

# A Sample Teacher Training Program for EFL Teachers in Turkey\*

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## Abstract

Teacher education is a lifelong process due to the characteristics and the nature of its professional reflections and responsibilities. Teachers are among those professionals who need to adopt the latest scientific, technological and socio-cultural development in their occupational practices in order to enable individuals to catch up with the speed of the global changes. Educational authorities in every country aim at introducing effective teacher training programs in order to achieve short term and long term educational objectives in their specific context through seminars, conferences, one shot or continuous training programs, professional visits or exchange programs, and projects. The teacher training program introduced in this study was designed as a project for the English language teachers in Turkey with the support of the Scientific and Technological Research Council of Turkey. The objective of the six-day training program was to educate high school EFL teachers on how to be of help for the students who have potentials to develop scientific projects and their teachers to overcome their foreign language problems while accessing scientific resources in English. For the study two questionnaires were administered and an observation checklist was used as the tools for data collection. The result of the data analysis showed that the program was effective in several dimensions such as teachers' professional satisfaction, professional development, motivation, as well as establishing a professional network for future collaboration.

**Key Words:** teacher training programs, scientific development, language barriers, professional motivation

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## Introduction

Foreign language education is among the priorities in any education system. As the most commonly used lingua franca all over the globe, English is at the top of the list. It is a widely known fact that the proficiency of the English language among a country's scientists could influence its scientific output (Meneghini & Packer, 2007). Especially, those countries which are aware of the

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importance of science education at an early age, when children are first introduced to different disciplines aim to employ an effective English language teaching program in their system. In such language curricula many factors are considered and an important one is the extent to which pupils learn to feel comfortable with the style of scientific reasoning and analysis and with the forms of language that support it (Wellington & Osborne, 2001).

For an effective and reliable education system the importance of the teacher training cannot be underestimated (Jahangir et al 2012). Only the trained teachers can set goals for teaching and can organize plans for reaching those goals (Pintrich & Schunk, 2002). There is a common body of belief that the training that teachers receive is never enough, in other words, teachers, no matter where they work, need more and more training (Köyalan, 2011). Both teachers and students can benefit if systematic training is provided (Horrocs & Morgan, 2011). In-service training is effective in improving perception of the trainees. For instance, the students taught by trained teachers showed better results in Mathematics (Naoreen et al. 2011). Schools, state offices of education, and institutions of higher education may each play a role in providing training. The success of an innovation is likely to depend on teachers viewing the change as possible, better than past practices yet comprehensible and compatible with existing ideas (Mirici, 2006). With the growth of computer network infrastructure in schools, and policy support from the government, administrators and teachers have begun advocating online or distance teacher training using the advanced technologies already available in schools and training centers (Jung, 2011). That is why the teacher training programs are not necessarily be onsite and costly programs, they can also be provided online and with minor costs. Whatever system may be implemented, it is certain that both teachers and students get benefit from the professional development activities of teachers in any education system.

The teacher training program introduced in this study was designed for the English language teachers who teach in Anatolian or Science High Schools in Turkey. The students in such high schools have great potential to develop science projects and mostly they participate in national and international science project competitions. In many cases it was reported that these students and their supervisor teachers may have English language problems in the accessing of scientific resources. The Scientific and Technological Research Council of Turkey (TUBITAK) provides funds for such projects that support scientific studies directly or indirectly regardless of their focus group either at secondary or tertiary level. In the same way, TUBITAK supported this project as a teacher training program to promote science projects in the schools of the participating teachers. The teachers were selected randomly upon their online application through the website of the project ([www.adocep.gazi.edu.tr](http://www.adocep.gazi.edu.tr)). The travel, accommodation and the training costs of the project participants were fully paid through the project budget provided by the TUBITAK fund. The program of the project was designed in accordance with the needs of the English language teachers who teach at State Anatolian or Science High Schools in Turkey. Based on the needs of the teachers academics from different universities were invited to lecture within the project frame and all academic and financial reports were submitted to the TUBITAK office for the final approval and closure of the project.

