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A Study on Turkish EFL Teachers' Motivations through in-service Trainings

Abstract

Although many studies are available in terms of in-service teaching training programmes in the literature, studies on the motivation levels of in-service English teachers are quite scarce. This study aims to find out the effect of in-service teacher training programmes taken by Turkish EFL[1] teachers and what factors influence their motivation under the effect of variables such as age, gender, the highest degree held by teachers, the subject of the highest degree, teaching experience, in-service training course forms, school degrees and school types where teachers work, in-service training course topics, countries where in-service training courses are held and ways of finding in-service training courses. 130 Turkish in-service EFL teachers taking their trainings both in Turkey and other countries took part in the study as participants. A new motivation scale was created and used by combining two different scales: an INSET[2] course participation survey and a motivation to teach scale in the study. According to the results, public and female teachers are found more motivated compared to male and private school teachers. Furthermore, teachers complain about insufficient peer interaction, little trainer-participant communication, not being able to improve their English proficiencies and enlarge their networks and getting follow-up support. In addition, EFL teachers in Turkey prefer practical forms of in-service teacher training programs and topics closely related to ELT[3] such as short courses, teaching practice, teaching young learners, teaching vocabulary and creativity more than other theoretical or time consuming forms. Finally, the research revealed that private school teachers are pleased with the quality of the courses they have taken so far whereas public teachers are more motivated to teach in terms of flexibility that their job provides them.

Keywords: Foreign Language, In-service Teacher Training, English Teachers, Teacher Motivation.

Hizmet-içi Eğitim Almış Türk İngilizce Öğretmenlerinin Çalışma Motivasyonlarına Yönelik Bir Araştırma[4]

Öz

Literatürde hizmet-içi eğitim programları ile ilgili pek çok çalışma olsa da hizmet-içi eğitim almış İngilizce öğretmenlerinin çalışma motivasyonlarına yönelik çalışmalar oldukça azdır. Bu çalışma; yaş, cinsiyet, mezun olunan en yüksek kademe, mezuniyet alanı, mesleki deneyim, hizmet-içi eğitimin türü, çalışılan okul türü ve kademesi, hizmet-içi eğitim konuları, hizmet-içi eğitimin alındığı ülke ve hizmet-içi eğitimden haberdar oluş biçimi gibi bazı değişkenlerin etkisi altında yurt içinde ya da dışında hizmet-içi eğitim alan İngilizce öğretmenlerinin çalışma

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[1] EFL: English as a Foreign Language
[2] INSET: In-service Training
[3] ELT: English Language Teaching
[4] Produced as part of the MA Thesis entitled *Motivation Levels of In-service English Teachers: From Tradition to Change* (Yilmaz, 2018).

motivasyonlarını araştırmayı hedeflemektedir. Çalışmaya, Türkiye'de ve farklı ülkelerde hizmet-içi eğitim almış 130 Türk İngilizce öğretmeni katılmıştır. Çalışma için öğretme motivasyonu ve hizmet-içi kursa katılım ölçeği isimli iki ayrı ölçeğin harmanlanması ile yeni bir ölçek oluşturulmuş ve o kullanılmıştır. Sonuçlara göre devlet kurumlarında çalışan öğretmenler ve kadın öğretmenler, erkek öğretmenlerden ve özel okulda çalışan öğretmenlerden daha motive bulundu. Dahası, öğretmenler katıldıkları hizmet-içi eğitim kurslarında meslektaşları ile aralarında yeteri kadar dayanışma olmadığından, kursiyer kurs veren arası etkileşimin iyi olmadığından, bu kurslarla İngilizce yeterliliklerini ve bu bağlamda çevrelerini çok geliştiremediklerinden, kurslar tarafından yeterince takip desteği alamadıklarından şikâyet etmektedirler. Ayrıca Türkiyedeki İngilizce öğretmenleri hizmet-içi eğitim programları içinde teorik ve uzun zaman alan türlerdense öğretme becerisi, çocuklara yabancı dil öğretimi, kelime öğretimi ve eğitimde yaratıcılık gibi kısa, pratik ve doğrudan İngilizce öğretimi ile ilgili olan alanları tercih etmektedir. Son olarak araştırma, özel okul öğretmenlerinin aldığı kursların kalitesi bakımından daha memnun olduklarını, ancak buna rağmen devlet okullarında çalışan öğretmenlerin de işlerinin sağladığı esneklik bakımından öğretme konusunda daha motive hissettiklerini açığa çıkardı.

