

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

A STUDY FOR THE IN-SERVICE TRAINING NEEDS OF PRIMARY EFL
TEACHERS AND A SUGGESTED MODEL

MA Thesis

By

Sinan MISIRLI

Ankara
Nisan, 2011

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Assist. Prof. Dr. İskender Hakkı SARIGÖZ

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Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

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ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN HİZMETİÇİ EĞİTİM İHTİYACI ANALİZİ VE ÖRNEK BİR MODEL ÇALIŞMASI

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Bu araştırmanın amacı ilköğretim İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarını belirlemek ve ihtiyaç analizinin hizmet içi eğitim sürecindeki yerini gösteren bir model önermektir. Beş bölümden oluşan bu çalışmanın birinci bölümünde çalışmaya temel oluşturan unsurlar, çalışmanın amacı, problemi, kapsamı ve sınırlılıkları ile çalışmanın metodu bulunmaktadır. İkinci bölümde, çalışmaya ait literatür taraması yapılmıştır. Literatür taramasında genel olarak hizmet içi eğitim kavramı, hizmet içi eğitim yaklaşımları, modelleri ve formatları, İngilizce öğretmenleri için hizmet içi eğitim durumları ve ihtiyaç analizi başlıkları yer almaktadır. Üçüncü bölümde, çalışmanın yöntemi açıklanmış ve pilot uygulama, gerçek çalışmaya örnek oluşturan grup ile bilgi toplamaya aracı hakkında bilgi verilmiştir. Dördüncü bölümde, anket yöntemi ile elde edilen bilgilerin istatistiksel analizi SPSS 17 programı ile yapılmış ve sözel analizi ile sonuçlar tablolar halinde gösterilerek bulgular yorumlanmış, ardından örnek bir model sunulmuştur. Beşinci ve son bölümde ise sonuç, tartışma ve araştırmacılar için öneriler paylaşılmıştır.

Araştırmanın evrenini, Sakarya-Adapazarı'ndaki devlet ilköğretim okullarında Eylül 2010 tarihinde çalışan İngilizce öğretmenleri oluşturmaktadır (N=97). Çalışmada hizmet içi eğitim ihtiyacı; genel İngilizce yeterliliği, İngilizceyi öğretme alanları ve hizmet içi eğitim imkânı hakkındaki düşünceler olmak üzere 3 açıdan ele alınmış ve ilköğretim İngilizce öğretmenlerine ihtiyaçlarını ve fikirlerini soran bir anket hazırlanıp uygulanmıştır. Araştırma sonucunda edinilen bulgulara göre, Adapazarı'nda çalışan ilköğretim İngilizce öğretmenleri; İngilizce yeterliliğinde konuşma, kelime bilgisini artırma ve kültürel bilgi edinmek için eğitim almak istediklerini belirtmişlerdir. Dil öğretimi konusunda ise konuşma, dinleme ve yazma becerilerini öğretebilmek için hizmet içi eğitime ihtiyaç duyduklarını ve bu eğitimleri çalıştıkları okullarda, 11-20 kişilik sınıflarda, İngilizce olarak almak istediklerini belirtmişlerdir.

Anahtar Kelimeler: Hizmet içi Eğitim, Öğretmen Gelişimi, Yabancı Dil Öğretimi, İlköğretim İngilizce Öğretmenleri, İhtiyaç Analizi, Algılanan İhtiyaçlar

ABSTRACT

A STUDY FOR THE IN-SERVICE TRAINING NEEDS OF PRIMARY EFL TEACHERS AND A SUGGESTED MODEL

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This study aims at finding out the in-service training needs of primary English teachers and makes suggestions for a model. The study includes five main chapters. The first section comprises the background to the study, the aim of the study, problem, assumptions and limitations. In the second chapter, the related literature is included. The literature review in the main contains sub-headings of the concept of in-service training, approaches, models and formats of INSET, INSET for EFL teachers and needs analysis. The third chapter cover the methodology of the study including the sample group, the data collection device and the pilot study. In the fourth part, the data gathered through questionnaire has been processed with SPSS 17 programme and the results were analyzed and presented statistically and verbally in tables. Additionally, a model of in-service training has also been suggested. In the last chapter; the conclusion, discussion and implications for further research have been revealed.

The sample group of the study includes primary English teachers working at mainstream state schools in Adapazarı, Sakarya (N=97). A questionnaire has been designed and it has been composed of three main sections as English competency needs, ELT needs and ideas for INSET opportunities. According to the statistical data gathered, primary English teachers working in Adapazarı mainstream state schools want to be trained in speaking, developing vocabulary and culture, as a part of English competency. As for ELT skills, they perceive that they need to be trained in teaching speaking, listening and partly writing. They reveal that they want to be trained at the schools they work, in classes sized 11-20 teachers and in English.

Key Words: In-Service Training, TEFL, Teacher Development, Primary English Teachers, Needs Analysis, Perceived Needs.

*dedicated to the memory of
all who believed in the
power of knowledge*

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ABBREVIATION LIST

AATE	Australian Association for Teaching of English
EFL	English as a Foreign Language
ELT	English Language Teaching
ELEA	English Language Education Association
EU	European Union
F	Frequency
HEDB	Hizmet içi Eğitim Daire Başkanlığı (INSET Department)
IATEFL	International Association of Teachers of English as a Foreign Language
INGED	İngilizce Eğitimi Derneği
INSET	In-Service Training
LLP	Life-Long Learning Programme
MEB	Milli Eğitim Bakanlığı (the Ministry of National Education in Turkey)
N	Number
NA	Needs Analysis / Needs Assessment
TEFL	Teaching English as a Foreign Language
TEYL	Teaching English to Young Learners
TESOL	Teachers of English to the Speakers of Other Languages
TPD	Teacher Professional Development
TTE	Teacher Training in English
SPETIN	Survey of Primary English Teachers' Ideas on Needs
SPSS	Statistical Package for the Social Sciences

INTRODUCTION

1.0. Presentation

In this section, initially, the general conditions of the study will be presented. Subsequent to this, the aim of the study will be explained. Next, the importance of the study and related assumptions will be clarified. As a final point, the limitations to the study will be given, along with the key concept definitions.

1.1. Problem

When Sir Arthur Eddington (b.1882-d.1944) of Cambridge University was getting ready to take photos of the starlight bend during the solar eclipse, in West Africa, in 1919; he was about to change the long-time believed theory of gravity of Newton. By proving Einstein's space-time theory which suggests that light is bended when effected by a huge centre of power as sun, a new era for science was about to appear. It was going to be a time and effort taking process for scientists to accept as true that a new theory of gravity was born. In view of the fact that seeing something believed in expiring had always been tough for science itself but also had been the only way it could expand, like space itself, though.

With that passion, that is, the passion of discovering the truth, mankind tries to set a meaningful outcome for his life by learning how to control power of truth and how to teach controlling it. Universities are the centres keeping the ideas of learning and teaching as the power of truth and each year a bunch of young teachers graduate to radiate what they gain knowledge of at campuses. Resembling the case for Newton's theory of gravity, knowledge areas of those teachers change and develop as well. Hence, teacher development becomes an imperative issue. What is needed then? It can be with the help of in-service training (INSET) programs that teachers can update themselves with.

O’Sullivan (2001) notes that for keeping teachers up to date with the recent developments and adapting themselves with the changing needs of teaching, and understanding and controlling the changes in educational programs, INSET is needed.

Language teachers, specifically English teachers, in Turkey may graduate from different departments holding different degrees including English / American literature, (English) linguistics, translation and interpretation studies and some other departments of universities where medium of language is English, and English language teaching (ELT). Although ELT graduates outnumber the others, graduates of other departments can also start working as teachers in mainstream schools after a teaching certificate program of almost a year long. These courses may have only one methodology class in English. This situation may lead to change and differentiation in teachers’ perspectives of teaching. What is more, the skills and knowledge gained at pre-service teaching can be outdated with the effect of developing technology and science on the curriculums of language teaching in time. Küçükahmet (1992) and Taymaz (1997) note that in science, society, schools, the interests of teachers, child development topic, approaches to teaching there has been continual changes. Khan (2005:5) discusses this with a specific reference to burnout of jobbing and progress in time:

“Teachers who entered the profession years back or those who enter today cannot do justice to their jobs unless they continue to grow or to update content as well as the techniques of teaching. Education has made tremendous progress in terms of all that is concerned with, even the meaning of the word education is no longer what it was” (Khan, 2005:5).

For the sake of controlling such changes and developments in a favourable way, the need for INSET programs shows up. The way these programs are planned, implement and followed up are of great importance.

Nonetheless, it is a familiar actuality that language teachers do not get the benefit of this system as intended. One of the reasons for this lack of benefit is perhaps because teachers do not find the INSET programs exciting enough to consider attentive.

Breen et.al. (1989:53) describes the reasons for such a rejection by the teachers of INSET programs over the years as below:

- “ ... 1. The innovation came from the trainers who were outside the teacher’s classroom and was not ideas or proposals drawn directly from this experience.
- 2. The apparent demand on the teacher was too burdensome. This was primarily because the innovation itself implied a change in the teacher’s role which was found unacceptable.
- 3. The innovation involved too many risks of failure, and this exposed in terms of likely learner rejection.
- 4. It was too ideal terms of being a world away from the reality of teacher’s own classroom...” (Breen et.al,1989:53)

Addressing this lack of attention is critical. Shown above, the need for an INSET program starts with a need for turnout. In other words, INSET programs should be designed in a way that teachers should feel the potential of developing themselves with the help of it. That is why; INSET should be planned on the genuine needs of language teachers.

It is possible to assert that in order for teacher training programs to be successful, they must “involve a change in teacher and student behaviour” (Kennedy and Kennedy, 1996: 351 as cited in Evans, 2000: 1) In their study, Tekin and Ayas (2006) states from O’Sullivan (2001) that teachers chiefly have a tendency to pick the trainings which appeal to their needs and facilitate their teaching process in classes. Thus, knowing the needs of the teachers will be ready to lend a hand for realization of the aspires of INSET programs.

In short, the advances in science, arts and technology escort the changes in curriculums, schools, the interests and background of language teachers. It is highly needed to apply in-service training programs which allow teachers to keep themselves improved. To reach this aim, a needs analysis should be done as a first pace.

1.2. Aim of the Study

This study aims to portray the in-service training needs of Primary English Teachers working at mainstream primary schools in Adapazarı, Sakarya.

The present study aims at finding answers for the following:

1. What are the perceived needs as expressed by primary English teachers regarding English language competency?
2. What is the rank order for needs of language teaching areas regarding INSET?
3. What are the perceived needs as expressed by primary English teachers regarding EFL teaching skills?
 - 3.1.1. Are the needs of teachers with ELT background statistically different from those of different majors?
 - 3.1.2. Are the needs of novice teachers (0-5 years of experience) statistically different from those of experienced (5+ years of experience) teachers?
4. What are the suggestions and ideas of primary English teachers for INSET opportunities?
5. What suggestions can be given for a model of INSET?

1.3. Significance of the Study

It is believed that with the help of the data gathered through this study on the needs of the ELT teachers and the suggestions made according to those needs will be useful for:

1. ELT teachers to self assess their own skills for teaching settings,
2. The Ministry of Education, INSET department whilst developing INSET programs,
3. Private education centres supplying INSET courses,
4. ELT departments of universities in order to be aware of the potential problematic areas for teacher trainees,

5. Teacher trainers who give speeches at INSET courses and/or teach.

The teachers of English may be abler in their classes with the company of the aid of the INSET courses they attend, if this study is able to cover the aims above. As a plus point, this will show the way to a less-problematic atmosphere of foreign language classroom intended for the upcoming generation of language learners.

1.4. Limitations to the Study

This study will have some certain limitations in defining the needs for INSET programs for ELT teachers. The following ones are taken into consideration throughout the study:

1. This study will be limited to the English Language teachers working in Adapazarı,-Sakarya,
2. This study will be limited to the English Language teachers working at primary schools (4th, 5th, 6th, 7th and 8th grades),
3. This is study will be limited to the English Language teachers working at mainstream (state) schools,
4. This study will be limited to the instruments designed by the researcher,
5. This study will be limited to the time period from December 2009 to May 2011.

1.5. Assumptions

This study will assume the following points:

1. The data collection devices reflect the genuine thoughts of the participants; and self-reported INSET needs are the actual needs of them.
2. The results of the data collection can be generalized for the primary English teachers who are working at primary schools in Adapazarı, Sakarya.

REVIEW OF LITERATURE

2.0. Presentation

This chapter includes three major themes. The opening one is the literature regarding in-service training (INSET) in educational sciences including definitions, approaches, models and formats. The successive one is the in-service training in English Language Teaching (ELT) and/or Teacher Training in English (TTE) fields. The section ends with the needs analysis concern in reference to in-service training of ELT teachers.

2.1. Basic Tenets of In-Service Training (INSET)

2.1.1. The Characterization of INSET as a Concept

In a shifting social order, the role over and above the competencies of a teacher is relentlessly changing, as well. This is an indicator that four-year training of schools of education may not prepare a teacher for a life-time career seeing that on the minute they walk into the stage, things start to change. That is to say, a teacher may face different levels of challenges from the moment they start teaching. New types of expertise may be required of teachers in order for them to keep abreast of the emerging knowledge base and be prepared to use it to refine their conceptual and craft skills continually (Guskey & Huberman: 1997, as cited in Kim, 2008:2). Furthermore, following a certain period of experience, even supposing they feel contented on teaching after a long stay, they may possibly have to face new challenges as being far from the recently developed ideas on their teaching areas and “teachers need numerous opportunities and means to learn new approaches in order to stay professionally current” (Kim, 2008:2).

In this aspect, teachers may well need to transfer of new skills or knowledge supplied by accessible in-service activities. INSET shows up as a way of bridging the gap between teachers and their professional training needs. Stated as such, it has a modest practical meaning. Thus, definitions of training and INSET are required at the outset. According to Laird (1985: 11) training is “an experience, a discipline, or a regimen which causes people to acquire new, predetermined behaviours.” That is, training requires some changes in the behaviour of the teacher in terms of teaching skills as an outcome of the process. This is also the case for INSET seeing that simply and far-reaching aim of it is that, they need to engage an alteration in teacher and student performance in the classroom (Kennedy and Kennedy, 1996 as cited in Evans 2000)

Harris (1989:18) uses the term INSET as “any planned activity of learning opportunities afforded staff member of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in the assigned position”. Kasule (2003:8) continues narrowing it down for the case of teachers by specifying it as “ ... INSET can be tailored to respond to specific problems after a careful needs analysis of the participants’ teaching situations including their needs and expectations (using ethnographic techniques such as interviews, questionnaires, participants observation et cetera)...”. For the most part, it refers to the on-the-job trainings after the formal, undergraduate, pre-teacher preparation has been completed with the aims of adaptation, practically solving problems and covering various needs of teachers. Thus, no matter what the definition is, it is comprehensible that “... all forms of teacher development, whether effective or not, have at their core the noble intention of improving student learning” (Diaz-Maggioli, 2004:1) and it is identified that the improvement of student learning as the ultimate aim and rationale for continuing professional development (Bolam, 2000 as cited in Onderi and Croll, 2008: 363).

2.1.1.1. Two Dimensions: INSET or Professional Development

There have been various terms used for the process of training teachers including but not limited to teacher training, INSET, teacher development or professional development. These terms may possibly include teacher improvement, teacher empowerment, in-service education and professional growth activities.

Even though they can be used interchangeably, while professional development can refer to “the opportunities offered to educators to develop new knowledge, skills, approaches, and dispositions to improve their effectiveness in their classrooms and organizations” (Loucks-Horsley et al. 1998: xiv, as cited in Colburn, 2003:77); To be more precise, “in-service training is education for employees to help them develop their professional skills in a specific discipline or occupation. This training takes place after an individual begins work responsibilities” (Hsieh-Hua et.al. 2008:74).

Then again, Day (1999) defines INSET as an intensive learning over a limited period and it may be planned with a designated leader(s) whose role is not to smooth the progress of but also vigorously inspire learning. With reference to teacher development as professional development, “the impact of INSET is teacher development, a strategy whose goal is to foster independent teachers who know what they are doing and why” (Freeman 1990: 103, as cited in Kasula 2003:6), which presents INSET as a strategy of teacher development.

With a more specific concern over the teaching formats and course types, Gaible and Burns (2005:16) discuss that there is a way to differentiate teacher professional development (TPD) from training as below:

“Professional development is much more than training, though technology training may be one part of TPD. Professional development—including the ongoing workshops, follow-up, study, reflections, observations and assessment that comprise TPD—accommodates teachers as learners, recognizes the long-term nature of learning, and utilizes methods that are likely to lead teachers to improve their practice as professionals. Professional development takes many forms, such as: when teachers plan activities together; when a master observes

a young teacher and provides feedback; and when a team of teachers observes a video lesson and reflects on and discusses the lesson.” (Gaible and Burns, 2005:16).

Albeit there are various explanations of INSET; for the context of education, these definitions orbit around certain key words and phrases akin to activity, putting into practice, adaptation to a new environment, change in teacher behaviour, change in student behaviour, change in in-class performance and success, overcoming challenges, the sensation of renewing oneself, building esteem for career and realization of personality.

However, when the concept of INSET and professional development are compared, INSET is seen to be the education of professionals (primary English teachers within the compass of this study) over a limited period of time as a planned action; whereas professional development requires a life-long, incessant and wide-range process. With this aspect, INSET falls under the heading of professional development as a subcategory. Thus, it can be argued that INSET is a limited action of training in specific times of education throughout profession, while professional development continues a life time and as it is more than training, it cannot be limited to specific periods of time.

2.2. The Necessity for INSET

The need for incessant qualified development can be recognized in numerous professions in the present day as it is seen as the need for surviving in employment route. These needs can be drawn as the upshot of a stretched and interrelated course of action starting with a change in understanding the theory of education in an aspect, and ending up with a matter-of-fact modification in national curriculum of schools, which includes numerous points. Commonly, it is thought it is the novice teacher who needs assistance in teaching. They may feel underqualified and suffer from being deficient in experience since the pre-service education may lack a bridge with theory and practice of teaching. Seeing that teaching at school and teaching face-to-face are the basic sides

of teaching, novice teachers may need to be supported by training, for this reason. (Karaca, 1990).

Another point of view for continual training of teachers may be discussed as developments in science and technology. Taymaz states (1997) science plus technology convey advances into each one field of occupation and this leads to a necessity for INSET to keep pace with the change. The advances may well root a change in theories of learning and teaching, and these theoretical ideas may turn into practical applications in schools. Teachers can need to be informed on these innovative systems. In the fullness of time, teachers may lose their energy and enthusiasm. Khan (2005) discusses that some of the reasons for training language teachers are need for updating themselves and the change in education. They may sense trapped in instruction and feel aspiration for change in their professional life, which makes up a further basis for INSET.

An additional reason for training is to compensate for the fact that teachers may need training is the perception of seeing professions more as careers jobs leads to a more competitive area of working. This situation may be observed in governmental public professions. On the other hand, the safe working status, which the career system in governmental public professions provides, does not make it possible to differentiate the more able ones from the less (Çevikbaş, 2002). That's why teachers may require being trained on certain occasions. The weaknesses may not be realized so noticeably.

Twenty-first century signifies grasping and performing better jobs to live to tell the tale as tasks and errands change persistently. That is to say, to survive through all the developments and advances, teachers may well need to compensate for their drawbacks of time. Slater (1998:382 as cited in Küçüksüleymanoğlu, 2006:360) states that the following are imperative reasons for INSET more than ever in this aspect:

- “Cultural, social and economic patterns of societies continually change and progress. It is a must to keep up with these changes.
- Scientific and technological developments require attaining new skills.

- It is possible to encounter problems which cannot be overcome only by means of school education”.

The need for INSET is understandable as a consequence of the reasons given above and it could be recognized and fulfilled so as to keep up with the rest of the world in terms of developments, advances, assisting novice teachers and focusing on career.

2.2.1. Certain Noteworthy Approaches to INSET

An INSET approach reflects the philosophical view of the INSET departments of ministries of education and INSET institutions and, to some extent, the educational policy –that is- the adopted way of teaching to reach the ultimate aim of success. Although INSET providers may perhaps be committed to one of these approaches of INSET to choose a way to go, many of them might not possibly have a single approach. Gupta (2005) suggests a holistic approach and keeps putting in custom-made courses only reaches to small population; however, the aim should be addressing a larger population. In other words, INSET programs need to adopt a mixed bag of different approaches for appealing more than one group of teachers at one time. For this reason, INSET specialists are believed to scrutinize their approaches prior to adopting.