### *Problem of the Study*

The problem statement of the study is “Is it effective to train EFL teachers in order to promote science projects in High Schools in Turkey?”

Based on the problem statements the sub problems of the study are as follows:

1. Do the teachers believe in the importance of teacher training programs?
2. Do the teachers believe that teacher training programs contribute to their professional activities?
3. Do the teachers believe that the teacher training activity in this project meets their professional needs to support science projects in their school?

## Method

While designing a teacher training program, there are two questions to answer (Kovalcikova, 2009: 71-76):

1. What is an ideal teacher like, which way should teachers teach, what should teachers' duties include?
2. What is, in fact, the teaching profession?

In this study two questionnaires were used to collect data about teachers' opinion concerning teacher training programs in general and the project program, specifically, conducted in a period of six days. In addition, the participant teachers as well as the invited academics who lectured on different topics in the project program were invited to reflect their personal opinion concerning the project activity and its effectiveness. The data were analyzed through SPSS statistical analysis program.

The procedure of the study is as follows:

1. The project content and the program were designed based on the needs of the English language teachers in Anatolian and Science High Schools (Appendix 1). And academics were invited to lecture within the frame of the project.
2. The project venue, date and the cost of the project were determined.
3. The project website was developed ([www.adocep.gazi.edu.tr](http://www.adocep.gazi.edu.tr)).
4. Teachers' application was collected and evaluated according to the application criteria such as professional experience, academic background, project experience, school type (state Anatolian or Science Schools) and the location of the school (participants from the same school were omitted according to their qualifications).
5. Participant teachers were selected randomly among the applicants who fulfill the requirements for the application.
6. The application procedure for the TUBITAK fund was completed.
7. The project approval was announced on the project website and the selected teachers were invited for the hotel reservation and for their travel plans,
8. The project venue (a five star hotel) was prepared for the project activities,
9. The project program was implemented.
10. The program was evaluated, the data were analyzed and the research paper was finalized.

## Findings

The findings of the study are as follows:

The participant teachers' responses to the first questionnaire (Birjandi & Hesari, 2010) (Appendix- 2) aiming at determining the perception of teachers on in-service training program was analyzed and given in the following (Table 1).

**Table 1.**  
The EFL teachers' perception about teacher training programs

	Mean	SD	Strongly Agree	Agree	Partly Agree	Disagree	Strongly Disagree
Item 1	4,33	0,70196	45,8	41,7	12,5		
Item 2	4,62	0,49454	62,5	37,5			
Item 3	4,33	0,56466	37,5	58,3	4,2		
Item 4	4,37	0,71094	45,8	50,0		4,2	
Item 5	4,5	0,65938	58,3	33,3	8,3		
Item 6	4,5	0,83406	66,7	20,8	8,3	4,2	

Item 7	4,75	0,44233	75,0	25,0			
Item 8	4,75	0,44233	75,0	25,0			
Item 9	4,58	0,65386	66,7	25,0	8,3		
Item 10	4,66	0,70196	75,0	20,8		4,2	
Item 11	4,16	0,76139	33,3	54,2	8,3	4,2	
Item 12	4,54	0,58823	58,3	37,5	4,2		
Item 13	4,25	0,73721	37,5	54,2	4,2	4,2	
Item 14	4,45	0,58823	50,0	45,8	4,2		
Item 15	4,37	0,57578	41,7	54,2	4,2		
Item 16	4,62	0,49454	62,5	37,5			
Item 17	4,41	0,71728	50,0	45,8		4,2	
Item 18	4,54	0,58823	58,3	37,5	4,2		
Item 19	3,95	1,0417	33,3	41,7	16,7	4,2	4,2
Item 20	4,08	1,21285	45,8	37,5	4,2	4,2	8,3
Item 21	4,12	0,85019	37,5	41,7	16,7	4,2	
Item 22	4,45	0,65801	54,2	37,5	8,3		
Item 23	3,25	1,25974	12,5	41,7	16,7	16,7	12,5
Item 24	3,79	1,17877	29,2	41,7	16,7	4,2	8,3
Item 25	3,75	0,84699	16,7	50,0	25,0	8,3	
Item 26	4,41	0,58359	45,8	50,0	4,2		
<b>TOTAL</b>	<b>4,33</b>	<b>0,33004</b>					

As seen in Table 1, the result of the mean scores shows a significant difference. All subjects agreed on the benefit and contribution of teacher training programs to their professional development. This also shows their positive perception concerning teacher training programs.

