

**IN-SERVICE TRAINING NEEDS ANALYSIS OF TURKISH LANGUAGE
AND CULTURE TEACHERS IN GERMANY-THE EXAMPLE OF
WÜRTTEMBERG REGION**

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DECEMBER 2016

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AND CULTURE TEACHERS IN GERMANY-THE EXAMPLE OF
WÜRTTEMBERG REGION**

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Gökhan DUMAN

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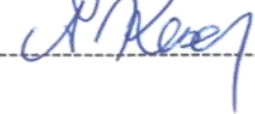
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ABSTRACT

IN-SERVICE TRAINING NEEDS ANALYSIS OF TURKISH LANGUAGE AND CULTURE TEACHERS IN GERMANY-THE EXAMPLE OF WÜRTTEMBERG REGION

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Through the large-scale labour immigration in 1960's and 1970's, Turkish citizens formed the largest minority population in Germany and Turkish language became the second most widely spoken language in the country. In response to the growing need for native language and culture education of Turkish children, the Republic of Turkey has sent hundreds of Turkish Teachers to the country in accordance with the bilateral agreement signed with Germany in 1977. In this context, the main purpose of this study is to explore the training needs of Turkish Language and Culture Teachers working in Germany regarding the teaching–learning process. It is a mixed-method research in which both quantitative and qualitative data were collected. As research tools, first, a survey was implemented in order to decide teachers' needs and subsequently semi-structured interviews through which teachers' insight investigated in-depth were carried out. Turkish Language and Culture Teachers serving in Württemberg Region took part in this study. By determining teachers' training needs, the findings of the study made a significant contribution to Turkish Language and Culture education abroad and provided valuable implications for teacher training program developers.

Key Words: Turkish Language and Culture Teacher, Turkish Language and Culture Education, In-Service Teacher Training, Training Needs Analysis

ÖZ

ALMANYA'DAKİ TÜRK DİLİ VE KÜLTÜRÜ ÖĞRETMENLERİNİN HİZMETİÇİ EĞİTİM İHTİYAÇ ANALİZLERİ-WÜRTEMBERG BÖLGESİ ÖRNEĞİ

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1960'lı ve 1970'li yıllarda büyük ölçekli işçi göçü ile Türk vatandaşları Almanya'da en büyük azınlık nüfusunu oluşturmuş ve Türk dili ülkede en yaygın olarak konuşulan ikinci dil haline gelmiştir. Türk kökenli çocukların giderek artan ana dil ve kültürü eğitimi ihtiyaçlarına cevaben, Türkiye Cumhuriyeti, Almanya ile arasında 1977 yılında imzalanan ikili anlaşma uyarınca yüzlerce Türkçe Öğretmenini ülkeye göndermektedir. Bu bağlamda, bu araştırmanın temel amacı Almanya'da çalışan Türk Dili ve Kültürü Öğretmenlerinin öğretme-öğrenme süreci ile ilgili olarak eğitim ihtiyaçlarını ortaya çıkarmaktır. Bu çalışma nicel ve nitel verilerin toplandığı karma yöntemli bir araştırmadır. Araştırma araçları olarak, önce öğretmenlerin ihtiyaçlarını belirlemek için bir anket uygulanmış daha sonra öğretmenlerin görüşlerinin derinlemesine incelendiği yarı-yapılandırılmış görüşmeler yapılmıştır. Bu çalışmaya Württemberg Bölgesi'nde görev yapan Türkçe ve Türk Kültürü Öğretmenleri katılmıştır. Araştırmanın bulguları, öğretmenlerin eğitim ihtiyaçlarını belirleyerek yurtdışında verilen Türk Dili ve Kültürü eğitimine önemli katkıda bulunmuş ve öğretmen eğitimi program geliştiricileri için değerli öneriler sunmuştur.

Anahtar Kelimeler: Türkçe ve Türk Kültürü Öğretmeni, Türk Dili ve Kültürü Eğitimi, Hizmet İçi Öğretmen Eğitimi, Eğitim İhtiyaç Analizi



To My Beloved Family and Country

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LIST OF ABBREVIATIONS

INSET: In-service teacher training.

TLCTSA: Turkish Language and Culture Teacher serving abroad.

L1: Native language.



Chapter 1

Introduction

1.1 Theoretical Framework

1.1.1 What is need analysis?

A need can be described as the discrepancy between the present and desired situation and, contrary to common belief; a need does not mean a want. It refers the gap between *what is* and *what should be* (Kaila, 2015, p.128). Barbazatte (2006) looks the point from another angle and suggests, “ the need can be a desire to improve current performance or to correct a deficiency. A deficiency is a performance that does not meet the current standard” (p. 5). Therefore, the need does not arise only from the conditions that the target group lives in, but also it may originate from the target group itself.

The term ‘Need Analysis’ was first used in the first quarter of 20th century (Bindaka & Christopoulou, n.d.). However, it was neglected for a long time. The introduction of needs analysis in language teaching to the Council of Europe Modern Language Project group dates back to 1960s. Over the years, there have been several approaches to Needs Analysis (NA) and as a result, different frameworks for NA have been established in order to describe various kinds of needs in language learning. According to their perspectives, linguists have used different definitions for NA. Nunan (1988) describes NA as, “Techniques and procedures for collecting information to be used in syllabus design” (p. 158) while Richards and Schmidt (2010) regard needs analysis or need assessment in language education as a component of curriculum development and it is essential before a syllabus development. Similarly, Brown (1995) defines a needs analysis as the systematic gathering and classification of both subjective and objective data which is essential to determine the objectives of a curriculum that suit language learning needs of the learners. It stands for the process of recognizing the needs of learners and classifying those needs pursuant to their importance. It may benefit from both qualitative (e.g. observations and interviews) or quantitative data (surveys, questionnaires and tests).

Nunan (1988) divides NA into two categories;

- Learner analysis which gives information about the learner and investigates purposes for which the learners are learning the language.

- Task analysis that is applied to determine and classify the language skills needed in order to complete daily communicative tasks.

However, West (as cited in Hague, 2014) refers to 5 distinct types of NA. These are:

a) Target Analysis: It reveals the necessities of learners which they require to be able to act effectively in the target- citation.

b) Deficiency Analysis: It describes the deficiency between the current proficiency and target learner proficiency that is aimed to have reached until the end of the program.

c) Strategy Analysis: It suggests the methods of learning, namely preferred learning styles.

d) Means Analysis: It focuses on local situation such as the materials, teaching staff and teaching methods.

e) Language Audits: It is employed in order to establish fundamentals of language needs and training requirements.

From the above ideas, it can be deduced that NA can be manipulated in different ways according to desired results. Broadly speaking, it is a tool in order to learn the requirements, lacks, desires, expectations of the subjects of a study and arranging those needs according to priorities.

1.1.2 In-service teacher-training

While the knowledge, the means to reach and interpret it, schools and learners change over time, teachers' need to update is ineluctable and this renewal refers to *teacher development* in the education field. Literarily, teacher development can be summarized as "the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically" (Richards & Schmidt 2010, p.597). In the information age where instantaneous shifts in information occur overnight, the view alleging the sufficiency of initial training for teachers has already outdated. Especially with the introduction

of *lifelong learning* approach to education field, the learning process is scattered to the whole life time period of individuals and the educators are carrying the pioneering responsibility on their shoulders (the Education Information Network in the European Union and the EFTA/EEA Countries [EURYDICE], 1995). Therefore, continuing teacher education has been one of recurring issues for language teaching in recent years. Simply, teacher education can be categorized within two main phases: pre-service and in-service education. Present study mainly concentrates on in-service training (INSET) which falls under the heading of teacher development and can be defined as organized training program addressing to teachers with the aim of equipping them with necessary and practical knowledge and skills that facilitate and increase their teaching in-class applications. INSET programs comprise any kind of activities rather than a certain form. Ryans (as cited in Koç, 2015) states that Insets may take place as courses, seminars, certificate or diploma programs and workshops. To borrow Perron's words (as cited in EURYDICE, 1995, p. 8), they are "a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach". According to Koç (2015), the goal of an INSET program is providing trainees an opportunity to improve their knowledge, utilize this knowledge in classes and actualize targeted behavioural changes. Not only it enables professionalize teachers and develop their personal skills but also it improves the quality of the education of the institution where they are employed and the quality of the national education system. Therefore, the outcomes of a training process are not confined to the participant but to the institution and system in which s/he is currently functioning. Vukelich and Wrenn (1999) point out that in-service training should deal with an issue at a time, locate the teachers' requirements at the centre, be continuous and sustainable, be able to produce effective solutions to teachers' personal contextual challenges, offer a linkage with the classroom practice, support collaboration and stimulate teachers to ponder on their own instructions.

As Sadoltz puts forward (2002), an important indicator of an effective in-service training activity is whether it mainly concentrates on the needs of trainees and include them into planning and implementation sessions. When the teachers have a say in what they actually need to be trained, they are more likely to internalise the offered content and become eager to reflect on their own teaching. Unfortunately, in-service training activities are not always designed and implemented with this

perspective. Most of the time, the organizational institution decides on the conceptual frame work and build the content over the suppositional need definitions. Particularly, the Inset programs organised by education ministries move on what teachers are to know and what they require to learn. This exclusionist approach to teacher training results in little success since it does not encourage teachers to develop sense of ownership (Uysal, 2012).

Although the value of in-service teacher training is widely acknowledged, the previous research studies show that applications generally fail to fulfil teacher needs. (Sapp, 1996; Yan , 2005; Bayrakçı , 2009; Uysal, 2012; Koç, 2015).Teachers usually condemn the discrepancy between training and their personal classroom practices. Training programs do not manage to establish the connection with daily instruction and provide continuing reinforcement. The follow-up communication is also important in order to transfer novice ideas and teaching ways to classroom practice. Guskey illustrates the traditional approach of educational leaders to Inset programs asset programs as “a series of unrelated, short-term workshops and presentations with little follow-up or guidance for implementation” (2000, p.15). However, the continuity of assistance and transmission of acquired knowledge into their own situation concern the teachers more than anything else. According to the research conducted by the Bill and Melinda Gates Foundation in 2014 (as cited in Calvert, 2016), more than 1,600 teachers that participated in the study described the professional development they received as having no relevance with their actual classroom application and being fruitless. While a large amount of money, effort and time are being invested to calibrate the quality of teachers, hearing this endeavour is being wasted is frustrating. In the same line, Speck and Knipe (2001) report that teachers are fed up with receiving professional training which were determined by top-down approaches that are usually ignorant to teachers‘ ideas, beliefs and existing capabilities. Teachers are in the view that their actual needs and ideas are not taken into consideration as much as they deserve.

Another point widely criticized by the educators is that evaluation of Inset is absence of after-course evaluation. In other words, they are applied but not checked how much of the overall training objectives have been reached effectively, how much successful they have become in the practice and how much they have improved teachers (Uysal, 2014). In order to design more efficient programs and reform the existing INSET programs, making a systematic follow-up assessment is

generally considered to be a crucial beginning. (Tarrou, Opdal & Holmesland, 1999). This evaluation is a good way to provide an insight not only about the flaws and strong points of the program but also about the requirements of the participants.

Given this situation, one solution stands out, that is a through need assessment prior to any teacher training activity and that is done with an attempt to include attendees' into planning an implementation processes. In this sense, this study intended to find out Turkish Language and Culture teachers (TLCT)' needs pertaining to teaching and learning process abroad through multiple means of sources and evaluating the previous Inset programs that the teachers participated previously.

1.1.3 Training needs analysis of teachers

A training need is a lack of competence or knowledge that can be terminated through a specific training. Training requirements can impede with the staffs that are to conduct a job and as a result, they may cause the organizations to fail to reach their ultimate goals. Training needs analysis functions to find out training needs of the staff at personal and institutional level so as to eliminate any barriers on the way of institutions to achieve their goals. Academy of Vocational and Professional Training Limited explains,

Training needs analysis is effectively a skill gap analysis. The main aim is to find out the current state and formulate a desired state. The difference between the two states will lead you to identify the gap and plan a training programme that resolves it (2013, p.2).

According to Brown J. (2002), assessment in training needs means to a continuous effort for collecting data to see the needs of an organizations and build training to support the organizations to actualize their purposes. Neglecting training needs assessment involves the risk of wasting the all effort since the dose of training can hardly be adjusted without making a preliminary research. Trainees can be over / under dosed or main problems might be missed at all. That's why; an in-service teacher training program which is designed based on the findings of a teacher training analysis is likely to produce better results when compared to those based on solely assumptions.

The main purpose of training needs analysis is to offer a training that solves the problems and caters to organisational objectives; in other words, it needs to pinpoint

the problem; however, it also needs to be offered in an efficient way. Training needs analysis covers three steps:

- scrutinizing the present situations or actions by means of interviews, observations and questionnaires
- foreseeing the probable problems
- describing the demanded training accurately and seeking the ways how to offer it effectively (Chartered Management Institute, 2012, p. 1).

Likewise, the four fundamental reasons that makes needs analysis necessary prior to training programs are summarized as follows: a) to identify specific problem areas in the organization; b) to obtain management support; c) to develop data for evaluation; and d) to determine the costs and benefits of training (Brown, 2002, p. 569-570).

But what does training needs analysis mean to teachers? Like in any other profession, defining teachers' training needs and providing a training program accordingly have become vital for sustainable education. It is surely beyond doubt that existence or absence of skilled teachers can change the students' academic achievement considerably, so it is compulsory to equip not only novice teachers but also experienced teachers with lots of current effective teaching strategies, methods, approaches and techniques to ensure success in education. No matter how much care is paid to pre-service teacher education, educators never get equipped with the lifelong knowledge and skills. Unless their abilities are polished and their knowledge is updated regularly, they are doomed to fall behind the developments. In short, analysing training needs is crucial in order to organize fruitful in-service training programs so that teachers can calibrate their skills. Only by ongoing training program, teachers are able to answer the changing requirements of learners.

As the needs analysis of learners is considered to play a key role to develop a successful curriculum, update the existing program, devise new materials; in short, to achieve a successful language education, too much importance has been paid to this area recently. Rather than going blind to learners' needs, giving them an opportunity to express their ideas and thus, involving them into their teaching area appears as a crucial step, especially at a time when the learner-centered teaching has gained enormous popularity. However, are only determining learners' needs and trying to fulfil those needs sufficient to be successful in education? Of course, not. There is no doubt if needs assessments are conducted to determine not only service-receivers'

(learners) but also the service-providers' (teachers) needs, it can adopt a more comprehensible approach to make more realistic and solution-oriented decisions about educational policies. While considering every single detail in the learning environment, the leading actor of the play, teachers, cannot be excluded. However, as Brown claims (2002) organizations are often negligent in conducting needs analysis before designing training and this may result in programs which are futile and waste of time.

In the light of this information, carrying out needs assessment seems to be crucial for the success of an in-service training program and before the programs are developed for the teachers of Turkish Language and Culture abroad, their perceptions must be also taken into consideration. Otherwise, it does not go beyond being a random work.

1.2 Statement of the Problem

Turkish-origin children who are born in a bicultural environment of Germany are exposed to different cultural values and perceptions at home and in the social life. Most of the time, they have to develop two languages (Turkish and German) in tandem: one for family and one for peer and social relationship. If they are lucky enough to receive support from family or environment, they acquire both languages and become balanced bilinguals until they reach puberty. Those who hear Turkish at home can be considered as lucky when compared to the pupils, one of whose parents is German and have to communicate in German language. Worse, some Turkish parents prefer to use German as the medium of communication even among family members considering that speaking Turkish at home may impede with their kids' German. Taken together, it is not easy for kids to develop a strong sense of belonging neither with German nor with Turkish languages and it radically affects their language development and as a result, their academic achievements.

Yılmaz (2014) attributes the language problems of bilingual Turkish people in Germany to the following reasons: Germany's policies restricting or discouraging the mother tongue education of migrant children, Turkish people's being seen as "outsiders" not only in Germany but also in Turkey, the shortage of research over bilingualism and available research's not being delivered to those who may concern, the bilingual children's not gaining too much academic success because of submersion model for teaching German, the problems at religion education and in the

application of Turkish and Turkish Culture Teaching Programmes for Turkish Children Abroad, and most importantly for our context: deficiency of staff to teach bilinguals.

From this perspective, offering mother language and culture education to those pupils holds an important place in supporting Turkish children's personal development as well as strengthening their ties with national culture, improving their mother language competency and preventing them getting stuck between cultures. On the other hand, the studies carried over mother language education abroad so far have revealed that it has failed to reach the desired level so far (Sağlam, 1990, MEB, 1996; İleri, 2009, Yıldız, 2013). Therefore, the teachers who are assigned to offer this education need to be well-equipped regarding not only pedagogy or L1 content knowledge but also how to teach those pupils, who grow up in a bilingual environment and it can only be presented by training activities of which content is determined by a needs analysis. Thus, defining problems, deficiencies and needs of mother language teachers practising abroad and arguing ways to support them emerge as initial steps to be taken so as to improve the quality of Turkish Language and Culture Education. Unless this language education is offered by the competent staff who are trained as a specialist in their field, current and future Turkish generation in the country may face the risk of losing their mother tongue and being alienated to their national culture and perhaps even in a few decades, they will have been assimilated into the foreign culture completely.

Hence, this study employed a needs analysis to determine teachers' requirements, in order that effective teaching training programs tailored according to those needs can be prepared and the existing programs can be amended.

1.3 Purpose of the Study

The primary purpose of this study is to find out the training needs of Turkish Language and Culture Teachers, who are not originally trained to teach Turkish Language and Culture abroad on the predefined concepts such as emphasis on language skills, adaptation of teaching methods, and utilization of technology, classroom environment, instructional practices and material development. These concepts were adapted from Camuzcu and Duruhan's (2011) study that aimed to reveal the needs of primary school teachers working both at state and private schools

pertaining to the teaching–learning process. Thus, it aims to determine what kind of in-service training can improve their teaching practice to be able to teach native language and culture to Turkish pupils in Germany, and similarly, what kind of training can enhance their subject-matter competence and pedagogical knowledge to a level where they are able perform more efficiently. According to those needs, future implications are provided in order that future in-service training programs for Teachers of Turkish and Turkish Culture can be customized and the current training can be revised and updated. As a result, educators’ performance can be improved and thereby, the quality of native language and culture education in abroad will presumably increase.

It also tries to ascertain their perceptions about past in-service training experiences in relation to their current mission. In addition, the study asks for the teachers’ suggestion about the characteristics of an ideal Inset program for Turkish Language and Culture teachers serving abroad as well as questioning their perceptions of sufficiency as a TLCTSA.

1.4 Research Questions

Answers to following questions were sought throughout the study:

- 1) What are the perceptions Turkish Language and Culture teachers serving abroad (TLCTSA) about the previous in-service training in relation to their current service?
- 2) What are the in-service training needs of TLCTSA pertaining teaching-learning process?
- 3) What are the teachers' suggestions for the characteristics of an ideal INSET program for TLCTSA?
- 4) What are the teachers’ perceptions of sufficiency as a TLCTSA?

1.5 Significance of the Study

The correlation between teacher quality and student achievement is a crystal-clear fact. They are not only the learners but also the teachers who are in need of assistance. Here, it is beneficial to remember the words of the Council the European Union (2009) on the professional development of teachers. It suggests that no pre-service teacher training is perfect enough to provide teachers with the competences they will need in the future as demands or requirements for teaching are altering

rapidly, forcing the requirement for new methodologies. In order to achieve effective teaching and adapt the changing needs of the world, teacher training is an essential issue to be mulled over. Life-long learning and building over what you already have must become an inseparable philosophy of the teaching profession since what the teacher brings together to the class affects all the rings of the education chain. However, it must not be forgotten that teachers are as efficient as the education they have received so educational organizations have to provide their staff with appropriate training opportunities if they want to actualize their objectives. As Mpokosa and Susy (2008) underline, “the quality of an education cannot exceed the quality of its teachers” (p. 25).

On the other hand, it would be deceptive to assume that any in-service teacher training will really cater to teachers’ need and bear the expected results unless the requirements are detected well. As Mede and Işık (2016) state, an in-service teacher training program which is designed regardless of actual needs is unable to go beyond waste of time, money and energy. Still, simply exploring and involving the requirements of teachers, the risk of missing the actual point can be prevented or minimized. As a result, it can be concluded that teachers cannot be ignored while training process is being planned since they are the main interlocutor of the program.

In this regard, this study takes on great importance in terms of not only revealing the requirements of Teachers of Turkish Language and Culture for professional training but also it helps discover the flaws and deficiencies of Turkish Language and Culture Education abroad from the eyes of teachers. By this way, this study paves the paths for building Turkish Language and Culture Education abroad on a more solid ground by getting the data from the field implementers (the teachers) instead of policy makers or theory-focused education planners who move on suppositions. Teachers’ need assessment will give educational authorities insights into how the things really going on (Educational Initiatives, 2010) in the classroom settings and what actions should be taken to equip that staff with the necessities of the teaching context. Since it is the first time such a comprehensive study over the needs of TLCTSA is being done, the importance of the study increases two-fold.

1.6 Definitions

Needs Analysis (NA): The process of discovering the needs for which one (e. g. a teacher) requires training (in-service teacher training) and ranking those needs according to their importance (Richards & Schmidt, 2010).

Training Needs Analysis (TNA): Training Needs Analysis is a tool to determine the training and development needs of teachers so that they can improve their teaching performance and learn how to enhance their performance, thereby to optimize the quality of education.

