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**THE NEEDS OF SECONDARY SCHOOL EFL TEACHERS FOR AN
IN-SERVICE TEACHER TRAINING PROGRAM**

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APPROVAL**REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY DIRECTORSHIP OF THE INSTITUTE OF SOCIAL
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DEDICATION

To my beloved sister...



ETHICS DECLARATIONS

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Thesis Title: The Needs of Secondary School EFL Teachers for an
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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance (in case of any circumstance contradicting with my declaration).

25/01/2021

Selda ÖNCEL

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ABSTRACT**THE NEEDS OF SECONDARY SCHOOL EFL TEACHERS FOR AN
IN-SERVICE TEACHER TRAINING PROGRAM****Selda ÖNCEL****Master of Arts, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****January 2021, 85 Pages**

This study was carried out to determine EFL teachers' needs for INSET programs. Specifically, this study intends to find out secondary school EFL teachers' needs for INSET programs concerning aspects of adaptation of teaching methods, emphasis on language skills, technology utilization, classroom environment, instructional practices and material development. Finally, the study aims to inquire whether there is a significant difference in secondary school EFL teachers' needs for INSET programs in respect of gender, working at state or private secondary school, age, years of experience and education level. The data in the present study were collected from 129 EFL teachers working in secondary schools in Diyarbakır. Both qualitative and quantitative research methodologies were used in the study. In this mixed research design, the data was collected through the English Teachers' Need Assessment Questionnaire and semi-structured interview. The collected quantitative data were analyzed using descriptive analysis and was supported by qualitative analysis of the semi-structured interviews through pattern coding.

Key words: In-service teacher training programs, teachers' needs, secondary school EFL teachers, professional development

ÖZ**ORTAÖĞRETİM KURUMLARINDA ÇALIŞAN İNGİLİZCE
ÖĞRETMENLERİNİN HİZMET İÇİ EĞİTİM İHTİYAÇLARI****Selda ÖNCEL****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Ocak 2021, 85 Sayfa**

Bu çalışma İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarına saptamak için yürütüldü. Bu çalışma özellikle ortaöğretim kurumlarında çalışan İngilizce öğretmenlerinin öğretim yöntemlerinin uyarlanması, dil becerilerinin uygulanması, teknoloji kullanımı, sınıf ortamı, sınıf uygulamaları ve materyal geliştirme üzerine hizmet içi eğitim ihtiyaçlarını belirlemeyi hedeflemektedir. Bu çalışmada son olarak, ortaöğretim kurumlarında çalışan İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarında cinsiyet, çalışılan okul türü, yaş, mesleki tecrübe ve mezun olunan lisans programı açısından önemli bir farklılık olup olmadığı araştırılmaktadır. Bu çalışmadaki veriler Diyarbakır'da ortaöğretim kurumlarında çalışan 129 İngilizce öğretmeninden toplanmıştır. Çalışmada hem nitel hem de nicel araştırma metotları kullanılmıştır. Bu karma araştırma yönteminde veriler İngilizce öğretmenlerinin İhtiyaç Değerlendirme Anketi ve yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Toplanan nicel veriler SPSS ile analiz edilirken, nitel veriler kodlama yöntemi ile analiz edilmiştir.

Anahtar kelimeler: Hizmet içi öğretmen eğitim programları, öğretmenlerin ihtiyaçları, orta öğretim İngilizce öğretmenleri, mesleki gelişim

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ABBREVIATIONS

CPD	: Continuing Professional Development
EFL	: English as a Foreign Language
ESP	: English for Specific Purposes
ELT	: English Language Teaching
INSET	: In-service Teacher Training Program
INSETs	: In-service Teacher Training Programs
MoNE	: Ministry of National Education
PD	: Professional Development



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1. INTRODUCTION

Background of the Study

It is widely accepted that the quality of a nation's education system relates directly to the success of the country. Former studies and literature have revealed that the vital agent promoting a student's achievement in the learning environment is efficiency of the teaching and the educators. Thus, this brings a massive burden for teachers, which makes their profession challenging and complicated. In today's world, teachers are responsible for not only the role of teaching but also the requirements of their professional development (PD). The aspects of effective PD have been viewed from various perspectives. For effective professional development, 14 factors were proposed by Adey (2004). One of them is referred to the importance of INSET programs (INSETs) in the working context. To illustrate, Hiep (2001) stated that in today's world, as practitioners, teachers need to become up-to-date prompt advances. Therefore, PD programs allow finding out teaching experiences, deal with rapid changes and differences in the classroom. As Hiep (2001) highlighted, PD programs and activities are crucial for teaching development of lecturers, fostering students' learning and promoting the quality of education (Vries et al., 2013).

In light of the information associated with INSET programs, these programs are an essential factor in language education. However, the studies are very limited to define the needs of secondary school EFL teachers. In order to produce more successful and productive educational results, it is necessary to handle in detail the needs of secondary school EFL teachers for INSET programs with respect to teachers' needs adaptation of teaching methods, emphasis on language skills, technology utilization, classroom environment, instructional practices and material development.

Statement of the Problem and Research Questions

In English Language Teaching (ELT) field, the professional development and teacher training have been getting more attention during the last two decades. Because teachers' learning is a continuous process, teachers need to up-to-date their teaching skills, training technologies, pedagogical knowledge and ELT approaches. In order to keep up with the developing trends, latest advancement, and changing needs in the field of English education, INSET programs are essential not only for the English teaching but for life-long learning. On the other hand, considering the current INSET program, it

could be said that there is a need for meeting these requirements, both state and private schools in the Turkish education context. Moreover, teachers' needs are frequently ignored and do not generally suit the expectations of institutions. The INSET programs in Turkey are generally fixed program, and the content of the program includes theoretic knowledge. There have been former studies investigation and evaluation on INSET programmes (Odabaşı-Çimer et al., 2010; Topkaya and Küçük, 2010; Uysal, 2012; Kabilan and Veratharaju, 2013; Kahraman Özkurt, 2019). Nevertheless, relatively limited research has been conducted on the identification of teachers needs for INSET program. To this end, this study aims to examine INSET needs of secondary school EFL teachers regarding the adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development. Moreover, it attempts to examine whether there is a significant difference in secondary school EFL teachers' INSET program needs in terms of gender, working at state or private secondary school, age, years of experience and education level in Diyarbakır province. Finally, it investigates the needs and expectations of EFL teachers in relation to INSET programs. With this purpose, the study is an attempt to find the answers to the following research questions:

- 1) What are the needs of secondary school EFL teachers' for INSET programs in relation to:
 - a. adaptation of teaching methods
 - b. emphasis on language skills
 - c. utilization of technology
 - d. classroom environment
 - e. instructional practices
 - f. material development
- 2) Are there significant differences in secondary school EFL teachers' needs for INSET programs in respect of gender, working at state or private secondary school, age, years of experience and education level?
- 3) What are secondary school EFL teachers' needs and expectations for INSET programs?

Significance of the Study

Considering the importance of the PD from various aspects, there is a requirement to scrutinize EFL teachers' needs for INSET programs on their professional development. Atay (2008) states that the present in-service education and training programmes. (INSETs) are considered insufficient due to the lack of incentives for teachers, to engage in their growth personally and to represent their classroom experience. On the other hand, systematic reviews are also emphasized as a significant first step in strengthening the existing INSETs and planning more successful future INSET practices (Tarrou et al., 1999). Uysal (2012) emphasizes that these assessments are vital because they offer not only shortcomings, strengths and results of INSETs but also information about teachers' needs, the expectation for potential instructional opportunities. Although many studies have been conducted on the needs of teachers for INSETs, not much detailed information is explained about essential aspects such as teachers' needs for the program, in relation to the aspects of classroom atmosphere, technology utilization, teaching practices, designing of materials, teaching methods, focus on four skills, as well as phases of the research process.

In this sense, investigating EFL teachers' needs, for INSET programs may help to assess the problems and to make an attempt for preparing more divergent and effective program. Last but not least, after getting the answers, with the help of the results, this research can contribute to the improvement of education. Ministry of National Education and stakeholders can make a more efficient plan or design INSETs for EFL teachers' needs, which makes a difference in teachers' professional development and the quality of education.

Literature Review

This chapter consists of six sections based on related literature. In the first section, the overview of the study is presented. The second section provides teacher development and learning conception. In the third section, the significance of teacher training and professional development are discussed. In the fourth section, previous studies on INSET and teacher education are provided. The fifth section presents the INSET models and approaches. In the last section, the significance of teachers' needs analysis in INSET is discussed.

Overview of the INSET

In the Turkish education system, ELT has been affected by socioeconomic and political factors. As the new curriculum for primary and secondary schools with constructivist perspective, and communicative approach terms were presented into the ELT field by MoNE (Ministry of National Education), 1997 curriculum became a milestone in Turkish education (Kırkgöz, 2005). On the other hand, the curriculum innovation happened in a short period, without the required arrangement of the system being planned, the current curriculum could not be effectively applied. Therefore, after the 1997 education reform, MoNE founded In-service English Language Teacher Training and Development Unit (INSET) to organize seminars and in-service training courses for EFL teachers working at primary and secondary schools. Thus, a series of nation-wide in-service teacher education programs have been coordinated by MoNE to prepare English language teachers current curriculum and objectives.

Furthermore, this unit aims to raise teachers' awareness of the European Union (EU) through workshops, projects, and conferences. As English has become a crucial constituent of foreign language teaching, several attempts have been made by the Turkish government such as curriculum development, teaching methods, teacher training. For this reason, it can be concluded that the Turkish government has been arranging modernization and developing a process to catch up with the ELT curriculum and evaluation framework of the European language education system (Kırkgöz, 2007). Despite the Turkish government's endeavours, latest research (Kırkgöz, 2007) showed that INSET programs suffer from many problems including inadequate numbers of these courses (Küçüksüleymanoğlu, 2006); "one-shot forms of INSET courses (Daloğlu, 2004); a shortage of follow-up assistance and assessment system (Bayrakçı, 2009).

These researches gave insight into the government started INSETs in Turkey concerning previous studies on the effectiveness of INSET at a macro level. Still, there is a need for further research to give sufficient and necessary data on micro-level regarding meeting needs of EFL teachers, how these courses are planned, whether expected objectives were reached, and whether these courses meet teachers' training needs and expectations.

As Özen (1995) confirms, there are rapid changes in today's world, and educators as experts should cope with these rapid changes. Subsequently, these programs help gain more in-depth insight into educational perspectives, reflecting teachers' teaching and dealing with change and discrepancy (Hiep, 2001). Besides, INSET plays a crucial role in updating the skills and knowledge of teachers for the professional development of teachers and the advancement in the quality of the education system.

Therefore, this study attempts to determine the INSET needs of the English language teachers' secondary school environment. Moreover, the study intends to examine professional development, as well. Finally, the study aims to develop a more efficient INSET program suggestion that covers the fundamental needs of English Language Teachers in Turkey.

INSET Approaches/ Models

In-service teacher education is strongly linked to teacher education in regards to proposed approaches and models. Furthermore, recognizing the basic principles of teacher education will bring deeper understanding into INSETs. Therefore, Day (1999) proposed his three-dimensional model for teachers' professional development, which consists of the apprentice-expert model, the rationalist model, the case-studies model, and the integrative model.

Day's (1999) apprentice-expert model comprises of intern or novice working experienced teacher. In this approach, information is gained by an investigation, instruction and practice. Additionally, the learner gets information through negotiation and observation, collaborating with the teacher. In the second language education, Day (1999) indicated that the rationalist model has a great information source that promotes information.

On the other hand, it is constrained and only cope with pedagogical content knowledge. Additionally, he claimed that this model does not provide any classroom practices to the learner. The case-studies model includes in-class discussion and evaluation of real case experience. The goals of this model entail generalization of specific tasks into wider disciplinary. Apart from these three models, the integrative model combines the previously mentioned three models' strong points. This model also provides students to benefit from practising their profession and offers life-long personal and professional development.

