THE NEEDS OF K1-4 ENGLISH LANGUAGE TEACHERS FOR THE DESIGN OF AN IN-SERVICE TEACHER TRAINING PROGRAM

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THE NEEDS OF K1-4 ENGLISH LANGUAGE TEACHERS FOR THE DESIGN OF AN IN-SERVICE TEACHER TRAINING PROGRAM

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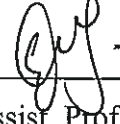IN THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

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Approval of the Graduate School of Educational Sciences

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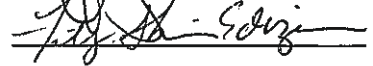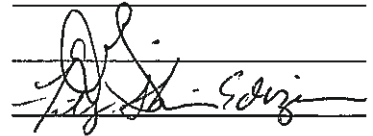
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ABSTRACT

THE NEEDS OF K1-4 ENGLISH LANGUAGE TEACHERS FOR THE DESIGN OF AN IN-SERVICE TEACHER TRAINING PROGRAM

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Master's Thesis, Master's Program in English Language Education
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The purpose of this study is to investigate the needs of K1-4 English language teachers in relation to the design of an in-service teacher training program. Under the light of former studies and literature, this study attempts to explore specific needs of K1-4 English language teachers on the six aspects namely, adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development which will serve as basis for the design of an in-service teacher training program. The difference between the needs of teachers based on the grade levels they teach is also investigated. A sample of 60 K1-4 teachers participated in the study. Data were collected through a triangulated approach, in which questionnaires, semi-structured interviews and teacher diaries were administered to the participating teachers. The findings of the study revealed that K1-4 English language teachers are in a high need of an in-service training program designed according to the predefined aspects except material development, and that there is only a significant difference between the needs of K1 teachers and K2, K3 and K4 teachers in relation to the aspect of utilization of technology. In the light of these data, it is recommended that an in-service training program should be designed for the K1-4 English language teachers based on their needs for the following academic years.

Keywords: In-service Teacher Education Programs, K1-4 English Language Teachers, Teachers' Needs, Program Design, Professional Development.

ÖZ

K1-4 DÜZEYİ İNGİLİZCE ÖĞRETMENLERİNİN GELİŞTİRİLECEK HİZMETİÇİ
EĞİTİM PROGRAMLARINA İLİŞKİN İHTİYAÇLARI

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Bu çalışmanın amacı K1-4 İngilizce öğretmenlerinin hizmetiçi eğitim ihtiyaçlarını
gelecekte tasarlanabilecek bir hizmetiçi eğitim programı için saptamaktır. Önceden
yapılan çalışmaların ışığında, bu çalışma K1-4 İngilizce öğretmenlerinin öğretim yöntem
ve tekniklerinin adaptasyonu, dil becerilerinin vurgulanması, teknolojinin kullanımı,
sınıf ortamı, öğretimde uygulamalar ve material geliştirme üzerine kendilerine has
ihtiyaçlarını belirlemeyi ve böylece bir hizmetiçi eğitim programının tasarımına temel
oluşturmayı amaçlamaktadır. Ayrıca öğretmenlerin öğrettikleri düzeye göre
ihtiyaçlarındaki farklılıklar da araştırılmıştır. Çalışmaya 60 öğretmen katılmıştır. Veriler,
çeşitleme yaklaşımı kullanılarak katılımcı öğretmenlere uygulanan anketlerden, onlarla
yapılan yarı yapılandırılmış görüşmelerden ve tuttukları öğretmen günlüklerinden
toplanmıştır. Çalışmanın bulguları materyal geliştirme hariç belirtilen tüm alanlarda
öğretmenlerin hizmetiçi eğitim ihtiyaçlarının yüksek olduğunu ve yalnızca K1 ile K2,K3
ve K4 İngilizce öğretmenlerinin teknolojinin kullanımı konusundaki hizmetiçi eğitim
ihtiyaçlarında önemli bir fark olduğunu ortaya çıkarmıştır. Bu verilerin ışığında, gelecek
eğitim-öğretim yılında K1-4 İngilizce öğretmenlerine belirlenen ihtiyaçları
doğrultusunda bir hizmetiçi eğitim programı tasarlanması önerilmektedir.

Anahtar Kelimeler: Hizmetiçi Öğretmen Eğitim Programları, K1-4 Düzeyi İngilizce
Öğretmenleri, Öğretmen İhtiyaçları, Program Geliştirme, Mesleki Gelişim.

To My Parents and My Brother

ACKNOWLEDGEMENTS

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Chapter 1: Introduction

1.1 Overview

The field of teacher education is a relatively underexplored one in both second and foreign language teaching. The literature on teacher education in language teaching is slight compared with the literature on issues such as methods and techniques for classroom teaching. Few of the articles published in the last twenty years are data-based, and most consist of anecdotal wish lists of what is best for the teacher (Bernhardt & Hammadou, 1987; Richards & Nunan, 1990; Schulz, 2000).

As a crucial part of foreign language teacher education, Bolam's (1986) commonly used definition states that in-service teacher education (INSET) is "education and training activities engaged in by teachers and principals, following their initial professional certification, and intended primarily or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children… and learners of all other ages… more effectively" (p.18).

According to Roberts (1998), the participation of teachers in INSET courses does not necessarily mean that those courses are fully relevant to the teachers' needs. In other words, teachers might attend INSET courses irrelevant to their contexts and priorities because of the lack of other options. Therefore, it could be said that an INSET program does not necessarily provide the knowledge related to the aspects teachers need to improve unless their needs are taken into consideration. To put it simply, an INSET program which is possibly unrelated to the teachers' needs could be regarded as futile and could be a financial burden for the providing institution and loss of time for the teachers. But, this situation could be avoided simply by including teachers' perspectives in the process of planning the program and decision-making.

1.2 Theoretical Framework

INSET's improvable and changing nature provides researchers with various aspects of the concept to be investigated the field of English Language Teaching

(ELT). Different contexts, different institutions and different learner needs necessitate further research and more data. However, in general, the studies so far about planning INSET for foreign language teacher education in Turkey focus on the needs based on state school settings and courses provided by Ministry of Education (MEB). This situation leads us to find out certain ways to come up with more effective, specified and practical designs of INSET according to the needs of private institutions as well.

In private contexts, policy decisions about INSET at each level will concern aims, finance, staffing, delivery, needs assessment, monitoring and evaluation, and dissemination of information (Roberts, 1998). The difference between individualistic and collaborative cultures requires researchers to take a deeper look into culture-specific and institutional contexts considering the theory of active teaching which includes classroom management, structuring, tasks and grouping (Doyle, 1977; Good, 1979). According to Fullan (1982), teachers could be provided with an effective INSET program which address their needs and expectations as well as institutions' because in these programs teachers share ideas and offer each other help, participate in planning and decision-making, benefit from an activity, reflect on and discuss their work, learn about addressing different learner styles to be more effective and store up job-related ideas for future use. Therefore, in order to be addressed, the needs of teachers should be found out first through an elaborate needs analysis.

Taking various perspectives and related former studies into consideration, it could be said that there is a need for further research in Turkish context particularly in private schools with respect to designing an in-service teacher training program for K1-4 English language teachers based on their needs which will provide optimum amount of benefits for long-term effective education.

1.3 Statement of the Problem

The concepts of professional development and teacher education are getting more attention for English language teachers because educational technologies, approaches towards ELT methodology, and new pedagogical theories are changing. Taking this into consideration, INSET programs are expected to help teachers catch

up with the new trends in ELT. However, unlike institutions' expectations, teachers' needs are often neglected in those programs, which do not necessarily match with each other. A very expensive but bad-fitting suit for one's body could be a suitable metaphor to explain this mismatch: it does not make a teacher feel satisfied.

The procedures followed in the context of a Turkish private school remain mostly a mystery with respect to planning an INSET program for English language teachers. Also, there have been many changes in education related to K1-4 English language teachers considering the new regulations and curriculum. However, to the knowledge of the researcher, the studies conducted in this area are very limited. To fill in this gap, the primary aim of this study was to identify the needs of K1-4 private school English language teachers in relation to an in-service teacher training program and to find out whether any significant differences exist between the four grade levels.

1.4 Purpose of the Study

This study aims to identify the needs of K1-4 English language teachers at a private school which will serve as basis for the design of an in-service training program in the following academic years.

1.5 Research Questions

This study aims to find out answers for the following research questions:

1- What are the needs of the K1-4 English language teachers on the following aspects of designing an in-service teacher training program:

a. Adaptation of teaching methods

b. Emphasis on language skills

c. Utilization of technology

d. Classroom environment

e. Instructional practices

f. Material development

2- Are there any significant differences between the needs of the K1-4 English language teachers on these aspects of designing an in-service teacher training program?

1.6 Significance of the Study

This study will set an example for private institutions in Turkey in the process of designing an in-service training program for K1-4 English language teachers. Moreover, the needs assessment included in the study will serve as basis for designing an in-service teacher training program by taking a deeper and more scientific look at the needs of the K1-4 English language teachers in relation to the aspects of adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development. Briefly, the findings of this study will contribute to the improvement of the quality of English language teacher education programs in Turkey.

1.7 Overview of the Methodology

1.7.1 Research design. For the purposes of this study, a mixed-method research design was adopted which involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. The purpose of combining both qualitative and quantitative research is to provide a better understanding of a research problem or issue than either research approach alone. Specifically, the present study allowed for triangulation of not only analysts but also methods, sources, and theories which were more qualitative in nature to present a detailed and balanced picture of the given situation which will be discussed in detail in the following sections of this study.

1.7.2 Participants. 60 K1-4 English language teachers participated in this study.

1.7.3 Setting. The study was conducted at the K1-4 English language department in one of the private schools in Istanbul, Turkey during the 2013-2014 educational years.

1.7.4 Data collection instruments. Data came from three different instruments, namely, needs assessment questionnaires, semi-structured interviews, and teacher diaries. 60 participants first answered the needs assessment questionnaire. Then, twelve of those participants were interviewed by the researcher. Finally, another twelve participants kept teacher diaries for a semester.

1.7.5 Data analysis. In attempt to answer the first research question, the data collected from the needs assessment questionnaires and semi-structured interviews were analyzed quantitatively and qualitatively to identify the needs and perceptions of K1-4 English language teachers in relation to designing an in-service training program based on the aspects of adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices, and material development. As for the second research question aiming to find out if there were any significant differences between the participating teachers' need, the data collected from the semi-structured interviews and teacher diaries were analyzed qualitatively.

1.8   Operational Definitions of Terms

Young Learners: children from the year of formal schooling (five or six years old) to eleven or twelve years old (Philips, 2001). But, in this study, the term "young learners" refers to students at the age of 7, 8, 9 and 10 (K1-4).

