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**İNGİLİZCE ÖĞRETMENLERİ İÇİN HİZMETİÇİ EĞİTİM  
KURSLARININ DÜZENLENMESİNE YÖNELİK  
İHTİYAÇ ANALİZİ.**

**A NEEDS' ANALYSIS TO ORGANIZE  
IN-SERVICE TEACHER TRAINING  
FOR ENGLISH LANGUAGE  
TEACHERS.**

**Yunus KARACA  
(Yüksek Lisans Tezi)  
Eskişehir 1999.**

**A NEEDS ' ANALYSIS TO ORGANIZE IN-SERVICE TEACHER  
TRAINING FOR ENGLISH LANGUAGE TEACHERS.**

**By**

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**Thesis of Master of Arts  
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## YÜKSEK LİSANS TEZ ÖZÜ

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### İNGİLİZCE ÖĞRETMENLERİ İÇİN HİZMETİÇİ EĞİTİM KURSLARININ DÜZENLENMESİNE YÖNELİK 'İHTİYAÇ ANALİZİ'.

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Bu çalışmanın amacı ,İngilizce öğretmenlerinin Hizmetiçi eğitiminde , planlanacak olan eğitim faaliyet programının başarıya ulaşmasında kursiyerlerin hangi ihtiyaçlara gereksinim duyduklarının tespitine yöneliktir.

Araştırmamda, Aralık 1998 tarihinde Eskişehir ili ve ilçeleri ile Bilecik ili Bozüyük ilçesinde bulunan ;bünyesinde hazırlık sınıfı bulunduran 22 Anadolu lisesi Anadolu Meslek lisesi,Süper lise ve Anadolu lisesi statüsündeki Özel okullarda görev alan ;mesleki tecrübesi bir yıl ile yirmi yıl arasında değişen 100 İngilizce öğretmeni-ne'İhtiyaç Tespit Analizi' uygulanmıştır.

Hizmetiçi eğitimin gayesi öğretmene bir yandan sınıf ortamında edindiği tecrübelerin yansımaları görme ve diğer meslektaşlarıyla değerlendirme imkanı sağlarken ,diğer yandan da sahasında gerçekleştirilen yenilikleri tanıma fırsatını sağlamaktır.Söz konusu olan İngilizce öğretimi ise,İngilizce öğretmeni yabancı dil öğretiminin üç ögesi;ÖĞRENCİ-MATERYAL- veYÖNTEM VE TEKNİKLER konusunda kendi kendine veya okul ve arkadaşlarıyla ortaklaşa neleri tecrübe edip geliştirmişse; bir yandan bunları ifade etme,sergileme kritik etme fırsatını yakalayacak;diğer yandan da yabancı dil öğrenimi ve öğretiminde yapılan araştırmaların ışığında geliştirilen yeniliklerden haberdar olma şansına sahip olacaktır.

Araştırmamda ,öğretmenlerin ihtiyaçları ''Yöntem ve Teknikler açısından ele alınmış öğretmenler adına düzenlenecek Hizmetiçi etkinliklerinde bu ihtiyaçların dik-kate alınmasının bu çeşit etkinliklerin başarısını artıracığı sonucuna varılmıştır.

## ABSTRACT

This study aims at investigating ( how well seeking for ) the teacher's needs and expectations emphasized through 'needs' analysis determine the success of in-service teacher training courses in case they are taken into consideration before preparing those courses in ELT.

As a base to my research, there has been applied a 'Need Analysis Questionnaire to 100 language teachers who are working at twenty English Medium schools, Anatolian High schools, Anatolian Vocational High Schools, and Private schools which have English prep classes in Eskişehir, Sivrihisar, Çifteler, and Bozüyük.

In-service teacher training can provide language teacher, on one hand, to reflect what s/he has experienced in his/her language class; on the other hand, it can provide him/her to see the latest changes realized in ELT. In other words, considering English Language teaching, the language teacher will, on one hand, get the chance to analyze what s/he has planned and applied either by him/herself, or in a group of other language teachers on those three elements: LEARNER, MATERIAL-LANGUAGE TEACHING METHODS AND TECHNIQUES, and will, on the other hand, get the chance to be informed, through those courses, by the latest innovations which have been developed under the current investigations in theory and practice in the areas related with those 'Three elements in ELT'

Through the research, it has been found out the needs and expectations of language teachers in ELT Methods and Techniques

As a result, it has been drawn by this study that, those needs and expectations should be taken into consideration by the help of Need Analysis Questionnaires in order to achieve success in ELT, in preparing in-service teacher training courses.

## JÜRİ VE ENSTİTÜ ONAYI

**İmza**

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## SYMBOLS AND ABBREVIATIONS

NT: Novice Teachers

OT: Other Teachers.

ET: Experienced Teachers

ELT: English Language Teaching



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## CHAPTER 1

### INTRODUCTION

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

(Roe, 1990)

#### 1.1. Background to the problem

Language learning have started in early times that the first community had come into contact to recognize each others' cultures. Sumerians are said to be the first community who intended to learn and to use the language of Akhads for defence matters, so first aim in language learning was for military purposes. Later, trade might have been a vital factor to learn other languages. Probably, beside language teaching, training language teachers appeared those days. Early attempts to train language teachers should have been due to desire to do job economically in a short time. In other words, time and money played the primary role to deal with training language teachers.

After struggling with several methods and techniques in foreign or second language teaching, we came across today 'some roles' in language classes rather than methods and thecniques in language learning process. (see: Molley and Chamot, 1990; Nunan and Richards, 1990; Williams and Burden, 1997)

The rapid and continuous changes taken place in science and technology forced language teachers, linguists, and textbook writers in ELT to

think profoundly on methods and techniques to be applied, materials to be exploited and the tools to be used effectively in language learning process, because what has been developed yesterday is getting old and useless today, and doesn't work in every language class. Even the latest methods and techniques developed by language teachers and proposed by linguists seem to be only a reportier of language teaching today. So, **teacher development** becomes a vital issue. One of the ways to help language teachers to improve themselves is **in-service teacher training programs**.

One of the primary goals of in-service teacher training is **language improvement** of language teachers, second primary goal is to make them more **aware of** on their professional lives and help them improve their teaching. In order to increase **teacher awareness** in ELT methods, language teachers should be trained systematically in their professional lives.

How can we describe 'teacher awareness' in ELT? This is also crucial. First of all, we must describe the job of language teacher: Language teacher tries to get a/some students (learners) learn the language in a classroom. S/he has to follow a syllabus, and is to use several materials. As this description indicates; three elements act in this process: Teacher/ learner/ material. The outcomes of this tedious interaction between those three elements will be then called 'Learning a Foreign Language.'

Kennedy(1987:165) defines '**Teaching**' as:

“ essentially a cognitive, behavioural activity, involving attitudes towards learning which are derived from the society in which are derived from the society in which change is to be implanted.”

Almost Every country are seen to be establishing several in-service teacher training courses and seminars. But most of the time, those organizations fall apart to achieve their goals because they are not prepared carefully, and it has not been taken into account of what the trainees would like to learn about related to their expectations and problems which might reflect their own language classes.

## 1.2.Problem.

James Ward(1990) suggests that;

“In-service programmes are an effective way to avoid burnout and increase job satisfaction.”

Here he gives two reasons to train language teachers:

- 1)because, they become burnout in time,and;
- 2)because they lose their enthusiasm in teaching the language.

Actually every professional faces that problem in almost every field or at any job.

Proffesor Harold B.Allen (1978:211)describes five steps for TESOL Proffesional:

- 1)Novice teacher,
- 2)Semi Professional,
- 3)Professional
- 4)Burnout,
- 5)Veteran.

Here who needs help in ELT mostly, is usually' **Novice teacher**',and the '**Burnout**' one.Because Novice teacher is in a continious difficulty to apply into the- language class what s/he has learned in theory in ELT.And the Burnout teacher might stuck into a stagnation in English language teaching. Yet the teachers in the other groups can benefit a lot from in-service programmes.

Palmer(1993:166)states that'(...)In-serviceprogrammes are,by their very nature,usually intensive allowing trainers little opportunity to help teachers to explore the implication.The innovation will have on their previously established classroom routines and,thus adapt it to their particular circumstences.As a result,the full benefit of the in-service programme may not be attained.”

Who ,or what supplies that 'little opportunity' that Palmer states above ? The answer seems that 'the In-service programmes'.How are these programmes developed is crucial ;it is whether due to the assumptions of trainers who might assume some 'pursuit needs'or, that the trainees may have reflect through need

analysis if they are prepared consistent , before or during such in-service courses or seminars. But usually, teacher trainers develop in-service training course programmes on some pursuit needs, rather than trainees' real needs. This fact has been revealed by Michael Breen, Chris Candlin, Leni dam and Gerd Gabrielsan's common study (1989:53)

“...over the years a fair number of the teachers (who participated in-service teacher training courses) have expressed their rejection of the following innovation for several reasons. Their views can be summarised as follow:

1) The innovation came from trainers who were outside the teacher's classroom experience and was not ideas or proposals drawn directly from this experience. Put simply, it was someone else's innovation from another context.

2) The apparent demand on the teacher were 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 was exposed in terms of likely learner rejection.

4) It was too ideal terms of being a world away from the reality of the teacher's own classroom, and his or her responsibilities to the school and to the parents. What theory and research might propose seemed unfeasible in practice or insensitive to the social world of the teacher and the constant of that reality(...)”

One of the benefits of in-service teacher training should be to arouse teacher awareness in ELT. In other words , in-service teacher training should be organized and run in a way that the participants should be able to test themselves on what extent they are aware of their professional jobs. In-service teacher training is usually taken into an account with “**Teacher Development**. Lunge (1990:244-268) defines it as follows:

“...is a term used in the literature to describe a process of continual , intellectual, experiential and attitudinal growth of teachers.”

On the other hand Lamb (1995:72) gives the description of **INSET** as:

“...social and professional intensity of the event. (Widdowson 1987:27); the break in routine, the chance to meet new colleagues, and to discuss one's

professional problems, the exposure to lots of stimulating new ideas, the novelty of being students again.”

Comparing those two concepts (Lung's teacher development; Lamp's INSET); In-service teacher training is prescriptive, limited and restricted while professional development is life-long, open-ended, and progressive. But if in-service teacher training is planned well on 'real needs' of language teachers rather than some 'pursuit needs', described above, it can be the first effective step for those who are called 'novice teacher', and a renewing cycle for those who are called 'experienced teachers' in this study

The research conducted by Altan (1997) have revealed that language teachers throughout Turkey have been suffering from several problems come up from their own language classes. These are:

- 1) Lack of material to use in ELT;
- 2) Demotivated students;
- 3) Large classes;
- 4) lack of co-operation between their colleagues;
- 5) limited opportunity to improve their language proficiency;
- 6) heavy load;
- 7) the fear from the school administration, and the inspectors.

To some extent, the majority of the language teachers bring these problems as in complaints to in-service courses. How can the teachers be helped to overcome, at least, some of the problems above through in-service teacher training event? The answer could be; through a programme which will base on real needs of the teachers who will be able reflect their problems and try to find some remedies that they will try to develop during the sessions of in-service teacher training courses, bearing in mind their own language classes.

As Breen at all(1989:134) states that 'In-service training course or programme is likely to be the most useful if it grows directly out of experiences, assumptions and perceived problems of the trainees...The trainees' own classroom and the learners within it are a major source of information on the nature of the language learning process...In-service training -should focus on what is done in the daily life of the language class, the decisions, activities, tasks and the learning experience.'

### **1.3. Aim and Scope of the study.**

Through this research ,it has been aimed at to find out **real needs** of language teachers who are at work in English Medium High Schools in and around Eskişehir .This study is also beieved to help language teachers in order to seek for some solutions to the problems of the language teachers who are according to Allen(1978) at 'burnout' Novice stage ,to 'professional' stage in EnglishLanguage Teaching. This is a vital and an urgent task for those teachers ,because they have been suffering from the difficulties, such as; teaching false beginners recognising new materials ,understanding changing role s nad responsibilities of language teachers amd learners in language class.They can also get the chance to realize what they have been done well in their own language classes ,and learn to take part in discussions during sessions and workshops in their concepts.

### **1.4. Statement of the Research Questions.**

This study aims at investigating what sort of needs and expectations would the trainees bring into the agenda if they were asked to do;and how would those needs and expectations determine the development of the programme to run during in-service training courses and seminars.

Through this research, it has been intended to find out these needs and expectations of language teachers with the following questions:

1)What professional needs do language teachers require in order to gear their way of teaching in their own language classes?

2)How much will these needs and expectations change according to language teachers who have different lengths of teaching experience in the language teaching process?

3)How well these expectations will change for the language teachers who have participated in in-service teacher training courses and seminars compared with those who didn't take any in-service teacher training?



## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. In-service Teacher Training in the World.

In the world in-service teacher training has been undertaken within several models and projects in order to achieve different objectives, such as implementing a new approach, presenting a new syllabus to the teachers in one area, teaching how to use some tools or newly developed ELT materials to language teachers.