There are a number of approaches to INSET; still, as mentioned and discussed in studies by Allen: 1978, Garmston: 1998, Goodlad: 1990, Küçükahmet: 1992, Guskey and Huberman: 1995, and Saban: 2000; it is possible to explicate the three chief ones as the professional approach, developmental approach and progressive approach.

2.2.1.1. Professional Teacher Approach: Preserving Elemental Qualifications

In the professional teacher approach, teachers are idealized as professionals who lead the society and work in favour of it. Teachers are responsible for teaching physically healthy, morally at high-level and ideally mature learners. Garmston (1998 cited in Saban 2000) suggests the features of a professional teacher as

- Having a strong knowledge of field
- Having a rich repertoire of teaching methods
- Holding a good knowledge of child development and developmental psychology
- Performing a good observation of himself/herself in terms of strengths and weaknesses
- Setting a good communication with colleagues.

Correlated with those points mentioned above, Goodlad (1990:48) singles out the four moral imperatives of teachers related to professionalism as below:

- “Facilitating Critical Enculturation: The school is the only institution ... specifically charged with enculturating the young into a political democracy....
- Providing Access to Knowledge: The school is the only institution in our society ... providing to the young a disciplined encounter with all the subject matters of human conversation....
- Building an Effective Teachers Students Connection: The moral responsibility of educators takes on its most obvious significance where the lives of teachers and their students intersect
- Practicing Good Stewardship: If schools are to become the responsive, renewing institutions that they must, the teachers I them must be purposefully engaged in the renewal process” (Goodlad, 1990:48).

Professional approach to INSET aims to take account of these needs and facilitate that the teachers arrive at an altitude they can catch up with the positions including communication, idealism and morality in terms of teaching environment.

2.2.1.2. Developmental Approach: Transitions in Time

Developmental approach focuses on the developments in the world and these developments are taken into consideration as a basis for INSET. In the study, Professional Development in Education edited by Guskey and Huberman of Columbia University (1995:257), the emphasis on change and development in teaching profession is given as below:

“... teachers are no longer just in the conversation business; they are in the change business (Fullan, 1993). To be in the change business these days, by definition, means that you are in the business of having to learn autonomously and collaboratively because so much is happening, much of it unpredictable.”

Additionally, Küçükahmet (1992) categorizes the main developments which set basis for INSET as:

- developments in sciences,
- developments in society,
- developments in school systems,
- developments and changes in the interests of teachers,
- developments in terms of teaching methodologies and technology

These developments reflect themselves in different views into educational areas such as changes in school curriculum and INSET takes role as a bridge between the developments and the school.

2.2.1.3. Progressive Approach: From Teacher-Centred Phase to Student-Centred Teaching

The final approach to INSET is named as the progressive approach. Teachers pass through different stages along their teaching career. In the progressive approach,

According to Saban (2000:25-27, as cited from Fuller 1969) that there are three stages that a teacher experience:

1. Self-concern stage: focusing on the self,
2. Task-concern stage: focusing on the tasks,
3. Impact-concern stage: focusing on the impact of teaching on the learners.

These stages follow each other and the teacher is expected to move from one stage to another in time successfully. When there is a break in this line, INSET may well be needed. Moreover, INSET can also be used as a precautionary effect to prevent teachers sticking onto one stage problematically.

As an additional point, the stages in the progressive approach can be given in different styles regarding years of experience. Five stages are described as the steps of a TESOL teacher as novice teachers, semi-professional teachers, professional teachers, burnout ones and veterans (Allen, 1978). Whatsoever the stages are, from the time when the teachers' interests, concerns and needs vary as they go through these ranks of stages of progression in teaching profession, they all show the way to diverse and special models for INSET.

2.3. Certain Fundamental Models of INSET

Different approaches in INSET might lead to various models of teaching. In teacher education, while the concept of approach stands for a wider view of teaching in the way to reach ultimate aim of success, the concept of model may stand for a less complicated vision of ideals which merely shows attention to a specific observable fact such as INSET. For that reason, a model can be described as a representation of interactions (Henson, 1995:113, cited in Salazar 1997:95). A model, therefore, is to draw a picture of the relationship between various parts of teacher development.

In the in-service training area, there have been various models undertaken with different views, approaches, researches and projects so as to appreciate outcomes such

as introducing a new syllabus, teaching a new approach, presenting a new technology of education et cetera. The most outstanding ones may be given as action research, school-based, reflective, pyramid, peer coaching, collaborative, mentoring and orientation.

2.3.1. Action-Research Model: Community of Practice

In the era of developments, each schools aims to be the centre for research so as to assess their own needs, find out the problems, and produce solutions. With this model, teachers deal with a series of researches, which keeps the professionals self-motivated and vibrant, and lead them detect a way out for a specific problem.

The action research term has been defined in different variations. Still, they generally cover one general common point: development or change in class, school or curriculum. In his *Lingo of Learning*, Colburn (2003) puts forward that actions researches are more personal and local than the traditional quantitative or qualitative research and generally focused on works whose ultimate value is local e.g. their classroom, school or district.

The action research model is based on a procedure comprising five general steps (Colburn 2003, Tallerico 2005, and Kuzu 2009):

1. Spotting a problem,
2. Gathering data through questionnaire, interview, observation and so forth,
3. Organization and analysis of data,
4. Developing solutions for the problems based on the data analysis, preparing an action plan,
5. Application of the action plan and evaluation of it.

With action research, the teacher aims so solve a specific problem with an action plan by developing practical applications. With this process, teachers are seen as researchers, which help them improve themselves in terms of professionalism. That's why; action research model is an effectual INSET model.

2.3.2. School-Based Design: Development in School

The second model of INSET is the school-based design. The Ministry of Education in Turkey (2007) defines this model as organization and application of a professional development plan depending on the learning needs of the students. In this model, teachers are to plan their own development as they are responsible for their own learning and growth.

In the study by Odabaşı (2009a) and Kabakçı (ed. 2009) it is discussed that the most outstanding feature of school-based model is teachers have a direct effect on school culture and growth. In other words, this model straight focuses on the school development and INSET, in this aspect, serves for the developments of teachers straightforwardly for the benefit of students and school customs by constructing a linkage between the school studies and teacher development on the job. Likewise, Guskey and Huberman (eds, 1995:260) cites from Rozenholt (1989:73) that “the improvement in teaching is a collective rather than individual enterprise, and that analysis, evaluation, and experimentation in cert with other colleagues are conditions under which teachers improve”. With school-based model, teachers work in collaboration with the aim of covering the learning needs of students, and this is what shows the way teacher development.

As for strengths of school-based development, it is advantageous it terms of being “locally based, focusing on local needs and cultivating local expertise” while it may be “time intensive and difficult to provide expertise to low-resource areas especially those impacted by conflict or that are geographically remote” (Gaible and Burns, 2005:22).

2.3.3. Reflective Model: Training on a Reflective Basis

An additional form of INSET is the training based on a reflective basis. The notion of teachers as reflective practitioners is not a very recent phenomenon. To give and example, “Dewey, who himself drew on the ideas of earlier educators such as Plato, Aristotle and Buddha; advocated it in 1930s and the work of Schon (1983) was

particular significant in stimulating interest in reflective approaches in the 1980s.” (Hatton and Smith, 1995, as cited in O’Sullivan, 2002:525)

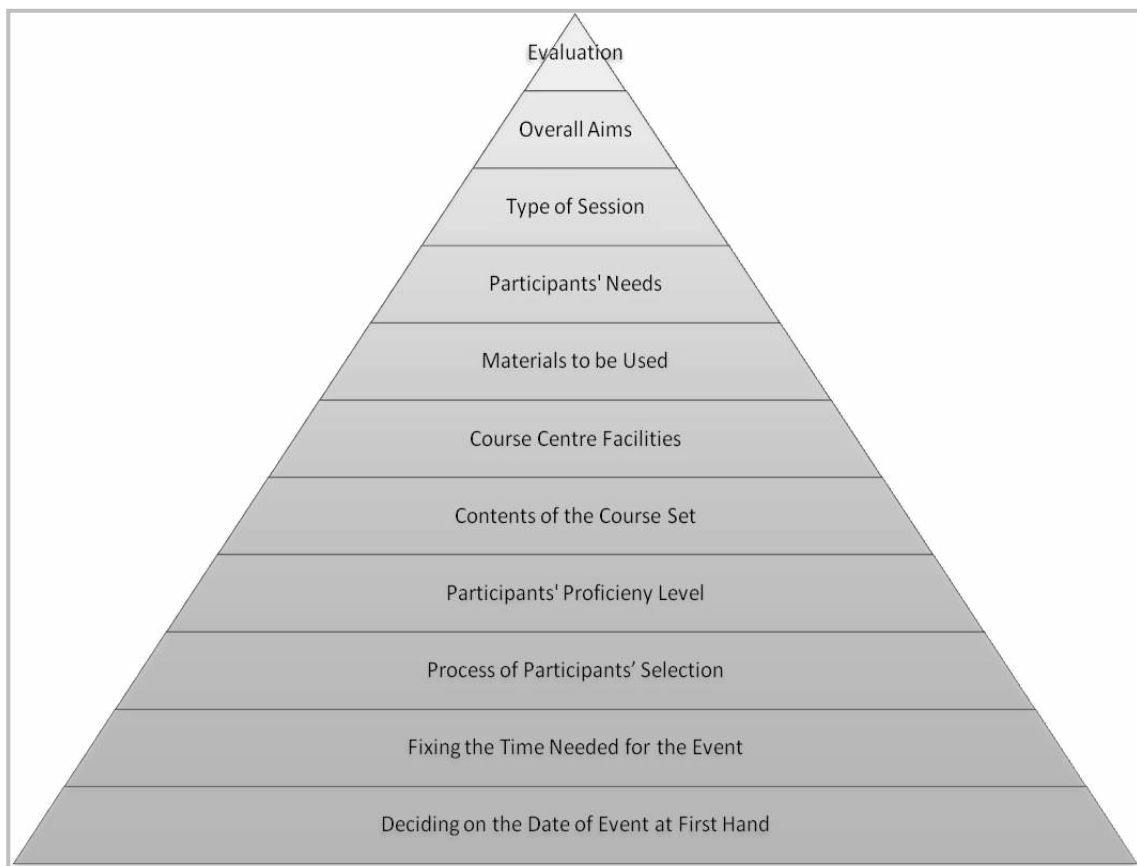
The idea of reflection lying under the teaching is described by Reid (1993:3, as cited in Hazeyama, 2006:1) as being a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice”. The conceptualization of reflective teaching –in this case of learning to teach- can be drawn from Hatton and Smith (1995) as the ability to analyze one’s own teaching practice which is training based on reflection. As for the main aim of reflection, Vieira and Marques (2002:2) discuss that “teacher empowerment should be the main goal of professional reflection, but there is neither a consensus about its attributes, nor ... a tradition of evaluation of teacher development programmes with reference to this goal”, emphasizing the haziness about it.

In the reflective model of teacher improvement, (trainee) teachers observe lessons and relate these observations to their past experiences to generate new tactics for their teaching classes. Here, the burden is on the (trainee) teacher rather than the trainers for the reason that the trainees are to perform the linkage of observe, remember and apply. O’Sullivan (2002:526) cites from Calderhead (1988, p9) that reflective teaching “enables self-directed growth as a professional. It facilitates the linking of both theory and practice in education ... and it enables teachers to take a more active role in their own professional development”. What is more, “Reflection can help teachers modify and improve their thinking abilities as well as increase effectiveness of their moment-to-moment activities” (Schlessman, 1997:775) which is another plus side of reflection.

2.3.4. Pyramid Figure: Bottom-Up Design

As another model, inspired by the physical profile of a pyramid, another form for the structure of the language teaching profession is argued. Wood (1991) defines any INSET event as a structure of pyramid with the points to clarify. With the illumination of this study, a pyramid model of INSET can be based on the steps below:

Table 1: Wood's Pyramid Model, Adapted from Wood (1991)



In the pyramid model, a bottom-up shape is used for reference to form an INSET activity by climbing the necessary steps of an invisible ladder and reaching the up-top goal by making the original systems sub-systems of the emergent system at the end. Following each step leads to another starting form deciding on the date of the event at first hand and carries on till reaching evaluation as a final stage.

2.3.5. Peer Coaching Model: Personal Relativity

A further model of INSET focuses on coaching by peers. The peer coaching model consists of that two teachers observe each others' classes for a limited time or sporadically or at regular intervals with a critical view, share observation notes and pilot to a change in teaching methods rooted in them. This model is also known as observation model.

Glickman (2002, as cited in Odabaşı (2009a:110, in Kabakçı (ed.) 2009) discusses this model is a process of three steps:

1. “Planning Before Observation: the definition of the topic that the observation will be on.
2. Classroom Observation: Systematic data gathering process.
3. Feedback Session: The observation results are shared.”

Peer coaching might take place with two teachers. At one time, one teacher observes while the other is teaching. The course of action above is followed and accordingly, a serviceable preparation is planned and performed. At long last, roles reverse. It can be said peer coaching is by and large found helpful in terms of teacher development. “Through peer coaching, the teachers in my department have helped me ideas to use in the classroom. I also learn a lot by watching and observing other teachers in their classrooms” (Sandholtz, 2002:821).

It is generally known that teachers may feel irritated when being observed. Furthermore, according to Odabaşı (2009a, in Kabakçı (ed.) 2009) the challenging fraction of this model is the distribution of observation duties in a school because it may be time-consuming and topics to observe may be easier said than done to define. Lastly, Showers and Joyce (1996, cited in Halai 2006) pick out the need of making a distinction between peer coaching and expert coaching, while the prior one implies a status of fairness of rank, in the latter one, the expert coach has a reasonably extra capability than the coached one. Thus, it can be argued that peer coaching has both positive and negative sides and it is of importance to employ the right way of coaching so as not to unease the teacher being coached.

2.3.6. Collaborative Model: The Intersection of Common Goals

In a climate of education in which each and every aspect is connected to each other, it may well be vital for collaboratively designing, developing and implementing professional development. For that reason, as an additional model, collaboration in INSET may appear. In collaborative model, teachers, two or more in number varying to

ten, may work in groups in order to solve a problem. Teachers distribute their duties related to the explanation of the setback, and study individually for a limited time, and afterward meet over again (Tallerico, 2004).

For this model to be more flourishing, teachers could need to define their aims clearly, set a meeting time, choosing a group manager, and rules. One difficulty of this model is, teachers weekly teaching schedules and the large number of teaching hours may not let them meet and work consistently (Odabaşı 2009a:110, in Kabakçı (ed.) 2009). Hence, the balance between teaching and collaboration might be found challenging and may well need to be cared about.

2.3.7. Mentoring: Transmission of Knowledge

One more model of INSET is mentoring. In mentoring system, an experienced teacher is appointed as mentor of a beginner teacher. Generally, it is discussed that it is “novice teachers who need help in ELT mostly for he is in a nonstop difficulty to apply into the language class what s/he learned in theory of ELT” (Karaca 1999:3, as cited from Allen, 1978). Mentoring, in this aspect, may well be a supportive accomplishment for novice teachers. Mentor teacher possibly will inform the novice teacher about daily procedures, sharing experiences and letting him/her building self-esteem in teaching area.

In his Masters dissertation, Karim (2002:8 as cited in Halai 2006:703) characterizes mentoring as an INSET model:

“Thus, for this particular study I define mentoring, to be a collegial relationship between an experiences (mentor) and less experienced (mentee) to improve the mentee’s professional as well as personal aspects of life, where not only the mentee develops but also the experienced teacher (mentor) as well”. (Karim, 2002:8 as cited in Halai, 2006:703)

When it comes to the roles of a mentor, five main roles for guiding new teachers can be heartening, guiding and providing support, acceding to observation in class, sharing teaching materials and informing the novice teacher on school functions, rules

and facilities (Ganser, 1996). To be more precise about the illustration of the mentoring cycle's permanency of instructional improvement, Texas Education Agency (1997:43) provides a sequence of mentoring process as given below.

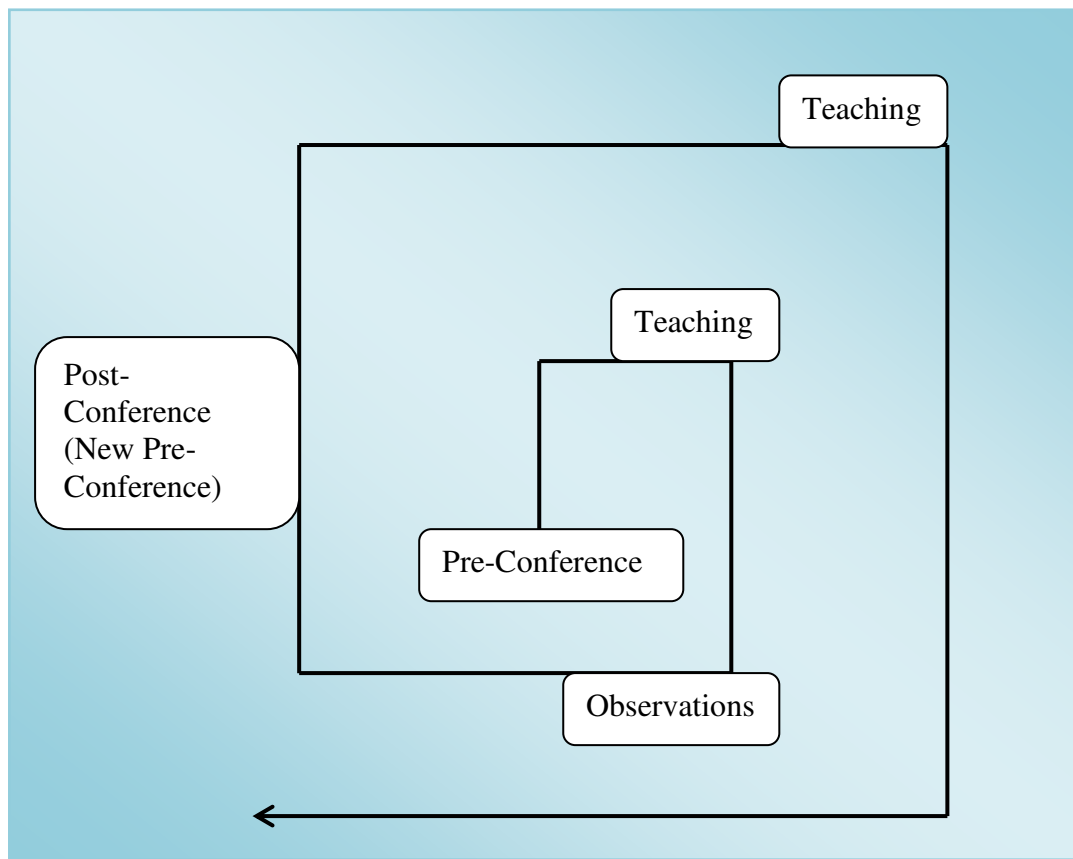


Figure 1: Cycle of Mentoring Process, Adapted from Texas Education Agency (1997:43)

This model is a cycle of supervised mentoring for instructional development starting with pre-conference and followed by teaching and observation till a new pre-conference. Still, there are points to attract attention regarding its application as:

“However, use of this cycle should begin only after the initial training activities ... are completed since the quality of mentoring cycle activities is dependent on information and perspectives gained from training activities...” and “...A match between mentors and mentees who are teaching the same topic is preferred...” (Texas Education Agency, 1997:43).

Notwithstanding the roles may seem practical, “implicit in these roles and relationships is the notion that the mentors provide emotional support and guidance to the mentees who are novices and in need of just such support” (Halai, 2006:702). Feiman-Nemser and Parker (1992:2) add that “the ‘mentor phenomenon’ is also related to larger aspirations about improving teaching by transforming professional relations.”

2.3.8. The Orientation Model

The final model is the orientation. The orientation training may be given immediately after the employment of the trainee teachers. This model of INSET is aimed at acquainting the new teacher with the school culture, explanation of rules, domains and introducing the personnel, which may possibly be adopted for the first year that the novice teacher starts to labour.

For this kind of training all the new employees may develop an attitude of personal dedication to the service of people and organization because the most favourable time for gaining employees’ attention and for moulding good habits among them may be when they are new to the job. Additionally, “because teachers often face situations that present equally important but conflicting alternatives, they must learn to invent temporary responses in the face of unsolvable problems” (Lampert, 1985 as cited in Feiman-Nemser, 1990:1), which can be provided by orientation training.