Then a t-test on the scores of the questionnaire was administered in order to find out if the results showed any significant differences according to gender (Table 2).

**Table 2.**  
The EFL teachers' perception in accordance with their gender

	Gender	N	$\bar{X}$	SD	df	t	p
item1	Female	16	4.5	.63246	12.06763	1.61	.13
	Male	8	4.0	.75593			
item2	Female	16	4.6	.50000	13.66864	.000	1.00
	Male	8	4.6	.51755			
item3	Female	16	4.3	.50000	22.00000	0.50	0.62
	Male	8	4.2	.70711			
item4	Female	16	4.4	.51235	22.00000	0.60	0.55
	Male	8	4.2	1.03510			
item5	Female	16	4.5	.73030	22.00000	.000	1.00
	Male	8	4.5	.53452			
item6	Female	16	4.8	.34157	23.00000	4.00	0.001
	Male	8	3.7	1.03510			
item7	Female	16	4.7	.44721	13.66864	.000	1.00
	Male	8	4.7	.46291			

<b>item8</b>	<b>Female</b>	16	4.8	.40311	22.00000	0.97	0.34
	<b>Male</b>	8	4.6	.51755			
<b>item9</b>	<b>Female</b>	16	4.6	.60208	22.00000	1.10	0.28
	<b>Male</b>	8	4.3	.74402			
<b>item10</b>	<b>Female</b>	16	4.8	.34157	22.00000	2.22	0.03
	<b>Male</b>	8	4.2	1.03510			
<b>item11</b>	<b>Female</b>	16	4.3	.50000	22.00000	2.01	0.05
	<b>Male</b>	8	3.7	1.03510			
<b>item12</b>	<b>Female</b>	16	4.5	.51640	10.49403	0.42	0.68
	<b>Male</b>	8	4.6	.74402			
<b>item13</b>	<b>Female</b>	16	4.3	.61914	10.24159	1.03	0.32
	<b>Male</b>	8	4.0	.92582			
<b>item14</b>	<b>Female</b>	16	4.4	.51235	22.00000	0.24	0.81
	<b>Male</b>	8	4.5	.75593			
<b>item15</b>	<b>Female</b>	16	4.3	.60208	15.74192	0.77	0.45
	<b>Male</b>	8	4.5	.53452			
<b>item16</b>	<b>Female</b>	16	4.6	.50000	13.66864	.000	1.00
	<b>Male</b>	8	4.6	.51755			
<b>item17</b>	<b>Female</b>	16	4.4	.51235	22.00000	0.19	0.84
	<b>Male</b>	8	4.3	1.06066			
<b>item18</b>	<b>Female</b>	16	4.6	.50000	22.00000	0.98	0.34
	<b>Male</b>	8	4.3	.74402			
<b>item19</b>	<b>Female</b>	16	3.95	1.18145	22.00000	0.13	0.89
	<b>Male</b>	8	4.0	.75593			
<b>item20</b>	<b>Female</b>	16	4.0	1.12361	22.00000	0.11	0.90
	<b>Male</b>	8	4.1	1.45774			
<b>item21</b>	<b>Female</b>	16	4.0	.89443	16.70154	1.08	0.29
	<b>Male</b>	8	4.3	.74402			
<b>item22</b>	<b>Female</b>	16	4.5	.63246	12.22698	0.40	0.69
	<b>Male</b>	8	4.3	.74402			
<b>item23</b>	<b>Female</b>	16	3.3	1.07819	22.00000	0.332	0.74
	<b>Male</b>	8	3.1	1.64208			
<b>item24</b>	<b>Female</b>	16	3.9	.85391	22.00000	0.85	0.40
	<b>Male</b>	8	3.5	1.69031			
<b>item25</b>	<b>Female</b>	16	3.6	.71880	22.00000	1.02	0.31
	<b>Male</b>	8	4.0	1.06904			
<b>item26</b>	<b>Female</b>	16	4.3	.61914	16.15013	0.51	0.61
	<b>Male</b>	8	4.5	.53452			
<b>Total</b>	<b>Female</b>	<b>16</b>	<b>4.3</b>	<b>.25508</b>	<b>22.00000</b>	<b>1.00</b>	<b>0.32</b>
	<b>Male</b>	<b>8</b>	<b>4.2</b>	<b>.45015</b>			

