

The Needs of Primary English Teachers for an In-Service Teacher Training Program

Enisa Mede¹, Melike Işık²

Abstract

The purpose of this study is to investigate the needs of the primary English teachers at a private school about an in-service teacher training program. Under the light of former studies and literature, this study attempts to find out their needs on the predefined concepts namely, adaptation of teaching methods, emphasis on language skills, utilization of technology, classroom environment, instructional practices and material development. The differences between the needs of the participating teachers according to their grade level (K1-4) were examined as well. A sample of 60 primary English teachers working in private schools around different cities in Turkey participated in this 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 revealed except for the material development, the primary English teachers are in a high need of a design for an in-service training program on the predefined concepts. Besides, the only difference between the grade levels was in relation to the utilization of technology. These findings will serve as basis for the design of a new in-service teacher training program to meet their needs in the following academic years.

Keywords: *In-service teacher education, primary English language teachers, teacher needs, program design.*

¹ Yard. Doç.Dr., Bahçeşehir Üniversitesi, Eğitim Bilimleri Fakültesi, Yabancı Diller Eğitimi Bölümü, enisa.mede@gmail.com

² İngilizce Öğretmeni, Isparta Kule Işık Okulları, melikeisik1988@gmail.com

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İlköğretim Düzeyi İngilizce Öğretmenlerinin Hizmetiçi Eğitim Programlarına İlişkin İhtiyaçları

Öz

Bu çalışma, ilköğretim düzeyi İngilizce öğretmenlerinin hizmetiçi eğitim ihtiyaçlarını yönelik ihtiyaçlarını belirlemeyi amaçlamaktadır. Önceden yapılan çalışmaların ışığında, bu çalışma öğretmenlerinin önceden belirlenmiş kavramlar olan öğretim yöntem ve tekniklerinin adaptasyonu, dil becerilerinin vurgulanması, teknolojinin kullanımı, sınıf ortamı, öğretimde uygulamalar ve materyal geliştirme üzerine kendilerine has ihtiyaçlarını belirlemeyi hedeflemektedir. Ayrıca öğretmenlerin öğrettikleri düzeye göre (K1-4) de ihtiyaçlarındaki farklılıkların olup olmadığı da araştırılmıştır. Çalışmaya Türkiye’de farklı şehirlerdeki özel okullarda çalışan 60 öğretmen bu çalışmaya katılmıştır. Veriler, çeşitleme yaklaşımı kullanılarak katılımcı öğretmenlere uygulanan anketlerden, onlarla yapılan yarı yapılandırılmış görüşmelerden ve tuttıkları öğretmen günlüklerinden toplanmıştır. Çalışmanın bulguları materyal geliştirme hariç belirtilen tüm alanlarda öğretmenlerin hizmetiçi eğitim ihtiyaçlarının yüksek olduğunu. Bu bulguların yanı sıra, yalnızca öğretmenlerinin teknolojinin kullanımı konusundaki hizmetiçi eğitim ihtiyaçlarında önemli bir fark olduğunu saptanmıştır. Bu verilerin, gelecek eğitim-öğretim yılında öğretmenlerin ihtiyaçlarını karşılayacak yeni bir hizmetiçi eğitim programının geliştirilmesi tasarlanması temelini oluşturacaktır

Anahtar Sözcükler: Hizmetiçi öğretmen eğitimi, ilköğretim düzeyi İngilizce öğretmenleri, öğretmen ihtiyaçları, program geliştirme.

Introduction

In today's world, the concept of teacher education brings along new roles for teachers. Especially in second and foreign language teaching, teachers are expected to be researchers, decision-makers, and evaluators besides their other roles in education. However, the resources to guide teachers on acquiring those roles are not rich enough. Richards and Nunan, (1990) stated that “the field of teacher education is a relatively underexplored one in both second and foreign language teaching” (p. xi). They also suggested that the research on teacher education in language teaching is inadequate compared with the research on matters such as methods and techniques for classroom teaching, and that few of the papers published in the last twenty years are data-based, and majority of them comprise anecdotal wish lists of what is best for teachers (Richards & Nunan, 1990). Bernhardt and Hammadou (1987) reflected on the former studies in foreign language teacher education covering the years 1977 to 1987 and found out that there was a lack of attention paid to the concept and research of teacher education. More recently, Schulz (2000) stated that the development of teacher education over the past decades was unfulfilling.

