the third section deals with the expectations and needs of the EFL teachers, all of the participants ($N=105$) attended in this section.

The definitions of INSET made by the EFL teachers. To start with the teachers' definitions of INSET, the responses provided were analyzed through employing a qualitative content analysis and they were coded into previously determined categories considering a theoretical framework put forward by the National Institute of Education (2009). These categories are Skills, Values, and Knowledge as displayed in the figure below:
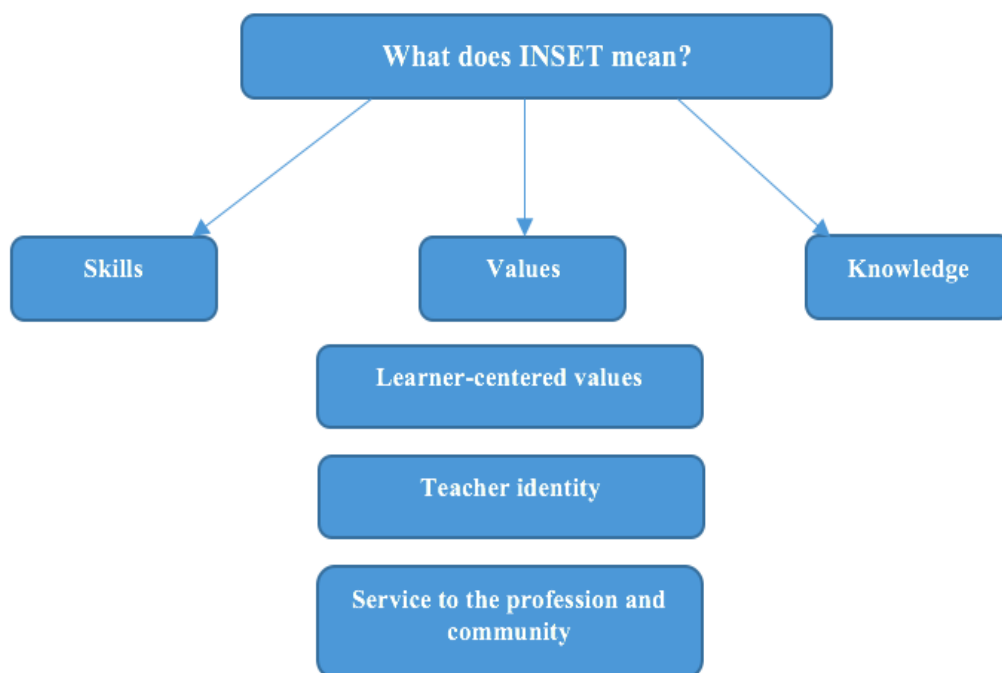
Figure 4. The definitions of INSET

To start with the category of *skills*, it introduces the set of skills that teachers should possess in order to be successful in teaching practices. They include the skills related to teaching and learning processes such as pedagogical, communication and technological skills. Of the 105 participants, 25 of them indicated that INSET meant *the development of skills*. Briefly, they associated INSET with the development of pedagogical skills, communication skills, and technological skills.

The second category, *values*, has three sub-categories: a) learner-centered values, b) teacher identity, and c) service to the profession and community. The values address three different groups such as learners, teachers, and colleagues. Of all the three sub-categories related to values, only 1 respondent associated INSET with learner-centered values which address the attitudes towards learners. He indicated that INSET was an organization that could build empathy in the classroom. 43 respondents thought INSET was concerned with teacher identity implying that it was a part of ongoing professional development. As for the third sub-category, service to the profession and community, it concentrates on collaborative relations among teachers. 9 respondents stated that INSET was a

key platform where teachers could build a teamwork through exchanging ideas. With respect to the third category, *knowledge*, it refers to awareness regarding learning process, content, and pedagogy. 31 respondents defined INSET as a knowledge provider about pedagogical approaches and language teaching methods.

All in all, INSET was most commonly related to values (*N*=53) indicating that it was perceived as a form of training which improved teacher professionalism through boosting motivation and desire for ongoing learning. Also, it was believed that INSET was a way to promote collaborative work among colleagues.

The balance between theory and practice in an INSET program. As for the EFL teachers' expectations regarding the balance between theory and practice in an INSET program, the majority of participants (*N*=60; 57.1%) expected that the percentage of practice should be more than theoretical knowledge. Less than half (*N*=44; 41.9%) indicated that theory and practice should be balanced and equal in percentages in an INSET program. However, only 1 (1%) individual mentioned theoretical knowledge should outweigh practice.

Teachers' expectations of INSET programs. Regarding teachers' expectations of the INSET programs, the table below shows the descriptive analysis results:

Table 5

Expectations of INSET Programs

Expectations	Frequency	Percentage
To gain some practical ideas	95	90.5
To receive help with particular teaching problems	64	61.0
To share experience	58	55.2
To receive an update on research in ELT	57	54.3
To try out ideas and techniques presented on a course	55	52.4
To understand better how to evaluate your own practice	53	50.5
To learn how to manage change	45	42.9
To understand the learning process better	44	41.9
To learn how to manage stress	44	41.9

To meet people who have the same problems and share with them	42	40.0
To understand theoretical ideas underlying practice	38	36.2
To organize a collaborative team for further professional development	37	35.2
To have opportunities to articulate and discuss what you already know	31	29.5
To gain confidence	29	27.6
To do observed teaching	27	25.7

Note.n=105

It could be seen that 'gaining some practical ideas' (*N*= 95; 90.5%) was what EFL teachers expected most from the INSET programs. The second most frequent choice regarding the expectations from the INSET was 'receiving help with particular teaching problem' (*N*=64; 61%), and the third most recurring choice was 'sharing experience' (*N*=58; 55.2%). A minor group of participants (*N*=27; 25.7%) went for 'to do observed teaching' option which was the least frequent one among the other options.

The components of the INSET program. Concerning the program components, the participants were asked to choose five items that they thought crucial for language improvement and methodology. Table 6 illustrates the results for the components regarding language improvement as in the following:

Table 6

Components for Language Improvement

Components for language improvement	Frequency	Percentage
Speaking practice	83	79.0
Fluency activities	65	61.9
Activating vocabulary	53	50.5
Pronunciation	45	42.9
Listening skills	43	41.0
Extending vocabulary	40	38.1
Work on typical mistakes	37	35.2
Writing skills	36	34.3
Language update	33	31.4
Reading skills	28	26.7

Study skills	25	23.8
Functions of grammatical structures	24	22.9

Note.n=105

The descriptive analyses results showed that the most frequently chosen item was 'speaking practice' (*N*=83; 79%) which was followed by 'fluency activities' (*N*=65; 61.9%), 'activating vocabulary' (*N*=53; 50.5%), 'pronunciation' (*N*=45; 42.9%), and 'listening skills' (*N*=43; 41%) respectively.

Concerning the components for language methodology, Table 7 provides a detailed information about the participants' choices:

Table 7

Components for Language Methodology

Components for language methodology	Frequency	Percentage
Teaching skills	79	75.2
Classroom management	58	55.2
Management with mixed ability groups	57	54.3
Material development	56	53.3
Teaching vocabulary	54	51.4
Using authentic materials	51	48.6
Course planning	36	34.3
Correction techniques	29	27.6
Testing cultural aspect	17	16.2
Choosing a textbook	16	15.2
Revision	15	14.3
Teaching grammar	15	14.3
Information gap activities	13	12.4
Evaluation of currently used textbooks at schools	5	4.80
Overview of recent coursebooks	4	3.80

Note. n=105

When the descriptive analysis results are considered, the component of 'teaching skills' (N=79; 75.2%) was the most recurrent one among the other five options. More than half of the respondents chose 'classroom management' (N=58;

55.2%) and the other components the respondents would like to include in an INSET program, with a slight difference in numbers, were 'management with mixed ability groups' (N=57; 54.3%), 'material development' (N=56; 53.3%) and 'teaching vocabulary' (N=54; 51.4%) respectively.

Mode of input. In addition, participants were asked how the delivery of the input should be and the descriptive analysis results regarding this issue are presented in Table 8 below:

Table 8

Mode of Input

Mode of input	Frequency	Percentage
Discussions	55	52.4
Collaborative learning groups	50	47.6
Demonstration	50	47.6
A handout	47	44.8
A lecture	44	41.9
Training tasks	42	40.0
Group work with plenary discussion	40	38.1
Project work	34	32.4
Guided observation	26	24.8
Guided reading	22	21.0
A poster	20	19.0
Action research	18	17.1
Other	2	1.9

Note. n=105

More than half of the participants (*N*= 55; 52.4%) preferred 'discussions' as a mode of input for the INSET. Nearly half of them (*N*=50; 47.6%) mentioned that they would like to receive training through 'collaborative learning groups' and 'demonstration' whereas less than half (*N*=47; 44.8 %) favored 'handouts'. The least chosen input mode (*N*=18; 17.1%) was action research. Also, 2 participants (1.9%) added that they would like to receive information through exchange programs (Erasmus, etc.) and videos.

The responsibilities of trainees and the trainer. As for the participants' expectations concerning the responsibilities of trainees and the trainers, the following table illustrates their opinions:

Table 9

The Responsibilities of Trainees and the Trainer

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
1.Training is mostly the responsibility of the trainer.	f	3	6	51	27	18		
	%	2.9	5.7	48.6	25.7	17.1	3.48	.94
2. Training is a shared attempt of a trainer and trainees.	f	0	3	20	26	56		
	%	0.0	2.9	19.0	24.8	53.3	4.28	.87
3. A trainee needs to work on language.	f	1	5	17	34	48	4.17	.93
	%	1.0	4.8	16.2	32.4	45.7		
4. A trainee needs to work on classroom data.	f	0	3	28	40	34		
	%	0.0	2.9	26.7	38.1	32.4	4.00	.84
5. A trainee needs to work on methodology.	f	6	17	34	26	22		
	%	5.7	16.2	32.4	24.8	21.0	3.39	1.15
6. A trainer is an instructor.	f	1	5	27	40	32		
	%	1.0	4.8	25.7	38.1	30.5	3.92	.91
7. A trainer is a catalyst.	f	2	5	32	40	26		
	%	1.9	4.8	30.5	38.1	24.8	3.79	.93
8. A trainer is counsellor.	f	0	3	21	37	44		
	%	0.0	2.9	20.0	35.2	41.9	4.16	.84
9. A trainer is a guide.	f	1	3	8	29	64		
	%	1.0	2.9	7.6	27.6	61.0	4.44	.83
10. A trainee is a researcher.	f	1	3	10	31	60		
	%	1.0	2.9	9.5	29.5	57.1	4.39	.84
11. A trainee is a learner.	f	1	2	16	31	55		
	%	1.0	1.9	15.2	29.5	52.4	4.30	.86
12. A trainee is a negotiator.	f	4	11	24	34	32		
	%	3.8	10.5	22.9	32.4	30.5	3.75	1.11

Note. n=105

The results above pointed out that the majority (*N*=51; 48.6%) felt ambivalent about the statement indicating training was mostly the responsibility of the trainer. However, 45 of them (42.8%) confirmed that the trainer had the huge

liability for the training process. In addition, more than half of the participants (*N*=82; 78.1%) affirmed that training was a shared attempt between the trainee and trainer. In other words, they believed both parties -the trainer and the trainees-held the responsibility. As to the results regarding the trainee during training, they showed that 82 of participants (78.1%) thought the trainee needed to work on language, whereas 74 of them (70.5%) confirmed the trainees should work on classroom data. Apart from that, nearly half of the participants (*N*=48; 45.8%) agreed that a trainee was expected to work on methodology as well. On the other hand, nearly one-third of them were unsure about this opinion. Regarding the role of the trainers, the majority (*N*=72; 68.6%) supported the view that the trainer should be an instructor. Additionally, nearly two-thirds of the participants (*N*=66; 62.9%) approved that the trainer should be a catalyst, namely, an initiator. To add, according to 81 of the participants (77.1%), the trainer was assumed to be a counselor. In the same vein, 93 of them (88.6%) confirmed that the trainer should act as a guide. For the roles of the trainees, the findings revealed that the trainer should be a researcher according to the majority (*N*=91; 86.6%). Likewise, 86 (81.9%) of the participants acknowledged that the trainees were learners whereas more than half (*N*=66; 62.9%) confirmed the role of the trainee as a negotiator.

The type of the course. The participants indicated the kind of courses they preferred and more than half of them (*N*=66; 62.9%) chose 'short intensive courses' whereas the rest (*N*=39; 37.1%) preferred 'extensive courses'.

Expectations from the trainer. Regarding the expectations of the trainees from the trainers, the majority (*N*=68; 64.8%) expressed that the trainers should negotiate the syllabus according to the trainees' needs. In other words, they indicated their needs should be involved in designing the INSET program. Nearly half of the respondents (*N*=45; 42.9%) preferred a native speaker trainer whereas 36 of them (34.3%) thought it was acceptable if the trainer was a non-native speaker, as well. Finally, almost one-fourth of the participants (*N*=28; 26.7%) indicated that they preferred being provided with a fixed pre-defined syllabus.

The form of assessment. Finally, the participants were asked about the form of assessment they would like at the end of the training and their preferences are presented in the table below:

Table 10

Mode of Assessment

Mode of assessment	Frequency	Percentage
Observed teaching	38	36.2
No assessment	33	31.4
A test	26	24.8
A written assignment	25	23.8
An exam	13	12.4
Other	1	1.0

Note. n=105

It was found out that the majority (*N*=38; 36.2%) selected 'observed teaching'. However, 33 of them (31.4%) also indicated that they would like to receive no assessment. The other chosen options included tests (*N*=26; 24.8%), written assignments (*N*=25; 23.8%) and exams (*N*=13; 12.4%), respectively. Only 1 individual (1%) added 'project' as a different alternative choice for the assessment.

Results of the semi-structured interviews. In addition to the needs analysis questionnaire, semi-structured interviews were also used to investigate the participant EFL teachers' needs in a detailed way. The interviews included 5 questions and they were conducted with 10 EFL teachers.

The first question was about the participants' professional needs as an English language teacher. The figure below presents the qualitative content analysis results derived from interview data about their needs:
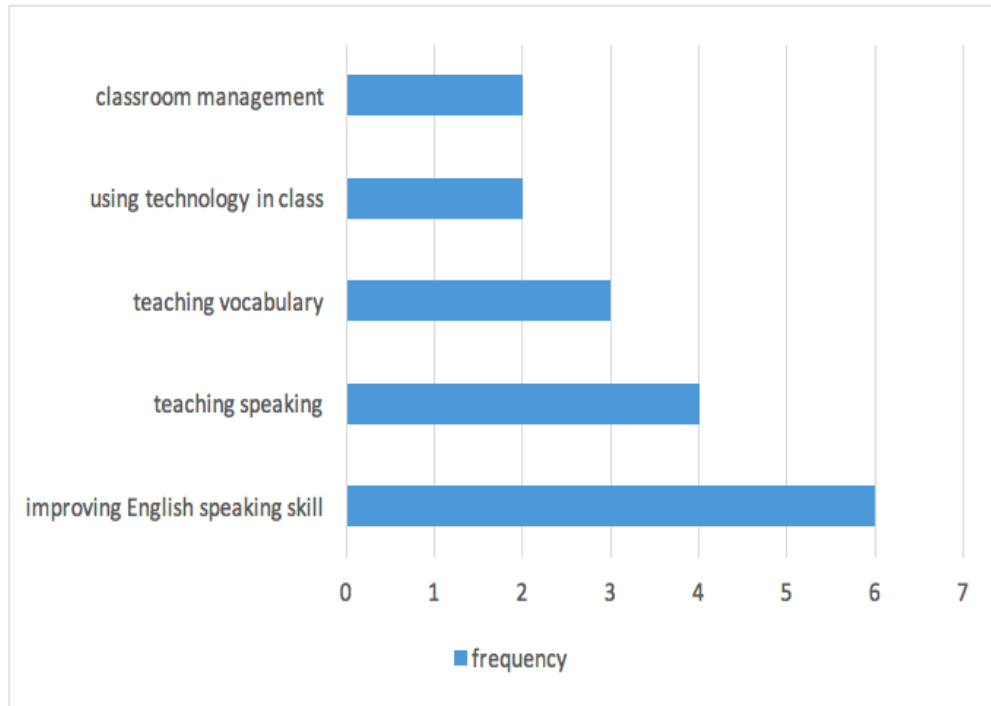
Figure 5. Content analysis results regarding professional needs

As the respondents listed more than one professional need, the number of the responses was greater than 10. The most frequently cited need was *improving speaking skills of teachers* (*N*=6). To put it simply, they would like to practice speaking in English for their own language development. The other need areas seemed to be focused on teaching speaking (*N*=4), teaching vocabulary (*N*=3) classroom management (*N*=2), and using technology in class (*N*=2).

The second question of the interview investigated whether the institutions where teachers taught caused different needs for their professional development. 9 out of 10 respondents expressed that they would like to learn how to teach mixed ability classes because their classes were ranging in age and student profile.

Furthermore, when the teachers were asked whether their institution met their professional needs in the third interview question, 7 out of 10 participants stated that the institutions organized INSET activities addressing their needs at the end of the semester. However, 3 respondents maintained that these INSET activities were not organized around their essential needs such as teaching mixed-ability classes and improving their own speaking skills.

In addition, the fourth interview question asked whether the teachers had any obstacles that hindered their professional development. Of the 10 respondents, only 4 of them mentioned that they had no obstacles. On the other hand, the rest (*N*=6) indicated that they had some challenges preventing them to participate actively in the professional development activities. 2 individuals reported that *teaching low-level students all the time* caused burn-out, thereby lowering motivation for their profession. They suggested that they should be provided some chances to teach at higher levels such as B2 and above. The other 2 individuals noted that they had long working hours so they did not have energy and time for devoting themselves to professional development activities. To add more, 1 participant mentioned *low income* as a barrier because she stated she had been working part-time and her first priority was finding a full-time teaching job. Last but not least, according to 1 respondent, household chores such as babysitting were the biggest challenge hindering her professional development. All in all, it seems that there are both professional and personal obstacles for more than half of the interviewees.

Finally, when the interviewees were asked how an ideal program should be, their responses were investigated through thematic content analysis. The figure below presents the themes and sub-themes emerging out of the analysis:
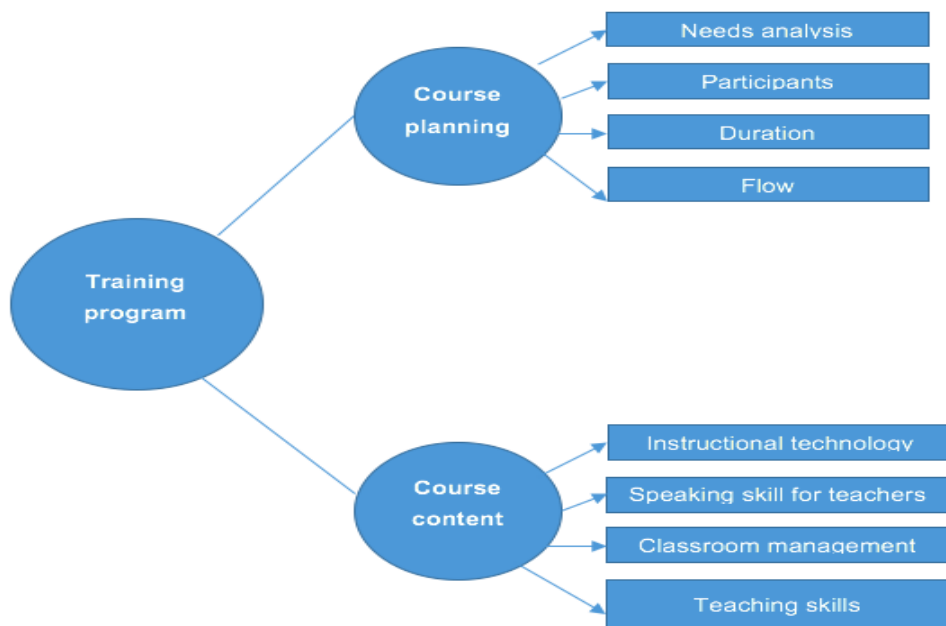
Figure 6. The components of an ideal INSET program

The responses were grouped under two main themes a) Course planning, and b) Course content. Course planning implies the procedures for designing a training program such as implementing needs analysis, defining objectives and participants, setting a training timetable, identifying sources and methods. The first sub-theme obtained from course planning was *needs analysis*. Many of the teachers indicated that needs analysis should be administered before implementing a program so that their need areas could be addressed in the training program. As for the other sub-themes which were *participants*, *duration,* and *flow of the program*, *the interviewees* commonly expressed that the maximum number of the program participants should be limited if it would be held face to face and that the training program should be in the short intensive course format. Also, it was mostly indicated that the flow of the program should be arranged in a way that subjects could be presented on separate days.