Orientation training can be categorized with specific contexts including but not limited to individualistic orientation (Paine, 1990), academic orientation (Feiman-Nemser, 1990) and value orientation (Maneshwari, 2001).

2.4. Certain Notable Course Formats of INSET Training

Different models in INSET might lead to various modes for teachers, that is to say, a variety of course formats. For choosing the right format, the appropriateness and local aim of the course may need to be taken into consideration which can be contextualised with class size, participations’ needs, facilities or the price. There may

be various factors affecting the process of choosing the right format suitable for the aim of the course; however,

“... once a decision made to invest ... the cheapest format is often chosen for the purpose – usually a lecture, workshop, or seminar. It is ironic that so much has been written about the importance of differentiated instruction in the classroom: when it comes to instruction for teachers, undifferentiated approaches usually prevail” (Diaz-Maggioli, 2004:6).

And that is why it is important to bear in mind which format to choose ahead of teaching procedure. Below are given some certain notable formats of courses for in-service training activities.

2.4.1. Institute Form

The first course format of INSET is the institute form. Institute format is used for describing in-service activities supplied by different scientific or professional institutions. This type includes programs such as summer schools and educational camps providing two-to-three weeks of concentrated instruction in a specific area of study. To give an example, “In a three-week summer science institute, teachers learn how to implement an experiential science curriculum” (Gordon, 2004:33).

This format may be adopted for a certain number of teachers, as it may not be adopted by a very large number of teachers in particular for the reason that they may possibly find the expenses for it beyond their earnings.

2.4.2. Seminar: Exchange of Ideas

Seminar is the most popular terms used for defining INSET formats seeing that it is a fashionable application of it. Thus, the second course format is the seminar. A seminar can be defined as a conference or any other meeting for discussion or teaching of a subject (Concise Oxford English Dictionary, 2008).

In this format, it is aimed with the purpose of getting teachers together with specialists and developing them professionally by sharing ideas. In seminars, the topic is previously decided and there is, at all times, an authority on that topic to introduce it first, as discussion comes afterward. A seminar can be limited for one-time or it can be composed of a series of seminars on various but related topics. Gordon (2004:33) embodies this format as:

“A group of beginning teachers and their mentors attend monthly seminars on how new teachers can have a successful year. The seminar is facilitated by a professor from nearby university. Participants select seminar topics, and numerous guests are invited to engage in dialogue with participants on chosen topics” (Gordon, 2004:33).

The difficulty with this format is that it does not give permission evaluation and feedback with reference to the developments of teachers in the near future. Moreover, instead of a series of events, it may be limited to one-shot meetings.

2.4.3. Workshops: One Shot Types & Series

An additional trendy format of INSET is workshops. Workshops are meetings in which a group is engaged with discussion and application of a certain subject. A group of teachers discussing and working on the applicability of Multiple Intelligences Theory for Teaching English to Young Learners (TEYL) by creating lesson plans and developing materials can typify it, for example.

In a workshop session, there possibly will be a certain way to follow. Joyce and Showers (2002, as cited in Odabaşı, 2009b:127, in Kabakçı (ed.) 2009) refer to five phases for a workshop:

1. “Introduction of the theoretical background
2. Showing examples
3. Application by the teachers
4. Feedback session
5. Following and coaching in long term” (Kabakçı, 2009:127).

The setback of this format may be the time needed for workshops cannot be provided by the school headmasters for the teachers because of their weekly teaching schedules, and teachers might not meet at a common time regularly. This case may end up with teacher absenteeism though.

2.4.4. Course Format

Course format is another pattern of providing INSET. Gordon (2004:33) mentions an added training format as course. He describes this format by providing the example below:

“The district’s professional development centre collaborates with a local university to offer a semester-long course on constructivist teaching. The course meets one evening a week for three hours. Outside work, including classroom applications is required. Teachers may enrol in the course either for university graduate credit or district continuing education units” (Gordon, 2004:33)

In other words, teachers follow a course on an explicit topic. They might possibly be expected to attend and perform the duties given like the way pre-service teacher trainees accomplish.

2.4.5. Individualized Training

In-service training might not have to be provided by an organization repeatedly. Besides, a teacher may possibly be also able to organize his/her own developmental progress by planning it. Regarding this, individualized training refers to the idea of designing one’s own developmental plan, being attentive for INSET programs, observing his/her own classes by videotaping and evaluating him/herself et cetera. A teacher may set an individual ambition of improving classroom interaction, and designs a year-long plan to meet that goal. The arrangement includes attending workshops, extensive reading, visiting other classrooms, and having a colleague observe new strategies and supply feedback. By the help of all these, “the teacher draws together

data on his /her advancement and documents learning though the development of a teacher portfolio” (Gordon, 2004:33).

Individual training might not appeal to all teachers as not many of them may not feel attentive and motivated enough to perform such a detailed development program on his/her own, which may be a slow down for it.

2.4.6. E-Inset

As one more type of course, recently, with growing interest in the integration of technology into classroom, another format appeared on the stage and it becomes an essential tool in teacher education as well. Pryor and Bitter (2008:2669) quote from Barron and Goldman (1993), Lampert and Ball (1990) that “technology-based programs proliferated as a strategy to increase teachers’ experience with technology, and to foster their knowledge of learning standards – both content and skill based standards”. Given these advantages, it is not surprising that INSET programs can be designed on-line.

On-line INSET programs may include building specific websites, uploading pre-pared materials and documents for teachers getting advantage of web 2.0. online tools facilitating participatory information sharing –including but not limited to del.icio.us, yahoo, gmail, facebook, hi5, flickr, orkut, friendfeed, blogs and twitter groups, for instance- and setting up net classes though web-sites, sharing, podcasting and following academic journals on-line for the sake of teacher development.

With this course type, on the one hand, teachers are set free to reach the information any time they need, which possibly will save time, place and energy. Also, “catching up to students’ technological mastery could be a further welcome side effect of online professional development” (C. Le Roux, 2010:1). Additionally, there is a “potential to reaching large populations of teachers ... and written communication (e-mail, discussion) can prompt more reflective and considered participation” (Gaible, 2005:67). On the other hand, it is “dependent on regular access to computers and the internet and many self-paced online courses lack high-quality or interactive content”

(Gaible, 2005:67) and, as in Individualized Training; teacher may not feel motivated enough to follow the necessary activities on his/her own.

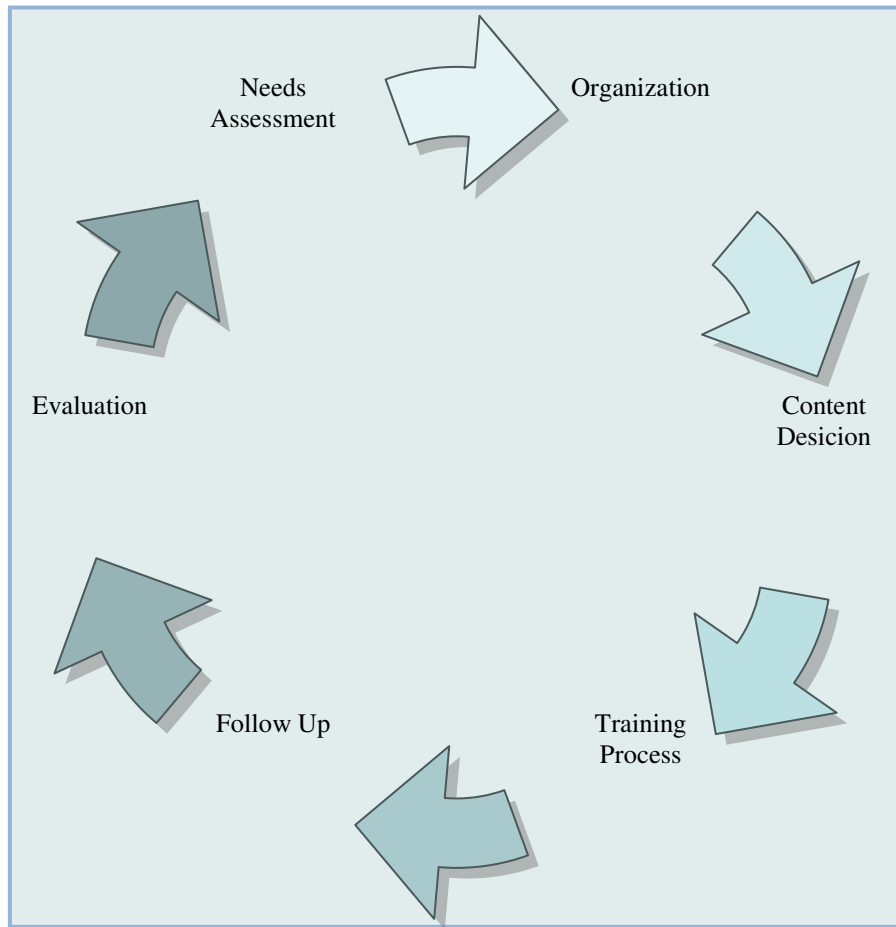
2.5. Course of Action of an INSET Model

Conventionally, INSET researches have tended to be mainly general but not specific about design and system of it. A more detailed picture of INSET design may need to be provided smoothly. Although there are some researches on it, Waters (2006) states that they are relatively sketchy or incomplete. Still, there could be found a common ground for planning of INSET.

2.5.1. Planning INSET: An Example

Planning stays as the basic step of a list of to-do of an INSET course. In general, an INSET program is planned prior to application and such a planning route is consisted of different steps starting from planning and ending up with needs selection. Planning may involve different schemas ranging from planning teacher input to needs assessment. (Oliva and Pawlas 2001, cited in Kohl, 2005) and developing an INSET preparation model may not need to develop a totally new one. Here the aim may be addressing the needs of the target group of teachers. O'Sullivan (2001:95) suggests a model of strategies for INSET which is composed of six steps as below and where he puts needs assessment as the first stage of planning for INSET.

Table 2. O'Sullivan's INSET Strategies Model, Adapted.



In this model, needs measurement sets the opening step. The process kicks off with analysis of the needs. According to the Ministry of National Education of Turkey (2007), needs analysis is performed with the aim of identifying the learning needs of learners. For needs analysis, the needed data can be gathered from teachers, students, school heads, parents and official inspectors. The data gathering instruments include interview, questionnaire, observation et cetera. The literature of needs analysis will be analyzed in details in part in 2.4. under the headline of Needs Analysis.

The following step is organizing and constructing contents of teaching. After the theoretical base to appeal the needs decided in the former step, model and format of training are fixed. Subsequently, the core process of training is set. The teachers are trained in the chosen formats focusing on the contents aiming to cover the assessed needs. Two different approaches are discussed for this step: Micro and macro levels

(Odabaşı, 2009c, in Kabakçı (ed.) 2009) while the former one refers to designing contents in accordance only with the learning needs of students, the latter one refers to the adaptation of the whole view of perspective for the sake of all the school including students' needs as well as discipline, culture or teachers' subject knowledge. This is followed by design. It is in this step that the model and format of INSET is decided. This process includes planning a syllabus, developments of the materials to be used and deciding on the methods and techniques for the transfer of knowledge, deciding the place and time of the program and the rest.

The very last two parts consists of follow up and evaluation. Follow-up includes seeing beyond the training, seeing if it is effective or not, that is, following the effect of training in the in-class performance of the teacher. Follow-up can be performed by trainers with lesson observation, staff meeting or video and checklists during school visits; by teachers with workshop handouts, diaries or self-evaluation forms and peer coaching. More to the point, an evaluation may include teachers' completing of an evaluation form. Evaluation step mainly takes place in follow-up stage and given that Waters (2006:49) points to the significance of follow-up by pointing out that:

“... greater attention should be given to how the follow-up potential of INSET systems can be enhanced ... INSET stands or falls on the basis of its potential for effecting meaningful follow-up” (Waters 2006:49).

The concluding three steps cover training progression, follow up and evaluation which can be categorized into implementation and review stages of INSET but not preparation or planning stages though.

2.6. The Case of INSET in Turkish Context

In this part, the case of in-service training in Turkey will be reviewed in terms of the general case and the past of it along with the in-service education given for the teachers in Turkey.

2.6.1. Essential Views on INSET of Recent History

The leading of governments for education goes back to the old times in Turkish history. This case reaches at a high level during the 15th and 16th century under the reign of Ottoman Empire, but this is followed by a lower level starting from 17th century. With the effect of European perspectives on governments, a systematic approach started to be set. However, INSET, as a term mentioned in this study, starts to be mentioned with the Five-Year Developmental Programs first of which was set for 1963-1967 including the purpose of constructing educational centres, although there was not a specific point for INSET (Peker, 1991). INSET as an educational concept has become more physical since then by law.

INSET has been compulsory in governmental public services by law which was accepted as a basic article in 1995 under the article known as 657-Devlet Memurları Kanunu (En: Civil Servants Law, Article 657) which aims as developing all professionals working in governmental issues under the categories of Basic Training, Preparatory Training and Practical Applications, in Turkey. All professionals are expected to attend these courses given in the first year of being employed and pass the exams.

When it comes to present time, the case of in-service training for teachers is controlled by the department of INSET which serves under the rule of the Ministry of Education, in-service training department, for mainstream state school teachers today. Founded in 1960 as the Division of Training Teachers on the Job had serves under different names till 1982 when it was named as the Department of INSET (HEDB, MEB, 2010).

INSET activities are organized and carried out by this department in seven different regions represented by cities of Ankara, Erzurum, Yalova, Mersin, Rize, Van and Aksaray. The Department defines its serves as local seminars, foreign language courses, computer literacy courses, internship training, pedagogic formation, promoted personnel, avoiding brutal force in family, society and school contexts, orientation, education in abroad and international relations and etc. (HEDB, MEB 2010)

In addition to the place of INSET Department in Turkey, various matters about INSET programs and activities in Turkey are discussed for developing effective INSET for teachers, some of which can be generalized as below:

- Further planning needs
- Development of needs analysis
- Clarification of course outcomes
- A model development
- Development of consistency
- Launching scientific researches
- Development of follow-up activities

(EARGED-MEB 1995, Özdemir 2002, Gültekin and Çubukçu 2008, Kabakçı (ed) 2009, Bayrakçı 2009)

For that reason, it seems that INSET is a lively and challenging topic being discussed and studied regarding teachers' improvement needs, consistency in INSET and initiating systematic researches as well as following up existing activities.

2.7. INSET for EFL Teachers in Particular

In the era of communication, internet and technology, the need for a foreign language is limitless. The higher level demand for English in the world makes it easier to understand the search for for quality in English language teaching which bases on the needs for:

- accessing to new knowledge,
- appropriate updating of qualifications,
- opportunities for seeking and sharing experiences,
- prospects of renewing disciplines
- and recognition of professional development.

The recognition of professional development calls for INSET for English teachers to maintain and improve the quality of classroom practice. For this aim, Schon (1987, as cited in Australian Association for the Teachers of English 2009) cites, teachers should:

- seek to renew their professional expertise,
- take advantage of and contribute to professional development opportunities available from many sources
- support and inform colleagues in cooperative curriculum and teacher professional activities both on intra-school and inter school levels.

Different roles can be found for the sakes of INSET in ELT, however, the leadings roles belong to associations and organizations which plan, organize, implement, give feedback and evaluate INSET.

2.7.1. Certain Global and Domestic INSET Bodies

As the demand for learning a foreign language arises, the need teaching of it arises as well and this leads to the increase in the number of teachers which en up with different institutions and associations for learning and teaching languages around the world. These institutions might play a key role in providing INSET activities for English teachers all around the world.

2.7.1.1. The British Council

The British Council is the main agency of United Kingdom for supporting education and creating stronger relations with other countries. Having being founded in 1930s and working in Turkey since 1940 continuously, they have centres in over 100 countries and territories throughout the world. The opportunities they supply range from arts, science and society to English teaching. They provide face-to-face courses, on-line courses and resources for teachers of English, which helps teachers develop professionally in many aspects.

2.7.1.2. TESOL in the USA

Being one of the core associations of teachers around the globe and “having been created out of professional concern over the lack of a single, all-inclusive professional organization that might bring together teachers and administrators at all educational levels with an interest in teaching English to speakers of other languages”(TESOL,2010:http://www.tesol.org/s_tesol/seccss.asp?CID=674&DID=2768) TESOL was founded after a pilot meeting in 1963 in United States. Publishing its professional journal TESOL Quarterly since 1967, and organizing an ELT convention since 1964, TESOL provides INSET opportunities with its publications, organizations and courses.

2.7.1.3. IATEFL in the UK

Standing for the International Association of Teachers of English as a Foreign Language in the United Kingdom, IATEFL defines its mission as linking, developing and supporting English Language Teaching professionals throughout the world (IATEFL, 2010). IATEFL was founded in 1967 and now has members more than 100 countries around the world. Greenall (2006: 211-212) quotes from Woodward, president of IATEFL 2005-2007 defines the mission of the organization as:

“By 2010, IATEFL will be an even larger and more outward-looking, international community that ELT professionals will want to join, and one that forms bridges between the inexperienced and experienced, the practical and the theoretical, and the many different perspectives and contexts of the ELT world.”

Organizing an international convention each year and dealing with publications, scholarships and special interests groups, IATEFL stands as an international provider of INSET.

2.7.1.4. INGED/ELEA in Turkey

Founded in 1995 in Turkey and standing as İngilizce Eğitimi Derneği/English Language Education Association aims at getting together all ELT professions in Turkey. INGED/ELEA (INGED,2010) aims to help English teachers and/or anyone involved with English language education:

- “to exchange professional experiences, opinions and findings,
- to follow the latest developments in English language education,
- to self-develop, to develop English language education by using contemporary scientific methods and techniques”. (INGED, 2010, http://www.inged.org.tr/index.php?option=com_content&view=article&id=52&Itemid=59)

INGED offers ELT professionals, professional developments through seminars, workshops and a yearly conference and a forum where English teachers can share ideas.

2.7.1.5. National Agencies in the European Union

Working under the regulation of the European Union (EU), National Agencies serve in all EU countries under the heading of The Centre for European Union, Education and Youth Programs. The effect of this centre on professional development is immense as it is governmentally supported and has different professional education programs under the heading of Life-Long Learning Programme (LLP). Holding four main categories for LLP as Comenius, Erasmus, Leonardo and Grundtvig, National Agencies supply scholarships for the name of European Commission for teachers, teacher trainees other professional for preparing educational projects and attending international INSET courses across Europe and “...Comenius in-service training has to be considered a very good opportunity for teachers and educational staff to improve their professional competency and skills” (Maiworm, Kastner and Wenzel, 2010:7).

For a list of certain recognized international (applied) linguistics organizations and associations which provide national and international INSET opportunities from

time to time through an assortment of publications, courses, scholarships and conventions specifically for ELT teachers, please refer to Appendix 1.

2.8. Needs Analysis (NA)

In a changing society, the demands as well as qualifications and competencies may be observed to change constantly. From the very first moment teachers' graduation from universities, their qualifications might start counting backward from an expiration date while they also gain experience through these moments. What is more, other than the characteristics of teaching, "the characteristics of effective professional development activities have changed over the course of time and show difference based on the educational context" (Daloğlu, 2004:1). That's why; one of the basic assumptions of INSET development is that a sound INSET program may well need to be based on an assessment of teachers' needs, which leads to needs analysis (sometimes also used as needs assessment).

2.8.1. Decisive Facets and Nature of Needs Analysis

Needs analysis (NA) is based on the concept of needs. A need can be defined as a gap connecting the present position and the required one (Kaufman, 1988). What is more, this gap can be defined as a problem which usually occurs when a difference exists between desired performance and actual performance (Halim, 1997). Likewise, "Needs analysis is a planning process with the purposes of setting priorities and making decisions about program, organizational improvement, and the allocation of resources" (Witkin & Altschuld, 1995:10). It often takes place in a context consisting of a variety of stakeholders who have direct interest in and may be affected by the program being examined. (Altschuld & Witkin, 2000; Kaufman & English, 1979; Worthen, Sanders, & Fitzpatrick, 1997).

The determination of placing the gap between will require the process of needs assessment. NA, also acknowledged as needs analysis, needs identification and needs investigation, needs determination, needs examination and needs detection, is a process

which aims at helping the INSET trainers to make sure that they match a training program to a problem detected. NA notion came into the field of INSET starting from the rise of INSET as a concept in the field starting from 1970s. Al-Saadat (1985) cites from Berrie (1976) in his doctoral research that NA is a big item on education circuit today [referring to 1970s, *researcher's note*] and cites from Barnes (1980) that NA has taken on greater significance in recent years, which shows the concept of NA may backdate 1970s in EFL area of inquiry.