According to Roberts (1998), the participation of teachers in in-service education and training (INSET) courses does not necessarily mean that those courses are fully relevant to the teachers' needs. 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.

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. There have also 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.

INSET is the type of training and education given specifically to practicing teachers with practical experiences in the classrooms (Ling, 2014, p. 1). INSET's improvable and changing nature provides researchers with various concepts to be investigated in the field of English Language Teaching (ELT). Different contexts, different institutions and different learner

needs necessitate further research and more data. However, in general, majority of 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) (Bulut, Demircioğlu & Yıldırım, 1995; Camuzcu & Duruhan, 2011; Çakıroğlu & Çakıroğlu, 2003; Gülmez-Dağ, 2012; Uysal, 2012; Köyalan, 2011). 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. That is because MEB does not provide INSET courses for private school teachers and the profile of the school population of private schools are different from government schools'. Taking various perspectives and related former studies into consideration (AL-Wreikat, 2011; Barnard, 2004; Borg, 2011; Camuzcu & Duruhan, 2011; Gülmez-Dağ, 2012; Köyalan, 2011; Uysal, 2012), it could be said that further research is needed 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.

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 have been many theories over the course of many years suggesting the components of foreign language teacher education (Berry, 1990; Burns & Richards, 2009; Cullen, 1994; Freeman & Johnson, 1998; Ur, 1992; Kreidler, 1987).

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. In addition, 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 basis 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 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, methodology, theory, subject matter, and language improvement*. 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 of 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 cause 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.

The Importance of Needs Assessment 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 in the figure below:

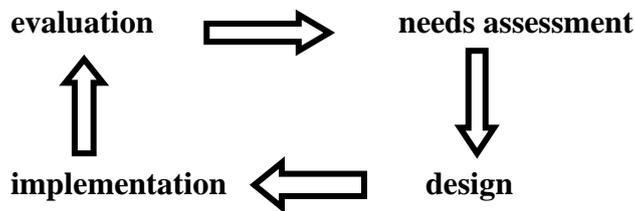


Figure 7.1. The INSET Cycle (Roberts, 1998, p. 231)

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 (2005, p. 19) 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, p. 4) 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”.

In a similar fashion, Neil (1986, p. 58) suggested that current research approaches to in-service teacher education include: 1) exploration of various means of collaboration between teachers and administrators in in-service planning and implementation; 2) examination of educational change related to the individual teacher; 3) descriptions of the places in which 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 fourth 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.

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 (AL-Wreikat, 2011; Barnard, 2004; Borg, 2011; Camuzcu & Duruhan, 2011; Gülmez-Dağ, 2012; Köyalan 2011; 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.

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 (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. 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 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. After the analysis of the data collected from their questionnaire, the findings revealed 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 a similar fashion, 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.

In the light of the literature review presented in the previous section, 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 old-fashioned ways of teacher training. Considering the fact that the INSET programs are offered by the Ministry of Education (in a Turkish public school context), the situation of INSET in a Turkish private school context remains uncovered. 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 a training program for the following academic year. Specifically, the findings of the needs assessment included in the study will serve as an example 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 pre-defined concepts of methodology, language skills, use of technology, instructional practices and material development. These concepts were adapted from Camuzcu and Duruhan's (2011) study which were conducted with primary teachers working both at private and state schools. The following research questions were addressed in the study:

1. What are the needs of the primary English language teachers on the following pre-defined concepts of 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 primary English language teachers on these pre-defined concepts?

Methodology

Design

For the purposes of this study, a mixed-method research design which involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry was employed. 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. Specifically, the present study allowed for triangulation of not only analysis but also methods, sources, and theories to present a detailed and balanced picture of the given situation.