Following these four methods, many professionals are familiar with the top-down approach, bottom-up approach and approaches in the ELT field. First, Richards describes the top-down approach (see Figure 1) as an "expert-driven process" (2015, p. 697). In this approach, the teachers' development is supported by the organization or administrative authority that decides what the teachers need to improve concerning their pedagogical knowledge, attitudes to new approaches and methods, skills and capability for ongoing learning. A top-down approach to teacher training implies that the teacher training's main components are the school and the priority is on fulfilling the organization's needs.



Figure 1. A Visual Representation of a Top-Down Model

On the other hand, the bottom-up approach (see Figure 2) is targeted and directed individually by a teacher. The teachers choose the approach for their professional development.

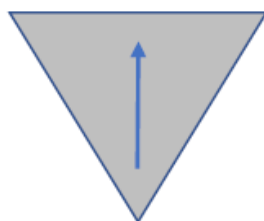


Figure 2. A Visual Representation of a Bottom-Down Model

Eight strategies defined by the Richards (2015) for individual personal development: (1) search out how you teach, (2) extend your comprehension of language teaching, (3) broaden your teaching skills, (4) evaluate and reflect your own classroom practices, (5) cooperate with other teachers, (6) plan peer observation, (7) report your own lessons, (8) examine your own classes. With these strategies, teachers decide their own professional development.

Among the three ELT development models, the interactive approach (see Figure 3) is probably the most beneficial one. This method builds input from teachers and organizational demands and teachers who outlined their own requirements for professional advancement.



Figure 3. A Visual Representation of an Interactive Approach

Teacher Development and Learning Conception

A variety of teacher learning conceptions may be observed in current and previous education systems. These conceptions occasionally coincide and can be interpreted separately by various theorists. They can contribute to the teacher education field with their various approaches and methods. The teacher education process originates from theories, approaches, and assumptions about teacher development and how it occurs. Freeman and Richards (1996) called this area as teacher learning. Conceptualization of teacher learning could be classified under four titles:

Teacher learning as skill learning: This approach implies teacher learning as the growth of some specific skills and abilities whose mastery entails effective teaching. Teaching can be separated into distinct competencies which can be learned one at a time. The abilities aimed at this approach (e.g., asking, explaining, using new language) are associated with successful teaching design. Teacher training includes showing and patterning the skills and offering teachers chances to develop themselves.

Teacher learning as a cognitive process: This view sees teaching as a dynamic cognitive process and emphasizes the nature of teacher's attitudes and thought as well as how these affect teachers' teaching and learning process. It stresses that "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs (Borg, 2003, p. 81). This view motivates teachers to create their principles and learning styles and scrutinize how they affect teachers' classroom activities. Also, it is included self-monitoring, journaling and reporting event.

Teacher learning as personal construction: The idea behind this philosophy is predicated on the assumption that the knowledge is built by learners not gained passively. Learning comprises reorganization and reconstruction, and via these phases, the information is internalized. New information is fitted into the individual' learning schemata (Roberts, 1998). This knowledge has contributed to the teacher education field concerning teachers' commitments to learning, recognizing their classes, utilizing programs that foster self-awareness and personal understanding through tasks, including journal writing self-monitoring and observation.

Teacher learning as reflective practices: This learning approach is based on the notion that teachers learn from practices with real reflection in teaching nature (Schon, 1983). Reflection is seen as a critical assessment of practices. A continuum that can result in a deeper understanding of classroom practices has shifted the concept of reflective teaching in teacher education: teaching followed by knowledge collection of one's teaching styles by some methods such as action research, case studies, self-monitoring and observation.

The Significance of Teacher Training and Professional Development

Two main types of concept are described by Richards (2005) within the context of teacher education: training and development. Richards (2005) expresses that training mainly applies to tasks based on the current duties of a teacher and is targeted short-term and immediate objectives. Teacher training includes trying alternative and new teaching methods, typically with guidance and observation and feedback from colleagues or institutions on teachers' practices. The training framework is generally planned by the professionals and can be used in fundamental training or via prescriptions in methodology books. To illustrate, In Singapore secondary schools, the

latest 60-hour program was an example of a large-scale training program. The curriculum has text-based grammar teaching methods, and this course is compulsory for all English teachers working in secondary schools. In this context, training was provided to assist the implementation of the new curriculum as it can be concluded from the example training shaped by the current needs of teachers and school. Richard (2005) suggested the following example of INSET objectives from a training perspective for a teacher.

- Learning how to use effective strategies to open a lesson
- Adapting the textbook to match the class
- Learning how to use group activities in a lesson
- Using effective questioning techniques
- Using classroom aids and resources
- Techniques for giving learners feedback on performance

Research results show that teacher development and school quality are strongly connected. It is noted by Kumar and Parveen (2013) that the quality of an educational system depends heavily on qualified teachers. In the same way, Guskey (2000) stressed that teachers play a critical role in curriculum change and development of education. Additionally, Guskey (2000) highlighted the significance of professional development. He argued that because of our increasingly expanding knowledge, teachers gain various types of competence. The development of teachers goes beyond their previous training activities which may fulfil a variety of goals (OECD, 2009) include:

- to update individuals' knowledge of a subject in light of recent advances in the area;
- to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and contemporary educational research;
- to enable individuals to apply changes made to curricula or other aspects of teaching practice;
- to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;

- to exchange information and expertise among teachers and others, e.g. academics, industrialists; and
- to help weaker teachers become more productive.

In educational institutions, professional development activities are designed not only to boost teachers' knowledge and performance but also to make a profit for the school community. Correspondingly, professional development opportunities should be provided for all of the teachers. Joyce (1991) described five aspects of institutional development, which can contribute to teachers' professional development.

- 1) Collegiality: Building a harmonious and professional environment between the employees (and the larger community), in which 'broad' vision driven developments and the daily recurring events are assessed.
- 2) Research: Getting acquainted employees with research results on school development, the efficiency of teaching that may help in house improvements.
- 3) Site-specific information: Allowing and promoting employees to gather and investigate data on schools, students and impacts of alteration which are the components of formal and informal assessment.
- 4) Curriculum initiatives: Cooperating with others to bring about a change throughout their subject field and also in their school's syllabus.
- 5) Instructional initiatives: Enabling employees to improve their professional teaching techniques, for instance, new instructional skills, training methods, and various kind of teaching methods.

There is a wide range of method and techniques for in-service teachers' growth. Activities can be identified under four categories (Richard & Farrell, 2005). These involve individual level, collaborating with peers, group-based activities, and institutional activities. Not only teachers' view but also the idea of supervisors and managers are necessary. Some of these activities can be conducted in even more than one form, as Richard and Farrell (2005) classified professional development activities in Table 1.

Table 1.

Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
• Self-monitoring	• Peer coaching	• Case studies	• Workshops
• Journal writing	• Peer observation	• Action research	• Action research
• Critical incidents	• Critical friendships	• Journal writing	• Teacher support groups
• Teaching portfolios	• Action research	• Teacher support groups	
• Action research	• Critical incidents		
	• Team teaching		

According to Aydın and Başkan (2005), the Turkish government has a significant history in teacher training. On the other hand, they emphasized that there is still no sustainable and innovative resolution for teachers' education because of weakness in communication and collaboration between agencies and government.

Chiang (2008) argued that supplying classroom management theories and lesson preparation is not adequate for inexperienced teachers. For this reason, teacher advancement programs should give a chance for teachers to enhance reflective teaching practices.

Previous Studies on INSET and Teacher Education

In the literature, many investigation and evaluation have been carried out about INSET programs and English language teachers' professional development. (Sleeter, 1996; Wu et al., 2004; Atay, 2006; Uysal, 2012; Kavak, 2012; Kocakaya & Gönen 2013; Korkmazgil & Seferoğlu 2013). Apart from them, many studies have been carried out into the assessment of teacher training programs in Turkey and other countries. For example, it was found out by (Sleeter, 1996) that the perception of the state school teachers who involved in a multicultural training program brought alteration in teachers perception and practice.

Another study was conducted by (Wu et al., 2004) to combine the ICT (Information and communication technology with INSET program. The findings of the study revealed that most of the teachers were pleased with the program.

Atay (2006) carried out research on EFL teachers which showed that INSET positively influences teachers' improvement and can contribute to solving the probable difficulties related to INSET. Moreover, the research indicated that if teachers are supported to maintain the research implementation in their teaching, they will probably develop their professional image and become successful practitioners.

In a similar vein, a study was conducted by Uysal (2012). The study aimed to assess a one-week INSET course by the MoNE on teachers' attitudes, knowledge-base, and classroom practices. She unearthed that the program has its restrictions in the phases of preparation and assessment. Besides this, the effect on the teachers' classroom practices is too weak.

Another study was carried out by Kavak (2012) to assess primary and secondary school teachers' views concerning INSET program in Turkey. The study's finding showed that the teachers did not choose online training even if nearly all of the teachers had access to the internet at home. Teachers wanted in-service instruction from university lecturers who are experienced in their professions at their schools, within school hours.

A study carried out by Kocakaya and Gönen (2013) to assess a group of physics teachers attitude towards INSET. The finding revealed that most of the teachers believed that INSET is crucial for professional development. However, the number of INSET programs they involved in was not adequate.

Korkmazgil and Seferoğlu (2013) conducted another study in which they investigated non-native English teachers' professional development. The findings indicated that the majority of the teachers who participated in the study were also engaged in numerous professional development programs, including compulsory seminars and INSET courses.

CPD

In line with the changing needs, improving teacher quality and the advancements in technology the significance of the CPD for EFL teachers getting more attention. Although the significance of INSET is accepted by all countries, there has been little effort to develop systematic career-long divergent assistance for teachers' continuing professional development (Day, 1999).

CPD is defined by Day (1999) as follows:

It is the process by which, “alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives (Day, 1999, p. 4) critically.”

It can be asserted that CPD activities that promote educational quality. Those activities can also contribute to the personal and professional development of teachers. They find the chance to reflect on their teaching practices and autonomy in the classroom affairs. Because of the social and educational changes, initial teacher training becomes insufficient for the occupational and personal skills of teachers (Luneta 2012).

Within the light of this knowledge, it can be asserted that INSETs and professional development activities are a vital component for the educational reforms, teachers' needs and careers. Thus, teachers are supposed to adopt their career and personal like by taking into consideration the life-long learning process (Kahraman Özkurt, 2019).

Teacher Research

Teacher research is a deliberate and structured investigation performed by teachers. The aim is to gaining wisdom into pedagogy, become more reflective educators, make improvements in the lives of children (Cochran- Smith & Lytle 1993; 1999). This inquiry derives from teachers own concerns and teaching practices in the classroom and reflections on it. Teachers pursue better alternatives for problems and challenges (Corey, 1953; Stringer 2007). Teacher research can come in various forms and serves a variety of function, such as individually, collectively. However, the main objective is understanding teaching and learning environment from the viewpoints of those who communicate in the classroom environment (Meier & Henderson (2007; Zeichner 1999).

Based on the literature, the concept of professional attributes to following features

- a. it generates an atmosphere in the individuals feel valued
- b. facilitates the engagements of individuals
- c. constructs on their experiences
- d. engages collaborative inquiry
- e. lead learning for effective transfer
- f. empowers individuals via reflection and action based on their learning (Lawler & King 2000, as cited in Lawler, 2003).

In the light of this information, teachers as professional are required to establish their own view about the reasons and outcomes of their acts in order to respond to particular problems and issues and to explain what works in real life and why (Ponte, 2005).

To Borg (2010, p. 395):

“Teacher research is a systematic inquiry, qualitative and /or quantitative, conducted by teachers in their own professional contexts, individually or collaboratively (with other teachers or external collaborators), and which aims to enhance teachers` understanding of some aspect of their work, is made public, has the potential to contribute to a better quality of teaching and learning in individual classrooms, and which may also inform institutional improvement and educational policy more broadly.”

With regard to this, it can be concluded that teacher inquiry is a vital component for us as practitioners to place Professional self in the learning process. Therefore, the idea of becoming a qualified professional still in progress (Ubaque & Castaneda-Pena, 2017).