##### 2.1.1. Pyramid Model

Tessa Wood (1991:50) states that "Teaching and training are complex events. They bring together, in a cluster, an enormous number of features, such as people, places, material, content, and jostle in a spontaneous kaleidoscope coloured by the past histories, present speculations, and future possibilities of all the features at the event."

Here Tessa Wood argues that every single feature related to the event of teacher training should be taken into account equally important. Furthermore, these features should lead to evaluate past, present, and future arguments in ELT. Probably these arguments will be based on comparisons and discussions on what has been done in ELT up to now, how it is being handled at present. The outcome of these comparisons and discussions will enable the participants to foresee the features of ELT in following years.

Tessa Wood(1991:52) in the same study,suggests a model called 'Pyramid Model' for training language teachers.She defines the elements in her model as follows:

' *by Approach*,I mean the beliefs people hold about teaching,learning,and training,and discussions they might have about overall aims,strategies and policies.'

by *Tactics*,I mean activities,exercises,and moment to moment decisions made in the training room.-

*Method* occurs somewhere between these two as an interrelation of thoughts and beliefs on one hand, and the fine details of particular session on the other hand.The level of method encompasses decisions about the selection and sequencing of context,objectives,materials and roles.'

Under the enlightenment of the features that Tessa Wood puts forward above we can ask the following questions to cover up any teacher training course or seminar in ELT:

- 1)When is the suitable time for ELT courses?
- 2)How much time,at least, should be allocated to run such a kind of course?
- 3)Who will be the participants, and how will they be selected ?
- 4)What is the proficiency level of the participants ?
- 5)The course content?
- 6)The facilities the course center can provide to the participants?
- 7)The materials to be used through the sessions ?Who will supply those materials ?
- 8)Participants' real needs or the pursuit needs by tutors ?
- 9)Organizations of the sessions ? Types of sessions ?
- 10)The overall aims of the sessions ?Specific aims of the sessions ?
- 11)Evaluation of the course ?

### 2.1.2. Prinset and Rupet

In the world in some countries teacher training has been carried out with a collaboration of local British council offices and the Ministry of Education, and in most of these countries local or state universities also take the responsibility of doing this job of teacher training. In some other countries, teacher training has been carried out within a project run by universities and those offices. For example, PISET in Thailand, RUPET in Malaysia, and PRINSET in Sri Lanka. (For more details see: Pierre Koruaga (1990), Martin Lamp (1995) David Hayes (1995), and George Murdock (1994).

Hayes (1995) states that 'The role of Pupet was initiated in an attempt to provide just the intensity, and kind of care and attention that had characterized success in the experimental schools' efforts to change teaching and learning behaviours.' Prinset was organized in the 1980's in Sri Lanka by the ministry of Education, and staffed Peace Corps Volunteers, American Friends' Service Volunteers and selected Sri Lankan counterparts.'

Charles Parish and W. Raymond Brown (1988: 128) two staff members from that project describe Prinset as follows:

Professional in-service English Teacher Training serves about 1000 teachers who meet at six centers at weekends for twenty months; they work at their teaching posts from Tuesday through Friday. At the end of that period, these teachers will sit the same examinations as the trainees in the teachers' colleges, and the successful candidate will receive the same trained teacher certificate. The six centers are located according to the number of untrained teacher applications in various educational districts (...). There are 70 to 250 trainees at the centers, and four to ten staff members. The trainees' participation is voluntary, and although they lose the freedom of their weekends their motivation is strong. First they qualify to sit the examination, second their professional and personal lives are not disrupted; third they are the four out of five who did not qualify for admission to the training colleges.'

The core component of the programme is designed to do three things: 1) provide language development materials for the trainees; 2) provide background in methodological theory for both trainees and tutors, and 3) provide teacher training focus for the tutors of the course. The attempt has been to develop a totally integrated

programme, combining both theory and practice, and to demonstrate important concepts of the unitary nature of language learning and teaching.'

All these contributions reveal that Prinset can be utilized to develop the trainers rather than the trainees. Trainees in Prinset can be considered 'Language learners' only. Although the programme seems to be based on a balance of theory and practice, the prime focus is on Language improvement.

### 2.1.3. Teacher Change Cycle Model

Martha Pennington (1995:706) develops a 'Teacher Change Cycle Model' in her study. She states that:

Teacher development can be seen as a metastable system of context interactive change involving a continual cycle of innovation behaviour and adjustment to the circumstances.'

So, teacher change and development, according to her

'...require an awareness the need for the change or at least of the desirability of experimentation of availability of alternatives. A teacher awareness and knowledge of alternatives is coloured by that teacher's experience and philosophy of teaching which act as psychological barrier, frame or selective filtering mechanism.' (ibid:705.) She concludes in the same study that:

Teacher's awareness and practice change involves the interplay two processes: innovation and reflection. Innovation is the source of new information that triggers change (Fullan and Hargraves 1991), and critical reflection is the process of information gained through innovation in relation to the teacher's existing schema of teaching.' (ibid:706)

In Pennington's paper two major concepts come out in training language teachers: Innovation and Reflection.

Similarly Rod Bolitho (1996) claims that 'teachers can be trained, teachers can be educated, (...) but teachers cannot be developed.' (at his speech at British Council in Istanbul held on December 3<sup>rd</sup>, 1996)

If it is the case, why is needed to train language teachers through in-service training? The problem is not the frequency and the length of those courses or seminars; it is rather on the content, and the method of training programmes. Development in teaching language is a self-process as well as learning a language. So, what is needed in training language teachers is a kind of method by which each participant would be able to reflect his/her own way of doing the job. Each participant also should be provided to study on what s/he needs in teaching the language.

#### **2.1.4. Reflective Model**

Michael Wallace (1991:50) emphasizes the reflective feature of training language teachers. He even develops a model called 'Reflective Model' for training foreign language teachers. He describes his starting point in developing his model as follows:

'The reflective model emphasizes (...) the fact that people seldom enter into the professional training situation with blank mind and/or neutral attitudes. This is especially true of the profession of teaching where the trainees have been exposed to the practise of the profession either willingly or unwillingly during their most impressible years.'

He defines two concepts in order to explain his Reflective Model 'Receptive Knowledge', and 'Experiential Knowledge'. He describes those two concepts as follow:

'Received Knowledge: In this, the training becomes acquainted with the vocabulary of the subject and the matching concepts of research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession. So, currently (among other things) to speak to the target language to a reasonable degree of fluency to organize pair and group works, to prepare a phonetic transcript, to be familiar with the certain grammatical terms and so on.' (ibid: 14/15).

'Experiential Knowledge: Here the trainee will have developed knowledge in action by practice of the profession, and will have had the more opportunity to reflect on that knowledge in action. (It should be noted here that it is also possible to develop experiential knowledge by

the observation of practice, although this knowledge-by observation is clearly of a different order from 'Knowledge in action'. (ibid:15)

He sees these two kinds of knowledge as a dispensable feature of professional development in ELT rather than training language teachers by the help of in-service teacher training courses or seminars. Here the problem is that; Mr. Wallace works with the novice language teachers who have no, or a little chance to test their **'Experienced knowledge'** in a real language classes. Even those teachers couldn't probably face the difficulties which come out by the differences of practice and theory in ELT.

### 2.1.5. Denmark Experience

A unique in-service training course was held in Denmark from 1978 to 1985. It can be called unique, because the focus at the course was not on only language teachers, or trainers, but also on the language learners, pupils. The workshops during the course were witnessed to work with real language learners. Through these courses over a hundred language teachers were trained with their students each year. The outcomes of these courses have been discussed by some others in recent years.

The tutors of those courses, Michael Breen, Chris Candlin, Leni Dam, and Gerd (1989:114) state in their study that;

“ The purposes of initial in-service workshops (...) were (...) two fold. (...) on the one hand was to introduce the teachers to certain characteristics of communicative language teaching on the other hand, was to hear of ways in which published textbooks might be best used in addition to those approaches they had developed through their own experience.”

During the courses **three phases** were taken into consideration by the course tutors:

- 1) training as **'Transmission,**
- 2) training as **'problem solving ,**

### 3) training as 'classroom decision making and investigation'.

As 'transmission', language teachers were involved in reflecting their own language classes. For 'problem solving' they were invited to describe several common problems occur in their classes and intended to seek for relevant solutions to those problems. At the last phase, both language teachers and students were invited to make decisions in having more productive language classes in their own classrooms. In the same article the authors come to the following results: (134/145)

1) An in-service course or programme is likely more useful if it grows directly out of the experiences, assumptions and perceived problems of the trainees. (...)

2) It seems teachers attempt too much in their classrooms. Trainers may be most helpful to them by joint exploration of teachers' responsibilities in classroom work and by examining which of these might be taken on by their learners

3) The trainee's own classroom and the learners within it are a major source of information on the nature of language-learning process. The training course or programme could offer teachers ways of investigating the process. In that way, theory and research may benefit, and more important perhaps teachers can explore the potential of classroom language learning in order subsequently to relate those findings to outside theoretical and research developments.

4) In-service training should focus on what is done in the daily life of the language class, the decisions, activities, tasks, and learning experiences (...). For the trainer, the teachers' interpretations of what is done in the classrooms are as important as the data from the classroom itself.

5) Any innovation premissed on training is most usefully introduced by building on what teachers currently know and do and occurs in the classroom. Rather than maintaining that these matters must be changed or replaced, training might entail reflection and development rather than assume 'deficiency' on the part of trainees. (...)

6) Any training will be converted to do action to the extent that it is seen as valuable as necessary to the teachers and, as important to learners.

7) Training should encourage a three-way interaction and interdependence between trainers, trainees, and the learners.

8) The training course or programme must include evaluation of its outcomes and effects. This will be most informative for trainers if it occurs during the process of training and if there is subsequent evaluation by the teachers in terms of what happens in their own classrooms (...)

9) Training must be seen as an investigative process where the trainer explores possibilities with trainees by drawing on their contributions from the classroom experience and from the learners. (...)

10) In terms of our programme, we believe now that training could begin ideally from 'classroom decision making' and 'investigation'. If this is impractical for trainers, then 'training as problem solving' is a feasible first step which will reveal other possibilities to both trainers and teachers.'

This programme has remained unique amongst the others, because no other programme which were conducted in Denmark and in other countries could involve those three features of language teaching job; trainer, trainee, and the learner together. The success of this programme is mostly due to taking trainees' needs and expectations before hand.

#### **2.1.6. On-line On-going Model**

A different model has been suggested by Sima Sengupta and Suzi Nicholson (1996:50/4), which they called "On-line and On-going". They describe their model as :

"...a part of computer based teacher support network.' And they stated the purpose of 'Tele-Teach' as 'to build an ongoing partnership between teachers and teacher educators, and to help to create a collaborative cultures across schools.'

#### **2.2. Teacher Training in Turkey.**

Here it has been intended to criticize what Turkish authors think and suggest for ELT courses to train Turkish language teachers through in-service teacher training.

##### **2.2.1. Teachers On-line**

For example, Sabri Koç (1992:48) suggests a model which is based on using computer in training language teachers in a continuous process. He calls it 'Teachers on-line'. Here how he puts forwards his ideas:



'In-service training(...) can be defined as creating a caring and sharing atmosphere in which teachers share and exchange the experience in their teaching; discuss their problems and practical solutions to their problems with academic help from the educators in improving their skills in applying redent methodologies, approaches, classroom management strategies ;gain experience in developing and applying an effective curriculum evaluating the effectiveness of their teaching as well as their students' performance on courses they teach and according to the feedback they get; they make necessary changes in their style of teaching and suggest ways of recognising the contents of the books they are teaching from in accordance with the new developments in their specific fields of study in line with advance in technology.'

In order to run this model Dr.Koç even suggests to build a 'Center For Continuing Education.' The following are the activities which can be carried out within that model that Dr.Koç suggests:

- a) Teachers can convey their problems related to their classroom teaching;
- b) Teachers can convey their needs concerning n-service training;
- c) Teachers can convey any interesting and successful classroom applications to their colleques;
- d) Teachers can convey their opinions of teaching materials they are using in the classroom;
- e) Teachers can ask about any teaching materials, new books, any interesting applications and developments in their field of study.
- f) Teachers can exchange opinions concerning classroom application of the teaching materials;
- g) Experts can answer teachers' questions;
- h) Experts can prepare specific teaching materials according the needs of the teachers;
- i) Experts collect problems and form a database for use in planning an in-service teacher training course for every region;
- j) Questionnaires can be applied for collecting data about teachers' needs, teaching materials, ect;
- k) Administrative notices by ministry of education can be communicated easily.'(ibid:52)

Both what Dr.Koç and Sengupta and Micholson suggest seems applicable but needs an expensive system which language teachers throughout Turkey may not afford at that moment. But the concept of establishing a 'Center For Continuing Education' by Dr.Koç is a vital need which should be

realized urgently by In-service Training Department of Ministry of Education in Turkey.