Course content signifies the subjects to be provided during the training program and it mostly addresses teacher learning. Therefore, the course content includes a certain set of knowledge and/or skills. According to the thematic analysis inducted from the interview data, four sub-themes were derived. They were *instructional technology, speaking skill for teachers, classroom management, and teaching skills* respectively. To put it briefly, the majority of the interviewees indicated that they would like to receive training on instructional technology because they needed to integrate technology in classroom practices in an effective way. What is more, they expressed that classroom management should also be involved in the course content of a training program. Since they had students of different ages and language backgrounds, they indicated they had difficulties in managing classrooms. Also, most of them told that an ideal training program should cover teaching skills as they were seen the essentials of language teaching and learning process. Last but not least, many interviewees said they needed to improve their speaking skills and that they should be provided with opportunities to use English during the INSET program.

Findings for the Research Question 2

The second research question of the present study investigates the components of proposed INSET program in terms of objectives, materials, and flow.

Objectives of the training program. Defining the goals and objectives which are based on the needs of our target audience is helpful to organize the curriculum components by allowing curriculum the developer to analyze the teaching-learning process. They provide a window which shows a pathway for selecting delivery methods, materials, tasks and assessment tools. Setting objectives is of utmost importance in curriculum development because the implementation is organized in agreement with those objectives. Tyler (as cited in Man Lau, 2001) summarizes why objectives are important in curriculum development as in the following: "These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. All aspects of educational program are really means to accomplish educational purposes" (p.33).

In other words, the objectives are the basis on which the elements of the curriculum are built.

The objectives of the training were set regarding the content of the training which was arranged considering the need analysis results. Accordingly, the components which overlapped in the questionnaire and semi-structured interviews were taken into consideration and included as the training content. These are teaching skills –writing, reading, speaking, listening-, teaching vocabulary, teaching pronunciation, material development, using instructional technology in English classrooms, classroom management, and mixed ability classes. Apart from these, the teachers also stated that they would like to practice English throughout the training.

In the light of these, the major objective of the online training program is to enhance the knowledge and skills of EFL teachers in NFE settings by providing theoretical knowledge and practical ideas. In order to serve this aim, the objectives which are specific and measurable in nature have been created. They indicate

what is expected to be achieved when the training is completed. The objectives of this online INSET program for EFL teachers are listed as follows:

At the end of this training, it is estimated that the participants will:

1) be aware of current approaches and methods of teaching language skills

2) define the basic concepts related to language skills

3) recognize the basic approaches to teach pronunciation

4) become familiar with the current approaches used in teaching vocabulary

5) use a variety of vocabulary teaching techniques

6) explain the qualities of effective instructional materials

7) adapt the materials considering learners' level

8) implement techniques for effective classroom management

9) use strategies for managing mixed ability groups

10) apply technology in classroom practices using tools of instructional technology.

11) exchange ideas with colleagues through discussions

It is evident that the objectives address the domain of knowledge and skills, which means they signify not only theoretical concepts but also the application of knowledge.

Materials for the training program. Materials have a pivotal role in education because they could simplify the learning units by providing a certain context, thereby making the comprehension easier. In addition, they can motivate the learners if they are designed in a way that is engaging; therefore, the learning could be much more enduring and permanent.

In the present study, considering the preferences of the participant EFL teachers, a short intensive training program was organized. The findings obtained from the questionnaire and semi-structured interviews revealed that the participants' professional needs were centered around the following subjects: teaching skills (listening, speaking, writing, and reading), teaching pronunciation, material development, technology in language teaching, classroom management

and teaching mixed ability classes. Apart from these subjects, the participants also stated that they would like to practice English throughout the training. For this reason, a 2-week online training was implemented and it included the courses addressing the aforesaid subjects. Since there was a range of subjects to be delivered in the courses during the training, the training content was designed in a way that included a variety of materials which could account for different learning styles. Even more, the training materials were assumed that they would offer opportunities for the trainees to use and practice English as their needs were taken into consideration.

The term *material* covers a broad range of products or outputs; however, for this present study, it refers to instruments for teacher learning such as presentations, reading documents, multimedia aids, assignments, and quizzes.

Materials were compiled by using a variety of sources such as books, articles and web pages and prepared either in the form of slide presentations or documents embedded into the blog pages. Use of compiled materials was preferred because they were estimated as time and energy saving for the researcher. In addition to that, these materials were obtained from the sources developed by field experts, which made it more reliable and relevant to the present study. All of the cited sources were manifested in the reference sections at the end of the presentations and blog documents.

Multimedia materials were utilized in order to make the training content richer and serve it for both visual and auditory trainees. Therefore, pictures, mind-maps, videos, and recordings were combined and applied. They were mostly crammed into blog documents through hyperlinks which offered chances to visit other web sources easily and quickly, thereby providing a rich input.

The discussions were also applied during the training in the present study. Discussions were held by truly engaging the whole participants in the webinar sessions. Before commencing the course or during the course in webinars, participants were tempted to share their experiences and voice their ideas by the trainer who acted as moderator as well. During discussions, some trainer-led questions were incorporated as warm-ups in order to start the session and arouse

interest in the topic. Materials obtained from some web sources were included and used as part of discussions. A sample is displayed in the figure below:

BBC one	**BBC TWO**	**BBC three**	**BBC FOUR**
19.00 The One Show The One Show team bring viewers the stories that matter from across the country.	19.00 Escape to the country A couple from Wimbledon want to escape the suburbs for countryside living in East Sussex.	19.00 Top Gear The team sets out to end the chaos that snowfall brings to Britain every year.	19.00 World News Today The latest news, exploring the day's events from a global perspective.
19.30 Waterloo Road Sambuca enlists Lauren and Finn's help to track her father down in Blackpool.	19.30 Springwatch Iolo Williams takes to the water to reveal puffins at their best - diving for fish.		19.30 Born to be Wild We meet the amateur naturalist who has turned his garden into a lizard empire. Repeated Tuesday.
20.27 BBC News and Regional News The latest national and international news stories from the BBC, followed by the weather.		20.00 Great Movie Mistakes Robert Webb uncovers the clangers and gaffes in Hollywood's biggest blockbusters.	20.00 Explosions: How We Shook the World Engineer Jem Stansfield investigates the science of explosions.
20.30 In with the Flynns Liam and Caroline work extra shifts, but who is looking after the kids?	20.30 Springwatch Unsprung Kate Humble, Chris Packham and Stan Williams answer audience questions.		21.00 Toy story 2 Buzz, Woody and friends continue their adventures as toys in a human world.

Figure 7. "Scanning activity", by Kelly, 2012.
(https://en.islcollective.com/resources/printables/worksheets_doc_docx/scanning_ activity/intermediate-b1-activity/22325)

In the webinar session which was about teaching reading skill, the participants were asked what kind of questions they would use for their students to practice scanning skill if they had such a reading material displayed in the figure above. The participant trainees were required to design a few questions and the trainer facilitated the discussion by eliciting the whole group's ideas regarding those questions, thereby enabling an interactional exchange among them.

Apart from the discussion, the question-answer method was implemented as well. The questions were largely compiled from reading documents and aimed at revealing the participant teachers' point of views and sharing their experiences regarding classroom practices. This method was applied while making written and oral comments.

Additionally, two online quizzes each consisting of five questions were implemented. The questions were mostly designed by utilizing the information obtained from source book(s) noted as a reference in the blog page. One of these short and quick quizzes were concerned with pedagogical models of listening whereas the other was about teaching reading including sub-skills, stages, and types of reading. The trainer notified the trainees that these quizzes would not be graded and that they would be used in order to find out how well the trainees understood the content. When the trainee provided either a true or wrong answer to the question in the quiz, s/he could see the content-related feedback explaining what should be the answer. The written feedback was prepared and embedded into the quiz by the trainer.

Along with the aforementioned materials, the training materials consisted of assignments as well. There were three assignments and each of them was about teaching pronunciation, teaching vocabulary, and material development respectively. The assignments were designed by reviewing the related literature and the aim of using them was to enable trainees to transfer the theoretical knowledge into the practice. Therefore, the assignments were presented in a meaningful context providing either clues or a demonstrating a model. For instance, in the first assignment, after the course on teaching pronunciation was completed, the trainees were asked to design a short activity where they could practice pronunciation by focusing on segmental/supra-segmental features. First, the trainer designed and demonstrated a sample activity on the blog, thereby presenting a model to the trainees. The second assignment which addressed teaching opposites was used to highlight the practice which was commonly employed but not pedagogically approved in vocabulary instruction. The trainees were asked to consider this practice and tell what was wrong. In the third assignment, the trainees were asked to adapt a ready-made material, as displayed in the figure below:

Figure 8. A sample assignment

The activity in the assignment was made up and the purpose of preparing such an activity was drawing the attention of the trainees to the activity as it does not make a good task because it is not meaningful and it does not offer opportunities for production. The trainees were asked how they could adapt this material.

The assignments were varied and they addressed the practical aspect of training since they aimed to encourage creative thinking and combine both theory and practice. The first and second assignments were obtained from source books whereas the third one was designed by the trainer herself.

In sum, the materials were compiled and used in a way that catered the training needs of the trainees. To put it simply, they were organized around the

certain course subjects and the training was made a platform where a consistent use of English was promoted through interactive materials.

The flow of the training. The program was held online unlike a traditional classroom setting. It aimed to:

-provide flexibility because the participants could have the opportunity to work on the subjects at their own learning pace.

-divorce the participants from the personal obstacles such as running errands which might hinder their participation in professional development activities.

-remove time constraints as the program would not follow a rigid structure as in the face-to-face training, so the participants would have the chance to go back and revise the subjects or do the assignments when they could be available during the day. The training schedule is presented in the table below:

Table 11

The Training Schedule

Days	Course	Course description
Day 1- February 5, 2018	Teaching listening - I	Pedagogical models about how to teach listening skill will be described.
Day 2- February 6, 2018	Teaching listening - II	Types and stages of listening will be illustrated.
Day 3- February 7, 2018	Teaching speaking	A general outline of a speaking lesson with certain stages will be described.
Day 4- February 8, 2018	Teaching pronunciation	Supra-segmental and segmental features will be illustrated.
Day 5- February 9, 2018	Teaching vocabulary	Incidental and explicit types of teaching vocabulary will be described. Also, vocabulary teaching techniques will be covered.
Day 6- February 10, 2018	Teaching writing	A webinar session about the process and product-oriented writing will be held.
Day 7- February 11, 2018	Teaching reading - I	A webinar session about types of reading and sub-skills of reading will be held.
Day 8- February 12, 2018	Teaching reading – II	Stages of a reading course will be highlighted.

Day 9- February 13, 2018	Material development -I	Information about effective material designing will be provided.
Day 10- February 14, 2018	Material development -II	Information about how to adapt instructional materials will be provided.
Day 11- February 15, 2018	Technology in language teaching	Web 2.0 tools will be described. Moreover, the ways for developing electronic materials will be highlighted.
Day 12-February 16, 2018	Classroom management -I	Techniques about starting and ending the lesson will be described. Also, the techniques to be used while using the board will be explained.
Day 13- February 17, 2018	Classroom management- II	A webinar session about teaching mixed-level classes will be held. Also, the techniques used in order to give instructions will be described.
Day 14- February 18, 2018	Classroom management- III	The ways to facilitate interaction among the learners will be covered. Also, the techniques used in making group works will be described.

As displayed in the table above, the training was planned to take place between 5- 18 February 2018. The reason why the training was organized during this period was that the teachers were off for the semester holiday between 22 January and 5 February 2018. Due to fact that they would be involved in INSET activities organized by the institution itself during the few days of the holiday, the online training was organized after the holiday ended. It was assumed that the participant teacher trainees would go back to teaching and start the online training with a fresh mind. As the semester holiday was for one week, which was a short period unlike summer holiday, implementing the training during this time might cause teachers to feel burnout, which could have a negative impact on the participation in the training.

When the table above is considered, it could be seen that there were several courses and they progressed in a way that the courses were not far apart from each other. This kind of arrangement was made to offer a compact training for the participants because of the fact that they demanded a short intensive training as the needs analysis revealed and that the trainees had a busy schedule

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at their own institutions according to what the head of English department stated. For this reason, the webinar sessions were planned to be held at weekends in order to enable more active participation.

The first eight days of the training covered teaching skills (listening, speaking, writing and reading), vocabulary instruction and teaching pronunciation. The courses regarding teaching vocabulary and pronunciation were offered in a way that was blended into skills. Two days were allocated for material development course, which was followed by the technology in language teaching course. When the course descriptions of the two courses were taken into consideration, that is, material development and technology use, it could be easily seen that they were closely related with each other. Therefore, the courses followed one another in the training plan. Last three days were left for classroom management and it covered teaching mixed ability classes. As this issue was voiced by the participants both in the questionnaire and semi-structured interviews, this course was planned as a webinar session in order to elaborate the content further through discussions with the participants.

While sequencing of the courses in this training plan, the approaches of "Interest to learners" and "Availability of resources" which were stated among the common approaches used in arranging the order of content in the course design (Gustafson & Tilman, 1991, pp. 177-178) were employed. While the former indicates sequencing the topics of interest in the first place in a course design, the latter suggests organizing the order of the topics considering the availability of the sources and/or people. The first approach was adopted because the results of the needs analysis showed that the most frequently chosen components were concerned with teaching skills. That's why the first place was given for presenting the skill courses. Teaching vocabulary and pronunciation courses were also added among the skill courses in that they were assumed to be related to the skills in some aspects. The second approach, availability of resources, was applied while arranging the sequence of material development, technology in language teaching and classroom management courses. Due to the fact that administering a webinar session on mixed ability classes would be thought as appropriate for discussing the matter in detail and that webinar sessions were left to weekends for increasing

the participation, the classroom management course was planned by including the session on teaching mixed ability classes.

Findings for the Research Question 3

The third research question aims to investigate the effectiveness of the designed INSET program regarding the knowledge level of the teachers, attitude towards the program and teacher behaviors. For this reason, the findings regarding pre/post tests, self-assessment scale, observation and feedback forms are presented in this section.

Knowledge. In order to measure the teacher learning, a single test consisting of 25 questions was administered before and after the training. Test of normality was run in the first place in order to check whether the data was distributed or not. When the normality was enabled, a paired samples t-test was carried out in order to compare the means obtained from pre and post-tests. There was a significant difference in the scores of pre-test (M=15.4, SD= 2.99) and post-test (M=17.9, SD= 4.77); t(30)= -3.048, p=.005. The results imply that the training program had a positive effect on the knowledge level of teachers.

Apart from the scores obtained from the pre and post-tests, the feedback forms also revealed that INSET program made some contributions to their professional development. The responses given by the teachers were analyzed considering the competences indicated in European Commission (2013). Accordingly, the responses were categorized into a) knowledge, b) skills, and c) disposition. The results are summarized as follows:

Table 12

Contributions of the Training Program to the Participants' Professional Knowledge

Competences	Frequency
Knowledge	9
Skill	4
Disposition	3

Note.n=17

Of the 17 participants, the big majority (*N*=9) stated that the INSET program improved their knowledge. They expressed that they revised and learned methods, approaches, language education terms thanks to this program. In addition, some participants (*N*=4) reported the program enabled skill development because of the knowledge they gained throughout the program. That is to say, they used the knowledge while creating appropriate materials, teaching language skills, teaching vocabulary and using the board. Only 3 teachers said that the program built not only a sense of self-efficacy but also self-confidence since the knowledge they gained lent them awareness, thereby changing self-perceptions. Finally, 3 teachers mentioned that they had not experienced any change at all yet.

Attitude. A feedback form was used in order to evaluate the teacher trainees' attitudes towards the implemented INSET program. The form sought answers to the teachers' overall ideas regarding the INSET including courses, materials, schedule and the trainer. It investigated whether the trainees experienced any obstacle in attending the program or not. Also, by means of this form, trainees' further suggestions were collected in order to improve the program. Apart from those, the program's contributions to teachers' actual teaching and professional development were scrutinized. Teachers' opinions concerning the training program, perceived obstacles, and their suggestions were analyzed in order to make a probe into the teacher trainees' attitudes.

As mentioned before, out of 31 participants, only 17 of them completed the feedback forms, so the analysis of the feedback forms was based on the qualitative data produced by those participants. The qualitative content analysis was adopted for uncovering the written responses provided by the teacher trainees. Findings regarding to the attitudes of the trainees were presented in the following sections.

Trainees' overall ideas about the INSET program. The teacher trainees' ideas with respect to content topics, materials, schedule and the teacher trainer were investigated. Accordingly, all of the trainees indicated that they were glad about the courses, materials and the trainer during the training. This was clearly shown in the following sample excerpts taken from their words:

I liked it, to be with colleagues in such a program was advantageous for me (Participant 1).

It was an educative, interactive and beneficial education program organized for English instructors with the aim to improve and talk about language teaching skills…and teaching vocabulary. For a two-weeks session, it was a well-organized, helpful and entertaining program and the teacher trainer motivated us a lot (Participant 3).

The topics were well selected. The online material was sufficient and applicable. . . The trainer was competent in the contents (Participant 7).

*. . .The course was well-planned and organized and the content was relevant to my classroom needs and satisfying. In the past, I have attended so many . . . training programs but all them were targeting [at] primary school teaching. This program wasn't (*Participant 8).

I think the education was very useful regarding the content topics, materials, and the teacher. . .I would personally like to thank the teacher of this education for being so friendly, helpful and devoted. It was easy to work with her (Participant 9).

As seen from the above excerpts, the implemented INSET program seemed to create a positive learning environment led by the trainer. The materials and the content of the program were found practical and relevant to their needs. However, 3 of the participants indicated that the time which was set for the whole program was limited and that it could be extended to a longer period. The program lasted for 14 days and a few of the participants preferred a much more extensive program.

Obstacles/problems experienced in attending the program. To pinpoint the perceived obstacles and/or experienced problems could be useful for improving the training program. Unraveling the challenges and describing the alternative ways for solutions may help the program developer to design a more efficient program for the next time.

When the teacher trainees were asked about the obstacles/problems in attending in the INSET program, 6 out of 17 participants indicated that they experienced problems due to the time schedule of the program (*N=5*) and the

online application used in webinars (*N=1*). They indicated that arranging the time everyday, especially on webinar days, was very challenging for them since they had long working hours at work. Also, they thought that the time was limited and the program could be administered during the holidays. Only 1 participant indicated that s/he experienced a technical audio problem stemmed from the webinar application but reported that the problem was fixed eventually.

All in all, the majority appeared to participate in the INSET program without experiencing any challenge. However, for those who reported problems/obstacles, the timing was mostly perceived as problematic as it was found limited and short.

***Trainees' suggestions for improving the program*.** Obtaining the suggestions from the participants is effective for identifying the areas which need improvement. It could enable the program developer or the trainer to look through the lenses of the trainees. As they are insiders and are engaged in the program as active agents, their comments could shed light on various matters regarding the improvement of the program. In the present study, trainees' suggestions were collected; out of 17 participants, 12 of them made suggestions while 5 participants did not provide any suggestion as they thought that the program was quite good and satisfactory at all terms. The responses provided by the participants were coded and categorized into three main themes: a) type of delivery, b) content and, c) schedule.

Table 13

Trainees' Suggestions Regarding the Implemented INSET Program

Program components	Frequency
Type of delivery	7
Schedule	3
Content	2

Note. n=12

The type of delivery refers to the methods employed in providing the training. In the current study, web-based training was utilized since the training was delivered through an online blog. 6 participants indicated that it would have been better and practical if the training had been organized in a face-to-face classroom. Their comments were highlighted in the following excerpts:

If only we had done this in a classroom, it could have been much better (Participant 2).