Setting and Sample

The present study was conducted at fifteen K1-4 private schools located in 9 cities located in Turkey. In these schools, the students received 10 hours of English instruction per week. There two types of compulsory English courses: 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.

Furthermore, as for the participants of this study, the data were gathered from sixty 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 3 to 16 years. They all had a BA degree whereas 36 hold a teaching certificate in the field of English Language Teaching.

Data collection Instruments

Questionnaire

As the first step of data collection process in this study, 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*”. The questionnaire had two parts. The first part aimed to gather demographic information (years of experience, educational background, gender and age) about the participants. As for the second part, the items were designed to identify the needs of the participating teachers in relation to the pre-defined concepts of methodology, skills, use of technology, classroom environment, instructional practices, and material development. The questionnaire 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 schools (both public and private) for in-service education.

Semi-structured interviews

As part of the qualitative data collection process, 12 K1-4 English teachers who were conveniently sampled took part in the semi-structured interviews. The interview included 10 open-ended questions which were parallel to the questionnaire items. Specifically, the questions were about the utilization of technological devices in 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. Likewise, questions on 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 were also included. In brief, these questions allowed the researcher to get in-depth data about the needs of the participating teachers.

Teacher diaries

For the qualitative data collection process, teacher diaries were used. Specifically, 12 K1-4 English language teachers were asked to keep a diary to note down their needs on the pre-set

concepts for one semester. Before writing the diaries, the teachers were given the manual which served as a guide for their diary writing.

Data Analysis

The data collected through the needs assessment questionnaire was analyzed using SPSS version 20 (Statistical Package for Social Sciences). Prior to analysis, the data underwent 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 was excluded from further analysis.

In order to see the scales' properties for the present study, a reliability analysis was applied. The scale was found to be highly reliable (*Cronbach's alpha*= .93, $N= 53$) in the same way as the original scale ($\alpha=.95$). Later, in order to see if factor structure matches with the original scale, factor analysis was applied. For factor analysis, Kaiser-Meyer-Olkin Measure of sampling adequacy (.70) and Barlett's test was considered to test the suitability of the sample for further analysis of principal component analysis. Barlett's test was found significant and the sample was found to be appropriate for the analysis according to the mentioned criteria. With the use of eigen value, 6 factors were found within the scale like the original scale but the items of factors were changed and the further analysis was applied on this new factor structure (see Table 1). It was also found that these 6 factors namely, 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 are explaining %78 of the total variance.

Table 1
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	<p>12. Using time efficiently during the procedures of classroom activities</p> <p>13. Choosing classroom materials and objects which increase students' active participation in the classroom</p> <p>24. Planning lessons suitably for the subject content</p> <p>11. Choosing methods and techniques matching with the objectives</p>
Factor 4	<p>15. Utilizing technological devices for educational purposes</p> <p>18. Using educational technologies effectively during a lesson</p> <p>25. Broadening the subject content according to the students' interests and needs</p> <p>1. Using the teaching techniques which encourage students to participate in group activities.</p>
Factor 5	<p>14. Preparing subject materials based on individual differences</p> <p>7. Ensuring that students will do their homework using proper inquiry methods and techniques</p> <p>16. Making students prepare unique subject materials</p>
Factor 6	<p>9. Developing students' problem solving skills</p> <p>4. Using various teaching methods and techniques according to students' different learning styles</p> <p>5. Doing classroom activities which develop students' question-asking skills</p>

Furthermore, to find out the grade-based differences, the quantitative data was analyzed by One-Way ANOVA as the main purpose was to compare the mean scores of the EFL teachers teaching different grade levels (K1-4).

Qualitative data analysis

As for the qualitative dimension of this study, the semi-structured interviews and teacher diaries were analyzed 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 then gathered under the pre-defined concepts 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 raters achieved 82 % of agreement on the general themes apart from the different verbalizations of similar concepts (Miles & Huberman, 1994).