Mother Language: It can be simply described as “a person’s mother tongue or the language acquired first (Richards & Schmidt, 2010, p. 221) “. It can be also defined as the language learnt and used in the family. It is usually used synonymously with first language or native language as well.

Chapter 2

Literature Review

2.1 History of Turkish Labour Immigration to Germany

Throughout the history, immigration took place from one place to another due to countless reasons and sometimes a large and sometimes a trivial amount of people willingly or unwillingly has migrated from east to west or vice versa. Today immigration is still an important issue for humanity and especially many European countries are still the final destination of millions of immigrants. As Bagdoshvilli (2010) states, the discrepancy between economic and social levels is responsible for the migratory flows from different countries to western countries. Of course, many other reasons such as war, political asylum etc. can also cause this massive replacement, yet the previous two motivations lay the crux of the matter. This migration waves naturally have brought together many problems together. As for the immigrant receiving countries, it is problematic to manage these human waves since the host countries need to integrate those people into their society and provide them sustainable living conditions and equal rights. However, most of the time the governments have to do this despite the negative reactions taken from locals who want to halt migration or from some xenophobic groups that are carrying hostile attitudes toward foreigners (Bagdoshvilli, 2010, p. 4).

A recent example of such migration flow was witnessed in the second half of the 20th century. After II World War, the Europa had been devastated from top the bottom and Germany, that was seen as primarily responsible of the war, was overwhelmed by the Allied Forces and there was no sign from those glory days. However, it was not long before West Germany worked a miracle which is known as German Wirtschaftswunder (economic miracle) and it soon became one of the wealthiest economies when the American Marshall Plan, which was an American initiative to aid Western Europe, included Western Germany as well. With the economic boom of 1950s and 1960, West Germany faced manpower

shortage which made the German government sign an agreement with their Turkish counterparts in 1961. According to this agreement, Turkish workers moved to West Germany in order to ease this work force shortage by working especially at works which were not complicated and required manpower. Within only twelve years, the number of Turkish immigrants in the country acceded 900.000 (Martin, 1980). Not only the German Government but also those immigrant workers thought that their stay would be temporary. That's why, they used to be called as "guest workers", but it did not happen so. As Crutchfield (2007) states, no one could foresee those men and their families would take root in Germany with their second and third generations.

In the beginning of 1970s, the status of Turkish immigrants in Germany became permanent; especially, when the country ceased labour force immigration due to economic crisis that was caused by the oil crisis in 1974. The government gave immigrant workers two choices; either they had to return homeland or stay. Most of the workers preferred to stay and reunite with their families in Germany. This increased the number of Turks in the country and as opposed to what had been planned; it also became clear that they did not come temporally (Küçükcan, 2002). Since the integration process and actions are out of our question, we do not discuss it here. Nevertheless, Bagdoshvili (2009) asserts that it had almost become 50 years Turks first came to Germany but they were not still considered as "integrated" due to cultural differences and they still had to cope with several problems and discrimination. It is obvious that there is still something going wrong and Germany as the immigrant-receiving country has to handle with problems of Turks more seriously.

2.2 Turkish Language and Culture Education in Germany

The education policy of Germany underwent significant changes since the beginning of labour migration. Since it was first believed that Turkish workers came as "guest workers" and return home in a few years, German governments' attempts did not go beyond measures providing migrant families' children to continue schools and learn German to understand lessons in German. When it was noticed that their return delayed and they became permanent, policies that encouraging them to finish their school and their return home country were started to follow. After 1980's, the view that was adopted across the country suggested not only migrant children's full

compliance to German schools but also supporting them in the preservation of their linguistic and cultural identity and thus, they would become raised as'' bilingual and bicultural'' (Küçükcan, 2002). In fact, this does not appear to be the case.

Cultural Agreement, signed on May 8, 1957, constitutes the foundation cultural relations between Federal Republic of Germany and the Republic Turkey. This agreement aims to achieve broad agreement between the two countries in the field of art, science and idea by means of exchange of ideas and cooperation. Concerning mother language education, Federal Governments first involved in the issue in 1960s. Reich informs that Culture Ministers Conference of Germany (Kulturministerkonferenz) made the following recommendation in 1964: "Education departments/managers should supplement the courses offered in the native language of foreign children'' (as cited in Yıldız, 2013). This does not come to a meaning that they are obliged to do it so this statement leaves the door open. According to another recommendation made by Ministers of Culture Conference in the 1971: "States themselves decide whether those courses are inside or outside their own cultural management jurisdiction'' (as cited in Yıldız, 2013). Upon this recommendation, Bavaria, Rhineland-Palatinate, Hesse, North Rhine-Westphalia and Lower Saxon states decided that migrant workers' children mother language education would be given to their responsibility while Württemberg, Saarland, Bremen, Hamburg, Schleswig-Holstein and Berlin states concluded that these courses were beyond their responsibilities. Since then, three parallel practises have emerged with regard to children's native language courses of immigrant children living in Germany:

1. the native language course funded and controlled by German school administration in terms of content

2. the native language courses conducted by representatives of the Mediterranean countries

3. the native language courses which are out of agreements and offered by private institutions (Yıldız, 2013, p.8).

In Hesse, Lower Saxony, North Rhine-Westphalia and Rhineland-Palatinate States, mother language education were executed under German school administration. Both courses and teachers were inspected by German authorities. Also in these states, representatives of Educational Counsellor or Educational Attaché of Turkish

Consulate General were permitted to visit native language courses together with a member of the German supervisory authorities. Besides, all the expenses related to those courses including Turkish teacher's fees, were met by federal the states (Sağlam, 1990). Turkish Language and Culture courses were not compulsory subjects and it depends on parents' demands in Germany. As long as parents did not make a written application for their children to continue these classes, their kids cannot benefit from native language education. However, Turkish language courses contract in Bavaria State ended in 2009 and Bavaria State halted paying teachers' salary and other expenses. Despite such discouraging applications, it was promising that Hesse State Ministry of Culture took a decision towards including Turkish among compulsory subjects in 1997, yet parents were free to drop it on the condition that they apply with a petition. Moreover, Turkish are among "second language" opportunities in Bavaria and North Rhine-Westphalia states. On the other hand, in Baden-Württemberg, Saarland, Berlin, Bremen, Schleswig-Holstein and Hamburg states, the inspection and finance of Turkish and Turkish Culture courses belonged to the Republic of Turkey. This mission was fulfilled through the Office of Turkish Educational Attaché and German Directory of Education was responsible for only ensuring coordination with lessons and observing the course inspection (Sağlam, 1990).

Today, the situation has changed. Yıldız (2013) summarized the current situation according to states as follows: in Baden-Württemberg Region, mother language lessons are offered under the responsibility of the migrant sending countries. As it was mentioned before, Bavarian State completely removed native language course in 2009. Nevertheless, Berlin still provided the mother language courses. Besides, the German education department presents German-Turkish bilingual literacy classes as well as Turkish as a foreign language lessons there. Brandenburg State also enables language courses and it is supported by "Regional Immigration, Youth and School Works". Bremen is also one of those states that offer native language lessons conducted by the Bremen Education Office along with the classes provided by Turkish Embassy. A new Turkish Language Teaching Curriculum is still being written in this state. Likewise, Hamburg provides mother language learning opportunity executed both by Turkish authorities and the state education office. There are curriculums for primary and secondary education stages

besides another being prepared for high school level. Although Hessen State used to offer native language education, it removed this application in 1999 and this responsibility is thought to be given home countries. As there are not enough students, mother language classes are not done in Mecklenburg-Western Pomerania States. While Lower Saxony state offers native language lessons in their own responsibility, it is planned to hand over to embassies. Schleswig Holsten, North Rhine-Westphalia and Rhineland-Pfalz States conduct mother language classes on their own responsibility whereas they continue only under embassies control in Saarland State. Sachsen State provides native language education opportunity in 9 different languages. On the other hand, Vietnamese language is the only available mother language in Thüringen State.

All the main legal basis of Turkish mother language course in Germany depends on the Directive of European Union Commission dated June 25, 1977 (Yıldız, 2013). Theoretically, Turkish Language and Cultural classes were planned as 5 hours per week, but in practice this can never be implemented. As mother language education is not a legal right in Germany, mother language education is not a compulsory subject in almost any state and it depends on parents' demands. As long as parents do not make a written application for their children to continue these classes, their kids cannot receive native language education. Even if the notes taken from Turkish lessons included into the transcript, they do not affect students' academic success (İleri, 2009). The medium of instruction at most of the schools in Germany is standard German. This means teaching literacy to Turkish children in Germany not in mother tongue but in community language (German). Only about 200 of 38,000 schools across the country offer bilingual education opportunity. Most of these programs are German-French or English rather than Turkish, which is mostly-spoken second language of the country, though (Crutchfield, 2007).

Turkish immigrants encountered many challenges in the education of children in the first years and they hardly found teachers to teach their language and their culture to their kids (Cem, 2011). In this context, the need of giving education and the Turkish community's children to learn their mother tongue and culture better emerged. The Republic of Turkey has been assigning teachers for Turkish language and culture courses to Germany according to bilateral agreement signed 1977. In response to growing need, Ministry of Education and Inter-Ministerial Culture Joint

Commission select teachers from different branches to serve abroad, particularly in Germany.

Ministry of National Education published first instructional program for Turkish children's mother tongue education abroad in 1986 and three subsequent programs have followed it since then (Ü. Şen, 2010). To prevent assimilation in the foreign culture, to promote their native language competency, to strengthen ties with their nation, to raise a national conscience and to keep native culture alive, Turkish Ministry of National Education prepared The Curriculum of Turkish Language and Turkish Culture Course for Turkish Children in abroad in 2009 and it was come into operation 2009-2010 Education Year. By this programme, it was aimed to enable formal education in addition to informal one that children receive in their family environment so that children can learn the mother tongue effectively (Demir, 2010). The curriculum defines the instructional objectives as Turkish Children's recognition, adaption and development of Turkish Culture, reinforcing their sense of national feelings in line with Atatürk's principles and reforms and improving social relations by adapting the country to where they live (Ministry of National Education [MEB], 2009).

According to 2011 figures, approximately 476 000 Turkish-oriented pupils from kindergarten to high school continue their education and the number of students attending a higher education program is 26 000 in Germany (Şen, 2011). However, as of October 2015, 113.000 Turkish students at around 3260 school across Germany continue in Turkish and Turkish culture courses. There is a sharp decline at the number of students compared the previous years but the main reason is seen as the increase at the number of Turkish citizens who chose to take German citizenship, and it is not exactly known the number of students taught by locally-commissioned teachers (Toymaz, 2016).

All things considered, Turkish language education is trying to survive despite several obstacles that stem from official regulations in the country. Despite the demand from Turkish citizens, it is clear that federal German States have not taken them into consideration and not many steps have been taken on behalf of supporting Turkish language education so far. In other words, Turkish constitutes the second widely-spoken language in the country, however; it does not get the attention it deserves. This must pose a difficult dilemma for authorities although it seems it does

not. On the other hand, this shows the significance of mother language education provided by The Republic of Turkey to its citizens in Germany. In other words, Turkish language and culture courses are the only formal education form to ensure the cultural continuity of Turkish citizens. Just because this reason, mother language education abroad cannot be ignored, in contrast, the quality of educational staff has to be optimized.

2.3 Teachers of Turkish Language and Culture in Germany

As it was mentioned before, Turkish Ministry of National Education has assigned teachers to work in Germany since 1977. Since the largest Turkish population among EU countries resides in Germany, the number of teachers employed in Germany is more than anywhere else. 537 by local authorities and 508 by the Ministry of Education, totally 1045 teachers were commissioned in Germany as of 2015 (Toymaz, 2016). It is worthy of note that there is a decrease in the number of teachers when compared to previous years. For example, 1722 locally and 560 assigned by Ministry of Education, 2282 teachers used to work in Germany in 1997 (MEB, 1997).

According to Vocational Qualification Examination Guide for Teachers to Be Appointed Abroad published by the Ministry of Education (MEB, 2015), teachers are responsible for the introduction, dissemination and preservation of Turkish culture abroad, and strengthening and protection of our citizens' cultural ties, teaching the Turkish language and clarifying the religious issues.

The process of selection can be briefly described as follows: first the branches and numbers of teachers and in which countries they will be assigned are decided. Then, the applicants go through a two-stage selection process: first they need to take a written exam that evaluates their general, pedagogical, Turkish Language and related legislation knowledge; second they undergo an oral exam which evaluates their representative capacity. They have to take at least 70 points over 100 in order to become eligible for that mission. Having passed all the stages, those teachers get to attend a one- week " Overseas Missions Compliance Seminar" held by the Ministry of Education In-Service Training Department in order to equip them with the necessary information about various areas from living abroad to how to teach Turkish. Teachers who are selected are appointed to abroad by temporary duty for

one academic year and their period of office can be prolonged until five years at most (Cem, 2013).

2.4 Relevant Former Studies over Teachers of Turkish Language and Culture Education in Abroad

In recent years, several studies have been carried out over the mother language and culture education abroad and each of them shed light to one point of the area. Also, needs assessment for Language Teaching has also come into vogue recently; such as, English for Academic Purposes, English for Business Purposes, and English for Specific Purposes (Edwards, 2000; Shing & Sim, 2011; Juan 2014; Li, 2014). Again, a considerable number of studies have been carried out over Teaching Turkish as a Foreign Language for different contexts (Çangal, 2013; Koçer, 2013; Şahin, İşcan, Ömer, & Koçer, 2013; Boylu & Çangal, 2014). However, none of them has investigated the training needs of teaching staff assigned to abroad. Still, the relevant parts are going to be presented in relevance to this study.

To begin with, Turkish Ministry of Education (1996) prepared a study describing the Education of Turkish Children in Federal Republic of Germany and providing numeric data. It defines the problems that were faced in Turkish Language and Culture courses across Germany. According to this report, Turkish Lessons which were expected to be useful in tightening their cultural ties, failed to achieve the desired success since it was kept out of normal school programs. Besides, learners who are not learning their native language and culture within formal educational structure have difficulty in learning the second language. Classes were done after school hours and this negatively affected the learners' motivation to attend the courses. Also, including Turkish Lessons marks only symbolically on the school report; that is, their having no effect on passing class, and existence of heterogenic classes in terms of language competency stood out as serious problems in front of Turkish Language and Culture Courses abroad. Clearly, the ministry was able to not only detect the problems itself but also suggest solutions twenty years ago. For instance, it proposed abolishing the practice of giving Turkish lessons after school time and including them into regular school program and among compulsory courses, taking notes from Turkish and Turkish Culture into consideration for passing grade, benefiting from technological materials that introduce the cultures of both countries and not assigning the teachers from Germany, instead from Turkey by

Ministry of National Education. The study also argues that it is necessary to provide in-service training for Turkish Teacher working in Germany so that they can integrate into German educational system better.

In a similar fashion, Yağmur (2006) carried out a survey study over the problems of Turkish education in Western Europe and came up with a number of precautions to be taken in order to improve Turkish Language Teaching. The findings of his study indicate that lack of the proper teaching materials is threatening the Turkish language teaching and its future at schools in Western Europe. Despite many structural and contextual problems, the pupils who took the survey stated to continue Turkish courses so that they could improve their mother language. The researcher also emphasized that quality teachers and materials were essential for efficient language teaching. In addition, he underlines that there must be a clear distinction between teaching Turkish as a native and foreign language so the teaching materials need to be prepared accordingly. For the integration of Turkish groups living in different countries of Western Europe to communities they live in, the researcher suggests that bilingual education is necessary whereas serious investment is required and this responsibility should not belong to only emigrant countries, instead the host countries as well.

Similar to MEB's findings, İleri (2009) outlined the problems of Turkish language education as a matter of weekly hours devoted to the mother tongue, whether mother language class is a compulsory subject, whether it can be accepted instead of mandatory foreign language and whether the notes taken from the course affect grade passing and school passing. İleri (2009) also argues that 'just as every German teacher does not mean the German teacher, every Turkish teachers does not mean the teacher of Turkish either' (p.11). Therefore, he underlined the importance of specialization in the field of teaching Turkish as a native language in order to improve language education abroad.

Another study was performed by Demir (2010) on the problems of the Turks living abroad, Turkish Lesson and its educational attainments in Turkish Language and Turkish Culture Lesson Curriculum for Turkish children living abroad. This study indicated that the attainments needed to be based on both theory and practice and the level mother language acquisition provided by The Curriculum of Turkish

Language and Turkish Culture Course for Turkish Children abroad is efficient but this period ought to be provided as introduction and realization rather than being imposed over learners. Native language education process should be adjusted since the target group consists of bilingual children. Regarding the teaching of the language of the society, the study mentions that a coordinated approach between native and second language teaching programs should be adopted. In line with İleri's study, it also indicated that teachers who gave native language education in abroad should be selected from the experts in their fields,

Taking a closer look at issue, Yıldız (2013) conducted a study with the aim of revealing the existing legal, social and administrative barriers in front of native language education in abroad as well proposing solutions to the problems. The outcomes of the study showed clear commonalities with the previous government paper and İleri's study, that is; lessons being done usually in multi-grade classes in the afternoon, and notes' not affecting the passing grade despite being written on the school report decreased motivation and thus, class attendance rates too whereas Turkish Community in Germany was in favour of extending the hours of mother tongue education. The biggest problem from German context was the education system of the country which was excluding the other cultures. Yıldız (2013) listed the probable solutions related Turkish Language Education as L1 in abroad as follows: increasing the number of immigrant-oriented educators serving at kindergartens, increasing the numbers of multilingual kindergartens or offering bilingual education at existing ones, devising the curriculum according to the principles of multiculturalism and bilingualism, reducing the pre-school prices further down and giving free pre-school education and providing necessary training educational materials to the families which were below a certain income level. He also suggested taking not only German language but also the native language into account in language proficiency level exams across the country, offering Turkish language course in the morning hours within the normal curriculum and taking Turkish notes into account for passing grade and removing the barriers such as allocation of an appropriate classroom, rent, electricity, insurance etc. He also believed that choosing the native language teachers appointed from local district from those who possessed pedagogical training, supervising the way in which the native language course presented, parents' being informed about the importance of

mother tongue and revising Turkish course materials according to students' level and needs were crucial points for decent language and culture education. He added the necessity of teachers' knowing the language of the country where they work, and most importantly for our study, organizing continuing in-service teacher training for teachers who were both sent from Turkey and assigned among local people of Turkish origin by joint teams consisting of experts of two countries.

In addition, Cem (2013) studied the challenges of teachers who were charged by Ministry of Education to work in Germany in terms of demographic parameters and his study found important correlation between demographic parameters and problems that teachers had to cope with. The researcher detected and classified problems under 5 sub-headings: orientation and adaptation problems, institutional problems, educational problems, problems related to transportation, cooperation and family. He made a series of recommendations related to problem as follow: teachers should be helped to reach their place of duty before schools start and once abroad appointment of teachers takes place, they should be helped in terms of orientation and accommodation, necessary precautions must be taken regarding health insurance of the staff and teachers should receive their salary without delay, teachers who are employed abroad need to know the official language spoken in the countries where they will serve in a pretty good level and teachers should be ensured to obtain a residence permit from the authorities without gender discrimination. Moreover, the researcher advises to eliminate the causes that make getting visa difficult to for the spouses and children of married teachers, preferring teachers with a postgraduate degree to the teachers with only a bachelor's degree for the abroad duty and minimize the problems experienced by married teachers when they return to home country (Cem, 2013).

Karagül and Karababa (2014) explored the views of teachers that were teaching Turkish to Turks living abroad over native language teaching processes and made a bunch of suggestions in line with the obtained results. They concluded that teachers who were teaching Turkish to Turks attached great importance to the adequacy of the field knowledge to be able to teach Turkish as native language in a bilingual environment and the importance of using a qualified course book for effective teaching was stressed by almost all participants. The majority of teachers were concerned with what language teaching methods and techniques in spite of

knowledge deficiency about what these methods and techniques were. In addition, they expressed to make use of visual and auditory materials; however, they complained about not accessing appropriate material easily. In the light of these, the researchers highlighted the necessity of providing effective and productive in-service training at certain intervals to the teachers undertaken the task of teaching native language to Turks abroad in order to ensure that they were able to fulfil this task successfully. In addition, they pointed out that eliminating the teachers' need for qualified material would increase the quality of native language education abroad. Last, they recommended training the teachers with regard to methods and techniques for classroom practice, developing listening materials with the ministerial experts' support as well as giving readers to learners according to their language levels

Apart from previous works, Şen (2010) investigated studies and practices by Ministry of National Education for native language education of Turkish Children living abroad and found that no item was included, though National Education Councils that had been gathered 17 so far, except for some information covered in 12, 15 and 17th. The study recommends the National Education Council to add Turkish Children's Mother Tongue Education abroad among the items on the agenda, and above all, prioritizes the removal of problems of the teachers who were assigned to serve abroad regarding the lack of teaching methods and techniques by means of in-service training.

In conclusion, aforementioned studies generally focused on the problems encountered mother language and culture education abroad. Besides, they validated the importance of quality teacher for decent mother language instructions for Turkish children abroad. Also, it was underlined that teachers' skills and knowledge needed to be updated according to bilingual education environment and especially, lack of a specialized teachers for the education of bilingual Turkish citizens in Germany obliged to organize continuous in-service training programs since this area differed from teaching Turkish as a mother or foreign language. Since the mother language and culture lessons are the only formal education environment that bilingual Turkish-children are able to hear and speak Turkish, native language teacher skills and knowledge must be maximized. Prior to this, investigating their needs in-depth and understanding what they require better seems to a practical way to follow and design a problem-focused training as well as avoiding wasting resources.