[It] can be performed in real time and real place (Participant 5).

We can get together and apply the useful activities together (Participant 6).

It may be more effective if [it] is applied in a face-to-face platform (Participant 7).

It could be seen obviously that some of the participants preferred a face-to-face classroom setting and that they believed they could transfer what they learned in this way. According to them, they could engage in interactions with each other actively by means of face-to-face training.

Apart from those 6 participants, 1 participant mentioned that the application used for webinar sessions was not effective. Therefore, s/he suggested finding another application which could be more suitable for the future online INSET programs.

Concerning the schedule of the INSET, 3 participants thought that a 2-week program was not sufficient, that is, the program should be longer. One of the participants also expressed that the training could take place during the summer holiday because it was tiring to attend the sessions everyday within semester time.

With respect to the content of the INSET program, 2 participants expressed that case studies, as well as the problems they faced in classrooms and solutions for them, could be included in discussion sessions.

All in all, when the overall attitudes of the trainees towards the INSET program were taken into consideration, it could be said that they had a positive attitude regarding the content, materials and the trainer. The timing of the program seemed to be perceived as problematic by several participants because they preferred a training program lasting for a specific period of time. As the program included several webinar sessions, it was hard for some participants to be online on time. To add, many of the participants, even they were pleased with the program in general terms, thought if it had been held as a face-to-face training, it would have been more efficient. To put it simply, a traditional classroom setting

would be deemed as advantageous as the trainees are physically present in the training environment, which may make it more engaging and interactive.

Teaching behavior. Teaching behavior refers to teaching practices performed by the teacher in real classroom settings. The purpose of the INSET program evaluation was to find out whether any change in teaching practices, namely, teaching behavior happened or not. The teachers could gain some knowledge, or they thought that they developed their skills but it is of crucial importance for teachers to apply the knowledge and skills to their actual teaching. It would be significant for closing the gap between theory and practice.

A self-assessment scale and an observation form were utilized before and after the training so as to assess the effectiveness of the suggested INSET program on teaching behavior. Firstly, the results derived from the self-assessment scale which were implemented before and after the implementation of the training, respectively.

Results of self-assessment scale administered before training. Below are given the results of the self-assessment scale administered before the training was administered. As the self-assessment scale consisted of different sub-sections, the findings ascribed to each sub-section were provided.

Table 14

Descriptive Statistics for Teachers' Self-assessment on Teaching Writing/Written Interaction

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
I. Writing/Written Interaction								
1. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc).	f	0	1	3	3	0	3.28	.75
	%	0.0	14.3	42.9	42.9	0.0		
3. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.	f	0	0	4	2	1	3.57	.78
	%	0.0	0.0	57.1	28.6	14.3		
4. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).	f	0	1	2	3	1	3.57	.97
	%	0.0	14.3	28.6	42.9	14.3		

		0	1	2	2	2		
5. I can evaluate and select activities which help learners to participate in written exchanges (e-mails, job applications, etc.) and to initiate or respond to texts appropriately.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
6. I can help learners to gather and share information for their writing tasks.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
8. I can help learners to monitor, reflect on, edit and improve their own writing.	f	0	2	2	2	1	3.28	1.11
	%	0.0	28.6	28.6	28.6	14.3		
9. I can use peer-assessment and feedback to assist the writing process.	f	0	2	3	1	1	3.14	1.06
	%	0.0	28.6	42.9	14.3	14.3		
10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.	f	0	1	3	2	1	3.42	.97
	%	0.0	14.3	42.9	28.6	14.3		
11. I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).	f	0	0	2	2	3	4.14	.89
	%	0.0	0.0	28.6	28.6	42.9		

Note.n=7

The results of descriptive analyses showed that the mean scores for the descriptors about writing/written interaction were all above 3.00. The highest mean score (M=4.57; SD=.53) was obtained for item 1 (I can evaluate and select meaningful activities to encourage learners to develop their creative potential). That means all of the teachers (N=7) believed that they were able to encourage their students to develop their capacity through evaluation and selection of appropriate activities. On the other hand, item 9 (I can use peer-assessment and feedback to assist the writing process) had the lowest score (M=3.14; SD=.1.06), suggesting that the teachers had some challenges while making learners check each other's work and providing feedback to the learners. Surprisingly, many of them (N=3; 42.9%) were unsure about this statement and they seemed to have no idea about it.

After giving information about teachers' self-assessment regarding teaching writing skill, the table below provided the descriptive statistics including frequencies, percentages and standard deviations addressing teachers' self-assessment on teaching speaking skill:

Table 15

Descriptive Statistics for Teachers' Self-Assessment on Teaching

Speaking/Spoken Interaction

Descriptors *II. Speaking/Spoken Interaction*		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
13. I can create a supportive atmosphere that invites learners to take part in speaking activities.	f	0	1	3	3	0	3.28	.75
	%	0.0	14.3	42.9	42.9	0.0		
14. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.	f	0	2	1	2	2	3.57	1.27
	%	0.0	28.6	14.3	28.6	28.6		
15. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.	f	0	1	3	2	1	3.42	.97
	%	0.0	14.3	42.9	28.6	14.3		
16. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).	f	0	1	3	3	0	3.28	.75
	%	0.0	14.3	42.9	42.9	0.0		
17. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).	f	0	1	2	4	0	3.42	.78
	%	0.0	14.3	28.6	57.1	0.0		
18. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.)	f	0	1	2	3	1	3.57	.97
	%	0.0	14.3	28.6	42.9	14.3		
19. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.	f	0	0	3	3	1	3.71	.75
	%	0.0	0.0	42.9	42.9	14.3		
20. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).	f	0	0	3	3	1	3.71	.75
	%	0.0	0.0	42.9	42.9	14.3		
21. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.	f	0	0	3	2	2	3.85	.89
	%	0.0	0.0	42.9	28.6	28.6		
22. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.	f	0	0	2	2	3	4.14	.89
	%	0.0	0.0	28.6	28.6	42.9		
23. I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
24. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).	f	0	0	3	2	2	3.85	.89
	%	0.0	0.0	42.9	28.6	28.6		

Note.n=7

According to the results of descriptive analyses, it is obvious that the lowest mean (M=3.28; SD=.75) was obtained for item 13 (*I can create a supportive atmosphere that invites learners to take part in speaking activities*). When the participants' levels of agreement are taken into consideration, it seems that they were split into nearly two halves. While 3 of them perceived themselves competent in encouraging students to speak, the other 3 felt ambivalent. The remaining 1 respondent thought that s/he was not competent enough about this matter. Similarly, item 16 (*I can evaluate and select a range of meaningful speaking and instructional activities to develop fluency [discussion, role play, problem solving etc.]*) had the lowest mean score (MD=3.28; SD=.75). This may mean that the teachers experienced some difficulties in developing fluency for their students. The items which had the mean score above 4.00 were item 22 (*I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language*) and item 23 (*I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation*) and they seemed to be related with teaching pronunciation, which may mean that the teachers had a positive evaluation of themselves about helping their students to utter the sounds correctly.

Following the teaching speaking skill, the table below showed the teachers' self-assessment regarding teaching listening skill:

Table 16

Descriptive Statistics for Teachers' Self-assessment on Teaching Listening

Descriptors III. Listening		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
25. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	0	4	3	4.42	.53
	%	0.0	0.0	0.0	57.1	42.9		
26. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.	f	0	1	2	3	1	3.57	.97
	%	0.0	14.3	28.6	42.9	14.3		
27. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.	f	0	2	3	1	1	3.14	1.06
	%	0.0	28.6	42.9	14.3	14.3		
28. I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)	f	0	2	3	1	1	3.14	1.06
	%	0.0	28.6	42.9	14.3	14.3		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
29. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).	f	0	0	2	1	4	4.28	.95
	%	0.0	0.0	28.6	14.3	57.1		
30. I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.).	f	0	1	4	1	1	3.28	.95
	%	0.0	14.3	57.1	14.3	14.3		
31. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
32. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.	f	0	1	3	2	1	3.42	.97
	%	0.0	14.3	42.9	28.6	14.3		

Note.n=7

The results of the descriptive analyses presented that all of the mean scores pertaining to listening skill were above 3.00. The lowest mean score (M=3.14; SD=1.06) was obtained by item 27 (*I can encourage learners to use their knowledge of a topic and their expectations about a text when listening*) and item 28 (*I can design and select different activities in order to practice and develop different listening strategies [listening strategies, listening for gist, specific information etc.]*). Item 31 (*I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text*) had the highest mean score (M=4.57; SD=.53). This may suggest that the teachers had difficulties in activating the students' schemata and developing effective listening strategies. On the other hand, they felt competent in helping learners to deal with unfamiliar vocabulary in a text.

Providing the descriptive statistics with means and standard deviations, the table below presented how teachers assessed their practices for teaching reading:

Table 17

Descriptive Statistics for Teachers' Self-assessment on Teaching Reading

Descriptors *IV. Reading*		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
33. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	2	1	4	4.28	.95
	%	0.0	0.0	28.6	14.3	57.1		
34. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.	f	0	1	4	2	0	3.14	.69
	%	0.0	14.3	57.1	28.6	0.0		
35. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.	f	0	2	2	2	1	3.28	1.11
	%	0.0	28.6	28.6	28.6	14.3		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
36. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
37. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).	f	1	1	2	2	1	3.14	1.34
	%	14.3	14.3	28.6	28.6	14.3		
38. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
39. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.	f	0	2	2	2	1	3.28	1.11
	%	0.0	28.6	28.6	28.6	14.3		
40. I can recommend books appropriate to the needs, interests and language level of the learners.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
41. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.)	f	0	1	1	1	4	4.14	1.21
	%	0.0	14.3	14.3	14.3	57.1		

Item 34 (*I can provide a range of pre-reading activities to help learners to orientate themselves to a text*) and item 37 (*I can set different activities in order to practice and develop different reading strategies according to the purpose of reading [skimming, scanning etc.]*) had the lowest mean scores (item 34: M=3.14; SD=.69; item 37=3.14; SD: 1.34). Most of the teachers (*N*=4) seemed to be unsure about their performance in providing pre-reading activities to get the learners to be familiar with the reading text. Similarly, it seems that they needed improvement in practicing reading strategies such as skimming, scanning, and inferencing with the learners. The highest mean score (M=4.57; SD=.78) was observed for item 36 (*I can apply appropriate ways of reading a text in class [e.g. aloud, silently, in groups etc]*). In other words, many of the teachers thought they performed well in implementing all forms of reading in class.

The following table provides information about the teachers' self-assessment on vocabulary instruction:

Table 18

Descriptive Statistics for Teachers' Self-assessment on Teaching Vocabulary

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
V. Vocabulary								
42. I can evaluate and select a variety of activities which help learners to learn vocabulary	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
43. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
44. I can evaluate and select activities which enhance learners' awareness of register differences.	f	0	2	3	0	2	3.28	1.25
	%	0.0	28.6	42.9	0.0	28.6		

Note.n=7

The results of descriptive statistics point out that the highest mean score (M=4.71; SD=.48) was found for item 43 (*I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts*). On the other hand, the lowest mean score (M=3.28; SD=1.25) was observed for item 44 (*I can evaluate and select activities which enhance learners' awareness of register differences*). Surprisingly, many of the respondents (*N*=3) provided a neutral choice, suggesting they were not certain about their performance in teaching vocabulary considering register differences.

To conclude, it is obvious that the overall mean scores pertaining to the sub-sections (writing/written interaction, speaking/spoken interaction, listening, reading, and vocabulary) were above 3.00, indicating that the teachers were inclined to give themselves high scores.

Results of self-assessment scale administered after training. This section provided results regarding the self-assessment which was administered to teachers after the training was implemented. Findings were presented by considering the sub-sections of the scale.

Table 19

Descriptive Statistics for Teachers' Self-assessment on Teaching Writing/Written Interaction

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
I. Writing/Written Interaction								
1. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc).	f	0	1	1	3	2	3.85	1.06
	%	0.0	14.3	14.3	42.9	28.6		
3. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.	f	0	0	2	0	5	4.42	.97
	%	0.0	0.0	28.6	0.0	71.4		

4. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).	f	0	0	1	4	2	4.00	1.00
	%	0.0	0.0	14.3	57.1	28.6		
5. I can evaluate and select activities which help learners to participate in written exchanges (e-mails, job applications, etc.) and to initiate or respond to texts appropriately.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
6. I can help learners to gather and share information for their writing tasks.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
8. I can help learners to monitor, reflect on, edit and improve their own writing.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
9. I can use peer-assessment and feedback to assist the writing process.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
11. I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		

Note.n=7

The findings derived from the descriptive analyses pointed out that the highest mean score (M=4.57; SD=.53) was found for item 1 (I can evaluate and select meaningful activities to encourage learners to develop their creative potential), item 7 (*I can help learners to plan and structure written texts [e.g. by using mind maps, outlines etc.*] and item 9 (*I can use peer-assessment and feedback to assist the writing process*). As for the lowest mean score (M=3.85; SD=1.06), it was observed for item 2 (*I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types [letters, stories, reports etc.*]). When compared with the self-assessment administered before the training, it could be seen that in all of the mean scores, except for item 1 (*I can evaluate and select meaningful activities to encourage learners to develop their creative potential*), an increase was observed. The mean score of item 1 (M=4.57; SD=.53) stayed unchanged.

The table below showed the results of descriptive statistics including means and standard deviations regarding each item related to self-assessment for teaching speaking skill.

Table 20

Descriptive Statistics for Teachers' Self-assessment on Teaching Speaking/Spoken Interaction

Descriptors II. Speaking/Spoken Interaction		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
13. I can create a supportive atmosphere that invites learners to take part in speaking activities.	f	0	0	2	3	2	4.00	.81
	%	0.0	0.0	28.6	42.9	28.6		
14. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
15. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.	f	0	0	0	4	3	4.42	.53
	%	0.0	0.0	0.0	57.1	42.9		
16. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).	f	0	0	2	3	2	4.00	.81
	%	0.0	0.0	28.6	42.9	28.6		
17. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
18. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
19. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
20. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
21. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
22. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
23. I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
24. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).	f	0	0	2	0	5	4.42	.97
	%	0.0	0.0	28.6	0.0	71.4		

Considering the overall mean scores, it could be seen that they were all above 4.00. According to descriptive analyses, the highest mean score (M=4.71; SD=.48) was found for item 14 (*I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate*), item 22 (*I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language*) and item 23 (*I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation*). When a comparison between the self-assessments administered before and after the training was made in terms of mean scores, an increase was observed including all of the items regarding teaching speaking skill.

The following table below illustrates the findings derived from statistical analyses concerned with teachers' self-assessment on teaching listening skill.

Table 21

Descriptive Statistics for Teachers' Self-assessment on Teaching Listening

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
III. Listening								
25. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
26. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.	f	0	0	2	2	3	4.14	.89
	%	0.0	0.0	28.6	28.6	42.9		
27. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
28. I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
29. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
30. I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.).	f	0	0	0	4	3	4.42	.53
	%	0.0	0.0	0.0	57.1	42.9		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
31. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
32. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		

Note.n=7

The findings obtained from the descriptive analyses showed that the highest mean score (M=4.71; SD=48) was obtained for item 29 (*I can design and select different activities which help learners to recognize and interpret typical features of spoken language [tone of voice, intonation, style of speaking etc.*]). The lowest mean score (M=4.14; SD=.89) was observed for item 26 (*I can provide a range of pre-listening activities which help learners to orientate themselves to a text*). Comparing two measurements of self-assessment scale administered before and after training, one can see easily that only the mean score (M=4.57; SD=.53) of item 31 (*I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text*) has not changed at all. In a word, the increase was detected in the mean scores for the rest of the items.

The following table presented the information about how teachers assessed their own practices regarding teaching reading.

Table 22

Descriptive Statistics for Teachers' Self-assessment on Teaching Reading

Descriptors IV. Reading		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
33. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	0	1	6	4.85	.37
	%	0.0	0.0	0.0	14.3	85.7		
34. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
35. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
36. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
37. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).	f	0	0	0	1	6	4.85	.37
	%	0.0	0.0	0.0	14.3	85.7		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
38. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
39. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.	f	0	1	2	2	2		
	%	0.0	14.3	28.6	28.6	28.6	3.71	1.11
40. I can recommend books appropriate to the needs, interests and language level of the learners.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
41. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.)	f	0	0	0	5	2	4.28	.48
	%	0.0	0.0	0.0	71.4	28.6		

Note.n=7

As displayed in the table, the highest mean value (M=4.85; SD=.37) was observed for item 33 (*I can select texts appropriate to the needs, interests and language level of the learners*) and item 37 (*I can set different activities in order to practice and develop different reading strategies according to the purpose of reading [skimming, scanning etc.*]). However, the lowest mean value (M=3.71; SD=1.11) was received for item 39 (*I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills*). No change was observed in the mean score (M=4.28; SD=.75) for item 40 (*I can recommend books appropriate to the needs, interests and language levels of the learners*) when a comparison was made to the self-assessment performed by the teachers before the training. In contrast, an increase was detected in the mean scores of the remaining items.

Table 23

Descriptive Statistics for Teachers' Self-assessment on Teaching Vocabulary

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
42. I can evaluate and select a variety of activities which help learners to learn vocabulary.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
43. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
44. I can evaluate and select activities which enhance learners' awareness of register differences.	f	0	0	3	0	4	4.14	1.06
	%	0.0	0.0	42.9	0.0	57.1		

Note.n=7

Item 42 (I can evaluate and select a variety of activities which help learners to learn vocabulary) and item 43 (*I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts*) had the highest mean score (M=4,71; SD=.48) whereas the lowest mean score (M=4.14; SD=1.25) was ascribed to item 44 (*I can evaluate and select activities which enhance learners' awareness of register differences*). Except for item 43, an improvement regarding the rest of items was noted according to self-ratings of the teachers considering the pre and post measurements.

In the above sections, findings derived self-assessment scales administered before and after the designed training were presented by elaborating the sub-sections. However, in order to provide the big picture regarding the difference in total mean scores, and minimum and maximum scores obtained from each of the sub-categories of the scale, the results pertaining before and after the training were shown in the table below:

Table 24

Descriptive Statistics for Self-assessment with Sub-categories

Sub-categories		Mean	SD	Minimum	Maximum
Writing/Written interaction	Before training	43.85	8.35	32	58
	After training	52.28	7.20	41	59
Speaking/spoken production	Before training	44.28	8.24	33	55
	After training	53.14	6.38	44	60
Listening	Before training	29.85	5.33	24	38
	After training	35.42	3.86	30	40
Reading	Before training	34.57	7.69	22	43
	After training	40.42	4.68	34	45
Vocabulary	Before training	12.42	2.99	9	15
	After training	13.57	1.90	11	15

The table above presented the results of the descriptive statistical analyses regarding the sub-categories pertaining to the self-assessment scale administered to teacher trainees before and after implementation of designed INSET program.

For the self-assessment scale conducted before training, the highest mean value (M=44.28; SD=8.24) was received for speaking/spoken interaction whereas the lowest mean value (M=12.42; SD=2.99) was observed for vocabulary instruction. On the other hand, regarding self-assessment administered after the implementation of the training, the highest mean value (M=53.14; SD=6.38) was received for teaching speaking skill but vocabulary instruction seemed to have the lowest mean value (M=13.57; SD=1.90).

By and large, when the pre and post measurements were compared, it could be seen that an increase existed in all total mean values of each sub-section. To put it briefly, it may be reasonable to claim that the program had a positive influence on teachers' practices about reading, writing, speaking, listening and vocabulary.