Anahtar Kelimeler: Hizmet-içi Eğitim, İngilizce Öğretmenleri, Motivasyon.

1. Introduction

There are some problems related to motivation of efl teachers and in-service teacher training in Turkey. First, problems related to the motivation of efl teachers should be examined. These can be grouped as problems related to their institution, problems related to their region, problems related to teaching English and problems related to their professional development opportunities. Some problems related to their institution are not having a special language classroom, their relationship with their colleagues and school principal, the integrity of the classes with technological equipment and the readiness of their students depending on their backgrounds. Secondly, where teachers work affects the motivation of efl teachers as there is a huge gap between some regions of Turkey in terms of the conditions. Gao and Yu (2014) mention the gap between ideal and actual selves of teachers. This gap increases when teachers cannot be satisfied with the conditions they expect to find, which causes a decay in their motivation. Furthermore, they face problems related to teaching English in general such as inadequate authentic English materials, the differences in learners' proficiency level of English and limited opportunity to practice English outside the classroom. Last and the most important issue is that they have problems related to their own professional development such as reaching appropriate in-service teacher training courses, the cost of those in-service teacher training courses, the contents of in-service teacher training courses and getting enough follow up support from those in-service courses.

The problems directly related to in-service teacher training programmes can be evaluated in four categories as general problems, the problems in the design of in-service training courses, the problems in the implementation of in-service teacher training programmes and the problems which in-service course trainers face. According to Osamwonyi (2016), teachers' having difficulty in affording expensive in-service teacher training courses, inadequate time of teachers, poor planning in the organization of the activities in in-service teacher training courses, insufficient facilities to accommodate teachers are the general problems related to the issue. Apart from those, the lack of professional staff working in the field of in-service training, provision for feedback and systematic in-service training model cause problems in designing in-service teacher training courses (Bayrakçı, 2009). Inservice trainers also have difficulties in catering for affective needs, managing a broad range of participants, dealing with contextual variables and presenting follow up support to teachers (O'Dwyer & Atlı, 2015).

In the light of those problems, the purpose of the study is to answer two main questions. First is whether in-service teacher training programmes affect the motivation of English teachers in Turkey or not. Second, what factors affect the motivation levels of in-service English teachers in Turkey in terms of age, gender, the highest degree held by teachers, the subject of the highest degree, teaching experience, in-service training course forms, school degrees, school types, in-

service training course topics, countries where in-service teacher training courses are held and ways of finding in-service training courses?

Motivation theories and models should be reviewed at first to understand the factors shaping the motivation of EFL teachers in Turkey including self-determination theory, cognitive evaluation theory, Maslow's need theory, attribution theory, personal causation theory, theory of planned behavior, the trans-contextual model, expectancy-value theory, goal theory, socio-educational model, Keller's ARCS model, time continuum model and the hierarchical model of intrinsic and extrinsic motivation.

1.1. Self-determination Theory

Self-determination theory examines human motivation, human needs and goals emphasizing human development through the potential of self. The theory was first introduced by Deci and Ryan in 1985. Needs for competence, relatedness and autonomy are three crucial elements of the theory. According to this theory, motivation comes from energy and persistence because of pure interest. Furthermore, allowing people to have their own choices in the activity and diminishing deadlines will help to increase their motivation.

1.2. Cognitive Evaluation Theory

Cognitive Evaluation theory (CET) is a theory developed by Deci and Ryan (1985) as a theory within SDT, which explains the factors affecting intrinsic motivation such as the effects of rewards, deadlines, other motivational inputs and needs for competence and self-determination. This theory focuses on the differences between tangible and verbal rewards. Verbal rewards can simply be explained as positive feedback taken because of an activity. On the other hand, tangible rewards refer to rewards coming after an engagement in a task and are known when to come most of the time.