The Significance of Teachers' Needs Analysis in INSET

The definition of training refers to gain information, skills derived from teaching experiences and the information about particular competencies. The term, training has specific aims to enhance one's ability, efficiency, and productivity. In-service teacher training (INSET) is described as professional development or personnel improvement program in which teachers are educated and share their practice in their peer community. This program is arranged in sub-counties, counties, territories, state and central level. Moreover, in-service training is depicted as a scheduled event, an arrangement of events, or an expanded licensed or non-accredited learning program to ensure that it is distinguished from less formal in-school advancement work and extended partnerships that associate school systems. The more complex, more in-depth definition of professional development presented in previous studies does not avoid INSET in the shape of training. However, the definitions of INSET in a broader learning sense add a variety of learning forms. These definitions are depicted as

achieving personal and institutional growth, both on-and off-site (Day, 1999). One of the teacher professional development purposes is to allow teachers to make progress and, as stated by Richards (2015), to help in "maintaining the interest in their profession" (p.695). Farrell (2012) noted that there is a discrepancy between the pre-service education of teachers and in-service training. He argues that after university graduation, novice teachers generally face some difficulties compared to experienced colleagues. Therefore, institutions and schools have a significant need to define guidelines that they can promote the continuous professional growth of teachers, particularly those who recently graduated from university.

From the view of an institution, Richard (2005) proposed the following phases for implementing INSET. The phases include: (1) determining the needs of both the institutions and its teachers, (2) setting goals for professional development, (3) selecting the participants, (4) taking essential matters into account (adult learning, continuous guided reflection and learning) (5) providing support, (6) evaluating what has been learned, and (7) disseminating the results.

Furthermore, Richard (2015) indicated that when professional development "is directed toward the institution's goals and the teacher's own goals" (p.706), the INSET program's best beneficiary will be the institutions' teachers, as well as pupils. These programs for teachers as crucial as martial arts classes because becoming a successful teacher is a continuous process, and these kinds of professional development programs should support the teachers' learning.

As stated by Ousseini (2018) teacher professional growth should aim to increase the work performance of staff, enhance their experiences for career advancement, satisfaction at work, preparation for alteration, enhancement of their opinions, or developing their perception of education policy. The reason why it is vital to train professionals to boost their performance so that the students' learning can be maximized. Furthermore, it is crucial to take into account that development is not just an event but a lifetime learning and growth cycle.

INSET needs and goals are associated via Bolam matrix, which enables INSET to be handle in the forms of system and individual needs (see Figure 4). The model is considered as a helpful reminder of the short and long-term objectives. If INSET event is about fostering reflection for individuals or institutional improvement reasons, goals must be precisely defined, and that continuum is guided by adult learning and philosophy of shift. As the activity is impermanent, if the event has sustainable

influence, the INSET designers must take into consideration of the needs, which can contribute "map on" past and futures of learning experiences of the teachers to their individual growth goals, as well as schools (Day, 1999).

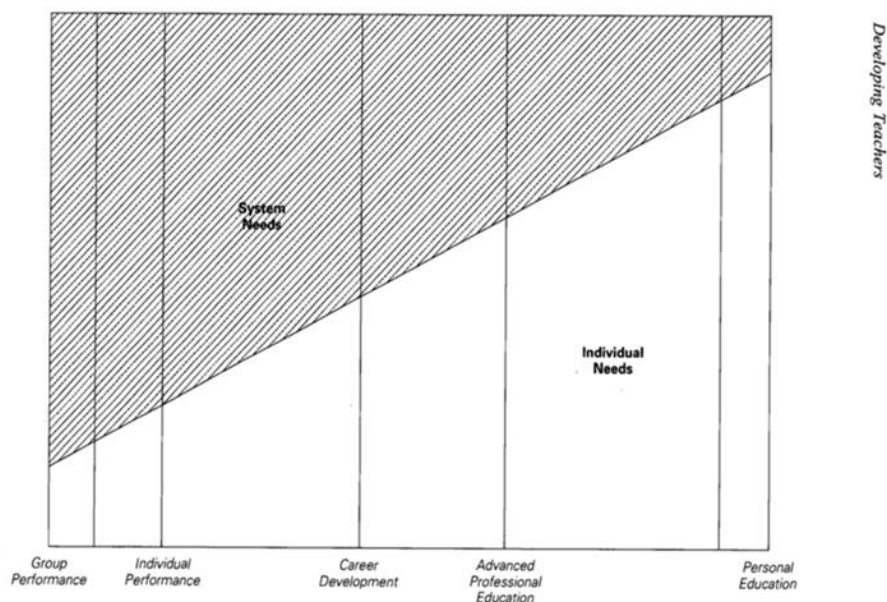


Figure 4. System and Individual Needs and Purpose of INSET

To summarise, taking into account the previous studies for teachers' needs, it seems that both novice and qualified teacher may need INSETs. It is not just about outcomes and the weaknesses of INSETs, individual or institutional needs but also the teacher requirements for future academic opportunities.

2. METHODOLOGY

In this chapter, the research design, the setting and participants, data collection instruments and data analysis with the research's reliability are presented.

2.1. Research Design

The present study was designed as a mixed study aiming to determine EFL teachers' needs for INSET programs. The study consists of both quantitative and qualitative methods. As Gall, Gall and Borg (2007) stated that mixed research design has gained importance in the field of education. Through the combination of these two methods, more adequate data were collected. In addition to this, the present study involves the questionnaire which provides to gather quantitative data. For this reason, to analyse the quantitative data descriptive research design which determined as a research methodology by Lambert and Lambert (2012) was used.

On the other hand, it is suggested by Genzuk (2003) that ethnographic approaches such as interviews, monitoring and forms can create new structures or paradigms, for future research in the education field. That is to say, to gain insight into the needs of EFL teachers, as a qualitative data collection tool, the semi-structured interview was opted to support the findings.

2.2. Setting and Participants

The study consists of 129 EFL teachers working in Diyarbakır, located in the southeastern Anatolian region of Turkey. The participants were selected from secondary schools in Diyarbakır. In this research, the convenience sampling method based on willingness and availability was used to choose the participants (Creswell, 2005). Similarly, for the interview, 11 EFL teachers were selected from the participants. The participants were acknowledged and voluntarily agreed to take part in the interview. In order to confirm, the consent form was used (see Appendix 2).

2.3. Instrumentation

In this study, the data were collected through two data collection instruments: a questionnaire with demographic information form and semi-structured interviews.

2.2.1. Need Assessment Questionnaire (NAQ)

As the first step of data collection, research ethics committee approval from Çağ University and data collection permission from the governorship of Diyarbakır were obtained. Then, the online questionnaire was employed. Before applying the questionnaire, participants were acknowledged about the purposes of the study by the researcher, and the participants were asked for their cooperation. Furthermore, the participants were assured that their responses would be confidential.

The questionnaire consists of two sections. The first section includes the Demographic Information Questionnaire (DIQ) was adapted from Tıǧlı (2014). DIQ investigated for age, gender, years of experience, the department they graduated from, school type teachers work (see Appendix 3). DIQ was adapted to compare teachers' needs with their demographic background. In the second section, participants were asked twenty-five questions. They address the research issues; EFL teachers' needs for INSET program concerning aspects of adaptation of teaching methods, emphasis on language skills, technology utilization, classroom environment, instructional practices and material development. The questionnaire was adopted from Işık (2015) as a needs assessment tool to determine teachers' needs for INSETs in secondary schools (see Appendix 4). The questionnaire includes 25 items to investigate secondary school EFL teachers' needs for INSET program and based on the five-point Likert Scale. Each item of the questionnaire ranges from 1- strongly disagree, 2- disagree, 3- not certain 4- agree, to 5- strongly agree. The questions were designed to define the needs of the participating teachers with respect to the methodological aspects. Item Numbers of the Questions: Adaptation of teaching methods (Item Numbers: 1, 4, 7, 10, 11, 22, 23, 24), language skills (Item Numbers: 2, 3, 5, 9, 25), use of technology (Item Numbers: 15, 18), classroom environment (Item Numbers: 19, 20, 21), instructional practices (Item Numbers: 6, 8, 12), and material development (Item Numbers: 13, 14, 16, 17).

2.2.2. Semi-Structured Interview

For qualitative data collection, semi-structured interviews were conducted to gather more in-depth information on factors that EFL teachers' needs for INSET programs. The researcher interviewed 11 of the participants.

The interview included ten open-ended questions which were adopted from Işık (2015). The interview includes the topics of the needs assessment questionnaire (see

Appendix 2). The paper-based questionnaire was turned into an online questionnaire in case the total number of the participants was not reached. The interviews were arranged beforehand, and then online meetings were held in an appropriate setting to preserve the data collection as confidential as possible. The interview was made either in English or Turkish. The interview answers which made in mother tongue (Turkish) of the participants were translated into English.

2.4. Data Analysis

Firstly, the quantitative data gathered through the questionnaire was analyzed in the Statistical Package of Social Sciences (SPSS) program. Descriptive analysis was carried out to investigate the EFL teachers' needs for INSETs and sub-questions. The total frequency of items, the mean scores and standard deviation were computed based on the participants' responses. The distribution of the collected data was normal; therefore parametric tests as independent t-test and one-way ANOVA analyses were utilized to find a relation between the demographic profile and INSET needs of the EFL teachers.

For the second research question that investigates the differences in EFL teachers' needs for INSETs in terms of gender and age, ANOVA was implemented to discover among EFL teachers' needs for INSETs concerning working at state or private secondary school, years of experience and education level, subsequently.

Finally, the interviews were recorded and transcribed by the researcher. The qualitative data gathered through semi-structured interviews were analyzed through pattern coding (Bogdan and Biklen, 1998).

The first step is to start with open coding of the data accompanied by categories from these codes, which were collected under the pre-defined factors for subquestions. In order to identify the degree of inter-rater reliability, themes were identified from codes with the help of an expert in the field of ELT.

2.5. Reliability

The Cronbach alpha values of internal reliability for the questionnaire result is.93. In addition to this, for the credibility of this current study, triangulation was employed, which means gathering data on the same subject using more than one tool (Writing Guides, 2014). Furthermore, triangulation of data increases both validity and credibility. With this purpose, in this present study, two different measuring instruments

(questionnaire and semi-structured interview) were employed to collect data which provide to verify findings.



3. FINDINGS

This chapter presents the quantitative and qualitative data results of the study. In this section, the participants' demographic background, a descriptive analysis of the data collected through the questionnaire and semi-structured interview are demonstrated. The following part presents the findings of quantitative and qualitative data. In this respect, the qualitative data collected through semi-structured interviews were presented by content analysis.

Quantitative Findings of the Study

Findings from the First Part of the Questionnaire

This chapter describes the demographic background of the English teachers' gender, age, type of school they work, years of experience and the undergraduate program they graduated. There were 129 participants, 29 of whom were male (22.5 %), and 100 were female (77.5 %).

Demographic Profiles of Teachers

As shown in Table 2, only 4.7 % of the sample was between 21-25 (N=6) years old. Majority of 129 (N=52) teachers were between the ages 26-30 (40.3 %). The second-largest group was between the ages of 31-35 (28.7 %). This group represents 37 teachers. 21 (16.3 %) out of 129 teachers were between 36-40 age intervals. The smallest group of teachers was found between 21-25 ages and 41-45 ages. These age groups shared the same percentage (4.7 %). There were only seven teachers over the age of 46 years old constituted % 5.4. Considering the type of school teachers work, the majority of the teachers 115 (89.1 %) were working at secondary state schools. 10.9 % (N=14) of the teachers were employed in private secondary schools. As shown in Table 1, 95 of (73.66 %), the 129 participants graduated from ELT departments. 25 (19.4 %) with English Language and Literature represents the second largest group. 1.6 % (N=2) of the participants graduated from the Translation and Interpreting. Of all the participants, 3.1 % of 129 teachers were the graduates of linguistic. There were only four teachers, linguistic departments and three teachers from other (2.3 %) undergraduate programs. When the teachers' years of experience is taken into consideration, 42 (32.6 %) out of 129 English language teachers had 1-5years of

teaching experience. 46 teachers (32.7 %) had 6-10 years' work experience, while 24 (18.6 %) had 11-15 years of teaching experience. The results also show that there were only eight (6.2 %) teachers who have teaching experience between 16-20 and only nine (7%) whose teaching experience was more than 20 years.