Results of lesson observation carried out before the training. Self-assessment scale was used so as to find out whether the teachers perceived in any change as a a result of training. That is to say, their perceptions with respect to their classroom practices were investigated. However, in order to elaborate the strengths and weaknesses of teaching practices, lesson observations were also conducted. Thus, apart from self-perceptions of teaching practices, an understanding of the teachers' actual teaching performance may be helpful for obtaining information regarding the evaluation of the INSET program. Lesson observation was conducted with the help of a lesson observation form consisting of two main sections as a) Subject-matter knowledge and pedagogical content knowledge, and b) Teaching-learning process. The first section includes two sub-sections as 1) Subject-matter knowledge and 2) Pedagogical content knowledge. As for the second section, teaching-learning process, it involves: 1) Planning, 2) Teaching, 3) Classroom management, and 4) Communication. In this section, the results obtained from the observation form, considering the main and sub-sections, were presented. In this section, the findings addressing all of the main sections including sub-sections were presented. Firstly, descriptive statistics regarding teachers' subject-matter knowledge were provided in the following table:

Table 25

Descriptive Statistics for Pre-training Lesson Observation on Subject-Matter Knowledge

Items and Item Descriptions *I. Subject Matter Knowledge*		Needs improvement	Acceptable	Proficient	Mean	SD
1. The teacher is able to recognize the basic principles and concepts regarding the course.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
2. The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
3. The teacher is able to use the verbal and visual language (figures, diagram, graphs, formulas, etc.) in an appropriate way.	f	2	1	4	2.28	.95
	%	28.6	14.3	57.1		
4. The teacher is able to associate the course with the other courses related to the subject-matter.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Note. n=7

To start with the first sub-section, it refers to the teachers' knowledge on the subject they and it includes 4 items in total. Among these items, the highest mean score (M=3.00) was received for item 1 (*The teacher is able to recognize the basic principles and concepts regarding the course*), item 2 (*The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way*) and item 4 (*The teacher is able to associate the course with the other courses related to the subject-matter*). Contrarily, the lowest mean value (M=2.28; SD=.95) was found for item 3 (*The teacher is able to use the verbal and visual language* [*figures, diagram, graphs, formulas, etc.*] *in an appropriate way*). When all of the items were taken into consideration, it could be seen that teachers had a good command of subject-matter knowledge. Yet, it should be noted that the teachers needed improvement in using verbal and visual language in their instruction. To put it another way, the visual elements such as pictures, mind-maps, graphs, and diagrams could have been employed by the teachers for facilitating language learning.

Table 26

Descriptive Statistics for Pre-training Lesson Observation on Pedagogical Content Knowledge

Items and Item Descriptions *II. Pedagogical content knowledge*		Needs improvement	Acceptable	Proficient	Mean	SD
5. The teacher is able to recognize the instructional approaches, methods and techniques.	f	5	0	2	1.57	.97
	%	71.4	0.0	28.6		
6. The teacher is able to use instructional technologies.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
7. The teacher is able to identify the student misconceptions.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
8. The teacher is able to provide proper and adequate answers to the questions directed by the students.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
9. The teacher is able to create a secure learning environment.		NOT APPLICABLE				

Note.n=7

As for the second sub-section which is pedagogical content knowledge, it has originally 5 items; however, item 9 (*The teacher is able to create a secure learning environment*) was omitted because it is not within the scope of this study. That is to say, this study does not aim at measuring whether the teachers could secure a safe environment for the learners or not. Compared to subject-matter knowledge, the mean scores within this sub-section were relatively lower. The highest mean value (M=3.00) was obtained for item 8 (*The teacher is able to provide proper and adequate answers to the questions directed by the students*). Yet, the item 5 (*The teacher is able to recognize the instructional approaches, methods and techniques*) had the lowest mean score (M=1.57; SD=.97). It seems that the teachers had a lack of knowledge of ELT methods and techniques.

As stated previously, the second main section includes *1) planning, 2) teaching process,* 3*) classroom management*, and *d) communication*. The planning refers to the skill of setting objectives and organizing the lesson appropriately. As seen in the table below, item 10 (*The teacher is able to write the lesson plan in a clear and organized way*) and item 11 (*The teacher is able to express the objectives and outcomes clearly*) were excluded because the scope of the present study does not investigate the competence of writing lesson plans.

Therefore, the remaining items were taken into consideration and descriptive statistics regarding those items were presented in the following table:

Table 27

Descriptive Statistics for Pre-training Lesson Observation on Planning

Items *I. Planning*		Needs improvement	Acceptable	Proficient	Mean	SD
10. The teacher is able to write the lesson plan in a clear and organized way.		*NOT APPLICABLE*				
11. The teacher is able to express the objectives and outcomes clearly.		*NOT APPLICABLE*				
12. The teacher is able to identify the appropriate methods and techniques for the outcomes.	f %	6 85.7	1 14.3	0 0.0	1.14	.37
13. The teacher is able to prepare appropriate instructional materials.	f %	2 28.6	3 42.9	2 28.6	2.0	.81
14. The teacher is able to identify appropriate ways of evaluation for the outcomes.	f %	7 100	0 0.0	0 0.0	1.0	.00
15. The teacher is able to associate the course with the previous and following courses.	f %	5 71.4	1 14.3	1 14.3	1.42	.78

The results of the descriptive analyses show that the highest mean value (M=2.0; SD=.81) was found for item 13 (*The teacher is able to prepare appropriate instructional materials*). The teachers performed well in organizing and selecting the proper materials. However, item 14 (*The teacher is able to identify appropriate ways of evaluation for the outcome*) had the lowest mean value (M=1.0). All of the teachers needed improvement in determining the methods for evaluation since they did not seem to conduct a planned evaluation. To put it simply, the teachers did not develop appropriate evaluation strategies or methods. Depending on the aim of the assessment, the teachers could apply formative and/or summative methods for assessing the learners' performance. To add, the second lowest mean value (M=1.14; SD= .37) was found for item 12 (*The teacher is able to identify the appropriate methods and techniques for the outcomes*) since it was observed that most of the teachers used question-answer technique and they did not include some other methods such as role-plays, discussion, group or pair works which could facilitate interaction and production in a language classroom, it appears that they needed to improve methodological knowledge.

Moreover, the third lowest mean value (M=1.42; SD=.78) was received for item 15 (*The teacher is able to associate the course with the previous and following courses*). The majority of the teachers (*N*=5) started or ended lesson without making any revision or summary.

The second sub-section, teaching process*,* refers to the components related to conducting the lesson effectively. Within this sub-section, there are 8 items regarding materials, methods, learner motivation, individual differences, authenticity, assessment, and feedback. As seen, a variety of aspects are established and included for describing the teaching process.

Table 28

Descriptive Statistics for Pre-training Lesson Observation on Teaching Process

Items *II. Teaching Process*		Needs improvement	Acceptable	Proficient	Mean	SD
16. The teacher is able to use the various instructional methods and techniques appropriately.	f	5	2	0	1.28	.48
	%	71.4	28.6	0.0		
17. The teacher is able to use the time efficiently.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
18. The teacher is able to organize activities to encourage active participation for the students.	f	4	3	0	1.42	.53
	%	57.1	42.9	0.0		
19. The teacher is able to conduct teaching considering individual differences.	f	4	0	3	1.85	1.06
	%	57.1	0.0	42.9		
20. The teacher is able to use the instructional materials according to the level of the classroom.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
21. The teacher is able to wrap up the lesson and give proper feedback.	f	1	3	3	2.28	.75
	%	14.3	42.9	42.9		
22. The teacher is able to associate the course with the real life.	f	4	0	3	1.85	1.06
	%	57.1	0.0	42.9		
23. The teacher is able to assess how well the outcomes are met.	f	7	0	0	1.00	.00
	%	100	0.0	0.0		

Note.n=7

The descriptive analyses results show that all of the teachers were quite successful in using the instructional material according to the level of the learners when the mean value of item 20 (*The teacher is able to use the instructional materials according to the level of the classroom*) was considered (M=3.0). They could select the classroom materials such as texts and activities tailored in accordance with the language background of the learners. Also, the other highest

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mean value (M=3.0) was also obtained for item 17 (*The teacher is able to use the time efficiently*). It may be suggested that the teachers were good at using the instructional time in an efficient way by conducting the lesson within the pre-determined daily schedule.

However, as seen from the table above, the lowest mean value (M=1.00) was observed for the item 23 (*The teacher is able to assess how well the outcomes are met*). This may indicate that the teachers did not perform well in evaluating the learning outcomes. Conducted observations revealed that most of the teachers focused on teaching the course but not assessing how well the learners comprehended the content. Therefore, it could be said that the teachers needed to learn about how to employ assessment activities in order to find out whether the knowledge or skills have been mastered by the learners.

What is more, item 16 (*The teacher is able to use the various instructional methods and techniques appropriately*) had the second lowest mean value (M=1.28; SD=.48). That is to say, most teachers did not include a range of teaching methods; instead, they implemented the question-answer technique, so teacher-initiated questions were used mostly. However, language teaching methods and techniques may differ depending on the focused dimension. To give an example, if your main aim is to encourage interaction, having learners memorize the dialogues may not serve for it. Instead, communicative tasks including information-gap activities where the learners could engage in authentic and meaningful communicative practices could be used. Thus, a variety of methods and techniques could be incorporated into the teaching practices.

In addition, item 18 (*The teacher is able to organize activities to encourage active participation for the students*) and item 19 (*The teacher is able to conduct teaching considering individual differences*) had relatively lower mean values (item 18: M=1.42; SD=.53; item 19: M=1.85; SD=1.06). In a word, some teachers were not able to enable active participation in the class because nearly all of the class time was allocated to the teacher talk, which means learners talked less. Also, some teachers even stood at the board for a long period of time and they did not walk around the class. Furthermore, even though the teachers were competent in selecting the materials according to the learners' level, they needed some improvement in organizing teaching practices considering the individual

differences. Some learners may be shy while others are outgoing; some prefer visualization and others learn by doing. However, the teachers mostly relied on presentation technique without including different methods and techniques catering for individual differences such as group/pair work, case studies, role-playing, mind-maps, self-paced learning and so forth.

Regarding the third sub-section, classroom management, it falls into three categories addressing *starting*, *conducting* and *ending the lesson*. The table below presents the findings regarding each category.

Table 29

Descriptive Statistics for Pre-training Lesson Observation on Classroom Management

Items III. Classroom management a. Starting the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
24. The teacher is able to start the lesson appropriately.	f	2	0	5	2.42	.97
	%	28.6	0.0	71.4		
25. The teacher is able to grab the students' attention for the course.	f	2	0	5	2.42	.97
	%	28.6	0.0	71.4		

b. Conducting the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
26. The teacher is able to provide a democratic classroom environment.	f	2	5	0	1.71	.48
	%	28.6	71.4	0.0		
27. The teacher is able to maintain the attention of the students.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
28. The teacher is able to take precautions against interruptions.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
29. The teacher is able to use reinforcements.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

c. Ending the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
30. The teacher is able to summarize the lesson.	f	4	0	3	1.85	1.06
	%	57.1	0.0	42.9		
31. The teacher is able to provide information about the future lesson and give homework.	f	0	7	0	2.00	.00
	%	0.0	100	0.0		
32. The teacher is able to make the students leave the classroom appropriately.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Note.n=7

To start with the category of starting the lesson, the mean values of item 24 (*The teacher is able to start the lesson appropriately*) and 25 (*The teacher is able to grab the students' attention for the course*) were above 2.00 (M=2.42; SD=.97). Many of the teachers (*N*=5) were able to start the lesson and introduce the course content appropriately. Only 2 of the teachers spent some time by settling down the students because of the late arrivers, which created a loss of class time. In addition, the teachers were also good at drawing the learners' attention to the lesson by using humor, changing the tone of voice, walking around the class, and maintaining an eye contact.

Regarding the category of conducting the lesson, item 29 (*The teacher is able to use the reinforcements*) had the highest mean value (M=3.00), indicating that the teachers were able to give praise when the desired behavior was achieved by the learners. They usually provided verbal praise by saying 'well-done' or 'good job' and non-verbal praise by using body language such as showing gestures to show approval. Nonetheless, item 26 (*The teacher is able to provide a democratic classroom environment*) had the lowest mean value (M=1.71; SD=.48). It was observed that there were some students who shied away from providing responses to questions led by the teacher. Some of the teachers (*N*=2) did not engage these learners at all; therefore, they did not participate in the lesson actively and they stayed silent.

As to the item 27 (*The teacher is able to maintain the attention of the students*) which had the second lowest mean value (M=1.85; SD=.89), it may be suggested that nearly half of the teachers (*N*=3) struggled in order to hold the attention of learners. It was observed that some of the learners were distracted; they lost their attention and started to play with their mobile phones. The rest of the teachers (*N*=4) managed to keep the interest by setting an appropriate tone of voice, using humor and giving short breaks and addressing casual questions to learners. To add, item 28 (*The teacher is able to take precautions against interruptions*) had also a mean value under 2.0 (M=1.85; SD=.89), suggesting that the teachers needed to gain improvement for preventing interruptive behaviors of learners. It was observed that some students were inattentive by chatting with each other and being engaged with their mobile phones.

Finally, for the category of ending the lesson, it could be seen that the highest mean value (M=3.00) was received for item 32 (*The teacher is able to make the students leave the classroom appropriately*). The teachers often announced that the lesson was finished and prepared the learners to leave the classroom. The lowest mean value (M=1.85; SD=1.06) was found for item 30 (*The teacher is able to summarize the lesson*), indicating that some of the teachers (*N*=4) finished the lesson without summarizing the key points and making comprehension checks. Likewise, item 31 (*The teacher is able to provide information about the future lesson and give homework*) had a low mean value (M=2.00). The teachers previewed the following lesson and assigned homework; however, some of the learners were confused about the homework since they did not understand what it was about. So, they started to ask each other in order to find out what to do with the given homework. Therefore, it could be said that it would be better if all of the teachers (*N*=7) performed some demonstration or modeling for the assignments.

The final sub-section is communication which addresses effective communication strategies including verbal and non-verbal aspects. The following table provided information about the findings related to how communication between teachers and learners was established.

Table 30

Descriptive Statistics for Pre-training Lesson Observation on Communication

Items III. Communication		Needs improvement	Acceptable	Proficient	Mean	SD
33. The teacher is able to communicate with the students.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		
34. The teacher is able to give clear instructions.	f	4	2	1	1.57	.78
	%	57.1	28.6	14.3		
35. The teacher is able to ask thought-provoking questions.	f	5	2	0	1.28	.48
	%	71.4	28.6	0.0		
36. The teacher can use his/her tone of voice efficiently.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
37. The teacher can listen to the students actively.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
38. The teacher can use the verbal and body language effectively.	f	2	0	5	2.42	.97
	%	28.6	0.0	71.4		

Note.n=7

When the findings in the above table are considered, it is clearly seen that item 36 (*The teacher can use his/her tone of voice efficiently*) and item 37 (*The teacher can listen to the students actively*) had the highest mean value (M=3.00). It seems that all of the teachers were good listeners because of the fact that they never interrupted their students while they were talking or asking a question and that they really paid attention to questions directed by students. To add, they were able to set their tone and pitch of the voice in a way that kept the learners' interest. Contrarily, the lowest mean value (M=1.28; SD=.48) was found for item 35 (*The teacher is able to ask thought-provoking questions*), which may mean that the teachers had some problems in asking effective questions (the questions that are open to interpretation). To put it simply, most of them (*N*=5) asked 'what' questions which were mostly related to measuring knowledge or comprehension (e.g.What do we call it [pointing at an object] in English? and What did you yesterday?).

Item 34 (*The teacher is able to give clear instructions*) had also a mean value under 2.00 (M=1.57; SD=.78). The teachers (*N*=4) needed improvement in this matter because they did not perform some elements of providing instructions. Firstly, they did not provide a brief information about the task content. For example, one of the teachers decided to play a game with the learners and asked for a learner to come to the board. Later on, there became a fuss about how the game would be played. In order to stop the chaos, the teacher decided to tell the game in Turkish. Secondly, a timeframe was not set appropriately by the teacher before the task began. Therefore, the learners did not know when to finish the given the activity. Thirdly, the teachers did not check the comprehension of the class whether the instruction was understood or not. Finally, the task or activity which was assigned by the teacher was not modeled by the teacher. Modeling may help the learners to understand the procedure and steps.

Results of the lesson observation carried out after the training. In order to measure the impact of the designed INSET program on the teaching behavior, the same sample of teachers was observed by using the same observation form after the program was implemented. The findings obtained from the observation were presented in the following table:

Table 31

Descriptive Statistics for Pre-training Lesson Observation on Subject-Matter Knowledge

Items *Subject-matter knowledge*		Needs improvement	Acceptable	Proficient	Mean	SD
1. The teacher is able to recognize the basic principles and concepts regarding the course.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
2. The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
3. The teacher is able to use the verbal and visual language (figures, diagram, graphs, formulas, etc.) in an appropriate way.	f	0	1	6	2.85	.37
	%	0.0	14.3	85.7		
4. The teacher is able to associate the course with the other courses related to the subject-matter.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Note.n=7

The results of the descriptive analyses show that the highest mean value (M=3.00) was received for item 1 (*The teacher is able to recognize the basic principles and concepts regarding the course*), item 2 (*The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way*), and item 4 (*The teacher is able to associate the course with the other courses related to the subject-matter*). It was observed that all of the teachers had a good command of the subject-matter knowledge. However, the lowest mean value (M=2.85; SD=.37) was received for item 3 (*The teacher is able to use the verbal and visual language [figures, diagram, graphs, formulas, etc.] in an appropriate way*). However, when the mean value (M=2.28; SD=.95) of the same item in the pre-training observation was considered, it could be seen that there was an improvement since the most of the teachers included visual aids in their practices.

As for the results regarding pedagogical content knowledge, the findings were shown in the following table:

Table 32

Descriptive Statistics for Pre-training Lesson Observation on Pedagogical Content Knowledge

Items		Needs improvement	Acceptable	Proficient	Mean	SD
II. Pedagogical Content Knowledge						
5. The teacher is able to recognize the instructional approaches, methods and techniques.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
6. The teacher is able to use instructional technologies.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
7. The teacher is able to identify the student misconceptions.	f	2	2	3	2.14	.89
	%	28.6	28.6	57.1		
8. The teacher is able to provide proper and adequate answers to the questions directed by the students.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
9. The teacher is able to create a secure learning environment.		*NOT APPLICABLE*				

Note.n=7

It is obvious that the highest mean value (M=3.00) was observed for the item 6 (*The teacher is able to use instructional technologies*) and item 8 (*The teacher is able to provide proper and adequate answers to the questions directed by the students*). On the other hand, the lowest mean value (M=2.14; SD=1.06) was received for the item 5 (*The teacher is able to recognize the instructional approaches, methods and techniques*) and item 7 (The teacher is able to identify the student misconceptions) (M=2.14; SD=.89). Except for item 8 (The teacher is able to provide proper and adequate answers to the questions directed by the students) which had the highest mean value (M=3.00) both in pre and post-training observations, an increase was noticed in the mean values of the remaining items. To put it briefly, some instructional techniques such as brainstorming, discussion, group work and role-plays were included in the post-training lessons. Also, apart from the question-answer technique, the teachers started to make comprehension checks, which enabled the identification of the misconceptions. By the same token, the post-training observations revealed that all of the teachers successfully performed instructional delivery by integrating technology such as videos, online presentations, and video games. With reference to the first sub-section of Planning

within Teaching-Learning Process, the results gathered from post-training observation were displayed in the table below:

Table 33

Descriptive Statistics for Pre-training Lesson Observation on Planning

Items I. *Planning*		Needs improvement	Acceptable	Proficient	Mean	SD
10. The teacher is able to write the lesson plan in a clear and organized way.		*NOT APPLICABLE*				
11. The teacher is able to express the objectives and outcomes clearly.		*NOT APPLICABLE*				
12. The teacher is able to identify the appropriate methods and techniques for the outcomes.	f	2	2	3	2.14	.89
	%	28.6	28.6	42.9		
13. The teacher is able to prepare appropriate instructional materials.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
14. The teacher is able to identify appropriate ways of evaluation for the outcomes.	f	7	0	0	1.00	.00
	%	100	0.0	0.0		
15. The teacher is able to associate the course with the previous and following courses.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		

Note.n=7

Considering the results of observation that was conducted before the training, an increase in nearly all of the items' mean values was found. As the teachers were provided training in teaching skills, the teachers were informed about the stages of teaching skills (pre, while, and post). Therefore, it was noticed that the teachers began to pay attention to techniques and approaches specific to skill teaching. For instance, in a reading lesson, one of the teachers used the skimming and scanning technique to improve learners' reading skill. In a similar fashion, one of them showed a visual and elicited the ideas related to it through brainstorming technique. Moreover, the teachers were also offered training on characteristics of material development; so, it was observed that some of the teachers used authentic materials such as signs, maps, and internet web pages. Apart from these, most of the teachers (*N*=5) were proficient in relating the subject with the previous and following courses. For instance, the teachers previewed the vocabulary before starting a reading text in order to practice the learned words. Similarly, some of the grammatical structures were revised before the learners began writing on a given topic. However, no change in the mean value of item 14

(The teacher is able to identify the appropriate ways of evaluation for the outcomes*)* was observed.