Professional Development for Teachers: the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement (Fullan, 1991).

INSET (In-service Teacher Education): In-service education is an integral part of the continuing professional development of teachers after their initial training (University of Hong Kong – Faculty of Education, 2014).

ELT (English Language Teaching): the teaching of English to speakers of other languages (Cambridge Dictionaries Online, 2014).

EFL (English as a Foreign Language): the learning of a language, mostly in a classroom setting, in a context where the target language is not generally used in the community (Lightbown & Spada, 2006).

ESL (English as a Second Language): the teaching of English to speakers of other languages who live in a country where English is an official or important language (Cambridge Dictionaries Online, 2014).

Chapter 2: Literature Review

2.1 Overview of the Thesis Subject

In this chapter, an overview of in-service teacher education programs on English language teaching and learning in Turkey, foreign language teacher education, INSET models and approaches, the importance of needs analysis in INSET, the literature search of former relevant studies to the subject including the data analysis and interpretation are reviewed.

To begin with, in Turkey, in early 2000s, the foundations of a nationwide and standardized in-service teacher education program were laid for public school English teachers by the Ministry of Education in order to keep up with the changes in the world and in our own system of education as well as develop teachers' knowledge of pedagogy and subject areas. Therefore, being responsible for their own teachers' in-service education, private schools could take the initiative to provide English teachers with an INSET program and decide on the content and format based on the institution's and teachers' needs. However, because of the current division of school years in Turkey (4 years of primary school + 4 years of middle school + 4 years of high school before university education), the need for more specific and object-driven INSET programs for English teachers arises.

Having a vital role in the process, teachers could improve the quality of their students' learning if provided with successful in-service education. As Calderhead (1990) stated, learning to teach involves the development of ways of thinking about children, the curriculum and the task of teaching, resolving certain commitments and beliefs about teaching and about one's role as a teacher, acquiring knowledge related to the teaching task, and adapting and interacting with the pressures that school and the educational context bring upon teachers' work as well as acquiring a repertoire of pedagogical behavior. In other words, being a teacher necessitates improvement and elaborate change in many aspects in a school context. To that end, this study mainly focuses on the INSET needs of K1-4 English language teachers in a private school

context to be able to take a deeper look into their professional development and suggest a course of action for the institution to come up with a better-fitting and more satisfactory in-service teacher training program as a result of needs assessment, which could set an example for the K1-4 English departments at other private schools in Turkey.

2.2 Foreign Language Teacher Education

Foreign language teacher education could be described as the combination of the theoretical base of knowledge and the ongoing experience of teaching in a school context, which builds a bridge between theory and practice (Widdowson, 2012). Tsui (2012) suggests that understanding the relationship between theory and practice plays a crucial role in understanding teacher knowledge development. Considering continuous changes in both practice and theory sides of knowledge, it could be said that the professional development and education of foreign language teachers could always be improved. Because of its developing nature, there are many theories over the course of many years suggesting the components of foreign language teacher education.

Specifically about English language teachers, Burns and Richards (2009) argued that the speed of worldwide changes in education necessitate them to be knowledgeable about the political status of the current English language, and the new methodology in teaching and learning, besides language competence. Besides, Freeman and Johnson (1998) suggested that teachers must be fully aware of and develop a questioning stance toward the complex social, cultural, and institutional structures that pervade the professional landscapes where they work.

According to Kreidler (1987), the components of teacher education in EFL/ESL contexts should be linguistics, anthropology, psychology, sociology and education which are different from the components of the education of native speaker teachers of English. Besides, Ur (1992) stated that there are two main components of ELT education: theory and practice. She stated that an English teacher needs both to be educated and knowledgeable about ELT theories and to develop personal theories of

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action through practice. Therefore, the combination of the two components is suggested.

Taking a more detailed look at the concept, Berry (1990) suggested five main components of foreign language teacher education, which are *skills* component, *methodology* component, *theory* component, *subject matter* component, and *language improvement* component. Similarly, Cullen (1994) indicated that there are four components in foreign language teacher education: *methodology/pedagogical skills, linguistics*, *literature,* and *language improvement*. As the names of the components reveal, both Berry (1990) and Cullen (1994) supported the combination theory and practice in foreign language teacher education with what they suggested.

On the other hand, there are two sides to every coin. Thus, there are also many issues related to teacher education as well as the factors influencing the process. Based on Cochran-Smith's (2005) categorization, there are four main issues which could case debates in teacher education: (a) the compromising efforts between selectivity and diversification of the teachers, (b) the equilibrium between subject matter and pedagogy, (c) the ownership of teacher preparation between the university and multiple other locations, and (d) the contradictions caused by simultaneous occurrence of regulation and deregulation. However, in Turkey, the main issues seem to be different than the ones suggested by Çakıroğlu and Çakıroğlu (2003) who suggested that population, political issues, problems of teachers, and admission are the external problems affecting teacher education policies in Turkey.

As stated by Bulut, Demircioğlu, and Yıldırım (1995), the inadequacy of teacher education programs in offering a rich process of learning to teach and the inconsistency of university courses with the settings experienced in schools could be a structural kind of the problem related to the teacher education process in Turkey. Additionally, the lack of updated subject-matter and pedagogical knowledge through the years of practice is also a very important issue in foreign language teacher education in Turkey, which needs to be dealt with sensitively. Therefore, dissimilarly,

the current study focuses on foreign language teacher education during the performance of teaching (after university education) in an actual school setting.

2.3 INSET Models/Approaches

As a subcategory, in-service teacher education is closely related to the whole concept of teacher education in terms of suggested models and approaches. Moreover, understanding the main ideas of teacher education could bring a broader perspective into INSET. Therefore, Richards (1990, p.4) suggests that there are two approaches to the study of teaching that the principles of teacher education could be derived from: *Micro Approach* and *Macro Approach*.

Micro approach focuses on the personality traits of teachers which could directly be observed such as enthusiasm, judgment, interests, attitudes, adaptability or self-control. Whereas in macro approach, understanding the interaction among the students, the teacher and the classroom tasks in order to take a closer look into the total classroom teaching and learning is more important (Richards, 1990). Hence, according to Larsen-Freeman (1983), for the development of language teachers, both macro and micro aspects of teaching should be taken into consideration in teacher education.

Following micro and macro approach, Day (1991) and Wallace (1999) suggest their own triple models of teachers' professional development. First, Day (1991) discusses the *apprentice-expert model*, the *rationalist model* and the *case-studies model*. Then, Wallace (1999) presents the *craft model*, the *applied science model* and the *reflective model*. Day's (1991) apprentice-expert model and Wallace's (1999) craft model both put emphasis on young teachers' learning by imitating the expert teachers' methods as well as taking experts' advice and following their instructions. Also, both rationalist model and applied science model focuses on the transfer of scientific knowledge and experimentation into practice by the young teachers under the supervision of experts. In second language teacher education, Day states that case-studies model could be useful in the process of creating knowledge base because the model is based on analyzing and discussing actual cases in the classroom (1991,

p.48). However, Wallace's (1999) reflective model emphasizes the importance of experiential knowledge in the process of teaching by teachers' taking charge of their own professional development though ongoing experience of practice. Apart from these two triple models, it could be said that an *integrative model* which combines the strengths of all approaches and model could be necessary for a teacher education program.

On the other hand, specifically INSET programs could be designed in various ways depending on factors such as the school context, curriculum, institutional needs and instructional systems of delivery. As categorized by the National Council of Educational Research and Training (NCERT), INSET models/approaches could be grouped under three main titles:

- Standardized Programs

  Cascade Model: This model is designed for large groups of teachers (such as chain schools') that could be gathered in one location. The trainers in Cascade Model are a small group of teachers formerly receiving intensive training. Offering one-time training without further support, the approach might lead to the lack of effective changes in teaching and loss of information.

  Reflective Teaching Model (RTM): This model focuses on two teachers' reflection on each other's teaching practice by posing questions and solving problems in the pattern of planning, teaching and reflecting. Teachers in pairs continuously may take turns in teaching or co-teach the lesson. The approach is based on constructivist theories.

  Split Model: This model partially puts Cascade Model and RTM together and offers teachers 6-8 days training at a district, followed by the process of putting the theory into practice in real classrooms for 2-3 months and then sharing their experiences and reflecting on each other's practice.

- Site-based Programs

These programs aim to make profound and long-term changes in instructional methods in relatively smaller and more specific contexts than standard programs' (e.g. a school) through intensive learning and have various procedures depending on the focus of an institution such as observation and assessment, open lessons, lesson study, study groups of teachers, inquiry and action research and mentoring.

- Self-directed Programs

As the title reveals, this category consists of teachers' involvement in initiating and designing their own professional development followed by material sharing, peer discussions and problem solving. The program encourages teachers' autonomy in learning. Therefore, relatively individualistic methods such as self-monitoring, teaching journals, teaching portfolios and case studies could be useful during these programs.

Furthermore, according to Sparks and Loucks-Horsley (1989), there are five models that are effective in achieving the goals of staff development: individually guided development, observation and assessment, involvement in a development or improvement process, training and lastly, inquiry. In *individually guided development*, the aim is that the teacher acquires a sense of professionalism through designing his/her learning activities, selecting learning goals and addressing problems. In *observation and assessment*, in-class observation of a peer and giving feedback and learning from their lessons are believed to be powerful and effective in teacher development and classroom behavior. *Involvement in a development or improvement process* gives teachers opportunities to participate in curriculum development, program designs and change of classroom practice. Thus, teachers may learn new skills and enhance their knowledge. *Training*, on the other hand, is suggested to be the most effective when theory exploration, practice demonstrations, supervised trial of new skills with feedback on performance and coaching within the

workplace are combined and delivered by an expert presenter considering the selected objectives, learning activities and outcomes. Lastly, inquiry, as a scientific method, starts with an identified problem of a teacher and continues with data collection, analysis and implementation stages. It includes reflective action through both individual and group work.

On the other hand, Roberts (1998) adapted Roth's (1990) models of the person into models of teachers and came up with different approaches to teacher education: a) behaviorist approach that provided understanding into skills learning and model-based learning in teacher education, b) humanistic approach that put emphasis on personal change and self-agency, c) constructivist approach that encouraged experiential learning of teachers and individualism, and d) person as social being approach that combined practical and personal change. However, according to Roberts (1998) none of these approaches alone were sufficient enough to explain teacher education process. Instead, he offered "social constructivism" approach in which social dimension was combined with teachers' personal change in order to provide the most adequate framework for language teacher education design.

More specifically, for the aspect of INSET, this framework suggests the inclusion of activities to raise teachers' self-awareness, access to new information, direct personal experience through micro-teaching and actual teaching practice, indirect experience through observation, opportunities for private reflection and dialogue with fellow teachers, and as a result, development of study skills, observation skills and team skills (Roberts, 1998, p. 46). Even though social constructivist approach (the combination of social dimension and constructivism) is not suggested as a new discovery, it has offered a popular and effective framework for successful INSET designs.