Table 2.

Demographic Information of The EFL Teachers

	n	%
Gender (N=129)		
Male	29	22.5
Female	100	77.5
Age (N=129)		
21-25	6	4.7
26-30	52	40.3
31-35	37	28.7
36-40	21	16.3
41-45	6	4.7
46+	7	5.4
Type of School They Work(N=129)		
State School	115	89.1
Private School	14	10.9
Undergraduate Program (N=129)		
ELT	95	73.6
English Language and Literature	25	19.4
Linguistics	4	3.1
Translation and Interpreting	2	1.6
Other	3	2.3
Years of Experience (N=129)		
1-5	42	32.6
6-10	46	35.7
11-15	24	18.6
16-20	8	6.2
21+	9	7

Findings of the Research Question 1

The purpose of the first statement was to find out secondary school EFL teachers' perceptions for INSET programs in terms of, an adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development. In order to achieve this, Need Assessment Questionnaire Scale(NAQ) was used which incorporated six sub-domains: *adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development.* Descriptive statistics analysis was used in to determine the needs of EFL secondary school teachers for INSET program.

As shown in Table 3, percentages, means and standard deviation values were illustrated. Most of the teachers (88.3) agreed and strongly agreed with Item 1 (M= 2.57, SD= 0.99), which shows that teachers needed using teaching techniques which motivate students to participate in activities. Most of the teachers (89%) also indicated that they agreed and strongly agreed with Item 23 (M= 2.85, SD= 1.36). Furthermore, results demonstrated that 85% of teachers agreed and strongly agreed with item 22 (M= 3.09, SD= 1.38), which indicate that teachers think they need to use effective methods and strategies to take malicious behaviour under control. Moreover, Item 11 (M= 2.81, SD= 1.38) was agreed by nearly 87% of teachers, which shows that teacher think they need to choose methods and techniques matching with the objectives of the lesson. More than 8 in 10 teachers (82%) believe that they need to select methods and techniques considering students who need special education with Item 10 (M= 3.12, SD= 1.38). Similarly, Item 7 (M= 3.38, SD= 1.43) was agreed and strongly agreed by about 79% of the teachers, which indicate that teachers want to ensure that students do their homework using proper inquiry methods and techniques. Finally, the item that teachers agreed and strongly agreed is Item 4 (M= 2.69, SD= 1.31) 68.6% of the teachers think that they need to use different methods and techniques considering different learning styles.

Table 3.
Descriptive Statistics for Adaption of Teaching Methods' Sub-Category

ITEMS	N	Strongly Disagree		Strongly Agree		Not Certain		Disagree		Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
		1. Using the teaching techniques which encourage students to participate in group activities	129	9	7	76	58.3	6	4.7	-	-		
4. Using various teaching methods and techniques according to students' different learning styles	129	7	5.4	86	67	5	3.9	29	23	2	1.6	2.69	1.31
7. Ensuring that students will do their homework using proper inquiry methods and techniques	129	5	3.9	50	39	16	12	7	5.4	51	40	3.38	1.43
10. Choosing methods and techniques considering students who need special education	129	3	2.3	66	51	13	10	7	5.4	40	31	3.12	1.38
11. Choosing methods and techniques matching with the objectives of the lesson	129	8	6.2	78	61	7	5.4	2	1.6	34	26	2.81	1.38
22. Taking negative behaviour under control during classroom activities	129	7	5.4	58	45	18	14	9	7	37	29	3.09	1.38
23. Using the techniques and methods to increase students' class participation	129	5	3.9	81	63	5	3.9	4	3.1	34	26	2.85	1.36
24. Planning lessons suitably for the subject content	129	4	3.1	70	54.3	8	6.2	5	3.9	42	3.6	3.09	1.42

Note: F= frequency, P= percenta, SD= Std.Deviation

Furthermore, language skills sub-category is concerned with what the needs of secondary EFL teachers are in terms of emphasizing Language Skills. Frequencies, percentages, means and standard deviation values about language skills were demonstrated in Table 4. Most of the teachers (90.5%) agreed and strongly agreed with Item 5 ($M= 3.08$, $S= 1.524$). Therefore, it is evident that they need to do classroom activities which develop students' question-asking skills. Moreover, a very high percentage of teachers (89.9%) agreed and strongly agreed with Item 2 ($M= 2.98$, $SD= 1.439$), which acknowledges that teachers, concerned with developing students' learning to learn skills.

Similarly, 89.6% of teachers believe that they need to design activities to develop students' creative thinking skills as they agreed and strongly agreed with Item 3 ($M=2.78$, $SD= 1.359$). On the other hand, the answer was given to Item 25 ($M= 2.95$, $SD= 1.37$), 87% of teachers agreed or strongly agreed with this item while 11% of them were not sure whether they need to broaden the subject content according to students' interest and need. Finally, the item that teachers agreed and strongly agreed is Item 9 ($M= 2.96$, $SD= 1.4$), which suggests that 87.9% of the teachers want to develop students' problem-solving skills.

Table 4.

Descriptive Statistics for Language Skills' Sub-Categories

ITEMS	N	Strongly Disagree		Strongly Agree		Not Certain		Disagree		Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
		2. Developing students' "learning to learn" skills	129	6	4.7	76	58.9	2	1.6	5	4		
3. Designing activities to develop students' creative thinking skills	129	7	5.4	82	63.6	6	4.7	1	1	33	26	2.78	1.359
5. Doing classroom activities which develop students' question-asking skills	129	9	7	69	53.5	2	1.6	1	1	48	37	3.08	1.524
9. Developing students' problem-solving skills	129	5	3.9	76	58.9	4	3.1	7	5	37	29	2.96	1.4
25. Broadening the subject content according to the students' interests and needs	129	5	3.9	73	56.6	11	8.5	4	3	36	28	2.95	1.371

Note: F= frequency, P= percenta, SD=Std.Deviation

The items in this section aimed to identify the technology utilization needs of the secondary EFL teachers. Frequencies, percentages, means and standard deviation values about the utilization of technologies are illustrated in table 5. For Item 15 ($M= 2.9$, $SD= 1.408$), 85% advocates that they agreed and strongly agreed on the utilization of technological devices for educational purposes. Another Item 18 ($M= 2.79$, $SD= 1.39$) 87% of the teachers reported that they agreed and strongly agreed, which acknowledges that they needed using educational technologies effectively during a lesson.



Table 5.

Descriptive Statistics for Utilization of Technology's Sub-Categories

ITEMS	N	Strongly Disagree		Strongly Agree		Not Certain		Disagree		Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
		15. Utilizing technological devices for educational purposes	129	8	6.2	73	56.6	9	7	2	1.6		
18. Using educational technologies effectively during a lesson	129	9	7	79	61.2	5	3.9	2	1.6	34	26.4	2.79	1.39

Note: F= frequency, P= percenta, SD=Std.Deviation

As it was shown in Table 6. classroom environment sub-category tries to investigate the needs of teachers regarding classroom environment. Frequencies, percentages, means and standard deviation values about classroom environment were presented in Table 9. For the statement 19 ($M= 2.94$, $SD= 1.339$) out of 129 teachers, 107 (83%) of them marked agree and strongly agree and reported that they expect to design the learning environment accordingly to make students more enthusiastic. Moreover, 80.6 % of the teachers reported that they agreed and strongly agreed with statement 20 ($M= 3.16$, $SD= 1.411$).

That is, 104 teachers favoured taking INSET courses which embrace designing the classroom according to the type of activity. Regarding the response given to final statement 21, ($M= 3.26$, $SD= 1.382$) 80.6% informed that they want to design the classroom according to the lesson's objectives.

Table 6.

Descriptive Statistics for The Classroom Environment's Sub-Categories

ITEMS	N	Strongly Disagree		Strongly Agree		Not Certain		Disagree		Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
		19. Designing the classroom accordingly to make students more motivated	129	.	3.1	73	56.6	13	10.1	5	3.9		
20. Designing the classroom according to the type of activity	129	5	3.9	61	47.3	15	11.6	5	3.9	43	33.3	3.16	1.411
21. Designing the classroom according to the objectives of the lesson	129	2	1.6	60	46.5	14	10.9	9	7	44	34.1	3.26	1.382

Note: F= frequency, P= percenta, SD=Std.Deviation

Furthermore, instructional practices sub-category sought an answer to INSET needs of secondary school EFL teachers. Frequencies, percentages, means and standard deviation values about instructional practices were demonstrated in Table 7. As it can be interpreted from Table 10, most of the teachers (87.4) agreed and strongly agreed with statement 12 ($M= 2.96$, $SD= 1.416$), which indicate that they need effective use of time during classroom activities process. In a similar way, 86.6% believe that they in need of developing activities based on students' progress as they agreed and strongly agreed with statement 6 ($M= 2.6$, $SD= 0.996$). Finally, the statement that teachers agree and strongly agree with is Item 8 ($M= 3.21$, $SD= 1.461$) as only 83.3 % of the teachers stated that they want to make students plan imaginative and unique projects.



Table 7.

Descriptive Statistics for Instructional Practices' Sub-Categories

ITEMS	N	<i>Strongly Disagree</i>		<i>Strongly Agree</i>		<i>Not Certain</i>		<i>Disagree</i>		<i>Agree</i>		<i>Mean</i>	<i>SD</i>
		F	P	F	P	F	P	F	P	F	P		
		6. Developing activities according to students' progress	129	9	7	73	56.6	8	6.2	-	-		
8. Making students prepare creative and unique projects	129	6	5	61	47.3	9	7	6	4.7	47	36	3.21	1.461
12. Using time efficiently during the procedures of classroom activities	129	6	5	74	57.4	7	5.4	3	2.3	39	30	2.96	1.416

Note: F= frequency, P= percenta, SD= Std.Deviation

Finally, as it can be understood from Table 8, the material development sub-category tries to identify EFL teachers' material development needs. Frequencies, percentages, means and standard deviation values about material development presented in Table 11. Majority of teachers (90%) agreed and strongly agreed with Item 13 (M= 2.86, SD=1.38), which shows that they in favour of choosing materials and objects regarding students' participation in activities. Furthermore, Item 15 (M= 3.21, SD= 1.41) was agreed and strongly agreed by 81.4 % of teachers, which indicate that they want to prepare materials to take consideration into individual differences. In a similar way, approximately 85% of the teachers believe that they need to use technological devices for educational purposes as they agreed and strongly agreed with Item 15 (M= 2.9, SD= 1.4). Similarly, nearly 7 in 10 teachers (69%) stated that they expect to make students prepare unique subject materials as they agreed and strongly agreed Item 16 (M= 3.22, SD= 1.359). Finally, about 77% of teachers advocated that they need to choose different books to support the coursebook as they agreed and strongly agreed with Item 17 (M= 3.08, SD= 1.38)

Table 8.
Descriptive Statistics for Material Development's Sub-Category

ITEMS	N	Strongly Disagree		Strongly Agree		Not Certain		Disagree		Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
		13. Choosing classroom materials and objects which increase students' active participation in the classroom	129	5	3.9	82	63.6	3	2.3	4	3.1		
14. Preparing subject materials based on individual differences	129	4	3.1	61	47.3	12	9.3	8	6.2	44	34.1	3.21	1.41
15. Utilizing technological devices for educational purposes	129	8	6.2	73	56.6	9	7	2	1.6	37	28.7	2.9	1.41
16. Making students prepare unique subject materials	129	6	4.7	49	38.0	24	18.6	10	7.8	40	31.0	3.22	1.359
17. Choosing extra books to support the coursebook	129	6	4.7	61	47.3	18	14	5	3.9	39	30.2	3.08	1.38

Note: F= frequency, P= percenta SD=Std.Deviation

Table 9.