### **2.2.2. Model Approach**

Özcan Demirel(1992:45)suggests in his paper that :

“A model approach to training ELT teachers’ that the collaboration between the Ministry of Education and universities in Turkey should be responsible for training language teachers. Some incentives such as credit system, rewarding and studying abroad should be offered to successful teachers at the end of in-service training programmes. Self-training should also be encouraged and some professional publication should be sent to teachers.”

Last year Dr. Demirel ,to an interview took place in a Turkish daily newspaper,(Yeni yüzyıl: May 28<sup>th</sup>, 1996) suggested that language teachers throughout Turkey should be encouraged to do M A in ELT at universities.

### **2.2.3. In-service Teacher Training Experience since 1970’s in Turkey.**

Teresa Doğuelli(1992:102) gives some information about the past experiences of in-service teacher training event in Turkey:

“ There has been a long history of in-service training event in Turkey, both at secondary and tertiary level with little apparent improvement. The Council of Europe’s effort in the 1970’s and early 80’s to facilitate reform were largely fruitless, and the Ministry of Education’s distributions amounted to virtually a one-man show for over a decade, moving teachers in state secondary schools no further on than where they had started at Teacher Training Colleges and universities. The methodology for teaching English in secondary schools has been static since the 1960’s. There has been a little or no sign of innovation; it is tradition unquestioned, and un-touched since its inception..”

### **2.2.4. Hacettepe’s Experiences in in-service training.**

An in-service teacher training course was held in Hacettepe University in 1997. The feedback taken from the trainees right after the course have been evaluated as follows:

Ergüderler(1997)'The findings show that in spite of tutors'friendly attitudes,teachersstill considered tutors' attitudes directive and imposing.This indicates that theprogrammes mainly employed a TT (Teacher Training) approach which emphasises little contribution from the teachers in decision making and investment."

As a **summary**; In-service teacher training has been undertaken in the world and in Turkey.In this field,so many types of teacher training events have been planned,applied,and evaluated by several authors who approached the event from a different perspectives.Almost all of these events revealed different,and unique characteristics with their variables of components.The common utmost objective of these events was to serve language teachers to build a confidence in their professional development process. Though,most of the models seem to emphasize teacher needs in the design of the courses, mainly **'the assumptions of the trainers about the pursuit needs** of the teachers .But without bringing what language teachers need and expect related to their own language classes into the in-service teacher training programmes almost all the attempts in this field will be fruitless.

## **CHAPTER III**

### **THE METHOD**

#### **3.1. Research Design**

The purpose of this study is to analyse the professional needs of the language teachers to gear their ELT method and strategies in order to plan, run, and evaluate more beneficial and more productive in-service teacher training courses and seminars. The research used in this study is a comparative survey model.

#### **3.2. Subjects**

A total of 100 teachers who are working at 22 English Medium schools, and Private Schools ;(one in Sivrihisar, one in Çifteler, 5 in Bozüyük, and 15 in and around Eskişehir which have prep classes), took part in this research. The teaching experience of the language teachers are from one year to twenty and more years.

##### **3.2.1. Teaching Experience**

The teachers have been classified according to the number of years of their teaching experience. This is necessary, because in the design of the research, it has

been planned to find out whether the needs of the language teachers will change as the length of teaching experience changes.

The data collected shows that 16 teachers have the teaching experience between 1 to 3 years. The number of the teachers who teach between 4 to 10 years are 25. 34 teachers have the teaching experience between 11 to 20 years; the teachers who have more than twenty years of teaching experience are 25.

The group of teachers having experience of 1 to 3 years are called **Novice teachers**. **Novice teachers**, are those who haven't much experience in language classes. They are considered being equipped with **latest received knowledge** (see Wallace :1991) on methodology of ELT. On the other hand, they are considered being in great trouble in applying their **received knowledge** into language teaching atmosphere. They may ask for help in integrating language skills, and how to test language skills more than the other language teachers who have more teaching experience. **Novice teachers** will be called as NT in further pages in this study.

As well as NT, the data collected from 25 English language teachers who have more than twenty years of teaching experience is also evaluated in this study. Those teachers are called **experienced teachers (ones)** in this study. **Experienced teachers** are expected to show more different characteristics both in demands in language improvement, and the knowledge on being improved in methodology of English language teaching: On one side, they may feel they are **real professionals**; on the other side, they might have reached the stage of stagnation which is called **Burnout** by Dr. Allen/1978). In this study **experienced teachers** will be called as ET.

The second largest group analyzed in this study consists of 59 language teachers who have the teaching experience between 4 to 20 years. They can be called **professionals** according to Dr. Allen's classification. In this study they will be called OT (other language teachers)

### 3.2.2.School Types

Although the language teachers are from four different types of schools;the needs of the language teachers haven't been analysed according to their school types because all of them are working at English Medium schools which show same characteristics in school curriculum, and the educational procedures. The distribution of the teachers chosen from each school is almost equal: Anatolian High Schools: 30; English Medium High Schools : 24; Anatolian Vocational High Schools : 27; and Private Schools: 19.

### 3.2.3.ELT Organizations and ELT and Language Sources

In this part what has been aimed at was to find out the ELT events all the language teachers participated. This is necessary, because any language teacher may need to develop himself/ herself through several ELT events organized by several local Educational Boards, Ministry of Education - in-service Teacher Training Departments, British/American associations.

The language teachers who took part in this research mostly (% 46) participated to local in- service training seminars organized by Ministry of Education -In-service Teacher Training Departments :some of the teachers(%30) seem to participated to some presentations organized by ELT publishers:Some teachers (%28) said they participated Summer In-service courses:Some other teachers(%16) took part in several courses organized by Turkish Universities ;probably to complete their bachelor degrees.Those who won a scholarship by British/American Associations,like Fulbright or British Council seems to be in a small scale:%2.0.

Language teachers are both language learners and language teachers,that is,they will improve their language proficiency as a learner on one side,and they will realise their professional development on the other side.The data shows that they are aware of the language sources they can exploit in improving their language proficiency with published language periodicals such as Times,News -Week,and Turkish Daily News:%38.0-%32.0.They have come across ELT magazines such as

MET and Tesol Quarterly at a very small scale: %14.0-%8.0(They didn't seem to be informed by professional ELT organizations, like INGED, so much: %7.0. The data also shows that some associations which aim at serving for only language teachers, such as British Council Ankara, Istanbul, İzmir are known by language teachers at a low scale %1.0 to %9.0)

Although language teachers who took part in this research seemed to be aware of the sources of ELT magazines, associations and English language magazines, they didn't seem to be exploiting them for their own language classes to a great extent. They maintained that they have been exploiting ELT periodicals such as Times and News Week; and Turkish Daily News. Very few people seemed to be a member of INGED. British /American Associations which language teachers are in contact with didn't seem to be helpful in ELT. This evidence again emphasizes the important role of the In-service events organized by Ministry of Education in providing language teachers to develop themselves during their professional lives.

### 3.3. Data Collection.

All the data has been collected through a questionnaire prepared by the researcher and allocated to a hundred language teachers. The questionnaire includes the following parts: **Part 1** was designed to obtain **background information** of the language teachers in years of their **teaching experience**; the name of **schools** they have been working for the last three years; their **attendance to the in-service teacher training courses**; **the objectives of those courses**; **the ELT sources** they have been exploiting in their language classes and teaching methods;

**Part 2: Professional Issues**, consists of two parts:

**A** is for **language improvement**. This part has also two sections:

**D** is for inquiring language teachers' needs related to their language skills in case they are invited to an in-service teacher training course;

**I)** is for inquiring language teachers' needs about the courses giving information on different language skills during those courses.

**Part B: Professional Development** aims at to investigate the problematic areas and, the remedies to those problems by the help of in-service teacher training organizations. It consists of five parts:

**I)** is for to investigate the sort of needs language teachers have about **Teaching grammar** during in-service teacher training events.

**II)** is for to investigate the things that language teachers want to learn about organizing **Listening Classes**;

**III)** is for to investigate what particular needs and expectations the language teachers have ,and require from in-service teacher training events in **Teaching Reading**;

**IV)** is for to investigate the needs the language teachers have in doing more productive and more creative **Writing Classes**; and

**V)** is for to investigate the needs of the language teachers in training their pupils in improving **Speaking Skills**.

### 3.4. Data Analysis

All data are analyzed and frequency counts for each item are found ;for each item the results are presented in tables showing the percentages. It is intended to evaluate the results into two categories:

**Category A:** In this section, the data are categorized according to **all language teachers**; **Novice** and **Experienced** language teachers in comparison with each other



as well as with **the other** language teachers. What is aimed at grouping this way is to compare the needs and expectations of language teachers who have different length of teaching experience.

**Category B:** In this category, the data are evaluated according to the teachers who have been **trained** through in-service teacher training organizations in comparison with those who haven't taken any in-service teacher training events yet, in order to find out how would the needs and expectations of language teachers change in case of they had participated those in-service teacher training events.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### 4.1. Language Improvement

This part consists of two main groups of information ;one is on the skills the language teachers wanted to be improved, and the other part is on the methodology they wanted to be improved.

##### 4.1.1. Language Improvement needs of the teachers.

The data are analyzed in terms of language Improvement needs. When we look at the whole data we see that 100 language teachers took part in this research with the length of different teaching experience.

**Table 4.1.1 Language Improvement.**

Language Improvement in	Novice Teachers		Experienced Teachers		Other Teachers		Total	
	n	%	n	%	n	%	n	%
Reading	9	56.2	7	35.0	20	35.4	36	36.0
Writing	11	68.7	8	40.0	32	54.2	51	51.0
Grammar	12	75.0	7	35.0	16	27.1	35	35.0
Pronunciation	4	37.5	8	40.0	42	71.1	54	54.0
Vocabulary	11	68.7	13	65.0	44	75.0	68	68.0
Speaking	7	43.7	14	70.0	49	84.0	70	70.0
Others	0	00.0	0	00.0	0	00.0	0	00.0

In **language Improvement**, most of the language teachers would like to be improved in their **Speaking Skills**: %70.0. Beside Speaking they also would like to expand their **vocabulary capacity**: %68.0. The percentage of the teachers who would demand to be improved in **pronunciation** is %54.0. **Writing** would be another subject to be preferred to deal with by those teachers: %51.0. **Reading (%36.0)** and **Grammar (%35.0)** are the subjects which are found preferable to be improved through those in-service teacher training courses or seminars.

When we consider the groups separately, the **Novice teachers (NT)** felt that they mostly need to improve their **grammar** through in-service teacher training: %75.0. This is not a surprising result, because they have a strong desire to present the target language which took part in lessons in textbooks they teach. As much as Grammar, they felt they need to study on **Teaching Vocabulary**, and improve their **Writing skills**, lesson: %68.7. They also need to improve their **Reading skills** to a great extent: %56.2. Improving their **Speaking skills** doesn't seem to be a necessity for most of the Novice teachers probably because they feel they are competent in oral skills (%43.7). Less number of teachers would ask for Pronunciation improvement: %37.5

**Experienced teachers (ET)** who have more than twenty years of teaching demand to improve their **speaking skills** at a greater extent: %70.0. They also need to expand their **vocabulary capacity** much: %65.0. Improving other language skills are equally important for those teachers: **Writing** and **Pronunciation**: %40.0; but less number of **ET** would like to improve their **Grammar** and **Reading**: %35.0.

**Other language teachers (OT)** who have the teaching experience between four to twenty years show similar tendencies in their demands considering in language skills through in-service teacher training events. They would ask for to be developed in speaking by the help of those courses and seminars at a highly

great scale % 84.0. This result is greater than the results of **Novice** and **Experienced** teachers. Their second choice would be **vocabulary expansion**: %75.0. As well as developing speaking skills and vocabulary expansion, they seem to ask for getting a good **pronunciation** through these courses: %71.0. Beside these, what they would like to do is improving their **Writing skills**: %54.0. Developing other language skills seem to be less preferred by these teachers: **Reading**: %35.4; **Grammar**: %27.1.

Having a look at the table, the data indicates interesting results: The teachers who have three to twenty years of teaching experience, and are classified in **other language teachers (OT)** group need to develop their **speaking skills** (%84.0) and expand their **vocabulary capacity** (%75.0); but the language teachers who have less teaching experience (**NT**) feel that they are in need of learning English Language structure more: %75.0. Another interesting difference is that **NT** also want to develop their writing skills more than all other language teachers: %68.7. Lastly, they would ask for improving their Reading skills more than the other teachers: %56.2.