\* $p < .05$ , \* $p > .05$

As seen in Table 2, there was a significant difference among the total of scores  $t(22)=1,00$ ;  $p<.05$  although there was not a significant difference in most of the items (2,3,4,5,7,12,14,16,17,19,20,22,23,26)  $p>.05$ . Furthermore, according to the mean scores of both female and male, participants had positive perceptions about teacher training programs (female: 4,3; male: 4,2).

Likewise, the responses to the second questionnaire (Özyürek 1981) (Appendix 3) aiming at investigating the EFL teachers' opinion about the teacher training program they participated in was analyzed (Table 3).

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
	%	%	%	%	%	%	%	%	%	%
5	96	28	76	88	88	100	72	64	60	12
4	4	72	4	12	12		24	8	28	32
3			20				4		8	
2								12	4	4
1								16		52

  

	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17
	%	%	%	%	%	%	%
5	92	80	88	92	80	8	96
4	8	20			4	8	
3			4	4	16	4	4
2				4		4	
1			8			76	

**Table 3.**

The EFL teachers' opinion about the teacher training program they participated in

As seen in Table 3 almost all participants had positive opinion about the teacher training program they participated in. The details about the responses are as follows:

- % 100 of the teachers were of the opinion that the project venue and the services were satisfactory,
- % 100 of the teachers were of the opinion that sometimes new information was provided and sometimes the old ones were repeated,
- % 80 of the teachers were of the opinion that the selection of the project activities were successful,
- % 100 of the teachers were of the opinion that activities were satisfactory in terms of teaching methodology,
- % 100 of the teachers were of the opinion that the equipment used in the project was satisfactory,
- %100 of the teachers were of the opinion that all of the activities in the project schedule were performed,
- % 96 of the teachers were of the opinion that the project activities could be transferred to their school context,
- % 72 of the teachers were of the opinion that the student's attendance was controlled,
- % 88 of the teachers were of the opinion that the organization was successful,
- % 56 of the teachers were of the opinion that the problems were handled successfully,
- All of the students had some individual problems concerning either food or study or recreation facilities,
- % 100 of the teachers were of the opinion that the academics were selected purposefully,

- % 88 of the teachers were of the opinion that there was a positive dialog between the participant teachers and the academics,
- % 92 of the teachers were of the opinion that they participated in this program on their own will,
- % 84 of the teachers were of the opinion that teachers generally participate in such programs willingly,
- % 80 of the teachers were of the opinion that their main objective to participate in this program was to have new information about teaching English as a foreign language,
- % 96 of the teachers were of the opinion that they would like to participate in such programs again,
- Some of the teachers also reflected their opinions about the program implemented through the following statements:

*“All activities were very fruitful for our professional development. Professional needs of teachers should be taken into account by the education authorities.”*

*“The variety of the activity should be enhanced as well as the period of the activity. In addition, the content of the activities can be integrated with various subject matter, activities and techniques.”*

*“In-service teacher training programs should be prepared based on our needs and the goal of the EFL curriculum. In this process, it will be better to study with the universities. All in all, thank you very much for this useful training program.”*

In addition, the invited academics suggested that such teacher training programs be designed regularly for other school types as well.