2.4 The Importance of Needs Analysis in INSET

Teachers and institutions establish the main components of INSET. Therefore, both teachers' and institutions' needs should be taken into consideration during the

design of a staff development program. According to Roberts (1998, p. 231), needs assessment and evaluation are of central importance in sustaining INSET. He further stated that INSET should be considered as an ongoing process instead of an instant and one-time remedy, as shown below:

evaluation ⟶ **needs assessment**

implementation ⟵ **design**
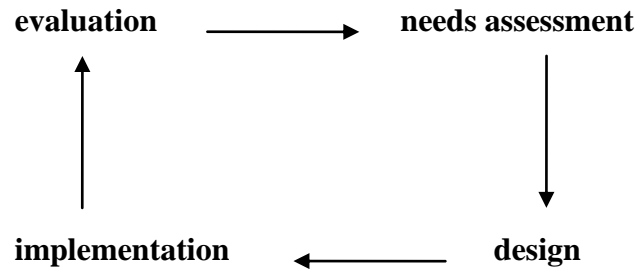
Figure 1. The INSET cycle (Roberts, 1998, p. 231)

Thus, as an ongoing process, INSET itself could be expected to develop in meeting the needs of teachers and provide more and more contributions each year for private institutions in order to achieve longer-term goals. The development of successful INSET programs might not be possible if institutions fail to fulfill their functions in the process.

Richards and Farrell (2005) suggested the following guidelines to reflect on the roles of an institution about INSET for teachers:

- Determining the needs of both the institution and its teachers,
- Setting goals for professional development,
- Selecting the participants,
- Taking important matters into account (adult learning, guided reflection etc.)
- Providing support,
- Evaluating what has been learned,
- Disseminating the results.

It is also suggested by Richards (2005) that the needs of teachers might be determined informally through conversation with them or formally through using a

survey or collecting information in other ways such as staff meetings. Moreover, the importance of a needs analysis in INSET is emphasized by Diaz-Maggioli (2003) with the following statement: "Programs which involve participants in the planning, organization, management, delivery and evaluation of all sections in which they are expected to participate have more chances of success than those planned using a top-down approach, where administrators make decisions in lieu of teachers" (p.4).

In a similar fashion, Neil (1986) suggested that current research approaches to in-service teacher education include: 1) exploring various ways of collaboration between teachers and administrators in in-service planning and implementation; 2) examining educational change related to the teacher; 3) describing the places where in-service occurs; 4) exploring the special needs of teachers in their induction year. Neil's (1986) first component respectively emphasizes the two-way communication between teacher and administrators during all the stages of in-service teacher education, finding ways to share responsibilities among teachers, and taking teachers opinions into consideration for planning. The second one refers to testing the effect of in-service education on a teacher and indirectly to the education system based on this personal change. The third component is related to the physical and social environment of the in-service teacher education. Finally, the forth one is about needs assessment of teachers related to in-service teacher education in their first year of teaching.

In brief, considering the experience of the teacher in the field as a factor in a needs assessment, it could be said that not only novice teachers but also experienced ones might have INSET-related needs from their institutions which would help to come up with more comprehensive in-service teacher training programs to meet those needs.

2.5 Relevant Former Studies on INSET and Teacher Education

In the field of ELT, there have been many research studies conducted about INSET and pre-service teacher education as well as professional development of English teachers in general (Barnard, 2004; Köyalan 2011; AL-Wreikat & Bin-

Abdullah, 2011; Borg, 2011; Camuzcu & Duruhan, 2011; Gülmez-Dağ, 2012; Uysal, 2012).

To begin with, one of the several studies about INSET was done by Uysal (2012) in an attempt to evaluate an in-service training program for primary school language teachers in Turkey. As stated at the beginning of the study, there is a lack of systematic evaluation studies after programs and thus, unresolved problems related to INSET in ELT. Therefore, in the study, the evaluation of a week-long INSET program offered by the Turkish Ministry of Education is presented based on the analyzed data collected through interviews, a questionnaire, and course material analysis. The results reveal that the most important problem about the INSET program is that the course content is not based on the *contextual needs of teachers* and the teachers were not involved in the planning and the execution phases of the course. Considering the fact that the INSET program in the study is offered by the Ministry of Education (in a Turkish public school context), the situation of INSET in a Turkish private school context remains uncovered.

As an overseas and qualitative example, Barnard (2004) conducted a comprehensive research study about teachers' perceptions of their staff development experiences in three public Northeast Tennessee elementary school districts. In her study,   teachers share their perceptions of the staff development experiences after the challenges of higher standards brought by the US government's *No Child Left Behind Act*. The data is collected through interviews with 25 teachers. The participants also participate in Teacher Induction Program throughout the interviews and the majority of them give positive feedback about it. The findings of the study indicate that if teachers are exposed to quality staff development it often carries over into the classroom.

Approaching the subject from a different aspect, Köyalan (2011) presents the viewpoint of INSET trainers from various countries in her study. The participants (trainers) from England, Ethiopia, India, Malaysia, Nigeria and Turkey are interviewed to collect data about their perspectives. According to the results, the

government is involved in and supports in-service training in all the countries. However, only in England it is governmental policy that all teachers are expected to develop professionally whereas in others the government has less control over INSET. At the end, based on the comments of participant trainers, it is stated that INSET programs could be designed more frequently with larger participation as long as teachers are encouraged to improve themselves and see those programs as small breaks and great gatherings.

Furthermore, in Jordan, AL-Wreikat and Bin-Abdullah (2011) conducted a research study about the effectiveness of INSET courses for EFL teachers. The participants of the study are 798 Jordanian EFL teachers and interviewed by the researcher after given a questionnaire. After the analysis of the collected data, the findings point out that Jordanian EFL teachers face many difficulties in their in-service training courses and are not content with the current INSET courses due to many reasons because of the lack of organization and consideration of teachers' needs in those programs, which emphasizes the importance of needs analysis in INSET again.

In another study conducted in the UK, the impact of an intensive eight-week in-service teacher education program on the beliefs of six English language teachers is researched by Borg (2011). As a result-oriented study, it puts more emphasis on the outcome than the process of INSET. Based on the semi-structured interviews with the participants, the findings reveal that the program had a considerable impact on the teachers' beliefs. They also experienced changes in prior beliefs they held about aspects of language teaching and learning. At the end of the study, it is stated that teachers, as the components and participants, could not be considered separately from the stages of an INSET program, either prior to or after. Therefore, successfully designed INSET programs are expected to cause changes in beliefs and actions of teachers.

Moreover, as a local example, Camuzcu and Duruhan (2011) conducted a study on in-service teacher training needs of primary school teachers related to the process

of teaching and learning. At the end of the study, it was found out that teachers' needs are significantly different from each other in terms of the years of experience, the type of the school, and the subject area.

Also, in Gülmez-Dağ's (2012) research study the effectiveness of early childhood teacher education programs and the perceptions of early childhood teachers are questioned. Even though her study puts relatively more emphasis on the effectiveness of teacher education in general, the age group of the students is relevant to this study. Semi-structured interviews are used to gather data from 17 in-service teachers working in public early childhood institutions in Ankara in order to identify their perceptions. At the end of the study, it is found out that the courses offered for teachers are taught to be more theory-oriented than practice. Also, computer literacy should be emphasized more in the program. More importantly, in early childhood teacher education programs, interpersonal communication abilities must be focused to be able to have healthy relationships with kids.

Based on these overviews, it could be stated that there is need for more INSET-related national studies for the betterment of ESL/EFL teachers' (especially the teachers of young learners) professional development in Turkey, for bringing different perspectives into the matter and going beyond the ordinary. To fill in this gap, the present study attempts to identify the needs of K1-4 English language teachers at a private school which will serve as basis for the design of an in-service teacher training program for the following academic year. Specifically, the findings of the needs assessment included in the study will serve as a model for designing an in-service teacher training program by taking a deeper and more scientific look at the needs of the K1-4 English language teachers in relation to the aspects of methodology, language skills, utilization of technology, instructional practices and material development.

Chapter 3: Methodology

3.1 Overview of the Methodology

In this chapter, an overview of the methodology of the study, methodological approaches, the research design, setting, participants, data collection instruments, procedures and data analysis are presented.

As stated in the previous sections, the main focus of this research study is identify the needs of the K1-4 English language teachers to serve as basis for the design of an in-service teacher training program for the following academic year. Specifically, the following research questions were addressed in this study:

1- What are the needs of the K1-4 English language teachers on the following aspects of designing an in-service teacher training program:
   a. Adaptation of teaching methods
   b. Emphasis on language skills
   c. Utilization of technology
   d. Classroom environment
   e. Instructional practices
   f. Material development
2- Are there any significant differences between the needs of the K1-4 English language teachers on these aspects of designing an in-service teacher training program?

3.2 Philosophical Paradigm

A paradigm can be defined as "the basic belief system or world view that guides the investigation" (Guba & Lincoln, 1994, p. 105). Quantitative and qualitative research paradigms have been widely used in research. The first type, quantitative research is a numerical measurement which is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Moreover, by using tools such as surveys, it reaches measurable

data to formulate facts and uncover patterns in research (Wyse, 2011). As for the second type, qualitative research, as the name reveals, is a categorical measurement. According to Denzin and Lincoln (2005), qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them by using tools such as interviews, field notes, observations, conversations, photographs, recordings, and memos.

In the process of conducting their studies, some researchers have found themselves in the middle of an argument about which research method is better than the other. However, lately, researchers show a tendency to combine qualitative and quantitative methods in their research studies (Bryman, 2006). It could be said that the combination these two distinctive methods help researchers clarify their theoretical propositions and the basis of their results (Östlund, Kidd, Wengström & Rowa-Dewar, 2010). The purpose of this combination, usually referred as "mixed methods", could be to expand, examine, explain, and triangulate the data by making sure that the limitations of one type of data are avoided with the strengths of the other (Bamberger, 2000). Therefore, in order to increase the reliability and validity of this study, a mixed methods design which was more qualitative in nature was applied.

3.3 Research Design

According to Johnson et al. (2007), mixed method research allows the researcher or team of researchers to combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration. Therefore, it could be said that a mixed method research design in a single study includes both qualitative and quantitative methods as a procedure and mix them.

In the present educational research study, both qualitative and quantitative data were believed to provide a better understanding and solutions to the research problems. As Creswell and Plano Clark (2011) suggested, mixed methods research design supports the idea of classifying useful methods and then selecting and

adapting the particular ones which addresses the needs and purposes of the study the most.