1.3. Maslow's Need Theory

Maslow (1943) offers a human motivation theory composed of a hierarchy of needs that individuals should fulfill starting from the lowest to the highest. According to the theory, there exist five sets of goals called basic needs, physiological needs, safety, love, esteem and self-actualization needs in order. These needs are dominated just after they are satisfied by the higher ones. Thus, all the needs are in relation to each other and not isolated. In addition, unless the need belonging to the bottom step is fulfilled, individuals will not care for other needs of higher steps.

1.4. Attribution Theory

Attribution theory deals with attributions of individuals to the outcomes confronted in the cases of failure and success, which was first introduced by Weiner in 1971. It includes the key concepts of "the locus of a cause", "controllability" and "stability". Hodges (2004) states that by the help of the enlightenment of attribution theory, instructors should support their learners to attribute their learning outcomes to controllable and unstable factors so that they would not quit the belief that change is possible.

1.5. Personal Causation Theory

This theory depends on three components: freedom, choice and commitment in the motivation (DeCharms,1977). Giving individuals choices, letting them do the things they wish and being responsible for what they have done bring success in education including both students and teachers. "Origins" are the people who take their own responsibility in learning and teaching, whereas "pawns" follow some specific procedures directed by others.

1.6. Theory of Planned Behavior

TPB investigates the factors lying behind the behaviours that are intentions and beliefs (Ajzen, 1991). It makes predictions about the probability of behaviours depending on the previous ones. Intentions enhance the probability of the behavior formation if one has "behavioral control" and motivation. In addition, the gap between perceived behavioral of oneself and actual behavior should not be much to obtain a realistic prediction.

1.7. The Trans-Contextual Model

It is an integrated model mixture of SDT (self-determination theory), TPB (theory of planned behavior) and the hierarchical model of intrinsic and extrinsic motivation proposed by Hagger and Chatzisarantis (2012). The model was first put forward for physical education lesson activities and dissemination of those activities in extramural surroundings (Hagger et al., 2003). Later, it was also applied in educational concepts such as literature, math and language. As long as the behavior is developed within an autonomous and enjoyable concept, the probability of a new behavior in near future increases.

1.8. Expectancy-Value Theory

This theory deals with how motivation influences choice, persistence and performance and first developed especially for math. Beliefs about how well the individuals will manage the activity and the degree they value the activity shape individuals' choice, persistence and performance in the activity (Eccles & Wigfield, 2000). In other words, expectancies and values directly influence achievement choices. In that way, achievement choices create performance, effort and persistence in turn.

1.9. Goal Theory

Goals and self-efficacy are basic elements of goal theory in explaining the success of a behaviour. One's perceived abilities which means self-efficacy will definitely express what type of goals will be set. In a similar way, the achievement of goals, the successes and failures collected so far will affect the beliefs of self-efficacy (Hodges, 2004). According to Pintrich (2000), there are three types of goals: target goals, general goals and achievement goals. Target goals refer to the goals defined for a particular task. General goals seek the factors and the reasons lying behind the motivated behavior. Last, achievement goals look for aims for engaging in an achievement task.

1.10. The Socio-Educational Model

This theory was originally developed for second language acquisition by Gardner and Smythe (1975). It explains that learning a language is a different issue than another school subject, because it contains considerable complex variables such as being motivated not only for the language but also for the community belonging to the language, attitudes toward learning situation and integrativeness. It can be summarized as a type of a motivation influenced by learning situation attitudes, integrativeness and instrumentality along with abilities of learners giving way to language achievement.

1.11. Keller's ARCS Model

Keller's ARCS Model is more about the strategies for motivation rather than dealing with changing behaviours, solving individuals' problems or teaching learners how to be motivated like the previous theories. Four motivational objectives which are preparing motivational objectives, designing objectives, developing and evaluating steps compose this theory. Similarly, according to Keller (1987), four factors that are attention, relevance, confidence and satisfaction increase motivation.

1.12. The Time Continuum Model

It basically expresses that there is no joy in teaching and learning when a threat exists. According to Wlodkowski (1978) learning process is spread over a time continuum such as 10 minutes or 10 days. In order to achieve success, three critical periods should be considered; the beginning, during and ending of the lesson. For example, if a student is poor at Maths, he can be stimulated by enjoyable and interesting exercises within a specific time period.