## **Results and Conclusion**

The result of the analyses of the data has illustrated that English language teachers are totally satisfied with the training program they have received. The content of the program and the lectures were effective enough for them to understand what kind of materials they can develop and how they can teach those materials to their students in their EFL classes. It has also been realized that teacher training activities are quite effective to help teachers develop self confidence, job satisfaction and motivation for their professional activities. To sum up it can be suggested that educational policy makers and educational administrators plan teacher training programs regularly in every school year. Teachers' professional development will be reflected on to their teaching practices in any field of English language education such as English for General Purpose (EGP), English for Specific Purpose (ESP), and English for Academic Purpose (EAP).

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Appendix 1. The Content of The CEFR and the ELP Seminar to EFL Teachers

**29 Jan 2012 Tuesday**

11<sup>00</sup> – 12<sup>15</sup> Registration and check in

12<sup>15</sup> - 14<sup>00</sup> Lunch

14<sup>00</sup> – 15<sup>30</sup> **Introduction to the purpose, team and the flow of the program**  
**Common European Framework of Reference for Languages- CEFR**  
*Assoc. Prof. Dr. İsmail Hakkı Mirici*

CEFR content and principles will be discussed.

15<sup>30</sup> – 16<sup>00</sup> Coffee Break

16<sup>00</sup> - 17<sup>30</sup> **ICE BREAKING**  
*Hakkı Yılmaz*

Participants will meet each other and create a cooperative classroom climate.

17<sup>30</sup> – 19<sup>00</sup> **Creativity Workshop I**  
*Hakkı Yılmaz*

A sophisticated and cognitive activity will be done.

19<sup>00</sup> – 20<sup>30</sup> Dinner

**30 Jan 2013 Wednesday**

07<sup>30</sup> – 09<sup>00</sup> Breakfast

09<sup>00</sup> – 10<sup>30</sup> **ICE BREAKING**  
*Hakkı Yılmaz*

Applied “group working” will be done.

10<sup>30</sup> – 10<sup>45</sup> Coffee Break

10<sup>45</sup> – 12<sup>15</sup> **European Language Portfölo-ELP**  
*Assoc.Prof. Dr. İsmail Hakkı Mirici*

Contents and use of the ELP will be discussed.

12<sup>15</sup> - 14<sup>00</sup> Lunch

14<sup>00</sup> – 15<sup>30</sup> **“CEFR in Turkey and samples of ELP in Turkey”**  
*Assoc.Prof. Dr. İsmail Hakkı Mirici*

Basic terms on CEFR and ELP will be informed, and their implementations in Turkey will be discussed.

15<sup>30</sup> – 16<sup>00</sup> Coffee Break

16<sup>00</sup> – 17<sup>30</sup> **‘Psychological factors in foreign language teaching’**  
*Assoc.Prof. Dr. İsmail Hakkı Mirici*

“Learner Autonomy in EFL context will be discussed.

17<sup>30</sup> – 19<sup>00</sup> **Creativity Workshop II**  
*Hakkı Yılma*

An activity on the creativity and innovation will be done.

19<sup>00</sup> – 20<sup>30</sup> Dinner

**31 Jan. 2013 Thursday**

07<sup>30</sup> – 09<sup>00</sup> Breakfast

09<sup>00</sup> – 10<sup>30</sup> **‘Teaching speaking skills based on CEFR and ELP’**  
*Assist. Prof. Dr. Binnur Genç İter*

Samples for teaching speaking skills based on CEFR and ELP will be presented.

10<sup>30</sup> – 10<sup>45</sup> Coffee Break

10<sup>45</sup> – 12<sup>15</sup> **Self Study and Practice I**  
*Assist. Prof. Dr. Binnur Genç İter, Assoc.Prof. Dr. İ.Hakkı Mirici*

Groups consisting of 5 persons will prepare activities for speaking skills according to the level of CEFR

12<sup>15</sup> – 14<sup>00</sup> Lunch

14<sup>00</sup> – 15<sup>30</sup> **‘Teaching listening skills based on CEFR and ELP’**  
*Dr. Simla Course*

Samples for teaching listening skills based on CEFR and ELP will be presented.