NAQ and Gender

	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
NAQ	Female	100	4.30	.875	1.049	.972
	Male	29	4.10	.952	1.001	

Findings of Research Question 2

The second research question was that "Are there significant differences in secondary EFL teachers' needs for INSET programs in respect of gender, working at state or private secondary school, age, years of experience and education level?" Firstly, independent samples t-test was employed to find out whether there is a statistically significant difference in EFL teachers' needs for INSET programs regarding teachers' gender. As illustrated in Table 9, no significant difference was found between male and female teachers' needs for INSET program ($p=.972>.05$). In other words, whether the teachers work in a state or private school did not differ in terms of teachers' INSET needs.

In addition to the analysis of gender, t-test was applied to find out if there is a statistically meaningful difference in secondary EFL teachers' needs for INSET programs according to the type of school they work in. Table 10 demonstrated that there was no significant difference between state school EFL teachers and private school EFL teachers in terms of INSET needs ($p=.609>.05$). In other words, whether the teachers work state or private school, does not play a significant role in EFL teachers' INSET needs.

Table 10.

NAQ and School

	Type of School	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
NAQ	State	115	4.24	.900	-.717	.609
	Private	14	4.42	.851	-.749	

One- way ANOVA test results were employed to reveal if there is a statistically significant difference in EFL teachers' INSET needs regarding age groups were demonstrated in Table 11. As it can be understood from Table 11, there was no significant difference in EFL Teachers' INSET needs in terms of age groups ($F= .503$), ($p= .774>.05$). Namely, the effect of age was not determined as an influential factor in EFL teachers' INSET needs.

Table 11.

One-way ANOVA Results for the Effect of Age on EFL Teachers' INSET Needs

NAQ	Age	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	21-25	6	4.28	.237	.503	.774
	26-30	52	4.19	1.034		
	31-35	37	4.33	.758		
	36-40	21	4.44	.712		
	41-45	6	3.89	1.176		
	46 +	7	4.15	1.127		

Furthermore, in order to find out the years of experience variable better One-way ANOVA analysis was used to detect the statistical difference among the groups. The data presented in Table 12 indicated that a significant difference was found in teachers' need regarding years of experience ($F= 3,019$), ($p= 0.20>.05$). Post hoc test was conducted to reveal this difference. Post hoc test results showed a difference in sub-categories of INSET questions. Teachers with 1-5 years of experience ($M=4.52$, $SD=.413$) and those with 6-10 years of experience teachers ($M=3.961$, $SD=1.153$) differed in terms of their INSET needs; adaptation of teaching method ($p= 0.10>.05$), language skills ($p= 0.22>.05$), classroom environment ($p= 0.39>.05$) and instructional practices needs ($p= 0.48>.05$). The results show that years of experience plays a significant role in EFL teachers' INSET needs. This indicated that teachers with 1-5 years of experience and the ones with 6-10 years of experience needed to learn more about the adaptation of teaching method, language skills, classroom environment and instructional practices needs comparing to material development and technology utilisation. In other words, the results showed that years of experience plays a significant role in EFL teachers' INSET needs.

Table 12.

One-way ANOVA Results for the Effect of Years of Experience on EFL Teachers' INSET Needs

NAQ	Years of Experience	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
	1-5	42	4.52	.413	3.019	.020
	6-10	46	3.96	1.153		
	11-15	24	4.48	.638		
	16-20	8	3.97	1.138		
	21+	9	4.16	1.043		

The last variable was the undergraduate program that the teachers graduated. It was analysed by using One-way ANOVA demonstrated in Table 13. The results unearthed that there was a statistically meaningful difference in EFL teachers' INSET needs according to the undergraduate program variable ($F= 3.450$), ($p= 0.10 >.05$). Post hoc test was applied to detect the origin of this difference. According to the results of the post hoc test, linguistics ($M=2.85$, $SD=1,873$) graduates significantly differed from other departments in terms of their INSET needs; adaptation of teaching method ($p= 0.16$), language skills ($p= 0.29$), utilization of technology ($p=0.49$) and classroom environment ($p=,001$). That is, the undergraduate program was an effecting factor on secondary EFL teachers' INSET needs.

Table 13.

One-way ANOVA Results for the Effect of the Undergraduate Program on EFL Teachers' INSET Needs

NAQ	Undergraduate Program	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Translation and Interpreting	2	4.40	.283	3.450	.010
	Linguistics	4	2.85	1.873		
	ELT	95	4.27	.819		
	English Language Literature	25	4.48	.719		
	Other (.....)	3	3.68	1.700		

The last variable was the undergraduate program that the teachers graduated. It was analysed by using One-way ANOVA demonstrated in Table 14. The results unearthed that there was a statistically meaningful difference in EFL teachers' INSET needs according to the undergraduate program variable ($F= 3.450$), ($p= 0.10 >.05$). Post hoc test was applied to detect the origin of this difference. According to the results of the post hoc test, linguistics ($M=2.85$, $SD=1,873$) graduates significantly differed from other departments in terms of their INSET needs; adaptation of teaching method ($p= 0.16$), language skills ($p= 0.29$), utilization of technology ($p=0.49$) and classroom environment ($p=,001$). That is, the undergraduate program was an effecting factor on secondary EFL teachers' INSET needs.



Table 14.

One-way ANOVA Results for the Effect of the Undergraduate Program on EFL Teachers' INSET Needs

NAQ	Undergraduate Program	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
	Translation and Interpreting	2	4.40	.283	3.450	.010
	Linguistics	4	2.85	1.873		
	ELT	95	4.27	.819		
	English Language Literature	25	4.48	.719		
	Other (.....)	3	3.68	1.700		

Qualitative Findings of the Study

Findings of the Research Question 3

The third research question was "*What are the needs and expectations of secondary EFL teachers regarding INSET program?*", in order to answer it, a semi-structured interview was conducted with 11 secondary schools EFL teachers. The teachers were asked to answer interview questions according to pre-defined aspects: the utilization of technology, classroom environment, language skills, an adaptation of teaching methods, material development, and instructional practices. The findings were illustrated in this chapter. Content analysis and pre-coding were used to analyze the data.

Utilization of Technology

The interview questions under this subheading intended to investigate secondary EFL teachers' needs and expectations in relation to technology usage. The data collected from 11 secondary EFL teachers, revealed three codes, shown in Table 15.

Table 15.

Frequency Distribution of Teachers' N&E for Utilization of Technology

<i>Themes</i>	<i>Codes</i>	<i>f</i>
Utilization of technology	Integrating technology into teaching	8
	Lack of technological knowledge	1
	Availability of technological devices	2

Table 15 indicated that majority of the teachers ($f= 8$) highlighted the necessity of integrating the technology into their teaching. It is possible to claim that the participants were aware of technology impacts on education. While some of the teachers ($f= 1$) stated that they want to participate in training to improve their technology skills, some of the teachers ($f= 2$) responded related to the code of 'availability of technological devices' were presented below:

T3: "... In my opinion, the use of technological devices can help encourage active participation; personally, I need a smartboard, pc or at least a projectors. Also, some speakers that work well in a classroom would be appreciated and make a difference in the teaching and learning process. I think all teachers can access easily such as smart boards, pc, projector..." (Availability of technological devices)

T4: ..." I do not have much experience teaching with technology and need more assistance to use technological devices. Therefore, I expect to keep up with continuous technological advances through INSETs..." (Lack of technological knowledge)

T7: As teachers, we need to learn more about how to use new technological devices, integrate it to use new technological devices, integrate it to the lesson, direct our students to use it. It is not just for entertaining, also used for pedagogical reasons, and teachers should be well informed to keep up with the changing technology..." (Integrating technology into teaching)

Classroom Environment

In addition to the utilization of technology, classroom environment issues were also investigated. Teachers were asked to express their organization and preparation needs for the classroom environment. The codes under this theme were presented below:

Table 16.

Frequency Distribution of Teachers' N&E for the Classroom Environment

<i>Themes</i>	<i>Codes</i>	<i>f</i>
	Seating plan arrangement	8
Classroom environment	Students needs	3

As it could be figured out in Table 16, nearly all the teachers ($f= 8$) demonstrated that they expect to learn about setting arrangement. In addition to this, some teachers ($f= 3$) expressed that they were curious about the students' needs (learning styles, students with special education, etc.) Some examples related to codes were illustrated below:

T2: "... I'm opposed to the traditional seating plan as it makes classroom management difficult. In order to have an effective education, we need to learn to redesign the seating plan to a horseshoe, u- shape or round. Usually, these types of arrangement encourage the interaction of all students, minimize disruption behaviour..." (Seating plan arrangement)

T5: "...I have been teaching for seven years, but sometimes I don't know how to manage an overcrowded classroom. Thus, I must learn more about and deal with this issue..." (Seating plan arrangement)

T9: "...In my opinion teachers make the seating arrangement according to the needs of students. Teachers strategically place desks and chairs, learning devices, or materials to optimize students' learning and reduce distractions. I think INSET programs should include this issue which would be very helpful for all teachers. ..." (Students' needs)

Language Skills

The teachers' language skills needs was another sub-category of the interview questions. Therefore, it was intended to find out teachers necessities and desires to learn language skills. Theme and codes were given in Table 17.

Table 17.

Frequency Distribution of Teachers' N&E for Language Skills

Themes	Codes	f
	Learning how to learn	1
Language skills	Creative thinking	1
	Problem-solving	2
	Learning styles	6
	Questioning	1

Another vital component of the needs and expectation of the teacher is language skills. As shown in Table 17, the majority of the teachers($f= 6$) particularly need to learn about the learning styles of students. At the same time, some teachers expressed that they would like to participate in the training due to the various reasons such as

contributing students' creative thinking skills (f=1), problem-solving (f=2) questioning (f=1), and learning how to learn during teaching process (f=1). Some comments by the teachers were given below:

T1: "...Teachers must design their lessons regarding the learners' learning styles. For example, it is essential to prepare auditory learners' activities who have some challenges retaining information when they hear. As teachers we need to take into account haptic learners who can learn through physical involvement..." (Learning styles)

T3: "... In order to improve students' questioning skills I need to use effective activities such as debates, discussions, brainstorming, etc." (Questioning)

T9: "...If the students are taught how they can learn, they will manage it no matter their levels. I want to teach my students to become autonomous learners. (Learning how to learn)

T10: "...Teachers need to promote students' problem-solving skills by achieving tasks, and encourage them both inductive and deductive learning. Therefore, as ELT teachers we always come together with this kind of programs to cooperate with each other..." (Problem-solving)

T11: "Problem-solving is not only the ability but the continuation of creative thinking. When the students are unable to settle the matter, creative thinking comes in help. Therefore as a guide or facilitator of the teaching process, we are required to have more knowledge about creative thinking..." (Creative thinking)

Adaptation of Teaching Methods

One of the essential constituents of INSET programs was the adaptation of teaching methods. In order to find out this constituent in secondary EFL teachers, teachers were asked to answer the question related to the adaptation of teaching methods. The theme and codes were represented as follows:

Table 18.

Frequency Distribution of Teachers' N&E for Adaptation of Teaching

<i>Theme</i>	<i>Codes</i>	<i>f</i>
Adaptation of teaching methods	Course objectives	1
	Course content	1
	Students' needs	5
	Students' interests	1
	Effective communication	3

Table 18 showed that almost half of the teachers ($f=5$) demanded to take a course to design the lesson according to students' needs and enhance students' learning. On the other hand, three of eleven teachers indicated that they desired to participate in course-related to student's needs (students with special needs and disabilities). Likewise, when the teachers were asked their needs and expectations for course objectives, course content and students interest, very few of them ($f=1$) expressed their willingness to participate in course-related to these codes. Some examples can be seen below:

T1: "... While designing a lesson I am not good at to address different types of multiple intelligences and learning styles. I need to learn more about them. ..."
(Students' needs)

T2: "...Designing lesson according to the interest of the students is a great way to increase their motivation. Therefore I need to know and learn their interest according to their age groups..." (Students' interest)

T4: "... We have some students with special needs and disabilities in our school. In order to have interactive communication with them I tried my best, still, we need to know and learn how to gestures (as pointing, nodding and eye contact) can help students to understand what we mean..." (Effective communication)

T6: "...In my opinion, as an ELT teacher we need training sessions about how to specify course objectives according to the learning outcomes..." (Course objectives)

T7: "...I think deciding on course content is very important. You need to choose it according to the age, grade and level of the students. I think that I need to participate INSET course about the adaptation of teaching method..."
(Adaptation of teaching method)

Material Development

Moreover, material development was a crucial component of the teachers' INSET needs. To determine secondary EFL teachers' views for this component, they were required to answer questions related to material development. Thus, it was aimed to better understanding teachers' needs and expectations towards material development in INSETs.