For the purposes of this study, mixed methods research design in which the researcher collects and analyzes the qualitative and quantitative data separately, compares or relates them and interprets the results was used. Based on the research questions which were more qualitative in nature, and the features of the setting and participants, the usage of mixed methods research design is believed to bring higher credibility to the study.

3.4 Setting

The present study was conducted at 15 K1-4 private schools located in various cities in Turkey. In primary schools, there are mainly two divisions: lower primary (young learners from grade 1 to 4, and also the focus of this study), and upper primary (from grade 5 to 8). As for the English program in these schools, the K1-4 students are not required to take a placement test at the beginning of the year or are not streamed according to their grades or scores. Instead, a heterogeneous classroom setting is encouraged. Each class includes approximately 20-24 students. In total, the students have 10 hours of English a week, and there two types of compulsory English courses provided: Integrated Skills (6 hours) and English through Stories (4 hours). Integrated Skills courses are offered by Turkish English teachers focusing on students' development of grammar, vocabulary as well as four language skills. English through Stories, on the other hand, is offered by native speaker English teachers including the analysis of readers, phonics studies, pronunciation, and spelling practices. Once a week, the Turkish teacher and native teacher get together in a level meeting, plan the upcoming week/s and prepare the weekend homework. Besides, the teachers offer support classes once a week after school for children who are willing to make more practice in English.

In terms of assessment, besides the English exams that the Ministry of Education requires grade 4 students to take, all of the grade 2, 3 and 4 students need to take Cambridge Exams namely Starters (grade 2) and Movers (grades 3 and 4) at

the end of every academic year to certify their level of English based on Common European Framework (CEFR) requirements. Finally, all four grade students take skills-based tests prepared by the English department throughout the academic year.

3.5 Participants

For the purposes of this study, the data were gathered from 60 K1-4 English teachers. The participants were 43 female and 17 male teachers of Turkish nationality with the age average of 34 and with experience in teaching varying between 1 to 16 years. Also the participants have at least a BA degree and/or a teaching certificate.

3.6 Procedure

The procedure part of the study includes five sections: types of sampling, data collection instruments, data analysis procedures, trustworthiness and limitations.

3.6.1 Types of sampling. As a process of statistical analysis, sampling includes a predetermined number of observations which are taken from a larger population. Therefore, because of the crowd it represents, a sample should be chosen carefully in order to collect non-biased data. How sampling works could be summarized under two types of the process: probability and non-probability sampling (Doherty, 1994).

In probability sampling, the selection of the samples is based on the features of the population of interest. Therefore, sampling could be random, and it is probable for each member of the population to be selected. Simple random sampling, systematic sampling, stratified sampling, stage sampling and cluster sampling are considered as types of probability sampling. However, non-probability sampling does not equal chances of selection to all samples because of the type of the study or the conditions. This is because in some cases, use of judgment to decide on a representative sample might be a better option than random selection. Convenience sampling, sequential sampling, quota sampling, judgmental sampling and snowball sampling could be considered as main non-probability sampling types. As a result, in this study, convenience sampling is preferred due to the fact of the convenience, accessibility, and proximity of the participants to the researcher.

3.6.2 Data collection instruments. For the purposes of the present research study, the data is collected through three data collection instruments: questionnaire, which provides quantitative data for the study, semi-structured interviews and teacher diaries, which constitute the quantitative data together.

3.6.2.1 Needs assessment questionnaire. As the first step of data collection process, the participating K1-4 English teachers were administered a questionnaire which comprised 25 items in a 4 point Likert-type scale ranging from *"I strongly disagree"* to *"I strongly agree"*. In addition, the demographic information of the participants (years of experience, educational background, gender and age) was asked for an option of further analysis in the future. The questions were designed to identify the needs of the participating teachers in relation to the aspects of methodology (Item Numbers: 1, 4, 7, 10, 11, 22, 23, 24), language skills (Item Numbers: 2, 3, 5, 9, 25), use of technology (Item Numbers: 15, 18), classroom environment (Item Numbers: 19, 20, 21), instructional practices (Item Numbers: 6, 8, 12), and material development (Item Numbers: 13, 14, 16, 17). The survey was adapted from Camuzcu and Duruhan's (2011) study which was used as a needs assessment tool for finding out the needs of teachers in primary school in-service education (See Appendix A). However, in the present study, the factor structure was found to be different than the original study as it will be discussed in the results section of this thesis.

3.6.2.2 Semi-structured interviews. As part of the qualitative data collection process, twelve K1-4 English teachers who were conveniently sampled took part in the semi-structured interviews. The interview has a crucial role in this study because it is a major source of qualitative data in this study. The interview in this study included 10 open-ended questions which were prepared by the researcher according to the topics covered in the needs assessment questionnaire, which was originally adapted from Camuzcu and Duruhan's (2011) study. These questions were about the utilization of technological devices the classroom, organization and preparation of the classroom environment, adaptation of teaching methods and techniques in order to

trigger problem solving, creative thinking, learning how to learn, and questioning skills, construction of an effective classroom management, effective communication with students with special needs; design of a lesson based on course objectives, content, students' needs and interests, development of materials that emphasizes student progress, individual differences, authenticity, motivation and active participation, learning styles, engagement in project-based learning, and efficient use of time during the lesson. In brief, these questions allowed the researcher to explore the teachers' needs in detail (See Appendix B).

3.6.2.3 Teacher diaries. Lately, the use of diaries as data collection instruments in qualitative research has been very popular because of their reflective nature. According to Krishnan and Lee (2002), diaries are first-person observations of learning experiences which are recorded over a period of time. Similarly, a teacher's diary could be a power tool for reflecting upon the teaching styles, methods, needs, strengths, and weaknesses.

In this study, as the second part of the qualitative data collection process, teacher diaries were used. Specifically, 12 K1-4 English language teachers were asked to keep a dairy for one semester focusing on the aspects namely, adaptation of teaching methods, use of activities, lesson planning, design of classroom, and utilization of technology, which were parallel to the interview questions and questionnaire items (See Appendix C). Table 1 summarizes the research questions and the corresponding procedures:

Table 1.

Overview of Research Questions and Corresponding Procedures

Research Questions	Data Collection Instruments	Data Analysis
1- What are the needs of the K1-4 English language teachers on the following aspects of designing an in-service teacher training program:	Needs Assessment Questionnaire (adapted from Camuzcu and Duruhan, 2011).	Descriptive statistics (means and standard deviations)

1a. Adaptation of teaching methods		
1b. Emphasis on language skills		
1c. Utilization of technology	Semi-structured interviews	Pattern coding (Bogdan and Biklen, 1998)
1d. Classroom environment		
1e. Instructional practices		
1f. Material development		
2- Are there any significant differences between the needs of the K1-4 English language teachers on these aspects of designing an in-service teacher training program?	Needs Assessment Questionnaire (adapted from Camuzcu and Duruhan, 2011).	One-Way ANOVA
	Semi-structured interviews	Pattern coding (Bogdan and Biklen, 1998)
	Teacher diaries	Pattern coding (Bogdan and Biklen, 1998)

3.6.3 Data analysis procedures. This section describes the data analysis procedure regarding the needs of K1-4 English language teachers for the design of an in-service teacher training program at a private school in Turkey. In order to answer the first research question, the data collected through the needs assessment questionnaire was analyzed using SPSS version 20 (Statistical Package for Social Sciences). Specifically, in order to identify the needs of the participating teachers in relation to the aspects of adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development, descriptive statistics (mean and standard deviation) were reported. In addition, the quantitative data were supported by qualitative analysis of the semi-structured interviews through pattern coding (Bogdan & Biklen, 1998). The

process began with the open coding of the data followed by inducing categories from these codes, which were them gathered under the aspects of adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development for each set of data relating to a specific question. The categories and themes were subject to the checking of inter-raters. To identify the degree of inter-rater reliability, two experts in the field of English Language Teaching (ELT) identified themes from the codes. It emerged that the ratters achieved close agreement on the general themes apart from the different verbalizations of similar concepts.

As for the second research question, the quantitative data was analyzed by One-Way ANOVA analysis as the main purpose was to compare the mean scores of the different grade teachers (K1-4) identified in the needs assessment questionnaire. On the other hand, for the same question, the qualitative analysis was used to explore whether there were any significant differences between the four grade levels based on the predefined aspects. As for the first research question, the analysis of the interviews and diaries was transcribed through pattern coding using Bogdan and Biklen's (1998) framework.

3.6.4 Trustworthiness. Trustworthiness is one of the major issues related to not only quantitative research but also qualitative research. According to Guba and Lincoln (1994), it is important for a research study to be trustworthy for the evaluation of its worth. Trustworthiness involves the establishment of the following:

- Credibility: confidence in the 'truth' of the findings
- Transferability: showing that the finding have applicability in other contexts
- Dependability: showing that the findings are consistent and could be repeated
- Confirmability: a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest.

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In order to establish credibility in this study, the researcher used persistent observations, prolonged engagement, member checks, and triangulation strategies which respectively included looking for multiple influences, staying in the field, checking both data and the interpretation, and the utilization of different methods, questions and sources. As for transferability, thick description strategy was used. In other words, the researcher collected detailed descriptions of data in context and reported them with sufficient detail and precision. Additionally, dependability was sustained by the presence of an inquiry audit who evaluated the accuracy of the findings, interpretations, and conclusions based on the collected data. Finally, confirmability was ensured by the use of different theoretical frameworks, external investigators, and methods to gather data.

3.6.5 Limitations. This study's first limitation could be the fact that female participants outnumber male participants in an unbalanced fashion. Therefore, gender differences could be tested in larger groups including similar numbers of both genders in future research studies.

Additionally, the specific nature of the study and the research questions might lead to contextual and situational results. A replication study could be an option for further research in a different context with similar profile in order to crosscheck the results of this study.

Chapter 4: Results

4.1 Overview

This chapter includes the results in relation to the needs of K1-4 English language teachers which will serve basis for a design of an in-service teacher training program. The following part presents the findings related to each research question emphasized in the study.

4.2 The Findings of Research Question 1

In an attempt to find out the needs of K1-4 English language teachers' needs on the aspects of adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices, and material development in an in-service teacher training program, data were gathered from the needs assessment questionnaires and semi-structured interviews.

4.2.1 Needs assessment questionnaire. As stated in the previous sections, in this study, the quantitative data were gathered through the needs assessment questionnaires which consisted of 25 items related to needs of the K1-4 English language teachers about the predefined aspects to be emphasized while designing an in-service teacher training program.

In the current study IBM SPSS version 20 is employed for the analysis of quantitative data to compare mean scores of the different classes' teachers on needs assessment questionnaire.

Prior to analysis, data undergone a screening process and it was seen that there were some outlier scores among the data. For the elimination of the outlier effect, 7 participant's data is excluded from further analysis.