Studies on NA in education focus on the common purposes like tying a knot between the performance deficiency and training given, and defining future educational decisions and establishing a resource (Kaufman, 1988; Altschuld and Witkin, 2000). O'Sullivan (2001:96) puts forward the place of NA in the literature and the importance of it as:

“... needs assessment is widely supported in the literature; however, there are few examples of programs in which INSET is providers assessed teachers' training needs. Lubben (1994) is alarmed that this is particularly so in developing countries. One of the reasons for this could be attributed to the lack of empirical research and knowledge about actual process of needs assessment” (O'Sullivan, 2001:96).

Hence, NA can be seen as a way of bridging the gap between the current situation and the target situation. It is important who performs the needs analysis. This depends on the aimed course, institution and district, which must be decided first. After that, the performer, researcher, conductor or assessor should be identified. It can be noted that professional development decisions may often be dictated by people who are not involved with the schools (McCarty and Riley, 2000). Furthermore, Olivia and Pawlas (2001, cited in Kohl 2005) mentions the importance of teacher input in planning in-service programs and also stress the facilitators for in-service programs, and the benefits of using someone from the district itself as a facilitator. Moreover, at school, the identification of needs may rest on a variety of methods adopted. Excluding these two, Olivia and Pawlas (2001) the significance of the conductor by mentioning the benefits of using someone from the district itself as a facilitator. Kohl (2005) stresses other researchers also support this as the person of choice is a teacher from the system

and cites from Pritchard and Marshall (1994) how teachers were trained as a teacher-consultant so that they could train other teachers in their districts.

Needs assessment may play a crucial role in drawing teachers' attention to training as well since it is known that "teachers respond better to professional development activities that are related to their needs and concerns" (Blair-Larsen and Berrick, 1992, cited in Kohl, 2005:14).

3

METHODOLOGY**3.0. Presentation**

In this chapter, the general method of study starting with the subjects and the setting will be clarified. Additionally, the treatment of the study will be explained in terms of research design, group size and selection and the data collection device in the study.

3.1. Purpose of the Study

This study examined the in-service education needs of Primary English Teachers working at mainstream primary schools in terms of English as a language competency and teaching English in four skills, to be precise, listening, speaking, reading, writing and structure (grammar). Since education takes place as a life-wide process in teaching profession, in-service education is felt handy to carry on this process, and in order to appeal teachers' needs while teaching them how to teach, needs analysis becomes of utmost importance. In this study, the main questions to seek answers are:

1. What are the perceived needs as expressed by primary English teachers regarding English language competency?
2. What is the rank order for needs of language teaching areas regarding INSET?
3. What are the perceived needs as expressed by primary English teachers regarding EFL teaching skills needs of
 - 3.1.1. Are the needs of teachers with ELT background statistically different from those of different majors?
 - 3.1.2. Are the needs of novice teachers (0-5 years of experience) statistically different from those of experienced (5+ years of experience) teachers?

4. What are the suggestions and ideas of primary English teachers for INSET opportunities?
5. What suggestions can be given for a model of INSET?

3.2. Subjects and Settings

The subjects of the study were primary English language teachers working at mainstream (state) primary school in Adapazarı County, Sakarya, Turkey. For the number of teachers working in the country may change because of different official reasons such as new teacher appointments, statement of health or maternity leave; the study subjects covered all the Primary English Teachers working at mainstream primary schools in Adapazarı at the time of the questionnaire was administrated, which was on September, 2010 since it is necessary to represent them as the sample of the population of the Primary English Teachers in the whole city.

3.3. Treatment

Under the heading of treatment; the research design will be clarified first. Next, the sample group of subjects will be identified and to end with, the data gathering tool will be clarified.

3.3.1. Research Design

This study is designed as a case study in which a systematic way of data collection is adopted seeing that a case study is “expected to catch the complexity of a single case” (Stake, 1995: xi). A case study (called Survey Study or Survey Research as well) is “a method of choice when the study is not distinguishable from its context” (Yin, R.K., 2004:4). Case studies are often in-depth-analysis of specific cases with single or large samples, which leads to a strong preparation stage for planning, sampling and design of instruments.

The case study may be criticized for losing its objectivity in terms of instruments being exposed to subjectivism during the verification of the hypothesis of

the research, infrequently. Yet, “the question of subjectivism and bias toward verification applies to all methods, not just to the case study and other qualitative methods” (Flyvbjerg, 2006: 235).

Case studies make a distinction according to the data collection device such as interview survey, semi-structured interview survey, observations, data triangulation, triangulation of investigator, and structured questionnaires surveys, e-mail and telephone surveys, to name a few. (Denzin, 2006., Krathwohl, 1998. & Kent, 2001, as cited from Özmen, 2006). For this study, interviews would not practical and convenient due to the high number of teachers involved (N=97). Above and beyond, observation would not be appropriate because it is time consuming and “furthermore, for the determination of the students [teachers as subjects in this case, researcher’s note] needs, it is very difficult to reach valid and reliable results by observation”. (Hersan T, 2003:69). For these reasons, this study was designed as a questionnaire survey to be able to reach a large number of Primary English Teachers and gather valid and reliable data in a most apposite, brief and time-saving manner.

3.3.2. Group Size and Selection

To maximize the utility of information from instruments, data gathering group selection is of utmost importance. In this study, Primary English Teachers working at the mainstream primary schools in Adapazarı Country, Sakarya, Turkey were chosen. An official was obtained from the governorate of Sakarya prior to the administration of the questionnaire. (Please refer to Appendix 2 for official permission document). The number of the group was 101, only 97 of the questionnaires were responded fully (N=97) and taken into consideration for analysis though. They come from different educational background. They are given a national test, abbreviated as KPSS, for being appointed as teachers across the country. The gender profile of them is composed of 15 males and 82 females.

Table 3. Frequency and Percentage Distribution of the Gender of Participants

Gender	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
Male	15	15,5	15,5	15,5
Female	82	84,5	84,5	100,0
Total	97	100,0	100,0	

The Primary English Teachers selected as subjects are the ones working at the mentioned schools above, between the dates 1-30 September, 2010.

3.3.3. The Data Collection Tool

As the related area of field of literature suggest, the very first step of an INSET activity may well be the needs assessment and it is of great importance for the fact that teachers chiefly have a tendency to pick the training which appeal to their needs and facilitate their teaching process (O’Sullivan, 2001, Tekin and Ayas 2006, Blair-Larsen and Berrick, 1992 as cited in Kohl, 2005). Although needs assessment (NA) is highly supported in INSET, “there are few examples of programs in which INSET is providers assessed teachers’ training needs” (O’Sullivan, 2001: 96). And he keeps adding that one of the reasons for this could be the lack of empirical research (O’Sullivan, 2001). For gathering data, there are several methods. McDonough (1997:70) finds out in his research that there is a rank order of research methods in English Language Teacher Education and the top five of it is as classroom observation, diary studies, questionnaires, ethnography and case studies.

For this study, initially, it was the intention to use an existing instrument. Finding an instrument fitting the research needs of the study proved challenge, as there have not been many specific studies on the INSET needs of Primary English Teachers working at mainstream primary schools in Turkey. Therefore, in this study, a questionnaire was designed used as a data collection instrument, namely, Survey of Primary English Teachers’ Ideas on Needs (SPETIN) (Please see Appendix 3). This questionnaire is merely designed for the reason that there is not any comprehensive in-service education needs questionnaire although there are some researches done on the topic. The questionnaire is based on the related literature reviewed, and the related

studies done on teaching domains (Valette, 1972; Prasertpakdi, 1984; Bridges and Kerry, 1993) and parallel questionnaires administrated (Karaca, 1999; Sultana, 2004 and Kohl, 2005).

In questionnaire design, it is important to be sure of the reliability and validity of the instrument. For this aim, a pilot study was administrated with this questionnaire (For the details of the pilot study, please see chapter 4). And it is also crucial to motivate the subjects for increasing response rates. In favour of this, the participants of the study were informed about the aim of the study, referring to the idea that by responding to the survey, respondents will be compensated in return in a way that meets some of their needs (Dillman, 2000).

Commonly, questionnaires are designed in two styles: Open structure and closed structure. In open structures, attendants are free to answer as they wish. On closed structures, conversely, attendants are supposed to choose one of the created answers, if truth be told, the closest one to their ideas. On one hand, open formats may lead to some basic problems, as they are independently answered, for instance, time management, elimination of the answers or subjectivity on interpretation of the data. On the other hand, closed formed questions deliver advantages of saving on time, neutrality of calculating percentages of the data and categorization the answers.

The questionnaire designed for this study is composed of five parts; part one aiming at collecting demographical records, part two asking data about English as a language competency for Primary English Teachers, part three focusing on the rank order of the language teaching areas in terms of INSET needs, part four zooming in on the needs of teaching four indispensable skills and structure of English and finally part five concentrating on In-service opportunities needed.

In the questionnaire designed for this study, closed formed questions were chosen and a likert scale ranging from 1- Strongly Agree, 2- Agree, 3- Not Sure, 4- Disagree and 5- Strongly Disagree was adopted. In the last part of the questionnaire, however, participants are given multiple choice questions in which they can choose more than one alternative to describe their ideas in a copious manner.

The questionnaire was designed in Turkish to avoid language misunderstandings but some methodological terms were also given in English in brackets. In order to reach content reliability, the questions were also discussed with professors of English Language Teaching. (Please see Appendix 4 for the Turkish version of the questionnaire).

DATA ANALYSIS AND DISCUSSION

4.0. Presentation

In this chapter, the data gathered will be illustrated, interpreted and discussed. Firstly, the pilot study done prior to the actual administration of the questionnaire will be explained. Later, the actual study will be analyzed statistically. Some of the analysis items in this chapter are the demographical features of the subjects, the statistical data related to the four other parts of the questionnaire, analysis of some significant pieces and the comparison of the results from some certain participants to others.

The data in this study were processed from beginning to end via SPSS 17 and scores of the results are given in SPSS layout. The results were categorized in three main options regarding Totally Agree and Agree, Not Sure, Disagree and Totally Disagree in order to have a more compact vision.

4.1. Pilot Study

The pilot study was performed to check the validity and reliability of the data gathering instrument of this study. Below is given the information about setting and participants, aims and analysis of the pilot study.

4.1.1. Setting and Participants

This phase of survey comprises 50 primary English in other counties in the same city, who are thought to represent the target group. The teachers participated were the ones working at the mainstream primary schools which were not in the Adapazarı County of the city because the ones working in Adapazarı Country would be the actual target of the study. The aim of the pilot study is different from the main study, so they

were randomly selected among the ones working in Serdivan, Akyazı and Hendek Counties of Sakarya.

The participants were given information about the aim of the study and they were told that their sincerity in answering the question is of influential importance. The researcher contacted and met the each English teacher separately at the school s/he worked as they were working at different schools. Six of the teachers fulfilled the questionnaires by e-mail while the rest did it by hand while the researcher was around.

The questionnaire was administrated in Turkish to avoid any language drawbacks and/or misunderstanding and for saving time. Some methodological terms were also given in English in brackets though.

4.1.2. Aims of the Pilot Study

The aims of the pilot study differ from the main study. Expressly, the aims are given below:

1. To observe how long it takes to complete the questionnaire.
2. To check if questions are unambiguous or comprehensible in terms of language.
3. To do Cronbach Alpha analysis for reliability of the likert questions in the questionnaire.

4.1.3. Analysis of the Pilot Study

The questionnaire was administered and the data was processed through SPSS 17. In keeping with Cronbach Alpha analysis, the scores are interpreted based on the explanation below:

- If $0.00 \leq \alpha < 0.40$, the questionnaire is not reliable
- If $0.40 \leq \alpha < 0.60$, the questionnaire has low reliability.
- If $0.60 \leq \alpha < 0.80$, the questionnaire is reliable
- If $0.80 \leq \alpha < 1.00$, the questionnaire has high reliability.

Accordingly, the findings regarding 39 likert type questions in the questionnaire are given below:

Table 4. Reliability Coefficients of Pilot Study

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,930	,931	39

Table 5. Case Processing Summary of Pilot Study

Case Processing Summary			
		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	,0
	Total	50	100,0

a. Listwise deletion based on all variables in the procedure.

As seen above, the 39 likert items regarding INSET needs have an alpha ($\leq \alpha <$) score of 0,930 which implies the items have high reliability in terms of Cronbach's Alpha. 50 questionnaires were processed and all of them were found valid. And no questions were needed to be excluded from the questionnaire and no alterations were made.

To conclude, it took teachers approximately fifteen minutes to answer the questions in the questionnaire, which is an appropriate time being neither too short nor too long. Also teachers stated no problems in understanding questions. (Please See Appendix 5 for alpha scores and item-total statistics of the pilot study).

4.2. Analysis and Interpretation of the Questionnaire

In this part, the main study will be explained. After giving demographical features of the subjects, the data gathered through statistical study will be presented.

4.2.1. Demography of Primary English Teachers

The main data collection procedure was completed in 1-30 September 2010 in Adapazarı, Sakarya. 101 questionnaires were gathered but only 97 of them were appropriate to count on statistically. Table 6 displays the demographical features of the teachers included.

Table 6: Frequency and Percentage Distribution of Gender Variable

<i>Gender</i>	<i>Frequency</i>	<i>Percentage %</i>	<i>Valid Percentage%</i>	<i>Cumulative Percentage %</i>
Male	15	15,5	15,5	15,5
Female	82	84,5	84,5	100,0
Total	97	100,0	100,0	

As seen above in the table 6, the female teachers out number the males. Although the distribution may seem atypical, this represents the real state.

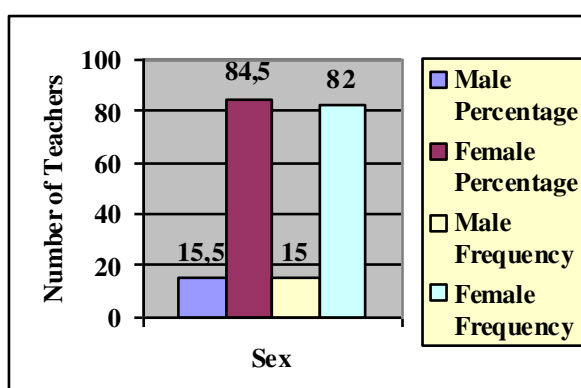


Figure 2: Frequency and Percentage Distribution of Gender Variable

Figure 2 above reveals the frequency and percentage distribution of gender variable. According to this, 15, 5 % of the sample group were males and 84, 5 % were females which equals to 15 males and 82 females in total.

Table 7: Frequency and Percentage Distribution of Participants' Majors of Study

<i>Educational Background</i>	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
American Culture and Literature	2	2,1	2,1	2,1
English Linguistics	1	1,0	1,0	3,1
English Language and Literature	11	11,3	11,3	14,4
ELT	79	81,4	81,4	95,9
METU-Physics	2	2,1	2,1	97,9
METU-History	1	1,0	1,0	99,0
METU-Chemistry	1	1,0	1,0	100,0
Total	97	100,0	100,0	

It can be seen in the table 6 that sample group of primary English teachers majored in ELT outnumber the other majors. The total frequency of the whole teachers majoring in any subject other than ELT is 18 and its percentage is 18,5.

Table 8: Frequency and Percentage Distribution of Educational Levels of Teachers

<i>Educational Level</i>	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
Teacher Training College	1	1,0	1,0	1,0
Master's	6	6,2	6,2	7,2
BA	90	92,8	92,8	100,0
Total	97	100,0	100,0	

Table 7 points that teachers holding BA degree outnumber other categories in which teacher group with an MA degree comes second with a 6,2 percentage. Simply one teacher graduates from Teacher Training College.

4.2.2. Results of Needs for English Subject Competency

In this part, data gathered through the second part of the survey will be presented. The following figure shows the choices that the teachers marked for what they think they need regarding their English competency. Results were assessed and presented in three categories of *agree* (including *completely agree*), *not sure* and *disagree* (including *completely disagree*) to achieve more immediate and precise data.

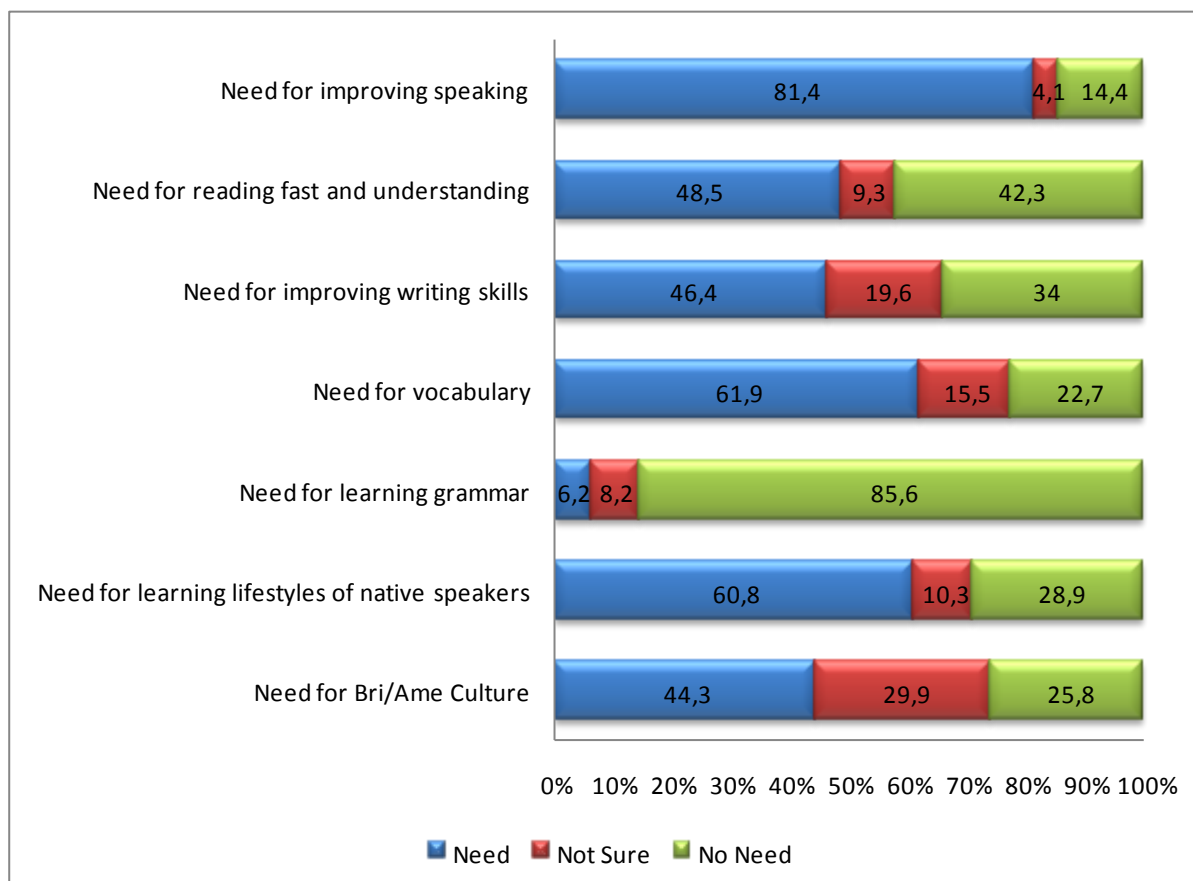


Figure 3: Distribution of English Subject Matter Competency Needs

As can be seen on Figure 2, primary English teachers think they need education for some areas of language and do not for some others. 81,4 % of all think they need education on improving their speaking skills. 61,9 % of them marked the need for improving vocabulary and 60,8 % chose learning about daily lifestyle of native speakers of English. Conversely, 6,2 % marked the option of learning grammar. When the figure is examined, it is seen that participants point improving speaking, improving vocabulary and learning about daily lifestyle of native speakers as well as literature as areas they need training on.

4.2.3. Rank Order of English Teaching Areas in Terms of INSET Needs

In this part, data gathered through the third part of the questionnaire will be presented in order. In this part, participants were given eight different areas of language teaching and asked to order them by giving 1 point to the one they need INSET least and giving 8 points to the one they need INSET most. The figure below shows the rank order of language teaching areas that participants made accordingly.