Results

In this part, the findings of the questionnaire are reported to identify the needs of the participating teachers in relation to the concepts of methodology, language skills, use of technology, classroom environment, instructional practices and material development.

For the analysis of the data gathered from 53 participating teachers, descriptive statistics (mean and standard deviation) were calculated to turn the teachers' answers into more meaningful patterns. Table 2 below reports the average of the teachers' ratings and how far the values are spread above and below the average.

Table 2.
Means and standard deviations of each grade level according to factors

Group		F1	F2	F3	F4	F5	F6	F	p
K1	M	20.61	17.92	14.61	13.92	10.38	10.76	.171	.916
	SD	3.54	2.25	1.85	2.21	1.38	1.48		
K2	M	20.69	18.46	14.38	14	9.84	10.69	.106	.171
	SD	2.39	1.80	2.18	2.19	1.57	1.31		
K3	M	20.30	18.84	14.76	14.46	10.07	11	.467	.707
	SD	3.49	1.86	2.24	1.66	1.84	1.35		
K4	M	20.50	18.50	15.50	14.71	10.28	10.92	.629	.600
	SD	3.32	1.95	.75	1.43	1.20	1.49		
Total	M	20.52	18.43	14.83	14.28	10.15	10.84	.294	.829
	SD	3.13	1.94	1.83	1.87	1.48	1.37		

According to the mean scores shown in the Table 2, all groups were in need of in-service teacher training courses related to all 6 concepts listed above. Their means showed that they agreed on the statements in almost half of the cases which could be concluded as, generally, they preferred improvement regardless of the grades they were teaching. Specifically, there was no significant difference between the factors showing that all participating teachers needed training on classroom environment (F1), adaptation of teaching methods (F2), instructional practices (F3), utilization of technology (F4), material development (F5), and emphasis on language skills (F6), [$F(3,56)=.294$, $p=.829$].

As for the qualitative aspect of the study, a semi-structured interview was carried out with twelve K1-4 English language teachers. 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 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 students’ behaviors are 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 data, May, 2015)

“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, Interview data, May, 2015)

“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, Interview data, May, 2015)

“In my opinion, we 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.” (K4 Teacher, Interview data, May, 2015)

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, Interview data, May, 2015)

“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.” (K2 Teacher, Interview data, May, 2015)

“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 and creating new things through projects.” (K3 Teacher, Interview data, May, 2015)

“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.” (K4 Teacher, Interview data, May, 2015)

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 how to learn by him/herself by being careful about choosing the right resources and finding out the answers.” (K1 Teacher, Interview data, May, 2015)

“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, Interview data, May, 2015)

“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, Interview data, May, 2015)

“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, Interview data, May, 2015)

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, Interview data, May, 2015)

“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, Interview data, May, 2015)

“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, Interview data, May, 2015).

“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, Interview data, May, 2015)

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 data, May, 2015)

“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 data, May, 2015)

“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 behaviours and their proficiency level. But that’s something we teachers need more training for more effective classroom arrangement.” (K3 Teacher, Interview data, May, 2015)

“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, Interview data, May, 2015)

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, Interview data, May, 2015)

“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, Interview data, May, 2015)

“I don’t personally need an in-service teacher training course about material development. 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 your students.” (K3 Teacher, Interview data, May, 2015)

“Sometimes you prepare extra materials for fast-finishers or easier ones for slow-learners. Individual differences are more important for me. I’ve had some courses before and I have experience in material development but I could be reminded about some topics again.” (K4 Teacher, Interview data, May, 2015)

As for finding out whether there were any significant differences between the needs of the K1-4 English language teachers on the concepts 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, semi-structured interviews and teacher diaries.

First, 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, further quantitative analysis was not applied.