After discussed data preparation, in order to see the scales' properties for the present study, a reliability analysis is applied. The scale found to be highly reliable (*Cronbach's alpha*= .93, *N*= 53) in the same way as the original scale (α=.95). Later,

in order to see if factor structure matches with the original scale, factor analysis is applied. For factor analysis, Kaiser-Meyer-Olkin Measure of sampling adequacy (.70) and Barlett's test is considered to test the suitability of the sample for further analysis of principal component analysis. Barlett's test is found significant. Our sample is found to be appropriate for the analysis according to the mentioned criteria. With the use of eigenvalue, 6 factors are found within the scale like the original scale but the items of factors are changed and the further analysis is applied on this new factor structure (see Table 2). It is also found that these 6 factors are explaining %78 of the total variance.

Table 2.

New Factor Structure of the Scale

Factor 1	21. Designing the classroom according to the objectives of the lesson 17. Choosing extra books to support the course book 20. Designing the classroom according to the type of an activity 19. Designing the classroom accordingly to make students more motivated 2. Developing students' "learning to learn" skills 8. Making students prepare creative and unique projects
Factor 2	22.Taking negative behavior under control during classroom activities 10.Choosing methods and techniques considering students who need special education 3.Designing activities to develop students' creative thinking skills 23.Using the techniques and methods to increase students' class participation 6.Developing activities according to students' progress
Factor 3	12.Using time efficiently during the procedures of classroom activities

	13.Choosing classroom materials and objects which increase students' active participation in the classroom
	24.Planning lessons suitably for the subject content
	11.Choosing methods and techniques matching with the objectives of the lesson
Factor 4	15.Utilizing technological devices for educational purposes
	18.Using educational technologies effectively during a lesson
	25.Broadening the subject content according to the students' interests and needs
	1. Using the teaching techniques which encourage students to participate in group activities.
Factor 5	14.Preparing subject materials based on individual differences
	7. Ensuring that students will do their homework using proper inquiry methods and techniques
	16.Making students prepare unique subject materials
Factor 6	9.Developing students' problem solving skills
	4. Using various teaching methods and techniques according to students' different learning styles
	5.Doing classroom activities which develop students' question-asking skills

In the analysis of the data gathered from 53 participating teachers, descriptive statistics (mean and standard deviation) were calculated in order to turn the teachers' answers into more meaningful patterns. Table 3 below reports the average of the teachers' ratings and how far the values are spread above and below the average.

Table 3.

Means and Standard Deviations of Each Teacher Group According to Factors.

Group		f1	f2	f3	f4	f5	f6
K1	Mean	20.61	17.92	14.61	13.92	10.38	10.76
	Std. Deviation	3.54	2.25	1.85	2.21	1.38	1.48
K2	Mean	20.69	18.46	14.38	14	9.84	10.69
	Std. Deviation	2.39	1.80	2.18	2.19	1.57	1.31
K3	Mean	20.30	18.84	14.76	14.46	10.07	11
	Std. Deviation	3.49	1.86	2.24	1.66	1.84	1.35
K4	Mean	20.50	18.50	15.50	14.71	10.28	10.92
	Std. Deviation	3.32	1.95	.75	1.43	1.20	1.49
Total	Mean	20.52	18.43	14.83	14.28	10.15	10.84
	Std. Deviation	3.13	1.94	1.83	1.87	1.48	1.37

According to the mean scores shown in the Table 3, all groups were in need of using different technologies and improve their teaching standards. Their means showed that they agreed on the statements in almost half of the cases which can be concluded as, generally, they preferred improvement regardless of the grades they were teaching. Specifically, if the factors that were most apparent according to the agreed statements' means were examined it can be seen that while f1 (classroom environment), f2 (adaptation of teaching methods) were the most scored (higher than half of the scores agreed), on f3 (instructional practices), f4 (utilization of technology), f5 (material development), and f6 (emphasis on language skills) teacher's agreed around half to one-third of the items.

4.2.2 Semi-structured interviews: As for the qualitative aspect of the study, a semi-structured interview was carried out with 12 K1-4 English language teachers. To begin with, when they were asked about what their needs would be in terms of adaptation of teaching methods in an in-service teacher training program, they identified the following three major subtopics: teaching the same content in different ways considering different learning styles, effective methods and strategies to take

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negative behavior under control during classroom activities, and choosing methods and techniques considering students who need special education. In relation to these, the teachers made the following comments:

"I've been teaching for 13 years and I found out that the kids' behavior is getting a little bit hard to handle. Of course for a teacher to keep them in the classroom for 40 minutes, to monitor each and every one of them is usually not possible. I would really want to learn more about the effective techniques." (K1 Teacher – Interview)

"I think choosing the right methods and techniques according to different learning styles is a very important. I find it very difficult because you need to combine different methodology so that your students pay attention to what you're teaching. I absolutely think that we should have an in-service teacher training course about adaptation of teaching methods." (K2 Teacher – Personal Communication, November 15, 2014)

"I think I need to learn more about different learning styles because I mean, I don't know if these new generation kids are different... Back in my time, when our teacher would use a video in the classroom, we would all be watching it carefully. Kids today, I don't know... Always more, more, and more... And, I don't know how to create 'more'." (K3 Teacher – Personal Communication, November 16, 2014)

"In my opinion, all teachers including me need training sessions about the methods of effective communication with students with special needs. Age

level is really important. We need to get trained previously. Counseling department's role is very important here. 'Everybody is so successful and there is no problem with anything' is not the case. It's really important to gain these students." (K4 Teacher – Personal Communication, November 15, 2014)

Furthermore, as for needs of the K1-4 English language teachers about the instructional practices to be emphasized in an in-service teacher training program, the participating teachers came up with the following topics: using time efficiently during the procedures of classroom activities, making students prepare creative and unique projects, and broadening the subject content according to the students' interests and needs as shown in the excerpts below:

"I'm terrible with using time efficiently during the activities. I can never finish the lesson with the exercise I've planned before, never. But, it's like that in lower grades. In the middle of the lesson, you may have to deal with another problem.. And then, your plan fails." (K1 Teacher – Personal Communication, November 16, 2014)

"For project-based learning, teachers' creativity is very important. If a group of teachers comes together in an in-service teacher training course, there could be a lot more opinions and more interesting projects. I think it's very necessary for us to share our opinions in platforms like this." (K2 Teacher – Personal Communication, November 15, 2014)

"I think an in-service teacher training session about project-based learning would be very helpful for us because we could learn more about choosing projects related to the content of our lessons, adapt the projects into our lessons,

creating new things through projects, and how to include individual and group work into our classroom activities." (K3 Teacher – Personal Communication, November 15, 2014)

"In my opinion, I need in-service teacher training about designing activities according to not only the content and course objectives but also the needs and interests of the students. Even though I plan my lessons step by step, I cannot reach the point I plan. Therefore, it's necessary for me and other teachers to be more knowledgeable about it." (K4 Teacher – Personal Communication, November 16, 2014)

Additionally, in an attempt to find out the needs of the participants in relation to the importance to be given on four language skills in an in-service teacher training program, the finding revealed the development of subskills as problem solving, learning how to learn, and creative thinking to be crucial by making the following comments:

"I think the most important thing for a child to learn is questioning and figuring out how to reach knowledge without teacher's help. S/he needs to learn to learn by him/herself by being careful about choosing the right resources and finding out the answers. Therefore, we need to learn how to teach "learning how to learn" skills to the children." (K1 Teacher – Personal Communication, November 16, 2014)

"Problem solving is an important one for me to learn more about because our students easily get used to be given all the answers and solutions and as a result,

can't find the answers and solutions themselves. They shouldn't depend on their teachers and should solve problems themselves." (K2 Teacher – Personal Communication, November 16, 2014)

"I think strategies for improving students' "learning to learn" skills could be very useful. I would like my students to learn how to study themselves or with just a little help from their parents at home. I think I would be able to guide them better." (K3 Teacher – Personal Communication, November 15, 2014)

"Creative thinking… I would love to improve that on the students because I hate to spoonfeed them. In the classroom, I would like to support them in any way I could and get them to come up with questions themselves." (K4 Teacher – Personal Communication, November 15, 2014)

On the other hand, to find out what the K1-4 English language teachers need in terms of the utilization of technology in an in-service teacher training program were, they highlighted the importance of integrating technology in language classrooms. To put it simply, although they already knew how to use the majority of the technological devices in the classroom, they needed more guidance on how to integrate technology such as iPads and smartboards into their lessons and catch up with the updates of the two periodically. The following comments support these findings:

"As teachers we're trying to keep up with the developing technology. But, frankly, kids are much better than we are in using smartboards and iPads too... In technology everyday something new comes up so we need help periodically

to catch up for instance every six months." (K1 Teacher – Personal Communication, November 16, 2014)

"I know how to use the projectors, the smartboards, and other technological devices in the classroom very well. But we have just started using iPads and I think we all can benefit from learning more about iPads because that's the latest technology." (K2 Teacher – Personal Communication, November 15, 2014)

"I have problems especially about using smartboards in the classroom. In case of simple issues, I have to contact the IT staff to solve problems. They are trying to help as fast as they can but I would like to learn more about using smartboards effectively. I don't even know how to use iPads." (K3 Teacher – Personal Communication, November 16, 2014)

"I would very much like to improve on the use of smartboards because in my school, I couldn't get the training in English. I had the training in Turkish. I struggled so much. I can't say I'm very good at it now. I need to get training on smartboards, again." (K4 Teacher – Personal Communication, November 15, 2014)

Besides, for the aspect of classroom environment to be emphasized in the program, the participants argued that they particularly needed to learn more about the different ways of organizing the classroom environment to enhance student learning as shown below:

"We do want to do some group work in the classroom but it's really hard in young learners' classes to keep the kids together and to make them produce something. So it would be great to know more about classroom design strategies." (K1 Teacher – Interview)

"I think the seating plan is very important and it should be changed regularly according to the classroom dynamics. Therefore, I would like to learn more about what type of seating plan to use in a specific activity and which seating plan suits best for my classes." (K2 Teacher – Interview)

"At the beginning of the year, we don't know most of the students. We try to organize and arrange seats for students according to their behavior and their level. But that's something we teachers need more knowledge about: which type of learner should sit where, how to decide on the design of the seats etc. before the school starts, maybe a few days earlier." (K3 Teacher – Personal Communication, November 16, 2014)

"I would like to say that usually the seating plans in the classrooms are just OK with me because the way the class teacher likes it is not always the best for me. So, I would like to learn more about it and to cooperate with the class teachers better." (K4 Teacher – Personal Communication, November 16, 2014)

Lastly, in relation to aspect of material development, majority of the K1-4 teachers implied that they currently prepare their materials based on individual

differences, motivation, active participation and authenticity and that they do not urgently feel the need for improvement as displayed in the following comments:

"We already take individual differences, motivation, active participation, and authenticity into consideration for material preparation. So, we regularly get together with other K1-4 teachers English teachers to prepare materials and make use of the Internet resources, as well." (K1 Teacher – Personal Communication, November 16, 2014)

"I think, material development is not something we need to learn more about as soon as possible. We already prepare good materials or adapt our materials according to our student profiles." (K2 Teacher – Personal Communication, November 16, 2014)

"I don't personally need an in-service teacher training course about material development. The most important factor in material development for me is student motivation. I prepare my own materials from time to time and make sure that it's suitable for all learning styles because the materials you prepare should be attractive to them." (K3 Teacher – Personal Communication, November 15, 2014)

"Sometimes you prepare extra materials for fast-finishers or easier ones for slow-learners. Individual differences is more important for me, I guess. I've had some courses before and I have experience in material development but I could

be reminded some topics again." (K4 Teacher – Personal Communication, November 15, 2014)

4.3 The Findings of Research Question 2

For the second research question of this study trying to find out whether there were any significant differences between the needs of the K1-4 English language teachers on the aspects of adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices, and material development in an in-service teacher training program, data were gathered from needs analysis questionnaire administered to 60 K1-4 English language teachers, semi-structured interviews carried out with twelve teachers and diaries again kept by twelve participating teachers.