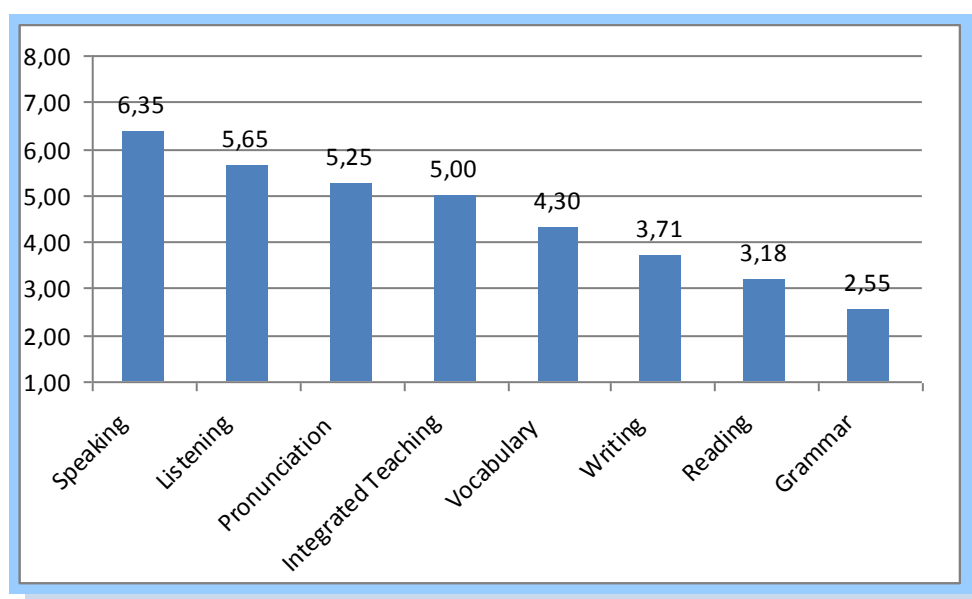


Figure 4: Rank Order: For which one do you think you need INSET most?

The figure above shows that the participants marked speaking skills as the most needed skill to be tough on an INSET course with a 6,35 average score. Later, listening follows with 5,65 and then comes pronunciation with 5,25 and integrated teaching with 5,00. Grammar was chosen as the least needed area with a 2,55 average.

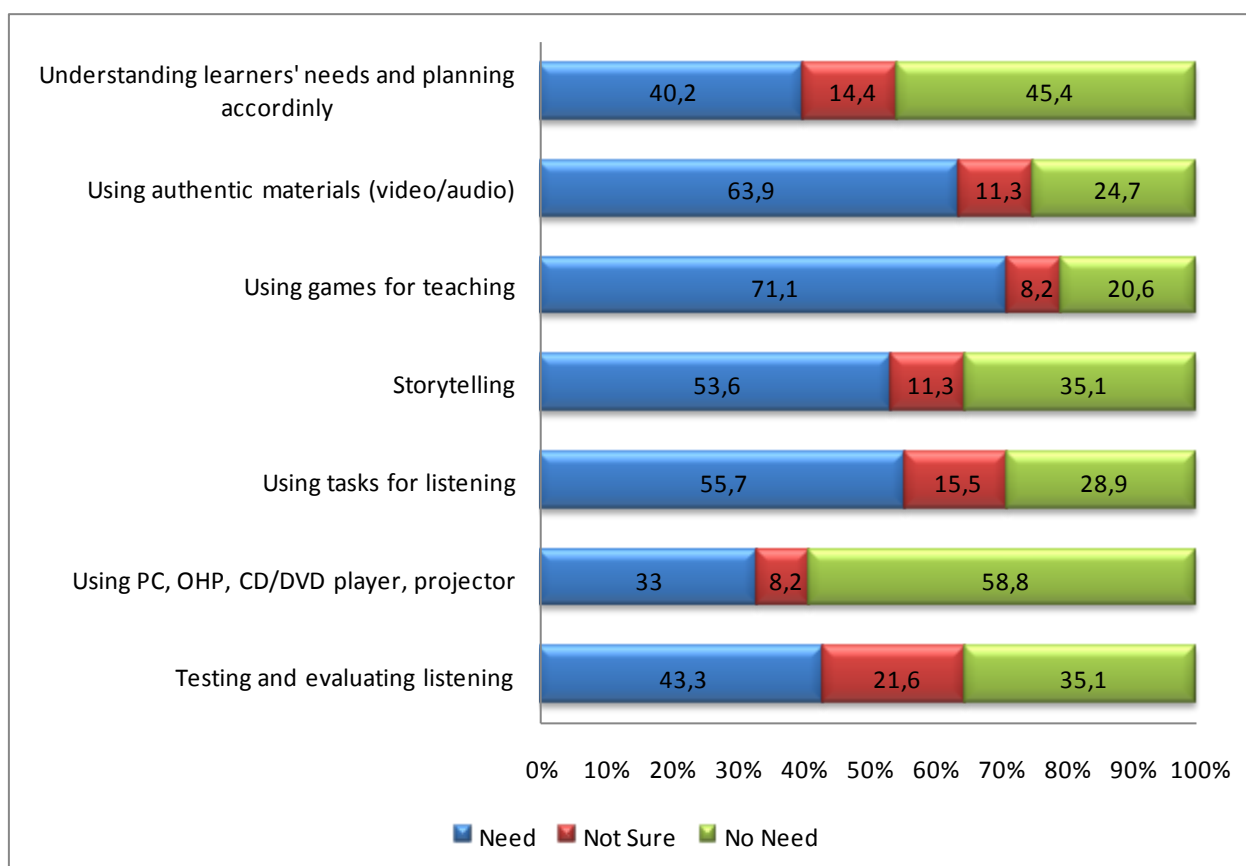
4.2.4. Results of Needs for ELT Methodology Skills

In this part, data gathered through the third part of the questionnaire will be presented in order. In this part, participants were asked to choose the best option closest to their idea on their needs for an INSET course of four basic skills and structure of English. The results were assessed and presented in three categories of *agree* (including

completely agree), *not sure* and *disagree* (including completely disagree) to achieve more immediate and precise data.

4.2.4.1. Teaching Listening

Below given the figure showing the percentages of the choices marked by the participants. The data is given in terms of percentages of *agree*, *not sure* and *disagree* options to be more precise.



The figure above shows that 71,1 % of participants marked “agree” option for training for using games for teaching listening. 63,9 % agreed for using authentic materials (videos and audios). 55,7 % pointed agree option for using tasks for improving listening skills and 53,6 marked storytelling as a topic they need training on.

4.2.4.2. Teaching Speaking and Pronunciation

Below given the figure showing the percentages of the choices marked by the participants. The data is given in terms of percentages of *agree*, *not sure* and *disagree* options to reach more immediate data.

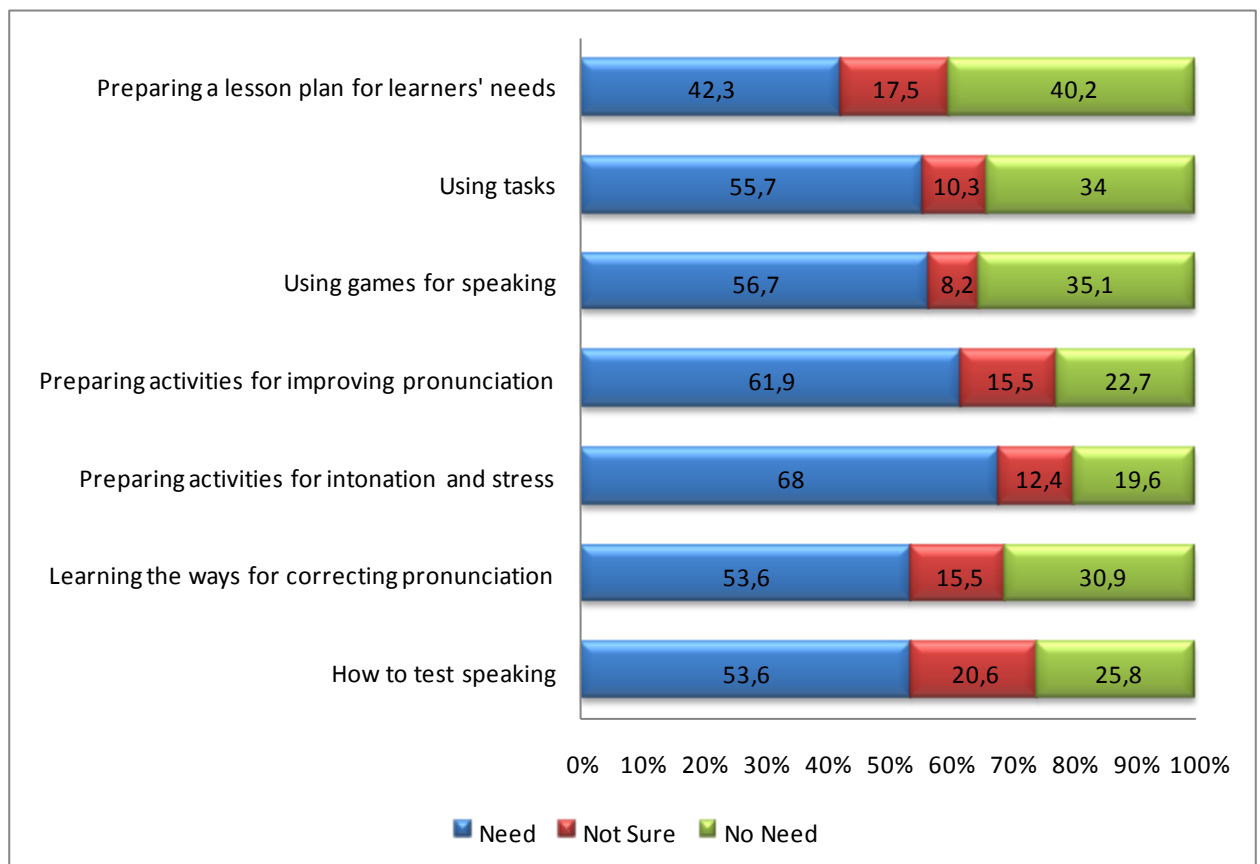


Figure 6: Distribution of ELT Needs with Reference to Teaching Speaking

The figure above shows that 68 % of the participants marked agrees for preparing activities for intonation and stress. 61,9 % of them chose the option agree for preparing activities for improving pronunciation. While 56,7 % pointed out using games, 55,7 % marked using tasks as a topic they think they need training on teaching speaking.

4.2.4.3. Teaching Reading and Vocabulary

The figure below presents the case for teaching reading and vocabulary in terms of percentages of the results assessed and presented in three categories of *agree* (including completely agree), *not sure* and *disagree* (including completely disagree) to achieve more immediate and precise data.

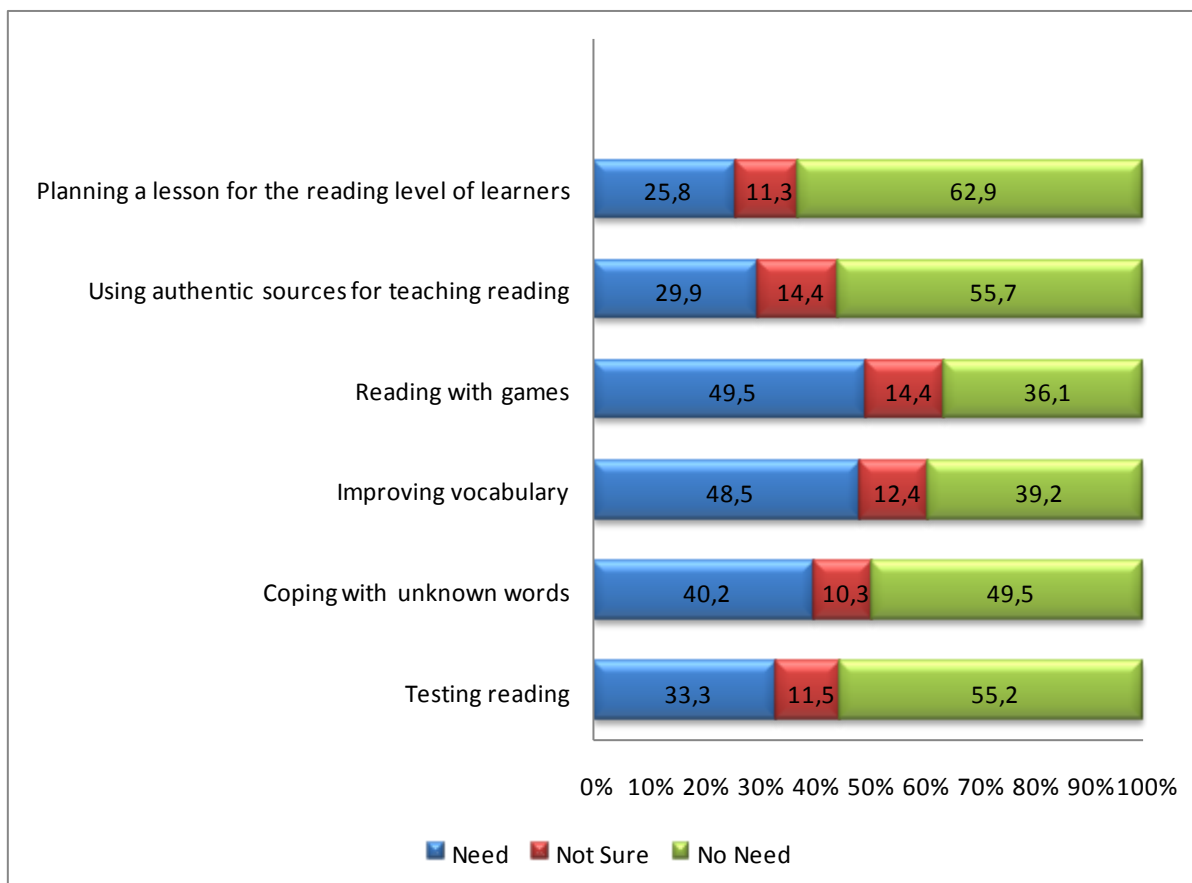


Figure 7: Distribution of ELT Needs with Reference to Teaching Reading

In the figure 7 above, it is seen that 49,5 % of the participants marked the option agree for using games for reading. More to the point, 48,5 % of them mentioned that they need training on how to improve vocabulary of learners. While planning a lesson for the reading level of learners stay behind with 25,8 %, using authentic texts for teaching reading can be seen as 29,9 %, which is a lower percentage when compared with teaching reading with games and improving vocabulary.

4.2.4.4. Teaching Writing

The figure below points out the case of INSET needs in reference with teaching writing. The data is given in terms of percentages of *agree*, *not sure* and *disagree* options to be able to reach more immediate data.

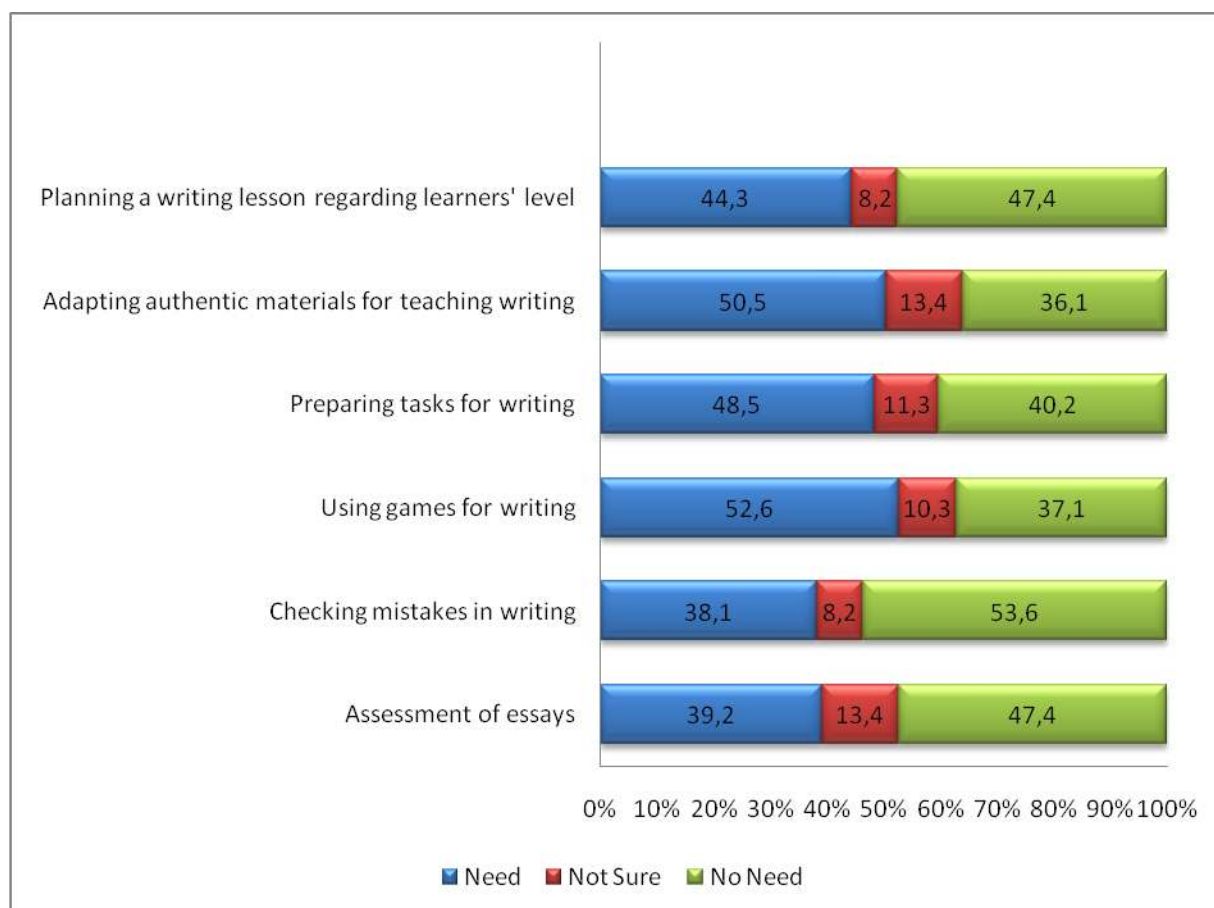


Figure 8: Distribution of ELT Needs with Reference to Teaching Writing

It is seen in the figure above that 52,6 % of the contributors mentioned that they need training on how to use games in writing classes and 50,5 % revealed that they need training on adapting and using authentic materials for writing lessons. In addition to that, 48,5 of them marked the choice of preparing activities for teaching writing.

4.2.4.5. Teaching Grammar

The figure of the part related to needs of training for teaching grammar is given below. The data is given in terms of percentages of *agree*, *not sure* and *disagree* options in order to have more precise data.