1.13. The Hierarchical Model of Intrinsic and Extrinsic Motivation

Three types of motivational levels are mentioned by Vallerand (1995) in this model. These are global, contextual and situational levels. Global motivation refers to intrapersonal factors which deals with inner features of individuals such as enjoying doing a specific activity. Additionally, contextual motivation refers to interpersonal social factors such as a teacher's or a student's communication style in a class. Last, situational motivation refers to the motivation of someone at a precise moment such as one's motivation through an exam or writing an essay.

2. Literature Review
2.1. Research on Motivation and In-service Teacher Training Programmes

Research on motivation and in-service teacher training programmes can be examined in three groups in terms of their findings as being positive, negative and suggestions made upon this research. Khattak et al. (2011) investigated the perspectives of teachers taking in-service training courses in Pakistan. He selected 100 teachers randomly and used a questionnaire composing of close ended and open-ended questions. According to the results, majority of teachers found the training useful. Salomäki (2012) wanted to explore the improvement of teachers during an intensive training of emotional skills and arts. A qualitative research design was preferred. The course evaluations and post-evaluation material taken from Comenius programme were used as data collection tools. Results showed that teachers' motivation of professional development increased along with positive approaches towards school education. Similar results from Turkey supported the previous ones. Atay (2007) examined the motivation of teachers under the effects of an in-service training programme on classroom research. Teachers' narratives and journals were preferred as data collection tools. Results generally supported the positive impact of the training in terms of teachers' professional development.

Some other research did not match with the positive outcomes of training programmes. Lee (2010) researched the impacts of a writing training course on teachers in Hong Kong. He included four EFL teachers from 5 to 15 years as participants by the help of in-depth individual interviews. As a result, he found that writing education did not have much impact on the improvement of those teachers. Similarly, Uysal (2012) focused on the effects of a one-week INSET programme in Turkey. He collected data via course material scales, interviews and a questionnaire. Finally, he revealed that the programme had flaws in planning, evaluation process and teachers' practices.

Apart from positive and negative findings, Bayar (2014) came up with some suggestions for teacher training programmes as a result of his study. Data were collected through interviews at the end of the course over a 12-month period in Turkey. The results indicated that teachers should be involved in planning teacher training programmes. In addition, those programmes should provide active participation chance and high quality instructors. Yan (2008) also supported these findings with his study on EFL teachers in China taking a cross-cultural in-service training. He included 53 full-time and 172 part-time EFL teachers in the study using questionnaires and semi-structured interviews. According to the results, communicative language teaching methods, group and pair work, providing more real-life tasks and using local textbooks increased the fertility of the training programme.

3. Methodology

A descriptive research design was preferred for the study. According to Loeb (2017), descriptive research gives more convincing results about a phenomenon. The research was conducted on 130 English teachers as 23 male and 107 female ones working in both public and private schools in Istanbul and some other cities in Turkey. There were also differences between their departments of bachelor's degree such as English Language teaching, English Language and literature, translation and interpretation, history, American culture and literature, theology, educational administration and educational sciences. Where the participants took their trainings also differs as follows: Turkey (105%), UK (16) %, Italy (3%), Czech Republic (2%) , Germany (2%), U.S.A. (1%), and Iran (1%).A new motivation scale was created by combining two different scales: an INSET course participation survey developed by Yan and He (2015) and a motivation to teach scale developed by Kauffman, Soylu and Duke (2011) to reveal the motivation of in-service EFL Turkish teachers. The new teaching motivation questionnaire had items examining the background of teachers to know them better, expectations and experiences of the course, the suggestions for the INSET course and the motivation levels of in-service English teachers. SPSS (Statistical Package for Social Sciences) was used to analyze the data. Levene's t-test was used to analyze two items with two variables; gender (male and female) and school types of teachers (public and private) along with ANOVA to calculate the correlation between more than two variables. The reliability coefficient was found as 0,927 with the percentage of variance 79.40%. The total reliability coefficients for 76 items proved a high level of reliability (.927).

4. Data Analysis

Levene's t-test was used to analyze two items with two variables; gender (male and female) and school types of teachers (public and private). ANOVA was preferred to calculate the correlation between more than two variables for the items related to age groups, the highest degree held by teachers, subject of the highest degree, course forms taken by teachers, degree of schools where teachers work, course topics, countries of in-service training courses and ways of finding those courses. The questionnaire showed a high level of reliability (.927).