4.3.1 Needs assessment questionnaire: For the next step, in order to see if the differences between teachers of different grades were significant, a One-Way ANOVA was applied but no significant difference was found between the grades. Therefore, other quantitative analysis was not applied.

As for further analysis, qualitative data obtained from the semi-structured interviews and teacher diaries were thoroughly analyzed in the following parts to find out if any differences between the needs of the K1-4 English language teachers existed for the design of an in-service teacher education program.

4.3.2 Semi-structured interviews: The data obtained from the semi-structured interviews with K1-4 English language teachers demonstrated parallel results in relation to the second research question. In the aspects of adaptation of teaching methods, emphasis on language skills, classroom environment, instructional practices, and material development the answers the of K1-4 English language teachers in the semi-structured interviews also indicated similar results without any significant differences in relation to their needs in an in-service teacher training

program whereas in the aspect of utilization of technology, specifically iPads, the K1 English language teachers expressed less need in comparison to the K2, K3, and K4 teachers. Therefore, it could be said that even though the K1-4 teachers in general do not urgently need to learn more about the utilization of technology in an in-service teacher training program, their knowledge and skills are different in relation to the utilization of technology in the classroom. In relation to this, the teachers made the following comments:

"We started using the iPads this year and it was very useful for me in the classroom. We had iPad lessons with grade 1 students and observed its' advantages because the kids were able to learn by doing things themselves. I'm very happy about it." (K1 Teacher – Personal Communication, November 15, 2014)

"iPads aren't used in our classes. Neither are smartboards. So, we use projectors and laptops in our lessons." (K2 Teacher – Personal Communication, November 15, 2014)

"My prior in-service teacher training need related to the utilization of technology is learning more about how to use iPads. It's getting more and more common in schools." (K3 Teacher – Personal Communication, November 16, 2014)

"My classes don't use iPads. 1st and 5th graders do. But, personally, I don't have my own iPad and I don't use them but I would want to have the same training

those teachers had, the same opportunity because you don't know when you're going to need it." (K4 Teacher – Personal Communication, November 16, 2014)

4.3.3 Teacher diaries: Based on the diaries of K1-4 English language teachers, it was found out that the only significant difference in teachers needs was on the aspect of utilization of technology in an in-service teacher training program. The teachers' diary entries indicated that K1 English language teachers need less to learn more about how to use iPads in the classroom than K2, K3, and K4 English language teachers. In the aspects of adaptation of teaching methods, emphasis on language skills, classroom environment, instructional practices, and material development the diary entries of the K1-4 teachers indicated similar results without any significant differences. Therefore, it could be said that even though the K1-4 teachers in general do not urgently need to learn more about the utilization of technology in an in-service teacher training program, their knowledge and skills are different in relation to the utilization of technology in the classroom. The following excerpts from four of the participants clarify this point:

"Students regularly use Raz-Kids web site and they do exercises on line. I keep their weekly reports. I use iPad, and Apple Tv a lot. The students also use their iPads for classroom activities such as puzzles, games, quizzes and listening activities." (K1 Teacher – Diary Entry, 2014)

"Today, I used the smartboard, projector and iTools content of the course book. My students regularly use 'Superminds' website and they do exercises online. I keep their weekly reports." (K2 Teacher – Diary Entry, 2014)

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"In today's lesson, I used the smartboard, projector, audio CD, and iTools. I also showed videos related to the topic." (K3 Teacher – Diary Entry, 2014)

"Today, I used the smartboard, projector, laptop, DVD, and iTools for the listening activity. I tried to use technology during the whole lesson because it helps us a lot make some of the topics clearer to understand." (K4 Teacher – Diary Entry, 2014)

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to investigate the needs of K1-4 English language teachers on the six major aspects on adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices, and material development which will serve as basis for the design of an in-service teacher training program for K1-4 English language teachers. In this study, data were collected both quantitatively and qualitatively. For the data analysis procedure, a mixed methods research design which was more qualitative in nature was adopted. The following sections discuss the findings of each research question in detail.

5.1.1 Discussion of findings of RQ 1: **What are the needs of the K1-4 English language teachers on the following aspects of designing an in-service teacher training program: adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices, material development?** The first research question attempted to investigate the K1-4 English language teachers' needs on the six predefined aspects of designing an in-service teacher training program. To begin with, the data collected from the needs assessment questionnaires revealed that the majority of the participating K1-4 English language teachers asked for some training on the improvement on these specific aspects regardless the grades they are teaching. Specifically, an in-service teacher training program including the following subtopics were found to have a high priority for K1-4 English language teachers:

- Designing the classroom according to the objectives of the lesson
- Designing the classroom according to the type of an activity
- Designing the classroom accordingly to make students more motivated

- Choosing extra books to support the course book
- Developing students' "learning to learn" skills
- Making students prepare creative and unique projects
- Taking negative behavior under control during classroom activities
- Choosing methods and techniques considering students who need special education
- Designing activities to develop students' creative thinking skills
- Using the techniques and methods to increase students' class participation
- Developing activities according to students' progress.

Supporting the quantitative results gathered from the needs assessment questionnaire, the qualitative results obtained through the semi-structured interviews revealed that the K1-4 English language teachers thought could basically benefit from an in-service teacher program that covers the following subtopics:

- Using time efficiently during the procedures of classroom activities
- Making students prepare creative and unique projects
- Broadening the subject content according to the students' interests and needs
- Teaching the same content in different ways considering different learning styles
- Effective methods and strategies to take negative behavior under control during classroom activities
- Choosing methods and techniques considering students who need special education
- Developing students' problem solving, "learning how to learn", and creative thinking skills
- Integrating iPads and smartboards into English lessons
- Different ways of organizing the classroom environment according to the activities.

As the results of both the needs assessment questionnaire and the semi-structured interviews indicated, the majority of the needs expressed by participating K1-4 English language teachers were parallel to each other. Therefore, it could be said that results were consistent with each other and they overlapped.

In brief, the findings of this study highlighted the importance of the following subtopics related to five predefined aspects namely, the adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment and instructional practices to be taken into consideration while designing an in-service teacher training program for K1-4 English language teachers:

- Making students prepare creative and unique projects
- Developing students' "learning to learn" skills
- Designing activities to develop students' creative thinking skills
- Choosing methods and techniques considering students who need special education
- Taking negative behavior under control during classroom activities
- Designing the classroom according to the type of an activity
- Designing the classroom accordingly to make students more motivated
- Choosing extra books to support the course book
- Using the techniques and methods to increase students' class participation
- Developing activities according to students' progress
- Designing the classroom according to the objectives of the lesson
- Using time efficiently during the procedures of classroom activities
- Broadening the subject content according to the students' interests and needs
- Teaching the same content in different ways considering different learning styles
- Integrating iPads and smartboards into English lessons
- Developing students' problem solving skills.

These findings echo the viewpoint of Roberts (1998, p. 221) suggesting that changing needs of teachers creates challenges for INSET in identification and responding phases of those needs because they not only change from one teacher to another but also change in the same teacher over time.

In addition, the findings of the current study are also in harmony with Budak and Demirel's (2003) study on "teachers' in-service education needs" and Baştürk's (2012) study on "primary school teachers' perceptions and expectations about in-service education". Specifically, while Budak and Demirel (2003) found that aspects such as special education, classroom management, and methodology were among the prior needs of teachers related to an in-service teacher training program, Baştürk (2012) suggested that, taking teachers' opinions into consideration, in-service teacher training programs should take place in technologically supported environments where teachers could learn more about their subject areas and teaching profession.

On the other hand, after the analysis of the gathered data, material development was the only aspect that the participating K1-4 English language teachers did not need much emphasis to be given designing an in-service teacher training program.

Finally, these findings support what Camuzcu and Duruhan (2011) found in their study on primary school teachers' needs related to an in-service teacher training program in Turkey which showed that most of the participating teachers' needs are simply about the student-centered process of teaching and learning in an in-service teacher training program. Besides, as the current study, the results of Camuzcu and Duruhan's (2011) study indicated that material development was a low scored aspect whereas the items related to special education, learning how to learn, creative and unique student projects, creative thinking skills, activity design and classroom management were among the topics which had the highest scores by the teachers in the needs assessment questionnaire. Therefore, Camuzcu and Duruhan (2011) further investigated the results related to low-scored items and found out the teachers' answers about material development differ so meaningfully in terms of years of employment. To be more precise, it was found out that teachers employed for twenty-

one years and more needed material development courses the least whereas the teachers employed for six to ten years needed them the most. To conclude, based on those findings, it could be said that material development aspect is not among the most urgent needs of teachers in an in-service teacher training program.

5.1.2 Discussion of findings of RQ 2: **Are there any significant differences between the needs of the K1-4 English language teachers on these aspects of designing an in-service teacher training program?** The second research question of this study aimed to find out whether there were any significant differences between the needs of the K1-4 English language teachers on the predefined aspects or not. The data were collected from needs assessment questionnaires, semi-structured interviews and teacher diaries.

To begin with, although the quantitative analysis of the needs assessment questionnaire revealed no significant differences between the needs of the K1-4 English language teachers, the qualitative analysis of the semi-structured interviews and teacher diaries showed some differences particularly in the aspect of utilization of technology. In other words, the K2, K3 and K4 English teachers were found to have a higher need of learning more about the integration of iPads in the classroom in an in-service teacher training program whereas the K1 teachers were already knowledgeable about using iPads in their classrooms and expressed significantly less need for training on this particular aspect.