#### **4.1.2. Needs Related to Skills Improvement of Language Teachers.**

This part is about the **language skills** that the language teachers need to learn more to improve their students. In other words, in order to help their students to achieve skills development in English language class, what do language teachers need to learn? As well as improving themselves in language skills, language teachers is expected to demand more information on how to train their pupils to build more confidence in improving their language skills

**Table 4.1.2**  
**Needs to learn in Skills Improvement of Pupils**

Pupils' Skills Imprv.	Novice Teachers		Experienced Teachers		Other Teachers		Total	
	n	%	n	%	n	%	n	%
Grammar teaching.....	12	75.0	9	45.0	15	25.5	36	36.0
Vocabulary teaching.....	11	68.7	10	50.0	51	71.0	72	72.0
Listening skills.....	10	62.5	9	45.0	36	70.0	55	55.0
Reading skills... ..	3	25.0	9	45.0	19	32.2	31	31.0
Writing skills.....	5	35.0	11	55.0	16	27.0	32	32.0
Speaking skills.....	10	62.5	11	55.0	51	71.0	72	72.0
English through Video.....	11	68.7	8	40.0	29	49.0	48	48.0
English through computer..	7	43.7	15	75.0	54	91.5	76	76.0
Others .....	1	5.5	0	00.0	0	00.0	1	1.0

As the table shows, the majority of the language teachers (%76.0) who took part in this research would like to study more on **English by computer**. Their second choice would be **improving speaking skills** and **expanding their vocabulary capacity**: %72.0. They also would demand to learn more on how to **organize listening classes**: %55.0. Less numbers of language teachers need to learn how to teach English through **video**: %48.0. Other skills do not seem to be asked more to study on: **Grammar**: %36.0; **Writing**: %32.0; and **Reading**: %31.0 Only one teacher asked to learn on how to **correct students' errors**.

whereas **Novice teachers**, want to study how to teach **Grammar** mostly: %75.0; that is probably, they are in great trouble to teach English in an integration as the lessons and units in their textbooks require. Beside Grammar what they need to focus on is **Teaching Vocabulary**: %68.7. This is the vocabulary which takes place in the texts in the textbooks they teach. As much as Teaching Vocabulary what they ask for is to use **Video** in teaching English: %68.7. Developing Speaking and Listening skills seem to be worth improving during in-service teacher training events: %62.5; whereas teaching English through computer seems to be less important for NT: %43.7. Although they felt they need to develop their **writing skills**, they don't ask for courses

dealing with **Teaching writing** for their own language classes: %35.0 And similarly only % 25.0 of the teachers asked for courses on teaching Reading.

The **experienced teachers (OT)** seem to be seeking for changing their tools in order to present target language using new technology to a great extent :%75.0. They also felt that what their students need to improve would be Productive skills: %55.0 of them wanted courses on teaching Speaking and Writing. Vocabulary teaching, according to those teachers should not be ignored :%50.0. Developing other skills seem to be equally important for those teachers: Teaching Grammar, Reading listening :% 45.0 Using video in language class appealed to the %40.0 of the teachers.

The teachers who have teaching experience between four to twenty years and displayed under the heading of '**Others**' on the table would like to study on how to teach English through computer at a large scale: %91.5; that is the highest ratio in all data. Besides Teaching English by computer, they would ask for help in developing Speaking Skills of their pupils', and expand their vocabulary capacity to a great extent %71.0. They also would like to be acknowledged on how to use video more effectively in their own language classes: % 49.0. For those teachers, courses on Teaching Grammar is the least important thing: %25.5; that might be due to either they feel they are competent in teaching Grammar, or they have come across the concept of '**Teaching Grammar**' does not necessarily mean that '**Teaching English**' Developing Reading skills (%32.2), and developing Writing Skills (%27.0) do not seem to be very necessary for those teachers.

The big difference between Novice language teachers and the other language teachers who have teaching experience from four to over twenty is in the demand in teaching Grammar: %75.0 of NT want courses on grammar teaching whereas %45.0 of ET, and %25.0 of OT want to study on grammar teaching.

The second big difference is in teaching English through video: %68.7. of the NT would like to learn about using video affectively comparing with the

experienced language teachers who demand how to teach English through computer in language classes: %76.0.

#### 4.2. Professional Development

The data collected in this part are analyzed to find out the specific needs of the language teachers related to each language point and skills development. These are evaluated in five groups: **Grammar Teaching; Organizing Listening Classes; Teaching Reading; Teaching Writing; and Developing Speaking Skills.**

##### 4.2.1. Grammar Teaching.

Grammar teaching is considered to be the primary subject in teaching languages; that is why a lot of arguments are made and a lot of speculations are stated by linguists, textbook writers, teacher trainers and the language teachers throughout the world. Most of the textbooks are designed on the basis of structural syllabus. The language syllabuses developed for teaching English and other languages all over the world are mostly based on Grammar teaching. What do the language teachers want to learn about Grammar teaching?

**Table 4.2.1.**  
**Needs to learn about Teaching Grammar**

Types of needs	Novice Teachers		Experienced		Others		Total	
	n	%	n	%	n	%	n	%
Several grammar games.....	12	75.0	13	65.0	49	86.0	74	74.0
Testing grammar.....	12	75.0	7	35.0	32	54.2	51	51.0
Recent grammar techniques.....	7	43.7	16	80.0	37	62.7	60	60.0
Using texts in grammar .....	9	55.0	5	25.0	25	42.4	39	39.0
Consciousness raising activities.	7	43.7	10	50.0	35	50.8	52	52.0
Discovery techniques.....	7	43.7	11	55.0	38	64.4	56	56.0
Presenting grammar.....	5	35.0	3	15.0	18	30.5	26	26.0
Explaining Target grammar ...	7	43.7	5	25.0	18	30.5	30	30.0
Skills in grammar practice.....	9	55.0	10	50.0	43	72.8	62	62.0
Others.....	0	00.0	0	00.0	0	00.0	0	00.0

In **Teaching grammar** language teachers who took part in this research would like to learn more **grammar games** :%74.0. Their second choice would be how to use **language skills** in practising **grammar**:%62.0. They also would demand to study on **recent grammar techniques**:%60.0; including **discovery techniques**( %56.0) and **consciousness raising techniques**(%52.0). Another subject related to grammar teaching that language teachers would like to learn more would be **testing grammar**:%54.0. Less number of the language teachers would demand to focus on **using texts in grammar teaching**(%39.0); **explaining target grammar**(%30.0); **presenting grammar**(%26.0).

As it is shown by the table,(4.2.1)the language teachers who have teaching experience over twenty years (**ET**)do not seem to be happy with their present techniques and strategies in Teaching Grammar;so they would like to learn **Recent Grammar Techniques** to a very large extent:%80.0. They also would like to teach the target language in some enjoyable ways in their Grammar Classes: that is %65.0 of them would like to learn games. The results related to **Discovery Techniques**(%55),and **Consciousness Raising Activities**(%50.0) also indicate that how those teachers are keen on implementing **change and innovation**’ in Teaching Grammar. Another result come about using other skills in Grammar practice(%50.0),but **Using texts in grammar Teaching**(%25.0) is that, these teachers do not favour teaching a particular grammar point in textbooks using several texts ;on the contrary,they feel they should be acknowledged on how to make their pupils transfer what they have just learned into more active skills which can take place in **Productive skills** such as, games,speaking and writing within real and realistic tasks.They don’t seem to be worrying about how to present grammar:% 26.0;how to explain the new grammar point :%25.0;and howto teach grammar:%35.0. Probably most of the teachers think that they are keen on these points



**Novice teachers(NT)** would like to learn more Grammar games through in-service teacher training courses as well: %75.0, but they also need to learn how to test grammar much more than other teachers: %75.0. They would demand to study on how to use the texts to teach grammar and how to integrate other skills into grammar teaching: % 55.0. Using recent grammar techniques, discovery techniques, consciousness raising activities don't take their attention as much as to explain the grammar points at %43.7. Less number of NT would like to learn how to **present** the new **grammatical points**: %35.0.

Looking at the **Other teachers(OT)**, we could see similar results with those who have teaching experience more than twenty years(ET) They demand to learn more grammar games in order to have more fun with Grammar in their own language classes: %86.0. they seem to be interested in developing **communicative tasks** by the help of several skills in practice: %72.8. In order to exploit grammar teaching into language classes in teaching English as a vehicle to communicate, they would demand more Recent Grammar Teaching techniques: (%62.7); including **Discovery Techniques** (%64.4) and **Consciousness Raising Activities**(%50.8). They are still more keen on Testing Grammar comparing them with those who have more than twenty years of teaching experience: %54.2. Less number of the language teachers demand more knowledge in Presenting Grammar and Explaining the target language : %30.5.

Having look at the differences between the groups on table ,we could draw some results:

1) A greater number of **Novice language** teachers would ask for more knowledge on how to Test Grammar: %75.0 in comparison with all other teachers: %54.2, and the teachers who have the longest experience of language teaching: %35.0;

2) Experienced language teachers seem to be concerned with 'Recent Grammar Techniques' more than the others: %80.0;

3) The way to practise **Target Grammar** demanded to be studied by the Novice teachers and other teachers would be different: Novice teachers would like to learn how to integrate **The Target Grammar** into other language skills (%55.0), whereas **OT** who have more teaching experience would demand to learn more on how to practise Target Grammar within other language skills: %72.8 :

#### 4.2.2. Needs to Learn Organizing Listening Classes.

In language classes **Listening** is usually considered a vehicle to present the target language, rather than a **language skill** to be improved by most of the language teachers. Listening takes place either in dialogues or in pronounced written texts which have transcripts in the back of the textbooks. Listening is taken as a way of '**a good model for pronunciation**' of words and utterances. Listening comprehension is usually ignored for the sake of '**good pronunciation**' by most of the language teachers and textbook writers.

How much does that choice seem to be changing for language teachers? and how well the approaches of the teachers who have different length of teaching experience seemed to be changing when we look at their demands in organizing Listening Classes?

**Table.4.2.2**  
**Needs to learn about Organizing Listening**

Types of needs	Novice teachers		Experienced		Others		Total	
	n	%	n	%	n	%	n	%
Recent Listening techniques....	7	43.7	12	60.0	42	71.0	61	61.0
Testing Listening.....	9	55.0	8	40.0	37	62.7	54	54.0
Conducting outside Listening ..	7	43.7	10	50.0	36	61.0	53	53.0
Integrating Listening.....	7	43.7	8	40.0	16	27.0	31	31.0
Authentic texts in listening.....	9	55.0	14	70.0	29	49.0	52	52.0
Tasks in listenins .....	6	37.5	8	40.0	19	35.0	33	33.0
Strategies for listening.....	8	50.0	16	80.0	39	66.0	63	63.0
Prediction listening activities...	6	37.5	8	40.0	15	25.4	29	29.0
Others.....	0	00.0	0	00.00	0	00.0	0	00.

In listening classes ,having look at all language teachers,we could see that more than half of them would demand to learn how to train their pupils by developing some **listening strategies**:%63.0.They also wonder what has been changing in organizing listening classes within **recent listening techniques**:%61.0. Highly many numbers of those language teachers also would like to learn more how to **test listening skills**:%54.0. The other choices related to organizing listening classes,those teachers would like to study more on **conducting outside listening**:%53.0; using **authentic texts** in their own language classes:%52.0. Devesing **listening tasks**:%33.0; **integrating listening skills**:%31.0; and using **prediction activities** in listening classes:%29.0 are the subjects which are preferable by less number of language teachers.

In Listening classes,**Novice** teachers asked to be enlightened more onhow to test **Listening skills** and how to use authentic texts to develop listening skills to a large extent:%55.0.Like the other teachers, **NT would like to learn about** how to develop several **strategies for listening classes**:%50.0.Recent Listening techniques, conducting listening activities,and integrating listening skills to other language skills are the other subject matters to deal with to a small extent: %43.7. Most of the **NT** seem not to be worrying about learning how

conduct **prediction tasks**, and using these **tasks in Listening classes**:%37.5.

In listening classes, what the teachers who have more than twenty years of teaching experience(ET) would like to do is to learn several Strategies in order to develop their pupils' Listening skills to a great extent:%80.0. In order to improve the listening skills of their pupils, they would like to know how to exploit Authentic Texts to use in their Listening classes:%70.0. They also would like to ask for being acknowledged on Teaching Listening Techniques to an important extent :%60.0. As well as training students in Listening classes, these teachers would like to learn how to conduct **listening outside** the language classes:%50.0. Testing Listening skills, Using Tasks in listening classes, and doing Prediction Activities in listening classes seem to be an important subject matter for a smaller number of teachers:%40.0.

For the language teachers who are grouped under the title of '**Others**' on the table seem to be demanding more Recent Listening Techniques in order to develop their students' listening skills at a large scale:% 71.0. Beside those techniques what these teachers want to learn is several strategies in order to have more effective listening classes:%66.0. They also would like to study more Testing Listening Skills much more than NT :%62.7. As well as Testing Listening Skills, these teachers would also like to learn more how to conduct extensive listening activities or they would ask how to encourage their pupils to do extensive listening outside their language classes:%61.0. They don't seem to be ignoring the role of Authentic Listening Texts in their own language classes:%49.0, but fewer number of OT want to learn about integration of listening into other language skills(%27.0); about **prediction activities**, which have the genius value in Listening Classes (%25.4); and about devising several listening tasks for listening classes(%35.0).

Having look at the different demands from the language teachers on Organizing Listening Classes, we could see a few basic differences:

1) In listening classes the **Novice teachers** mainly want to learn about;

- a) Testing Listening;
- b) Using authentic texts in listening.

2) **Experienced teachers** would also demand to learn to use authentic listening texts in their Listening classes; however, instead of testing listening, a great deal of ET also would like to learn to develop more strategies in order to enable their pupils to develop better listening skills in their own language classes.