Furthermore, the data obtained from the semi-structured interviews revealed more indepth findings. As for the concepts of adaptation of teaching methods, emphasis on language skills, classroom environment, instructional practices, and material development the answers of K1-4 English language teachers were parallel to each other 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, Interview data, May, 2015)

“iPads aren’t used in our classes. Neither are smartboards. So, we use projectors and laptops in our lessons.” (K2 Teacher, Interview data, May, 2015)

“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, Interview data, May, 2015)

“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, Interview data, May, 2015)

Besides, the teacher diaries showed 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 concepts 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, June 2015)

“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, June 2015)

“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, June 2015)

“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, June 2015)

Discussion

The findings of the current study 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.

The findings 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 the obtained 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.

Pedagogical Implications

The present study yields a number of pedagogical implications. To begin with, INSET program should be designed according to the needs of the teachers in order to equip them with the effective teaching skills and strategies. Once the training programs fulfill the teachers' needs, they will be more knowledgeable and competent in their instructional practices. Besides, as INSET program's effectiveness highly depends on how far that training is transferred to the real classroom situation, teachers' opinions and needs should be taken into consideration. Therefore, paving the way for future studies in private school (primary level) contexts, this study could serve as basis for the identification of needs to be emphasized in an INSET program.

Limitations

This study has some limitations to be taken into consideration. First, in this study, the needs of the participating teachers were investigated only regarding the grade they teach. No analysis was done regarding other demographic variables such as, gender and years of teaching experience. 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.

Conclusion and 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 primary school contexts in Turkey to compare the needs across various 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. 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 collection instruments and data analysis procedures could be used with the same group of participants to gather more indepth information about the reasons behind those particular needs suggested by the participating teachers.

To conclude, as INSET programs provide ongoing support for teachers' professional development, programs should be designed considering teachers' needs to provide positive changes in attitudes towards their profession. The purpose of this study, therefore, was to bring certain standards to INSET in private school contexts in Turkey by identifying the needs of the primary English teachers (K1-4) to be emphasized in the training program. The obtained findings served as basis for the design and implementation of future INSET programs.

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Geniřletilmiř Öz

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

Özellikle ilkokul 1. 2. 3. ve 4. sınıf İngilizce öğretmenlerinin özel eğitim kurumlarındaki hizmetiçi eğitim ihtiyaçlarını saptayarak gelecekte 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 materyal 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 tuttıkları öğretmen günlüklerinden toplanmıştır. Yapı olarak nitel bir arařtırmaya 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 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 değerlendirme 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 materyal geliştirme alanında.

İlk araştırma sorusunda, nicel verilerin elde edildiği 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 paralel olarak, öğretmenlerin büyük bir kısmı materyal geliştirme alanının kendileri için hizmetiçi eğitimde bir öncelik olmadığını, ancak diğer beş alanda hizmetiçi eğitim ihtiyaçları bulunduğunu dile getirmişlerdir.

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 sürüm 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.

Sonuç olarak, bu 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. Elde verilerin ışığında, K1-4 İngilizce öğretmenlerinin bir hizmetiçi eğitim programı kapsamında saptanan ve birbirinden ayrışan bu ihtiyaçlarının gelecekte daha detaylı olarak incelenmesi önerilmektedir. Bu nedenle gelecekte, belirlenen bu ihtiyaçların altında yatan sebepleri ve temel unsurlarını anlamaya yönelik kapsamlı bir ihtiyaç analizi çalışması yapılabilir. Ayrıca, bu çalışma için seçilen kurumun ve katılımcı K1-4 İngilizce öğretmenlerinin bağlamsal sonuçlara sebep olması ihtimaline karşı benzer profildeki kurumlarda aynı düzeylerin İngilizce öğretmenleri ile çalışma tekrarlanabilir. Son olarak da, verilerin analizinden elde edilen sonuçlara bakılarak, gelecek eğitim-öğretim yılında K1-4 İngilizce öğretmenlerine belirlenen ihtiyaçları doğrultusunda bir hizmetiçi eğitim programı tasarlanması önerilmektedir. Böylece, Türkiye genelindeki özel eğitim kurumları tarafından sağlanan hizmetiçi programlarında zaman içerisinde belirli standartların oluşmasına önayak olmak amaçlanmıştır.