For the sub-section of teaching process which addresses the implementation of teaching practices, the results of the statistical analyses were highlighted in the table below:

Table 34

Descriptive Statistics for Pre-training Lesson Observation on Teaching Process

Items **II. Teaching Process**		**Needs improvement**	**Acceptable**	**Proficient**	**Mean**	**SD**
16. The teacher is able to use the various instructional methods and techniques appropriately.	f %	3 42.9	1 14.3	3 42.9	2.00	1.00
17. The teacher is able to use the time efficiently.	f %	0 0.0	0 0.0	7 100	3.00	.00
18. The teacher is able to organize activities to encourage active participation for the students.	f %	2 28.6	2 28.6	3 42.9	2.14	.89
19. The teacher is able to conduct teaching considering individual differences.	f %	3 42.9	0 0.0	4 57.1	2.14	1.06
20. The teacher is able to use the instructional materials according to the level of the classroom.	f %	0 0.0	0 0.0	7 100	3.00	.00
21. The teacher is able to wrap up the lesson and give proper feedback.	f %	0 0.0	2 28.6	5 71.4	2.71	.48
22. The teacher is able to associate the course with the real life.	f %	0 0.0	3 42.9	4 57.1	2.57	.53
23. The teacher is able to assess how well the outcomes are met.	f %	7 100	0 0.0	0 0.0	1.00	.00

Similar to pre-training observations, post-training observations pointed out that the highest mean value (M=3.00) was received for the item 17 (*The teacher is able to use the time efficiently*) and item 20 (*The teacher is able to use the instructional materials according to the level of the classroom*). This may mean that all of the teachers were already skilled in time management and material adaptation. On the contrary, the lowest mean value (M=1.00) was observed for the item 23 (*The teacher is able to assess how well the outcomes are met*). In other words, no improvement was observed in the assessment of learning outcomes. It was pointed out that the teachers did not employ assessment tools such as short quizzes, self-assessment, peer-assessment, projects, tests, and portfolios. Instead, they used the tasks or activities in order to assess how well these learning

outcomes were achieved; however, they were not specifically designed for assessment.

The comparison between the pre and post-training observations revealed that an increase was found in the mean values of the remaining items (item 16, item 18, item 19, item 21 and item 22). It was observed that some of the teachers (*N*=3) employed some instructional methods including brainstorming, group-work, demonstration, role-playing, collaborative games in an effective way. In addition, the teachers (*N*=3) could achieve to promote the active participation of the learners by providing a rich input through using visuals and audio materials. Apart from them, these teachers used group work in order to encourage shy students to participate in the course. The learners worked together and they were engaged in an interaction with each other, which rendered the introvert students more active. Also, directing easier and less complex questions to the learners who were silent and reluctant to participate was a good way to draw and maintain their interest in the lesson. Even more, it was observed that the teachers performed well in wrapping up the subject by summarizing the key points and writing them on the board.

The following table illustrates the findings derived from post-training observations which were concerned with classroom management skills:

Table 35

Descriptive Statistics for Pre-training Lesson Observation on Classroom Management

Items		Needs improvement	Acceptable	Proficient	Mean	SD
I. Starting the lesson						
24. The teacher is able to start the lesson appropriately.	f	0	1	6	2.85	.37
	%	0.0	14.3	85.7		
25. The teacher is able to grab the students' attention for the course.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
II. Conducting the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
26. The teacher is able to provide a democratic classroom environment.	f	1	5	1	2.00	.57
	%	14.3	71.4	14.3		

27. The teacher is able to maintain the attention of the students.	f	1	1	5	2.57	.78.
	%	14.3	14.3	71.4		
28. The teacher is able to take precautions against interruptions.	f	1	2	4	2.42	.78
	%	14.3	28.6	57.1		
29. The teacher is able to use reinforcements.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

III. Ending the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
30. The teacher is able to summarize the lesson.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		
31. The teacher is able to provide information about the future lesson and give homework.	f	0	7	0	2.00	.00
	%	0.0	100	0.0		
32. The teacher is able to make the students leave the classroom appropriately.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Note.n=7

To start with starting the lesson, the highest mean value (M=3.00) was obtained for item 25 (*The teacher is able to grab the students' attention for the course*), indicating that all of the teachers were proficient in gaining the attention of the learners at the beginning of the course through raising tone of voice, using body language and walking around the class. Moreover, considering the mean value (M=2.85; SD=.37) of item 24 (*The teacher is able to start the lesson appropriately*), one can conclude that the teachers did not have problems in starting the lesson. They often greeted the students, kindly asked the learners to go back to their seats and started the lesson without losing time.

Secondly, similar to the pre-training observation results, the highest mean value (M=3.00) was received for item 29 (*The teacher is able to use reinforcements*), which indicates that teachers provided positive reinforcements when the learners demonstrated the desired behavior. The teachers mostly used verbal praise by emphasizing the targeted behavior so that the awareness was created regarding that behavior, which may helpful to support and motivate the learners.

Thirdly, compared to results derived from pre-training observations, post-training observations yielded better results in that an increase was observed in the mean value (M=2.57; SD=.78) for item 27 (*The teacher is able to maintain the*

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attention of the students) and the mean value (M=2.42; SD=.78) for item 28 (*The teacher is able to take precautions against interruptions*). To rephrase it, the majority of them (*N*=6) were able to grab the learners' attention by employing a variety of methods and techniques such as using choral-answer questions and group work in order to promote participation. To add, visuals were used in order to elicit ideas and reviewing vocabulary or structures. These components played a key role in grabbing and maintaining the learners' interest. As for taking precautions against interrupting learners, the teachers showed a good performance for preventing the learner misbehavior, such as being busy with mobile phones, through engaging them actively in the activities such as role-plays and group/pair works. When the learners were rendered active and engaged, they had no time spare time to play with the mobile phones and consequently, they were not seemed to be distracted by them.

Finally, with regard to ending the lesson, similar to pre-training observations, the highest mean value (M=3.00) was received for item 32 (*The teacher is able to make the students leave the classroom appropriately*), which means that all of the teachers were able to make the learners leave the classroom in a convenient way. Besides, an increase was found in the mean value (M=2.71; SD=.48) of item 30 (*The teacher is able to summarize the lesson*) when it was compared with the pre-training observation. It seems that teachers gained some improvement since the teachers (*N*=5) were proficient in summarizing the lesson through enabling the learners to make a reflection and writing main points on the board. However, the mean value (M=2.00) of the item 31 (*The teacher is able to provide information about the future lesson and give homework*) which is also the same for pre-training observations show that the teachers did not progress in giving homework through demonstration or modelling.

With regard to the sub-section of Communication, the results derived from the post-training observations were given in the table below:

Table 36

Descriptive Statistics for Pre-training Lesson Observation on Communication

Items		Needs improvement	Acceptable	Proficient	Mean	SD
III. Communication						
33. The teacher is able to communicate with the students.	f	0	1	6	2.85	.37
	%	0.0	14.3	85.7		
34. The teacher is able to give clear instructions.	f	2	3	2	2.00	.81
	%	28.6	42.9	28.6		
35. The teacher is able to ask thought-provoking questions.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
36. The teacher can use his/her tone of voice efficiently.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
37. The teacher can listen to the students actively.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
38. The teacher can use the verbal and body language effectively.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Note.n=7

Item 36 (*The teacher can use his/her tone of voice efficiently*), item 37 (*The teacher can listen to the students actively*) and item 38 (*The teacher can use the verbal and body language efficiently*) had the highest mean values (M=3.00). The observation held before the training yielded the same results regarding these items, indicating that all of the teachers were already good at listening effectively, using body language and tone of voice. As for the remaining items (item 33, item 34, and item 35) an increase in their mean values (item 33: M=2.85; SD=.37; item 34: M=2.00; SD=.81 item 35: M=1.85; SD=.89) was found. That is to say, the teachers appeared to improve their communication skills since they were able to give clear instructions and raise thought-provoking questions. Some of the teachers (*N*=2) started to provide instructions by paying attention to the certain aspects such as setting the time, giving brief information about the aim of the task or activity and making comprehension checks. However, the demonstration or modeling of the activity or task was not performed, which was supposed to be a missing point regarding giving instructions. As for effective questioning, few teachers (*N*=2) achieved to come up with questions activating higher-level cognitive skills while focusing on sub-skill of inferencing in the reading lesson.

Also, visuals were shown and some interpretation questions regarding those visual were directed to the learners.

In the sections above, the findings including the main and sub-sections were highlighted with explanations regarding the pre and post-training observations. However, in order to see the results from a broader view, the descriptive analyses regarding each sub-category were shown in the following table:

Table 37

Descriptive Statistics for Pre and Post-training Lesson Observations with 6 Sub-categories

Categories	Sub-categories		Mean	SD	Minimum	Maximum
Subject-matter and pedagogical content knowledge	Subject-matter knowledge	Before training	11.28	.95	10.00	12.00
		After training	11.85	.37	11.00	12.00
	Pedagogical knowledge	Before training	8.57	2.69	6.00	12.00
		After training	10.28	1.88	8.00	12.00
Teaching- Learning Process	Planning	Before training	5.57	1.71	4.00	9.00
		After training	8.00	2.30	5.00	10.00
	Teaching process	Before training	15.71	2.81	13.00	20.00
		After training	18.57	3.20	14.00	22.00
	Classroom management	Before training	20.14	4.56	14.00	25.00
		After training	23.57	2.76	18.00	26.00
	Communication	Before training	14.00	.81	13.00	15.00
		After training	15.71	.48	15.00	16.00

As shown in the table above, the highest mean scores before and after the training were received for classroom management (before training: M=20.14; SD=4.56; after training: M=23.57; SD=2.76). Contrarily, the lowest mean score was found for planning (before training: M=5.57; SD=1.71; after training: M=8.00; SD=2.30). By and large, an increase was observed in all of the mean values of

each sub-category, indicating that the program created a positive impact on the observed teacher practices.

Apart from the observations which aimed to find out the change in teaching practices of the teachers, the analysis of the feedback forms also showed that the designed INSET program contributed to teachers' actual teaching. When the teachers were asked in what ways the INSET program was helpful for their classroom teaching through feedback forms, they provided responses indicating the domains in which the program was useful. Because the training was offered in teaching skills, teaching vocabulary, teaching pronunciation, material development, use of instructional technology and classroom management, their responses were explored, coded and categorized into these six educational domains. The analyses of qualitative data analysis were provided in the following table:

Table 38

Contributions of the Training Program to Teachers' Classroom Teaching Behaviors

Categories	Sub-categories	Frequency
	Reading	6
	Writing	3
Teaching Skills	*Listening*	3
	Speaking	2
Classroom management		5
Material Development		2
Vocabulary		2
Pronunciation		1
Use of instructional technology		0

Note.n=17

As displayed in the table above, the most recurring category was teaching skills (*N*=14). The respondents stated that the instruction on the stages (pre, while, and post) with methods and techniques were useful for them in general terms. The

following excerpts may highlight the respondents' ideas with respect to the impact of the training program:

I was not aware of the techniques I used to apply in my class and learned about other techniques when we discussed on a certain topic. For instance, when we discussed teaching writing skills, I learned about the advantages and disadvantages of the techniques I used to apply as well as the other techniques (Participant 3).

Yes, I started to apply what I have learned, I am using listening and reading methods in my class… (Participant 3).

It rendered all main skills in foreign language learning and as I am still a novice teacher, it helped me a lot. I got the chance to apply some of the techniques, especially for enhancing reading skills (Participant 7).

Yes, I think the program was helpful in terms of teaching. Especially, the suggested classroom activities were helpful for me. After the training, I started using those in my classroom activities such as 'guessing the topic' activity to make predictions about the lesson or a word cloud activity for brainstorming and preparing the students with warm-up activities (Participant 9).

For listening skills- which I learned the most- having students listen to the text more than once was something that I did not do (Participant 10).

It is clear that the designed INSET program made a contribution to the trainees' instructional delivery since it improved their teaching skills.

With regard to classroom management, it was the second most recurring category among the respondents (*N*=5). The teachers indicated that they learned how to form groups considering learners with different language backgrounds, use the board in a more efficient way by dividing the board into sections, summarize the lesson at the end of the lesson thanks to the implemented training program.

Regarding material development, the teachers (*N*=2) stated that they developed an awareness of the students' needs, interests and language background and started to design materials according to these varieties. By the same token, 2 of the teachers mentioned they used the activities listed for vocabulary instruction and found them useful for stimulating the learning. To add,

only 1 teacher expressed that s/he used the pronunciation teaching techniques in her/his teaching. However, the use of the instructional technology was not mentioned by any of the respondents, indicating that its impact was not focused or perceived.

To conclude, teacher behaviors were investigated in order to probe into the characteristics of classroom practices. A self-assessment scale, a lesson observation form, and feedback forms were utilized in order to analyze teachers' actual teaching performances. The findings revealed that the designed INSET program improved teaching performance.

Chapter 5
Conclusion, Discussion and Suggestions

The present study aimed at developing an INSET program for EFL teachers in non-formal education settings. In doing this, firstly, the training needs of the EFL teachers who worked at a NFE foundation in İstanbul were gathered through a needs analysis questionnaire and semi-structured interviews. The results showed that participant EFL teachers' training needs were in the following domains: teaching skills (reading, listening, speaking and writing), teaching pronunciation, teaching vocabulary, classroom management, management with mixed ability groups, material development and using instructional technology. Secondly, before the training was implemented in the light of these needs, pre and post-tests of teacher knowledge, self-assessment checklists, and observation forms were administered in order to develop an understanding into their level of knowledge, self-perceptions and teaching performance. To that end, the researcher aimed to measure how much EFL teachers improved as a result of the training program. Thirdly, the training program was designed by incorporating a range of materials and methods of delivery in accordance with the objectives and course content. Fourthly, after the training was implemented, the same procedure including pre and post-tests, self-assessment checklist, and observation was conducted to find out if the teachers improved. Apart from these, feedback form was also used in order to investigate how well the teachers were satisfied with the operational process of the training program. To add, their opinions concerned with the effectiveness of the program were investigated.

To sum up, this chapter will provide a brief explanation about the discussion of results by addressing the following research questions formulated in this present study:

RQ 1: What are the needs of the EFL teachers in non-formal education?

RQ 2: What components should the INSET program include?

RQ 3: How effective is the program on teachers?

      a. Knowledge

      b. Attitude

c. Teacher Behavior

Coupled with the discussion regarding the findings of these aforesaid research questions above, the pedagogical implications and recommendations for further studies are provided in this chapter.

Discussion on the Training Needs of the EFL Teachers

Needs analysis may be considered as a primary ingredient for designing a training program since a pathway regarding the content and organization of the program could be drawn by obtaining professional needs. According to Brown (2002), needs analysis is an essential tool to determine the gaps between the current and required skills. She maintains that needs analysis ensures a base for making comparisons, thereby providing an opportunity for measuring the effectiveness of the program. Without conducting a needs analysis, the training program may have difficulties in addressing the areas that teachers would like to improve. That is to say, the program should get to the point in order to be practical and efficient for the target population. Some studies (Bozkurt, Kavak, Yamak, Canbazoglu-Bilici, Darici, & Özkaya, 2012; Ekşi & Aydın, 2012) conducted in Turkey point out that needs analysis should be given weight in designing INSET programs; however, it is not conducted appropriately (Büyükyavuz & İnal, 2008; Koç, 2016; Küçüksüleymanoğlu, 2006; Ünal, 2010).

In this present study, the needs analysis was conducted by employing a questionnaire and interviews. The analysis of the questionnaire showed that roughly half of the participants attended in any INSET activity in the last three years. Of those, the majority participated between 1 and 4 INSET programs during this period. This may be because of the fact that a big portion of the participants has 5 years of experience or less. To put it briefly, the participants may not have completed 3 years of their professional career, yet. Apart from this issue, the teachers may have experienced some difficulties or obstacles that hindered their participation in INSET activities. According to semi-structured interview results, it was clearly seen that some participants indicated they felt burnout because of teaching the same classes at the same level all the time while working hours and low income were the other factors expressed as problems by some others. Burnout may be a crucial factor which could affect the participation in professional

development activities in a negative way. The study carried out by Özer and Beycioğlu (2010) revealed that the teachers could develop negative attitudes towards professional development if they felt burnout. Therefore, improving the work conditions and offering teachers some opportunities to improve themselves professionally could prevent burnout (Kılavuz-Önal & Tatar, 2017). That is to say, it is of utmost importance to build a good working condition by arranging working hours, thereby allowing teachers sufficient time to rest. An individual who is physically and cognitively tired is most probably need to rest and her/his priority would be to find time to relax. It is also so obvious in Maslow's Hierarchy of Needs (as cited in McLeod, 2018) which suggests that the physiological needs precede the other needs such as safety, love, esteem, and self-actualization. Therefore, it is far from clear that priorities are related to physiological states rather than self-growth.

When the training needs of the EFL participants in the present study are considered, it could be seen that the needs analyzed through questionnaire and semi-structured interviews are congruent with each other considerably. The needs are centered around teaching skills, pronunciation, vocabulary, classroom management, management with mixed ability groups, material development and using instructional technology in ELT classroom. According to a study conducted by Özen (2001), language teaching skills and teaching vocabulary were among the areas on which EFL teachers needed training. In parallel with this study, in Duzan's (2006) study (as cited in Ekşi, 2010), newly hired teachers needed training in language teaching methodology, classroom management, and teaching skills. Therefore, the popular training areas among the teachers seem to be related to teaching skills. According to Duzan, training areas may pose a relationship with the teaching experiences. In essential fact, since the majority of the participants were reported to have 5 years of teaching experience or less, it could be said that teachers needed to have a training on teaching skills. As the language teaching is mainly based on the development of language skills, it may be a training need on demand by the novice teachers who need much more practical support.

In addition to those, during the semi-structured interviews, the interviewees also stated that they needed to practice English, so they thought that INSET

activities should allow them to use English. Teaching the same levels might have a negative effect on their language proficiency so they may need an INSET program where they could practice the target language. Language proficiency can be of utmost importance for language teachers as it is the "bedrock of their professional confidence" (Murdoch, 1994, pp. 254). If the language teacher has a good command of the language s/he teaches, s/he could deliver the content in that language more comfortably and clearly. Similarly, Richards, Conway, Roskvist, and Harvey (2013) state that language teachers could provide rich information to the language learners if they are proficient in the target language. This may suggest that language proficiency including knowledge regarding the target language in terms of language skills and/or knowledge depending on the areas of need should be incorporated into INSET programs.

To add, when the teachers were asked about an ideal training program, they expressed that short intensive programs should be held with a limited number of participants. These views are also in parallel with the findings derived from the questionnaire. The teachers are interested in short courses because they might think those courses were short but to the point and they could solve their teaching problems in a practical way. This accords with the findings derived from the study conducted by Gültekin (2007) since the majority of the participant instructors in her study stated that INSET programs should be implemented for a couple of days weekly or bi-weekly. That is to say, teachers may suppose that intensive training courses provide a compact content addressing specific skills and that they will help teachers to solve out their teaching problems or improve practices.

One of the most raised issue during interviews was that teachers needed to know how to teach mixed ability classes. They indicated that the institution where they worked caused such a need because course attendees were of varying age groups. As it is a NFE institution which welcomes the public involvement, the class environments are likely to be heterogeneous in terms of age differences. To put it simply, a teacher is expected to be competent in managing classrooms with different abilities in such a context. Different age groups might possibly have certain potentials and tendencies, which calls for teachers to take a different stance towards teaching. The teacher may need to adopt appropriate methods

and techniques to encourage learners of different ages and to facilitate language learning for them.