3) **OT** would demand to be acknowledged on **Recent Listening Techniques** and how to **conduct listening tasks** and activities outside the classroom..

#### 4.2.3..Needs to learn Teaching Reading

**Reading** is considered to be the easiest subject by almost all of the language teachers. As much as grammar reference and Grammar practice books and printed materials , a lot of Reading books are displayed on stands of English Language Publishers.

How well do the needs of language teachers seem to be changing bearing in mind their various experiences on teaching reading ?

**Table 4.2.3.**  
**Needs to learn Teaching Reading**

Types of needs	Novice Teachers		Experienced		Others		Total	
	n	%	n	%	n	%	n	%
Testing reading.....	8	50.0	9	45.0	17	28.8	34	34.0
Establishing extensive reading .	13	85.0	11	55.0	33	54.2	57	57.0
Recent reading techniques.....	9	55.0	15	75.0	41	69.4	65	65.0
Techniques for unknown words .	9	55.0	11	55.0	12	20.3	32	32.0
Information about reading skills... 3	25.0	12	60.0	8	13.5	23	23.0	
Exploiting different reading texts	8	50.0	8	40.0	43	72.5	59	59.0
Different Reading techniques .....	8	50.0	11	55.0	38	64.4	57	57.0
Others.....	0	00.0	0	00.0	0	00.0	0	00.0

In **Reading Classes**, a lot of language teachers wonder what has been changing in teaching reading demanding more to learn about **recent reading techniques**:%65.0.Their second choice would be to deal with **exploiting different texts** in reading classes:%59.9.They also would like to learn more about **establishing extensive reading** ,and **exploiting different texts** in reading classes:% 57.0.Beside these,they would like to study on **testing reading**:%34.0 ,and **techniques for unknown words** in reading texts :%32.0 Less number of teachers are seen to demand some **information about reading**:%23.0.

Having look at the results ,it seems that **Novice teachers** would demand information about **teaching reading**,but **establishing extensive reading** seems to be an important subject to take into account for them ;so they would like to learn how to carry out **extensive reading** at in-service teacher training events to a large extent:%85.0.Novice teachers also want to learn about **Recent Reading techniques**,and techniques dealing with unknown words in context to an important extent:%55.0. half of the NT would like also to study on **Testing Reading skills** ,**exploiting different texts** ,using several **intensive reading techniques** (%50.0) Less number of NT seem to be interested in general information about **Teaching Reading** :%25.0.

In **Reading Class**,**experienced teachers(ET)** want to learn more what is new in doing reading to a large extent:%75.0.They also ask for to be acknowledged on the theory beyond teaching **Reading Skills**:%60.0.They seem to be interested in **Developing several Reading techniques for Reading Classes**,and **establishing Extensive reading**;and lastly,they demand to study more on the techniques to deal with unknown words in context :%55.0.Less number of **ET** would like to learn about **Testing reading**(%45.0) and **exploiting Different texts in Reading classes**: (%40.0) don't seem to be a great trouble for these teachers.

For **OT**, the most important thing to deal with during those ELT events would be **exploiting Different types of texts** in Reading Classes: %72.5, and learning **Recent Reading Techniques**:%69.4. Beside these, they would like to focus on more developing Different techniques in Reading Classes:%64.4. As well as Intensive Reading, these teachers want to learn more about **Extensive Reading**; so what they would demand to study on establishing Extensive Reading:%54.2. **Testing Reading Skills**(%28.8) ;techniques for unknown words(%20.3);and Information about Reading (%13.5) are required to study more by those teachers.

Having look at the differences, we could see that;

1) More **Novice language teachers** would ask for some information about establishing **Extensive Reading Classes**:%85.0; that is to say; for Novice teachers Extensive Reading should be encouraged more than Intensive reading in learning English;

2) On the other hand, such a programme for **experienced teachers** would like to be study on Recent Reading Techniques, and some theory about Reading Skills.

#### 4.2.4. Needs to learn Teaching Writing

Writing is perhaps the most useful vehicle to reproduce the language in language classes provided that it is utilised wisely by language teachers.

Table 4.2.4. Needs to learn Teaching Writing

Types of needs	Novice teachers		Experienced		Others		Total	
	n	%	n	%	n	%	n	%
Checking written tasks. ....	11	68.7	12	60.0	32	54.2	55	55.0
Peer correction in writing....	8	50.0	6	30.0	16	27.0	30	30.0
Training writing skills.....	11	68.7	14	70.0	47	78.0	72	72.0
Integrating writing .....	8	50.0	6	30.0	11	18.6	25	25.0
Testing writing skills.....	8	50.0	11	55.0	31	52.5	50	50.0
Developing writing tasks....	6	37.5	13	65.0	48	80.0	67	67.0
Others.....	0	00.0	0	00.0	0	00.0	0	00.0

In **Writing Classes**, most of the **language teachers** would like to learn more about **training writing skills**:% 72.0 .**Developing writing tasks**:% 67.0 would be their second choice to study on. Beside them, they also wonder how to **check written tasks** of their pupils:%55.0. Half of the teachers want to learn how to **test writing skills**:%50.0. On the other hand, less numbers of language teachers want to learn about **peer correction**:%30.0, and **integration of writing skills** within other language skills:%25.0

In Writing class, **Novice teachers (NT)** seem to have a great trouble in training their pupils in writing, and checking their written studies.%68.7 of them would like to deal with how to do peer correction, how to test writing skills and, how to bring writing skills into an integration with the other language skills:%50.0. Surprisingly they seem to be worrying about how to develop several tasks for writing classes to a smaller extent:%37.5, that may be because developing something in a language class is a separate activity which seems to be difficult to create for Novice teachers.

**Experienced Language teachers** felt that they need more to learn about **developing writing tasks** in their own language classes to a great extent:%70.0. They seem to be aware that **Real or Realistic Tasks** for writing will serve to develop writing skills.%65.0 of the teachers would like to learn about them. They also seem to be aware of the importance of **Checking the written tasks** of their pupils:%60.0; but wanted courses on the how to evaluate the written studies of their pupils in their



own classes. Less number of teachers in this group want to learn about **Peer Correction**: %30.0. These teachers seem to be avoiding Establishing Writing classes into an integration within other skills: %30.0.

The teachers who have the teaching experience from four to twenty years demand to be acknowledged on how to develop Writing tasks in order to improve their pupils' writing skills at a great scale : %80.0. They also seem to be interested in courses on Checking the written studies : %54.2; and would like to be acknowledged on how to Test Writing skills of their students: %52.5. They already know Peer Correction, because %27.0 of them would like have sessions on peer correction., and they don't seem to be willing to take Writing Classes in to an integration within other language skills(%18.6) .

In terms of the needs of the language teachers in **teaching writing skills**:

it can be deduced the following results:

1) **Novice language teachers** want to study more on how to integrate writing within other language skills (NT: %50; ET: %30.0; OT: %18.6.)

2) The teachers who have more teaching experience ( ET) seem to have courses on how to train students in writing skills. taking : %78.0) rather than the courses on how to develop writing tasks: %52.7 or **Integrate Writing skills** within other language skills(%18.6), so they are also keen on testing writing skills.

#### 4.2.5..Needs to learn **Teaching Speaking**.

Speaking is the only skill which both language teachers and their pupils are willing to improve as a vehicle for real communicative purposes, but it is a kind of skill that ; although almost all of the tasks being checked in language classes through, it is taken a great difficulty in its use in real life situations after long years of language input.

What would language teachers like to learn more about **developing speaking skills** of their pupils?

**Table 4.2.5. Needs to learn Teaching Speaking**

Types of needs	Novice teachers		Experienced Ones		Others		Total	
	n	%	n	%	n	%	n	%
Real/realistic speaking tasks....	9	55.0	14	70.0	37	62.7	60	60.0
Testing oral skills.....	9	55.0	10	50.0	34	57.7	53	53.0
Integrating speaking skills.....	9	55.0	6	30.0	24	40.6	39	39.0
Improving pronunciation.....	13	85.0	10	50.0	36	61.0	59	59.0
Training fluent and accurate communication for real life..	11	68.7	16	90.0	55	93.2	82	82.0
Others.....	0	00.0	0	00.0	0	00.0	0	00.0

**In Teaching speaking** the language teachers who took part in this research want to learn about training students for **accurate and fluent communication** for real life situations at a great extent:%82.0.They felt they need to learn more on **devising real or realistic tasks** to achieve this:%60.0.They also would like to study on how form a good **pronunciation** of their pupils:%59.0; and learn more about how to **test oral skills** of their pupils:%53.0.Less number of language teachers seem would demandto study on **integration of oral skills** within other language skills:%39.0.

In speaking **Novice teachers** felt that a good pronunciation is much more important than taking part in real communicative situations,so they wanted to learn how to develop their students' pronunciation :%85.0.Secondly,theywould like to deal with developing and conducting activities which will enable language teachers to involve their pupils to develop fluent and accurate communicative skills for real life situations :%68.7.Conducting real/realistic tasks,testing oral skills, and integrating oral skills into the other language skills are also considered worth of discussions during in-service teacher training sessions:%55.0.

The table(4.2.5) clearly shows that whatever is being taught in language class will not make any sense in building communicative competence for the students unless the language teachers can provide their pupils several Real to deal with skills integration in writing :%30.0/Realistic tasks,so, %70.0 of the **Experienced teachers ( ET )** want to learn **real/realistic tasks** to train them for Real/Realistic communicative situations(%90.0).Half of the experienced teachers want to learn how to test their students in Speaking Skills:%50.0.Same numbers of teachers seem to be bored with teaching English in an integration as in the design of textbooks to be used in language classes, so less number of **ET** would like

The other language teachers(**OT**) show similar tendencies with the Experienced ones:Their first choice would be Training students from the point of Fluency and Accuracy in Speaking skills at the highest extent:%93.2.In order to build that skill in confidence what they would like to demand would be to study on how to develop Real/Realistic Tasks in Speaking Classes:%62.7.On the other hand they want to learn how to teach pronunciation of English %61.0.They also wonder how to Test Speaking skills:%57.7.Integration of Speaking within other language skills should not be ignored;but it didn't seem to be a problematic area in language teaching process for these teachers:%40.6.

Having look at the differences between these teachers' demands and expectations from-in-service teacher training events would be:

1) Novice language teachers would like to learn more how to integrate Speaking within other language skills(%55.0),and how to help their pupils to build a good pronunciation(%85.0) in speaking English;

2) more experienced language teachers prefer 'skill training' rather than 'skills integration' in their own language classes,so they would demand to be acknowledged on how to devise Real/Realistic tasks in order to have a fluent and accurate communication for real life situations.

### **4.3. In-Service teacher Training Experience and Language Teachers demands:**

In this category 60 teachers who have participated ,and 40 teachers who haven't participated in-service teacher training courses or seminars have completed the reseach questionnaire;their teaching levels,the length of their teaching experience have not been emphasized.What has been aimed at by this data analysis in this category is to find out if in-service teacher training courses brougth any clear **change** and **innovation** in the views of the language teachers who have been trained comparing with those who haven't been trained through any in-service teacher training events yet.

#### **4.3.1. In-service Teacher training experience and Skills Improvement .**

The teachers who took part in this study are the teachers who are both **Language Learners** and **Language Teachers**. They are usually called '**Non-native Language teachers**.Non-native language teachers all over the world would like to improve their language skills ,especially speaking skills;so would their needs change if the language teachers could not get the chance to participate any in-service teacher training events?

We already worked out their needs related to language skills and tried to show the changes among teachers with different levels of teaching experience In this part ,their needs will be non-attendance grouped according to their attendance and non-attendance to an in-service teacher training programme.

**Table 4.3.1**  
**Skills Improvement through In-Service Teacher Training**

Skills Improvent	In-Service		No in-service		Total	
	n	%	n	%	n	%
Reading skills	30	50.0	12	30.0	36	36.0
Writing skills	30	50.0	15	37.5	51	51.0
Grammar knowledge	17	28.3	20	50.0	35	35.0
Pronounciation.	36	60.0	14	35.0	54	54.0
Vocabulary	42	70.0	24	60.0	68	68.0
Speaking skills	36	60.0	30	75.0	70	70.0
Others	0	00.0	0	00.0	0	00.0

The priority needs of the whole language teachers who have completed this questionnaire would be developing **Speaking skills** (%70.0) and expanding their **vocabulary** capacity (%68.0) through those in-service teacher training courses. They stated that they also wanted to improve their **pronounciation**(%54.0)and develop their **writing skills**(%51.0).Developing **reading skills** (%36.0) and learning more structure of English Language(%35.0) seem less important for these teachers.

Having a look on the skills that the language teachers who have participated to some in-service teacher training courses or seminars would like to develop is the **Speaking skills** and **pronounciation**:%60.0; half of the teachers in this group want to improve their **Reading** and **Writing skills**;%50.0. More teachers are seen to be aware that they need to expand their **vocabulary** capacity as a first step:%70.0.They felt they have enough knowledge on **grammar** of English Languauge:%28.3.So,they show similar charecteristics in their priorities comparing with the whole group of language teachers.