5. Findings

The findings of the study are presented in this section under the titles; age factor, gender factor, graduation degree effect, subject of the highest degree factor, teaching experience factor, the effect of in-service training course forms, the effect of school degrees that in-service teachers work, the effect of school types, the effect of in-service training course topics, country factor of in-service training courses and the ways of reaching in-service training courses.

5.1. Age Factor

Teachers in the age group of 46-55 age group found in-service teacher training courses beneficial in terms of improving their creativityin teaching. In addition to that, teachers between the ages of 25-35 found INSET courses successful at improving them on quality control and evaluation in education and making them skillful at teaching adult learners. Teachers between the ages of 25-35 and teachers in the age group of 46-55 think that teaching gives them time to do other things.

5.2. Gender Factor

Female teachers prefer collaborative research and peer observationmore than male teachers as a professional development resource. While female teachers feel the benefits of outdoor learning, school management, educational leadership and teaching young learners, male teachers feel the advantages of technology use in education more. Last, female teachers are found

more motivated as they prefer teaching for the joy of teaching, a sense of personal fulfillment and they consider teaching as its own reward.

5.3. Graduation Degree Effect

According to the results, teachers with bachelor's degree have more desire to attend to INSET courses to improve their English proficiency. Moreover, teachers with bachelor's degree and master degree both wish to improve their teaching via INSET courses.

5.4. Subject of the Highest Degree Factor

There are also some differences between teachers regarding their subject of the highest degree. Teachers who are history graduates and English language and literature prefer journal writing as a professional development resource more than the other teachers. While teachers who are graduates of English language and literature and translation and interpretation experience the benefits of "education for parents"subject as a result of INSET courses, teachers who are graduates of history, educational sciences and English language teaching do not have any beneficial outcomes of those courses in terms of education for parents.

5.5. Teaching Experience Factor

Results show that teachers within 21-30 years of experience feel more creative as a result of INSET courses rather than teachers within 11-20 who do not find those courses attractive enough to attend. Furthermore, teachers within 11-20 years of experience are the most motivated in terms of loving the joy of teaching.

5.6. The Effect of In-service Training Course Forms

Findings indicate that teachers who take in-service training as symposiums think the courses are useful for them in terms of enlarging their networks compared to the teachers taking seminars.

5.7. The Effect of School Degrees that In-service Teachers Work

According to the primary school teachers, the most benefitted subject areas are improving their proficiency level of English, education for parents and teaching young learners in contrast with high school teachers.

5.8. The Effect of School Types

There are also some variations in terms of the school types where teachers work. Private school teachers prefer journal writing as a professional development resource more than public school teachers. In addition, private school teachers feel the advantages of INSET courses they attend more than public school teachers. As to come to public school teachers, they find limited school support, limited information about training, taking no certificate from courses and lack of their interest as the major obstacles for the participation of in-service training courses. Apart from that, public school teachers are more motivated to teach as they believe the job gives them freedom. They also need more contents for INSET courses.

### 5.9. The Effect of In-service Training Course Topics

According to the findings, teachers taking different inset training courses in terms of their topics respond variously. Teachers taking "teaching language with drama" and "teaching young learners" courses record they improve their communication skills more at the end of the courses compared to the teachers taking "smartboard usage in classroom" course. To add that, teachers taking "teaching young learners", "teaching methods" and "teaching language with drama" courses are armoured with skills related to outdoor learning more than the teachers taking "teaching adult learners" classroom management" and "smartboard usage in classroom" courses. Finally, teachers taking "teaching language with drama" and "teaching methods" courses record

that the course exceeds their expectationsin contrast with the teachers "teaching adult learners" , "classroom management" and "smartboard usage in classroom".