Furthermore, the teachers were asked how much they could apply from the training into their teaching and they expressed that they only transferred some ideas. This may mean that the training programs in which they attended before had some inadequacies or flaws and that the balance between theory and practice may not be built. It is obvious that participant teachers gave weight to the practical aspect more than theoretical knowledge. Besides, their expectations for a training program also reveal that the teachers would like to *gain some practical ideas*, *receive with particular teaching problems* and *share experiences*, which means they go for solution-oriented practices. As a matter of fact, the participants seemed to participate in extensive training courses before; however, they preferred to attend in short intensive courses because they might think that the longer the course is, the more theoretically loaded it is. Therefore, a training course for them is expected to be time efficient and practical.

Additionally, according to participants, the trainer is expected to negotiate the training curriculum; therefore, a needs analysis was conducted before designing the program. Apart from this, they thought that the trainer was not just a knowledge provider but a researcher, counselor, and guide. That is to say, the training is to be conducted in a way that it is trainee-centered, not trainer-centered. In doing so, a trainer should be involved with different stakeholders and build collaboration.

Discussion on the Components of the Training Program

Objective setting for a training program is crucial in that it provides a basis for stakeholders including trainees, trainers, and program developers. Objectives point out the expected outcomes related to certain knowledge and skills; therefore, the trainers and the trainees develop an understanding of what they will attain at the end of the training. Indeed, this is also useful for measuring the effectiveness of the program by considering the match between the objectives and the outcomes that were achieved at the end of the program.

In this present study, the objectives were set by deriving the results from needs analysis questionnaire and semi-structured interviews. Accordingly, the

objectives covered the following training areas: teaching skills –writing, reading, speaking, listening-, teaching vocabulary, teaching pronunciation, material development, using technology in English classrooms, classroom management, and teaching mixed ability classes. Apart from these, the participants also stated they needed to practice English in an INSET program. Therefore, the program was totally implemented in a way that encouraged using English through discussions and question-answer sessions. To add, the native language of the participants was not allowed during training.

The overall objectives of the proposed training program were centered around not only knowledge but also practice since the participants expressed that both knowledge and practice should be interwoven to each other in a training program. In other words, the training program aimed to enhance the knowledge and skills related to the aforesaid subjects. The results received from the pre-tests and post-tests, self-assessment scale, observations, and feedback illustrate that the suggested program appeared to meet the objectives set at the onset of the program design. The theoretical knowledge presented in the blog documents coupled with question-answer sessions and discussions held during webinars and the follow-up sessions following the online training seemed to make a contribution to the teachers' professional knowledge and skills.

The training program was implemented on an online platform because it was held during semester time when the teachers work intensively. As they reported in semi-structured interviews, they had a busy schedule. Therefore, in order to eliminate some factors which prevented them from attending the training program, the training was not delivered through a traditional classroom setting. Even if the trainees are not physically present in the classroom, they could have an access to the education. In doing so, the trainees are offered flexibility for participation, that is, they can attend the training when they are available. Thus, the suggested training program was rendered time-efficient, cost-effective and practical for the EFL teacher trainees. The positive impact of the online INSET programs has also been put forward by some studies (Amirian, Moghadan, & Nafchi, 2016; Kokoç, Özlü, Çimer, & Karal, 2011; Lim, Abas, & Mansor, 2010). They reveal that online INSET programs facilitate learning through offering flexibility and convenience. In this present study, online INSET program was

implemented through a blog, thereby enabling an easy delivery. The trainees were not required to have a complex knowledge of technology since the blog was a simple Web 2.0 tool. They needed to use a browser either on PC or mobile phone in order to visit and follow the blog. In addition, Chen (2011) stated: "Web 2.0 platforms like blogs, wikis, and social networks appeared to fit well into the social constructivist paradigm due to their collaborative, interactive and participatory nature" (p. 51). That is to say, the teachers could establish a connection with each other via blogs; they are allowed to act together in order to construct knowledge. For this reason, blogs could be used for encouraging collaborative interactions among teachers (Zandi, Thang, & Krish, 2014).

The definitions made by the teachers in the needs analysis questionnaire revealed that the INSET was related to knowledge, skills, and values. To put it simply, according to them, INSET was an instrument which could enhance teacher knowledge, teaching skills, and increase motivation and willingness to learn during a lifetime. Also, they thought that INSET was a platform where they could perform collaborative practices. For this reason, the suggested training program included webinars, discussions and question-answer sessions where they could share their experiences. Indeed, webinars were specifically administered because the questionnaire results revealed that the most preferred mode of input was discussions. So, they could voice the particular teaching problems they experienced and learned from each other. As the training was not held in a face-to-face setting, webinars were effective for promoting discussions.

The courses which were provided during the training were teaching skills, teaching pronunciation, teaching vocabulary, material development, using instructional technology in ELT classrooms, and classroom management. To start with a course on teaching skills, it included instruction on the stages (pre, while, and post) used for presenting skills and practical activities related to those skills. The reason why these stages were incorporated into teaching skills course was that the EFL teachers were not aware of these stages while teaching, so the skills were taught haphazardly. The researcher observed that inadequacy during the observations carried out before the training. For the courses on teaching vocabulary and teaching pronunciation, basic techniques and approaches with some activities were included. Since the teachers reported that they had mixed

ability classes with a variety of age and language level, the characteristics of effective materials and material adaptation were offered within the material development course. Apart from those, the participants expressed their training need in using instructional technology during interviews. Although we have been in the digital age, it might be difficult to integrate technology in the educational practices. Therefore, in the suggested training program, instruction on Web 2.0 tools and developing electronic materials were offered. To add, the analysis of the questionnaire showed that the methodology of educational technology including Web 2.0 tools was found effective in INSET activities the teachers attended previously. Even though the issue of classroom management was mentioned as a training need so many times during the questionnaire and interviews, the content of this training need was not elaborated. Therefore, key issues were handled such as starting/ending the lesson, using the board, giving instructions, establishing group works and encouraging learners to speak because the majority of the participants was graduates of non-ELT departments and they had less teaching experience.

In addition, special attention was paid to incorporating a variety of materials; that is, presentations, reading documents, multimedia aids including pictures and videos were utilized. By means of using hyperlinks, the teachers were given to opportunity to connect to other websites. In this way, the monotonous flow of the training was avoided and the learning was assumed to be facilitated through providing richening the input.

Furthermore, observed teaching was one of the most preferred mode of assessment by the participants. As the training was web-based, it was not possible to carry out such an assessment. This demand from teachers was met in the phase of follow-up by incorporating micro-teaching practices. Teachers observed the micro-teaching lessons conducted by their colleagues; it was assumed as useful for the researcher in that the teachers were offered an opportunity to apply what they had learned. Birman, Desimone, Porter, and Garet (2000) explain that observed teaching is one of the components that promote active learning for teachers. Since teachers are actively engaged in the conducting a lesson as well as observing a colleague's lesson, observed teaching may serve well for practical aspect of the training. However, for this present study, it could be

claimed that the teachers did not evaluate each other's micro-teaching practices in an objective way so they did not achieve to give appropriate feedback. It might be because of the fact that EFL teachers worked in the same institution and that giving and receiving feedback in a setting where the other colleagues were present could disrupt the reality and objectivity. They mostly avoided providing constructive comments on micro-teaching performance in order not to cause any chaos. Gabay (2015) states:

Many individuals feel more uncomfortable providing constructive feedback to colleagues than to students or residents for various reasons, including fear of a negative response, lack of understanding the importance of constructive comment, and discomfort with providing feedback to a 'seasoned' colleague who has more experience (p.259).

The researcher tried to eliminate this problem by making them provide written feedback to each other without writing their names, so it was assumed that honest answers could be obtained. However, they still avoided providing constructive feedback because they were possibly afraid of losing their own jobs or causing their colleagues to lose their jobs. Eventually, they rated each other's micro-teaching performances with the best points. Therefore, unfortunately, it could be said that the teachers were not much effective in exchanging constructive feedback.

Apart from the observed teaching conducted during follow-up, some formative assessment methods were included such as quizzes and assignments during the training. Those aimed at measuring whether the teachers could pass on what they had learned as well as measuring their knowledge on the related subject. As the training was not held in a face-to-face classroom setting, these tools were used for the researcher in order to track the participation of the trainees.

To sum, the main components of the training program such as objectives, materials, and schedule were determined in accordance with the conducted needs analysis. Otherwise, it would have been a top-down implementation if teachers' needs and expectations were not involved. Essentially, that would be a huge contradiction if their needs were not taken into consideration since the target group

of the training is the teachers themselves! Therefore, obtaining needs was the first and foremost step in designing this training program. So, the delivery type of the training and the content of it were identified accordingly.

Discussion on the Effectiveness of the Program on Teachers

Following the stages of design and implementation, evaluation is also a crucial step for the improvement of the program. Program evaluation gives the program developer a window into understanding how well the program outcomes have been met. In addition to this, it acts as an instrument which helps to pinpoint weak and strong points of the program so that it could give an opportunity to improve the program. According to Kirkpatrick and Kirkpatrick (2006), program evaluation is performed for three main reasons: 1) to find out whether the program serves the objectives, 2) to determine whether this program will be maintained, and 3) to be informed about how the improvement of future programs could be enabled. To put it simply, evaluation is such a process which is quite comprehensive, thereby covering many aspects.

The current study aims to evaluate the effectiveness of the program by addressing teacher knowledge, teachers' attitudes towards the program and teacher behavior. In a nutshell, the implemented INSET program was evaluated by incorporating three aspects. In doing this, teachers' entry knowledge and behaviors were assessed before the training was administered. Thus, a reference point was created to be used later for comparison with the outcomes.

Pre-tests and post-tests including the same set of multiple-choice questions about teaching skills, vocabulary instruction, teaching pronunciation, material development, instructional technology, and classroom management were used in order to measure the knowledge before and after the training. As for evaluating the teachers' attitudes, feedback forms were utilized in order to obtain trainees' overall ideas regarding the operational aspects including the content of the program, materials used, time schedule and the trainer. Apart from this, teacher behaviors were evaluated by employing a self-assessment scale and lesson observation. To that end, teachers' self-evaluations and the researcher's evaluations regarding classroom practices were obtained. In other words, both the insider and outsider views were incorporated into the evaluation of teacher behaviors.

The most obvious finding derived from the present study is that there was a significant difference between the pre-tests and post-tests which assessed teacher knowledge on the aforementioned courses. Actually, in parallel with what pre and post-tests indicated, teachers expressed their opinions through feedback forms and they stated that they could go through ELT methods and approaches by means of this training program. These findings further support the association between the designed INSET program and teachers' professional knowledge. Teacher trainees' familiarity to basic concepts, approaches, and techniques related to the offered courses was increased. Therefore, it could be stated that the designed program enhanced professional knowledge of the participant teachers.

Another major finding is that teachers' overall ideas about the INSET program were mostly positive. In a word, the majority was pleased with the content, materials, and the trainer. However, surprisingly, some of the participants demanded that the schedule of the program could be extended since they thought the length of the program was not adequate. Brown (2004) suggested that a sufficient time should be allocated while designing the curriculum so that the trainers could have adequate time. That is to say, a possible explanation for this demand might be that some of the trainees might not find enough time for developing a comprehensive understanding of the training content. Similarly, some of the participants experienced difficulties due to the time schedule of the program because the training was offered for 14 days and there was a course every single day. Therefore, they indicated that arranging the time to visit the blog and performing what was required from them (assignments, quizzes or discussions) was very challenging and tiring for them. It could thus be suggested that a more effective scheduling which includes breaks for allowing trainees some time to rest and develop a good understanding of the offered subjects is needed.

Also, one of the important findings derived from the feedback forms is that some of the teachers preferred a traditional face-to-face classroom, unlike web-based training. They argued that attending in a traditional classroom setting could yield better results in that they would have the opportunities to practice activities immediately within a real classroom. Essentially, the INSET program was designed as a web-based training because of the following main reasons: 1) the number of trainees, and 2) busy work schedule of the trainees. In a nutshell, 32

trainees participated in this training program and organizing an online training was assumed to be more appropriate. If face-to-face training was held, a venue would be rented for the training to take place. Apart from this, the trainer(s) should be recruited and some of the materials were to be printed out while computers and other materials were needed to perform slideshows. Also, since the teachers had heavy workloads, they would have experienced difficulties in attending physically in the training sessions. According to a study conducted by Wasserman and Migdal (2017), they concluded that teachers developed a much more positive attitude towards online training rather than a traditional one. On the other hand, Allan, Seaman, Lederman and Jaschik (2012) carried out a research with higher education faculty members and pointed out that the majority of the professors were skeptical about the quality of the learning outcomes of online training and that the faculty members who taught online courses had a more positive attitude towards online education that the ones who did not. That is to say, the educators who had experiences in teaching online courses are far more hopeful about the usefulness of the online training programs. Based on this finding, one could easily suggest that some of EFL teachers' demand for the traditional face-to-face classroom in this current study may be because of the fact that they are all involved in traditional education settings. Thus, it would be quite understandable that their expectations are defined by the contexts they are in.

Apart from teachers' attitudes towards the program in general, self-assessment scales and lesson observations were utilized in order to probe into the teachers' teaching behaviors and practices in real classroom settings. The findings received by means of these instruments pointed out that there was an improvement in teachers' self-perceptions and their classroom practices. Interestingly, self-ratings of the teachers had the mean values of above 3.00. In other words, they had a highly positive evaluation of their practices regarding teaching skills and vocabulary instruction. The main reason why a self-assessment procedure was implemented in this present study is to provide them with the opportunity to make a reflection upon their instructional practices. The teachers could be offered with a comprehensive feedback by means of self-assessment tools without being dependent on other colleagues or supervisors (Struyk & McCoy, 1993). For this reason, it may be a practical tool in that teachers could

perform self-evaluation with the help of performance descriptors. Contrarily, the fact that self-ratings of the teachers were high may be due to the factor of social desirability which is defined as "the tendency of people to deny socially undesirable traits or qualities and to admit to socially desirable ones" (Philips & Clancy, 1972, p. 923). Put differently, it may possible that the teachers provided the desired or expected responses in the self-assessment scale in the present study. Therefore, the positive evaluations with respect to their own teaching performance were received. Taken together, the factor of job insecurity might pose an effect on teachers' positive evaluation. They might have developed a fear of losing their jobs; as a result, they probably gave the desired responses.

The findings derived from the lesson observations performed before the implementation of the training pinpointed the weak and strong points of teachers' actual teaching practices. To start with the strengths, it might be claimed that they had a good command of subject-matter knowledge. Therefore, they did not experience any difficulty in associating the topic with other related topics and providing responses to questions addressed by the learners. Thus, they had the adequate knowledge of the subject they taught. However, it seems that they had problems transferring the knowledge into teaching, which could be feasible with the help of pedagogical knowledge. According to Shulman (1986), pedagogical content knowledge is used in order to develop an understanding of the subject-matter and organize teaching practices in a way that is appropriate to the learners considering their age, and background by applying the necessary techniques and strategies. In the context of this present study, the teachers were not able to recognize the instructional approaches, methods, and techniques in an efficient way. Therefore, they had challenges in fostering learner engagement in the class. In a similar vein, it seems that they needed improvement in arranging their teaching considering individual differences and that they lacked strategies to relate the learning to the real world. This result might be explained by the fact that the majority of the observed teachers were non-ELT graduates. It corroborates the findings of the study conducted by Öztürk (2014) which concluded that non-ELT graduates put importance on linguistic proficiency. In parallel with this study, Taner (2017) carried out a study and pointed out that ELT graduates had higher perceived competences in terms of methodological knowledge. Going further,

Akbari and Moradhkani (2012) made an investigation into the pedagogical thoughts between ELT and non-ELT graduates and suggested that the former group paid attention to the pedagogical aspects of the classroom practices. Likewise, Yalçın-Arslan (2014) carried out a study and found that ELT students had a deeper pedagogical knowledge than ELL students did. Based on these studies, one could easily argue that the teachers who graduated from ELT departments are far more oriented to the pedagogical knowledge because they receive a PSTE in which the professional knowledge is prioritized as they are expected to serve as teachers.

Moreover, it was also observed that teachers had some problems in engaging all of the students in learning activities, thereby rendering a democratic classroom environment. For this reason, some of the learners were observed to be distracted and inattentive to the course. They chatted with each other or used mobile phones during some phases of the lesson. That is to say, if the instructional methods are not implemented appropriately by incorporating a variety of activities addressing differing learners, it is likely that problems with classroom management may occur. Coupled with these findings, it would be appropriate to claim that there may be a relation between pedagogical knowledge and classroom management. As Grossman and Richert (1988) state: "General pedagogical knowledge includes knowledge of theories of learning and general principles of instruction, an understanding of the various philosophies of education, general knowledge about learners, and knowledge of principles and techniques of classroom management" (p.54). Thus, it may be suggested that classroom management cannot be thought apart from the pedagogical knowledge. In order to establish an organized class, the teachers are supposed to be equipped with a certain set of skills and strategies to cope with possible misbehaviors or discipline problems.

Another important finding derived from pre-training lesson observations was that the majority of the teachers was not able to give clear instructions and ask thought-provoking questions to the learners. On the other hand, they were competent in performing a well-established communication with the learners through setting an appropriate tone of voice, using verbal and non-verbal language efficiently and listening to the learners actively. In a word, the problems seemed to lie in the provision of instructions and effective questioning. Giving effective

instructions is of utmost importance in SLTE because if instructions are not communicated clearly, the activity or the task is not well understood, thereby causing loss of class time. Sowell (2017) points out that it is a neglected area in PSTE and INSET because novice teachers thought that it could be mastered through experience whilst experienced teachers assumed that they were already good at it. During lesson observations held before the INSET program, it was frequently observed that the teachers had challenges in delivering instructions and, consequently, they used Turkish in order to solve the chaos. Therefore, during the INSET program, the steps of providing instructions were provided clearly. Next, it was also found out that the teachers were not able to ask thought-provoking questions. This may be because of the fact that they have been teaching in lower proficiency groups such as A1 and A2. However, this does not necessarily mean that asking only knowledge level questions will yield better learning. Questions may differ according to the language background of the learners; if the aim was to activate higher-cognitive skills, the questions may be arranged in this way. In the context of the current study, it was pointed out that nearly all of the teachers did not follow certain steps of instruction (pre, while and post). For this reason, it appears that they prioritized the subject to be taught but ignored the way of presenting the knowledge. Simply put, if the teaching was centered around these three stages, the questions could be formed in a much more efficient way. To give an example, in a reading lesson, it would be better if the teacher could ask questions in order to make predictions about the topic by showing a visual or the title of the passage whereas as a while reading activity, the facts could be questioned. The post-reading activity could lend itself to ask for follow-up or revision. As seen, each of these stages employs different questions and serves different purposes: The pre-stage questions could spark the interest while the ones in the while-stage could check the comprehension. The questions of post-stage could provide revision or practice (Gall & Rhody, 1987). Therefore, the course of teaching skills was organized by centering around these stages in the INSET program.

The lesson observations coupled with feedback forms revealed that an improvement was achieved in general terms. The feedback forms illustrated that the nearly all of the teachers had positive attitudes towards the program; that is,

according to them, the materials and the content were well-designed and the teacher trainer was successful. In addition, through the feedback forms, the majority expressed that the program made a remarkable contribution to their actual teaching. This aforesaid impact could be attributed to the inclusion of a variety of components such as theory, practice, demonstration, and feedback. According to Joyce and Showers (1980), the efficient INSET activities are the ones which "combine theory, modeling, practice, feedback, and coaching to application" (p.385). The trainer wrapped up all of the offered courses within 2 days, which may be helpful for trainees to revise, retain and organize the knowledge in a practical way. All of the content was sufficiently covered and demonstrations were included. Thus, not only key points were highlighted but also they were practiced.

Based on the findings derived from pre and post-tests, self-assessment scales, lesson observations and feedback forms, the program was found to have a positive effect on teacher knowledge and teacher behaviors; however, specifically, the teachers' performance in assessing the learning outcomes did not change at all. In other words, they were not able to evaluate whether the outcomes were met or not. Assessment methods (e.g. self-assessment, portfolios or written/oral reflections,) did not seem to be identified. These results are in agreement with those of the study conducted by Canaran (2017) who suggested that assessing teaching and learning were not among the EFL teachers' primary training needs so they did not pay attention this aspect of teaching profession. Apart from this, this result may be explained by the fact that the training did not mainly focus on this topic.