15<sup>30</sup> – 16<sup>00</sup> Coffee Break

16<sup>00</sup> -17<sup>30</sup> **Self Study and Practice II**  
*Dr. Simla Course, Yrd. Doç. Dr. Gültekin Boran*

Groups consisting of 5 persons will prepare activities for listening skills according to the level of CEFR.

17<sup>30</sup> -19<sup>00</sup> **“Learner Autonomy in foreign language teaching”**  
*Prof. Dr. Birsen Tütüniş*

The methods increasing motivation of the students in EFL teaching will be presented.

19<sup>00</sup> – 20<sup>30</sup> Dinner

**1 Feb. 2013 Friday**

07<sup>30</sup> – 09<sup>00</sup> Breakfast

09<sup>00</sup> -10<sup>30</sup> **‘Teaching reading skills based on CEFR and ELP’**  
*Assist. Prof. Dr. Gültekin Boran,*

Samples for teaching reading skills based on CEFR and ELP will be presented.

10<sup>30</sup> – 10<sup>45</sup> Coffee Break

10<sup>45</sup> - 12<sup>15</sup> **Self Study and Practice III**  
*Assist. Prof. Dr. Gültekin Boran, Assist. Prof. Dr. Binnur İlder*

Groups consisting of 5 persons will prepare activities for reading skills according to the level of CEFR

12<sup>15</sup> – 14<sup>00</sup> Lunch

14<sup>00</sup> – 15<sup>30</sup> **‘Teaching writing skills based on CEFR and ELP’**  
*Prof. Dr. Dinçay Köksal*

Samples for teaching writing skills based on CEFR and ELP will be presented.

15<sup>30</sup> - 16<sup>00</sup> Coffee Break

16<sup>00</sup> – 17<sup>30</sup> **Self Study and Practice IV**  
*Prof. Dr. Dinçay Köksal, Dr. Simla Course*

Groups consisting of 5 persons will prepare activities for writing skills according to the level of CEFR

17<sup>30</sup> -19<sup>00</sup> **‘Testing and assessment based on CEFR and ELP’**  
*Prof. Dr. Dinçay Köksal*

Samples for testing and assessment based on CEFR and ELP will be presented.

19<sup>00</sup> – 20<sup>30</sup> Dinner

Preparation for presentations of the teachers.

**2 Feb. 2013 Saturday**

07<sup>30</sup> – 09<sup>00</sup> Breakfast

09<sup>00</sup> – 10<sup>30</sup> **Teachers’ Presentations (Groups 1- 5)**

Each group will present their presentation based on writing skills and it will be evaluated according to CEFR.

10<sup>30</sup> – 10<sup>45</sup> Coffee Break

10<sup>45</sup> – 12<sup>15</sup> **Teachers’ Presentations (Groups 1- 5)**

Each group will present their presentation based on reading skills and it will be evaluated according to CEFR.

12<sup>15</sup> – 14<sup>00</sup> Lunch

14<sup>00</sup> – 15<sup>30</sup> **‘Importance of linguistics in language teaching’**  
*Prof. Dr. Hatice Sofu*

The importance of the linguistics in EFL teaching will be presented.

15<sup>30</sup> – 19<sup>00</sup> **Trip- Kaleici**

A trip to historical places and Kaleici in Antalya

19<sup>00</sup> – 20<sup>30</sup> Dinner

**3 Feb. 2013 Sunday**

07 <sup>30</sup> – 09 <sup>00</sup>	Breakfast
09 <sup>00</sup> - 10 <sup>30</sup>	<b>Teachers’ Presentations (Groups 1- 5)</b>
<b>Each group will present their presentation based on listening skills and it will be evaluated according to CEFR.</b>	
10 <sup>30</sup> – 10 <sup>45</sup>	Coffee Break
10 <sup>45</sup> – 12 <sup>15</sup>	<b>Teachers’ Presentations (Groups 1- 5)</b>
<b>Each group will present their presentation based on speaking skills and it will be evaluated according to CEFR.</b>	
12 <sup>15</sup> – 14 <sup>00</sup>	Lunch
14 <sup>00</sup> – 15 <sup>30</sup>	<b>Evaluation of the program and giving Attendance papers</b>
15 <sup>30</sup> – 16 <sup>00</sup>	Coffee Break
16 <sup>00</sup> – 17 <sup>30</sup>	<b>Presentation of Video and Photographs</b>
<b>Video and photographs taken during the program will be presented.</b>	
19 <sup>00</sup> – 20 <sup>30</sup>	Dinner