Table 19.

Frequency Distribution of Teachers' N&E for Material Development

<i>Themes</i>	<i>Codes</i>	<i>f</i>
Material development	Student progress	1
	Individual differences	5
	Authenticity	1
	Motivation	2
	Active participation	2

Table 19 showed that individual difference is highly regarded among other codes ($f=5$). Teachers thought that individual differences should be incorporated into the INSET program as a material development component. In addition to this, some teachers ($f=2$) expressed that motivation is a vital component of the teaching process and should be embedded in the course program. Another important agent is active participation in the interview, which should be integrated into INSETs voiced by some teachers ($f=2$). On the other hand, very a few of the teachers ($f=1$) demanded to take part in INSETs in terms of students' progress and authenticity codes. Some comments made by teachers can be seen as follows:

T3: "... I want to know how I can contribute to the students' progress. (Student progress)

T6: We need to welcome the differences between different learners and bring on the environment with the integration of materials and teaching aids that will appeal to different learner styles..." (Individual differences)

T9: "... We need to use more visual materials, bring a video of a native speaker, daily conversation etc. ..." (Authenticity)

T8: "... Materials are the best friends of teachers to motivate students in the teaching process. Games, worksheets, videos, activities, pictures, puppets and even clothes should be included teaching process..." (Motivation)

T11: "... I want to learn activities and games which encourage students to engage in the lesson..." (Active participation)

Instructional Practices

Instructional practices were the last constituent of the INSETs needs of secondary EFL teachers. Therefore, it was aimed to unearth their views and concerns when designing the content of the INSETs. The codes under instructional practices theme were illustrated below:

Table 20.

Frequency Distribution of Teachers' N&E for Instructional Practices

<i>Themes</i>	<i>Codes</i>	<i>f</i>
	Developing activities	7
Instructional practices	Efficient use of time	4

Table 20 illustrated that majority of the teachers highlighted the need for developing activities (f=7). On the other hand, some teachers (f=4) would like to participate in INSETs related to efficient use of time during the lesson. Some comments made by teachers were presented below:

T 1: "...I expect to develop activities according to students' needs; however, it takes my hours to plan and prepare for an 80-minute lesson. Therefore I need some well-developed materials such as games, crafts, visuals etc. ..."
(Developing activities)

T2: "... I am bad at using time efficiently during the lesson. I want to do participate in the course to improve time management skills..." (Efficient use of time)

4. DISCUSSION AND CONCLUSION

Discussion of the Quantitative Findings

This chapter presents the discussion of the findings of this study with respect to the research questions.

Discussion of the Research Question 1

In order to find an answer for the first research question "*What are secondary EFL teachers' needs for INSET programs in relation to an adaptation of teaching method, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development?*", the descriptive statistics were conducted for each of these sub-domains.

As a result of the NQA unveiled, most of the teachers' INSET views show similarity with each sub-category. Therefore, it could be concluded that overall INSET needs of secondary EFL teachers working in Diyarbakır were very high (M= 4.26, SD= .893). From this point, it could be concluded that the result of the NQA coincides with each sub-category. These results also indicate that teachers who took part in the INSET programs are generally pleased and positive views on these programs. Moreover, the INSET program teachers proposed that INSET programs be implemented in their workplaces, during working hours by experts (Kavak et al. 2012). Other evaluation studies revealed similar results. For instance, according to a study applied by Sleeter (2011) public school teachers who took part in training program conformed that they learned many things, but this brought little awareness in their knowledge and practice. On the other hand, Birjandi and Derakhshan (2010) found in their study that instructors and teachers' had different views about INSET program. While most teachers were pleased with INSETs, they were not adequately encouraged to attend INSETs even if teachers needed changes in the teaching plans and programs.

The results of each sub-domain in Need Assessment Questionnaire unearthed that "language skills" category had the highest mean ($M= 4.34$, $SD= .954$), whereas the material development category had the lowest mean ($M= 4.18$, $SD= .931$) scores among other categories. As regards to rest of the sub-categories of NAQ, teachers were found to in need of utilization of technology ($M= 4.31$, $SD= 1,058$) than instructional practices ($M= 4.27$, $SD= .969$), adaptation of teaching methods ($M= 4.26$, $SD= .894$) and classroom environment ($M= 4.21$, $SD= .954$). It can be concluded that most of the secondary EFL teachers think that they would like to be involved in the INSETs that satisfy their language skills needs. In relation to the findings, the highest score for teachers' language skills needs working in Diyarbakır might arise from the neglect of teachers' language skills need. Moreover, they are not given an opportunity to express themselves in previous INSETs. It may result from the gap between theory and practice that teachers come across in implementing theories because of lack of sufficient knowledge. These findings are in line with the study, suggesting that teachers have some difficulties in transferring course content into practice, which is the main purpose of the INSETs (Odabaşı- Çimer, et al., 2010). In this study, the findings demonstrated that the teachers desired to participate in INSETs because of various reasons. For example, they need want to contribute to their teaching skills, language skills, soft skills and professional and personal development. The findings were in agreement with Igawa (2008) and Zein (2017), in which they found that EFL teachers expressed their concerns related to language improvement as one of their CPD needs.

As regards to rest of the sub-categories of NAQ, teachers were found to in need of utilization of technology ($M= 4.31$, $SD= 1,058$) more than instructional practices ($M= 4.27$, $SD= .969$), adaptation of teaching methods ($M= 4.26$, $SD= .894$) and classroom environment ($M= 4.21$, $SD= .954$). It is evident that teachers had more desire to learn about using technological devices for educational purposes. This indicated that most teachers are pleased with integrating ICT (Information and Communication Technology) into INSET program (Wu et al., 2004). On the other hand, this result also unearthed that the weaknesses of technology integration in the classroom. Teachers integrating technology into their teaching are not adequate. To achieve this, they need more technical support, more opportunities to accelerate their use of educational devices. Moreover, it may be concluded that teachers' technology needs result from lack of technology and pedagogical knowledge in utilizing technology. Integrating technology into English lessons is a powerful tool to promote students learning English.

It can be implied that teachers continually confront technology challenges and are unfamiliar with different uses of technology (Jacobsen et al. 2002). Finally, it can be asserted that if these barriers are eliminated, it is likely to make a massive improvement and positive effect on teachers technology usage. Additionally, INSET programs are essential to increase the quality of education. As Bruin and Harris (2017) point out, improving teachers' competencies is a powerful tool for enhancing primary, secondary and higher secondary education and technical and occupational development. From this point of view, INSETs are necessary for the development of teachers' profession. That's why these educational programs are intended to enhance educational outcomes and the organization culture, materials, policies, and classroom activities.

As regards instructional practices, it is seen that teachers are still in need of INSET courses as their rating on it high. This might be related to the way teachers see themselves as insufficient for this issue. If they do not feel qualified, they do not willingly take part in the teaching process. The results were in line with the results of the study carried out by Rajabi et al.(2012), in which the study aimed to explore the influence of an ESP INSET program on attitudes and instructional practices of Iranian ESP teachers and the students' success. They found a significant difference in the success of students who took a class from qualified teachers compared to those who did not participate in the training program. Furthermore, these results could be due to the fact that teachers need to plan and design activities according to the multiple intelligences theory. Gardner (1993) stated that each individual has all nine bits of intelligence; however, some are more dominant. As teachers, there is a need to use various activities and prepare creative and unique projects for students' various needs.

Another remarkable point to mention is that secondary school EFL teachers' needs in terms of the adaptation of teaching methods. It can be argued that teachers are life- long learners, and they devote themselves to learning. They use various new methods and techniques, according to students' needs. Moreover, they always keep themselves up to date with the teaching practice requirements and integration of subject content into the curriculum. These findings are in line with previous studies. Uysal (2012) and Wu et al., (2004) found out that the teachers were satisfied with the INSET program's content as they gained a range of theoretical and practical information on various methods, teaching techniques language skills, as well as collaboration with their colleagues. On the other hand, the findings contrast with the results of Kazami and Asrami (2014). In their study, one of the teachers who participated in INSET program

claimed that this program did not provide an opportunity to update teachers' knowledge and did not deal with practical language teaching dimensions as it was not organized only for English teachers. Finally, the findings may indicate that the level of support teachers receive is limited. For instance, teachers need more support from school management and administration when teaching special learning needs. However, if teachers are not provided support to cope with challenges, the teaching process will differ sharply.

Another sub-category that should be discussed is designing the classroom environment according to its objectives. As seen, there is a high level of need for designing the classroom environment. The findings can be explained in the context of the study. Most EFL teachers working at secondary schools teach in a multicultural setting in Diyarbakır, a city in the eastern part of Turkey. It has many refugees from Syria, and they have been teaching students who need special learning. Additionally, the majority of the teachers 88 % had less than 11 years of experience. As Chiang (2008) stated, it is not sufficient to provide classroom management, and lesson planning theories for novice teachers and pre-packed teacher training programs do not sufficiently prepare novice teachers. To establish a reflective teaching assessment, the teacher training program also needs to provide students with learning opportunities. All these reasons might have led to the results that they need designing classroom environment issue.

When it comes to material development, it has the lowest mean score among other sub-categories ($M=4.18$, $SD= .931$). This signified that teachers were still in need of INSETs for preparation of materials. Although teachers' material development needs are significant aspects that should be considered when designing INSET for teachers, this aspect did not receive much interest in Diyarbakır context. This may result from the graduates' program of EFL teachers who participated in the study. In this current study, 95 of (73. 66 %), the 129 participants graduated from ELT departments. In other words, most of the teachers (73. 66 %) graduated from the faculty of education rest of them (26. 34 %) graduated from the faculty of arts and science. Furthermore, they took pedagogical formation training during or after their education. It can be implied that the majority of the teachers gained the necessary knowledge and skills in material development subject during their education. In this case, they did not need to learn much about material development. In a similar vein, Yıldırım and Vural (2014) found

that teachers who graduated from education faculties are more well-equipped than the teachers graduated from arts and science in teaching (Yıldırım & Vural, 2014).

Discussion of the Research Question 2

In accordance with the second research question, "*Are there significant differences in secondary EFL teachers' needs for INSET program in respect of gender, working at state or private secondary school, age, years of experience and education level?*" aims to find out INSET needs of secondary EFL teachers based on demographic information such as gender, type of school they work, age, years of experience and education level. The results revealed that female teachers ($M= 4.30$, $SD= .875$) had more desire to attend INSET courses than male teachers ($M= 4.10$, $SD= .952$). This might be explained by intrinsic motivation factors that influence female teachers' views. In the same way, evidence from another study proposed that while environmental (extrinsic) factors influenced male teachers motivation, female teachers motivation was affected by internal (intrinsic) factors (Valentine, 1934). These findings can also result from female teachers' particular expectation in relation to academic and creative fulfilment, other career opportunities, and prioritizing their professional development. The results were in agreement with López (2009) in which in nearly all countries, male teachers were less likely than female teachers to report a desire for more advanced than they provided. In another study, the gender comparison unearthed that female teachers are more interested in specific professional development issues, such as search of an opportunity to improve themselves, continuous professional development and trusting their career and themselves (Babanoğlu, & Yardımcı, 2017).

Another variable concerning INSET needs of secondary EFL teachers' was the type of schools teachers' work. The results demonstrated that type of school teachers' work did not significantly differ in teachers' overall needs ($P= .609 > .05$). On the other hand, mean values indicated that teachers working in private school ($M= 4.42$, $SD= .851$) were more desire to participate in INSETs than state school teachers ($M= 4.24$, $SD= .900$). The reason can be explained with INSETs are not compulsory for teachers working for state schools except given by MoNE. Teachers working at state schools do not have to attend any training courses and be involved in, professional development activities. What is more, MoNE does not have any incentive mechanism for participation in professional development activities. On the other hand, continuous professional development activities are a must for teachers working at private schools.