When the results of the current study were considered, the teachers showed a professional progress. This improvement could be associated with follow-up phase administered after the online training was completed. During the follow-up, not only the revision of online training was made, but also the micro-teaching lessons were organized. The teachers were given feedback by the trainer and colleagues. Even though the teachers were not critical towards each other, the trainer provided feedback in each micro-teaching session, which may provide opportunities for them to look through different perspectives towards each of the micro-teaching lesson. Every single lesson was observed and evaluated by prioritizing the pedagogical considerations. Thus, it may be concluded that

feedback coupled with follow-up phase played an important role in changing teaching behaviors. Since the feedback is a major component of a training program (Joyce & Showers, 1980), it could be incorporated into the follow-up phase for effective practices. Follow-up may facilitate the change in teaching practices (Ingvarson & Mackenzie, 1988; O'Sullivan, 2002). Therefore, follow-up phase should be a part of the training program in order to maintain the behavior change.

Conclusion

The present study aimed at designing an INSET program for EFL teachers in NFE settings. Qualitative and quantitative methods were employed in order to investigate EFL teachers' professional training needs and expectations. The results of the needs analysis questionnaire illustrated that most teachers defined INSET as a tool to improve teacher professionalism through increasing motivation and encouraging lifelong learning. In addition, according to teachers, INSET programs should be developed in a way that the theory and practice are integrated so they help teachers gain practical ideas for their teaching and providing solutions to teaching problems. It may thus be suggested that INSET programs are not only knowledge providers but also skill developers and that an effective INSET program should not be theory-driven. The practical aspect of the teaching could be focused by providing practical and creative ideas to the teachers in order to help them understand how language teaching could be facilitated.

What is more, the results of the needs analysis questionnaire showed that teachers' needs were centered around teaching skills, teaching vocabulary, teaching pronunciation, material development, material development, and classroom management. In addition, more than half of the teachers preferred discussions as a way of input provision throughout the training while they thought that the observed teaching was the most chosen mode of assessment at the end of the training. These findings might indicate that the INSET programs need to include interactive delivery methods which facilitate sharing experience and collaboration among the teachers. Besides, the assessment activities conducted at the end of the training may be developed for promoting the transfer of skills and

knowledge into real language classrooms through feedback and collaborative assistance.

Regarding the responsibilities of trainees and the trainer, the teachers believed that the trainees and the trainers should act together for an effective INSET program. That is to say, the development of the training programs should be based on negotiation and both parties should collaborate in order to develop and maintain the program so that they could make the best of use of the training. In addition to that, the teachers supposed that the trainer should work on language and classroom data. This finding may suggest that the content of the program could be diversified through incorporating language skills and classroom practice. As for the roles of trainers and trainees, they believed that the trainers had many roles such as instructor, negotiator and counselor and guide and that the trainees were researchers, learners, and negotiators. It may mean that the trainees and the trainers could be active throughout the training programs. That is to say, the trainers are no more knowledge-providers but also they are learners who could learn from the trainees and process through collaboration and ongoing search. As the learning is not likely to happen as a result of transmitting knowledge, the trainees should seek new ways of resources in order to enhance learning. This could be possible if the training content is rich by providing sources and the trainer can facilitate the learning process in an effective way through an effective guidance.

Last but not least, the majority of the teachers preferred a short intensive program, which may mean that they would like to find out specific skills and/or knowledge in a short-term process. Also, the teachers might have a busy schedule; for this reason, teachers may go for these compact courses because of their duration.

Apart from the needs analysis questionnaire, the professional needs of the teachers were also investigated through semi-structured face-to-face interviews. The interviews specifically pointed out that the teachers would like to improve their speaking skills in English and develop know-how of using instructional technologies in ELT classroom apart from their training needs regarding teaching speaking skill, teaching vocabulary, teaching mixed ability class, and classroom management. Also, when the teachers were asked about basics of a good INSET

program, they stated that they preferred a short-intensive training program which could be conducted face-to-face with a limited number of participants. Lastly, the majority of the participants who attended in interviews stated that training needs were met by the institutions where they worked but they experienced some obstacles stemmed from their professional and personal life. In other words, it could be easily seen that the results derived from interviews were more comprehensive. Thus, it may be suggested that the need analysis could be conducted in a way that it incorporates both qualitative and quantitative methods in order to make a probe into the ideas of the individuals.

On the basis of results received from needs analysis, a two-week online INSET program was designed. After the program was administered, a 5-day follow-up was carried out. Micro-lessons were delivered by the participant teachers; they received and provided feedback for the micro-teaching performances. The trainer and trainees worked together in order to share their opinions regarding every single micro-lesson.

As to the evaluation of the implemented INSET program, the effectiveness of it was measured in terms of knowledge, attitude and teaching behavior. This study has shown that the program made a contribution to teachers' knowledge and teaching behavior. In general, these findings signify that the program has a positive impact on teachers' learning and teaching practices. This impact could be attributed to the contribution of the follow-up process including observation, peer-feedback and collaborative discussions among the trainees. It could thus be suggested that INSET programs could encompass these components in order to get better results. If the teachers are let to work on something together, they could learn from each other since they have similar experiences regarding teaching practices. For this reason, peer feedback and collaboration could facilitate professional learning and enhance skill development.

Regarding the attitudes of the teachers, they generally had a positive impact towards the designed program. That is to say, they thought that the program's materials, schedule, and content were appropriate to their needs and the trainer was found to be competent. However, some of them asserted that they experienced problems because of the time schedule of the program. Therefore, it was suggested by some of the teachers that the program could have been held

during holiday or the length might have been extended. This may suggest that the program's schedule could be re-arranged in a way that it allows some off days for the teachers. Another interesting finding was that the type of delivery was found inappropriate by some teachers; that is, they thought that a face-to-face training program would have yielded better results. This finding may enhance the understanding of the preferences regarding the delivery method. Face-to-face programs may outweigh the online training or they can be perceived as more advantageous and effective. This may mean that the teachers are not familiar to the online learning experiences; therefore, INSET programs could combine both online and in-person delivery methods, thereby creating an awareness into the adoption of online learning.

Pedagogical Implications

The results of the current study have important implications for developing an INSET program for EFL teachers. Firstly, a needs analysis should be carried out to identify the professional needs of the teachers. Through needs analysis, teachers' professional expectations and priorities could be obtained considerably. Needs analysis is implemented in order to learn what professional knowledge and/or skills the teachers need to improve. In addition, it could be used in order to find out what type of course design is preferred by the teachers. In doing so, the course design including the length and delivery methods can be organized. In a word, needs analysis is a must for developing the curriculum of the training program. However, the instruments to be used for conducting the needs analysis should be selected in a way that the investigation into the needs is obtained profoundly. To that end, not only the questionnaires but also the interviews should be utilized. The results derived from these instruments could be either divergent or congruent; that is, the new arguments or need areas that could be elaborated by probing questions could emerge. The program developer should take all of the concerns into consideration in order to design a negotiated curriculum since developing a deep conceptual understanding could be realizable through intensive analysis and assessment.

The findings obtained from this study may help us to conclude that the professional needs of the EFL teachers are centered on the basic components of

teaching practice such as teaching skills, teaching vocabulary, pronunciation instruction, classroom management, material development, teaching mixed ability classes and using instructional technology. When the majority of the participants who attended in needs analysis is taken into account, it could be seen that they had zero to 5 years of teaching experience. Therefore, it may mean that INSET programs organized for the novice teachers or less experienced teachers could be organized around those components. Newly graduated teachers may experience difficulties in coping with the dynamics of real classroom settings; that is why they may need to receive instructions on certain practical strategies and methods in order to figure out the problems they come across or improve their classroom practices. The teachers who are new to the teaching profession may be like the fish out of water; therefore, they may need guidance and support.

Moreover, one of the issues emerging in this study is that the design of the program should be performed by considering the teachers' workload, schedule, and perceived obstacles hindering their participation to INSET activities. In order to make the INSET practices effective, occupational contexts should be well-treated. That is to say, the course design including the duration and type of delivery methods, and course objectives should be selected in accordance with the clearly drawn profile of teachers and teaching conditions. For the teachers who have a heavy workload in their institutions, web-based INSET programs could be designed since the online training could provide a flexible learning environment where the trainees could set their own learning pace and have an easy access to the training. Online INSET programs offer the training opportunities without posing any limitation; in other words, professional development is not restricted to classroom settings; thereby removing the boundaries. The trainer/program developer may make the best use of technology through either using various applications and/or social platforms in order to maximize the learning. It is a fact that technology is everywhere and we rely on it in this Digital Age by using smartphones, desktop computers, laptops, tablets and so on... So, by employing sources such as online tools and applications, opportunities for learning could be created. Online training programs could be suitable to the teachers who have busy schedules but the program content should be planned in a way that it is interactive in nature. In traditional face-to-face classrooms, since the trainees are physically

present in the learning environment, it is much easier for them to be involved in an interaction. For this reason, the interaction could be facilitated and enabled through incorporating webinars where the trainees and the trainer could gather online, interact with each other through discussions. Webinars are one of the digital instruments that provide online learning environment including multimedia components to deliver lectures, presentations, and host meetings. In doing so, learning could happen by providing rich input.

The number of online INSET programs could be increased and they could become far more widespread across the country. Unlike face-to-face INSET programs, the web-based programs are cost-efficient since it does not cause expenditures stemming from renting or finding a venue, recruiting trainer(s), and preparing materials. In addition, the teachers do not have to give a break or quit the jobs in order to attend the training since it provides flexibility in terms of time. Nevertheless, some teachers may develop bias against virtual learning in that they may believe that the quality of online learning is lower than face-to-face learning; this may be because of the fact that their experiences with online training are limited. It can, therefore, be suggested that online training addressing the professional needs of the target group could be developed and disseminated.

Also, the other major finding is that the flow of the online training program should be arranged in such a way that it allows teachers some off-days. The training that takes place in consecutive days may be tiresome and challenging for the trainees because they may need some breaks in order to comprehend the offered courses and apply what they have learned in their actual teaching. However compact the program is, if the program is to be implemented during semester time, the training courses may be offered every other day, instead of every day.

Short-intensive training programs could be designed for EFL teachers since they aim at refreshing professional knowledge and skills through delivering up-to-date methods and approaches on any topic. Besides, teachers could be offered practical ideas, activities, and techniques to be used in their classrooms and they could solve out the teaching problems they have faced through collaborative activities with other colleagues. In those courses, both theory and practice should be combined and presented in a balanced way. That is to say, classroom

practices, as well as theoretical information about how to teach language, can be blended into the training program. So, the effective practices may be delivered by presenting the underlying theoretical principles. Apart from that, the roles ascribed to the trainees and the trainer(s) might be of utmost importance for the effectiveness of the training. To put it briefly, the trainers are expected to be not only knowledge provider but also the learner, and facilitator. Being only the knowledge provider does not simply mean that the program will attain the objectives and produce the desired outcomes. The trainer may act as a researcher to find out the appropriate methods for instructional delivery. S/he could facilitate the learning environment by using appropriate approaches in order to make the learning easier. In addition, the trainer can undertake the role of a counselor. A professional learning environment could be established by building a mutual understanding between the trainer and trainees, which could be feasible by managing the education process by supporting the trainees and facilitating learning.

One of the important findings obtained from the study is that observed teaching could be utilized as a form of assessment at the end of the training. In the current study, observations were implemented during the phases of follow-up and evaluation. Completing the training (either online or face-to-face) does not necessarily mean that the objectives are achieved. In order to have an idea of the amount of transfer from the training, follow-up activities might be used. In this phase, the trainer(s) may pay a visit to the institutions and conduct classroom observation and support the teacher trainees by suggesting ideas for their practices, if necessary. In this study, the trainer visited the teachers and performed a wrap-up of the whole training in two days for revision. Later, the teachers were grouped to perform micro-lessons and they received feedback from the trainer and the other colleagues who observed the lessons. It can thus be suggested that micro-teaching activities could be incorporated as a follow-up practice in INSET programs. Nonetheless, it would be better if the trainees could be selected from different institutions since the ones who teach in the same institution might not be critical to each other while providing feedback. Even so, through peer observation, teachers may share their ideas regarding the colleagues' teaching practices. The scope of the observation could be identified and shared with the teachers including

observed ones and the observers. Thus, both parties may know which points to be considered during the phase of observation so that particular aspects are emphasized and improved accordingly.

Moreover, undoubtedly, the evaluation is pivotal for INSET programs because it provides an insight into the effectiveness of the program. To put it briefly, it gives us a window about how well the objectives are achieved, and which components of the program need revision. For this reason, the evaluation of the program may be performed by incorporating different perspectives. In the present study, the evaluation of the designed program drew heavily on Kirkpatrick and Kirkpatrick's Evaluation Model (2006). That is to say, the evaluation was implemented in order to assess teachers' knowledge, classroom behaviors, and attitudes. In doing so, totally four instruments including pre-tests and post-tests, self-scale assessment, observation forms and feedback forms were utilized. For this reason, it could be concluded that evaluation of the program is performed in a way that it involves a variety of methods.

All in all, there are some basic components to be considered in order to design an INSET program. There is a large volume of literature in telling how each of these components could be implemented and lots of studies related to the development of INSET programs could be found within FE settings. However, INSET programs for NFE institutions seem to be limited. NFE settings are different in nature as they have learners from a different range of ages and educational backgrounds, thereby resulting in a mixed-ability class. Therefore, the teachers may need to adopt various methods and techniques to manage with differing abilities or levels. The teachers who work in those institutions may have different needs than the colleagues in FE settings. That is to say, if the INSET program designed for a FE setting is administered for these teachers, it may not yield effective results. For this reason, it may be suggested that the number of the INSET programs designed for NFE institutions could be increased and disseminated.

Suggestions for Further Studies

This study aimed at designing an INSET program for EFL teachers in NFE settings. Accordingly, the steps of design, implementation, follow-up, and

evaluation are elaborated by providing underlying theoretical principles from the literature. For this reason, it may be helpful for further studies in developing INSET programs for in-service EFL teachers who teach in NFE institutions. However, this study was carried out with the EFL teachers in only one NFE institution. For further studies, other NFE institutions across Turkey could be involved. That is, the professional needs of teachers who teach in those institutions could be gathered on a larger scale and an INSET program could be designed accordingly.

What is more, the evaluation of the INSET program in this study was performed by investigating teachers' knowledge, classroom behaviors and their attitudes towards the program. For this reason, further investigation might be needed in order to evaluate the impact of the INSET program by involving the learners. That is to say, the effect of the intervention on learner achievement could be taken into account while analyzing the effectiveness of the whole program.

Lastly, observations were carried out before and after the training for the purpose of investigating whether any change happened in teacher behaviors' after the implementation of the training. However, the researcher observed one single lesson of each teacher; that is to say, one-shot observations were held. For this reason, multiple observations could be conducted for verifying the long-term impact of the program.

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APPENDIX-A: Questionnaire on teaching training for teachers

Dear participant,

This study aims to design an in-service teacher training program for English language teachers who work in the Art and Vocational Training Courses of the Metropolitan *Municipality* of Istanbul. Therefore, this questionnaire is designed to obtain your teacher training needs. Your answers are of great importance for this study and they will be treated confidentially within the scope of this study. You may withdraw from this study whenever you wish. Thank you for taking time to participate in this questionnaire.

Res. Assist. Sezen Arslan
sezenarslan@gmail.com

Questionnaire on Teacher Training Programs

Part 1- Demographic Information

1.1 Please indicate your gender:

1.2 Please indicate the year of your teaching experience: (write your year of experience you have in formal and/or informal education settings)

1.3 Please indicate your department of graduation:

Part 2-Past experiences regarding in-service teacher training programs

2.1 **How many in-service teacher training courses have you attended in the last three years***? If your answer is 'none', please go to part 3.*

……………………………………………………………………………………………
………………………………………………………………...

2.2 What kind of courses were they? *Please circle as appropriate.*

a. intensive (less than a month)   b. extensive (part-time over

significant period of time)

2.3 Think of one particular course you enjoyed or/and found useful. Please name it.

…………………………………………………………………………………………
………………………………………………………………...
....

2.4 What did you find the most and the least useful on that course for your professional development?

Most
useful…………………………………………………………………………………………
………………………………………………...

Least
useful…………………………………………………………………………………………
……………………………………………………...

2.5 From what was presented on the course how much did you manage to apply in your Professional practice? *Please circle as appropriate.*

a. most ideas

b. some ideas

because……………………………………………………………………………………………
……………………………………………...
....

c. nothing because

……………………………………………………………………………………………………
……………………………………………..
....

Please continue on the back if you wish to write more.

2.6 In the last year, can you identify two changes in your recent practice as a result in-service training?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Part 3-In-service teaching training needs and expectations

3.1 In general, what does in-service training mean to you?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………

3.2 What balance between theory and practice do you expect on an in-service teacher training course?

Theory…………………..%   Practice…………………..%

(e.g. designing classroom materials,

practicing classroom techniques)

3.3 What do you expect from in-service training? Please circle as many as necessary.

a. to gain some practical ideas

b. to understand theoretical ideas underlying practice

c. to learn how to manage stress

d. to receive help with particular teaching problems

e. to meet people who have the same problems and share with them

f. to receive an update on research in ELT.

g. to understand better how to evaluate your own practice

h. to gain confidence

i. to understand the learning process better

j. to have opportunities to articulate and discuss what you already know

k. to learn how to manage change.

l. to do observed teaching

m. to share experience

n. to try out ideas and techniques presented on a course

o. to organize a collaborative team for further professional development

3.4 What would you to like to be included in a training course? From the lists below, please choose these 5, which you think are the most important to you and underline them.

Language Improvement	Methodology
activating vocabulary	teaching skills
extending vocabulary	classroom management
language update	revision
work on typical mistakes	teaching vocabulary
fluency activities	information gap activities
pronunciation	using authentic materials
reading skills	course planning
listening skills	choosing a textbook
writing skills	correction techniques
study skills	management mixed ability groups
speaking practice	teaching grammar
functions of grammatical structures	overview of recent coursebooks
	evaluation of currently used text-
	books at schools
	material development
	testing cultural aspect

Other (please specify)

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………….……………………………………………………………………………………....

....

3.5 In what form do you prefer to receive input? Please choose as many as appropriate.

A lecture	group work with plenary discussion
A handout	guided observation
A poster	guided reading
Project work	demonstration
Collaborative learning groups	

Discussions   other methods (please speficy)………..
Training tasks
Action research

3.6 Below are some statements concerning in-service teacher training.
Please read them and indicate how strongly you agree with them using the
following scale:

1. strongly disagree   2.disagree   3.uncertain   4.agree   5.strongly agree

Training is   mostly the responsibility of the trainer   1   2   3   4   5

            a shared attempt of a trainer and trainees 1   2   3   4   5

A trainee needs to work on language   1   2   3   4   5

                 classroom data   1   2   3   4   5

                 methodology   1   2   3   4   5

A trainer is   an instructor   1   2   3   4   5

                a catalyst   1   2   3   4   5

                a counsellor   1   2   3   4   5

                a guide   1   2   3   4   5

A trainee is   a researcher   1   2   3   4   5

                a learner   1   2   3   4   5

                a negotiator   1   2   3   4   5

3.7 What type of courses do you prefer and why? Please circle as appropriate.

a. short intensive courses (usually less than a month)

b. extensive courses

c. other (please specify)

3.8 When you come to a training course, you expect the trainer…

Please circle as appropriate

    a. To offer you a totally detailed fixed course syllabus

    b. To negotiate the syllabus according to your own agenda/needs

    c. To be preferably a native speaker

    d. To not necessarily be a native speaker

3.9 What kind of assessment would you like at the end of a training course?

a. an exam

b. a test

c. a written assignment

d. observed teaching

e. other kind of assessment (please specify)

f. no assessment

THANK YOU!

1. What are your personal development needs an English language teacher? /Bir İngilizce öğretmeni olarak mesleki ihtiyaçlarınız nelerdir?