These findings supported Rogers' (1962) theory of "Diffusion of Innovations" which categorizes the adopters of a new technology into five groups: innovators, early adopters, early majority, late majority and laggards. In application of this theory into the findings of the present study, the K1 English language teachers could be considered as "early majority" in adopting iPad whereas K2, K3 and K4 teachers might fit "late majority" group better because of their further need to learn how to use iPad and integrate it into their lessons Moreover, the reasons for the difference in levels of adopting iPads in K1-4 English classrooms could also be due to investment in specific groups of students or pilot projects in schools. In other words, if schools

try iPad integrated lessons in only a certain level and provide in-service teacher training for only that level's teachers, this may create a difference in teachers' level of need for in-service training for the upcoming academic year and that could be the reason behind the difference in the findings of the current study. Therefore, further investigation of reasons is suggested.

In addition, the findings of this study are also in accordance with Culén and Gasparini's (2011) pilot study trying out a digital curriculum on iPad in a suitably equipped 4th grade classroom in order to see how students adopt this new technology and how it influences their learning. They summarized that iPad supplements learning English with apps, games, and stories for students to enjoy English lessons and reading more. Therefore it was further suggested that the introduction of iPad in a language classroom has generally been a success. Regarding those findings, it could be said that if the INSET program designed for the K1-4 English language teachers focuses on using iPads in language classrooms, with sufficient and appropriate technological support, it could have positive effects on language teaching and learning.

5.2 Theoretical Implications

The present study has both practical implications for identifying the K1-4 English language teachers' needs to serve as basis for designing an INSET program in private school contexts in Turkey.

According to the findings gathered from the needs assessment questionnaires, semi-structured interviews and teacher diaries, an upcoming in-service teacher training program for K1-4 English language teachers could be designed around their identified needs in relation to the adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices, material development. Therefore, the current study could be repeated regularly in order to identify K1-4 English language teachers' evolving needs.

As Ilyushina (1997) stated, an INSET program's effectiveness highly depends on how far that training is transferred to the real classroom situation. In order an INSET program to be transferred to the real classroom setting, teachers' opinions and needs should be taken into consideration as practitioners. Therefore, paving the way for future studies in K1-4 private school contexts, this study could serve as an effective model of needs assessment for designing an INSET program for primary English language classrooms.

Being more qualitative in nature, data analysis procedures of this study emphasizes a multi-pronged approach to needs assessment (O'Sullivan, 2000) as well. To put it simply, the integration of qualitative data in needs assessment rather than merely relying on quantitative results increases the reliability of the findings of the study, the multifaceted pattern of which could be adapted in future studies.

5.3 Recommendations for Further Research

This study has several recommendations to be taken for consideration for further research. First of all, it is likely that the INSET needs and perceptions of K1-4 teachers are believed to vary across contexts. Therefore, it is recommended to replicate the present study with more participants in different K1-4 private school contexts in Turkey to compare the differences across different EFL settings.

Second, based on the found out needs' of K1-4 English language teachers, a further study could be about offering a thorough design of an INSET program around those needs. Also, extensional research is suggested to test whether there is still a difference between the needs of K1-4 English language teachers related to use of iPads or not after such in-service teacher training that addresses specific needs.

Additionally, future research should also investigate the teacher trainers' and school administrators' perceptions of INSET related needs and expectations. Therefore, the results' compatibility could be tested and in case of mismatching results, reasons of the mismatch could further be analyzed.

Finally, different data collections instruments and data analysis procedures could be used with the same group of participants to investigate the effectiveness of this particular research design.

5.4 Conclusions

The results of the study indicated that integration of K1-4 teachers' needs into the design of an INSET program could have positive effects on English language teaching and indirectly on student learning. Data collected from needs assessment questionnaires, semi-structured interviews and teacher diaries revealed that the teachers particularly perceived the importance of the adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment and instructional practices to be highlighted while designing an INSET program.

To conclude, the purpose of this study was to bring certain standards to INSET in private school contexts in Turkey. Therefore, the study focused on a relatively unknown and specific context of private schools in K1-4 level in INSET because the former studies in Turkey tend to focus on INSET provided by the Ministry of Education in state schools comprising all elementary levels or secondary levels. With the obtained findings, this study diagnoses certain areas in K1-4 English language teachers needs and covers a lot of ground for designing an effective INSET program.

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APPENDICES

A. NEEDS ASSESSMENT QUESTIONNAIRE SAMPLE

NEEDS ANALYSIS QUESTIONNAIRE FOR K1-4 ENGLISH LANGUAGE TEACHERS

Dear Colleague,

This questionnaire has been prepared to serve as a data collection instrument for an academic study which aims to design an in-service teacher training program based on your needs and expectations in K1-4EFL classrooms.

The questionnaire comprises two parts. The first part attempts to gather specific information about your personal profile whereas the second part tries to find out your needs and expectations to design an in-service teacher training program for young learners (grade 1 to 4) classrooms.

Frank and sincere answers that you are going to mark will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study.
Thank you for your contribution.

Melike Işık

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PART 1. Participant Profile

Gender: M ( )   F ( )

Age:

Grade level(s) taught:

Years of teaching experience:

PART 2. Needs and expectations of teachers to design an in-service teacher training program for young learners (K1-4) EFL classrooms

To what extent do you agree that the following criteria are important while designing an in-service teacher training program for young learners (grade 1 to 4) EFL classrooms?

Please put a tick (√) at one of the items below.

a: Strongly Disagree b: Disagree c: Agree d: Strongly Agree

	a	b	c	d
1. Using the teaching techniques which encourage students to participate in group activities.				
2. Developing students' "learning to learn" skills				
3. Designing activities to develop students' creative thinking skills				
4. Using various teaching methods and techniques according to students' different learning styles				
5. Doing classroom activities which develop students' question-asking skills				
6. Developing activities according to students' progress				
7. Ensuring that students will do their homework using proper inquiry methods and techniques				
8. Making students prepare creative and unique projects				
9. Developing students' problem solving skills				
10. Choosing methods and techniques considering students who need special education				
11. Choosing methods and techniques matching with the objectives of the lesson				

12. Using time efficiently during the procedures of classroom activities				
13. Choosing classroom materials and objects which increase students' active participation in the classroom				
14. Preparing subject materials based on individual differences				
15. Utilizing technological devices for educational purposes				
16. Making students prepare unique subject materials				
17. Choosing extra books to support the course book				
18. Using educational technologies effectively during a lesson				
19. Designing the classroom accordingly to make students more motivated				
20. Designing the classroom according to the type of an activity				
21. Designing the classroom according to the objectives of the lesson				
22. Taking negative behavior under control during classroom activities				
23. Using the techniques and methods to increase students' class participation				
24. Planning lessons suitably for the subject content				
25. Broadening the subject content according to the students' interests and needs.				

B. SEMI-STRUCTURED INTERVIEW TEMPLATE

K1-4 ENGLISH LANGUAGE TEACHERS INTERVIEW QUESTIONS

If you were going to attend an in-service teacher training program specifically designed for teaching young learners (grade 1 to 4) in EFL classrooms, what would your needs and expectations be in relation to the following components and subcomponents? Please explain briefly.

1. Utilization of technological devices in the classroom (e.g. iPads, smart boards, projectors)

2. Organization and preparation of the classroom environment (e.g. seating plan, teacher and student zone).

3. Adaptation of teaching methods and techniques that would trigger the following skills:

    3a. learning how to learn

    3b. creative thinking

    3c. problem solving

    3d. learning styles

    3e. questioning

    3f. problem solving

4. Construction of an effective classroom management (e.g. how to deal with disruptive behavior).

5. Effective communication with students with special needs.

6. Design of a lesson that will meet the following criteria:

    6a. course objectives

    6b. course content

    6c. students' needs

    6d. students' interests

7. Development of materials that will emphasize on the following criteria:

   7a. student progress

   7b. individual difference

   7c. authenticity

   7d. motivation

   7e. active participation

8. Engagement in project based learning.

9. Efficient use of time during the lesson.

10. Please specify others, if any:

C. DIARY TEMPLATE

Dear Colleague,

Please fill in the weekly teaching diary below by writing entries everyday around the given topic. Frank and sincere entries that you are going to write will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study.

Thank you for your contribution.

Melike Işık

1- Day 1: Adaptation of Teaching Methods (Which methods did you choose for a lesson? Did you combine different methods and approaches in the same lesson? Eg: "Today, I used TPR (Total Physical Response) and communicative approach in my lesson to teach adjectives........................")

3- Day 2: Use of Activities (Through which activities did you present the content or test students' understanding that day? Eg: "Today, the students played charades and mimed the animals they had learned in the previous lesson. That way, they revised the vocabulary items ....")

3-   Day 3: Lesson Planning: (Did you plan your lesson based on the course objectives, content and different learner profiles?   Eg: Today, my course objectives were .... and I planned my lesson around those objectives. Also, taking today's topic into consideration, I prepared .... activities to make the content more relevant and interesting..............)

4-   Day 4: Design of Classroom: (Did you design your classroom according to the activities of your lesson? Did you design the seating plan or visual aids suitable for the students? Eg: Today, I wanted to present the topic through the game called "Jeopardy". So, I changed the seating plan as if we were in a TV studio and there were three separate seats for the contestants. ....)

5-   Day 5: Utilization of Technology: (Did you use smartboards, ipads, projector, laptop, dvds, iTools, or other technological devices or contents for educational purposes that day? Did you use a specific website? Eg: Today, I used "storybird.com" to let my students write their own stories and create their own storybook................)

D. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Işık, Melike

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EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University	2015
BA	Bogazici University	2011
High School	Ibrahim Onal Anatolian High School	2006

WORK EXPERIENCE

Year	Place	Enrollment
2011-2014	Bahçeşehir College	English Teacher

FOREIGN LANGUAGES

Advanced English, Intermediate French

HOBBIES

Swimming, Tennis, Acting, Dancing, Travelling, Hiking, Volleyball

TURKISH SUMMARY

Türkiye'deki devlet okullarında öğretmenlere sağlanan hizmetiçi eğitimlerin düzenlenmesinden ve karar aşamalarından Milli Eğitim Bakanlığı sorumludur. Bu alanda Türkiye'de yapılan bilimsel araştırmaların büyük bir kısmı Milli Eğitim Bakanlığı ve devlet okulları ekseninde gerçekleşmiştir. Ayrıca, yapılan literatür taramaları göstermiştir ki özel eğitim kurumlarında hizmetiçi eğitimlerle ilgili planlama süreçleri için gerekli standartlar mevcut değildir. Bu standartların oluşturulmasına katkı sağlamak amacıyla bu çalışma, hizmetiçi eğitim planlamaları yapılırken bu eğitimi alacak öğretmenlerin belirli alanlardaki ihtiyaçlarının göz önünde bulundurulması gerektiğini savunarak yola çıkmıştır.