They are accustomed to attending workshops, conferences, professional development activities etc. It seems that private schools are more competitive and assertive, and they are likely to encourage their teachers for innovation, responsibility development of methodologies (Babanoğlu & Yardımcı, 2017). Furthermore, according to the study conducted by López (2009), it was interestingly found out that teachers in private schools favour taking these courses in Italy. Because such activities promote the opportunity to get a permanent position in public schools, it can be inferred that teachers want to take part in INSETs for educational reasons and desire to obtain a better position in their occupation.

As for another result, it was found that age was not influential in teachers' INSET needs ($P = .774 > .05$). After multiple comparison analysis, it was seen that no statistically meaningful difference was found between other age groups. On the other hand, the results showed that teachers aged 36-42 ($M = 4.44$, $SD = .712$) had the highest score among other groups. They needed INSETs, which indicates that they had more desire to learn about the teaching issues. These differences can result from teachers' educational or professional backgrounds. According to their teaching years, they know their strengths and weaknesses better. Over the past decade, teachers have been expected to integrate technology into the classroom. However, teachers 36-42 aged are new to a range of technology usage in classrooms, and they challenge integrating technology in the classroom. Also, they might have less experience teaching with technology and need more assistance to use technological devices. Therefore, to keep up with continuous technological advances and integrate technology into the classroom, those teachers demanded to participate in INSETs. Similarly, in another study López (2009) came up with the similar result that there is a surprisingly significant trend for teachers under the age of 40; they were more likely to show a willingness to participate in INSETs than older teachers.

Considering years of experience, it was revealed that years of experience made a significant difference in secondary EFL teachers' INSET needs ($p = .020 > .05$). It was seen that teachers with 1-5 years of experience ($M = 3.961$, $SD = 1.153$) and those with 6-10 years of experience teachers ($M = 3.961$, $SD = 1.153$) differed in terms of their INSET needs. They wanted to learn about the adaptation of teaching method, language skills, classroom environment, and instructional practices compared to those with more years of experience. This may result from teachers' years of experience in their profession. Teachers' experience was under 11 years, and they have teaching passion,

which drives them to attend professional development activities. Similarly, in a different context, López (2009) obtained that less experienced teachers take more professional development hours than more experienced teachers. On the contrary, Uysal (2012) reached different findings, which showed that teachers aged with 15-19 years of experience are more desirous of taking part in INSETs than teachers with 5-9 years of experience. On the other hand, no significant differences were found regarding teachers' INSET needs between other age groups.

Finally, as regards to the undergraduate program, it was found that teachers' INSET needs making a significant difference only in one undergraduate program ($P=0.10 > .05$). Post hoc test was applied to detect the origin of this difference. According to the post hoc test results, linguistics ($M=2.85$, $SD=1.873$) graduates significantly differed from other departments in terms of their INSET needs; adaptation of teaching method, language skills, utilization of technology and classroom environment. The reasons for this finding can result from the teachers' previous program they graduated from. Those teachers studied at science and literacy faculty, and they have a higher level of field knowledge. On the other hand, their pedagogical formation is a controversial issue in terms of some aspects. That is, they do not practice during the lessons of arts and science faculty, and they do not make a presentation about any topic in the lessons. Moreover, teachers' pedagogical training provided for a limited time during or after graduation, and they do not have enough time to gain teaching experience. These findings might be the explanation of their INSET needs. Similarly, in another study, Aykac et al. (2015) examined the formation program curriculum, and they discovered that because of the time limitation of the program, there is little chance for implementation. Therefore, the program cannot be considered sufficient. These findings are parallel to the current research findings. Moreover, Yuksel (2011) stated that the formation program's lessons are not practical but more theoretical.

Discussion of the Qualitative Findings

Discussion of the Research Question 3

In this study, qualitative data were also utilized to gather more in-depth information about EFL teachers' needs and expectations for INSET programs. According to the findings, eight out of 11 teachers believed that integrating technology into teaching should be included in the INSET program. They showed a willingness to learn more about this issue. These desires can be seen as steps for improvement of their

practices in the teaching process. Teachers need to learn how to integrate technological devices in their lesson, which is also the case in their study (Odabaşı-Çimer et al.). On the other hand, one interviewed teacher out of 11 stated that she wants to participate in programs that include technological devices usage. It shows that some of the teachers have confronted some challenges to keep up with new technological devices. The results were in line with the study conducted by Wachira and Keengwe (2011). The findings demonstrated that teachers underutilized technological devices because of various reasons, such as lack of knowledge about the proper use of technology, anxiousness, and lack of confidence in using technological devices.

When it comes to the classroom environment issue, most teachers agreed to make seating arrangements depending on the situation. This agreement could be that some teachers are opposed to the traditional seating plan, making classroom management difficult. On the other hand, three of 11 teachers stated that they need to learn redesign classroom environment according to the students' needs. This demonstrated that those teachers place the learner at the centre of learning and consider learners' physical and physiological wellness in the teaching process. Similarly, findings of the study carried out by Burke and Burke-Samide (2004) stated the same opinion. They found out that all educators need to be trained on how to correctly restructure their classes so that learners have the space they require to compensate for their learning style choices.

In this study, the teachers also indicated that teachers' needs and expectations were not considered while designing the language skills issue. This comment may result from the previous INSET programs as the program's content was not based on EFL teachers' needs. It can be inferred that nearly all the participants believe that their views should be asked when planning the content of the INSETs. The reasons for this may be views and expectations of teachers are not taken into while designing INSETs, and they are provided with a pre-selected subject which may not address teachers in the broad sense. For example, Uysal (2012) found out that teachers were not engaged in the course's preparation and implementation. In another context, it was asserted by Lamie (2002) teachers should be actively engaged in the preparation, implementation and assessment process of training. On the one hand, these findings are in line with other studies (Gönen & Kocakaya 2005; Topkaya & Küçük, 2010), in which they indicated that content of the program was not specific to contextual conditions and teachers' attitudes towards the course content were negative.

Apart from these, teachers also stated that they enthusiastically participate in courses related to the adaptation of teaching methods. As they are provided more knowledge with the help of INSET programs, they will be more effective in responding to students' needs. It is also worth mentioning the problems teachers face in the education field. In this study, teachers stated that they have difficulty catching up with recent adjustment, approaches and methodologies because of continuous changes in the education field. The previous study conducted in Turkey showed the same results, with the rapid changes in education, teachers may need to keep track of the pedagogical and educational issues (Kahraman Özkurt, 2019). Also, Kabilan and Veratharaju (2013) highlighted the importance of bringing the recent development and new perspectives in the field, which helps EFL teachers keep up with the changes.

Another remarkable point to mention is that the teachers commented about their material development expectation for a wide range of topics such as individual differences, motivation, authenticity, active participation, students' progress. Six out of 11 teachers showed higher expectation for individual difference issue. The reason for this, they might feel not competent enough to design suitable materials for their students. Moreover, students' needs can differ in the teaching process, and that's why teachers may need to benefit from INSET courses. In this respect, teachers can reflect on their experiences and identify their strengths and weaknesses in teaching via self-assessment questionnaires. Findings of another research by Atay (2007) and Mirici (2006) were also in line with these results. Mirici (2006) indicated that implementing new instructional methods, and support can get from the form of self-assessment checklists for ongoing improvement. In a similar vein, Atay (2007) emphasized the importance of reflecting and sharing teaching experience.

Finally, another remarkable result was the difference in the rating level of instructional practice, which emphasizes the importance of developing teachers' instructional skills in teaching. The findings were in agreement with Palardy and Rumberger (2008) in which they concluded that making teachers evaluate their instructional practices can make a significant difference in their teaching practices. They also added that better-educated teachers could indulge in more effective instructional practices, impacting students' learning process. Further study by Luneta (2012, p. 360) showed a similar result. The researcher indicated that to develop sustainable and effective programs, "an effective needs analysis that culminates from

the teachers' knowledge bases of curricula, instructional, content and pedagogical knowledge" should be implemented.

In sum, the interviews' findings indicated that teachers define their ideal INSET program in line with the fulfilment of their needs and expectations. It seems that all the teachers agreed on the impact of the INSETs in the teaching process. To meet the various needs of secondary EFL teachers, the program needs to be designed in light of the teachers' expectations and views about the INSET programs.

Implications of the Study

This study aimed to investigate the secondary school EFL teachers' perceptions and needs for the INSET programs. Most of the studies on this issue determined the necessity of INSET (Fullan, 2005; Gönen & Kocakaya 2005; Atay, 2007; Odabaşı-Çimer et al., 2010; Topkaya & Küçük, 2010; Uysal, 2012; Kabilan and Veratharaju, 2013; Kahraman Özkurt, 2019). Therefore, it is noteworthy to understand the necessity of INSET programs for secondary EFL teachers' needs. In line with the findings of this study, there are some implications for the INSET programs.

In this study, it was reported that secondary EFL teachers working in Diyarbakır need INSET to develop their teaching methodology regarding the same aspects, and they have nearly the same perceptions towards INSETs. Taking into consideration sub-categories of NAQ, teachers need more language skills, utilization of technology, instructional practices, the adaptation of teaching methods, and classroom environment, respectively.

Considering the findings of this study, it can be concluded that there is a gap between theory and practice. The reasons for this finding can result from the teachers' previous program they graduated from. Those teachers studied at science and literacy faculty, and they have a higher level of field knowledge. On the other hand, they do not practice during arts and science faculty lessons, and they do not make a presentation about any topic in the lessons. Moreover, teachers' pedagogical training provided for a limited time during or after graduation, and they do not have enough time to gain teaching experience put theories into practice. Thus, teachers need training on language skills and implementation of theories.

Another vital issue for INSETs is the lack of technology and pedagogical knowledge in utilizing technology. As teachers need training on keeping up with new technological devices and integrating technology into their lessons, ELT programs may

include training sessions on utilizing various technological tools and technology integration into the classroom to keep up with continuous technological advances and improve teachers' teaching process.

Another issue that can be examined is teachers' statements that they have difficulty catching up with recent adjustment, approaches, and methodologies because of continuous educational changes. To meet teachers' needs, various programs can be developed and offered to teachers to fulfil their requirements. In this way, teachers will have a chance to keep up with current trends in the ELT field and enhance their other skills such as material development and adaptation of teaching methods.

Apart from these, the teachers also indicated that teachers' needs and expectations were not considered while designing the training programs. These findings may result from the previous INSET programs as the program's content was not based on EFL teachers' needs. Thus, the content of the training program might be interrogated. It seems that a one-size-fits-all approach in design on the program can not address the needs of all teachers. What is more, maybe views and expectations of teachers are not taken into while designing INSETs and they are provided with a pre-selected subject which may not address teachers in the broad sense. Therefore, teachers' views should be asked when planning the content of the INSETs. Teachers themselves can be agents of change if they learn about how to conduct action research considering their own developmental needs. Teachers should receive training on how to conduct teacher research

Limitations of the Study

This study is limited to secondary school EFL teachers working in state and private schools in Diyarbakir. In this respect, this research's findings can not be attributed to all EFL teachers in Turkey.

Besides, there are 129 EFL teachers in the study. However, 89.1 % of these teachers work in a state school and 10.9 % work in private schools. Therefore, the data may not be representative of private school teachers. In addition, the NAQ was limited to 25 items classified under six sub-categories. The reliability of the results will be increased by adding more items and categories. Another significant limitation is that the number of female respondents in this study is higher than male respondents, resulting in much emphasis on female participants' views. In reality, however, this might be an imbalance in the numbers of male and female teachers.

Suggestions for Further Investigations

The present study has several recommendations for further studies. First of all, the number of participants who attended study can be increased, and cities involved in the study can be diversified. Secondly, more comprehensive studies can be conducted on agency and teacher autonomy. Furthermore, the data can be collected through other qualitative tools such as teacher narratives, teacher journals, and classroom observations. These can contribute to the study to collect richer and in-depth data. Finally, a more in-depth scale examining the needs and perceptions of secondary EFL teachers for INSET and other training programs can be developed.