2. Do you think your institution causes different needs for your professional development? Why? / Sizce, çalıştığınız kurum farklı mesleki gelişim ihtiyaçları doğuruyor mu? Neden?

3. Do you think your institution meets your needs? How? / Sizce, çalıştığınız kurum mesleki ihtiyaçlarınızı karşılıyor mu? Nasıl?

4. Do you have any obstacles that hinder your professional development? If yes, what are these obstacles? / Mesleki gelişiminizi engelleyen herhangi bir engeliniz bulunuyor mu? Bu engeller neledir?

5. What is an ideal professional development program for you? / Size göre ideal bir mesleki gelişim programı nedir?

Dear participant,

This study aims to design an in-service teacher training program for English language teachers who work in Art and Vocational Training Courses of Metropolitan Municipality of Istanbul (İSMEK). This test is designed in accordance with the content of needs analysis which was performed before. Please mark the correct answer. Your responses will not be taken into any kind of evaluation and they will be treated confidentially within the scope of this study. You may withdraw from this study whenever you wish. Thank you for taking time to participate in this test. The duration of the test is 40 minutes.

Res. Assist. Sezen ARSLAN

sezenarslan@gmail.com

1. Which of the following is <u>not</u> true for the role of the teacher who encounters an unexpected behavior in the classroom?

A) to remain calm and composed before making a decision about the disruptive behaviour

B) to use we-language rather than I-language

C) to inform the administrators to carry out necessary disciplinary decisions for the student

D) to maintain appropriate discipline and be consistent

E) to address the misbehaviour rather than the personality

2. When teaching vocabulary, teachers make use of several vocabulary teaching techniques in line with the characteristics of the context of education such as the age, interest and needs of the learners, the aims of the course etc.

Which of the vocabulary teaching techniques given below is <u>not</u> based on the knowledge of semantic relationship?

A) Synonyms

B) Antonyms

C) Cognates

D) Hyponyms

E) Superordinates

3. In an English language teaching course-book, at the end of each unit, there is a section where the students listen to short conversations and learn and practice the intonation and stress rules of the language.

Which of the following aspects of language is focused in the case above?

A) Segmental features

B) Spelling conventions

C) Sound discrimination

D) Communicative competence

E) Suprasegmental features

4. Most descriptions of the sound system of English show how it uses patterns of phonemic contrasts to distinguish words. The following pairs of messages illustrate, in each case, one phonemic contrast:

'Pull!'…………………………'Bull!'

'It is a pin.'……………………..'It is a bin.'

'There are pears in the garden'……………..'There are bears in the garden.'

Which skill do these examples require a language learner to possess first?

a) phonological awareness

b) mutual intelligibility

c) communicative competence

d) intra-cultural competence

e) supra-segmental skills

5. Which one of the following options does <u>not</u> give the reasons for using computers in language teaching?

A) Reference: CD-Rom dictionaries, search engines.

B) Role-play: Performing different characters in real life to achieve authenticity in language.

C) Teaching and testing programs: Using software packages, websites for self-studies.

D) The word processors: Opportunity for students to compose.

E) E-mails: Access to people all over the world, practice of language through penpals.

6. What is the term used to refer to the ability to locate, evaluate, utilize, share and create and apply content effectively using information technologies and the internet?

A) computer knowledge

B) digital natives

C) strategic competence

D) digital literacy

E) critical thinking skills

7. Which of the following is the kind of material that is brought to teaching context from real life situations?

A) Instructional

B) Informative

C) Narrative

D) Interactive

E) Authentic

8. Which of the following is <u>not</u> a classroom management strategy?

A) Establishing rules in the beginning

B) Teachers' being consistent

C) Using cooperative techniques

D) Establishing inner self-discipline

E) Highlighting the misbehaviours constantly

9. Which of the following is <u>not</u> a sub-skill used in while-reading?

A) Setting the scene

B) Inferencing

C) Referencing

D) Reading for details

E) Critical interpretation

10. Which of the following statements is <u>not</u> a characteristic of process-oriented writing?

A) Evaluating on several drafts

B) Using portfolios

C) Employing project works

D) Asking for an essay in a final exam

E) Using learner diaries

11. Which of the following is an appropriate way to encourage reluctant students to participate in the speaking activities?

A) Making students prepare role-plays

B) Selecting the volunteer ones only

C) Waiting for spontaneous production

D) Letting students repeat after samples

E) Giving an extraordinary task

12. Which of the following listening types refers to listening for the aesthetic nature of speech?

A) Discriminative

B) Critical

C) Evaluative

D) Appreciative

E) Comprehensive

13. Which of the following pairs is an <u>incorrect</u> match?

A) Reading-receptive skill

B) Speaking-productive skill

C) Pronunciation-sub-skill

D) Vocabulary- sub-skill

E) Writing- receptive skill

14. Which of the following is <u>not</u> valid of the principles of teaching vocabulary?

A) For vocabulary retention, students need to encounter with the previously learnt lexical items in different contexts.

B) To make the meaning of the new words clear to the students, teachers employ semantization technique, through which meaningful context is created.

C) The vocabulary to be taught should be chosen among the frequently used ones by the native speakers in daily usage.

D) New words are taught through reading texts which contain a great many of unfamiliar words to teach in a single lesson.

E) Students should be given opportunities to use new words in speaking and writing tasks actively to enable long term retention.

15. Which of the following is <u>not</u> true for vocabulary teaching while in a reading lesson?

A) Students match the words in the text with their meanings

B) Students can make sentences with the bold words in the text in post-reading

C) Students should translate the given words into their native language before reading the text

D) Students find the synonyms of the given words

E) Students read the given definitions and find the words in the text according to the definitions

16. Which of the following is <u>not</u> a principle that should be considered in materials development?

A) Materials should take the interest of the learners.

B) Student-centeredness should be highlighted.

C) Materials should be followed by feedback

D) Materials should be relevant to the proficiency level

E) Left-brain based materials should be promoted more.

17. Which of the following is <u>not</u> true for the classroom interaction?

A) Teachers should give students some time to think.

B) Pair work can be used to maximize participation.

C) Teacher-to-student interaction should be more than student-to-student.

D) Teacher should create opportunities for students to interact more.

E) To minimize teaching talking time, gestures or visual can be used.

18. I. Asking students to discriminate minimal pairs

   II. Recognizing cognates and word-order patterns

   III. Identifying the referents of pronouns in a dialogue

   IV. Predicting what can be asked in the listening.

   V. Guessing the role of speakers in the conversation

Which of the activities given above require bottom-up processing?

A) I and III

B) I, II and III

C) I,III and IV

D) I,II,III and IV

E) IV and V

19. Which of the following reading types refers to extra reading in which students read on their own for pleasure for their own purposes?

A) Intensive reading

B) Reading aloud

C) Reading for details

D) Silent reading

E) Extensive reading

20. In teaching writing to learners of a foreign language, which of the following writing types necessitates basic level to practice and internalize the mechanics of writing?

A) reactive

B) imitative

C) intensive

D) narrative

E) reportive

21. Which of the following refers to a reading strategy that aims to find what was implied in the text rather than explicitly stated?

A) Reference

B) Comprehension

C) Setting the scene

D) Inference

E) Predicting the topic

22. Which of the following has <u>no</u> direct effect on classroom management?

A) Getting feedback from students

B) Arranging seating and grouping

C) Listening to students genuinely

D) Setting the classroom rules

E) Deciding how to evaluate

23. Which of the following is <u>not</u> included in the Web 2.0 tools?

A) Prezi

B) Wikis

C) E-mails

D) Blogs

E) Wordle

24. Which of the following is <u>not</u> a good match of skills and activities?

A) Speaking- information gap activity

B) Reading- dictogloss

C) Listening-fill in the blanks

D) Writing-outlining

E) Vocabulary-puzzles

25. Which of the following is <u>not</u> an appropriate way of correcting mistakes in speaking activities?

A) over-correction during the task

B) peer-correction after the task

C) delayed correction after the task

D) correction after recording speaking

E) gentle correction during the task

APPENDIX-D Self-assesment scale

Dear Participant,

This scale is designed for enabling self-assessment regarding your classroom teaching. Your comments and rating are of great importance for this study and they will be treated confidentially within the scope of this study. You may withdraw from this study whenever you wish. Thank you for taking time to participate in this study.

Please reflect your level of agreement for each descriptor below.

A. Writing/written interaction

Number	Descriptors	1	2	3	4	5
1	I can evaluate and select meaningful activities to encourage learners to develop their creative potential.					
2	I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc).					
3	I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.					
4	I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).					
5	I can evaluate and select activities which help learners to participate in written exchanges (emails, job applications etc.) and to initiate or respond to texts appropriately.					
6	I can help learners to gather and share information for their writing tasks.					
7	I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).					

8	I can help learners to monitor, reflect on, edit and improve their own writing.					
9	I can use peer-assessment and feedback to assist the writing process.					
10	I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.					
11	I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.					
12	I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).					

B. Speaking /Spoken Interaction

Number	Descriptors	1	2	3	4	5
1	I can create a supportive atmosphere that invites learners to take part in speaking activities.					
2	I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.					
3	I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.					
4	I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).					
5	I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).					

6	I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).					
7	I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.					
8	I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).					
9	I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.					
10	I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.					
11	I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.					
12	I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).					

C. Listening

Number	Descriptors	1	2	3	4	5
1	I can select texts appropriate to the needs, interests and language level of the learners.					
2	I can provide a range of pre-listening activities which help learners to orientate themselves to a text.					
3	I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.					

4	I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)					
5	I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).					
6	I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.).					
7	I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.					
8	I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.					

D. Reading

Number	Descriptors	1	2	3	4	5
1	I can select texts appropriate to the needs, interests and language level of the learners.					
2	I can provide a range of pre-reading activities to help learners to orientate themselves to a text.					
3	I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.					
4	I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).					
5	I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).					

6	I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.					
7	I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.					
8	I can recommend books appropriate to the needs, interests and language level of the learners.					
9	I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.)					

E. Vocabulary

Number	Descriptors	1	2	3	4	5
1	I can evaluate and select a variety of activities which help learners to learn vocabulary.					
2	I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.					
3	I can evaluate and select activities which enhance learners' awareness of register differences.					

APPENDIX-E: Lesson observation form (Original in Turkish)

Öğretmen: ....   Tarih:…………………..

Gözlemci:..........................……………

Konu:………………………………

Bu değerlendirme formundaki maddelerin karşısında bulunan kısaltmaların anlamı:

(E) = Eksiği var (K) = Kabul edilebilir (İ) = İyi yetişmiş Uygun olan seçeneği (+) ile işaretleyiniz

			E	K	İ	AÇIKLAMA VE YORUMLAR
1.0	**KONU ALANI VE ALAN EĞİTİMİ**					
1.1	**KONU ALANI BİLGİSİ**					
	1.1.1	Konu ile ilgili temel ilke ve kavramları bilme				
	1.1.2	Konuda geçen temel ilke ve kavramları mantıksal bir tutarlılıkla ilişkilendirebilme				
	1.1.3	Konunun gerektirdiği sözel ve görsel dili (şekil, şema, grafik, formül vb.) uygun biçimde kullanabilme				
	1.1.4	Konu ile alanın diğer konularını ilişkilendirebilme				

1.2	ALAN EĞİTİMİ BİLGİSİ				
	1.2.1	Özel öğretim yaklaşım, yöntem ve tekniklerini bilme			
	1.2.2	Öğretim teknolojilerinden yararlanabilme			
	1.2.3	Öğrencilerde yanlış gelişmiş kavramları belirleyebilme			
	1.2.4	Öğrenci sorularına uygun ve yeterli yanıtlar oluşturabilme			
	1.2.5	Öğrenme ortamının güvenliğini sağlayabilme			
2.0	ÖĞRETME-ÖĞRENME SÜRECİ				
2.1	PLANLAMA				
	2.1.1	Ders planını açık, anlaşılır ve düzenli biçimde yazabilme			
	2.1.2	Amaç ve hedef davranışları açık bir biçimde ifade edebilme			
	2.1.3	Hedef davranışları uygun yöntem ve teknikleri belirleyebilme			
	2.1.4	Uygun araç-gereç ve materyal seçme ve hazırlayabilme			
	2.1.5	Hedef davranışlara uygun değerlendirme biçimleri belirleyebilme			

	2.1.6	Konuyu önceki ve sonraki derslerle ilişkilendirebilme				
2.2.	**ÖĞRETİM SÜRECİ**					
	2.2.1	Çeşitli öğretim yöntem ve tekniklerini uygun biçimde kullanabilme				
	2.2.2	Zamanı verimli kullanabilme				
	2.2.3	Öğrencilerin etkin katılımı için etkinlikler düzenleyebilme				
	2.2.4	Öğretimi bireysel farklılıklara göre sürdürebilme				
	2.2.5	Öğretim araç-gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilme				
	2.2.6	Özetleme ve uygun dönütler verebilme				
	2.2.7	Konuyu yaşamla ilişkilendirebilme				
	2.2.8	Hedef davranışlara ulaşma düzeyini değerlendirebilme				
2.3	**SINIF YÖNETİMİ**					
		Ders başında				
	2.3.1	Derse uygun bir giriş yapabilme				
	2.3.2	Derse ilgi ve dikkati çekebilme				

		Ders süresinde			
	2.3.3	Demokratik bir öğrenme ortamı sağlayabilme			
	2.3.4	Derse ilgi ve güdünün sürekliliğini sağlayabilme			
	2.3.5	Kesinti ve engellemelere karşı uygun önlemler alabilme			
	2.3.6	Övgü ve yaptırımlardan yararlanabilme			
		Ders sonunda			
	2.3.7	Dersi toparlayabilme			
	2.3.8	Gelecek dersle ilgili bilgiler ve ödevler verebilme			
	2.3.9	Öğrencileri sınıftan çıkarmaya hazırlayabilme			
2.4	İLETİŞİM				
	2.4.1	Öğrencilerle etkili iletişim kurabilme			
	2.4.2	Anlaşılır açıklamalar ve yönergeler verebilme			
	2.4.3	Konuya uygun düşündürücü sorular sorabilme			
	2.4.4	Ses tonunu etkili biçimde kullanabilme			

	2.4.5	Öğrencileri ilgi ile dinleme				
	2.4.6	Sözel dili ve beden dilini etkili biçimde kullanabilme				

Özet Bilgi:

Öğretmenin yukarıdaki yeterlik alanlarının her birinde yapmış olduğu çalışmalara ilişkin düşünceler.

Uygulama öğretmeni   Uygulama öğretim elemanı

(İmza)   (İmza)

Gözlemlenen öğretmenin görüşleri (varsa)

İmza

APPENDIX-F: Lesson observation form (Translated in English)

Name of the teacher:………………….   Date:…………………..

Name of the observer:…………………………..

Subject:…………………………………………..

1.0 SUBJECT-MATTER KNOWLEDGE and PEDAGOGICAL CONTENT KNOWLEDGE			
1.1 SUBJECT-MATTER KNOWLEDGE	Needs improvement	Acceptable	Proficient
1.1.1 The teacher is able to recognize the basic principles and concepts regarding the course.			
1.1.2 The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way.			
1.1.3 The teacher is able to use the verbal and visual language (figures, diagram, graphs, formulas, etc.) in an appropriate way.			
1.1.4 The teacher is able to associate the course with the other courses related to the subject-matter.			
1.2 PEDAGOGICAL CONTENT KNOWLEDGE	Needs improvement	Acceptable	Proficient
1.2.1 The teacher is able to recognize the instructional approaches, methods, and techniques.			
1.2.2 The teacher is able to use instructional technologies.			
1.2.3 The teacher is able to identify the student			

		Needs improvement	Acceptable	Proficient
misconceptions.				
1.2.4 The teacher is able to provide proper and adequate answers to the questions directed by the students.				
1.2.5 The teacher is able to create a secure learning environment.				
	2.0 TEACHING-LEARNING PROCESS			
2.1 PLANNING		Needs improvement	Acceptable	Proficient
2.1.1 The teacher is able to write the lesson plan in a clear and organized way.				
2.1.2 The teacher is able to express the objectives and outcomes clearly.				
2.1.3 The teacher is able to identify the appropriate methods and techniques for the outcomes.				
2.1.4 The teacher is able to prepare appropriate instructional materials.				
2.1.5 The teacher is able to identify appropriate ways of evaluation for the outcomes.				
2.1.6 The teacher is able to associate the course with the previous and following courses.				
2.2 TEACHING PROCESS		Needs improvement	Acceptable	Proficient
2.2.1 The teacher is able to use the various instructional methods and techniques appropriately.				
2.2.2 The teacher is able to use the time efficiently.				
2.2.3 The teacher is able to organize activities to encourage active participation for the students.				

		Needs improvement	Acceptable	Proficient
2.2.4 The teacher is able to conduct teaching considering individual differences.				
2.2.5 The teacher is able to use the instructional materials according to the level of the classroom.				
2.2.6 The teacher is able to wrap up the lesson and give proper feedback.				
2.2.7 The teacher is able to associate the course with the real life.				
2.2.8 The teacher is able to assess how well the outcomes are met.				
	2.3 CLASSROOM MANAGEMENT			
Starting the lesson		Needs improvement	Acceptable	Proficient
2.3.1 The teacher is able to start the lesson appropriately.				
2.3.2 The teacher is able to grab the students' attention for the course.				
Conducting the lesson		Needs improvement	Acceptable	Proficient
2.3.3 The teacher is able to provide a democratic classroom environment.				
2.3.4 The teacher is able to maintain the attention of the students.				
2.3.5 The teacher is able to take precautions against interruptions.				
2.3.6 The teacher is able to use reinforcements.				

Ending the lesson	Needs improvement	Acceptable	Proficient
2.3.7 The teacher is able to summarize the lesson.			
2.3.8 The teacher is able to provide information about the future lesson and give homework.			
2.3.9 The teacher is able to make the students leave the classroom appropriately.			

2.4 COMMUNICATION	Needs improvement	Acceptable	Proficient
2.4.1 The teacher is able to communicate with the students.			
2.4.2 The teacher is able to give clear instructions.			
2.4.3 The teacher is able to ask thought-provoking questions.			
2.4.4 The teacher can use his/her tone of voice efficiently.			
2.4.5 The teacher can listen to the students actively.			
2.4.6 The teacher can use the verbal and body language effectively.			

Comments regarding the competences above.

Observer   **Signature**

Comments (if any) of the observed teacher

APPENDIX-G: Feedback form

Dear Participant,

This questionnaire is designed to make an evaluation of the in-service teacher training program program developed for English language teachers who work in the Art and Vocational Training Courses of the Metropolitan Municipality of Istanbul. Your answers are of great importance for this study and they will be treated confidentially within the scope of this study. You may withdraw from this study whenever you wish. Thank you for taking time to participate in this questionnaire.

Res. Assist. Sezen Arslan
sezenarslan@gmail.com

1. What is your overall idea about the INSET Program regarding content topics, materials, time schedule and the teacher trainer?

2. In what ways, is the INSET program helpful for your actual classroom teaching? Have you applied what you have learned from this program into your teaching? If so, how?

3. In what ways does the INSET program make any contribution to your professional development?

4. Do you have any suggestions on how the program can be improved?

5. Have you experienced any obstacles and/or problems in this in-service teaching training program? If yes, what are they?

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433 − 1195

3 0 Mart 2017

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 01.03.2017 tarih ve 576 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Sezen ARSLAN**'ın **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"Designing An In-Service Teacher Training Model For English Teachers ın Non-Formal Education Settings (Yaygın Eğitim Kurumlarında Çalışan İngilizce Öğretmenleri İçin Hizmet-İçi Eğitim Modeli Geliştirme)"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **14 Mart 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-I: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

02 /10/2018

Sezen ARSLAN

APPENDIX-J: Thesis/Dissertation Originality Report

02/10/2018

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: Designing An In-Service Teacher Training Program for English Teachers in Non-Formal Education

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
01/10/2018	177	316472	28/09/2018	13%	995747913

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	SEZEN ARSLAN
Student No.:	N14241744
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assoc. Prof. Dr. Hüseyin Öz

APPENDIX-K: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

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Sezen ARSLAN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"

(1) Madde 6.1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir; gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir.

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.