Appendix-2. Views about the In-Service Programs Questionnaire

Dear colleague,

This questionnaire is part of a study on the status of the in-service EFL teacher preparation programs in Turkey, and the EFL teachers' perceptions of the aims of these programs. Odd-numbered items ask about the present in-service programs and even-numbered items inquire about your personal beliefs about an optimum in-service program. The researcher would be highly grateful if you kindly fill out the below questionnaire carefully. The data will be used for research purposes only. Please, read the following statements and express your views by marking the appropriate choice.

1-Gender: Male ( ) Female ( ) Professional years of experience:.....

2- Education:  
Learner –Teacher ( ) Teacher ( ) Instructor ( )

- 1: Strongly Disagree.
- 2: Disagree.
- 3: Undecided.
- 4: Agree.
- 5: Strongly Agree.

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The aims and contents of the present in-service programs are determined on the basis of teachers’ needs and local situations.	( )	( )	( )	( )	( )
2. I believe the aims and contents of in-service programs should be determined on the basis of teachers’ needs and local situations.	( )	( )	( )	( )	( )
3. The present in-service courses deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in languages teaching.	( )	( )	( )	( )	( )
4. I believe in-service courses should deal with practical aspects of language teaching because teachers are already familiar with the basic theories and approaches in languages teaching.	( )	( )	( )	( )	( )
5. The present in-service programs update teachers' knowledge in terms of the most recent theories of language teaching and learning.	( )	( )	( )	( )	( )

<b>6.</b> I believe in-service programs should aim to update teachers in terms of the most recent theories of language teaching and learning.	( )	( )	( )	( )	( )
<b>7.</b> The present in-service programs provide teachers with opportunities to share and exchange their views and experiences.	( )	( )	( )	( )	( )
<b>8.</b> I believe in-service programs should provide teachers with opportunities to share and exchange views and experiences.	( )	( )	( )	( )	( )
<b>9.</b> In the current in-service programs, the instructors are theoretically well-versed and have the experience of teaching at the levels teachers are teaching.	( )	( )	( )	( )	( )
<b>10.</b> I believe the instructor of an in-service program should be theoretically well-versed and should have the experience of teaching at the levels teachers are teaching.	( )	( )	( )	( )	( )
<b>11.</b> The present in-service programs in addition to theoretically updating teachers deal with the actual problems teachers may face in their teaching.	( )	( )	( )	( )	( )
<b>12.</b> I believe in-service programs in addition to theoretically updating teachers should deal with the actual problems teachers have in their teaching.	( )	( )	( )	( )	( )
<b>13.</b> The present in-service programs help teachers with general teaching skills such as classroom management.	( )	( )	( )	( )	( )
<b>14.</b> I believe in-service programs should help teachers with general teaching skills such as classroom management.	( )	( )	( )	( )	( )
<b>15.</b> The present in-service courses help teachers to gain insights into how to become efficient teachers.	( )	( )	( )	( )	( )
<b>16.</b> I believe in-service courses should help teachers to gain insights into being efficient teachers.	( )	( )	( )	( )	( )
<b>17.</b> In the present in-service programs, the instructors act as models so that teachers can see how the theory is actualized in practice.	( )	( )	( )	( )	( )
<b>18.</b> I believe in in-service programs, the instructors should act as models so that teachers can see how the theory is actualized in practice.	( )	( )	( )	( )	( )
<b>19.</b> The present in-service programs improve teachers' proficiency in English.	( )	( )	( )	( )	( )
<b>20.</b> I believe in-service programs should improve teachers' proficiency in English.	( )	( )	( )	( )	( )
<b>21.</b> In the present situation, teachers are highly motivated to take part in in-service programs.	( )	( )	( )	( )	( )
<b>22.</b> I believe teachers need to be motivated to take part in in-service programs.	( )	( )	( )	( )	( )
<b>23.</b> In the present situation, teachers with different levels of experience and education receive different in-service programs.	( )	( )	( )	( )	( )
<b>24.</b> I believe teachers with different levels of experience and education should receive different in-service programs.	( )	( )	( )	( )	( )
<b>25.</b> In the present in-service programs, teachers are informed of their weaknesses and they are helped to improve these weaknesses.	( )	( )	( )	( )	( )
<b>26.</b> I believe in in-service programs, teachers should be informed of their weaknesses and they should be helped to improve these weaknesses.	( )	( )	( )	( )	( )