2.5 Previous Studies over the Training Needs of Language Teachers

In today's world where the needs of learners and type of knowledge change overnight, naturally teachers' knowledge and skills need to be updated through teacher education. Concerning language teachers, this reality has gained more importance as language teaching has shown a substantial shift from the structural teaching of language prevalent for decades to the ones focusing on communicative skills. In that sense, designing in-service teacher education programs and professional development opportunities is a key opportunity so as to train knowledgeable and competent language teachers who can catch up with the changes in their field and sharpen their professional skills. Despite the undeniable importance of teacher education, Richards and Nunan assert (1990) that the research over teacher education in language teaching has not reached the desired level. Besides, assuming that only providing training opportunities is adequate to remedy the deficiencies or meet teachers' requirement can be dangerously misleading since any programs which are prepared without gaining teachers' view point and actual needs are unlikely to accomplish desired result.

In this part, a compilation of the studies on the needs of language teachers are presented sequentially below, though they are few in number.

Taking a more general stance, a needs analysis was performed by Kusumoto (2008) over for Japanese homeroom teachers with the purpose of developing a teacher training program. The findings of the study revealed that developmental needs of teachers go under two main categories: the foreign language needs (the need to develop English Language proficiency), and the pedagogical needs (the need of improving the skills over how to teach). The results were useful for both curriculum developers and teacher trainers in Japan.

In addition to this, Igawa (2008) carried out a research searching the professional development needs of EFL teachers working within the context of Japan and Korea. According to results of his study, the teachers were in need of teaching skills and methods, language improvement, general communication skill and motivation whereas first two areas (teaching skills and methods) took the place on the top of this hierarchy. Still, teachers saw motivation and communication skill as a

prerequisite for their professional development. Igawa (2008) further states these needs show differences according to teaching experience.

On the same line, İnçeçay G. and İnçeçay (2009) did a case study investigating EFL teachers' needs in terms of the curriculum which was currently in practice along with the receptive and productive language skills they were teaching at a preparatory school of a private university. The data which gathered through semi-structured interviews and analyzed qualitatively showed that the current syllabus was prepared ignoring the implementers; that's to say, teachers' perceptions. Therefore, they pointed out that needs of teachers were essential for both during the design and application process of the curriculum and syllabus.

Moreover, Koç (2016) explored the satisfaction level of English Language Teachers at Elementary Schools in Turkey with In-Service Training programs offered by Ministry of Education Department of In-service Teacher Training and the Provincial Directorates for National Education (PDNE). The findings of the study revealed that teachers are not content with the in-service teacher-training activities and the existing in-service training falls short of meeting the teachers' needs. Significantly, this study proposes building new INSET activities according to the needs of English language teachers in Turkey as well as a distance in-service teacher training model.

As a more recent and local example, Mede and Işık (2016) carried out a mixed-method study over the in-service teacher training needs of primary English Teachers practicing at private schools in different cities of Turkey. The study tried to reveal teachers' needs regarding teaching methods, language skills, technology, classroom setting, teaching practices as well as material development by means of collecting data from questionnaire, semi-structured interviews and teacher diaries. At the end of the study, it was found that the primary English teachers require training programs focusing on the above mentioned topics except for material development. More importantly, the study suggests that in-service teacher training programs should be based on teachers' need if the teachers are expected to become more competent and specialized in their areas. Also, it claims that programs, in which teachers' perceptions are involved, boost their motivation and as a result, it surely reflects on the classroom practice.

All in all, the necessity of needs analysis in-service teacher training has been stressed in every single study above. On the contrary, no research has been carried out over the training needs of Teachers of Turkish Language and Culture commissioned abroad and this area still seems to be literally untouched. It is indisputable that such a study to investigate the needs of Teachers of Turkish Language and Culture working abroad is crucial to fill the gap in the area and to provide implications especially for future teacher training developers and other stakeholders.



Chapter 3

Methodology

3.1 Overview

This chapter describes the methodology of this study. It sequentially discusses the philosophical paradigm of the study and research design, the target population and selection of the participants, the data collection procedures and instruments, limitations and delimitations..

The following research questions were addressed in this study:

- 1) What are the perceptions of TLCTSA about previous in-service training in relation to their current service?
- 2) What are the in-service training needs of TLCTSA pertaining to teaching–learning process?
- 3) What are the teachers' suggestions for the content and characteristics of an ideal INSET program for TLCTSA?
- 4) What are teachers' perceptions as TLCTSA?

Table 1

Matching Research Questions and Purposes

Research questions	Purpose of the study
What are the perceptions Turkish Language and Culture Teachers serving Germany about previous in-service training in relation to their current service?	To ascertain teachers' perception on components and characteristics of previous in-service training programs about their current service
What are the in-service training needs of the Turkish Language and Culture Teachers serving Germany pertaining to teaching–learning process	To explore the training needs of Turkish Language and Culture Teachers working in Germany regarding teaching–learning process

Table 1 (cont.d)

Research questions	Purpose of the study
What are the Turkish Language and Culture Teachers' suggestions for the content and characteristics of an ideal INSET program for Turkish language and Culture Teacher working in Germany?	To find out teachers' suggestions about content and characteristics of an ideal INSET for Turkish language and Culture Teacher working abroad?
What are teachers' perceptions of sufficiency as Turkish Language and Culture Teachers abroad?	To examine teacher's perceptions of sufficiency as Turkish Language and Culture Teachers abroad

3.2 Philosophical Paradigm

Although most researchers tend to use either qualitative or quantitative, some others prefer to take a holistic picture to explain and understand a particular phenomenon under investigation better. This multiple approach in which both qualitative and quantitative means of data gathering are used is called as “ a mixed-method approach “. To further complicate, it is necessary to take a closer look to the distinction between two constituents. Array, Jacobs, Sorenson and Razavieh's explanation offers a good summary of how these two approaches try to answer to questions.

Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds. (2010, p. 22)

As mentioned, quantitative research usually has predetermined numeric coding systems for processing data at the very beginning of the research. Qualitative research also employs codes, however; these codes are verbal categories which are not fixed prior to study, instead; they are emergent which are shaped throughout the investigation.

Quantitative research deals with more the common features of groups of people. Therefore, it questions the relationship between different variables which are features that can change and take on different values depending on participants or things (Dörnei, 2011). On the other hand, qualitative inquiry strives to comprehend and translate human and social behaviour as it is lived by members in a specific social setting (Array et all. 2010). Simply put, quantitative research adopts a 'meaning in the general' strategy while qualitative research conducts an in debt-analysis of the phenomenon in order to reach the 'meaning in the particular' (Dörnyei, 2011, p.27).

If we go back to mixed-method approach, it provides a more comprehensible understanding of the research problem by converging numeric features from quantitative data and specific details from qualitative data (Dörnyei, 2011). Therefore, mixed-method approach allows adding something from both research models to the understanding of the phenomenon. This way, more reliable and a valid data are aimed to reach at the end. Lazoron (2005) summarizes mixed-method-approach as constituents shedding lights on “reality in different but complementary ways” (p. 219).

This study investigates the in-service training needs of TLCTSA and their perceptions about the previous in-service training. In addition to these, the researcher would like to explore the teachers suggestion about contents and features of an ideal Inset program for TLCTSA as well the teachers' perceptions of sufficiency as a TLCTSA. It is obvious that the study has more than one dimension and a mono-method approach would be absent. Therefore, an embedded design was chosen for this study and it is primarily aim to obtain a deeper understanding of the target phenomenon by means of two different perspectives and somehow, to be able to do cross-check between two sets of findings acquired through both quantitative and qualitative methods. As Dörnyei (2011) states, one of the purposes of this mixed - model is triangulation; that is, to verify findings via incorporating results obtained through divergent methods.

As the target population to address was large in number and the results were desired to be more generalizable, it benefited from survey design which is one type of quantitative research to gather numeric data so that statistical analysis can be done. For this, the information is gathered through questionnaires. The researcher

also desired to capture a sufficient amount of detail to explore the participants' views of the situation under investigation in-depth. To achieve this, the researcher conducted semi-structured interviews which are among the data collection tools of qualitative inquiry.

3.3 Research Design

As described in the previous part, a mixed-method research design, in which both quantitative and qualitative means of data collection and analysis procedures were utilized jointly, was found more appropriate to succeed purpose of this study.

Although this study creates a qualitative impression at the first sight, the way of data analysis and how the findings from the survey were presented also adds it a quantitative aspect. Quantitative research can be classified mainly as either experimental or non-experimental according to manipulation of one variable(s) over one another variable. When the researcher identifies variables rather than manipulating them or seeking relationship between them, this type of non-experimental research stands for survey research. Since the researcher desired to collect information about the a certain characteristics (in-service training needs of Turkish Language and Culture Teachers in Germany) about the target population by studying samples drawn from the population and to make inferences about the whole population based on those findings from the samples at the end, survey research design fits the aim of this study very well. To gather information from the sample group, the two data-gathering instruments were drawn on: interviews and semi-structured questionnaires. An internet questionnaire survey was administered to respondents so as to reveal their in-service training needs pertaining teaching-learning process. Since it was applied at one point a time, this type of survey design corresponds to cross-sectional survey according to the time of data collection.

Also, this study explored how teachers interpret and make sense of their own experience and situations (their training needs and perception about previous in-service training) to be able to arrive at a rich description of the research questions. To achieve this, semi- structured interviews which are among the principal means of data collection methods in qualitative research were employed. The data extracted from the semi-structured interviews in qualitative form (words from quotes) and descriptive analysis of findings (frequency analysis and content analysis) also adds a

qualitative manner to the study. Since the researcher did not want to limit the depth and breadth of the participants' experience about the questions, the semi-structured interview, which includes both prepared and open-ended questions, was found more appropriate (Dörnyei, 2011). It does not only guide the respondents with prompt questions but also encourages them to elaborate on the points that they see necessary with open-ended questions.

In addition to these, in order to answer the fourth research question which explores the self-perception level of teachers as Turkish Language and Culture Teachers abroad with its reason, an open-ended question was inserted both in the survey and the semi-structured interview. The survey results were converted to frequency and subject to the descriptive analysis while the findings obtained from semi-structured interviews were analyzed by means of content analysis. The researcher hereby wished to use the participants to look their own experience critically and reflect on them.

In conclusion, a mixed-method approach was chosen for this study as it was believed to produce better and more generalizable results which can be advocated by a larger number of audiences compared either method would alone provide. By this way, it was intended to increase the credibility of the study.

3.4 Target Population and Participants

Germany is a federal republic consisting 19 federal states and Baden-Württemberg is one of those states where Turkish mother language courses have been continuously carried out approximately for 40 years depending on the demands of parents. Owing to heavy industry companies and related job opportunities, Württemberg Region has always been one of those regions attracted Turkish immigrants most. According to current figures taken from the Office of the Turkish Educational Attaché in Stuttgart (personal communication, 17 March, 2016), the number of students continuing Turkish language instruction in the region is around 12.458. 132 Teachers of Turkish Language and Culture are officially commissioned by the Turkish Ministry of National Education with the aim of introduction, dissemination and protection of Turkish culture, strengthening and protecting our cultural ties with our citizens and teaching Turkish language abroad.

This study was conducted with the teachers working in Württemberg region of Baden-Württemberg State where the most crowded Turkish population in Germany live. Turkish lessons are offered at schools varied from the primary (Grundschule) to high schools (Gymnasium) parallel to German religion and ethics classes or after school hours. Those lessons are not compulsory and left to parents' decision. The course period is limited to two hours per week at most and most of the time, they do not have a classroom of their own. The lessons are usually offered as multi-grade classes which mean students from different grade levels come together and learn at the same time. The main instructional materials, course books were also prepared as compilation of themes and one book for different grades. To illustrate, 1-2-3 grades have one, 4-5 have one, 6-7 have one and 8-9-10 have one common book. Teachers have to teach at different types of schools because Turkish lesson hours at a school usually fail to fill mandatory course load (22 hours per week) and due to lack of teacher.

Before teachers starts working abroad, they are required to take a two-step selection examination. Those teachers who are successful in the selection tests are assigned abroad with the Joint Ministerial Commission on Culture's (composed of authorized representatives' of Ministry of Finance, Education and Culture and Presidency of Turks Abroad and Related Communities under the coordination of the Ministry of Foreign Affairs) decision and they are taken "Overseas Duty Compliance Seminar" by the Ministry General Directorate of Teacher Training and Development. It is a one-week crash program that covers various topics from methods for Teaching Turkish Language and Culture to immigrant families' children and survival tips for living abroad. Looking at the program, its aim is to equip teachers with the skills and information which are necessary to lead their lives and do their job abroad.

The target population of this study consists of 550 Turkish Language and Culture teachers who were employed by Turkish Ministry of Education in 19 states of Federal Germany. As all members of the target population (Turkish Language and Culture Teachers across the country) cannot be included in research due to time, place and other constraints, only 132 Teachers of Turkish Language and Culture, who were assigned by The Republic of Turkey to Württemberg region of Baden-Württemberg State, were invited to participate in this study. However, only 45 of them agreed to take part in.

The participants shared divergent demographic background. It was essential to state that none of them had undergraduate and graduate education over Turkish Language Teaching as native language to Turkish oriented-children in a foreign country context. They all also had more than five-year experience in teaching because it was a prerequisite to apply for this position abroad. Hence they were all older than 26. They all volunteered to participate in this study. Demographic data related to participants were summarized in the table below.

Table 2

The Demographic Data of Participants

Categories		f	%
Age	26-29	3	6.7
	30-39	30	66.7
	40-49	12	26.7
	50-59	1	2.2
Gender	Female	23	51.1
	Male	22	48.9
Faculty	Faculty of education	32	71.1
	Faculty of sciences and lit.	13	28.9
Type of degree	BA	37	75.6
	MA	15.6	7
	PhD	4	8.9
Years of experience	0-5 year	1	2.2
	5-10 years	15	33.3
	10-15 years	18	40
	15 years and more	11	24.4

Table 2 (cont.d)

Categories	F	%	
	Turkish	4	8.9
	Turkish lang. and literature	2	4.4
	German language	2	4.4
Subjects	English language	24	53.3
	Classroom teaching	8	17.8
	Culture of religion and knowledge of ethics	2	4.4
	Other	3	6.7
	0-1 year	24	53.3
	1-2 years	8	17.8
Duty period passed In Germany	2-3 years	5	11.1
	4-5 years	6	13.3
	3-4 years	1	2.2
	5 years and more	1	2.2

As it is seen, Table 2 shows the distribution of 45 participants according to their age ranging from 26 to 59 and more. The participants who were between 30-39 years took the biggest place in the study (66.7%) while the participants between 50 - 59 constituted the smallest group with (2.2%). The number of teachers between 40 - 49 was 12 (26.7%) and it was followed by the teachers who were between 26- 29 with a frequency of 3 (% 6.7).

When looked at the gender column, 23 of participants (51.1%) were female and 22 of them (48.9 0%) were male teachers.

The type of the faculties from which participants graduated was clustered into two categories: 32 of them (71.1%) were from faculty of education and 13 (28.9%) of them finished faculty of sciences and literature. Regarding types of their degrees, 37 (75.6%) of the teachers were holding BA, 7 (15.6%) of them had MA, and only 4 (7%) of teachers obtained PhD.

As indicated in the table above, 1 (2.2%) of all teachers who participated in the study had up to 0-1 years of total teaching experience, on the other hand, 18 (40%) of them had 10 to 15 years, 15 (33.3%) of them had 5 to 10 years and 11 (24.4%) of them had been working for 15 years and more. With regard to duration of teaching abroad, it is seen that 24 (53.3%) of the participants teachers had been working only for 1 year, whereas, 8 (17.8%) of them who had 1 to 2 years, 6 (13.3) had 2 to 3 years, 5 (11.1%) had 3 to 4 years and 1 (2.2%) had 4 to 5 and again 1 teacher (2.2%) had 5 and more years' experience at current mission.

The table above also demonstrates that the participant teachers studied different types of branches at university. 23 of teachers (53%) studied English Language Teaching at university while 8 of them (17.8%) were classroom teachers, 4 of them (8.9%) were Turkish Language Teachers. German Language, Turkish Language and Literature Teachers and there were also 2 (4.4%) teachers of religious culture and moral. Lastly, 3 of participants (6.7%) were from other branches out of the list.

Regarding confidentiality, the participants were surely informed about the purpose of the research and their consent was asked prior to study. For this, verbal notice for the interview and a preface for the questionnaire which summarized the study and its scope as well information about the researcher were presented. The participants were assured that the data and results were used only for the purpose of this study and they were kept confidentially.

Last, this study was carried out during the second semester of 2015-2016 and the first semester of 2016-2017 educational years.

3.5 Procedures.

In this part, the procedures of sampling are discussed in detail below.

3.5.1 Sampling. Sampling is one of the painstaking processes of research design as samples are expected to be good representative of the target population. Target population can be defined as the group of people over whom the research are carried over (Dörnyei, 2011). Broadly speaking, sampling procures are classified into two categories: probability sampling and non-probability sampling. In probability sampling, every element of target population has equal chance to be included in the study, So it can be said that selection is more or less attained randomly (Array et all. 2010) On the other hand, the samples are determined with a

non-random selection strategy in non-probability sampling. In other words, every element of population does not have equal chance to be included in the study.

For this study, using probability sampling is too beyond the means of researcher mostly due to time constraint, institutional permit, and heavy bureaucratic process, therefore the sample was drawn within the means of researcher as it is simply not feasible to reach all members of target population within a limited time period. These made the researcher opt to draw a sample which was thought to be good representative of the target population and apply the research over this chosen sample. This type of sampling which the researcher chose to benefit is called as convenience sampling which is a sub-category of non-probability sampling. In this sampling process, selecting participants depends on accessibility or availability in terms of geographical proximity and time limitation.

In the same vein, the sample group of this study consist of 132 teachers working in Württemberg region of Baden-Württemberg State. They were more eligible in terms of locations and other constraints mentioned below. They were typical of entire population and could reflect the teachers' perception of previous in-service teacher training events as well as their needs. On the other, only 45 members of this sample group contributed to survey which was sent them via Stuttgart Educational Attaché. Similarly, 7 of them were agreed to do face-to face semi-structured interviews

3.5.2 Sources of data. For the purposes of this study, two different data sources were employed:

- a) Survey
- b) Semi-structured interviews

The first means of data collection is an internet survey comprising 85 questions in total. The survey has five parts: Part I includes 8 multi-choice items asking personal information (age, gender, and educational background, types of degree, overall teaching experience, and subject and duty time passed abroad) and one open-ended question inquiring teachers' perceptions of sufficiency as Turkish Language and Culture Teachers abroad. The open-ended question was adapted from Yıldız's (2013) study which was conducted to identify teachers' views of Turkish Language Teachers on the courses of Turkish as a first language.

Part II starts with a multi-choice question asking information with regards to organizer of previously attended in-service training programs. It continues with a questionnaire comprising 46 questions which were in a 5 point Likert-type scale ranging from “I strongly disagree” to “I strongly agree”. It aims to investigate the perceptions of Turkish Language and Culture Teachers on in-service training programs over native language and culture teaching learning processes according to pre-determined components. This Likert type-scale was adapted from Yurttas’s (2014) study which was conducted in order to find out EFL teachers’ insights on the effectiveness of components and features of an in-house EFL INSET program. It can be wondered why a research tool originally developed for a study about EFL in-service teacher training was adapted to a study over native language teaching. Unfortunately, there was lack of validated data collection instrument designed with the purpose of investigating Turkish Language and Culture Teachers’ views about in-service teacher training pertaining native language and culture education. Also, Yurttas’s study is so comprehensive that it can be transferred to native language education. However, adapting of an instrument is quite different from adopting a tool. Specifically, it requires considerable modification of the original instrument such as adding, removing and developing items (Korb, 2012). The items of original study did also undergo significant changes to be able to fit the purpose of this study. Besides, some other precautions against validity and reliability concerns were taken. These measures are explained in detail under the related heading.

Yurttas (2014) developed his questionnaire as a result of detailed literature review on in-service–teacher training and formed a questionnaire including 13 components which English Language Teachers (EFL) were expected to have or develop so that they could actualize effective teaching. Those components were sorted as Learners and Teachers, Teaching and Learning Context, Teaching Grammar, Teaching Vocabulary, Reading, Listening, Speaking, Writing, Materials, Lesson Planning, Classroom Activities, Classroom Management, Professional development and Assessment. Although it originally included “Assessment” component as well, it was not adapted to this study since it was found irrelevant for the purpose of this study. To clarify further, the assessment component was not found useful by three teachers who were invited to conduct pilot study. They suggested that assessment process could not be added in the scope of native language

and culture education abroad because of the fact that grades taken from Turkish Language and Culture Courses did not enter to academic transcript of students in Baden-Württemberg and thus evaluation results did not possess any formal meaning. Consequently, this component was decided to exclude from the questionnaire. Likewise, some other items under each component were not adapted from the original tool since they did not cater for the purpose of this study.