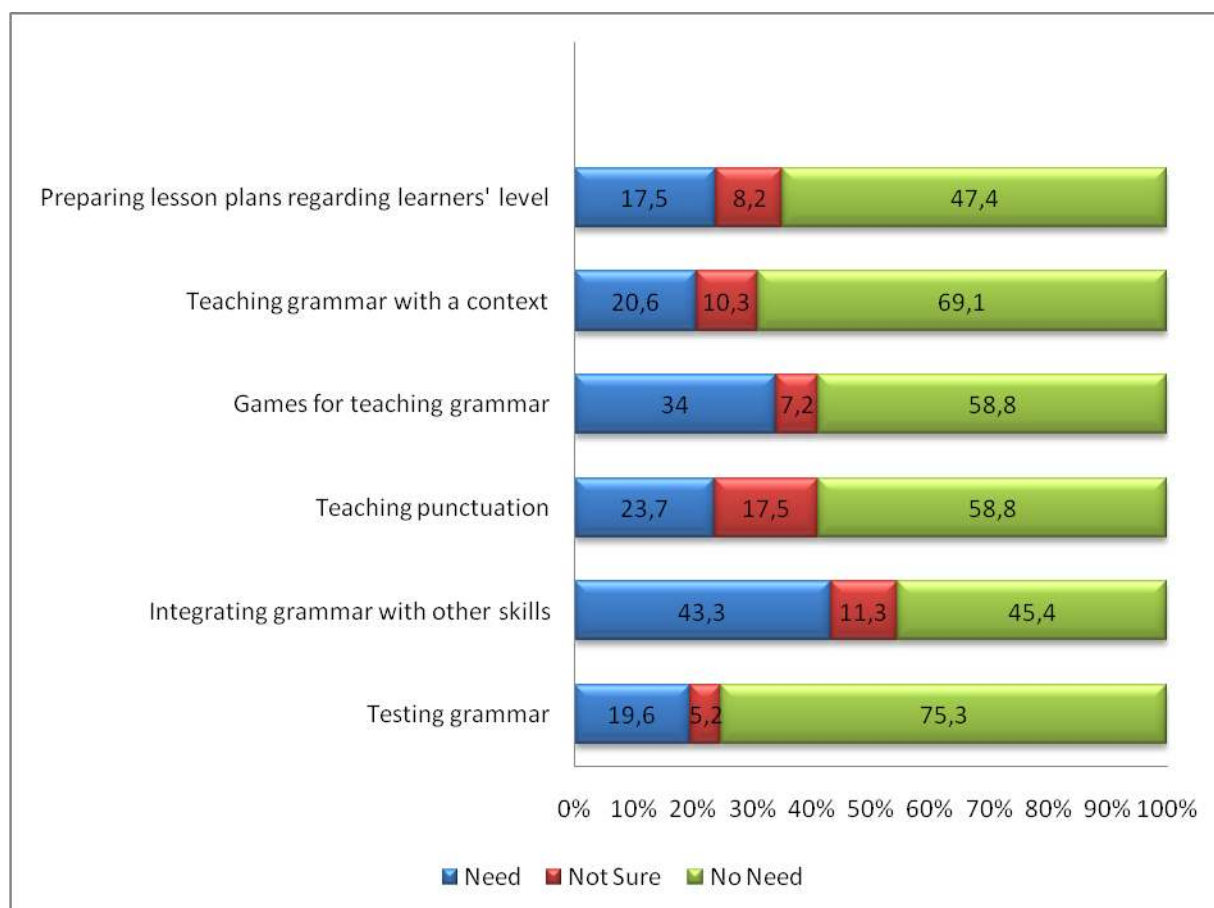


Figure 9: Distribution of ELT Needs with Reference to Teaching Grammar/Structure

The figure above shows that the only topic teacher point out as a need as average is integrating grammar with other skills with a 43,3 % of all. The case for needs for INSET on teaching grammar is different from the other areas as the percentages for topics are relatively low which means teachers showed less interest in being trained at teaching grammar.

Concluding this part, below is given the table showing the overall percentages of needs for an INSET on teaching four skills and grammar.

Table 9: Overall Distribution of Inset Needs of ELT Skills

	Teaching Listening	Teaching Speaking	Teaching Reading	Teaching Writing	Teaching Grammar
Need	51,5	56,0	37,9	45,5	26,5
Not Sure	13,0	14,3	12,4	10,8	10,0
No Need	35,5	29,7	49,8	43,6	63,6
Total	100,0	100,0	100,0	100,0	100,0

It is seen in the table above that participants revealed that 51,5 % of all need training on topics about teaching listening, 56,0 % need training on teaching speaking and 45,5 % of them mentioned they need in-service education for teaching writing while 49,8 % of all mentioned they do not need a course on teaching reading and 63,6 % stated no need for a course on grammar teaching.

4.2.5. Comparing the Results Obtained from ELT Majors to Other Subjects Majors in Terms of Needs with Reference to Part Four

The teachers were grouped into two categories as ELT graduates and the others, and these two independent groups were compared with Mann-Whitney U test to see if there is any meaningful difference in terms of needs revealed with reference to fourth part of the questionnaire, that is, the INSET needs for teaching listening, speaking, reading, writing and grammar. Below is given the table showing frequencies and percentages of teachers and majors.

Table 10: Frequency and Percentage Distribution of ELT Majors and Other Subjects

<i>Major</i>	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
ELT	79	81,4	81,4	81,4
Other Subjects	18	18,6	18,6	100,0
Total	97	100,0	100,0	

The hypothesis for normality test here is as below;

Ho: Variables are not different from normal distribution

Ha: Variables are different from normal distribution

P: Significance level=0,05

Condition: If $p < 0,05$ Ho is rejected

If $p > 0,05$ Ho is accepted

In this case, the hypothesis for Mann-Whitney U test is;

Ho: There is no significant difference between ELT majors and other subject majors with reference to part four.

Ha: There is a significant difference between ELT majors and other subject majors with reference to part four.

The table below shows the questions in which values are different when ELT majors compared to other subject majors.

Table 11: The Items Proving Statistical Difference between ELT and Other Subject Majors

Part	The sub part with significant difference	Asymp. Sig. (2-tailed)	Ho Accept/Reject
Listening	Using tasks for teaching listening	0,037	Reject
Speaking	Using games for teaching speaking	0,026	Reject
Speaking	Learning the ways of correcting pronunciation mistakes	0,021	Reject
Reading	Planning a lesson for the reading needs of learners	0,034	Reject
Reading	Learning how to test reading	0,005	Reject
Writing	Adapting authentic texts for teaching reading	0,043	Reject
Writing	Yazma becerisi için aktiviteler hazırlama.	0,021	Reject
Writing	Using tasks for teaching writing	0,016	Reject
Writing	Correcting mistakes in writings	0,005	Reject
Grammar	Testing grammar	0,040	Reject

On the table 10 above, it is seen that there is a significant difference in 10 questions out of 32 of part 4 of the questionnaire between ELT majors and other subject majors when these two groups were compared with Mann-Whitney U test. For details of meaningful difference of these two groups with reference to ten mentioned items above, please refer to Appendix 6.

4.2.6. Comparing the Results Obtained from Novice Primary English Teachers to and Experienced Primary English Teachers in Terms of Needs

The same hypothesis for Mann-Whitney U test for two groups of teachers as novice teachers (0-5 years of experience) to experiences teachers (5 + years) was set (Please see heading 4.2.5. for Ho and Ha hypotheses) for normality test. The table below shows the frequency and percentage of teachers according to their experience of work.

Table 12: Frequency and Percentage Distribution of Teachers' Experience of Work

<i>Years of Working</i>	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
0-5 Years	70	72,2	72,2	72,2
5 + years	27	27,8	27,8	100,0
Total	97	100,0	100,0	

According to Mann-Whitney U test, Ho hypothesis is accepted. Hence, no significant difference between novice teachers (0-5 years) and experienced teachers (5 + years) and no meaningful statistically significant relation is found regarding the needs for INSET on teaching listening, speaking, reading, writing and grammar, namely, part 4 of the questionnaire.

4.2.7. Teachers' Ideas for INSET Atmosphere and Opportunities

In the last part of the questionnaire, teachers were asked to choose the best options describing their ideas on INSET opportunities for a better INSET atmosphere. In some questions, they were free to choose all the answers that apply for them. Below, firstly, tables are given and then the verbal presentation provided under each table.

Table 13: Where do you want to attend an INSET course?*

<i>Course Place</i>	Number of Answers	Percentage %
At the school I work	50	30,1
At the nearest University	43	25,9
Camp Areas of the Ministry of Education	34	20,5
At schools in my city	19	11,4
At school in the country	20	12,0
Total	166	100,0
*Please feel free to mark all the options that apply for you.		

It can be seen in the table above that sample group primary English teachers mentioned that 30,1 % marked the school they work at and 25,9 % of them chose the option of at the nearest university.

Table 14: What do you think the class size should be?

<i>Class Size</i>	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
1-10	25	25,8	25,8	25,8
11-20	51	52,6	52,6	78,4
21-30	15	15,5	15,5	93,8
31 +	6	6,2	6,2	100,0
Total	97	100,0	100,0	

The table above shows that 52,6 % of the participants marked the option 11-20 for class size although 25,8 of them prefer to be trained in classes sized 1-20 people.

Table 15: In what language do you want to attend an INSET course?

<i>Language</i>	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
Turkish	6	6,2	6,2	6,2
English	91	93,8	93,8	100,0
Total	97	100,0	100,0	

According to the table above; 93,8 % of teachers mentioned that they want to attend INSET courses in English.

Table 16: Whom do you want to be taught an INSET course by?*

<i>By whom</i>	Frequency of Answers	Percentage %
Experienced English Teachers	45	18,1
School Headmasters	2	,8
Investigators of the Ministry of Education	5	2,0
Professors from Faculties	50	20,2
Native Speaker Lecturers	83	33,5
Private INSET Institutions	10	4,0
Associations like INGED-ELEA	52	21,0
Member of the commission of writers	1	,4
Total	248	100,0
*Please feel free to mark all the options that apply for you.		

Table 15 above presents that teachers chose the option of native speaker lecturer with 33,5 %, associations like INGED-ELEA with 21,0 % and Professors from faculties with 20,2 %.

Table 17: How long do you think an INSET course should be?*

<i>Period</i>	Frequency of Answers	Percentage %
A Series of Seminars	55	32,4
One Session Workshops	48	28,2
Training at the Universities with certain periods	39	22,9
E-Inset / Online Training	28	16,5
Total	170	100,0
*Please feel free to mark all the options that apply for you.		

It can be concluded that teachers marked a series of seminars by 32,4 % and one session workshops by 28,2 %, as seen in table 16.

Table 18: When do you think an INSET course should take place?*

<i>Time</i>	Frequency of Answers	Percentage %
On Weekdays, after school is over	11	7,9
On Weekdays, with official leave.	61	43,6
On Weekends	21	15,0
On Term holiday	15	10,7
In Summer Holiday	20	14,3
On the seminar times in Sept. & June.	12	8,6
Total	140	100,0
*Please feel free to mark all the options that apply for you.		

As for the time period of an INSET course, teachers mentioned by 43,6 % that they think INSET courses should take place on weekdays when they are officially on leave, not teaching.

4.2.8. Teachers' Suggestions for a Successful INSET Course

Below is given the final table showing the data gathered through the final question of the survey, which was the only open format question in it. In this question, teachers were asked to identify what they think of important issues for an INSET course to be successful for them. The answers were categorized according to key words included and percentages and frequency of the answers are presented below.

Table 19: What is the most important factor for an INSET course to be successful for you?

Suggestions	Frequency of Answers	Percentage %
Should be practical, realistic and applicable	26	14,6
Should be voluntary but not compulsory	15	8,4
Should be given by specialists and experienced professionals	15	8,4
Should be more of examples and practical solutions	15	8,4
Should introduce new topics	13	7,3
Should occupy a short time	14	7,8
Should be done genuinely not superficially	10	5,6
Should be presented by native speakers of English	10	5,6
Should be preceded by a needs analysis before hands	12	6,8
Should be done at a time without affecting private life	7	3,9
Should be fun	6	3,4
Should be arranged in line with the socio-economic level of the area	5	2,8
Should provide teachers some materials to use in classes	5	2,8
Should come with economical support for transportation	4	2,2
Should have a continuity with certain periods	3	1,7
Should motivate teachers to be attentive	2	1,1
Should be done in small-sized classes	1	,6
Should be provided abroad	1	,6
Should contain both English and Turkish	1	,6
Should have a good organization	1	,6
<i>No Idea</i>	12	6,7
Total	178	100,0

As for suggestions on a successful INSET course, there have been many ideas given by the primary English teachers. However, the top chosen ones are that the course should be practical, realistic and applicable, should be voluntary but not compulsory, should be given by specialists and experienced professionals and should be more of examples and practical solutions.

4.3. A Suggested Model

In teacher education, the concept of model stands for an uncomplicated vision of ideals which merely shows attention to a specific observable fact such as INSET. Even though the wide-ranging aim of an INSET model is to cover the spotted problematic area of a group (of primary English teachers in this research's context) Henson (1995:113, as cited in Salazar 1997:95) defines a model as follows:

“...models are used to represent events and event interactions in a high compact and illustrative manner...it should be noted that a model is not reality. Rather, like a painting or a story, it is visual or written description of someone's perception of reality. It is told that during an exhibition of Matisse's works, a woman criticised one of the drawings, saying, ‘the hand doesn't look like a hand.’ Matisse replied, ‘It's not, madam. It's a drawing of a hand.’... models help explain various related concepts...” (Henson, 1995:113, as cited in Salazar 1997:95)

A model, accordingly, is to draw a picture of the relationship between various parts of teacher development. One of these parts is the qualifications of teachers to be trained with in-service programs. English teachers are supposed to master qualities in three different dimensions, to be precise, competencies related to subject matter, competencies linked to subject teaching and competencies associated with general teaching and learning skills (Sultana, 2004). In this study, the subject matter competency and subject matter teaching skills as well as attitudes of teachers to INSET were questioned only, excluding general teaching and learning competencies (Please see Chapter 1 for limitations to and assumptions of the study).

For a successful INSET model, there are various strategies to consider on which different models of INSET can be based. Some of these strategies are stated as “school-based programmes, based on teachers' needs, related to classroom realities, series of courses rather than on-shot courses, opportunities to try out new skills, adequate supervision, and planned-formal in nature” (O'Sullivan, 2001: 95). A diverse change of models tend to be in linear format and only few of them are interested in teachers' training needs. Lubben (1994, cited in O'Sullivan 2001:95) alarms “that this

is particularly in developing countries”. A reason of this could be ascribed to requirement of counting on needs analysis formula before the preparation of an INSET course. Yet, Henderson (1979) suggests a model covering three themes as needs identification, development of appropriate activities and evaluation in INSET. Furthermore, in proposing a model, it is of particular interest to “include relevant aspects of current second language instructional methodological as well as salient features of successful in-service teacher training programs while respecting the educational realities of a developing country (Salazar, 1997).” It is also important to imply a model focusing on various factors that teachers take into account such as attitudes to opportunities since teachers tend to choose the INSET courses appealing to their needs.

So, to answer the INSET needs of primary English teachers of this study, a model is suggested. The main aim of this model is to illustrate the way to cover the needs of the sample group according to the data gathered. Because the data revealed certain needs and ideas and this model aims to cover these needs and include teachers’ ideas on INSET opportunities.

For this model, there have been two core motivations. Firstly, the model has been supported with the data gathered from contributors in this study as regards their educational needs, choices and attitudes to INSET opportunities. According to the results of the data, the sub parts of the model have been shaped and this has been supported by the related literature. So, secondly, the model has been drawn from extensive literature review, namely, Henderson’s (1979) school-focused model, Salazar’s (1997) philosophy based model, O’Sullivan’s (2001) INSET strategies model, Kasule’s (2003) model for non-native ELT teachers and Sultana’s (2004) proposed model for college teachers.

In the following part, the core features of the suggested model are explained. The statistical results of the study have an impact on shaping the model. Accordingly, the motivation of the study data was taken into consideration. Therefore, the data gathered through this study are also referred in different parts of the explanation section.

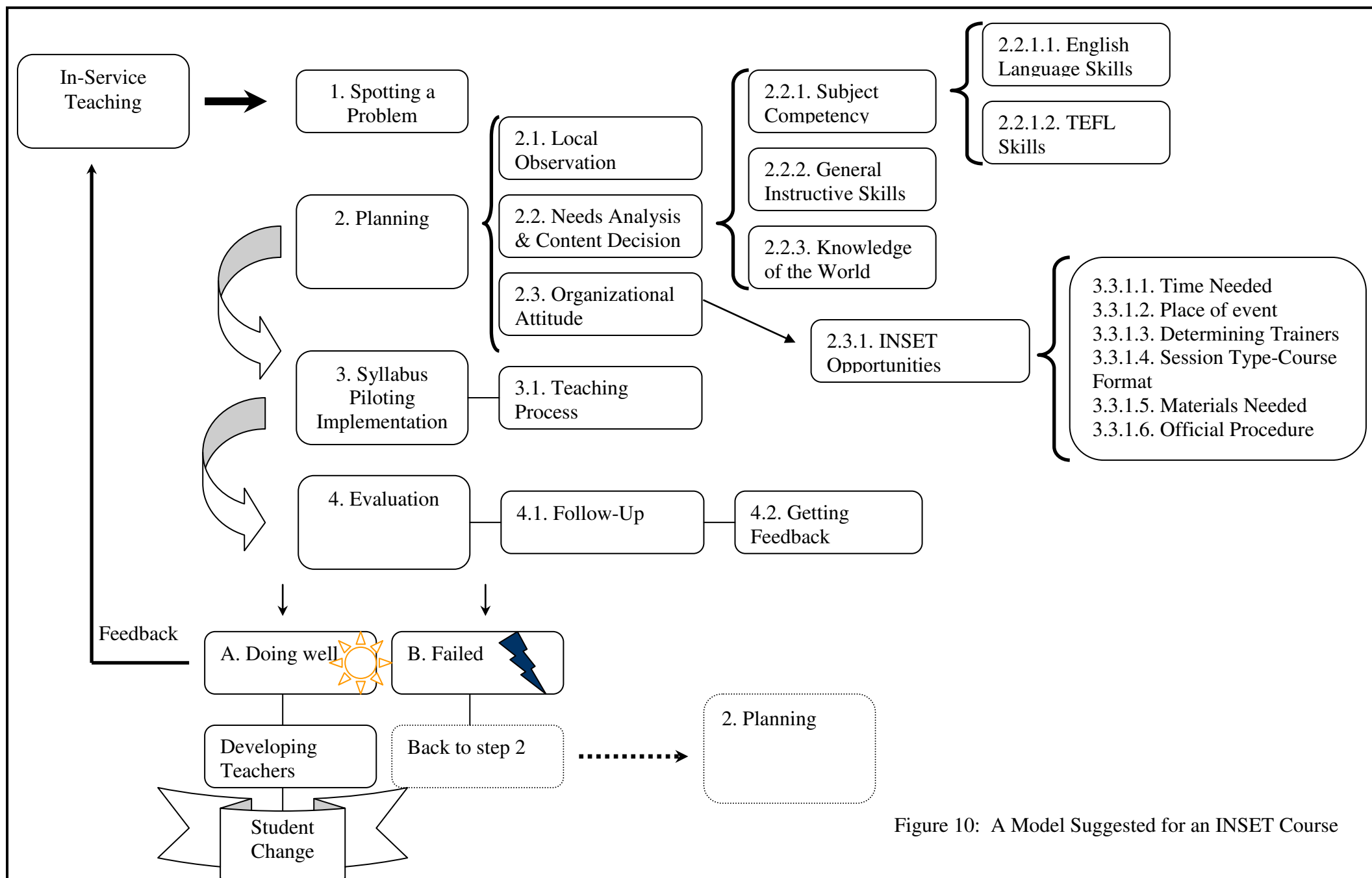


Figure 10: A Model Suggested for an INSET Course

4.3.1. Core Features of the Suggested Model

This study aims to highlight the decisive role of the way to cover the needs of the sample group according to the data gathered. Because the data revealed certain needs and ideas and this model aims to cover these needs and include teachers' ideas on INSET opportunities.

The results of the study reveal that primary English teachers do think that they need in-service training on improving their English subject competency, specifically improving their speaking, vocabulary and cultural knowledge. Additionally, they disclose that they prefer to be trained in some certain ELT skills, particularly learning how to teach listening, speaking and partly writing. Additionally, they do care about the way the course is taught, that is to say, they have something to say on organizational attitude. Specifically, they tell their ideas on needs analysis, content decision, course format and feedback. For that reason, to maximize the place of primary English teachers' perceived needs and ideas in potential INSET courses, a model is suggested and it was supported with the results of the study as well as reviewed literature. The suggested model includes four main parts -explicitly- problem spotting, planning, implementation and evaluation.

1. Problem Spotting

Spotting a problem becomes the first stage of the model. A problem or reason to start an INSET programme can be based on developments in sciences, society, school system, interests of teachers or teaching methodologies and technology (Küçükahmet, 1992). Addressing the ineffectiveness of any part of language teaching can be taken as a base to start an INSET programme.

2. Planning

Planning is the core stage of this model since this study is focused on the planning of INSET activities with needs assessment. This stage is composed of three sub stages, namely, local observation, needs analysis and organizational attitude.

According to the results of the study, primary English teachers perceive that they prefer to be trained at the schools they work, in times when they do not have to teach and by experienced English teachers or native speakers. For that reason, to maximize the preferences of teachers, a local observation prior to an INSET course may be necessary. So the local observation becomes an indispensable part.

Local observation is the first stage of planning which is for detecting the problem closely and deciding on the (group of) researcher(s) for realizing needs assessment procedure. These staff could be formed of “directors, supervisors, practitioners and specialists (Taymaz 1997:27, cited in Çevikbaş 2002:38). It is of vast importance who implements the needs analysis since McCarty and Riley (2000) remark that professional development decisions are often articulated by individuals who are not involved with the schools. Likewise, Olivia and Pawlas (2001, cited in Kohl 2005) mentions the importance of teacher input in planning in-service programs and also stress the facilitators for in-service programs, and the benefits of using someone from the district itself as a facilitator.