Like the other groups, the teachers who didn't take any in-service training would like to develop their **speaking skills** during those courses to a large extent:%75.0.Beside speaking,what they would like to improve would

be vocabulary expansion: %60.0. Half of the language teachers in this group seems to be unsatisfied with their linguistic competence: %50.0. Other skills seem to be taken into an account at a small scale: Writing: %37.5; Pronunciation: %35.0; Reading: %30.0.

The change seems to be among the teachers who participated and did not participate in-service teacher training yet in demands in terms of improving their language skills would be that those who participated considered improving speaking should go with pronunciation: %60.0 whereas those who didn't participate felt that improving their pronunciation is less important: %35.0. Another important difference would be in the demands of improving their structural knowledge by the language teachers who haven't participated any in-service teacher training yet: %50.0.

#### 4.3.2. Needs related to course on Skills Improvement

**Table 4.3.2**  
**Needs to learn Skills Improvement through In-service Teacher Training.**

Needs to learn Skills	In-service		No in-service		Total	
	n	%	n	%	n	%
Grammar teaching.....	23	38.3	24	60.0	47	47.0
Vocabulary teaching.....	36	60.0	22	55.0	58	58.0
Developing listening skills...	36	60.0	15	37.5	51	51.0
Developing reading skills....	22	36.6	8	20.0	30	30.0
Developing writing skills....	30	50.0	10	25.0	40	40.0
Developing speaking skills	36	60.0	24	60.0	70	70.0
English through Video....	21	35.0	24	60.0	45	45.0
English through computer.	42	70.0	26	65.5	68	68.0
Others.....	0	00.0	0	00.0	0	00.0

Language teachers who had the chance to participate those in-service teacher training courses at least once in their teaching experience, do not only demand to develop their language skills, but, they also demand to develop their teaching skills at some points. They felt language teaching should be realized

using some new technology to a great extent: 70.0. Teaching English through video doesn't seem to be an innovation for the teachers who participated in in-service Teacher Training courses and seminars: 35.0. Instead, they demand new concepts and strategies to develop their pupils' speaking and listening skills: 60.0. They also want to help their pupils to expand their vocabulary capacity: 60.0; writing skills: (50.0) Teaching grammar (38.3), and teaching reading (36.3) are not considered to be a subject matter for them.

Using computer is highly in demand by those teachers who didn't take any in-service teacher training yet: 65.0. Besides computer, they would like to learn how to use video effectively in their own language classes: 60.0. They would like to study on teaching Grammar and Speaking as a secondary concern for their own language classes: 60.0. Expanding the vocabulary capacity of their pupils seems also very much important to those teachers, so they want to learn how to achieve it: 55.0. Other skills do not take much demand by those teachers: Developing Listening skills: 37.5; Writing skills: 25.0 and Reading Skills: 20.0.

Having a look at the differences between the teachers who haven't taken place in any in-service teacher training events in comparison with those who have been trained by those courses or seminars are not much. The big difference is in Teaching Grammar: the teachers who haven't participated in any in-service teacher training events would demand to focus on Grammar teaching more than (60.0) those language teachers who have participated (38.3). Second important difference is in demand of **writing skills** teaching. The language teachers who participated in one/ some of those courses or seminars seem to be willing to study how to train students in writing (50.0) more than the other group (25.0)

#### 4.4. In-service teacher training experience and Teacher demands concerning Professional Development.

The data collected in this part are analyzed to find out specific needs of the language teachers who have participated and haven't participated any in-service teacher training courses or seminars. These are evaluated in five maigroups as in Grammar teaching; Organizing Listening Classes; Teaching Reading; Teaching Writing; and Developing Speaking Skills.

##### 4.4.1 Needs to learn about Teaching Grammar .

There is a widespread understanding amongst non-native language teachers for language teaching: Language teaching is accompanied by teaching grammar; that is, they focus on 'form' rather than 'content' in teaching a particular structure of a lesson in the textbooks they teach in their own language classes. Here their needs related to grammar teaching are analyzed in terms of the group who attended the courses and other ones who haven't attended .

**Table 4.4.1.**  
**Needs to learn Teaching Grammar for language Teachers**

Types of needs	In-service		No in-service		Total	
	n	%	n	%	n	%
Using several grammar games .....	42	70.0	28	70.0	70	70.0
Testing grammar.....	23	38.3	20	50.0	43	43.0
Using recent grammar techniques.....	42	70.0	20	50.0	62	62.0
Using texts in grammar teaching.....	21	35.0	12	30.0	33	33.0
Using consciousness raising activities.....	30	50.0	22	55.0	52	52.0
Using discovery techniques.....	30	50.0	20	50.0	50	50.0
Presenting the new grammar point.....	16	26.6	10	25.0	26	26.0
Explaining the new grammar point.....	20	33.3	10	25.0	30	30.0
Using other skills in grammar practice...30	30	50.0	22	55.0	52	52.0
Others.....	0	00.0	0	00.0	0	00.0

In teaching Grammar , the teachers who have taken part in those in-service courses and /or seminars would like to study on creating more grammar games



70.0. They seem to be concerned with Recent grammar teaching techniques: 70.0; half of them want to have courses on recent techniques including consciousness raising activities and discovery techniques in teaching grammar. They would like to practice the target language within the other language skills: 50.0. Testing grammar doesn't seem to be a subject matter to deal with through in-service training: 38.3. The teachers in this category probably do not think to deal with Grammar teaching in an integration as it has been designed within lessons and units in textbooks, because only 35.0 of them required courses on integration of the target language to the other language skills; that is, they felt that it should be spent more time to 'practise' the target language rather than to 'present' (26.6) and, to 'explain' (33.3) it.

Games are also important for the teachers who didn't take any in-service teacher training to a large extent: 70.0. Language teachers in this group seem to be preferring to integrate grammar teaching within other language skills: 55.0, rather than just using reading/listening texts in their own language classes: 30.0. They also seem to be concerned with Testing Grammar (50.0); Recent Grammar techniques (50.0), Consciousness Raising activities (50.0), and Discovery techniques (50.0) in Teaching Grammar. On the other hand, they don't seem to be concerned with much on how to present Grammar, and how to explain the new grammar point: 25.0.

Two major differences come about from the results on **table 4.4.1** :

1) Language teachers who didn't participate any in-service events (50.0) would demand to focus on Testing Grammar much more than the teachers who participated those events: 30.0

2) Language teachers who have participated those events (70.0) seem to be concerned with Recent Grammar Teaching techniques more than the other ones: (50.0)

#### 4.4.2. Needs to learn about Organizing Listening Classes

Listening Classes are exploited for realizing two targets; either they are exploited as a tool to practise the target language in an integration with other language skills or as language skill to be developed. Which of these targets are in demands of language teachers ?

**Table 4.4.2.**  
**Needs to learn Organizing Listening Classes for Language Teachers**

Types of needs	In-service		No in-service		Total	
	n	%	n	%	n	%
Recent Listening techniques.....	36	60.0	22	55.0	58	58.0
Testing Listening.....	23	38.3	24	60.0	47	47.0
Conducting outside Listening .....	36	60.0	15	37.5	51	51.0
Integrating Listening .....	23	38.3	10	25.0	33	33.0
Using authentic texts in listening...30	30	50.0	20	50.0	50	50.0
Using tasks in listening skills.....	20	36.6	12	30.0	32	32.0
Strategies for listening skills.....	42	70.0	24	60.0	66	66.0
Prediction activities in listening ....	18	30.0	10	25.0	28	28.0
Others.....	0	00.0	0	00.0	0	00.0

The table shows that language teachers who have taken in-service teacher training courses or seminars are aware of training Listening skills ;so what they need to learn is several strategies in order to develop their pupils' Listening skills at a great extent:%70.0.They demand alsoRecent teaching Listening techniques and to be acknowledged on how to conduct outside listening activities%60.0.They are also aware of the importance of using authentic texts in listening classes.%50.0 of them would like to get some information on using authentic texts.They aren't concerned about

learning testing listening skills;using tasks in listening skills(%38.3);and prediction activities in listening classes:%30.0.so much

The results shows that the teachers who didn't get the chance to participate any in-service teacher training courses yet, would like to develop several '**strategies**' which will help them to train their pupils:%60.0.Beside Training Listening Skills ,they demand to be acknowledged on how to Test Listening performance of their pupils:%60.0.They are also in concern with the Recent Teaching/Training Techniques.%55.0 of them would like to learn how to exploit authentic materials in listening classes .On the other hand,it doesn't seem to be a necessary to learn about conducting listening skills outside the classroom :(%37.5),and bringing several tasks into the listening classes:%30.0.Integrating Listening Skills into other language skills only %25.0 of them would like to have courses on conducting Prediction Activities into the listening classes (%25.0)

Two major differences come out of the table:

1) is that, the language teachers who didn't participate any in-service training are keen on learning about Testing Listening more (%60.0) comparing with those who have been trained through those courses:%38.3;

2) is that,the teachers who participated in-service teacher training courses do not consider that intensive listening classes are enough to' **improve their pupils'** listening skills,and would demand to learn about it ( %60.0 ) in comparision with the language teachers who didn't participate any of those events yet.(%37.5).

#### 4.4.3. Needs to Learn about Teaching Reading for Language teachers

Teaching Reading is usually considered to be an easy subject matter in language classes by most of the language teachers. They feel their pupils will unconsciously acquire Reading skills through English language learning. How do language teachers in this category approach Reading Classes, and what do they expect to learn about Teaching Reading through in-service teacher training events?

**Table 4.4.3**  
**Needs to learn Teaching Reading for Language Teachers**

Types of needs	In-service		No in-service		Total	
	n	%	n	%	n	%
Establishing extensive reading .....	30	50.0	22	55.0	52	52.0
Recent reading techniques.....	36	60.0	24	60.0	60	60.0
Techniques for unknown words ...	30	50.0	28	70.0	58	58.0
Information about reading skills...	17	28.3	5	12.5	22	22.0
Exploiting different texts in reading	30	50.0	12	30.0	42	42.0
Using different reading techniques....	30	50.0	24	60.0	54	54.0
Testing Reading Skills.....	24	48.0	28	70.0	52	52.0
Others.....	0	00.0	0	00.0	0	00.0

Language teachers, who couldn't get the chance to participate any in-service teacher training yet, felt that they should get into on extensive reading: %60.0. They also wonder about recent reading techniques: %60.0. They wonder how to test reading skills better; how to train their pupils to deal with unknown words in reading texts; how to exploit different reading texts in Reading classes; and what sort of Reading techniques they can use in their own Reading classes: %50.0. They do not seem to be concerned with theoretical assumptions of Teaching Reading much: %28.3.

Language teachers who have participated in-service teacher training courses felt that what is important in Reading Classes more than other things is that Recent Reading Techniques:60.0. On one hand, they seem to be keen on how to do Reading in their own language classes in terms of techniques and strategies(50.0), and how to conduct or encourage students to do reading outside the language classes:50.0, and on the other hand, they would demand to be acknowledged on how to test Reading Skills of their pupils' :48.0.

According to the results, two major demands come out of the table seem to be a needed alot in Reading Classes by the teachers who didn't take any in-service teacher training events yet:

1) how to enable the learners to deal with unknown words in context

(70.0), and

2) how to prepare appropriate Reading Tests.(70.0)

#### **4.4.4. Needs to learn about Teaching Writing for Language Teachers.**

Writing is usually ignored by the learners and the language teachers. Writing is a very productive skill both to practise the target language and to activate the target vocabulary and the structure in a written form; it is usually ignored for the sake of completing the syllabus which aims at presenting a particular grammatical point. How much this description will change according the demands of language teachers ?

**Table 4.4.4**  
**Needs to learn Teaching Writing for Language Teachers.**

Types of needs	In-service		No in-service		Total	
	n	%	n	%	n	%
Checking students' written tasks.....	36	60.0	14	35.0	50	50.0
Using peer correction in writing ....	22	36.6	8	20.0	30	30.0
Training students on writing skills.....	42	70.0	28	70.0	70	70.0
Integrating writing skills .....	21	35.0	10	25.0	31	31.0
Testing writing skills.....	30	50.0	12	30.0	42	42.0
Developing tasks for writing .....	30	50.0	22	60.0	52	52.0
Others.....	0	00.0	0	00.0	0	00.0

The table shows that the teachers who have participated in-service teacher training courses and / or seminars at least once or more, take Writing skills at a great extent: %70.0. They also demand to be acknowledged on Classes as on how to train their students on writing how to check their students' written studies: %60.0. They wonder how to test writing skills and how to create some real and realistic tasks to exploit in their own language classes: %50.0. Most of them wouldn't like to be informed on Checking written studies or peer correction (%36.6); and integration of writing within other language skills: %35.0.

In developing **Writing Skills**, the teachers who didn't participate any in-service teacher training events, seem to be interested to expand their knowledge on 'training' their students in writing : %70.0. These teachers also seem to be aware of the important role of developing several Real and Realistic tasks in order to achieve this success, so, %60.0 of them would like to expand their knowledge to prepare real/realistic tasks. Checking written tasks (%35.0); testing Writing (%30.0); Dealing with writing in an integration (% 25.0); and Using Peer Correction (%20.0) don't seem to be an important subject matter to be dealt with during in-service teacher training courses or seminars or the teachers in this group.