Part III includes another questionnaire which was designed as Likert-scale items, in which respondents are required to indicate their extent of in-service training needs regarding Turkish Language and Culture Teaching and Learning process by choosing responses among the options ranging from *Not at all* to *Very Much*. The questionnaire questions were also adapted from Camuzcu and Duruhan's (2011) study which was conducted to find out the in-service education needs of primary school teachers at both public at private schools in terms of the teaching learning process. According to Ministry of Education Teacher Training and Education General Directorate (2010), some of the educational activities that teachers need to organize during teaching learning process can be listed as follows: arranging the learning environment, lesson planning, material preparation, diversification of teaching by taking individual differences into account etc. From this point of view, Camuzcu and Duruhan prepared their tool so as to reveal teachers' need related to using methods and techniques, ability to use materials, taking the interests and needs of the individual into account while teaching. For the purpose of this study, of course, these items were modified and rewritten, yet ten of 26 items were left out as they do not address the content of this study. Take for instance, the original tool includes an items such as "*to what extent do you need in-service teacher training about getting learners to prepare original projects?*" (Camuzcu & Duruhan, 2011, p. 19); however, this is not applicable for the present study.

Part IV includes an open-ended question inquiring teachers' comment on the components (e.g. material development, teaching methods for bilinguals, error correction etc.) and five close-ended question asking their ideas about the features (group size, length, location, nature of delivery, instructors, participants etc.) of an ideal in-service program. These questions were also adopted from Yurttaş's (2014) study which was mentioned above.

Finally, Part V invites the participants to participate in semi-structured interviews that were made subsequently.

In order to carry out an in- depth investigation of the teachers' ideas related to in-service training needs for native language and culture education in Germany and explore their views and perceptions of previous in-service training programs at a deeper level, the secondary data were obtained from semi-structured interviews. Semi-structured interviews were conducted to seven teachers who were conveniently sampled among the volunteers in order to deepen the data gathered from the survey. The interview includes six open-ended questions which were written parallel to survey questions. It begins with a factual question that helps them to relax and break the ice. The second question asks participants' previous in-service teacher program experience regarding Turkish Language and Culture teaching. It continues with another question about teachers' self-perception as Turkish language and Culture teachers abroad. The fourth question strives to find out need areas that the teachers are in need of while giving mother tongue and culture education to Turkish –oriented children abroad. Similarly, the fifth question inquires what would be the content of an ideal in-service teacher training program if they had a chance to organize. Finally, the respondents were invited to add any other topic that they would like to as the sixth question.

In addition to all these, probes which were detail-oriented and asked for clarification were included in the interviews so that respondents could elaborate on their response and reflect their feelings, ideas or experience in depth (see appendix B).

3.5.3 Data collection procedures. The data were collected from participants by means of an internet survey (see appendix A) and semi-structured interviews (see appendix B).

Prior to this research, the researcher took the necessary permission from the Office of the Educational Attaché of Turkish Consulate General in Stuttgart to be able to conduct such a study with the Turkish Language and Culture Teachers in Württemberg Region. (see appendix C). Having granted the official approval, researcher prepared an online survey accessible through a link which was delivered

with an e-mail attachment to all the participants in the Württemberg Region by the Educational Attaché.

An introductory letter explaining the purpose and usefulness of the study and was placed at the beginning of the internet survey. This letter alerted the participants against the length and estimated time to avoid their being overwhelmed by questions. Besides, it assured the respondents of the confidentiality of their responses and informed that the results would be shared with them upon their request. Participation to the study was on a voluntary basis and only after confirming that the respondents had read the letter and agreed to participate, they were allowed to answer questions by the survey device. After surveys started to be answered, the researcher realized that the turnout was lower than desired. Therefore, a reminder e-mail requesting their participation and reminding the dead-line of responding was sent to all participants. The response rate was 45 teachers in total out of 132 teachers.

As for the semi-structured interviews, the data were collected just after the survey. The interviewees were chosen among the survey respondents who accepted contributing to study further by attending the interview. First, the researcher reached the volunteers via phones or e-mail. Then appointments were arranged. Prior to interviews, they were asked if it might cause any inconvenience to record the interview for them. They were also informed that all interview data would be handled so as to protect their confidentiality and the recordings would be destroyed as soon as data analysis finished. The participants showed consent to recording the interviews and the interviews were carried out at the predetermined place and time. The interviews were done in Turkish as some participants could not speak English and it was assumed that they could express themselves better in their mother tongue. Each interview lasted for approximately 35-40 minutes.

3.5.4 Data analysis procedures. The quantitative data obtained from the survey questionnaires were figured out using frequency analysis. Frequency analysis was carried out via *google survey application* which turns responses for each item into percentage.

As for the qualitative analysis, data gathered from semi-structured interviews were analysed through directed content analysis in which the researcher derives his coding scheme from previous research findings prior to analysing data (Hsieh &

Shannon, 2005). For this study, the researcher first developed his codes from the previous literature. Then, voice recordings of semi-structured interviews were transcribed verbatim and read several times. In order to check transcribed data, the researcher got an English Language instructor to proofread them. Then, the researcher began coding immediately with the predetermined codes. When the initial coding was completed, the researcher examined the written data again and revised initial codes and also devised new categories for the data which did not go under any existing categories. As Content Analysis has longitudinal nature, the researcher re-read the extracts, moved back and forward during the process and tried to add as many possibilities as possible. This continued until the analysis reached the saturation. In order to ensure the reliability of the coding, the codes were subject to inter-coder reliability test. Here, two teachers, one of whom is still doing her PhD in educational sciences, were requested to identify categories from the existing codes to decide the amount of agreement or divergence between raters. It revealed that two different ratings managed to reach 79% amount of agreement. The only flaw was naming the same categories with different words. Consequently, it can be deduced that the coding has a higher inter-reliability. According to the feedbacks obtained from the teacher, the codes were reviewed and finalized. A similar procedure was applied to open-ended questions in the survey: the researcher scrutinized every single response to the questions, then developed categories for the answers and finally coded the data.

The following table presents an overview of the research questions and the data collection and analysis procedure.

Table 3

Overview of Research Questions and Corresponding Procedures

Research Questions	Data Collection Instruments	Data Analysis
What are the perceptions Turkish Language and Culture Teachers serving Germany about previous in-service training in relation to their current service?	Survey Questionnaire Semi-structured Interviews	Frequency Analysis Content Analysis (Miles and Huberman, 199

Table 3 (cont.d)

Research Questions	Data Collection Instruments	Data Analysis
What are the in-service training needs of the	Survey Questionnaire Semi-structured Interviews	Frequency Analysis Content Analysis (Miles and Huberman, 1994)
Turkish Language and Culture Teachers serving Germany pertaining to teaching–learning process?	Survey Questionnaire Semi-structured Interviews	Frequency Analysis Content Analysis (Miles and Huberman, 1994)
What are the Turkish Language and Culture Teachers' suggestions for the content and characteristics of an ideal INSET program for Turkish language and Culture Teacher working in Germany?	Survey Questionnaire Semi-structured Interviews	Frequency Analysis Content Analysis (Miles and Huberman, 1994)
What are teachers' self-perceptions as Turkish Language and Culture Teachers abroad?	Survey Questionnaire Semi-structured Interviews	Frequency Analysis Content Analysis (Miles and Huberman, 1994)

3.5.5 Validity and Reliability.

The quality of a study mostly depends on some criteria which commonly refer to validity and reliability. However, these two terms are usually connected to quantitative research and they equal to rigor in qualitative research. Array, Jacobs,

Sorenson and Razavieh illustrates the standards of rigor in the Table 4 below (2010, p. 497).

Table 4

Standards of Rigor for Research

Quantitative	Qualitative	Issue Addressed
Internal validity	Credibility	Truth value
External validity	Transferability	Generalization
Reliability	Dependability of trustworthiness	Consistency
Objectivity	Confirmability	Neutrality

As it is seen in the table above, the terms are corresponding and the measures adopted for increasing quality contributes to both.

In this part, the steps taken to ensure both reliability-validity in quantitative side and confirmability, credibility, dependability, transferability in the qualitative part were described in detail.

First of all, the data collection methods and procedures which were drawn on for the purpose of this study were piloted by three participants so as to decide if they were feasible or not. They were asked to look for any flaws and check the appropriateness of the tools. According to their reflections and suggestions, some further refinements were done. For, example; some items of questionnaires which were found inappropriate for the study were omitted. Likewise, the order and wording of some questions in the questionnaire were changed. This pilot study increased the face validity of study since the survey was checked in terms of not only comprehensibility but also any flaws such as misspelling or lack of cohesion between items.

Traditionally, validity can be defined as the extent to which measuring tool measures what it intended to measure while reliability stands for the degree of consistency that a measuring tool shows on repeated trials (Garmines & Zeller, 1987).

In terms of internal validity, it was not possible to talk about an outlier factor such as environment or maturation of participants which could influence their behaviours. The survey was delivered via an internet link which could be responded at their convenience. Also, the interviews were carried out immediately after the survey treatment. Therefore, the findings are internally valid and internal validity is analogous to credibility.

External validity refers to the amount of generalizability of test results to larger group or context rather than sample group. In our case, the participants of the study were complete representatives of the target population. Therefore; the results of the study can be generalized to other groups or context as long as similar conditions are provided. This refers to transferability of the results.

By the same token, this research was built on mixed-method design which data were collected through multiple sources: internet surveys and semi-structured interviews. This trait improves the validity of the research as the triangulation of data, which purports utilizing different means of data sources or methods in order to gain more insight of phenomenon from different perspectives, was achieved (Richards & Smith, 2010). Triangulation of data and methods lends the credibility of findings-that is, to internal validity.

Mixed-method design also brings Design Validity into question. Simply, design validity refers to why the researcher prefers to use mixed method inquiry. As mentioned before, mixed- method design was found more appropriate for this study because research questions needed to be investigated thoroughly and either method alone would be insufficient to do this. Survey questionnaires let the participants to reflect their ideas as much as the close-ended questions permit. To reach specific details on participants and to obtain quality responses, semi-structured interviews were carried out. The data collected from survey tool were cross-validated by semi-structured interviews with an attempt to determine convergence and divergence of the finding. By this way, inadequacies that might appear due to dependence over mono-method were eliminated. Corresponding outcomes of two different measuring tools contributed to generalizability of results which also enhances the external validity.

Last, the results are more acceptable than a mono-method design study might have as the research integrated two research designs at the same time and it is more likely to receive support from both sides' advocators which is another trait that boosts generalizability. It also enhances external validity and transferability of the results.

Reliability is also another indicator that contributes the quality of a research. Recall that it is mostly related to consistency of test results if the research is replicated. With respect to qualitative design, reliability corresponds to dependability. The researcher strived to meet the requirements for validating the reliability. Triangulation of methods and data sources, which was previously discussed, also enhanced the reliability since similar findings were reported at the end of data analysis. In the same vein, all the procedures that were followed throughout the study were identified in detail under related headings as well as information about participants, sampling, contextual data, data collection methods, tape recordings etc. That's why, the study can be replicated by other researchers by following the same procedures.

With the content analysis, it can be alleged that initial coding poses a bias with regard to trustworthiness. However, two important measures were taken to avoid this: first, the researcher did not confine himself solely to predetermined codes; instead he refined them or developed additional codes for the new data that did not match the existing coding schemes. Second, the coding schemes subject to an interrater evaluation, that is; the researcher coded the data and the asked three of his peers to code it benefitting the coding codes created by the researcher previously. The peers could generate new codes or come up with changes. Finally, peers-coding were compared to researchers' to decide if different coders used the similar labels for constituents of responses. It was found that there was 79% congruence between coding labels.

Last but not the least, the internal consistency reliability that corresponds to correlation of each item with the other items and with the total scale score (Dörnei, 2010) was attempted to achieve through including so many items expected measure the same target. That is, the survey consists of 46 items while the second has 20. To check the internal consistency of questionnaire items, the results of questionnaires

were subject to internal consistency reliability analysis. It was calculated for by the Cronbach Alpha coefficient making use SPSS for each questionnaire separately. According to this calculation, the first questionnaire has reliability coefficients of 0.996 and the second questionnaire has 0.995. Both figures can be judged excellent as they are pretty higher than acceptable reliability coefficient figure (0.70).

Confirmability of the study from qualitative aspect is equivalent to objectivity in quantitative aspect and both are related to idea of neutrality. In order to provide this, the researcher strived to avoid bias while conducting and evaluating the results by triangulation, peer reviews and complete audit trails that means thick descriptions of research procedure, reasons and contexts. This allows another researcher to get similar or dissimilar results (Array et al., 2010).

All in all, validity and reliability of the study were ensured through pilot study, rich description of procedure, data and method triangulations, interrater agreement and calculating internal consistency reliability by Cronbach Alpha coefficient.

3.6 Limitations and Delimitations

The study was carried out with the Turkish Language and Culture Teachers in Württemberg Region of Federal Germany. Therefore, the findings can be questioned due to being peculiar to a certain region and thus, having low external validity. More comprehensive studies which include more participants across the country would result in more valid results. However, it was beyond the means of the researcher to conduct more comprehensive research due to time constraint, institutional permit, and heavy bureaucratic process within such a limited time period. Since the samples were chosen conveniently, they might be thought to be poor representatives of the target population. On the other hand, one should note that they were not chosen due to having any criteria; on the contrary, they were preferred only because of being accessible. Another issue is about bias. Since the researcher was one of those Turkish Language Culture Teachers employed in this region, critics towards objectivity may be raised. On the other hand, the researcher took care to maintain his impartiality by taking several measures such as triangulation, piloting the study or applying the interrater evaluation, peer-coding etc. Third, this study aimed to answer research question according to data gathered from the target population which consists of 132 teachers. However, only 45 of them (35%) answered the survey. The interviews were

also on the voluntary basis and only a few of the participants wanted to take part them. Lack of sufficient participants can be considered to pose a limitation for the results to be able to a good representative of the teachers in the whole region.



Chapter 4

Results

4.1 Overview

This chapter reports the results of this study whose purpose is to find out in-service training needs of TCLTSA pertaining to teaching –learning process, teachers’ perception on previous in-service training programs in relation to their current mission and their comments on the contents and features of an ideal in-service program prepared for TCLTSA. In addition, it explores teachers’ perceptions of sufficiency as TCLTSA. The quantitative data gathered through internet survey were analysed by means of frequency analysis while the qualitative data obtained from series of semi-structured interviews conducted with 7 teachers and open-ended questions were scrutinized through content analysis.

4.2 Quantitative Results

4.2.1 Quantitative results for research question 1. In this part, the quantitative data obtained from the survey questionnaire to answer 1st research question which aimed to find out teachers’ perception of previous in-service training programs in relation to their current service are reported. Tables present the teachers’ perceptions of programs which they had participated with regard to pre-determined components. Those components were defined as Learners and Teachers, Teaching and Learning Context, Teaching Grammar, Teaching Vocabulary, Teaching Reading, Teaching Listening, Teaching Speaking, Teaching Writing, Material Developing, Lesson Planning, Classroom Activities, Classroom Management and Professional development (Yurttaş, 2014, p.26).

The questionnaire starts with a multiple-choice question inquiring information about the organizer which held the Inset programs that teachers participated before and it is illustrated as follow:

Table 5

The Organizers of previous Inset programs participated by Turkish Language and Culture Teachers

Organizer of the Inset Program	<i>f</i>
Number of Teachers (45 in total)	
Ministry of Education	42
German Local Authorities	5
Other	5

Table 5 shows that majority of teachers (42) participated an Inset program that was held by Ministry of Education. It also informs that some teachers took part in more than one Inset program when compared to total number of teachers (45).

4.2.1.1 Results for component 1: learners and teachers, teaching and learning context. The following table shows the frequencies for each item included in the questionnaire for the component one.

Table 6

Perceptions of the Turkish Language And Culture Teachers on the previous in-service training programs regarding “Learners and Teachers, Teaching and Learning Context”

Component 1: Learners and Teachers, Teaching and Learning Context	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	%	%	%	%	%
1. Adapting the teaching methods according to different learning needs	6.7	44.4	35.6	13.3	-
2. Teaching by taking the interests of the learner groups in a class into consideration	4.4	44.4	42.2	8.9	-

Table 6 (cont.d)

Component 1: Learners and Teachers, Teaching and Learning Context	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	N/A %
3. Adapting your teaching to different learning styles (visual, auditory, etc.)	8.9	46.7	35.6	8.9	-
4. Methods for encouraging learner independence in the class	6.7	37.8	44.4	11.1	-
5. Dealing with mixed level classes	6.7	22.2	55.6	15.6	-
6. Ways for teaching mother language to bilinguals	4.4	35.6	51.1	8.9	2.2
7. Teaching multi-grade classes at the same time (different classes at the same time)	4.4	20	57.8	15.6	2.2
8. Teaching Culture	-	53.3	35.6	11.1	-
AVARAGE PERCENTILES	5.23	38,05	44.73	11.67	0.5

According to this table, the participant teachers agreed most (with a combination of strongly agreed and agreed) on the usefulness of the 3rd item referring to adapting the teaching to different learning styles with a percentage of 56.6% while the 7th item which is about teaching to multi grade classes at the same time got the lowest percentage (24.4). Teachers' perception about usefulness of the other aspects of the component 1 are as follows: teaching culture (53%), adapting the teaching methods according to different learning needs (51.1%), teaching by taking the

interests of the learner groups in a class into consideration (48.8) %, methods for encouraging learner independence in the class (44.5), ways for teaching mother language to bilinguals, dealing with mixed level classes (40%). On average, however; 56.4% of participants did not regard their previous in-service training programs as useful in terms of providing component 1 (Learners and Teachers, Teaching and Learning Context) while 43.4% of them found it useful. 0.5% of participants also thought that these items could not be applied to the programs they had attended beforehand.

To sum up, the averages point out that the contents in relation to teaching culture, adapting the teaching to different learners' learning styles and needs of that were provided by previous in-service training programs contributed to teachers' teaching in the classroom, yet they found the programs useless in terms of providing the contents about teaching by taking the interests of the learner groups into consideration, methods for encouraging learner independence in the class, dealing with mixed level classes, ways for teaching mother language to bilinguals, teaching multi-grade classes.

4.2.1.2 Results for component 2: grammar. The following table illustrates the teachers' perception of previous Inset programs regarding to *teaching grammar*.

Table 7

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Teaching Grammar"

Component 2: Teaching Grammar	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	N/A %
9. Ways of teaching grammar	-	53.3	35.6	11.1	-
10. Correcting grammatical errors originated from negative transfer between languages.	11.8	33.3	43.1	11.8	-
AVARAGE PERCENTILES	5.9	43.3	39.35	11.4	-

With regard to second component, two items were evaluated by the participants. Item 9 which is about ways of teaching grammar recorded a higher score than item 10 which refers to correcting grammatical errors originated from negative transfer between languages. When the averages are compared, it is seen that 49.2% teachers (with a combination strongly agreed and agreed responses) agreed with the usefulness of previous in-service training programs whereas the 50.7% (with a combination strongly disagreed and disagreed responses) found it useless in providing the contents related to teaching grammar and correcting grammatical errors.

4.2.1.3 Results for component 3: teaching vocabulary. Table 8 informs us about the teachers' perceptions of previous in-service training programs regarding the component "Teaching Vocabulary".

Table 8

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Teaching Vocabulary"

Component 3: Teaching Vocabulary	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	%	%	%	%	%
11. Methods for teaching vocabulary	2.2	35.6	49.9	11.1	2.2

The table 8 reports that participants did not agree with the usefulness of the previous in-service training programs for offering the content about teaching vocabulary with a percentage of 61% (with a combination strongly disagreed and disagreed responses) while the percentage of those who believed those programs were handy remained at 37.8% (with a combination strongly agreed and agreed responses). Meanwhile, 2.2% of participants considered that these items did not find any room in the former Inset programs.

4.2.1.4 Results for component 4: teaching reading. Teachers' perceptions of reading component are shown in the table 9 below.

Table 9

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding " Teaching Reading "

Component 4: Teaching Reading	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	N/A %
12. Getting learners to acquire reading skills for different purposes (entertainment, getting information, etc.)	2.2	31.1	51.1	13.3	2.2
13. Identifying the difficulties learners may face while reading texts	2.2	28.9	55.6	8.9	2.2
14. Ways of making reading texts more intelligible to learners	6.7	44.4	37.8	8.9	2.2
AVARAGE PERCENTILES	3.7	34.8	48.1	10.36	2.2

According to table 9, teachers found previous in-service training program useful in terms of providing the contents for teaching reading with a percentage of 38,5% (with a combination strongly agreed and agreed responses) on average although 58.4% of the teacher (with a combination strongly disagreed and disagreed responses) did not support the idea that those programs were helpful in offering some ways for teaching reading. Interestingly, the proportion of teacher who perceived the item 12 (*Getting learners to acquire reading skills for different*) negatively is equal to percentage of disagreement for the item 13 (*Ways of making reading texts more*

intelligible to learners). Based on those results, it can be concluded that previous programs were thought to be lack of the content of teaching reading.

4.2.1.5 Results for component 5: teaching listening. Table 10 illustrates teachers' ideas over the previous in-service training programs regarding teaching listening component.