5.10 Country Factor of In-service Training Courses

Teachers taking their inset courses in Turkey, Germany, Italy, Czech Republic and U.K. make various comments about the courses they take and come up with different evaluations as shown in the chart below:

Table1. Country factor and In-service Training
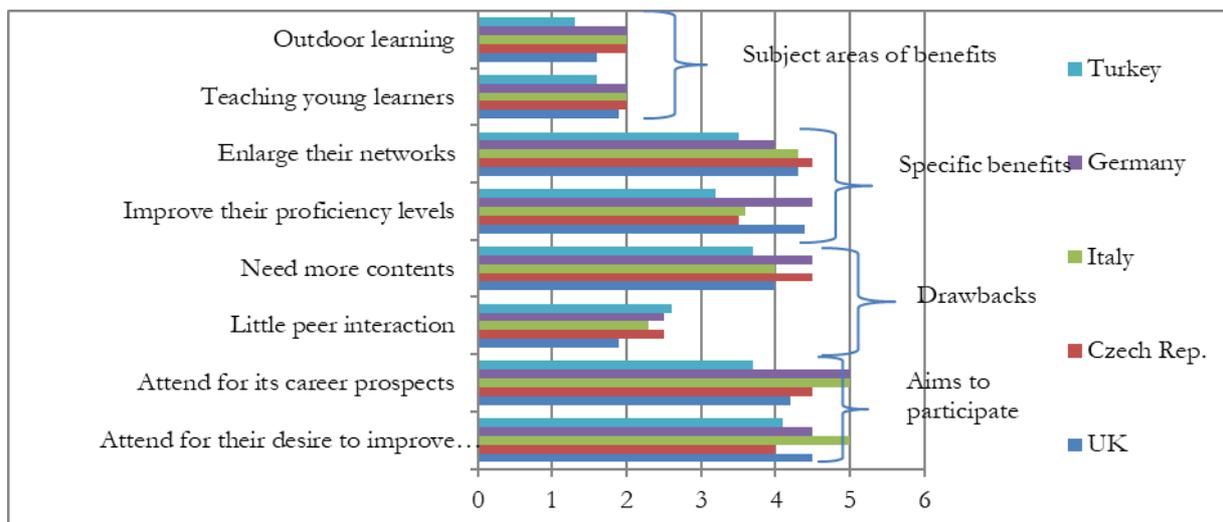
According to the chart, teachers taking their courses abroad get more benefits in terms of outdoor learning more than the teachers in Turkey. Similarly, teachers taking their courses abroad find courses with the theme "teaching young learners" more effective than the teachers taking their courses in Turkey. Then, it is not surprising to see that teachers taking their courses abroad enlarge their networks more than the teachers taking them in Turkey.

It is also seen that teachers taking their courses in Germany and UK record they improve their proficiencies in English more than the others taking their trainings in other countries and Turkey. Apart from that, teachers taking their courses in Germany and Czech Republic put forward that more contents should be added to the course programme rather than the teachers taking their courses in UK, Italy and Turkey.

In addition, teachers taking their courses in Germany and Italy attend to their courses for career prospects and their desire to improve teaching more compared to the others taking their trainings in the countries Czech Republic, UK and Turkey.

Last, teachers taking their trainings in Turkey complain about little peer interaction, which indicates a lack of communication between the colleagues in the same course more than the others taking their courses abroad.

5.11. The ways of Reaching In-service Training Courses

Table 2. In-service training courses taken in two forms

	Teachers finding their courses via Internet	*Teachers taking their courses in their own school*
High cost	√	X
Courses fulfill their expectations	√	X
They improve their English proficiencies	√	X
They enlarge their networks	√	X
Quality control and evaluation in education	√	X
Communication skills	√	X
Little peer interaction	X	√
Insufficient trainer participant communication	X	√

As seen from the chart above, teachers finding their courses through internet or taking them directly in their own institutions (mostly supported by local authorities as compulsory) have different opinions. The teachers finding their courses via internet complain about high cost, on the other hand they improve their proficiencies, communication skills, enlarge their networks. They also think there is quality control and evaluation in education and course fulfills their expectations.

To sum up, teachers between the ages of 25-35 feel the most motivated and finds in-service training courses beneficial especially in quality control and evaluation in education. In addition, teachers between the ages of 25-35 and teachers between 46-55 prefer seminars and more practical forms of in-service teacher training. Second, female teachers prefer collaborative studies and peer observation more than males. Female and public school teachers are also found the most motivated ones. Third, teachers with bachelor's degree and master degree wish to improve themselves via in-service teacher training courses. Fourth, teachers who are the graduates of English language and literature, along with translation and interpretation find their courses more beneficial in terms of "education for parents" than the graduates of English Language teaching and educational sciences. Fifth, teachers who are more experienced with 21-20 years in their career believe those courses increase the fertility and the creativity of their teaching compared to the teachers who have 11-20 years teaching experience. Sixth, teachers find symposiums more effective in terms of enlarging their networks rather than the other forms of in-service teacher training. Seventh, a conclusion depending on a difference between primary and high school teachers can be made. Primary school teachers find in-service teacher training courses more useful in terms of improving their proficiency level of English, education for parents and teaching young learners compared to high school teachers.