Having look at the different demands from in-service teacher training,we could see that the teachers who didn't participate any training gives interesting results for Writing Classes:

1) The language teachers who didn't participate any of those events felt the needs of developing several tasks for succesful writing.So, %60.0 of them wanted to learn how to prepare several tasks for their own writing classes,but surprisingly they don't seem to be interested in Testing Writing.(%30.0);

2)For the teachers who got the chance to participate in-service courses or seminars what is very important is Cheching their pupils' written works.So, they(%70.0) wanted courses on checking the written studies of their pupils in their own writing classes

#### 4.4.5.Needs to Learn About Teaching Speaking.

Language teachers who completed this questionnaire would demand to get some help to develop their speaking skills.What are the priorities of the teachers who participated comparing with those who didn't get the chance to participate any in-service teacher training events on Teaching Speaking?

**Table 4.4.5**  
**Needs to learn Teaching Speaking for teachers**

Tpes of needs	In-service		No in-service		Total	
	n	%	n	%	n	%
Conducting real /realistic tasks ....	33	55.0	24	60.0	57	57.0
Testing oral skills.....	36	60.0	22	55.0	58	58.0
Integrating speaking skills.....	30	50.0	20	50.0	50	50.0
Improving pronunciation skills....	36	60.0	28	70.0	64	64.0
Training for fluente and accurate communicative skills for real life .	42	70.0	34	82.5	76	76.0
Others.....	0	00.0	0	00.0	0	00.0

The teachers who have already participated in-service teacher training

courses or seminars at least once/or more times demand some practical ideas to train their pupils in order to form **fluent** and **accurate** speaking skills to a great extent:%70.0.They also want to help their students to pronounce English pretty well:%60.0.They seem to be concerned with how to test their pupils '**speaking skills** too:%60.0.They are are interested in having courses on how to conduct several real/realistic tasks in their own Speaking classes: %55.0.Beside these, they ask for to be acknowledged on how to integrate speaking skills into other language skills :%50.0.

The primary aim for language teachers who didn't take any in-service teacher training event yet,seems to be to develop students' **speaking skills** in order to communicate in English both fluently and accurately to a very large extent.%82.5 of the teachers want to improve themselves on how to train their pupils for succesful communicative skills. .The teachers also want to improve their knowledge on pronunciation:% 70.0.The teachers in this group seem to be aware of the importance of Conducting Real/Realistic tasks in order to develop their pupils' speaking skills.%60.0 want to learn to develop such tasks .. The percentage of those who wanted to learn Testing Speaking Skills is %50.0.

Having look at the different demands of the teachers who have participated and did not participate in-service teacher training yet ,we could not see more similarities rather han differences in term of **speaking skills** :

1) Language teachers in both groups would demand to focus on Testing Speaking skills.% 65.0 of those who participated in-service teacher training courses comparing with those who didn't participate those courses yet(%50.0)

2)The teachers who haven't been trained through in-service teacher training courses would demand to be acknowledged on Training students in order to develop **accurate** and **fluent** communicative skills to a great extent(%82.5),and similarly %70.0 of the teachers who participated several in-service teacher training events would like to study on them.



#### 4.5. Discussion.

With different models and objectives, in-service teacher training has been realised in many countries in ELT for many years. The primary objective of such an in-service teacher training course would be to provide language teachers some opportunities for their **professional development**.

Lunge (1990:244-268) defines **professional development** as :

“...a term used in the literature to describe a process of continual intellectual, experimental and attitudinal growth of teachers.”

Richards and Roe (1994) emphasizes that:

‘If language teaching is to be a genuinely **professional exercise** it requires continual experimentation and evaluation on the part of the practitioners whereby in seeking to be more effective in their pedagogy they provide at the same time-and as a collobary-for their own continuing education.’

How can teachers be helped to develop their **professional competence** to cope with the different roles, skills and behaviours required of them in the classroom ? How can they be helped to make connection between what they learn through an in-service teacher training course, and what they experience in their every day teaching reality ? One of the ways to provide this help to the teachers is conducting in-service teacher training courses.

Palmer (1993) claims that such courses will bring a little opportunity to help teachers to explore the implications of language teaching in classroom atmosphere.; Altan’s research (1994:4) indicate that ;language teachers who took part in that research benefited from the courses. As he states:

“The factors which most influence teachers in their teaching were reported as teacher training/development courses(55%), seminars organized for teachers(.26%), self reflection(21%) and past experience as language learner(18%)”

Rixon(1989)draws the attention on the **process of training** language teachers at an in-service teacher training event.According to her, language teachers should be given a change to reflect their teaching choices(information input,knowledge); they should be given to form some sort of positive attitudes on theirpupils(attitude formation or conviction); and ,finally **language improvement**.

Rixon(1989:46-7) states as follow:

‘The **process of training** a teacher is commonly accepted to involve three main ways of taking the trainee from whatever his initial state may be towards something which enlarges his potential as a ‘good ‘ teacher:

1)**information input,or knowledge** he or she needs to heve to provide a good background and a rational framework for making his or her teaching choices;

2)**attitude formation, or conviction** that some aspects of language performance are more important than others,and that certain techniques and approaches on the part of of the teacher are more likely to help pupils towards these types of performance than others;

3)**improvement in teaching skills, or performance** in class.

Giving the trainees the opportunity to work on being able to do effectively in class the sort of things conviction and knowledge prompt them to try and more broadly,to work towards being the sort of teacher they see as ‘good’.”

As Rixon also indicates, one of the primary goals of the language teachers in order to participate to in-service teacher training events is **language improvement** . The outcomes of such an event which was held in İzmir in 1995 has revealed that the majority ofthe trainees demanded to be given some opportunity to develop their certainlanguage skills,particularly **speaking skills**;they even asked to have **speaking classes** with native speakers.( see **appendix II**) In this research, almost all of the language teachers expect to develop their **speaking skills** and expand their **vocabulary** capacity through in-service teacher training events. In addition, **Experienced** language teachers felt they are incompetent in **structure** of English , whereas **Novice** language teachers felt they still need to develop their **writing skills**(tables:4.1.1. and 4.3.1)

In **skills development** for their **pupils** what the language teachers demand from in-service teacher training courses and seminars is almost the same things :they want

to develop for themselves; how to develop their pupils' speaking skills and how to expand their vocabulary capacity?. They also would like to deal with teaching English through computer. Beside these, **Novice** language teachers would like to learn how to teach **grammar** in an **integration** and how to use **video** in their own language classes. (tables: 4.1.2. and 4.3.2) Similar evidence was witnessed by the researcher, in in-service teacher training programme in Ankara, Hasanoğlu in 1994: 80 language teachers who had one to four years of teaching experience (NT), and all from state secondary schools, were asked to write down five subjects that they had been affected during the course from the most important to the least important. Here is their answers:

- 1) Integration of skills;
- 2) Teaching grammar;
- 3) Testing language skills;
- 4) classroom activities;
- 5) classroom management.

In another course held in İzmir on May 22, 1995, about 200 hundred language teachers who had long teaching experience (ET and OT) from English Medium High Schools in İzmir, had written down the subjects they wanted to study at further courses, as follows:

- 1) classroom activities,
- 2) process writing;
- 3) course book evaluation (how to select coursebooks)
- 4) Testing oral skills;
- 5) dealing with unknown words in texts.

Almost all of the language teachers in this research, are aware that **Teaching grammar** should be more enjoyable; so what they would like to learn is **grammar games**. but **experienced** language teachers would also demand to study on **Recent Grammar techniques**, such as **consciousness raising**, and **discovery techniques**, whereas, **Novice** language teachers ask for studying on **integrating grammar** within other language skills as it is presented in lessons in textbooks. Looking at those who have participated and didn't participate any in-service teacher training events, both would ask for help on how to integrate grammar teaching within other language

skills (tables:4.2.1.&4.4.1 ). So, **language teachers** want to learn how to practise grammar more productively as in **games**; in such as course in İzmir ,1995,the majority of language teachers asked for more grammar games during a session which was called '**practical file**'

In **Organizing Listening Classes** Almost all of the language teachers agrees on learning several strategies to train their pupils to develop their listening skills. But only Novice teachers would demand to study on how to integrate Listening classes into other language skills, and how to test listening skills in language classes (tables:4.2.2.& 4.4.2 )

In **Reading Class**, language teachers felt that both intensive and extensive reading is very important. so they would ask for help on **Recent Reading techniques** . The **experienced** language teachers would also demand some theory in doing reading classes. The teachers who didn't take any in-service training would ask for to be enlightened on how to help their pupils to deal with **unknown words** in reading texts. The teachers who participated several in-service events take Reading Class as '**Extensive reading**' rather than '**Intensive Reading**' so, what they would demand more reading strategies to exploit in their own Reading classes. For **experienced** language teachers Reading should be carried out as '**Extensive**' so what they would demand to study on how to conduct Extensive Reading Classes. (tables:4.2.3 and 4.4.3 )but Reading Classes at in-service teacher training courses **extensive reading** is usually ignored; instead the **process of intensive reading**; dealing with **unknown words in texts**; **reading strategies** are often taken into account; that may be language teaching is still teacher centered .The courses held in several cities in Turkey both as Summer in-service teacher training courses, and local short in-service courses, **extensive reading** has not been included into the programme of these courses, because the participants are not asked what they need to learn in which subject.

**Writing** is a difficult subject for both language teachers( to check the written studies, needs a lot of time to write, ect), and the students( takes alot of time, mistakes, red dots on their writing papers, ect).. And most of the time it is ignored because it is considered as

**time consuming**, so language teachers prefer preparing a lot of grammar exercises instead. But as it is indicated through this paper; all of the language teachers who took part in this research would demand to study on two things related to **writing classes** from in-service teacher training: 1) is to learn how to **conduct real/realistic tasks** in order to develop their pupils' writing skills; and 2) is to learn how to check whatever their pupils write in their own language classes. (tables:4.2.4 and 4.4.4).

All of the language teachers want to improve their pupils' language skills so that could take part in real **communication**. In order to achieve this what they foresee for their pupils to form accurate and fluent communicative skills. Beside this, **Novice language** teachers would demand to be acknowledged on how to help their pupils to pronounce English pretty well, and need to learn how to **integrate Speaking skills** within other language skills (tables:4.2.5 and 4.4.5).

All these results are the outcomes of the research conducted for language teachers who are working at English Medium High Schools in and around Eskişehir. It has been tried to define and describe through this study what sort of needs and expectations would be required if any in-service teacher training event was organized on the basis of trainees' **real needs**.

As this research indicates, teachers' needs are various. So, when an in-service teacher training programme is planned such differences could be taken into consideration. For example: the majority of language teachers would demand some common subjects to be dealt with during the sessions such as, **improving their speaking skills, expanding their vocabulary** capacity, training students on accurate and fluent communication for real life situations; and particularly every group of language teachers would demand **particular sessions** on the basis of their needs which come out their own English teaching experiences and their own language classes, such as: **improving pronunciation** by Novice teachers, **English through computer** by Experienced teachers, and how to **exploit authentic texts** in reading classes by other language teachers.

All these demands and expectations come out of the experiences of the real language classes. Unless these expectations are taken into consideration in developing in-service teacher training programmes, it will stay fruitless to implement **change** and **innovation** in language classes. So, the trainees who participate those events should be allowed and encouraged to reflect from their need and own language classes; as Michael Breen, Chris Candlin, Leny Dean, and Gerd Gabrielsen (1989:125) indicated;

“teachers could be the main catalysts for ‘**innovation**’; and each teacher could be the main agent for ‘**change**’ if the innovation itself motivated...”

provided that In-service teacher training content could be developed on the base of **trainees’ real needs**, rather than the **pursuit needs** that the trainers foresee ‘**important**’ or ‘**vital**’.

## CHAPTER V

### CONCLUSION

#### 5.1.Summary.

In this study, it has been intended to investigate what sorts of needs and expectations the language teachers bring into in-service teacher training courses; how well those needs and expectations will change according to the length of language teachers' teaching experience; and will these need and expectations give any clear differences taking the experience of participating those events. With the number of 100 language teachers from English Medium high Schools from Sivrihisar, Çifteler, Bozüyük and Eskişehir took part in this research. They have various length of teaching experience. In this research the data collected from the language teachers have been analysed in three groups first group consist of 16 **Novice language teachers**, (between 1 to 3 years of teaching experience); second group consists of 25 **Expereinced language teachers** (who have between 4 to 20 years of teaching experience), and third group consists of 59 **other teachers** ( who have more han 20 years of teaching experience )The data also have been analysed according to the the teachers who have and haven't participated any in-service teacher training courses. In this part 60 language teachers (who participated those courses, and 40 language teachers ( who did not participate any of them) took part in this research..