Table 10

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Teaching Listening"

Component 5:	Strongly	Agree	Disagree	Strongly	N/A
Teaching Listening	Agree			Disagree	
	%	%	%	%	%
15. Getting learners to acquire listening skills for different purposes (Entertainment, getting information, etc.)	4.4	44.4	40	8.9	2.2
16. Identifying the difficulties learners may face while listening texts	4.4	37.8	43.7	11.1	2.2
17. Ways of making listening texts more intelligible to learners	6.7	37.8	42.2	11.1	2.2
AVARAGE PERCENTILES	5.16	40	41.9	10.3	2.2

Under the component 5, there are three items regarding teaching listening. According to participants, the most useful aspect of component 5 is the item 15, that is, "*Getting learners to acquire listening skills for different purposes*". Nevertheless, they found the item 16 as the least useful for their own teaching. The average percentage of teachers considering the previous programs beneficial for offering component 5 was 45.1% while 52.2% of them asserted the contrary. Also, 2.2% participants on average perceived listening component inapplicable to the in-service

training programs they attended before. To conclude, majority of teachers did not agree with the usefulness of previous Inset programs with regard to proving listening component.

4.2.1.6 Results for component 6: teaching speaking. The following table lists the teachers' responses given for the *Teaching Speaking* component.

Table 11

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Teaching Speaking" component

Component 6:	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Teaching Speaking	Agree			Disagree	
	%	%	%	%	%
18.Ways of getting learners to realize distinctive sound characters of Turkish and German languages	6.7	48.9	35.6	6.7	2.2
19.Ways of pronunciation practice	2.2	37.8	44.4	11.1	4.4
20. Correcting learners' oral	2.2	42.2	42.2	8.9	4.4
AVARAGE PERCENTILES	3.7	42.96	40.73	8.9	3.6

According to the table, item 18 which is about ways of getting learners to realize distinctive sound characters of Turkish and German Language got the highest percentage (55.6%) of all (with a combination strongly agreed and agreed responses). On the other hand, participants scored "ways of pronunciation practice" the lowest (40%). When the averages are compared, percentage of participants considering previous programs as effective is 46.6% (with a combination of strongly agreed and agreed) while 49.6% percentage thought they did not include so much about teaching speaking. In addition, 3.6% of participants on average did not believe that these items under the reading component were applicable to former in-service training

programs. It can be inferred from the table that overall perception of usefulness of in-service programs for providing the component 6 is low.

4.2.1.7 Results for component 7: teaching writing. Table 12 presents the views of the teachers' over the component *Teaching Writing*.

Table 12

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Teaching Writing" component

Component 7: Teaching Writing	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	%	%	%	%	%
21. Providing appropriate models of written language	6.7	20	55.6	15.6	2.2
22. Correcting learners' written language errors	-	26.7	57.8	11.1	4.4
AVERAGE PERCENTILES	3.35	23.35	56.7	13.35	3.3

Under the component seven, three items were evaluated by the participants. Interestingly, items 21 and 22 got the same percentage of agreement (26.7%). However, the participants disagreed more with the usefulness of the item 21 (71.2%) and 22 (68.9). When looked at the average percentiles, 26,7% of the teachers (with a combination of strongly agreed and agreed) found former in-service programs useful while 70% of them (with a combination of strongly disagreed and disagreed) considered that they were not beneficial in relation to teaching writing.

4.2.1.8 Results for component 8: materials. Table 13 describes the teachers' perceptions of previous former Inset programs regarding *Material* component.

Table 13

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding “Material Development” component

Component 8: Material Development	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
	%	%	%	%	%
23. Adapting course book materials according to students’ language proficiency	10	34	44	10	2
24. Supplementing course book materials	2.2	33.3	51.1	11.1	2.2
25. Selecting materials that are appropriate for bilinguals	4.4	28.9	51.1	13.3	2.2
26. Preparing materials that are appropriate for bilinguals	2.2	20	57.8	15.6	4.4
27. Selecting materials that are appropriate for students’ learning styles	2.2	48.9	40	8.9	2.2
28. Preparing materials for multi grade classes	6.7	24.4	53.3	8.9	6.7
AVARAGE PERCENTILES	4,6	31.5	49.5	11.3	3.2

Under the component eight, six items were responded by the participants. The item which scored the highest percentage of agreement was item 27 with 51.1% percentage (with a combination of strongly agreed and agreed) whereas item 26 got the lowest (2.2). The overall evaluation for the usefulness of previous programs regarding material development component seems to be low. To illustrate, 36.1% of teacher on average regarded previous in-service programs as helpful for suggesting how to develop material, yet the percentage of those who perceived those program as useless, in this sense, is 60,8%.

4.2.1.9 Results for component 9: lesson planning. Table 14 shows the teachers' view regarding the component *Lesson Planning*.

Table 14

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Lesson Planning" component

Component 9:	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Lesson Planning	Agree			Disagree	
	%	%	%	%	%
29. Making hourly and weekly lesson plans	2.2	24.4	60	6.7	6.7

According to table 14, majority of the participants did not agree with the usefulness of previous in-service training programs in terms of providing lesson planning. While 66.7% of the participants (with a combination of strongly agreed and agreed) did not agree with those programs did not answer their needs, 26.6% of them (with a combination of strongly disagreed and disagreed) perceived those programs effective in respect to making hourly and weekly lesson plans. The number of those who found this component was inapplicable for previous in-service programs is 6.7%.

4.2.1.10 Results for component 10: classroom activities. Table 14 illustrates the perceptions of teachers' over the component *Classroom Activities* as follows:

Table 15

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Classroom Activities" component

Component 10:	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Classroom Activities	Agree	Agree	Disagree	Disagree	N/A
	%	%	%	%	%
30. Using songs for native language teaching	-	26.7	55.6	13.3	4.4

Table 15 (cont.d)

Component 10: Classroom Activities	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	N/A %
31. Using stories for native language teaching	2.2	17.8	60	11.1	8.9
32. Using pictures for native language teaching	2.2	22.2	57.8	6.7	11.1
33. Using drama for native language teaching	13.3	46.7	33.3	6.7	-
34. Using games for native language teaching	8.9	48.9	37.8	4.4	-
35. Using technology (projector, computer, internet, smart board etc.) for native language teaching	8.9	46.7	40	8.9	-
AVARAGE PERCENTILES	5.91	34.83	47.41	8.51	4

Component 10 includes six items about Classroom Activities and item 33 which refers to using drama for native language teaching got the highest percentage (60%) of agreement when agreeing responses were totally calculated. Item 30 got largest percentage (71.1%) of disagreement with the usefulness of previous program regarding classroom activities when disagreeing responses were scored. Overall positive perception of component 10 seems to be lower (40.7%) than negative perception (55.9%). Percentage of those who considered component 10 inapplicable to former in-service training is also 4% on average.

4.2.1.11 Results for component 11: classroom management. The teachers' perceptions of previous Inset programs regarding *Classroom Management* are as follows:

Table 16

Perceptions of the Turkish Language And Culture Teachers on the previous in-service training programs regarding “Classroom Management”

Component 11: Classroom Management	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	N/A %
36. Ways for motivating students	24.4	42.2	26.7	6.7	-
37. Behaviour management techniques	22.2	44.4	28.9	4.4	-
38. Setting up group activities	4.4	55.6	35.6	4.4	-
39. Setting up individual activities	8.9	37.8	37.8	11.1	4.4
40. Selecting appropriate teaching methods and techniques	2.2	28.9	51.1	13.3	4.4
41. Giving learners appropriate feedback	-	37.8	48.9	13.3	-
42. Observing learners during activities	2.2	33.3	51.1	13.3	-
AVARAGE PERCENTILES	9.18	40	40	9.5	1.2

Under the component 11, there are 7 items about classroom management. The item with which was agreed most by the participants is 38, which is about setting up group activities. However, the item 40 which is selecting appropriate teaching methods and techniques was disagreed most. When average percentages are compared, the overall agreement on the usefulness former programs from classroom management perspective is 49.1% and disagreement is 49.5 %. It is remarkable that the percentage of the teachers who viewed previous programs positively and negatively with regard to classroom management content is nearly equal. Nonetheless, those who perceived them negatively slightly outweighed.

4.2.1.12 Results for component 12: professional development. Table 17 lists the teachers' response rate pertaining to *Professional Development* component as follows:

Table 17

Perceptions of the Turkish Language and Culture Teachers on the previous in-service training programs regarding "Professional Development" Component

Component 12: Professional Development	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	N/A %
43. Joining activities for professional development (seminars, workshops, distance education programs)	6.7	31.1	48.9	11.1	2.2
44. Following the literature in their field (books, magazines, journals, blogs)	6.7	28.9	53.3	6.7	4.4
45. Peer observation	6.7	35.6	48.9	4.4	4.4
46. Self-monitoring	2.2	40	48.9	6.7	2.2
AVARAGE PERCENTILES	5.57	33.9	50	7.22	3.3

Table 17 reports teachers' perceptions of Professional Development component of previous programs. According to the table, item 45, peer observation, got the highest percentage of agreement (42.3%) whereas item 44 was scored the least (35.6). Majority of participants-that is 57.2%, considered that former Inset programs were not useful in terms of proving professional development component. Hence, general positive perception seems to be low.

4.2.1.13 Results for average percentages of the components. In order to see views of the teachers regarding to all components of the former programs, their responses to the related survey are presented in table 25 below.

Table 18

Average percentages of all components

Components	Combined Results of Strongly Agree & Agree (%)	Combined Results of Disagree & Strongly Disagree (%)	N/A (%)
Classroom Management	49.18	49.5	4.4
Teaching Grammar	49.2	50.08	-
Learners and Teachers, Teaching and Learning Context	43.34	56.4	0.5
Teaching Speaking	46.66	49.63	3.66
Teaching Listening	45.16	52.2	2.2
Classroom Activities	40.74	55.92	4
Professional Development	39.47	52.2 2	3.3
Teaching Reading	38.5	58.46	2.2
Teaching Vocabulary	37.8	61	2.2
Material Development	36.19	62.73	3.28
Teaching Writing	26,7	70,05	3.3
Lesson Planning	26.6	66,7	6.7
AVARAGE PERCENTILES	39.96	56.74	2.97

As the table 13 illustrates clearly, the participant teachers found the previous Inset programs most effective in providing the ways for classroom management; however, they considered that they are the least efficient to present the ways for teaching writing in their own context. The table reports that the previous Inset programs were evaluated negatively with 56.74% percentage in respect to providing the components that are necessary for the native language and culture teaching

process. On the contrary, the average percentage of positive views remained only at 39.96%. The ratio of those who found those components were not applicable for the Inset programs that they attended before composed only 2.97% of participants.

4.2.2 Quantitative results for research question 2

4.2.2.1 Turkish language and culture teachers' in-service training needs pertaining to teaching – learning processes. The findings of Turkish Language and Culture Teachers' in-service training needs pertaining to Teaching – Learning Process are introduced in the table 19 below in the form of percentages. The data were collected as means of 5 point Likert Scale requiring the participants to determine their needs from a continuum ranging from *Not at all* to *Very Much*. Responses to each statement are ranked from highest to lowest with relevance to amount of needs.

Table 19

Turkish Language and Culture Teachers' In-service Training Needs Pertaining to Teaching – Learning Processes

Question: To what extent do you need in-service training regarding the following teaching –learning contents?	Not at all	Slightly	Moderately	Much	Very Much
Methods and techniques to enhance learners' learning motivation	-	17.8	13.3	35.6	33.3
Methods and techniques for teaching bilinguals	2.2	4.4	11.1	38.8	44.4
Methods and techniques for teaching culture	-	8.9	17.8	33.3	40
Using time efficiently during the classroom activities	11.1	31.1	11.1	17.8	28.9

Table 19 (cont.d)

Question: To what extent do you need in-service training regarding the following teaching –learning contents?	Not at all	Slightly	Moderately	Much	Very Much
Classroom management in multi grade classes	2.2	17.8	8.9	28.9	42.2
Choosing supplementary course materials	8.9	22.2	11.1	26.7	31.1
Making lesson plans suitable for the subject content	2.2	28.9	15.6	26.7	26.7
Selecting classroom materials and objects which increase learners' active participation in the classroom activities	8.9	22.2	11.1	28.9	28.9
Taking negative behaviour under control during classroom activities	2.2	15.6	11.1	31.1	40
Choosing methods and techniques suitable for the course objectives	-	22.2	26.7	24.4	26.7
Designing a classroom environment that generates motivation in the students	4.4	7.8	15.6	33.3	28.9
Choosing materials suitable for the course objectives	2.2	31.1	22.2	20	24.4
Preparing subject materials suitable for the course objectives	2.2	22.2	20	31.1	24.4
Utilizing educational technology for educational purposes during classroom activities	8.9	35.6	13.3	17.8	24.4

Table 19 (cont.d)

Question: To what extent do you need in-service training regarding the following teaching –learning contents?	Not at all	Slightly	Moderately	Much	Very Much
Designing the subject content according to the students' interests and needs	4.4	20	24.4	28.9	22.2
Preparing course materials according to individual differences	2.2	15.6	20	37.8	24.4
Teaching culture together with language	-	22.2	22.2	28.9	26.7
Correcting errors originated from negative transferring between languages.	2.2	15.6	11.1	40	31.1
Teaching the students' learning to learn' skill	2.2	22.2	17.8	28.9	28.9
Doing courses parallel to German curriculum	-	11.1	11.1	33.3	44.4
AVERAGE PERCENTILES	3.3	19.2	15.8	29.6	31.1

Table 19 shows that 96.7% of the teachers considered that they were in need of in-service education to some extent pertaining to teaching–learning processes. However, 3.3% of them suggested that they were not. According to the table, overall proportion of participant teachers' needs can be summarized as follows: 31.1% of teachers need in-service education regarding teaching- learning process so much, 29.6 % percent needs it much, 15.8 percent needs moderately, and 19.2% of them needs slightly. Items 1, 3, 10, 17 and 20 got the highest scores with 100% degree of need (sum of the ratings for *Slightly*, *Moderately*, *Much*, *Very much* responses). In other words, the teachers meant that they somehow needed to get in-service education regarding to methods and techniques to enhance learners' motivation, for teaching bilinguals and choosing methods and techniques suitable for the course

objectives. Also, teaching culture together with language and doing courses parallel to German curriculum were among most-needed areas. With 77.7% percentage, item 20 which refers to doing courses parallel to German curriculum was rated as mostly needed of all (with a combination of much and so much needed) . On the other hand items 6, 8 and 14 scored the lowest degree of need with 98.1%. All in all, the teachers seem to be highly in need of in-service training pertaining to teaching and learning process.

4.2.3 Quantitative results for research question 3. As for research question 3, quantitative data were collected through an open-ended question which let the participants shared their own ideas about the components and features of an ideal Inset programs for Turkish Language and Culture Teachers teaching abroad. Table 20 reports the contents of an ideal Inset program.

Table 20

The components of an ideal Inset program for Turkish Language and Culture Teacher working abroad

Components of An Ideal Inset Programs suggested for Turkish Language and Culture Teachers serving abroad	<i>f</i> (45)
Material Development	21
Native Language Education of Bilingual Children	21
Classroom Management	12
Classroom Activities (using games, drama, etc.)	6
Error Correction	5
Introducing Education System of the Host Country	5
Cross-curricular Teaching	3
Teaching Turkish Culture	3
Teaching multi-grade classes	2
German Language Education	2
Motivating Students	1
Ethics Education	1
Teaching Methodology	1
A Comprehensive Content	1

Table 20 (cont.d)

Components of An Ideal Inset Programs suggested for Turkish Language and Culture Teachers serving abroad	<i>f</i>
Teaching Vocabulary	1
Developing four Language Skills	1
Teaching Turkish to Foreigners	1

According to table 20, the teachers came up with different components for an ideal Inset program regarding teaching-learning. Unfortunately, two of 45 teachers did not respond to this question. Therefore, the evaluation was made out of 43 participants. When looked at the table, we see that the teachers emphasized especially the need for three components: Material Development ($f: 21$) and Native Language Education ($f: 21$), and Classroom Management ($f: 12$). Moreover, Error Correction ($f: 5$) and Introducing Education System of the Host Country ($f: 5$) were considered quite necessary by teachers. Although other components were mentioned by one or two teachers, they were as crucial as others if an inclusive Inset program was desired to design.

Another point that was suggested by the participant teachers is the features of an ideal program in terms of length, time, place etc. The data obtained from related open-ended question were presented in the figures below.

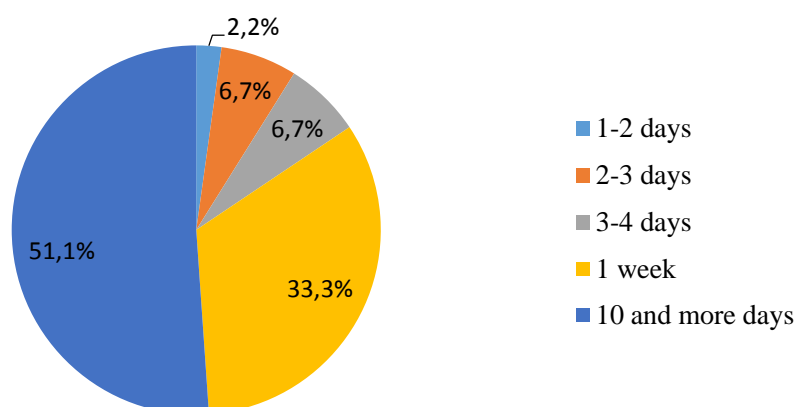


Figure 1. Duration of an ideal inset program suggested for Turkish language and culture teachers serving abroad.

Figure 1 shows that teachers had different ideas about length of an ideal Inset program. Nonetheless, the majority of them (51% out of 45 teachers) believed that programs should be at least 10 days or more length. 33.3% also considered they would last for one week while the other options are as follows: both 3-4 and 2-3 days period were rated by 6.7% and 1-2 days period days received 2.2%.

Besides, participants' preferences over the place of program vary. Figure 2 reports teachers' suggestions for the place of an ideal Inset program.

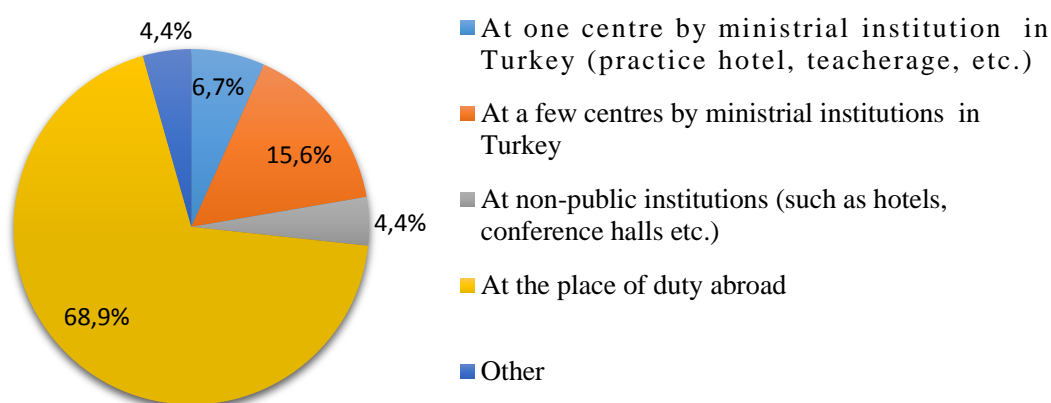


Figure 2. Place of an ideal inset program suggested for Turkish Language and culture teachers serving abroad.

According to Figure 2, most of the teachers (68.9%) were in favour of an Inset program which would take place in the country where they would teach. Programs taking place at more than one public institutions which belongs to Ministry of Education took the seconds place with 15.6% and 6.7% of them would like to attend a program organized at one center and by ministerial institution in Turkey. However, the idea of organizing programs both at nun-public organizations or other places were advocated 4.4%.

As for instructor of the Inset program, figure 3 below points out that the participant teachers mostly (51.1%) supported programs that would be delivered by the university and ministry experts in tandem. On the other hand, a considerable number of teachers (37.8%) thought that it would be better to organize a program lectured by other experts in their field. Also, experts only from the universities rated as 11.1%.

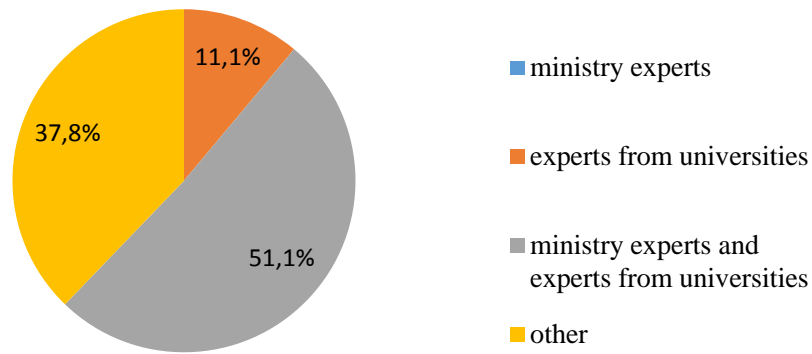


Figure 3. Instructor of an ideal inset program suggested for Turkish language and culture teachers serving abroad.

Another point that the participants were asked to reflect on is the nature of an ideal Inset program delivery. Figure 4 below illustrates the rate of teachers' suggestion.