Needs analysis is the second part of needs assessment section. In this part, the needs of teachers are aimed to be detected.

According to the data gathered in this study, it is revealed that the perceived needs of primary English teachers point to the requirement of English subject competency and ELT skills in potential INSET courses. In this study, teachers provided data on their needs and it was seen in the statistical tables that teachers need to develop their speaking skills, and need to be trained at daily lifestyle and culture of native speakers as for subject matter. As for TEFL areas, they revealed they need to be skilled at teaching listening, speaking and writing. As the sample group think they need to be trained on English competency as well as ELT skills, these two points might take place as a crucial part of a training program model for them. Needs analysis feels as an essential part of the model.

For needs analysis, a number of action research and case study techniques could be adopted such as interview survey, semi-structured interview survey, observations, data triangulation, triangulation of investigator, and structured questionnaires surveys, e-mail and telephone surveys, to name a few. (Denzin, 2006, Krathwohl, 1998, & Kent, 2001 as cited in Özmen, 2006). Needs analysis and content decision part is composed of three competency areas of English teachers. A teacher may well be thought to be skilled in his/her subject, general instructive skills and knowledge of the world. Subject competency includes the subject itself and teaching of it, that is English and TEFL in this research's span. General instructive skills include teaching areas which are not particularly related to subject matter but other general teaching matters such as classroom management. Knowledge of the world includes the personal and professional values, beliefs and awareness of the teacher.

Detecting the organizational attitude of the teachers is the last part of needs assessment procedure.

According to the results of this study, as for the organizational needs, the sample group mainly stated that they prefer to be educated at the schools they work, with a series of seminars, by native speakers of English, at weekdays on official leave, in classes of 11-20 trainees and in English. Thus, it can be argued that primary English teacher have something to say about the organizational procedure of INSET activities. To take full advantage of their ideas on it, organizational attitude should take place in the model as a crucial part.

Teachers' needs might not be only limited to subject matter and instructive skills but also the opportunities they are given throughout an INSET course. The opportunities for and INSET course include the time, period, setting, class size, trainers, medium language, materials needed for training and official on-leaves. Letting teachers have their say on the opportunities is of great importance for the fact that teachers chiefly have a tendency to pick the training which appeal to their needs and facilitate their teaching process (O'Sullivan, 2001, Tekin and Ayas 2006).

3. Syllabus-Piloting-Implementation

In this study, teachers provided data on their needs and it was seen in the statistical tables that teachers need to develop their speaking skills, and need to be trained at daily lifestyle and culture of native speakers as for subject matter. As for TEFL areas, they revealed they need to be skilled at teaching listening, speaking and writing. Hence, it can be put forward that syllabus organization should be based on teachers' needs for they purely have their own needs. Also, as for implementation, the data mainly showed that primary English teachers prefer to be educated at the schools they work, with a series of seminars, by native speakers of English, at weekdays on official leave, in classes of 11-20 trainees and in English. Accordingly, implementation should also be based on teachers' attitudes.

The implementation section of the model begins with selecting the content. Content selection is guided by the data gathered through needs assessment procedure and is followed by piloting of the organized syllabus for validation prior to the implementation of the actual training. With this, the aim could be to avoid possible problems as O'Sullivan (2001) states that "...content which was found to be inappropriate during one training circuit could be adapted for subsequent circuits". The piloting is followed by the actual training process. The implementation of the training is composed of adopting a philosophy and approach to teaching as well as adopting methods like "discussion, demonstration, problem solving, tutorials projects, inquiry, analytic, experimental, heuristic, student centred, visual and field trips (Sultana, 2004:205)" and also may include but not limited to various training process strategies as brainstorming, lecturing, demonstration, asking questions, role-play, task-based training, tips, discussion, reflection, micro-teaching, diaries, revision, making materials and true-false tick sheets (O'Sullivan, 2001:106)". These methods can be used with an eclectic viewpoint in mind.

4. Evaluation

The illustration of the model ends with the evaluation of the training. The aims of the evaluating the training are mainly getting feedback and comments a propos training, identifying the consequence of training on teachers and students with a view of

point to develop a superior schooling program next instance. Evaluation of training may possibly be mainly performed with evaluation forms given at the end of the training. Even though “such forms are the main method of evaluating INSET highlighted in the literature (O’Sullivan, 2001:107)” there are other ways to assess the training as “... oral tests, essay type questions, objective type-tests, practical test, goal-oriented questions, cumulative record, check list rating scale, socio-metric techniques, self-assessment techniques (Sultana, 2004:206)”. The evaluation has three phases; evaluation of planning which is the evaluation of needs analysis and content selection, assessment of implementation progression in which the thoughts of trainers on the teaching period are cared, and evaluation of product which takes place after the training is over and aims to test out the effectiveness of the training by taking opinions of directors, teachers, students and parents (Guskey, 2000). Evaluation and follow-up activities present criticism and opinion for the training, which may well show the way to a more enhanced education next time. As evaluation and follow up were beyond the scope of this study, the data gathered do not provide specific information on this and this part of the model has only been a part of reviewed literature.

5. Wrapping up the Model

In this model, there have been two core motivations: data gathered through this study and related literature review. The model has been presented as a mixture and referring to both study results and reviewed literature. The data revealed that primary English teachers think they need to be trained in English subject competency. Thus, this part should have been given as a part of the model. Then, the sample group also revealed that they prefer to be trained on ELT skills. For that reason, this has also been given place in the model as a part of needs analysis, content decision and syllabus. The data gathering tool showed that teachers have some preferences on the organizational decision of INSET courses. This result should be reflected in local observation, organizational attitude and implementation of the suggested model. Having reflected on the issues mentioned, the proposed model is not prescriptive and the projected substance in it is neither exhaustive nor preventive, but only and broadly suggestive.

CONCLUSION

5.0. Presentation

In this section, the final section of the study is explained. This part includes the conclusion of the study, implications for teaching as well as suggestions for further research.

5.1. Summary and Conclusion

The intention of this study was to investigate the current perceptions of Primary English Teachers working at mainstream primary schools in Adapazarı, Sakarya in terms of their in-service training needs with orientation on English language capability, competencies related to their subject matter (EFL teaching methods) and their attitudes to opportunities for an INSET course. It was aimed to determine their preferences as to the most feasible means of meeting their needs in terms of a potential INSET course. A model highlighting the way to cover the needs of the sample group according to the data gathered is also suggested in the last part.

The study has been fulfilled in Adapazarı, Sakarya and the population of the Primary English Teachers was 101 in number although only 97 (15 males and 82 females) of them provided full information. They were applied a questionnaire composing of five main parts, to be precise, the demography part, the capability of English as a language, the rank order of ELT areas in terms of call for an INSET course, INSET needs for five basic areas of EFL teaching and ideas for INSET opportunities. Before the administration of the main research, a pilot study was conducted to 50 primary English teachers to spot whether the questionnaire has a high reliability alpha score. After the main administration of the instrument to the genuine target group (N=97), the results were processed through SPSS 17 statistics program and the data

gathered all the way through this descriptive statistics analysis were presented in graphics and tables right prior to they were analyzed and interpreted accordingly.

The results of the statistics confirmed that there were teachers with different backgrounds of education but the ELT graduates outnumber the others (N=79) and the teachers holding a BA degree exceed in number with N=90 score.

The second part of the questionnaire gives data on teachers' perception of their language competency. In this part, teachers reveal that their paramount needs are along these lines:

- Developing their speaking proficiency
- Recovering their writing skills
- Acquainting themselves with the daily standard of living, culture and ethnicity of native speakers of English

The third part of the data gathering instrument focused on the rank order of EFL areas in terms of INSET needs. Teachers were asked to distinguish on which areas they need an INSET course by giving eight points to the one they need training most and one points to the one they need training least. The apex three of their order was as below with average scores out of eight (8) points:

- Teaching Speaking (average= 6,35)
- Teaching Listening and Pronunciation (average=5,65)
- Integrated Teaching (average=5)

The part giving data on EFL teaching areas was the fourth one. In this part, teachers were given ideas for teaching four skills and grammar, and they were asked to pick the finest notion describing theirs. Upon having analyzed and examined the results of the data provided out of this part, what the teachers revealed about what they think on their needs for a would-be INSET course have been released as follows:

1. Teaching Listening

- Teachers think need an INSET course on teaching listening at the most. Out of seven statements, four of them have a higher percentage than % 50 showing that they need to develop how to instruct listening, and altogether the percentage of five of them exceed the percentage of the ones with no need for developing it.
- They perceive that they need to learn how to make use of games for teaching listening. % 71,1 of the participants mentioned that they need to extend their skills on how to use games for teaching skills of their pupils.
- They need to learn how to employ authentic materials. % 63,9 of the participants revealed that they feel like to be trained on how to use authentic audio and video materials in their classes.
- They need to become skilled at how to design tasks for listening. With a % 55,7, teachers who are unable to get by without this exceed the others with a % 28,9.
- They need to catch the way to use storytelling techniques for developing listening proficiency of the students.
- They need to gain knowledge of how to test and evaluate their students' listening skills. Majority of the teachers with a percentage of % 43,3 point out this and outnumber the others with % 35,1.
- There is a need for learning how to utilize technology in listening classes with some degree of proportion of % 33 only.

2. Teaching Speaking and Pronunciation

- Teachers divulge they need training for preparing activities for intonation and stress. A vast majority of the teachers mention the need to be taught how to set up games on intonation and stress teaching.
- They need to be trained at how to prepare and arrange activities for introducing pronunciation.
- They need to be taught at how to get advantage of games and designing practical tasks in speaking classes.
- They need to find out how to accurate pronunciation mistakes.
- The greater part of them (% 53,6) unveil that they need to learn how to test speaking.
- There is no significant statistical difference between the teachers who need an INSET on how to prepare a lesson plan for a speaking class is % 42,3 while the ones who do not think they need it only reaches % 40,2.

3. Teaching Reading and Vocabulary

- Teachers need to be trained at the ways of using games for teaching skills. Mainstream part of the teachers tells that they could do with learning games to improve their students' reading and vocabulary skills.
- They notify that they need to learn how to improve their students' vocabulary input.
- Majority of teachers think they do not need to be trained at planning a reading lesson, using authentic texts in classes and testing reading.

4. Teaching Writing

- They need an INSET course on the topic of materials adaptation of authentic reading texts for their classes.
- Majority of the teachers think they should have a course on using games and preparing tasks on how to develop writing skills.
- A greater part of the teachers say that they know how to plan writing lesson, how to check writing mistakes and the ways of assessing essays.

5. Teaching Grammar / Structure

- The statement that teachers provide they think they need an INSET course on grammar is only just learning how to integrate grammar with other four skills of language.
- A majority of the teachers point out that they are familiar with how to plan a grammar lesson, how to teach it with a context, how to use games for it, teaching punctuation and testing grammar.

The last part of the instrument focused on the ideas of teachers on INSET opportunities. Teachers were asked to choose the best items describing their thought on opportunities of a potential INSET event in terms of practical prospects as class size, setting, time and period of the event, trainers' background, the medium language. In several questions, they were free to mark more than one statement that applies for them. In reference with the descriptive statistics analysis of this part, it can be concluded that vast majority of teachers point out that they want to be trained at the school they work or at the nearest university campus (% 56 totals). Approximately all of them (%78,4) accept as true that the class size should be between 11 and 20 people. An gigantic majority (% 93,8) wants the course to be provided in English. They reveal INSET

courses should be taught by native speakers of English (F=83), by teacher training bodies like INGED-ELEA (F=52) or by professor from faculties (F=50). As for the period and format of a potential INSET course, teachers have a common idea for a series of seminars (F=55) or one session workshops (F=48). Also as for the time of the event, teachers assume it ought to take place in weekdays on official leave (F=61).

The data analysis section ends with an open-ended question asking teachers to state the most important issues for an INSET course to be successful as said by them. Even though there are twenty diverse foremost thoughts on it, the one with the highest frequency (F=26) reveals that an INSET course should be practical, realistic and applicable to be flourishing for developing an English teacher working at a mainstream primary school.

5.2. Discussion

This study has revealed that INSET, as a way of developing teachers and empowering them, is an important factor for primary English teachers. The results supported the general conclusion that primary English teachers do feel a need for in-service education in subject matter competence, professional competence and attitudes areas. The explanation of this result may lie in the lack of appreciation of a flourishing way to cover the pronounced needs for INSET in Turkish primary EFL context. Thus, in order to eliminate the effects of various pitfalls such as time and technology, and to encourage primary English teachers to become more effective teachers, it is important to address their needs. The implications of this study are supposed to be helpful for teachers to arrange a better teaching environment with well-qualified INSET activities.

Primary English teachers expressed the greatest level of interest in developing their speaking skills as well vocabulary and culture as a part of their subject matter competency. To cover the needs of primary English teachers, INSET programs focusing on communication, culture as well as vocabulary development and writing skills should be implemented. Because, the more the teachers are competent in English, the more

they will be competent in teaching it. In order to maximize this, teachers should be encouraged to take part in INSET activities regarding their English language needs, specifically, oral communication. Activities involving native speakers, cultural implications and spoken interaction should also be considered for providing an opportunity for primary English teachers.

Secondly, this study revealed that primary English teachers find teaching productive skills (speaking and writing) and listening more challenging than the others. One can conclude that, for INSET activities, more emphasis should be placed on learning how to teach speaking, listening and writing but not grammar or structure to any further extent. Speaking and listening skills may have been regarded as being either too difficult to cope with or too costly to be handled with the present opportunities. In order to reduce this, primary English teachers' needs must be taken into consideration, and they should be supported accordingly with INSET courses. When they feel that their needs are considered in these courses, teachers might be more willing to participate in INSET activities. When they are integrated in activities, their needs might well be covered, which might let them re-think and adjust their methods and techniques, gain more confidence, take heart to involve their students in real life communication, recognize new materials and evaluate themselves.

Finally, as teachers' ideas for INSET opportunities are revealed as an important factor in this study; INSET opportunities regarding environment, working conditions and official dealings should be taken into consideration prior to organization. The findings of the study support that activities should be arranged in times when teacher do not have to teach. Besides, activities should be provided with the support of different sides such as INGED and native speakers of English. It can also be concluded that primary English teachers are willing to participate in diverse courses of INSET including but not limited to series of seminars, one-shot workshops and e-trainings. Finally, these training should be provided in English.

In conclusion, it can be believed that the interpretation of the needs analysis will help to form new INSET activities or re-form the existing ones to help teachers to become more competent teachers regarding English competency and ELT skills. A new

syllabus of INSET taking these points into consideration would compensate for the shortcomings of primary English teachers. All in all, INSET activities should aim addressing primary English teachers' needs, which might lead to more competent teachers and then to more competent language learners.

5.3. Suggestions for Further Research

In this study, needs analysis stage of INSET for primary English teachers was analyzed and presenting the place of it on a suggested model was within the scope of the study. Heading away this tip, it is possible to give out some suggestions for further research.

To start with, the data collection tool of this study might be used in further researched as its reliability scores proved to be right with alpha scores. Still, before the Survey for Primary English Teachers' Ideas on Needs (SPETIN) is used again, certain revision might need to be made for the fact that of the localization of the educational needs and teaching level.

Secondly, regarding the numerical findings of this study, it reveals the data on the educational backgrounds and years of experience only. Thus, more research may possibly be done in this inquiry area to observe if there exists a statistically significant relationship with regard to professional development needs and other demographic data such as gender.

Furthermore, it possibly will be helpful to conduct a study with a larger sample on the road to reach different results in a different city or country as this study was limited to Turkish EFL context. It might also be possible to reach different result with a sample group of secondary English teachers working at mainstream state schools in the same or different area.

Also, regarding a limitation of this study that what the teachers perceive that they need might not reflect what they actually need, it would be handy to follow up this

inquiry with certain ways of measure for teachers' actual skills through observations, interviews, on-site visits or any other scientific method.

After all, implementation and evaluation of INSET activities were beyond the scope of this study; hence it would be cooperative to conduct other researches on the implementation process and evaluation course of INSET activities for primary English teachers. To point to the place of evaluation and follow up parts on a suggested model would also be serviceable.

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APPENDICES

APPENDIX 1

A List of Certain (Applied) Linguistics Organizations and Associations.

(given in alphabetical order of acronyms)

Acronym	Booting Country/Continent	Organization / Association / Group
AAAL	USA	The American Association for Applied Linguistics
AATE	Australia	The Australian Association for Teachers of English
AILA	Germany	Association Internationale de Linguistique Appliquée
ALAK	Korea	The Applied Linguistics Association of Korea
ALANZ	New Zealand	The Applied Linguistics Association of New Zealand
ALTE	Europe	The Association of Language Testers in Europe
APAC	Spain	Associació de Professors d'Anglès de Catalunya
APIRS	Brazil	Associação Dos Professores De Inglês/Rs
AzETA	Azerbaijan	Azerbaijan English Teachers Association
BAAL	UK	British Association for Applied Linguistics
BALEAP	UK	The British Association of Lecturers in English for Academic Purposes
BETA	Bulgaria	Bulgarian English Teachers' Association

BELTA	Bangladesh	Bangladesh English Language Teachers Association
CLTA	China	Chinese Language Teachers Association
ESOL	UK	The Cambridge ESOL
EAQUALS	Europe	the European Association for Quality Language Services
EALTA	Sweden	European Association for Language Testing and Assessment
ELTA	Albania	English Language Teachers' Association
ELTA	Serbia	English Language Teachers' Association – Serbia
ELTAA	Afghanistan	English Language Teachers' Association of Afghanistan
ELTAAB	Germany	English Language Teachers' Association of Berlin-Brandenburg
ELTAI	India	English Language Teachers' Association of India
ETAG	Georgia	English Teachers' Association of Georgia
EQUALS	Europe	European Association for Quality Language Services
ESSE	Romania	European Society for the Study of English
ETA	Australia	English Teachers Association
ETAS	Switzerland	English Teachers Association Switzerland

FAAPI	Argentina	Argentine Federation of English Language Teachers' Associations
GALA	Greece	The Greek Applied Linguistics Association
HAAL	Hong Kong	The Hong Kong Association for Applied Linguistics
IATEFL	UK	International Association of Teachers of English as a Foreign Language
ILTA	USA	International Language Testing Association
IRAAL	Ireland	The Irish Association for Applied Linguistics
İNGED	Turkey	İngilizce Eğitimi Derneği
JALT	Japan	Japan Association of Language Teachers
LATE	Latvia	Latvian Association of Teachers of English
LKPA	Lithuania	Language Teachers' Association of Lithuania
NATE	Russia	National Association of Teachers of English in Russia
NCTE	USA	The National Council of Teachers of English
NELTA	Nepal	Nepal English Language Teachers' Association
MATE	Morocco	Moroccan Association of Teachers of English
MATSDA	UK	The Material Development Association

MET	Spain	An Association of English Language Editors and Translators
MSATE/MSSUA	Czech Republic	Moravian and Silesian Association of Teachers of English
NATEK	Kazakhstan	National Association of Teachers of English in Kazakhstan
SAALA	South Africa	The Southern African Applied Linguistics Association
SAETA	Australia	South Australian English Teachers
SEETA	South Eastern Europe	South Eastern Europe Teachers Associations
SPELTA	Russia	St.Petersburg English Language Teachers Association
TESOL	USA	Teachers English to the Speakers of Other Languages

APPENDIX 2

Official Permission Document for Adminstrating the Questionnaire

T.C.
SAKARYA
VALİLİĞİ
İl Milli Eğitim
Müdürlüğü

SAYI: B.08.4.MEM.4.54.00.05.02.070/
KONU: Anket Uygulaması

22380

VALİLİK MAKAMINA

SAKARYA

Ankara Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı Yüksek Lisans Programı Öğrencisi Sinan MISIRLI, Yard.Doç.Dr.İ.Hakkı SARIGÖZ danışmanlığında ; **"Öğretmenlerin Hizmetiçi Eğitim İhtiyaç Analizi ve Örnek Bir Model Çalışması"** konulu anket uygulamasını, İlimiz, Adapazarı İlçesi İlköğretim Okulu İngilizce öğretmenlerine Uygulamak istediklerini; Ankara Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 01.04.2010 tarih ve 2348 sayılı yazıları ile bildirilmiştir.