As this research indicates ,language teachers who have different length of teaching experience have different needs and expectations related to their methods of teaching English in their own language classes. For example, the majority of language teachers who took part in this research want to improve their **speaking skills** and **expand their vocabulary capacity** Beside this, **Novice language teachers(NT)** would like to improve their **grammar** and **writing skills**.(tables:4.1.1 ).For their own language classes,**Novice language teachers** want to learn how to use **video** effectively, whereas **experienced**

language teachers(ET) want to learn about **using computer** in teaching English. In **Teaching grammar**, **Novice language teachers** want to learn how to **integrate** and **test grammar**, whereas **Experienced language teachers(ET)** would demand to study on **recent grammar techniques**. **table:4. 2.1)**In **Organizing Listening classes**, the common subject that half of the language teachers want to learn is how to use **authentic texts** in their own language classes. Beside this, **Novice teachers** want to learn how to **test listening skills**; **experienced teachers** want to learn how to develop several **strategies** in order to improve their pupils' listening skills; and **other language teachers** would like to study on **recent grammartechniques**, and how to **conduct extensive listening** activities. (table:4.2.2) In **Reading classes**, **Novice language teachers** want to learn how to **conduct extensive reading** whereas **experienced language teachers** want to learn the **theory of reading**, and **recent reading techniques**. (table 4.2 .3). In **Writing Classes**, the common subject that the majority of language teachers want to learn about is **integration of writing**. Beside this, **experienced language teachers** want to learn how to develop several tasks to be exploited in their own language classes. (table 4.2.4). In **Speaking Classes**, **Novice teachers** want to learn how to **integrate speaking skills** and, how to develop their pupils' **pronunciation skills**, whereas **experienced language teachers** and **other language teachers** want to learn how to develop **real/realistic tasks** in order to improve their students' **accurate and fluent communicative skills** for real life situations. (4.2.5).

Having look at the results, that the language teachers who have **participated in-service teacher training** courses comparing with those who **did not participate** any of these events, we could see that; those who participated in-service teacher training events want to improve their **speaking skills** and their **pronunciation skills** whereas, the language teachers who did not participate any in-service course want to improve their grammar in English Language. ( table: 4.3.1 ). In their own language classes, the teachers



who participated in-service teacher training courses want to improve their students' writing skills, whereas the teachers who didn't participate those events want to learn about how to improve their pupils' grammar skills. (table:4.3.2.). In **Grammar classes**, the teachers who participated in-service teacher training courses would like to deal with **recent grammar techniques** whereas the other teachers who didn't participate those events would like to learn about how to **test grammar** in their own language classes. (table 4.4. 1). In **Organizing Listening classes**, the teachers who had the participation to those events want to learn how to **conduct extensive listening classes**, whereas those who didn't participate any of those courses would like to study on how to **test listening skills**. (table:4. 4. 2). In **Reading Classes**, the language teachers who participated those events want to learn how to **exploit different texts** in reading classes, whereas other language teachers would like to learn about how to **test Reading skills** (tables 4.4. 3).

In **Writing Classes**, language teachers who participated those events want to learn about how to **check their pupils' written studies**, whereas other teachers would like to learn about how to **develop several tasks** in order to improve their pupils' writing skills. (table :4.4.4.). In **Speaking classes**, the common subject to deal with during in-service teacher training events is how to train their pupils for accurate and fluent communicative skills. Beside this, the language teachers who had the chance to participate those events want to learn how to **test oral skills** whereas other other language teachers want to learn about how to **improve their students' pronunciation skills**.

(table:4.4.5.)

As a result, as the research findings clearly described and analyzed in this paper indicates that In-service teacher training can be more beneficial if the expectations and the needs of the language teachers are taken beforehand in the development of in-service teacher training course programmes; for example, Mostly **Novice** Language teachers, and **experienced** language teachers would benefit more from these events. Novice language

teachers would usually ask for integration of skills and, how to test each language skill in their own language classes, whereas experienced language teachers would demand more practical hints to exploit in their own language classes, and they would focus on training their pupils on language skills.

## 5.2. Conclusion.

In-service Teacher Training is a vehicle to serve to build professional development in language teaching. It is a part of language development process. Since the concepts lead the language teachers, authors, and the researchers on learner-generated language learning, what is suggested through this research is to relate in-service Teacher Training job on language teachers, so in-service teacher training should be based on what language teachers think in ELT; how they apply it in their own language class, and how they evaluate their professional development in sense of theory and practice. Otherwise, no in-service training will be able to achieve any success in training language teachers and bringing new contributions in English Language Teaching.

In-service teacher training, from a different point of view, has also a unique characteristics with its preparation, its content, its method, and its evaluation. Since the primary reason and the primary goal of that event is to help language teachers to gear their methods and techniques, to gain more confidence in involving their pupils into learning the language, to recognize new materials and learn how to benefit from them in teaching the language. More than that, in-service teacher training should focus on the changing role of language teacher in the theory of English Language Learning. The researches carried on ELT put the learner at the first stage in language class. 'Language Teaching' has inclined to turn into 'language learning' and this current approach drives the experts in language teaching to adjust their methods and techniques, their beliefs, and, to some extent, forces them to re-think and evaluate their roles and responsibilities in language class. Richards (1994:160) calls this new

situation in language teacher's roles in ELT 'Re-defining Teachers Role' and he describes as follow:

"..No longer simply a presenter of material or an implementer of a method, the teacher now has a role that is not only more complex, but more crucial for the teacher must serve variously as material developer, need analyst, and investigator of his/her own classroom, negotiating both syllabus, content, and methodology with the learner. Rather than methods determining the curriculum, the school and the classroom are seen as the context in which planning, development, and supportive activities take place. A number of implications for teacher education and teacher development follow from this redefining role of the teacher's role."

### 5.3. Suggestions for Further Research.

Three elements are seen to interact, under the responsibility of language teacher, in any language classes: **Material, Learner, and method**; in this research 'needs of language teachers related to language teaching methods' have been taken into consideration. What is suggested for further studies to the researchers is to investigate how to develop a trainee generated in-service Teacher Training Syllabus. What is also suggested to the researchers is to investigate through in-service teacher training courses, the needs and expectations of language teachers related to **learners** and the **materials** in English language teaching process.

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**APPENDIX I**  
**IN-SERVICE TEACHER TRAINING QUESTIONNAIRE**

**Instruction:** In order to develop a useful, productive, and beneficial course programme to be used at in-service teacher training courses, it has been intended to find out your 'real needs' related to ELT. You don't need to put your name so that you feel more comfortable and free to assert your own ideas.

**PART 1**

**Personal Information.** (Please tick)

1. Teaching Experience

- a)  1-3 years  
 b)  4-10 years.  
 c)  11-20 years.  
 d)  +20 years.

2) Which school(s) have you been working for the last three years ?

**Full name (school)**

**City:**

- a) ..... a).....  
 b) ..... b).....  
 c) ..... c).....

3) Which classes do you teach this year?

.....  
 .....  
 .....

4) What Level(s) do you teach this year?

- a)  Elementary  
 b)  False beginners.  
 c)  Lower Intermediate.  
 d)  Intermediate.  
 e)  Upper-Intermediate  
 f)  Advanced.

5) Which of the ELT Organizations below have you participated?

- a)  local in-service training seminar  
 b)  summer in-service training course.  
 c)  workshops organized by publishers.  
 d)  in-service training course organized by USIS or British Council.  
 e)  ELT seminar given by any University in Turkey.  
 f)  scholarship given by any British/American Associations.



6) If you have participated any of ELT events above; write:

- a) The name: .....
- b) The year: .....
- c) The place (country/city): .....
- d) Objectives of the event: .....
- .....
- .....

7) Which of the following have you had any contact with ?

- a)  INGED
- b)  Modern English Teacher.
- c)  Tesol Quarterly.
- d)  Times/newsweek.
- e)  Turkish Daily News.
- f)  British Council Ankara.
- g)  USIS aAnkara.
- h)  British Council Istanbul.
- i)  British Council İzmir.

8) Are you still in contact with any of these above ? (Please list their names:)

- 1) .....
- 2) .....
- 3) .....

**PART 2****Professional Issues.**

*Please circle wherever applicable to you in the following questions/statements.*

**A) Language Improvement**

*If I were invited to an in-service Teacher Training course I'd like to have courses*

*that:*

- a) improve my reading skills.....yes.....no
- b) improve my writing skills.....yes.....no
- c) improve my grammar knowledge.....yes.....no
- d) improve my pronunciation.....yes.....no
- e) improve my vocabulary.....yes.....no
- f) improve my speaking skills .....yes.....no
- g) other(s)(please specify).....

*II) During such an in-service teacher training course. I'd like to have sessions that improve my knowledge on:*

- a) grammar teaching.....yes.....no
- b) vocabulary teaching.....yes.....no
- c) developing listening skills.....yes.....no
- d) developing reading skills.. .....yes.....no
- e) developing writing skills.....yes.....no
- f) developing speaking skills.....yes.....no
- g) teaching English through Video.....yes.....no
- h) teaching English through computer.....yes.....no
- i) other(s)(please specify).....

**B) Professional Development**

*During such an in-service teacher training course*

*I) what do you need to learn about GRAMMAR TEACHING ?*

- a) using several grammar games .....yes.....no
- b) Testing grammar.....yes.....no
- c) Using recent grammar techniques.....yes.....no
- d) using texts in grammar teaching.....yes.....no
- e) using consciousness raising activities.....yes.....no
- f) using discovery techniques.....yes.....no
- g) how to present the grammar point.....yes.....no
- h) how to explain the grammar point.....yes.....no
- i) using other skills in grammar practice.....yes.....no
- j) other(s)(please specify).....

**II) What do you need to learn about organizing LISTENING Classes for your students?**

- a) recent teaching Listening techniques.....yes.....no.
- b) testing Listening.....yes.....no
- c) how to conduct outside Listening activities.....yes.....no
- d) integrating Listening to other language skills.....yes.....no
- e) using authentic texts in listening.....yes.....no
- f) using tasks in listening skills.....yes.....no
- g) strategies for developing listening skills.....yes.....no
- h) prediction activities in listening classes.....yes.....no
- i) others(Please specify).....

**III) What do you need to learn about TEACHING READING?**

- a) testing reading..... yes.....no.
- b) establishing extensive(outside )reading for the students. . . .yes.....no
- c) recent reading techniques..... yes.....no
- d) techniques to deal with unknown words in reading texts..... yes.....no
- e) information about reading skills..... yes.....no
- f) how to exploit different texts in reading classes..... yes.....no
- g) using different reading techniques(skimming, scanning, ect).....yes.....no
- g) others(Please specify).....

**IV) What do you need to learn about TEACHING WRITING?**

- a) checking students' written tasks.(error correction, marking, ect).....yes.....no
- b) using peer correction in writing classes.....yes.....no
- e) training students on writing skills.....yes.....no
- d) integrating writing skills to language teaching/learning process...yes.....no
- e) testing writing skills..... yes.....no
- f) developing tasks for writing classes.....yes.....no
- g) others( Please specify).....

**V) What do you need to learn about TEACHING SPEAKING?**

- a) how to conduct real/realistic tasks for speaking classes..... yes.....no
- b) how to test orall skills.....yes.....no
- c) how to Integrate speaking to other language skills..... yes.....no
- d) activities to improve students' pronunciation skills.....yes.....no
- e) activities to train students to develop fluent and accurate communication skills for real life situations.....yes.....no
- f) others(Please specify).....

## APPENDIX II

**İzmir Buca 260 No'lu Hizmetiçi Eğitim Dairesi İngilizce Öğretim Teknikleri Kursu Değerlendirmesi. 18.08.1995.**

### COURSE EVALUATION

**Instruction:** Do not write your name.

We would like to take your frank opinions about this course in order to plan and run better, more productive and more enjoyable courses in future.

I) Please rate the activities below, which we have done during the course for **interest** and **usefulness** to you, on a scale of **1** to **5**.

- ( ) Reading
- ( ) Writing.
- ( ) Speaking.
- ( ) Listening.
- ( ) English through Video.
- ( ) Testing.
- ( ) Coursebook Evaluation and Adaptation.
- ( ) Meta Language (Terminology).
- ( ) Error Correction.
- ( ) Practical File.
- ( ) Story Telling.
- ( ) Teaching Grammar.
- ( ) Teaching Vocabulary.

- 1: strong negative feeling**
- 2: negative feeling.**
- 3: neutral feeling.**
- 4: positive feeling.**
- 5: strong positive feeling.**

II) Think of the school you are working at; think of your students; your difficulties in ELT. Which of the subjects above should be focused on more in In-service Teacher training Courses in the future?

- 1:.....
- 2:.....
- 3:.....
- 4:.....
- 5:.....
- 6:.....

III) In each session during the course you have carried on the following activities.

Put them in an order according to **the most important(1) to the least important(6)**

- workshops.
- class discussion.
- group discussions.
- Lecturing.
- classroom activities.
- terminology.

IV) Bütün bunların ötesinde ,kursumuzun bir değerlendirilmesini-olumlu ve olumsuz yönleriyle birlikte-yaparsanız çok müteşekkir kalacağız.