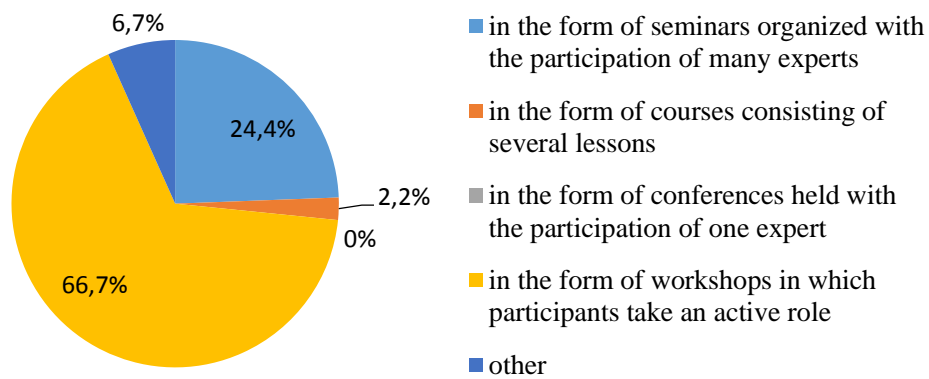


Figure 4. The Nature of delivery for an ideal inset program suggested for Turkish language and culture teachers serving abroad.

The figure 4 shows that 66.7% of teachers would prefer a kind of Inset program that is organized as workshop in which the participants take active role. Despite this vast majority, 24.4% of teachers supported programs delivered in the form of seminars that were provided by many experts. The proportion of teacher considering the programs should be delivered in other forms remained at 6.7% while the courses consisting of several lessons got the lowest rate (2.2%).

Lastly, the participant teachers were asked to make some recommendations on the ideal number of participants that would take part in an Inset program designed for Turkish Language and Culture Teachers. Figure 6 gives response rates as follows.

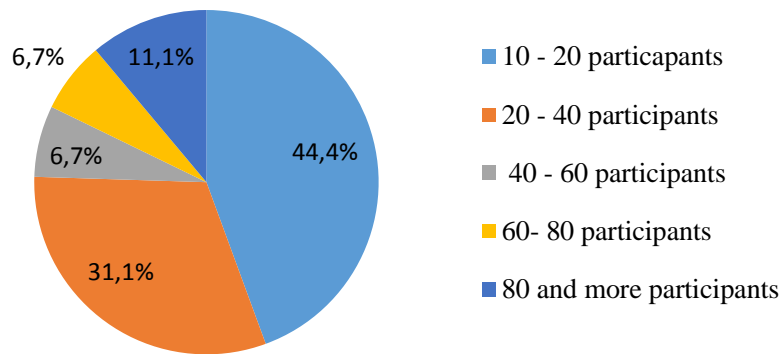


Figure 5. The ideal group size ideal inset program suggested for Turkish language and culture teachers serving abroad.

The figure indicates that a group composed of up to 20 participants was found most appropriate for an ideal program by 44.4% of the teachers whereas an inset program addressing 20 to 40 participants was ranked the second by 31.1% of the teachers. However, 11.1% believed that a group composed of 80 or more participants would be more appropriate for an ideal Inset. The percentage of teachers who considered participants between the number of 40-60 and 60-80 is 6.7%.

4.2.4 Quantitative results for research question 4.

Research question four intends to explore the teachers' perceptions of sufficiency as a Turkish Language and Culture Teacher abroad and the quantitative data were gathered from the survey through an open-ended question which asked the teachers if they consider themselves sufficient or not as TLCTSA. The results are summarized in the figure 6 below:

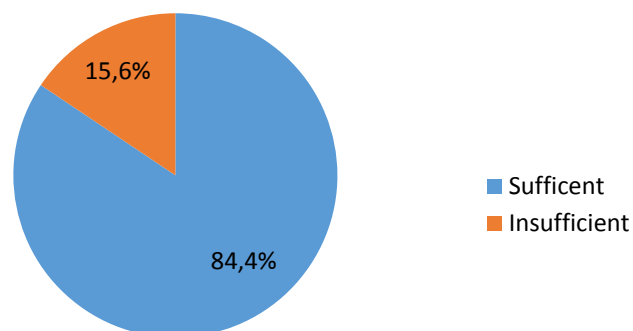


Figure 6. Teachers' perceptions of sufficiency as a Turkish language and culture teacher.

According to the figure 6, a vast majority of teachers (84.4%) found themselves sufficient as a Turkish Language and Culture Teacher abroad. When compared to positive perception, the number of those who did not consider themselves inadequate to conduct Turkish Language and Culture Education abroad seems to be lower, yet it cannot be ignored. 15.6% of teacher believed that they were not as efficient as they wished to be and the reason behind it was worth investigating. That's why; the researcher addressed one more questions to the participants and searched why the teacher thought so in debt. The findings were calculated as frequency and shared in table 21:

Table 21

The frequencies of the reasons for the participants' perceptions of insufficiency as a Turkish Language and Culture Teacher abroad

The Reasons For Participants' Perceptions of Insufficiency	<i>f</i>
	(7)
Out-of- field teaching	2
Lack of teaching experience with multi-grade classes	2
Difference at students language proficiency	1
Mismatch between teachers' and German system' teaching methods	1
Non-compulsory status of Turkish Lesson	1
Lack of cross-cultural knowledge	1
Lack of knowledge about students' behavioural pattern	1

Table 21 informs that out of field teaching and lack of teaching experience with multi-grade classes were shown as the common causes of low perceptions of sufficiency among 7 participants. In other words, they tried to say they were not trained for this mission but they were assigned to it. Other reasons were mentioned at the same level of frequency. That's why; it is not possible to talk about one's priority over another. Considering this, a further inquiry was carried out through semi-structured interviews.

4.3 Qualitative Results

In this part, the qualitative data obtained through semi-structured interviews are introduced. In order to analyse the data, content analysis was carried out and some quotes from interviews were given to exemplify the responses. The researcher aimed to dig up the issue in depth by inserting a qualitative research tool into his research and gap the areas which the quantitative method leaves missing

4.3.1 Qualitative results for research question 1. Seven participants volunteered to take part in the semi-structured interviews and they were interviewed at their convenience. Five of them used to work as English language teachers, one of them was a classroom teacher and one was a Turkish Language Teacher at their domestic mission.

They were first asked to evaluate the previous Inset programs they attended beforehand in relation to their current service. Overall, none of the teachers found the former Inset programs practically useful regarding their teaching activities at present. They informed that they had some useful contents and activities, but the Inset programs they attended included too general topics such as safety issues, visa procedures, life conditions of the new country etc. and there were few things about Turkish Language and Culture education. They evaluated the usefulness of previous Inset programs with these words: *not much effective at all, partially effective and somehow efficient*. One of the interviewees reflected his ideas in general as follows:

It was not a pinpoint program. Of course, some topics were covered but I think only %50 of what was actually intended was realized because most of the teachers did not any working experience abroad... It can be said that it was a wild goose chase...In general; I can define it as mediocre... Frankly, it's more trouble than it's worth. (Participant 1, 2016)

Another participant stated that the programs were effective for providing general information, whereas; he pointed what it described was different from what they found.

In fact, they were useful for but there were many irrelevant topics. General information was given and we got the general outline. I appreciate it in that sense. However, it seems to me what we faced when we arrived here was different from what we were mentioned there. (Participant 4, 2016)

Also, participant 3 put his view as follow:

I don't find them effective related to teaching-learning process. Not too many things for the teaching abroad were given but more general topics were covered. Some problems that might be faced during first language education were covered but not in detail. (2016)

With regard to the components of the programs, teachers reflected on a range of aspects and these were coded and clustered as developing material, classroom management, content knowledge (teaching bilinguals), motivating children, teaching methods and techniques, professional development and classroom activities. In general, they stated that the training was superficial in terms of those aspects.

To begin with, when they were asked to evaluate the efficiency of previous programs, they said they were deficient especially in proving components such as developing materials for bilinguals and classroom management. To illustrate, participant 4 said:

It was not satisfactory in terms of material development. It was not at all satisfactory for classroom management, either. I wish experienced teachers had come and told us the precautions we could take against the problems that we may face. (2016)

Similarly, participant 6 expresses his point of view as follows:

To tell the truth, I can't remember any activities performed over material development. Only, course books were mentioned that were prepared in the scope of "Uzaktaki Yakınlarımız." Project: one book for 1-2-3 grades, one book for 4-5 grades and one book 6-7 grades. (2016)

Some interviewees indicated the deficiency in classroom management content with following remarks:

I can say that it was not beneficial for Classroom management. As we were accustomed to students in Turkey, I felt I had just started my career as a teacher. I had a different students group in front of me. It is easy to manage classes consisting of 30-40 pupils in Turkey but here each pupil needs individual care although there are 9-10 students in my class, difficult... Classroom management is more difficult than Turkey. You have to keep their attention alive during 90 minutes. (Participant 7, 2016)

Here, we are having the greatest difficulty with controlling children. This is biggest problem we have and a demo lesson should have been done over it, but it was not. (Participant 1, 2016)

Concerning classroom management, especially 4 of participant teachers stressed the difficulty of managing multi-grade classes. They said that it was the first time they taught multi-grade classes and they had trouble with dealing students from different grades at the same time. They informed that the existence of those classes was mentioned in previous Inset programs whereas the teaching methods and techniques were not offered. The following excerpt summarizes their point of view very well.

About multi-grade classes, nothing was said. We were only told we had to pick up students for the classes and there might be two second graders and three third graders together. It was said we needed to teach according to needs of second or third grade. O.K. we would do but how? This point was not explained clearly. (Participant 2, 2016)

One of the aspects that the teachers found the Inset programs absent is the lack of content knowledge of Turkish Language Education as a first language. They stated that they were trained to be a teacher in another field apart from Turkish Language and Culture Teaching and they had no experience in this field. They highlighted that teaching native language to bilinguals was another field and it requires specialisation. However, the Inset programs organized before were deprived of providing this content thoroughly. The following excerpts show their ideas for this point clearly:

A special study which was designed over native language education of bilingual children did not exist in the program. The seminars were mostly performed by transferring theories developed for foreign language or native language teaching. We already know how to do foreign language education, yet the situations of children here are more different. They are bilingual kids and it is necessary to employ different teaching methods and techniques for them. (Participant 5, 2016)

We know the methods and techniques in our own field, but we do not teach a foreign language here and they are not the same. We teach mother language but we feel as if the majority of those children's native language was

German Some points were mentioned about this; still, the methods and techniques were not explained in detail (Participant 6, 2016)

“Yes, experts came but as I said, the time was too limited. For example, those who were lecturing over this had two hours at most and only small tips were given in this during these two hours” (Participant 3, 2016).

“...it was not truly efficient in relation to the education of bilingual children. I could not see this content in the program” (Participant 1, 2016).

Furthermore, teachers expressed that previous programs are not useful enough providing tips or ways to generate motivation in pupils either to attend or take active participation in classes. They put great emphasis on this issue since they believed it was one of the key points to notch up success in native language education abroad. Teachers underlined that most of the pupils do not attend Turkish and Culture Classes voluntarily but by their parents’ insistence. The following quotation exemplifies the common view about situation better.

I don’t remember anything about motivation. They only mentioned we needed to approach differently to children here as they were growing up in different culture despite being Turkish parents ‘children. ... We definitely did not take such training about this content but, I personally developed some techniques here. (Participant 4, 2016)

In the same vein, when the teachers were asked if they found the Inset programs useful regarding teaching culture, they were in the view that it was dealt with briefly but not sufficiently. They covered the issue of culture superficially without practical application. However, participant 5 highlighted another point in this regard as follows:

Topics about teaching culture were covered but I believe that it is more about teachers’ personal development and I don’t think teachers coming here do not have deficiencies in cultural background. On the other hand, as the range of this education is too broad, there may be problems with the level of students because we teach from to first to fourth grades here and the training over what to and how to teach at every level should have been developed accordingly. (2016)

Similarly, participant 6 aired his view as follows:

One of the lecturers told about traditional Turkish games. Since the time was limited and it was also for adaptation to abroad mission it was not possible to cover all in detail. Some examples showing how to use games also exist in course books but they are insufficient....For example, the existence of a project which was about Karagöz - Hacıvat Shadow Game maintained in Ankara but it was only told as a project and how to use it in Germany was not mentioned. Also, the studies that were carried out by Yunus Emre Institute were also shared. But how to use Hacıvat –Karagöz, how to re-enact Nasreddin Hodja or how to teach table manner in the class were not shown.

With the professional development ways, 3 of participants said to remember that only some online sources for professional development were provided but again not in detail.

Despite the fact that overall perception of previous Inset programs seems inadequate up to here, there is one aspect that teachers found especially beneficial: teaching activities. The teachers expressed that the training offered them some useful games that could be applied to the classroom. They also pointed out the efficiency of drama training. All participants praised this aspect of the programme and stated that they carried out that technique in their teaching. Take for instance, participant 1 verbalised his ideas as follows;

I found useful activities that were application-oriented in training programs; especially, the component over using drama for teaching Turkish to children. It was a method that we also applied in foreign language teaching, but exemplifying it for native language education was inspiring. I watched workshops showing how to use games with pleasure and they inspired us and facilitated our job here. (2016)

The teachers also reflected on the overall design of the Inset programs they attended before. They expressed that the programs were too short to cover the related topics and needed to be extended over longer time. 6 of the participants underlined that the programs were more theory-based than practice. They thought that programs were beneficial for transmitting theoretical knowledge but the application part which they needed most in the area was missing. Another point they criticized frequently was contents which were too general. According to participants, they addressed to

daily life abroad and official procedures more rather than educational matters. Some participants also pointed out inadequate instructors who were not fully aware of the application area and far from the realities of the classroom. In addition to this, they overemphasised the merits of workshops and activities which required their active participation and included practical examples.

4.3.2 Qualitative results for research question 2. As for the second question, in-service training needs of the Turkish Language and Culture Teachers serving Germany pertaining to teaching–learning process were asked to interviewees and their responses were sorted out as follows.

Table 22

Interview Results for Need Areas of Turkish Language and Culture Teachers working abroad pertaining to teaching–learning process

Need Areas Pertaining To Teaching–Learning Process	<i>f</i>
	(7)
Material Development	7
Classroom Management	7
Methods and Techniques for Teaching Bilinguals	7
Methods and Techniques for Teaching Multi-Grade Classes	7
Knowledge about German Education System	5
Methods and Techniques for Teaching Culture	4
Motivating Children	4
Cross-Cultural Knowledge	3
German Language Proficiency	2
Time-Management	1
Professional Guidance	1

According to table below, the interviewees are highly in need of first 4 areas for their teaching activities. The higher frequency of these areas indicated that teachers were quite aware of what they needed to be trained. Although all these 4 areas got the same frequency, *Material Development* and *Classroom Management* were two areas which came to interviewees’ minds first when they were asked and

this yielded a clue for their immediate necessity. Here, there are some statements illustrating their needs:

First, classroom management comes because most of the teachers coming here are Turkish and English Language Teachers and had no experience with the multi-grade classes. Second, material development is one the most crucial areas here because there are not too many appropriate ready-made materials. It is necessary to show how to adapt the presently existing materials according to the needs of the class. We used to develop extra English materials in Turkey, but here as the (cognitive) levels of students, their perception of course and mother language level vary a lot, we need to develop material for each grade. (Participant 6, 2016)

For bilingual education and classroom management, the participants gave responses compromising these two areas at the same time mostly because they might have thought those two areas were closely intertwined. Take for instance; participant two emphasized this necessity as follows:

We first need to learn methods and techniques and we should develop materials.... It is necessary to train us especially how to teach multi-grade classes as the majority of us used to teach mono level classes. It is the first time I teach multi-grade classes. For example, I have a class in which first, second, and third graders are found together. Still, another has first, second graders as well as three 4th graders. Of course, I feel I must teach each of them respectively, yet I need to learn how to do this. They (program developers) must do something for this. (Participant 2, 2016)

Classroom management is definitely necessary. Actually, there is a huge gap between first and second graders. Even 6 or 7 months make big difference in small kids with regard to physical and cognitive development. I think there is too much difficulty at this point. It is nearly impossible to motivate both of them at the same time and at the same level. It is like keeping wolf and lamp together. You can keep but the teacher needs to make great effort and be well-equipped as well. (Participant 1, 2016)

Another point that teachers highlighted under this heading was teaching culture and cross-cultural knowledge. According to teachers, cross-cultural knowledge was

an important factor that helps them to understand and develop insight towards how those children, who grow up in a multicultural environment, think and behave so. Intercultural teaching is one of the hot topics in the globalizing world where societies host different ethnic identities and as a result diverse culture inside. In their situation, children are of Turkish origin but they are born and raised in German culture. Thus, they acquire or are affected by both cultures. Therefore, the teachers were in a view that teaching native language and culture in Germany requires a great deal of intercultural understanding. In addition, working with bicultural kids requires knowing strategies and methods that embrace diversity. Within this discourse, participant 1 and 3 make these comments:

Kids are not only bilingual but also bicultural here. We are talking about children who grew up in German culture but speak Turkish and have little knowledge about Turkish Culture. That's why; we also need to aware of a little bit German culture and human relationship here. In addition, for example; while teaching something in the class, being aware of children's approach is quite important. Your words or behaviour may be misunderstood by the pupils. These approaches are crucial. I think we, English language teachers, are luckier than the other branches since we already teach culture while teaching foreign language so we can adapt some stuff. However, teachers to be employed here should be given a comprehensible training especially over teaching methods, techniques and material for bicultural and bilingual education. (Participant 3, 2016)

First of all, the experts who are well-equipped enough to analyse the cultural differences between citizen here and in motherland should show those differences to the novice Turkish Language and Culture Teachers during the first few months here. When the teacher says something which is quite normal for him/ her, the kids may get it wrong in the class. I know since I experienced it. (Participant 1, 2016)

The teachers also talked about the requirement for the acquaintance to German education system. It can be concluded from their comments that they expect to get acquainted with not only German school systems but also how teaching takes place in the courses. Take for instance; participant 2 says:

In my opinion, the biggest need of teachers here is to teach Turkish according to German education system. Because it is their learning style and no matter how you work hard to teach Turkish, the methods and techniques you are using may not match with here. We need to be informed about the methods and techniques used here. Also, we should be acknowledged about punishment and reward system. (2016)

Despite the necessity of motivational training stressed by interviewees, one of them indicated a different aspect and claimed that student motivation to attend classes and take part in classroom activities was more related to the official status of the Turkish Language and Culture class. He stressed that if Turkish Language and Culture Education gained an official status in Germany and became compulsory for Turkish children, the problem might disappear

Also, the list offered some additional areas which were not covered in the survey as well. The need for professional guidance and revision of current curriculum are those new areas that the teacher mentioned in the interviews

4.3.3 Qualitative results for research question 3. Third, the teachers were asked to make suggestions for the content and features of an ideal Inset program for Turkish Language and Culture teachers abroad. Their responses were analysed and classified as regarding the content and features in the table below:

Table 23

Interview Results for the Components of An Ideal Inset Program Suggested by Turkish Language and Culture Teachers

Components of An ideal Inset
<ul style="list-style-type: none">• Material Development• Classroom Management• Cross-Cultural Themes• Bilingual Education• Teaching Culture• Demo Lesson

Table 23 (cont.d)

Components of An ideal Inset
<ul style="list-style-type: none"> • Practical Teaching Activities • Survival Tips For Abroad • Purpose of Mission • Possible Problems and Solutions For Classroom Environment • History of Immigration • Perception of Turks Living in Germany on Turkey • German Citizen' Perception of Turks Living in Germany

When compared, the results of the interview and survey questionnaire seem to overlap in a high degree, yet this issue will be discussed in chapter 5 in detail. The interviewees put great emphasis on the practicality of training components. Besides, they suggested a new component which did not exist in the survey: *Possible Problems and Solutions for Classroom Environments*. They mentioned that sharing some problems that occur in the field and their possible solutions could prepare the teachers to real life situation better. Despite sounding novel, Survival Tips for Abroad, Purpose of Mission, History of Immigration, Perception of Turks living in Germany of Turkey and German Citizens' Perception of Turks living in Germany were said to be among the topics which were covered in previous Inset programs, yet they were expected to be presented more detailed.

4.3.4 Qualitative results for research question 4. The last question which was addressed to the participants aimed to investigate their perceptions of sufficiency as a Turkish language and Culture teacher in Germany as well as the reason behind their low self-perception. According to the interview results, teachers' responses show differences: three of 7 participants stated clearly that they felt *insufficient* in their current mission while three of them mentioned feeling *partly sufficient*. In addition, one of the interviewees defined himself as *mostly sufficient*.

At this point, it would be better to elaborate the responses of those teachers who said to feel partially sufficient as they all indicated to be insufficient at the early months of their mission and in the mean time they developed themselves and closed the gap their insufficiencies through experience.

When I first began, I found myself definitely insufficient because I had no experience. Throughout the end of the year, I had some skills gained through experience. Despite being partial, now I know what kind of methods I am going to follow for next year, not only in terms of material development but also classroom management, but I got them by experience. I can say that we got the adequacy here in the kitchen. (Participant 4, 2016)

Likewise, the teacher feeling mostly sufficient added that he used to consider himself insufficient at the beginning of the year until he completed the adaptation process. The following excerpt illustrates his point well.

I mostly perceive myself self-efficient. I used to feel insufficient when I first arrived here. However, the more I knew the kids, parents, and got acquainted with the curriculum; the more my self-confidence increased....The first year passing with adaptation avoided me saying I am fully sufficient. (Participant 7, 2016)

While their perceptions of sufficiency vary among the interviewees, there is no doubt that they felt inadequate felt during early months of their mission. In order to illustrate why the teachers regarded or used to regard themselves insufficient, the researcher deepened the questions and asked the reasons. Their responses were examined thoroughly and converted into meaning results via frequency calculation. Table 24 outlines the reasons behind teachers' negative self- perceptions.