Özellikle ilkokul 1. 2. 3. ve 4. sınıf İngilizce öğretmenlerinin özel eğitim kurumlarındaki hizmetiçi eğitim ihtiyaçlarını saptayarak bu doğrultuda bir hizmetiçi eğitim tasarlanmasına ışık tutmak bu çalışmanın merkezini oluşturmaktadır. Özellikle 1. 2. 3. ve 4. sınıf İngilizce öğretmenlerinin çalışmanın merkezinde olmasının nedeni, 4+4+4 eğitim sisteminin ilk dört yıllık diliminin pedagojik açıdan büyük önem taşıması ve İngilizce dersi ile ilgili bu yaş grubunu ilgilendiren müfredatta yapılan değişikliklerdir. İhtiyaçların saptanabilmesi için çalışma boyunca altı temel başlık seçilmiştir: öğretim yöntem ve tekniklerinin adaptasyonu, dil becerilerinin vurgulanması, teknolojinin kullanımı, sınıf ortamı, öğretimde uygulamalar ve material geliştirme. Ayrıca öğretmenlerin öğrettikleri düzeye göre ihtiyaçlarındaki farklılıklar da araştırılmıştır.

Çalışmaya özel bir eğitim kurumuna mensup 60 İngilizce öğretmeni katılmıştır. Veriler, çeşitleme yaklaşımı kullanılarak katılımcı öğretmenlere uygulanan anketlerden, onlarla yapılan yarı yapılandırılmış görüşmelerden ve tuttukları öğretmen günlüklerinden toplanmıştır. Yapı olarak nitel bir araştırmaya daha yakın görünse de bu çalışmada verilerin toplanması, analizi ve değerlendirilmesi sürecinde

karma yöntem kullanılmıştır. Diğer bir deyişle, hem nitel hem de nicel veriler değerlendirilmiş ve çıkan sonuçlar kıyaslanarak ortak çıkarımlar yapılmıştır.

İlk araştırma sorusu şu şekildedir: "K1-4 düzeyi İngilizce öğretmenlerinin tasarlanacak bir hizmetiçi eğitim programına ilişkin; öğretim yöntem ve tekniklerinin adaptasyonu, dil becerilerinin vurgulanması, teknolojinin kullanımı, sınıf ortamı, öğretimde uygulamalar ve material geliştirme konularındaki ihtiyaçları nelerdir?" Bu sorunun cevabına ulaşabilmek için verilerin analiz sürecinde ilk olarak 25 soruluk ihtiyaç değerendirme anketinin sonuçları ortaya konmuştur. Bu anket Camuzcu ve Duruhan'ın (2011) çalışmasından adapte edilerek katılımcılara uygulanmıştır. Veri analizi için SPSS versiyon 20 üzerinden öğretmenlerin sorulara verdikleri cevapların ortalamaları ve standart sapmaları her bir alt başlığa göre gruplanmıştır ve görülmüştür ki K1-4 düzeyi İngilizce öğretmenleri belirtilen tüm alanlarda hizmetiçi eğitime ihtiyaç duymaktadır ancak en az ortalama material geliştirme alanındadır.

İlk araştırma sorusununda, nicel verilerin elde eildiği anketin yanı sıra, yarı yapılandırılmış öğretmen görüşmeleri uygulanmış ve toplanan veriler kalıpların kodlanması (Bogdan ve Biklen, 1998) yoluyla analiz edilmiştir. Bu görüşmelerde her bir yaş grubundan (K1-4) üçer katılımcı olmak üzere toplamda 12 öğretmen yer almıştır. Görüşmede yer alan sorular, anketin içeriğine paralel olarak hazırlanmış ve katılımcıların cevapları kaydedilmiştir. Kalıpların kodlanması sürecinin sonunda da anket sonuçlarına parallel olarak, öğretmenlerin büyük bir kısmı material geliştirme alanının kendileri için hizmetiçi eğitimde bir öncelik olmadığını, ancak diğer beş alanda hizmetiçi eğitim ihtiyaçları bulunduğunu dile getirmişlerdir. Hem nitel hem de nicel analizler sonucunda hizmetiçi eğitime ilişkin belirtilen en yaygın ihtiyaçlar şu şekilde sıralanmıştır:

- Öğrencilere yaratıcı ve farklı projeler hazırlatabilmek
- Öğrencilere konuları nasıl öğreneceklerini öğrenme becerisi kazandırabilmek
- Öğrencilerin yaratıcı düşünme becerilerini geliştirebilecek faaliyetler hazırlamak
- Özel ihtiyaçları olan öğrencilere hitap edebilecek öğretim methodları seçebilmek
- Ders işlenişi sırasında olumsuz davranışları kontrol altında tutabilmek

Bu sonuçlar, Camuzcu ve Duruhan'ın (2011) çalışmasıyla paralellik göstermektedir. Camuzcu ve Duruhan'ın çalışmasında da özellikle özel ihtiyaçları olan öğrencilere yönelik metodların seçimi konusu en yüksek ortalamaya sahiptir ve benzer olarak materyal geliştirme konusu daha düşük ortalamalara sahip konular arasında yer almaktadır.

İkinci araştırma sorusu K1-4 düzeyi İngilizce öğretmenlerinin tasarlanacak bir hizmetiçi eğitim programına ilişkin ihtiyaçlarında düzeylere göre belirgin bir farklılık gösterip göstermedikleridir. Bu sorunun cevabına ulaşabilmek amacıyla, ihtiyaç analizi anketinin sonuçları, yarı yapılandırılmış görüşmeler ve öğretmen günlükleri kullanılmıştır. Öğretmen günlükleri 12 katılımcı İngilizce öğretmeni tarafından her düzeyden üçer öğretmen olmak üzere bir akademik yarıyıl boyunca belirtilen altı alt başlıkta tutulmuştur. Ancak, yarı yapılandırılmış görüşmelere katılan 12 kişilik öğretmen grubu, günlük tutan 12 kişilik öğretmen grubundan farklıdır. İlk olarak, anket sonuçlarına SPSS versiyon 20 üzerinden One-way ANOVA uygulanmış ve görülmüştür ki belirtilen düzeylerin İngilizce öğretmenlerinin hizmetiçi eğitim ihtiyaçlarında herhangi belirgin bir fark bulunmamaktadır. Bu nedenle çalışmada daha detaylı sonuçlara ulaşılabilmesi için yarı yapılandırılmış görüşmelerden ve öğretmen günlüklerinden toplanan nitel verilere yönelinmiştir. Öncelikle yarı yapılandırılmış görüşmeler kalıpların kodlanması (Bogdan ve Biklen, 1998) yoluyla incelenmiş ve sonuç olarak K1 öğretmenlerinin teknolojinin kullanımı alanındaki ihtiyaç düzeylerinin K2, K3 ve K4 öğretmenlerinden belirgin olarak farklı olduğu sonucuna ulaşılmıştır. İkincil olarak, öğretmen günlüklerinden toplanan veriler analiz edilmiş ve aynı sonuca burada da varılmıştır. K1 düzeyi İngilizce öğretmenleri günlüklerde diğer teknolojik araç gereçlerin yanı sıra iPad kullanımından ve eğitimsel uygulamalardan bahsederken, K2, K3 ve K4 düzeyi İngilizce öğretmenlerinin günlüklerde teknoloji ile ilgili yazdıkları kısımlar smartboard, bilgisayar ve projektörle sınırlı kalmıştır.

Sonuç olarak, çalışmanın bulguları materyal geliştirme hariç belirtilen tüm alanlarda öğretmenlerin hizmetiçi eğitim ihtiyaçlarının yüksek olduğunu ve yalnızca K1 ile K2,K3 ve K4 İngilizce öğretmenlerinin teknolojinin kullanımı konusundaki

hizmetiçi eğitim ihtiyaçlarında önemli bir fark olduğunu ortaya çıkarmıştır. Bu verilerin ışığında, gelecek eğitim-öğretim yılında K1-4 İngilizce öğretmenlerine belirlenen ihtiyaçları doğrultusunda bir hizmetiçi eğitim programı tasarlanması önerilmektedir. Ayrıca, öğretmenlerin ihtiyaçlarının hem kişiden kişiye hem de kişinin kendi gelişim süreci içerisinde değişebileceği göz önünde bulundurularak bu ihtiyaç analizi belirli aralıklarla tekrarlanmalı ve gelecekteki hizmetiçi eğitim programları bu değişen ihtiyaçlar doğrultusunda tasarlanmalıdır.

Bu çalışma, hizmetiçi eğitimlerle ilgili planlama ve karar verme sürecine öğretmenleri de dahil etmenin önemini vurgulamaktadır. Ayrıca, ihtiyaçlar doğrultusunda hazırlanmış hizmetiçi eğitim programları hem özel eğitim kurumlarının ve yöneticilerin faydasını hem de eğitimi alacak öğretmenlerin faydasını gözeterek daha etkili sonuçlar alınmasını ve finansal kaynakların daha doğru kullanılmasını sağlayacağından, bu çalışma ile planlama sürecini oluşturan önemli yapı taşlarının altı çizilmiştir.

Gelecekte, bu çalışmanın başka özel eğitim kurumlarında bulunan başka branş ve düzeylerdeki öğretmenlere ve daha büyük sayıda katılımcıyla uygulanması ve böylece sonuçlardaki olası bağlamsal farklılıkların ortadan kaldırılması önerilmiştir. Çalışmanın başka bir sınırlaması da katılımcı öğretmenlerin büyük çoğunluğunun aynı cinsiyetten olmasıdır. Böylece, gelecekteki çalışmalarda daha eşit sayılar tercih edilerek cinsiyet farkının da ihtiyaçlarda farklılık yaratıp yaratmadığı araştırılabilir. Bunun yanı sıra, mezun olunan üniversite, meslekteki deneyim yılı ve yaş gibi diğer faktörler de göz önünde bulundurabilir.

Yapılan bu bilimsel araştırmayla, Türkiye'deki özel eğitim kurumlarındaki hizmetiçi eğitim programlarının yapısına ışık tutmak ve gelecekte daha etkili programların hazırlanması ve bu rogramların öğretmenler için daha faydalı olabilmesi için belirli standartların oluşturulmasına yardımcı olmak amaçlanmıştır. Türkiye'de bu konuda devlet okullarına göre daha kendine özgü yapıları olan özel eğitim kurumları bu çalışmanın ardından bir takım standartlar belirleyerek eğitimcilere daha etkili eğitim programları sunabilirler. Bu alanda yapılacak daha fazla bilimsel

araştırmayla tüm Türkiye'deki öğretmenlerin dolayısıyla öğrencilerin eğitiminde daha yüksek kaliteye ulaşılabilecektir ve hizmetiçi eğitimin temeli özel sektörde de yapılandırılabilecektir.