Appendix 3. Views about the Implemented Program Questionnaire

Dear Colleague;

This questionnaire is part of a study on the effectiveness of the teacher training program you have participated in. The researchers would be highly grateful if you kindly fill out the below questionnaire carefully. The data will be used for research purposes only. Please, read the following statements and express your views by marking the appropriate choice.

Project Team

**1. What do you think about the project venue and the services?**

- a. Enough.
- b. Not Sure.
- c. Not Enough.
- d. Other.....

**2. What do you think about content of the program?**

- a. new information was provided.
- b. sometimes new information is provided and sometimes the old ones are repeated
- c. All was repeat.
- d. New information was not provided.
- e. Other.....

**3. What do you think about activities in the program?**

- a. Selection of the activities was well.
- b. Activities was not appropriate new developments.
- c. Other.....

**4. What do you think about activities in terms of teaching methodology?**

- a. Enough
- b. Not Sure.
- c. Not Enough.
- d. Other.....

**5. Were the tools and materials satisfactory enough for the activities?**

- a. Enough
- b. Not Enough.
- c. Other.....

**6. Were all activities in the program performed?**

- a. Done.
- b. Not Done.
- c. If not done, please specify the reason:.....

**7. Were the activities in the program transferrable to your school context?**

- a. Yes.
- b. No.
- c. If your answer is No, please specify the reason:.....

**8. How was the attendance to the classes controlled?**

- a. regular
- b. It was done just at the first course.
- c. Too flexible
- d. Too flexible but attendance is OK
- e. Other:.....

**9. What do you think about the organization of the program?**

- a. Very Good
- b. Good.
- c. Party Good
- d. Very Bad
- e. Other:.....

**10. What kinds of problems did you meet in the program?**

- a. accommodation
- b. food, study or recreation
- c. financial.
- d. place of program
- e. Everything is OK

**11. Were all instructors successful and appropriate for this program?**

- a. Yes.
- b. Not Sure..
- c. No.
- d. Other:.....

**12. What do you think about the dialog between participants and instructors?**

- a. Very Good
- b. Good.
- c. Party Good
- d Very Bad
- e. Other:.....

**13. How did you participate in this program?**

- a. intentionally
- b. as compulsory
- c. with an announcement.
- d with the compulsory of my principal.
- e. Other: .....

**14. In your opinion, did teachers willingly participate in this program?**

- a. Yes.
- b. No.
- c. Not Sure.
- d. Other:.....

**15. If you think that the teachers participated willingly in the program, what was the most important reason?**

- a. Achieve new information
- b. Feel again as student himself
- c. Aggregation with colleagues.
- d. Holiday
- e. Other:.....

**16. If you think that the teachers participated unwillingly in the program, what was the most important reason?**

- a. Not provide any official degree
- b. Not provide new information .
- c. Feel again as student himself
- d. Not provide a holiday
- e. Other:.....

**17. Would you like to participate in this kind of teacher training program ?**

- a. Yes.
- b. No.
- c. Not Sure.
- d. Other:.....

**18. Please specify your other opinions about the program implemented.**

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