Table 24

The Interview Results for the Reasons pertaining the Teachers' Perceptions of Insufficiency

The Reasons for Teachers' Perceptions of Insufficiency	<i>f</i>
Lack of knowledge to develop appropriate material	3
Lack of teaching experience with mixed-level classes	2
Out - of field teaching	2
Lack of teaching experience at primary school	1
Adaptation difficulty to new working environment	1
Lack of an updated lesson plan	1

Table 24 (con.d)

The Reasons for Teachers' Perceptions of Insufficiency	<i>f</i>
Lack of cross-cultural knowledge	1
Lack of experience with first graders	1
Lack of bilingual teaching experience	1
Not knowing how to motivate students for active participation	1
Unable to speak German	1
Limited class hours	1

The table 24 shows that the biggest deficiency is again seen in *material development* and it is followed by *lack of experience with mixed-level classes*. The difficulty which was caused by *out of field teaching* was also mentioned by two participants. They pointed out especially that they were trained as foreign language teachers and thus, did not have any idea how native language education of bilingual children should be done because it was said to require another specialisation. To illustrate, the foreign language teacher stated:

We were trained about language education but it was over foreign language education. The mission we carry out here is the first language education of bilingual children. We did take intensive training neither over teaching Turkish at university nor over the native language education of children living another country after university. Therefore, it was really hard for me and I faltered much in the first year... I don't think I can overcome this without specialised assistance. We should have been trained in this area before coming here.
(Participant 3, 2016)

For the sake providing variety, participant 7's insight was shared as well because this problem was not peculiar to English Language teachers. On the contrary, it was seen that the same problem hinders the other teachers who were trained as the class or Turkish language teacher at university so it is not possible to talk about marked divergence. The excerpt below is clear enough to support this argument:

“As it is the first time I teach bilingual children, I am not able to touch them. Most of the time, their German is more dominant than their Turkish” (Participant 7, Turkish Language Teacher, 2016).

Another teacher who finished the department of classroom teaching at university mentioned that:

Since I am a classroom teacher, it was difficult to do Turkish Language Teacher at the beginning because we did not know the culture and students. We did neither have experience nor receive comprehensible training. Therefore, it was difficult for us. (Participant 4, Classroom teacher, 2016)

They also stated the fact that no teacher here in Germany was trained for this mission indeed. In addition, the interviewees brought up some aspects such as *adaptation difficulty to new working environment, lack of an updated lesson plan, lack of experience with first graders and limited class hours*. It was thought that it would be beneficial to include the strong sides of the teachers so as to be able shed the situation light from another perspective. The table 25 informs the sides which the teachers consider themselves strong for giving Turkish Language and Culture Education in Germany. The frequencies were not included as each item was provided by one participant.

Table 25

Interview Results for Strong Sides of Teachers as a Turkish Language and Culture Teacher

Strong Sides of Teachers as a Turkish Language and Culture Teacher
Able to transfer teaching methods from different subject field to native language education
Able to teach cultural values
Able to organize cultural activities
Able to establish good communication with pupils
Able to guide learners
Able to deal with multi- grade classes
Able to sympathize with learners
Able to observe learners
Able to teach grammar of Turkish

Table 25 shows that there are some areas that the teachers considered themselves as sufficient. On the other hand, they added that they acquired these qualities through experience only after being assigned to abroad mission and it would have saved time, effort and sources if they had taken training for this field.

In conclusion, the data collected for the purpose of this study were presented in detail by means of both quantitative and qualitative data analyses throughout the chapter 4. In the light of these findings, it can be said that teachers' perceptions of previous In-service-training regarding 12 components were generally negative. According to average percentiles, the programs were found the least useful for providing the ways for the component 7 which refers to "teaching writing". Nevertheless, they were considered to be the most effective for providing the component 2 which is about "teaching grammar".

The qualitative findings also supported the quantitative findings with regard to that the Inset programs had some useful contents and activities, but they included too general topics far from to facilitate teachers' job while conducting teaching. According to interview findings, however; the former Insets were deficient especially in proving components such as developing materials for bilinguals and classroom management

The quantitative data obtained within the scope of second research questions revealed that a vast majority of teachers (96.7%) were in need of in-service teacher training programs pertaining to the teaching-learning process of Turkish Language and Culture. Of all components, the teachers rated the items about the methods and techniques to enhance learners' learning motivation, teaching bilinguals and choosing methods and the techniques suitable for the course objectives, teaching culture together with language, and doing courses parallel to German curriculum as the most needed aspects for which they should be trained. The components of supplementary course, selecting classroom materials and objects which increase learners' active participation in the classroom activities and utilizing educational technology for educational purposes during classroom activities got the lowest percentage of need, though. The qualitative findings also showed similarities and detected the most needed areas as *Material Development Classroom Management, Methods and Techniques for Teaching Bilinguals, Methods and Techniques for Teaching Multi-Grade Classes* and *Course Books Appropriate to Students' Language Proficiency Level*.

As for the third research question, the quantitative data analysis revealed that the participants were holding a wide range of items about the components and the features of an ideal Inset. Yet these two components were mentioned most: *Material Development (f: 21) and Native Language Education of Bilingual Children (f: 21)*. The interview results were also listed as follows: *Material Development, Classroom Management, Cross-cultural Themes, Bilingual Education, Teaching Culture, Demo lessons, More Practical Examples, Survival Tips for abroad, Purpose of Mission, Possible Problems and Solutions for Classroom Environment, History of Immigration, Perception of Turks Living in Germany on Turkey and German Citizens' Perception of Turks Living in Germany*.

Considering the features of the programs, the teachers advised preparing programs at least 10-day long and at the place of duty abroad with the participation of 10 to 20 attendees at most, lectured by the university and ministry experts in tandem and in the form of workshops in which the participants would take an active role.

The findings for the fourth research question informed that 84.6% of the teacher perceived themselves as sufficient as a TLCTSA despite the 15.6% minority who did not. The reasons behind the low perceptions of sufficiency were also investigated and *out-of- field teaching* and *lack of teaching experience with multi-grade classes* were stated as the most common causes. Furthermore, the qualitative data collection tool (the semi-structured interviews) was able to provide a richer description of the situation and conveyed the essence of matter as follows:

Lack of knowledge appropriate material, Lack of teaching experience with mixed-level classes , Lack of teaching experience at primary school, Adaptation difficulty to new working environment, Lack of an updated lesson plan, Lack of cross-cultural knowledge, Lack of experience with first graders, Bilingual education, Not knowing how to motivate students for active participation, Unable to speak German, and Limited class hours.

The next chapter will discuss the findings in more detail and search for the similarities and divergence between quantitative and qualitative findings. Besides, it will point out the correspondence of the findings with the previous studies in related literature.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The present study investigated the needs of TLCTSA pertaining to teaching-learning process and their perceptions of previous Inset programs in relation to their current mission. It also found out their perceptions of sufficiency as Turkish Language and Culture Teachers as well as their suggestions for the characteristic features of an ideal Inset program for TLCTSAs. The study was conducted with 45 Turkish Language and Culture Teachers working in Württemberg region in Federal Germany. The data were collected and analysed by means of multiple data collection and analysis tools; that is, the qualitative data were gathered from an e-survey and the outcomes were subject to descriptive analysis; whereas the qualitative data were obtained from semi-structured interviews and analysed through content analysis. As the researcher wished to make a comprehensive analysis of the situation, the prior quantitative data were consolidated with qualitative data; thus, the present study has a sequential mixed-method design in which the findings of a method were expanded through another method. After presenting the both qualitative results in the previous chapter, their implications are evaluated and interpreted in the following sections.

5.1.1 Discussion of findings of RQ1. The first question aimed to ascertain teachers' perception of the components and characteristics of the previous in-service training programs about their current service. The qualitative and quantitative findings were discussed congruently. The teachers were first administered a 46-item survey and then semi-structured interviews were done with the 7 volunteers.

When the survey results are compared with the interview results, we see that both data sources revealed a low perception of former Inset programs in terms of providing the related components. All interviewees emphasised the limited effectiveness of the programs. Both survey data and the semi-structured interviews showed that previous Inset programs were criticized for being 'too general' and having little linkage with their current classroom practice. The former Inset programs

were also mentioned having shortcoming especially in terms of developing material, classroom management and content knowledge (which fall under Learners and Teachers, Teaching and Learning Context); whereas, the teaching writing and lesson planning come in the first rank in survey results. The interviewees pointed out that the Insets were too superficial especially for filling their expectations over subject-matter knowledge of Turkish Language and Culture teaching. Similar to survey results, the interviewees complained about the deficiency of programs for demonstrating the ways for motivating children, teaching methods and techniques which correspond to *Learners and Teachers, Teaching and Learning Context* once again in the survey and professional development. The perceived effectiveness of previous Inset programs related to classroom management component was medium according to the survey results, yet the interviewees uttered this shortcoming too often. Surprisingly, they expressed their appreciation for the inclusion of classroom activities such as drama and games into training activities.

In addition, the participants of semi-structured interviews indicated that the programs were generally theory-based and presented as sheer transmission of knowledge. Besides, the instructors were not regarded fully qualified to lecture about some points such as teaching native language to bilingual or how to deal with mixed-grade and mixed-proficiency language classes since they concentrated on bookish knowledge and they are uninformed about the classroom reality. Another point which is worthy saying is the time constraints of the programs. The teachers believed the duration of the Inset programs and the allocated time for each component were not sufficient

Overall, the data obtained from two sources for the first research question seem to consistent enough; however, the qualitative results enabled to develop further insight into teachers' responses as they allowed the participants to elaborate their answers and reflect on the general design of the programs as well.

To some extent, the findings of the first research question are in accordance with Yurttas's (2014) study which investigates the perceptions of EFL teachers working about the most/least useful/effective components and characteristics of the EFL INSET program. Both studies found out that the participants perceived the previous Inset programs more successful in providing the components such as classroom activities and learners and teachers, teaching and learning context.

Irrelevance with the teaching context and overreliance on theory were criticised in both studies, though. The study is also in line with Uysal's (2012) findings. As in the present study, his study indicated the context-free design of the program. In other words, the components did not address to contextual needs of teachers. However, Desmarais (1992) stated, "... in-service programs should relate directly to problems encountered in the classroom" (p.13). It can be deduced that the current Inset programs do not seem to fulfil TLCTs' needs appropriately and the teachers have difficulty in relating the theory and practice. In this case, the necessity of the designing the in-service programs taking the teachers needs and expectations into consideration emerges. The components of the in-service training programs should be determined according to the needs and views of the beneficiaries; that is, teachers'. These findings are also compatible with the findings of the studies conducted by Desmarais (1992), İnceçay G. and İnceçay (2009), Küçüksüleymanoğlu (2006) and Gök and Altun (2010), who came to the conclusion that in-service training programs should be designed after the assessment of teachers' needs and concerns, and take into account idiosyncratic classroom applications. As Fullan (2011) indicates, "uniqueness of individual setting is a critical factor as what works in one situation may or may not work in another" (p. 32).

5.1.2 Discussion of findings of RQ2. Research Question 2 explored to Turkish Language and Culture Teachers' in-service training needs pertaining to teaching-learning process and again the data were amassed by means of a survey and semi-structured interviews. Overall, the results indicate an overwhelming need for on-the-job training including the pre-determined components

According to survey results, the necessity for doing courses parallel to German curriculum got the top priority with 77.7% percentage (the combination of *much* and *very much needed* responses) among them. It can be deduced that the teachers require learning how to do teaching in accordance with German teaching program as they believe the benefits of such a synchronous implementation.

The figures also show that there isn't a huge gap between most needed and the least needed components, that is; the ratio of necessity ranges from 100% to 91.1% percentage. Therefore, a component which takes 91.1% cannot be evaluated as "unnecessary"; on the contrary, it was also absolutely essential.

According to obtained results, it can be concluded that both survey and interview findings overlap substantially except for the material development component. On the other hand, it does not constitute a contradiction since 40 out of forty-five participants in the survey found the component as *needed*. German Language Proficiency and Time-Management were not among the predetermined items of the survey. They were emergent components which were added to into codes scheme after the content analysis of voice records, yet they are valuable to make elaboration of the needs content.

It can be inferred from the results that there is a strong need for Inset programs including components such as Teaching Methods and Techniques for Teaching Mother Tongue to Bilinguals, Teaching Culture and Dealing with Multi-Grade Classes, Material Development and the Information about German Education System As well As Teaching in Parallel with German Curriculum. The necessity for being trained over cultural knowledge and German language was also emphasized by the participants.

The findings show similarity with İleri's study (2009) in which the need of field teaching was emphasized and Karababa and Karagül's (2014) study which revealed that the teachers teaching Turkish to Turks abroad attached great importance to the adequacy of the field knowledge. Similarly, the need of training for teaching bilingual learners and culture were detected in the present study because teachers did specialise neither in native language and culture nor bilingual education.

The need for being trained over cross-curricular teaching was also proved to exist and it is consistent with Demir's (2010) study in regard to suggesting cooperation between the second and first language education programs of bilingual Turkish Children abroad. The training need for designing the subject content according to the students' interests and needs, and preparing course materials according to individual differences indicated that the teachers tend to adopt the learner-centred approach and it tallies with Karababa and Karagül' s (2014) findings one more time.

Moreover, the findings of the research were in accordance with Sağlam (1996), Yıldız (2013), and Cem's (2013) research studies showing Turkish language teachers' need to learn the language of the country where they are serving. It can be

deduced from these findings that the teachers value bilingual communication within the classroom as well as cultural and social relationships with that community.

5.1.3 Discussion of findings of RQ3. Research Question 3 investigated the participant teachers' suggestions for the features of an Ideal Inset for TLCTSA. In order to collect data, an open-ended and five multiple-choice questions were addressed to the participants throughout the survey. This inquiry is quite important since the quality and the success of a training activity largely depends on the determining the needs and expectations of participants prior to program (Özen, 1995). As Altın and Gök (2010) state, "since teachers are the individuals who take part in the process directly, it is important to elicit their opinions about the issue" (p. 1710). First, 16 components regarding teaching Turkish Language and Culture Teaching were suggested by the answers given to the open-ended question. According to the teachers, the most important two components of an in-service training program must be Material Development and Native Language Education of Bilingual Children. In this respect, the survey and interview results completely overlap. In the light of this information, it can be inferred that a considerable number of the teachers do not find themselves adequate in these two areas and expect to receive assistance through in-service training. The second mostly written component is Classroom Management with a frequency of 12. The interviewees agree with the requirement of this content too and thus a heading addressing to this area seems quite beneficial for the sake of meeting teachers' expectations. Classroom Activities (using games, drama, etc.), Error Correction and Introducing Education System of the Host Country were some other components that were frequently suggested by some participants. Comments on Error correction indicate that teachers experience difficulty in correcting errors. Take for instance, one of the interviewees said that she would like to correct errors, especially the ones originating from negative language transfer, but she did not know how. She also added to be afraid of demotivating the learners (Participant 3, 2016).

Likewise, the interview results revealed that More Practical Examples, Demo lessons and Practical Teaching Activities, are among the topics that are seen necessary to receive training. Hence, the qualitative and quantitative results correspond at this point too. These results proved the fact that teachers attach too much importance the activities targeted classroom applications and to be

knowledgeable about host countries' education system. Other areas that are wished to see in an ideal Inset can be listed as, Cross-curricular Teaching, Teaching Turkish Culture, Teaching Multi-grade Classes, German Language Education, Motivating Students, Ethics Education, Teaching Methodology, Teaching Vocabulary, Developing four Language Skills and Teaching Turkish to Foreigners. Based on these findings, we can conclude that teachers are also aware of the importance of teaching micro skills (teaching four language skills and vocabulary) and tend to demand training in this direction. Cross-cultural Themes and Teaching Culture were also emphasized by the interviewees and this indicates that teachers require special training not only to be able to teach Turkish culture but also to be acquainted with cross-cultural areas.

Two new points which are Ethics Education and Teaching Turkish to Foreigners are worthy of consideration because they were not faced in the literature review, yet they are controversial. Because the participants might have meant Classroom Education with Ethics Education as they attributed to misbehaviours in their classes to the question of ethics. Considering Teaching Turkish, the participants might have meant the pupils who had little or no Turkish but attended to Turkish classes. Those kids may have lack of concentration and behave disruptively and thus, Teaching Turkish to those children requires specialization in this area.

The interview results also suggested further four components that are considered to contribute Turkish Language and Culture Education abroad. These are Purpose of Mission, History of Immigration, Perception of Turks living in Germany on Turkey and German Citizen' Perception of Turks living in Germany. It is known that the first two aspects are already covered in current seminars; however, the Perception of Turks living in Germany on Turkey and German Citizen' Perception of Turks living in Germany are two emergent topics that the teachers expect to be informed over. Another aspect that some participants expected to see in in-service seminars is German Language Education. It is essential to remember that it is not possible to include it as a component into an Inset seminar since German language education refers to foreign language education for teachers and education and training are two different terms in many ways. Simply put, German language education needs to be scattered over a longer period of time and focus on only teaching the skills in the target language.

In the light of those findings, it can be inferred that teachers are not satisfied with the existing programs and what they provide does not much fit in teachers' own situation. The teachers suggested a number of components that they expected to support them in terms of teaching methods, pedagogical, and subject-matter knowledge and thus facilitate their job in the classes. This goes along with the Igawa's (2008) research investigating the Korean EFL teachers' need and receiving large numbers of entries from the participants about teaching skills and methods. Including practical examples and demo lessons were worth to be included in the Inset programs and this is consistent with the findings of 1st research question mentioned above regarding the teachers' priority given to activities that provide concrete examples that they can transfer to their own teaching context.

Teachers' view about the length, place, instructor, and nature of delivery and the group size of an Ideal Inset are not homogenous. First, 51% teachers believed that programs should last at least 10 days or more. According to teachers' comments, few inset programs continued more than 10 days and were not long enough to elaborate on the target topics. Considering this, the need for longer Inset programs emerges. The majority of the teachers supported the idea of scattering the Inset program over a period of time and at certain intervals and these findings are consistent both Karagül and Karaba's (2014) research which pointed out the importance of continuity for the effectiveness of Inset programs and Bayrakçı's (2009) study suggesting systematic in-service training for teachers.

Likewise, the vast majority of participants (68.9%) were in favour of joining Inset programs which are held in the country where they are assigned to. This may be ascribed to the problem that the information presented in-home Inset programs are sometimes different from what is encountered in assigned workplace and far from the reality. As one of the interviewees expressed, "...we were advised not to hire a flat from first floors of apartments because of security concerns but when I arrived here, I realized that teachers consent to hire even base floors due to home shortage"(Participant 2, 2016). Regarding the instructor, teachers mostly (51.1%) preferred the programs that are given by the university and ministry experts in tandem. However, they expanded their viewpoints in interview meetings and underlined the necessity of including the teachers who previously served or who are currently on duty because they believe that they are invaluable sources so that first-

hand knowledge about real classroom and working conditions can be elicited. Also, their experiences are treated as “case studies” that give more insight about the education abroad.

Another point that teachers made suggestion is the Inset program’s nature of delivery. According to responses, most of teachers preferred Inset programs that are organized as workshops in which the participants are allowed to try out the new practice; that’s, programs that are based on participant involvement were preferred. It seems that teachers are tired of programs that are delivered in a way that loads knowledge to participants; on the contrary, they want to take an active role in their own learning.

The interviews also offer findings in the same manner. The interviewees said to be in need of real life examples and applications that can familiarize them with the real conditions. As a result, the programs delivered by a joint team composed of experts from the ministry and universities in the form of workshop that include teachers’ active participation and based on more practice would be more fruitful and effective for the participants. According to principles of adult learning, adults learn through active participation and they should “try out new practices” (Cooper & Boyd, 1998, p. 58). The inclusion of experienced teachers was strongly emphasized by the teachers. Therefore, it is important to incorporate the teachers who used to work or have gained enough experience into the education process.

Last, the teachers mostly held the view of ‘the fewer, the better’ about the size of participants for an Ideal Inset. Note that the interviewees pointed out the number of participants should be determined according to the type of delivery. In other words, the programs can be more crowded if it is presented as a seminar while they need to be less crowded if they are prepared in the form of workshops. On the other hand, they opted for participating in less crowded workshops as they offer more opportunity to take part actively.

5.1.4 Discussion of findings of RQ4. Research Question 4 aimed to explore the teachers’ perceptions of sufficiency as a Turkish Language and Culture Teacher. According to results obtained from the multiple choice question, the overwhelming majority of the teachers (84.4%) consider themselves sufficient as a Turkish Language and Culture Teacher abroad. The follow-up question inquires the reasons why those 7 teachers (15.6%) perceived themselves insufficient.

Interview results differ considerably from survey results; that is, three of 7 participants felt insufficient while three of them mentioned to feel partly sufficient and one of the interviewees defined themselves as mostly sufficient. It may be because of a coincidence that the teachers who volunteered to take part in the interviews tend to feel ineffective.

Table 26 illustrates the comparison of reasons that elicited from the interview and survey participants who perceived themselves insufficient.