Söz konusu anketin dersleri aksatmamak kaydıyla; İlimiz, Adapazarı İlçesi İlköğretim Okulu İngilizce öğretmenlerine uygulanması, Yasal gerekliliğin ilgili Okul Müdürlüklerince yerine getirilmesi şartı ile Müdürlüğümüzce uygun mütalaa edilmektedir;

Makamınızca da uygun görüldüğü takdirde, olurlarınızı arz ederim.


SAKARYA

Milli Eğitim Müdürü


OLUR.
02/10/2010
Muammer AKSOY
Vali a.
Vali Yardımcısı

APPENDIX 3

Survey for Primary English Teachers' Ideas on Needs (SPETIN)

Dear Colleague;

This study is conducted to determine the in-service training (INSET) needs of English Language Teachers (ELT) at primary mainstream schools in Sakarya, in terms of developing their English Language competencies and ELT skills (Listening, Speaking, Reading, Writing and Grammar). Please remember that there is not any correct answer to the questions below but only different ideas. Also, your privacy is very important for the research. It is assured you that your confidentiality will be protected. You do not need to provide your name.

The data gathered from this questionnaire will be used for an MA thesis at Gazi University. Using the e-mail below, please feel free to ask any question regarding the research. Thanks in advance for your cooperation.

Sinan Mısırlı
sinan3040@yahoo.com

PART 1: Personal Information

1. **Gender:** male () female ()

2. **What is your educational background?**

English Language Teaching	()
English Language and Literature	()
American Culture and Literature	()
English Linguistics	()
Translation and Interpretation	()
Other	() please specify: _____

3. **What is your educational level?**

Teachers' College	()
BA Level	()
MA Level	()
PhD Level	()

4. How long of teaching experience do you have in teaching English?

() 0–5 years () 6–10 years () 11–15 years () 16–20 years () 20 +

PART 2-Subject Matter Competency

Please choose the best option expressing your ideas.

1 ↔ *Completely Agree*

2 ↔ *Agree*

3 ↔ *Not Sure*

4 ↔ *Disagree*

5 ↔ *Completely Disagree*

TEACHER'S ENGLISH COMPETENCE		1	2	3	4	5
1.	I need to improve my speaking skills to be able to communicate with a native speaker.					
2.	I need training for developing my reading skills in English.					
3.	I want to learn to write proper essays without problems.					
4.	I need to develop my vocabulary.					
5.	I need training to master grammar rules.					
6.	I need to be informed about daily lifestyle of native speakers					
7.	I want to have an improved English/American literature culture.					

PART 3- ELT Areas

Please order the following areas according to your educational needs. Give 8 points to the area that you need training on most and give 1 to the one you need training on least.

- () teaching listening comprehension
- () teaching speaking comprehension
- () teaching pronunciation
- () teaching vocabulary
- () teaching reading comprehension
- () teaching writing comprehension
- () teaching structure and grammar
- () teaching language integratedly

TEACHING READING		1	2	3	4	5
1.	Understanding learners' reading needs and prepare a lesson plan accordingly.					
2.	Using authentic reading text in classroom.					
3.	Teaching reading with games.					
4.	Learning ways of improving vocabulary.					
5.	Learning techniques of how to cope with unknown vocabulary					
6.	Testing reading skills.					
Other, please specify:						

TEACHING WRITING		1	2	3	4	5
1.	Understanding learners' writing needs and planning accordingly.					
2.	Adapting authentic materials for teaching writing.					
3.	Preparing activities for writing.					
4.	Using tasks and games.					
5.	Correction techniques of learners' essays.					
6.	Testing writing.					
Other, please specify:						

TEACHING GRAMMAR		1	2	3	4	5
1.	Planning a grammar lesson at a suitable level for learners.					
2.	Teaching grammar rules in context.					
3.	Using games for grammar teaching.					
4.	Teaching punctuation.					
5.	Integrating grammar into other skills.					
6.	Testing grammar					
Other, please specify:						

PART E- Thoughts about Inset Opportunities

- 1. Where do you think should an in-service training activity take place?
Please feel free to mark all the options that apply for you.**

- () at the school I work
 () at the nearest university campus
 () at the camp sites that the Ministry of Education provides
 () at different schools in the town or city I work
 () at different schools in different cities across the country

2. Who do you think should train English teachers at in-service training activities?

Please feel free to mark all the options that apply for you.

- ☐ experienced English teachers
- ☐ school-heads, principals
- ☐ inspectors, supervisors
- ☐ education faculties professors of universities
- ☐ visiting English Language Fellows from English-speaking countries.
- ☐ private in-service training institutes
- ☐ ELT related associations like INGED
- ☐ other, please specify: _____

3. Which format of an in-service activity do you think would be more helpful to you? P

Please feel free to mark all the options that apply for you.

- ☐ A Series of Seminars
- ☐ One-shot workshops
- ☐ Courses at universities
- ☐ On-line training
- ☐ other, please specify: _____

4. When do you think should an in-service training activity take place?

Please feel free to mark all the options that apply for you.

- ☐ at weekdays after work
- ☐ at weekdays on official leave
- ☐ at weekends
- ☐ in half term breaks
- ☐ in summer breaks
- ☐ other, please specify: _____

5. How many teachers do you think should a class be composed of for in an in-service training activity? Please feel free to mark all the options that apply for you.

- ☐ 1-10 ☐ 11-20 ☐ 21-30 ☐ 31 and more

6. In which language would you prefer to be taught?

- ☐ Turkish
- ☐ English

7. What are the most important three suggestions for a successful in-service training?

1. _____
2. _____
3. _____

Thank You

APPENDIX 4

Turkish Version of Survey for Primary English Teachers' Ideas on Needs

(SPETIN)

İlköğretim İngilizce Öğretmenlerinin Hizmet-İçi Eğitim İhtiyaçlarını Belirlemeye Yönelik Anket Çalışması

Değerli Meslektaşım,

Bu anket, ilköğretim okullarında görevli İngilizce Öğretmenlerinden seçilen bir grubun hizmet içi eğitimine yönelik ihtiyaçlarını belirlemek amacı ile hazırlanmıştır. Elinizde ankette; genel İngilizce yeterliliğiniz, İngilizce öğretimi ihtiyaçlarınız ve hizmet-içi eğitime yönelik fikirleriniz olmak üzere üç bölüm bulunmaktadır. Aşağıdaki soruların doğru ya da yanlış cevapları yoktur ancak yapılan çalışmanın başarıya ulaşması açısından dürüst cevaplar vermeniz önemlidir. Bu ankete vereceğiniz cevaplar anketi düzenleyen kişi dışında kimseye verilmeyecektir. İsminizi yazmanız gerekmemektedir.

Bu bilgi Gazi Üniversitesi'nde yapılan bir Yüksek Lisans çalışması içindir. Verilen e-posta adresini kullanarak anket hakkında bilgi alabilirsiniz. Teşekkürler.

Sinan Mısırlı
sinan3040@yahoo.com

BÖLÜM 1: KİŞİSEL BİLGİLER

1. **Cinsiyet:** () erkek () kadın

2. **Hangi bölümden mezun oldunuz?**

- () Amerikan Kültürü ve Edebiyatı
- () İngiliz Dilbilimi
- () İngiliz Dili ve Edebiyatı
- () İngilizce Öğretmenliği/İngiliz Dili Eğitimi
- () Karşılaştırmalı Edebiyat
- () Mütercim-Tercümanlık
- () Diğer, lütfen belirtiniz: _____

3. **Eğitim seviyeniz nedir?**

- () Öğretmen Okulu/Yüksek Okul
- () Yüksek Lisans
- () Lisans
- () Doktora

4. Kaç yıldır İngilizce öğretmenliği yapmaktasınız?

() 0–5 yıl () 6–10 yıl () 11–15 yıl () 16–20 yıl () 20 yıl +

BÖLÜM 2- GENEL İNGİLİZCE YETERLİLİĞİ

Lütfen cümlelere ilişkin fikirlerinizi en yakın seçenek ile belirtiniz.

1 ↔ Kesinlikle Katılıyorum

2 ↔ Katılıyorum

3 ↔ Kararsızım

4 ↔ Katılmıyorum

5 ↔ Kesinlikle Katılmıyorum

İngilizce Yeterlilikleri		1	2	3	4	5
1.	Anadili İngilizce olan biriyle sorunsuz konuşabilmem için konuşma becerimi geliştirmeye ihtiyacım var.					
2.	İngilizce bir metni hızlı bir şekilde okuyup doğru anlamak için eğitime ihtiyacım var.					
3.	İngilizcede zorlanmadan ve doğru bir şekilde kompozisyon yazmayı öğrenmek istiyorum.					
4.	İngilizce kelime hazinemini geliştirmeye ihtiyacım var.					
5.	İngilizce dilbilgisi kurallarına hakim olabilmek için eğitime ihtiyacım var.					
6.	Anadili İngilizce olan insanların kültürleri ve yaşam tarzları hakkında bilgilendirilmem gerekir.					
7.	İyi derecede İngiliz ve(ya) Amerikan edebiyatı kültürü edinmek isterim.					

BÖLÜM 3- İNGİLİZCE ÖĞRETİMİ ALANLARI

Aşağıdaki maddeleri, en çok eğitime ihtiyaç duyduğunuz dil öğretimi alanlarına göre 8’den 1’e doğru sıralayınız. Eğitimine en çok ihtiyaç duyduğunuz maddeye 8 puan, en az ihtiyaç duyduğunuz madde ise 1 puan veriniz.

() dinleme becerisinin öğretimi

() konuşma becerisinin öğretimi

() telaffuz öğretimi

() kelime öğretimi

() okuma becerisinin kazandırılması

() yazma becerisinin öğretimi

() dilbilgisinin öğretimi

() dil becerilerinin birkaçının bir arada, iç içe öğretilmesi (*teaching language integratedly*)

BÖLÜM 5- HİZMETİÇİ EĞİTİME YÖNELİK DÜŞÜNCELER

5. Nerede hizmet-içi eğitim almak istersiniz? Birden fazla işaretleyebilirsiniz.

- ☐ çalıştığım okulda
- ☐ en yakın üniversite’de
- ☐ Milli Eğitim Bakanlığı’na ait kamp yerlerinde
- ☐ çalıştığım il/ilçe’deki çeşitli okullarda
- ☐ ülkedeki çeşitli okullarda

6. Sizce, İngilizce öğretmenlerine hizmet-içi eğitim kimler tarafından verilmeli? Birden fazla işaretleyebilirsiniz.

- ☐ tecrübeli İngilizce öğretmenleri
- ☐ okul müdürleri
- ☐ Milli Eğitim müfettişleri
- ☐ üniversitelerin eğitim fakültelerinde çalışan öğretim görevlileri
- ☐ anadili İngilizce olan ülkelerden gelen misafir İngilizce öğretmenler / öğretim görevlileri
- ☐ özel hizmet-içi eğitim kursları
- ☐ İNGED gibi İngilizce öğretimi ile ilgili kuruluşlar
- ☐ diğer, lütfen belirtiniz: _____

7. Hangi biçimde bir hizmet-içi eğitime katılmayı tercih edersiniz? Birden fazla seçebilirsiniz.

- ☐ birkaç günlük seminerler
- ☐ tek günlük workshop’lar.
- ☐ üniversitelerde verilen eğitimler
- ☐ internet üzerinden verilen eğitimler
- ☐ diğer, lütfen belirtiniz: _____

8. Ne zaman düzenlenen bir hizmet-içi faaliyete katılmak istersiniz? Birden fazla seçebilirsiniz.

- ☐ hafta içi mesaiden sonra
 - ☐ hafta içi, görevli-izinli olarak
 - ☐ hafta sonunda
 - ☐ sömestr tatilinde
 - ☐ yaz tatilinde
 - ☐ diğer, belirtiniz: _____
-

5. Kaç kişilik bir hizmet-içi eğitim sınıfında eğitim almak istersiniz?

- ☐ 1–10 ☐ 11–20 ☐ 21–30 ☐ 31 ve daha fazla

6. Hangi dilde yapılan bir hizmet-içi eğitim faaliyetine katılmayı tercih edersiniz?

- () Türkçe
() İngilizce

7. Bir hizmet-içi eğitim faaliyetinin başarılı olması için en önemli üç öneriniz nedir?

1. _____.
2. _____.
3. _____.

TEŞEKKÜRLER

APPENDIX 5

Cronbach's Alpha Scores of the Pilot Study

Case Processing Summary			
		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	,0
Total		50	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,930	,931	39

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
s1	115,58	628,289	-,219	.	,935
s2	115,10	626,541	-,172	.	,936
s3	115,26	622,686	-,134	.	,934
s4	115,42	618,861	-,073	.	,933
s5	114,36	613,582	,016	.	,932
s6	115,52	612,132	,039	.	,932
s7	115,02	621,571	-,128	.	,933
s8	115,08	571,177	,755	.	,925
s9	115,10	573,520	,677	.	,926
s10	115,64	575,990	,703	.	,926
s11	115,56	580,088	,608	.	,927
s12	115,26	574,400	,694	.	,926
s13	114,70	577,194	,553	.	,927
s14	115,30	581,643	,586	.	,927
s15	115,14	575,429	,627	.	,927
s16	115,30	570,949	,708	.	,926
s17	115,16	572,464	,681	.	,926
s18	115,64	581,786	,575	.	,927
s19	115,66	582,474	,613	.	,927
s20	115,46	583,315	,606	.	,927

s21	115,52	580,051	,610 .	,927
s22	114,86	577,143	,662 .	,926
s23	114,86	580,776	,605 .	,927
s24	115,20	577,143	,679 .	,926
s25	115,28	578,736	,596 .	,927
s26	114,90	582,622	,618 .	,927
s27	114,84	579,933	,619 .	,927
s28	115,06	581,813	,608 .	,927
s29	115,24	577,125	,693 .	,926
s30	115,12	573,169	,697 .	,926
s31	115,26	575,747	,651 .	,926
s32	115,06	580,221	,564 .	,927
s33	115,12	580,802	,565 .	,927
s34	114,42	583,677	,581 .	,927
s35	114,60	576,939	,608 .	,927
s36	114,98	577,408	,549 .	,927
s37	114,76	588,104	,413 .	,929
s38	114,82	578,477	,551 .	,927
s39	114,16	575,974	,648 .	,926

APPENDIX 6

Details of Differences between ELT and Other Major Graduates regarding Ten Statistically Differentiated Items with Mann-Whitney U Test

1. Using tasks for listening skills

	ELT	Other	Total
Completely Agree	5	3	8
	6,3%	16,7%	8,2%
Agree	36	10	46
	45,6%	55,6%	47,4%
Not Sure	11	4	15
	13,9%	22,2%	15,5%
Disagree	22	0	22
	27,8%	0%	22,7%
Completely Disagree	5	1	6
	6,3%	5,6%	6,2%
Total	79	18	97
	100,0%	100,0%	100,0%

Table 1 of Appendix 6 above reveals that while ELT graduates reveal they do not need to be trained on using tasks for listening with 27,8 %, none of other graduates choose that option.

2.Using games for teaching speaking

	ELT	Other	Total
Completely Agree	6	4	10
	7,6%	22,2%	10,3%
Agree	35	10	45
	44,3%	55,6%	46,4%
Not Sure	7	1	8
	8,9%	5,6%	8,2%
Disagree	23	2	25
	29,1%	11,1%	25,8%
Completely Disagree	8	1	9
	10,1%	5,6%	9,3%
Total	79	18	97
	100,0%	100,0%	100,0%

It can be seen above that other graduates agree that they need to be trained on how to use games for teaching speaking with a frequency of 10 out of 18, which is statistically meaningful when compared to the frequency of ELT graduates with a frequency of 35 out of 79.

3. Learning how to correct pronunciation mistakes

	ELT	Other	Total
Completely Agree	8	4	12
	10,1%	22,2%	12,4%
Agree	30	10	40
	38,0%	55,6%	41,2%
Not Sure	13	2	15
	16,5%	11,1%	15,5%
Disagree	23	1	24
	29,1%	5,6%	24,7%
Completely Disagree	5	1	6
	6,3%	5,6%	6,2%
Total	79	18	97
	100,0%	100,0%	100,0%

As for learning how to correct pronunciation, other graduates reveal more need than ELT graduates, as it can be concluded from the table 3 of Appendix 6 above.

4. Understanding learners' reading needs and prepare a lesson plan accordingly.

	ELT	Other	Total
Completely Agree	2	1	3
	2,5%	5,6%	3,1%
Disagree	16	6	22
	20,3%	33,3%	22,7%
Not Sure	7	4	11
	8,9%	22,2%	11,3%
Disagree	43	6	49
	54,4%	33,3%	50,5%
Completely Disagree	11	1	12
	13,9%	5,6%	12,4%
Total	79	18	97
	100,0%	100,0%	100,0%

Table 4 of Appendix 6 above discloses that although there is a focus on *not sure* option in the table 4 above, other graduates show more interest in getting trained with 33,3 %.

5. Testing reading skills.

	ELT	Other	Total
Completely Agree	0 0,0%	1 5,6%	1 1,0%
Agree	22 28,2%	9 50,0%	31 32,3%
Disagree	7 9,0%	4 22,2%	11 11,5%
İhtiyacım yok	42 53,8%	3 16,7%	45 46,9%
Completely Disagree	7 9,0%	1 5,6%	8 8,3%
Total	78 100,0%	18 100,0%	96 100,0%

For getting trained in testing reading skills, it is revealed that other graduates perceive they need to be trained with 50,0 %, while 53,8 % of ELT graduates choose not to be trained.

6. Adapting authentic materials for teaching writing.

	ELT	Other	Total
Completely Agree	4 5,1%	3 16,7%	7 7,2%
Agree	32 40,5%	10 55,6%	42 43,3%
Not Sure	12 15,2%	1 5,6%	13 13,4%
Disagree	25 31,6%	3 16,7%	28 28,9%
Completely Disagree	6 7,6%	1 5,6%	7 7,2%
Total	79 100,0%	18 100,0%	97 100,0%

Table 6 of Appendix 6 reveal that while ELT graduates think they do not need education on adapting materials for teaching reading, with a total percentage of 31,6 %, other graduates prefer to be trained on that with 55,6 %.

7. Preparing activities for writing.

	ELT	Other	Total
Completely Agree	2	3	5
	2,5%	16,7%	5,2%
Agree	33	9	42
	41,8%	50,0%	43,3%
Not Sure	8	3	11
	10,1%	16,7%	11,3%
Disagree	29	2	31
	36,7%	11,1%	32,0%
Completely Disagree	7	1	8
	8,9%	5,6%	8,2%
Total	79	18	97
	100,0%	100,0%	100,0%

Even though ELT graduates disclose that they disagree with the need of preparing activities for writing, other graduates who interest in it with a total percentage of 66,7 %.

8. Using tasks and games for writing skills.

	ELT	Other	Total
Completely Agree	4	3	7
	5,1%	16,7%	7,2%
Agree	33	11	44
	41,8%	61,1%	45,4%
Not Sure	9	1	10
	11,4%	5,6%	10,3%
Disagree	26	2	28
	32,9%	11,1%	28,9%
Completely Disagree	7	1	8
	8,9%	5,6%	8,2%
Total	79	18	97
	100,0%	100,0%	100,0%

Other graduates reveal need in using tasks and games for teaching writing with a 61,1 % while ELT graduates' percentage is limited to 41,8, as it can be seen it table 8 of Appendix 6 above.

9. Correction techniques of learners' essays

	ELT	Other	Total
Completely Agree	5	3	8
	6,3%	16,7%	8,2%
Agree	19	10	29
	24,1%	55,6%	29,9%
Not Sure	8	0	8
	10,1%	,0%	8,2%
Disagree	34	4	38
	43,0%	22,2%	39,2%
Completely Disagree	13	1	14
	16,5%	5,6%	14,4%
Total	79	18	97
	100,0%	100,0%	100,0%

It can be seen that other graduates reveal need for learning correction techniques in writing while ELT graduates do not think so.

10. Testing grammar

	İngilizce Öğretmenliği	Diğer	Toplam
Completely Agree	2	1	3
	2,5%	5,6%	3,1%
Agree	10	6	16
	12,7%	33,3%	16,5%
Not Sure	3	2	5
	3,8%	11,1%	5,2%
Disagree	38	5	43
	48,1%	27,8%	44,3%
Completely Disagree	26	4	30
	32,9%	22,2%	30,9%
Total	79	18	97
	100,0%	100,0%	100,0%

Finally, in table 10 of Appendix 6, it can be seen that there is a statistically significant difference between ELT and other graduates regarding their need of education in learning testing grammar, that is, other graduates reveal more need in testing grammar than ELT graduates.