Another emphasis can be made on the difference between public and private school teachers. Public school teachers complain about limited school support, limited information about training and taking no certificate from courses. Private teachers, on the other hand, feel the advantages of their trainings and believe the efficiency of "journal writing" more. However, public school teachers are found more motivated in general as they believe their jobs give more freedom to improve themselves. Ninth, teachers taking "teaching language with drama" and "teaching methods" courses find them much better in terms of providing their needs compared to the teachers taking "teaching adult learners", "classroom management" and "smartboard usage in classroom". Besides, courses with the topics "teaching young learners", "teaching methods" and "teaching language with drama" give more chances to improve the skills related to outdoor learning more than the courses "teaching adult learners", "classroom management" and "smartboard usage in classroom". Additionally, teachers taking their courses in Germany and the UK state their proficiency levels improve more than the other teachers taking their courses in other countries and Turkey. Similarly, teacher participants of the courses in Turkey complain more about insufficient communication between their colleagues compared to the others taking their courses abroad. Last, there is a major difference between teachers finding their courses through internet and teachers taking their courses in their own institutions as compulsory. Teachers finding their courses via internet record that they improve their proficiencies and communication skills more. They also enlarge their networks more in contrast to the teachers taking courses in their own institution.

Conclusion

The results of this study reveal that EFL teachers in Turkey prefer more practical forms of in-service training courses such as short training courses and teaching practice and take advantage of course subjects directly related with ELT, such as teaching skills, creativity, teaching young learners and teaching vocabulary. In addition, female teachers, public school teachers, teachers within 11-20 years of experience and teachers taking their courses abroad are found more motivated in their profession. High cost and limited school support are among the most common major obstacles faced by in-service English teachers in Turkey. Furthermore, many teachers, especially private school teachers are pleased with the quality of the courses they have taken so far while public teachers are more motivated to teach in terms of flexibility that their job provides them. Their desire to teach reflects the parallel results of the studies Atay (2007) ,Khattak et al. (2011) and Salomäki (2012) in terms of emphasizing positive attributions of teacher training programmes on teachers.

The study also supports partly of what Bayrakçı (2009) put forward. According to Bayrakçı, there are flaws in providing professional staff for the courses, supplying enough feedback to the teachers and composing a systematic in-service training model. Similarly, it is seen from the table 1 that teachers taking their courses abroad in Germany and Czech Republic state more elaborate contents need to be added to the course programme. In addition, the study supports that teachers prefer more practical forms of in-service teacher training courses such as short courses and courses adaptable to real life situations. In that way, it is also compatible with the results of Yan (2008), which indicates the advantages of communicative language teaching methods in an in-service teacher training programme by providing more real life tasks.

Several recommendations can be made based on the findings of the study. English teachers take in-service teacher training programmes voluntarily or as a result of an institutional requirement. However, they need to be satisfied at the end of those training programmes. What is more, they are in search of more practical and useful forms of those programmes which can be applied in their classrooms. Those programmes should also expand intrinsic motivation of English teachers. Alternatively, a motivation scale could be applied before, during and after in-

service teacher training programmes. Secondly, it is seen in the study that interests and expectations of teachers change depending on age group, gender, teaching experience and the type of school where teachers work. For example, primary school teachers need to improve proficiency level of English, have more interest in education for parents and teaching young learners contrary to high school teachers. Similarly, male teachers tend to benefit from technology based in-service teacher training courses more than female teachers. On the other hand, female teachers prefer collaboration activities and peer observation more than male teachers. In the light of all those findings, in-service teacher training programmes can be developed by curriculum developers and course trainers taking into consideration some factors such as gender, age group, teaching experience, the type of school where teachers work, the degree of the school where teachers work along with personal interests and expectations of the participants.

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