Table 26

The Comparison of Interview and Survey Results Suggested by Participants for the Reasons of Negative Self-perceptions

The Interview Results for Perceptions of Insufficiency of Teachers	(n:7) <i>f</i>	The Survey Results for Perceptions of Insufficiency of Teachers	(n:7) <i>f</i>
Lack of knowledge to develop appropriate material	3	Out-of- field teaching	2
Lack of teaching experience with mixed-level classe	2	Lack of teaching experience with multi-grade classes	2
Out-of field teaching	2	Difference at students language proficiency	1
Lack of teaching experience at primary school	1	Mismatch between teachers' and German system's teaching methods	1
Adaptation difficulty to new working environment	1	Non-compulsory status of Turkish Lesson	1
Lack of an updated lesson curriculum	1	Lack of cross –cultural knowledge	1
Lack of cross-cultural knowledge	1	Lack of knowledge about students' behavioural pattern	1
Lack of experience with first graders	1		

Table 26 (cont.d)

The Interview Results for Perceptions of Insufficiency of Teachers	(n:7) <i>f</i>	The Survey Results for Perceptions of Insufficiency of Teachers	(n:7) <i>f</i>
Lack of bilingual teaching experience	1		
Not knowing how to motivate students for active participation	1		
Unable to speak German	1		
Limited class hours	1		

When compared, it is seen that the most frequent reasons suggested for low perceptions of sufficiency show similarity. Lack of Teaching Experience with Multi-Grade Classes and Out-of-Field Teaching ranked in the top of both list. However, Lack of Knowledge to Develop Appropriate Material took the first priority according to interviews. Overall, the main reason of the low perceptions of sufficiency were mostly presented as the lack of knowledge to develop appropriate material or teaching experience with mixed-level classes and out-of-field teaching. The other reasons were listed as the lack of teaching experience at primary school, lack of an updated lesson curriculum, lack of cross-cultural knowledge, lack of bilingual education experience, unable to motivate students for active participation, unable to speak German and adapt new working environment and the mismatch between teachers' and German system's teaching methods. These results are consistent with previous findings since it demonstrated that people felt inadequate at the areas which they reported to be in need of.

Based on these findings, it was seen that most of the teachers consider themselves as efficient as TLCTSA; however, it is essential to note that they reported having acquired this confidence through experience. They stated that they used to think that they were insufficient to teach at the first few months of their mission and they did not possess the required qualifications to give the Turkish language and

culture courses abroad. It can be deduced that current Inset programs are not effective enough to equip teachers with the necessary knowledge and skills.

Along with professional deficiencies, the teachers came up with some reason related to the formal status of Turkish courses in the system such as non-compulsory status of Turkish Lesson, or problems derived from adaptation problems to the new country. Limited course hours and the Non-compulsory status of Turkish Lesson were found to be two outer reasons which stem from the official status of the Turkish lessons in Baden-Württemberg State and contribute to low self-perception of teachers. Sağlam (1996) and Yıldız (2011) also defined these two areas among the problems that hampered Turkish Language and Culture Education in Germany.

5.2. Conclusions

This study indicated that TLCTSAs perceived the previous Inset programs negatively in terms of providing the components that are crucial to maintain an effective language and culture education abroad. Besides, the findings revealed that the programs included some irrelevant topics that were of limited usefulness in teaching abroad and they lacked the point to provide the linkage with the classroom practice. Given this, it can be concluded that the teachers put great emphasis on the practicality of the programs and their relation to current teaching. Adopting “a context sensitive approach”(Bax ,1997, p. 239) or in other words, prioritizing Turkish Language and Culture Teachers’ immediate context and experience is of utmost importance for the success of TLCTSAs.

In addition, this study showed that TLCTSAs were not satisfied with the Inset program in terms of providing the contents that are expected to prepare them for teaching Turkish language and culture abroad. It is remarkable that they mostly complained that the previous Inset programs were inadequate to equip them with the necessary knowledge to be able to make an appropriate lesson plan. Therefore, lesson planning comes before any other necessities and Inset programs should meet it for the first place. Besides they did not find those Inset programs useful in establishing the linkage between theory and practice and providing the knowledge and skills for the teaching abroad. As they were designed and implemented without taking the teachers’ needs and concerns into consideration and they ignored evaluating the previous Inset programs in terms of classroom practicality and reaching long-term objectives, they did not go beyond superficial activities that were

compressed to a few days or at most a week. That's why, it seems to be quite necessary to redesign Inset programs by including teachers into planning, implementation and evaluation processes in order to meet their needs and equip them with essential knowledge, effective teaching skills and strategies. Fulfilling requirements of the teachers by well-designed and context-based training will increase their self-perception and as Demir (2010) argue, the quality of education.

One of the most striking outcomes of this study is that most of the teachers consider themselves sufficient to teach Turkish Language and Culture abroad in spite of the fact that they stated to be highly in need of an in-service teacher training program that could equip them with knowledge and skills pertaining to Turkish Language and Culture teaching and learning process. The teachers indicated that they needed training especially for teaching methods and techniques, generating learner motivation, dealing with multi-grade classes and developing material to be able to teach native language and culture to Turkish children abroad. By identifying the needs of TLCTSAs and describing what an ideal Inset program should look like and include, the present study paved the way for the forthcoming Inset programs. Therefore, the study is also believed to make a significant contribution to particularly the authorities to gain an insight into the teachers' needs pertaining to teaching-learning process and concretize the teachers' dissatisfaction over the deficiencies of current Inset programs. Only by making programs more viable for teachers and addressing their needs, the time and other resources can be utilized effectively.

Last but not least, the research depicted the features of ideal Inset program which were suggested by TLCTSA, These findings are valuable and should be taken into consideration for the next programs if the problems hampering the teacher quality are wished to be eliminated. One should note that teachers are likely to feel to be more valued and as result, tend to develop more ownership when their ideas and concerns are more involved in the process.

In conclusion, mother tongue and culture education abroad is designed to support Turkish children to learn their mother language better and safeguard their own culture and identity. The quality of the teachers responsible for teaching Turkish to the Turkish children abroad is among the most important determinants that can increase the productivity of Turkish language and culture education abroad. If the

teachers are trained in the way they need, they are supposed to perform their job more effectively and achieve the overall objectives of Turkish Language and Culture Courses determined by the ministry to a larger extent. Considering that mother language and culture courses are the only place that Turkish children can receive formal education in their own language and culture, it is vital that the teachers go through an effective and efficient in-service training process so as to ensure that they can successfully fulfil this task. In this context, it is important to offer in-service training based on participants' needs at certain intervals instead of one-shot programs and maintain some follow-up activities in order to determine its efficiency.

5.3. Recommendations.

First, this study investigated the training needs of a limited number of teachers serving in Württemberg Region of Baden-Württemberg State and thus carrying out a research including more states of Germany or other European countries, Saudi Arabia, Central Asian Turkic Republics, Kuwait, Iran, Lebanon, Turkish Republic of Cyprus etc. where Turkish Language and Culture Courses are offered are more likely to produce more representative results about the needs of teachers. Also, the samples for this research were chosen from the teachers who were assigned by Turkish Ministry of Education, yet it is known that there are teachers who are commissioned by local authorities in other states. That's why; another research addressing those teachers or making a comparison with those coming from Turkey can be subject of another study.

Second, the present study has many implications although it did not search if TLCTSAs' needs varied across age, education, sex or experience. As the basic motivation of this research was to find out teachers' overall needs pertaining to their teaching, it did not concentrate on the correlation between such variables. Therefore, it can be the focus of another research study.

Finally, a replication study with the teachers in other states of Germany will be useful to crosscheck the validity of research results.

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APPENDICES

Appendix A

Survey Questions About In- Service Training Needs Analysis of Turkish Language and Culture Teachers in Germany

Dear Colleagues,

I would like to find out in-service training needs of Turkish Language and Culture Teachers working in Germany regarding the teaching–learning process in the context of continuing master's program at English Language Education Department at the Institute of Education Sciences of Bahçeşehir University. This survey which was prepared in this regard consists of four parts: Part I was prepared in order to gather demographic information, Part II asks for your perception of the characteristics and components of previous in-service training programs in relation to your current service, Part III explores your in-service training needs regarding Turkish Language and Culture teaching–learning process and Part IV investigates teachers' comments about the content and characteristics of an ideal INSET program for Turkish Language and Culture Teachers working in Germany. It will take 20-25 minutes to complete the survey.

Frank and sincere answers that you are going to give to these questions will lead not only to find out the in-service training needs of the teachers who are currently teaching Turkish Language and Culture in Germany but also to equip the teachers who will serve abroad by designing the future INSET programs with a need-based approach. Participation is purely voluntary and participants reserve the right of withdrawal at any time. All the answers which are gathered anonymously will be coded and used only for the purpose of this study. All the data will be destroyed at the end of the project. At all times, your personal information will be kept confidentially. Thank you for your kind participation. Whom to contact if you have questions about the study:

Gökhan DUMAN
gokhan_2867@hotmail.com

Agreement: I have read the procedure described above and I voluntarily accept to participate in this study.

PART I: PERSONAL DATA

Please tick the appropriate choice that applies to you.

1. Age:

20s,

30s,

40s,

50s,

60s

2. Gender:

Male Female

3. Faculty of Graduation :

Faculty of Education

Faculty of Arts and Sciences

4. Educational Background:

Training institute

BA

MA

PhD

5. Subject:

Turkish

Turkish language and literature

German language

English language

Classroom teaching

Culture of religion and knowledge of ethics

Other

6. Years of experience:

0-5 year

5-10 years

- 10-15 years
- 15 years and more

7. Period of duty passed in Germany:

- 0-1 year
- 1-2 years
- 2-3 years
- 4-5 years
- 3-4 years
- 5 years and more

8. Do you feel yourself sufficient for teaching Turkish Language and Culture to Turkish- origin children in Germany?

- Yes
- No

9. Why, Why not? Please state reasons.

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PART II: SURVEY TO INVESTIGATE TEACHERS' PERCEPTION ON PREVIOUS IN-SERVICE TRAINING PROGRAMS FOR TURKISH AND TURKISH CULTURE COURSES PERTAINING TO TEACHING-LEARNING

Please reflect back on previous in-service training programs in relation to your current service. Read the statements below with regards to that program and circle the option that is suitable for you.

1. Have you participated in any in-service training programs in Turkey or Germany related to teaching learning activities that you are carrying out in Germany?

- Yes
- No

Read the statements below with regards to the previous in-service training program(s) and circle the number that corresponds with your opinion.

I found the previous in-service training programs for Turkish Language and Culture Teaching useful with regard to providing contents above	Strongly Agree	Agree	Disagree	Strongly disagree	N/A
1. Adapting the teaching methods according to different learning needs	4	3	2	1	0
2. Teaching by taking the interests of the learner groups in a class into consideration	4	3	2	1	0
3. Adapting your teaching to different learning styles (visual, auditory, etc.)	4	3	2	1	0
4. Methods for encouraging learner independence in the class	4	3	2	1	0
5. Dealing with mixed level classes	4	3	2	1	0
6. Ways for teaching mother language to bilinguals	4	3	2	1	0
7. Teaching to multi grade classes at the same time (different classes at the same time)	4	3	2	1	0
8. Culture teaching	4	3	2	1	0
9. Ways of teaching grammar	4	3	2	1	0
Correcting grammatical errors originated from negative transferring between languages.	4	3	2	1	0
10. Methods for teaching vocabulary	4	3	2	1	0
11. Getting learners to acquire reading skills for different purposes (Entertainment, getting information, etc.)	4	3	2	1	0

12. Identifying the difficulties learners may face while reading texts	4	3	2	1	0
13. Ways of making reading texts more intelligible to learners	4	3	2	1	0
14. Getting learners to acquire listening skills for different purposes	4	3	2	1	0
15. Identifying the difficulties learners may face while listening texts	4	3	2	1	0
16. Ways of making listening texts more intelligible to learners	4	3	2	1	0
17. Ways of getting learners to realize distinctive sound characters of Turkish and German languages	4	3	2	1	0
18. Ways of pronunciation practice	4	3	2	1	0
19. Correcting learners' oral language errors	4	3	2	1	0
20. Providing appropriate models of written language	4	3	2	1	0
21. Correcting learners' written language errors	4	3	2	1	0
22. Adapting course book materials according to students' language proficiency	4	3	2	1	0
23. Supplementing course book materials	4	3	2	1	0
24. Selecting materials that are appropriate for bilinguals	4	3	2	1	0
25. Preparing materials that are appropriate for bilinguals	4	3	2	1	0
26. Selecting materials that are appropriate for students' learning styles	4	3	2	1	0
27. Preparing materials for multi grade classes	4	3	2	1	0

28. Making hourly and weekly lesson plans	4	3	2	1	0
29. Using songs for native language teaching	4	3	2	1	0
30. Using stories for native language teaching	4	3	2	1	0
31. Using pictures for native language teaching	4	3	2	1	0
32. Using drama for native language teaching	4	3	2	1	0
33. Using games for native language teaching	4	3	2	1	0
34. Using technology (projector, computer, internet, smart board etc.) for native language teaching	4	3	2	1	0
35. Ways for motivating students	4	3	2	1	0
36. Behaviour management techniques	4	3	2	1	0
37. Setting up group activities	4	3	2	1	0
38. Setting up individual activities	4	3	2	1	0
39. Selecting appropriate teaching methods and techniques	4	3	2	1	0
40. Giving learners appropriate feedback	4	3	2	1	0
41. Observing learners during activities	4	3	2	1	0
42. Joining activities for professional development (seminars, workshops, distance education programs)	4	3	2	1	0
43. Following the literature in their field (books, magazines, journals, blogs)	4	3	2	1	0
44. Peer observation	4	3	2	1	0
45. Self-monitoring	4	3	2	1	0

PART III: SURVEY TO INVESTIGATE TURKISH LANGUAGE AND CULTURE TEACHERS' IN-SERVICE TRAINING NEEDS PERTAINING TO TEACHING-LEARNING PROCESSES

Please read question below and put a thick to indicate to what extent you need the following contents in in-service training programs

To what extent do you need in-service training regarding the following contents?		Not at all	Slightly	Moderately	Much	Very much
1-	methods and techniques to enhance learners' learning motivation					
2-	methods and techniques for teaching bilinguals					
3-	methods and techniques for teaching culture					
4-	using time efficiently during the classroom activities					
5-	classroom management in multi grade classes					
6-	choosing supplementary course materials					
7-	making lesson plans suitable for the subject content					
8-	selecting classroom materials and objects which increase learners' active participation in the classroom activities					
9-	taking negative behaviour under control during classroom activities					

10-	choosing methods and techniques suitable for the course objectives					
11-	designing a classroom environment that generates motivation in the students					
12-	choosing materials suitable for the course objectives					
13-	preparing subject materials suitable for the course objectives					
14-	utilizing educational technology for educational purposes during classroom activities					
15-	designing the subject content according to the students' interests and needs					
16-	preparing course materials according to individual differences					
17-	teaching culture together with language					
18-	correcting errors originated from negative transferring between languages.					
19-	teaching the students ' learning to learn' skill					
20-	doing courses parallel to German curriculum					

PART IV: IDEAL IN-SERVICE TRAINING FOR TURKISH LANGUAGE AND CULTURE TEACHER

1) If you had the chance to design an in-service program for Turkish Language and Culture Teachers who are serving abroad, what would be the components (material development, mother language education with bilinguals , error correction etc.) of the ideal program regarding teaching and learning.

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2) If you had the chance to design an in-service program for Turkish Language and Culture Teachers who are serving abroad, what would be the length?

- 1-2 days
- 2-3 days
- 3-5 days
- 1 week
- 10 days or more

3) If you had the chance to design an in-service program for Turkish Language and Culture Teachers who are serving abroad, where would you hold it?

- At a single centre and institution belong to Ministry of Education in Turkey (practice hotel, teacherage, etc.)
- At a few centres and institutions belong to Ministry of Education in Turkey
- At non-public institutions (such as hotels, conference halls etc.)
- At the place of duty abroad

4) If you had the chance to design an in-service program for Turkish Language and Culture Teachers who are serving in Germany, it would be given by...

- ministry experts
- experts from universities
- ministry experts and experts from universities
- others

5) If you had the chance to design an in-service program for Turkish Language and Culture Teachers who are serving abroad, what would be the nature of delivery?

- in the form of seminars organized with the participation of many experts
- in the form of courses consisting of several lessons
- in the form of conferences held with the participation of one expert
- in the form of workshops that participants take active role
- other

6) If you had the chance to design an in-service program for Turkish Language and Culture Teachers who are serving abroad, what would be the group size?

- 10-20
- 20-30
- 30-40
- 50-60
- 80 and more

PART V:

The researchers would like to conduct interviews with volunteer teachers in order to support the data obtained from this survey and to examine the training needs of teachers in depth. If you want to contribute to the study in this second phase, please write down your contact information so that the researcher can contact you.

Name-Surname:

Telephone:

Place of Duty:

E-mail:

Appendix B

Semi-structured Interview Questions

1. How long have you been working as a Turkish Language and Culture Teacher in Germany?

2. Consider the previous in-service teacher training programs you have participated previously. How would you evaluate them in relation to your current service? Are they successful in providing the knowledge and teaching skills that you need while Turkish Language and Culture?

Probe: How do you perceive those programs in providing the aspects such as:

- Learners and Teachers, Teaching and Learning Context(how to motivate learners, teaching methods and techniques, subject-matter knowledge of teaching Turkish as a native language, teaching bilinguals, teaching culture)
- Teaching Grammar
- Teaching Vocabulary
- Teaching Four Language Skills (listening ,speaking, reading and writing)
- Material Development
- Lesson Planning
- Classroom Activities
- Classroom Management
- Professional Development etc.

3. What are the in-service training needs of the Turkish Language and Culture Teachers serving Germany pertaining to teaching–learning process?

Probe: Are they in need of in-service training regarding following aspects:

- Teaching Methods and Techniques
- Material Development
- Classroom Management
- Subject-Matter Knowledge
- Bilingual Education
- Teaching Culture
- Using Technology etc.

4. If you had a chance to organize an INSET program for Turkish Language and Culture teacher serving abroad, what kind of features would you incorporate?
How do you perceive yourself sufficient as a Turkish Language and Culture Teacher abroad?
Do you find yourself adequate?
Probe: If so, could you specify the areas you find yourself adequate, please?
Probe: If not, could you talk about the reasons that cause this insufficiency?
5. Would you like to add any other points?



Appendix C

**Official Permission Taken from the Office of Educational Attaché of Turkish
Consulate General in Stuttgart**

T.C.
STUTTGART BAŞKONSOLOSLUĞU
Eğitim Ataşeliği

Sayı : 63865033.900/125
Konu: Dilekçeniz


17.03.2016

Sayın Gökhan DUMAN
Türkçe ve Türk Kültürü Dersi Öğretmeni

İlgi: 24.02.2016 tarihli dilekçeniz.

İlgide kayıtlı dilekçeniz ile yüksek lisans teziniz kapsamında Ataşeliğimiz görev bölgesinde görevli Türkçe ve Türk Kültürü Dersi Öğretmenlerinin ihtiyaç analizlerine ilişkin veri toplamaya yönelik anket çalışması yapma isteğiniz uygun görülmüştür.

Bilgilerinizi rica ederim.


Ayşe GÜNAYDIN
Çalışma ve Sosyal Güvenlik Ataşe Yrd.
Eğitim Ataşesi V.

Appendix D

CURRICULUM VITA

PERSONAL INFORMATION

Surname, Name: Duman, Gökhan

Nationality: Turkish (T.C)

Date and Place of Birth: 25 November, 1986 / Giresun

Marital Status: Single

Phone: +49 015147944653/ +90 5425883755

Fax: -

email: gokhan_2867@hotmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	To be completed in January 2016
BS	Ondokuz Mayıs University	2008
BS	University of Macerata	2008-2008 Fall Semester as an Erasmus Student
High School	Görele Foreign Language Intensive High School	2004

WORK EXPERIENCE

Year	Place	Enrollment
2015-Present	Stuttgart	Turkish Language and Culture Teacher
2014-2015	İstanbul	EFL Teacher in Şht. Erhan Bulut Secondary School

2013-2014	İstanbul	Deputy Head Teacher- Şht. Erhan Bulut Secondary School
2011-2013	Balıkesir	EFL Teacher in İnebey Anatolian High School
2010-2011	Gaziantep	EFL Teacher in Şht. İbrahim Solak Secondary School
2008-2010	Balıkesir	EFL Teacher in Altınova High School

FOREIGN LANGUAGES

- Advanced- English
- Beginner -German
- Beginner- Italian

CERTIFICATES

- May 2016: Certificate of Attendance, ” **The Effects of Multilingualism on Language Acquisition and Academic Success**”, Turkish Consulate General of Stuttgart, Ulm, GERMANY
- May 2015, Certificate of Attendance, ” **Problems of Adolescents**”, Kacergine Prendere Primary School, Kacergine, LITHUANIA
- May 2015: Certificate of Attendance, “**Impacts Of Applying Language Corpus In Vocabulary Development Of English Language Learners**”, Bahçeşehir University, İstanbul, TURKEY
- May 2014: 1st International ELT Conference Certificate of Attendance, ”**Shifting Paradigms and Minds**”, Yıldız Technic University, İstanbul, TURKEY
- June 2015: Certificate of Attendance, “**Seminar for Foreign Mission Adaptation**”, Ministry of National Education, İstanbul, TURKEY
- October 2012: Certificate of Attendance, “**Language a Methodology for Teachers of English**”, Academy of English, North Yorkshire, ENGLAND
- October 2010: Certificate of Attendance, “**Learner Based Approach and Multiple Intelligence in English Language Teaching**”, Gaziantep, TURKEY

- 2007-2008: Erasmus Certificate of Attendance, University of Macerata, ITALY

HOBBIES

Music, swimming and mountain hiking