Conclusion

This study aimed to explore the needs of secondary EFL teachers for INSET programs. According to the results of NAQ and semi-structured interview questions, teachers are aware of the importance of INSET programs, and the desire to participate in these training programs for the fulfilment of their needs regarding the use of technology, adaptation of the teaching methods, language skills, classroom environment, material development and instructional practices. As the present study pointed out, these programs are a valuable opportunity for teachers to meet their professional development needs and promote effective changes in teachers' teaching practice. Based on the findings, it can be concluded that teachers expressed positive perceptions towards the INSETs, but they also addressed the weaknesses and inadequacies of the program. The teachers believed that the content of INSETs was not related to EFL teachers' needs and that teachers' needs and expectations were not taken into account in designing the training programs. In sum, in order for INSETs to be successful and respond to EFL teachers' needs, INSETs should be designed in accordance with teachers' views and expectations. Teachers should be provided with training based on their own contextual needs, and they also are asked to evaluate the content and reflect on what they learn. In addition to these, MoNe should collaborate with teacher educators for the organization and effective implementation of the INSETs. With the obtaining findings, this study can shed light on the designing of the INSET programs.

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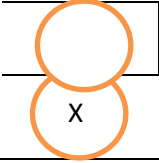

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APPENDICES

Appendix A: Approval of Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Selda ÖNCEL
ÖĞRENCİ NO	20188050
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - Güz Dönemi Kaydını Yeniledim.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Devlet ve Özel Ortaokul Kurumlarında Çalışan İngilizce Öğretmenlerinin Hizmet İçi Eğitim İhtiyaçları
TEZİN AMACI	Bu çalışma devlet ve özel ortaokul kurumlarında çalışan İngilizce öğretmenlerinin hizmet içi eğitim ihtiyaçlarına saptamak için yürütülecektir.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma devlet ve özel ortaokul kurumlarında çalışan İngilizce öğretmenlerinin öğretim yöntemlerinin uyarlanması, dil becerilerinin uygulanması, teknoloji kullanımı, sınıf ortamı, sınıf uygulamaları ve materyal geliştirme üzerine hizmet içi eğitim ihtiyaçlarını belirlemeyi hedeflemektedir. Bu çalışma aynı zamanda devlet ve özel ortaöğretim kurumlarında çalışan İngilizce öğretmenlerinin ihtiyaçları arasında istatistiksel olarak bir ilişki olup olmadığı araştırılmaktadır. Bu çalışmada son olarak, öğretmenlerin hizmet içi eğitim ihtiyaçlarında cinsiyet, çalışılan okul türü, yaş, mesleki tecrübe ve mezun olunan lisans programı açısından önemli bir farklılık olup olmadığı araştırılmaktadır. Çalışmadaki veriler Diyarbakır'da devlet ve özel ortaöğretim kurumlarında çalışan 120 İngilizce öğretmeninden anket ve görüşme yoluyla toplanacaktır. Pandeminin devam etmesi ve yüzyüze görüşmelerde yeterli sayıya ulaşılamaması durumunda veriler online olarak toplanacaktır.Çalışmada hem nitel hem de nicel araştırma metotları kullanılacaktır. Bu karma araştırma yönteminde veriler İngilizce öğretmenlerinin İhtiyaç Değerlendirme Anketi ve röportaj yoluyla toplanacaktır. Toplanan nicel veriler SPSS ile analiz edilirken, nitel veriler kodlama yöntemi ile analiz edilecektir.

ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Diyarbakır İl Milli Eğitim Müdürlüğü'ne Bağlı Devlet ve Özel Ortaokul Kurumları
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Diyarbakır İl Milli Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Diyarbakır il sınırları içerisinde bulunan devlet ve özel ortaokul kurumlarında çalışan İngilizce öğretmenlerine anket uygulanacaktır ve röportaj yapılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Ölçek: Needs and Expectations of Efl Teachers for an In-Service Teacher Training Program Röportaj: State And Private Secondary School English Language Teachers Interview Questions
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Needs and Expectations of Efl Teachers for an In-Service Teacher Training Program-İngilizce- 3 Sayfa 2) Semi-structured Interview Questions for State And Private Secondary School English Language Teachers -İngilizce- 2 Sayfa

ÖĞRENCİNİN ADI - SOYADI: Selda ÖNCEL		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 07/ 07/ 2020		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı: Senem ZAIİMOĞLU	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr.Öğr.Üyesi	Unvanı:	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
09 / 07 / 2020 / / 20.... / / 20.... / / 20....	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır		
.... / / 20.... / / 20.... / / 20.... / / 20.... / / 20....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 07 / 07/ 2020 - 29 / 10/ 2020 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İŞE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Appendix B: Consent Form of the Study

Consent Form
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Thesis: The Needs of Secondary EFL Teachers for an In-service Teacher Training Program

Responsible Researcher: Selda ÖNCEL

Supervisor: Dr. Senem ZAİMOĞLU

Name of Participant: _____

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that the purpose of this research is to investigate the needs of secondary EFL teachers for an in-service teacher training program
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. I understand that my interviews will be recorded, and a transcript will be produced then I will be sent the transcript and given the opportunity to correct any factual errors.
6. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided. Also, I have the right to skip or not answer any questions I prefer not to answer for any reason or for no reason.
7. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
8. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity. There are no known risks associated with my participation in this research. Although I will receive no direct benefits, this research may help the researcher understand the level of job satisfaction in data analysis.
9. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature: _____ **Date:** _____

Appendix D: Need Assessment Questionnaire (NAQ) (adapted from Işık, 2015)

a: Strongly Disagree b: Disagree c: Not Certain d: Agree e: Strongly Agree

1. Using the teaching techniques which encourage students to participate in group activities	a	b	c	d	e
2. Developing students' "learning to learn" skills					
3. Designing activities to develop students' creative thinking skills					
4. Using various teaching methods and techniques according to students' different learning styles					
5. Doing classroom activities which develop students' question-asking skills					
6. Developing activities according to students' progress					
7. Ensuring that students will do their homework using proper inquiry methods and techniques					
8. Making students prepare creative and unique projects					
9. Developing students' problem solving skills					
10. Choosing methods and techniques considering students who need special education					
11. Choosing methods and techniques matching with the objectives of the lesson					
12. Using time efficiently during the procedures of classroom activities					
13. Choosing classroom materials and objects which increase students' active participation in the classroom					
14. Preparing subject materials based on individual differences					
15. Utilizing technological devices for educational purposes					
16. Making students prepare unique subject materials					
17. Choosing extra books to support the coursebook					
18. Using educational technologies effectively during a lesson					
19. Designing the classroom accordingly to make students more motivated					
20. Designing the classroom according to the type of activity					
21. Designing the classroom according to the objectives of the lesson					
22. Taking negative behaviour under control during classroom activities					
23. Using the techniques and methods to increase students' class participation					
24. Planning lessons suitably for the subject content					
25. Broadening the subject content according to the students' interests and needs.					

Appendix E: Semi-Structured Interview Questions (adapted from Işık, 2015)

If you were going to attend an in-service teacher training program specifically designed for teaching secondary school students (grade 5 to 8) in EFL classrooms, what would your needs and expectations be concerning the following components and subcomponents? Please explain briefly.

1. Utilization of technological devices in the classroom (e.g. iPads, smart boards, projectors)
2. Organization and preparation of the classroom environment (e.g. seating plan, teacher and student zone).
3. Adaptation of teaching methods and techniques that would trigger the following skills:
 - 3a. learning how to learn
 - 3b. creative thinking
 - 3c. problem-solving
 - 3d. learning styles
 - 3e. questioning
4. Construction of effective classroom management (e.g. how to deal with disruptive behaviour).
5. Effective communication with students with special needs.
6. Design of a lesson that will meet the following criteria:
 - 6a. course objectives
 - 6b. course content
 - 6c. students' needs
 - 6d. students' interests
7. Development of materials that will emphasize on the following criteria:
 - 7a. student progress
 - 7b. individual difference
 - 7c. authenticity
 - 7d. motivation
 - 7e. active participation
8. Engagement in project-based learning.
9. Efficient use of time during the lesson.
10. Please specify others, if any:

Appendix F: Consent Form of Conducting Questionnaires and Interviews (Çağ University)



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000002513
Konu : Selda ÖNCEL'in Tez Anket İzini
Hakkında

12.08.2020

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188050 numaralı) **Selda ÖNCEL**, "**Devlet ve Özel Ortaokul Kurumlarında Çalışan İngilizce Öğretmenlerinin Hizmet İçi Eğitim İhtiyaçları**" konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi olan **Dr. Öğr. Üyesi Senem ZAIMOĞLU** danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Diyarbakır İl Millî Eğitim Müdürlüğüne bağlı Özel ve Devlet Ortaokul Kurumlarında halen çalışan İngilizce Öğretmenlerini** kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 4 sayfa anketler, 8 sayfa etik kurul izin onayları, 1 sayfa Anket- Görüş Soruları Kullanım İzini yazıları.

Dağıtım:

Gereği:
DİYARBAKIR İL MİLLÎ EĞİTİM
MÜDÜRLÜĞÜNE

Bilgi:
Diyarbakır Valiliğine

E-Posta: aycaniko@cag.edu.tr



Evaluation
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: C815835

Appendix G: Approval Request from the Office of Governor

	T.C. DİYARBAKIR VALİLİĞİ İl Millî Eğitim Müdürlüğü
Sayı : 30769799-44-E.15392929	22.10.2020
Konu : Araştırma İzni (Selda ÖNCEL)	
MÜDÜRLÜK MAKAMINA	
İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21/01/2020 tarih ve 1563890 sayılı 2020/2 Nolu Genelgesi.	
b) Çağ Üniversitesi Rektörlüğü'nün 12/08/2020 tarih ve E.2000002513 sayılı yazısı.	
<p>Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Tezli Yüksek Lisans Öğrencisi Selda ÖNCEL'in 'Devlet ve Özel Ortaokul Kurumlarında Çalışan İngilizce Öğretmenlerinin Hizmet İçi Eğitim İhtiyaçları ' konulu araştırma çalışmasını İlimiz ilçelerine bağlı özel ve devlet ortaokul kurumlarında görev yapmakta olan İngilizce öğretmenlerine yönelik uygulama isteği ilgi (b) yazıda belirtilmektedir.</p> <p>Söz konusu etkinliğin <u>Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Millî Eğitiminin Genel amaçlarına uygun olarak ilgili yasal düzenlemelerde belirtilen ilke ,esas ve amaçlara aykırılık teşkil etmeyecek şekilde</u> 2020-2021 eğitim ve öğretim yılında denetimlerin İlçe Millî Eğitim Müdürlüğü ile ilgili okul Müdürlüğü tarafından yapılmak ve derslerin aksatılmaması, hijyen, sosyal mesafe ve maske kuralına uymak kaydıyla araştırma çalışmasının gönüllülük esasına bağlı olarak yapılması uygun görülmektedir.</p> <p>Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.</p>	
Mahsum GÖNEN İl Millî Eğitim Şube Müdürü	
OLUR 22.10.2020	
Yüksel ARSLAN İl Millî Eğitim Müdürü	
Eki:	
1-Araştırma Değerlendirme Formu	
2-Tez Önerisi	
3- Anket Çalışması	
	Adres: ŞEHİTLİK MAHALLESİ ESKİ EĞİTİM FAKÜLTESİ BİNASI YENİŞEHİR/DİYARBAKIR Elektronik Ad: diyarbakir@meb.gov.tr e-posta: arge21@meb.gov.tr
	Bği için: HATİP YAVUZ /MEMUR Tel: 0 (412) 322 22 36 Faks: 0 (412) 322 22 48
Bu evrak givendi elektronik imza ile onaylanmıştır. https://evrakorg.meb.gov.tr/adresimden 3522-3427-36e5-83e7-753d koda ile teyit edilebilir.	