Implementation and evaluation of an EFL teacher training program for non-formal education settings

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Abstract. This study aims to implement and evaluate a suggested in-service teacher training program for English language teachers in non-formal education institutions. In doing this, 2-week online training program was designed considering the professional needs of the teachers and implemented with a follow-up. Pre and posttests, self-assessment scales and lesson observations were utilized in order to compare teacher knowledge and behaviors before and after the training. In addition, those instruments, feedback forms were also received from the teachers in order to figure out their attitudes towards the implemented program. Findings from the study showed that the program had a significant impact on teacher knowledge and behaviors. Although the majority had a positive attitude towards the program, some teachers suggested that a face-to-face training program be held and that the length could be extended.

Keywords: EFL teachers, INSET, non-formal education, professional development

INTRODUCTION

Given the fact that English is offered as a compulsory foreign language course in Turkey for years but still, the country is 79th out of 100 countries, indicating a very low proficiency, (English Proficiency Index, n.d), one could recognize the importance of teacher training to boost the learner proficiency.

It is recurrently been stressed that in-service teacher training (INSET) activities may yield good outcomes for teachers in terms of enhancing teaching practices and empowering student achievement provided that the organization of INSET programs is well-established. Within this vein, it is to be planned meticulously by taking the trainees' professional needs and conditions; following this, the implementation should be conducted in a way that it becomes effective and informative for teachers to develop in-class skills. To this end, program developers should expect the unexpected during the administration process; for this reason, all aspects should be tracked. Apart from that, evaluation stands out as an essential part of program development since it offers data about how well the program objectives are met and to what extent the trainees are satisfied with the implementations. As a matter of fact, the results drawn from the evaluation procedures may be used to make further improvements to the administered program.

The current study set out to develop an INSET program for EFL (English as a foreign language) teachers in non-formal education (NFE) settings. In Turkey, NFE courses are notably widespread and provide lots of educational services to facilitate lifelong learning. As English courses are also offered in those institutions for differing ages and proficiency, this could cause various professional development needs for EFL teachers. For this reason, an INSET program for those teachers was developed, administered and evaluated. In most cases, a large body of literature is mainly based on professional development activities for EFL teachers in formal education, but this study concentrates on the NFE teacher development which has been underexplored so far. To address this aim, the following research questions are presented:

1. What components should the INSET program include?
2. How effective is the program on teachers in terms of:
   a. knowledge?
   b. attitude?
   c. teacher behavior?

In addition, throughout the study, theoretical and practical explanations are provided in order to develop an insight into the administration and evaluation of INSET programs for EFL teachers.

LITERATURE REVIEW

In-service teacher training (INSET)

Before delving into INSET, it may be helpful to make a distinction between two terms: teacher development and teacher training. Although they are used interchangeably, they are completely different, indeed. Teacher development is a broader concept and refers to activities for overall professional improvement. For instance, developing further insight into the instructional approaches, learning styles, language theories, teacher roles, and acquisition of second language learning may arguably be handled within the professional development (Richards & Farrell, 2005). On the other hand, teacher training is rather related to particular purposes to accomplish better learning and teaching. For example, EFL teachers may need to receive teacher training for adapting ELT (English language teaching) materials or motivating learners to speak English. In a word, teacher training relies on professional needs and specific aims.

INSET aims:
   "to stimulate professional competence and development of teachers,
   "to improve school practice,
   "to implement political agreed-upon innovations in schools" (Tulder, Veenman & Sieben, 1988, p.209).

Therefore, INSET programs have an enormous impact on teachers' professional growth and instructional practices and student achievement.

Aytaç (2000, Section 1) classifies INSET programs into four categories as follows:

1. The training programs offered to ones who are new to the profession.
2. Vocational courses provided for the development of vocational skills.
3. Courses for further professional development, adaptation training based on needs.
4. Courses for administrators such as management, problem-solving skills, etc.

Apart from these categories, INSET programs are divided into two classes: 1) On-the-job training, and 2) Off-the-job training (Tutum 1979, as cited in Peker, 2010). The first one refers to training practices offered during working hours, but off-the-job training activities are not provided in the working environment. That is to say, teachers might take a few days off to attend off-the-job training events.

It is a truism to say that there could be many types of INSET programs based on different delivery methods. Ministry of National Education in Turkey (MoNE) claims there are two types of INSET programs for the teachers: "a) INSET for newly beginning teachers", and b) "INSET for teachers who have been in the profession already for several years" (MoNE, 1995, Article, 24). The newly beginning teachers receive INSET for orientation and adaptation. Similarly, in-service teachers are also provided with these training practices in order to improve their knowledge and skills for effective teaching and learning.

According to Palmer (1993), there are three approaches for the provision of INSET programs:

1) Transmission approach: In line with this view, there are knowledge providers and knowledge receivers. Obviously, trainers are active agents of transferring the knowledge to the trainees.

2) The problem-solving approach: The trainees express their needs and problems they face; the trainers try to solve the problems and highlight the necessary points.

3) The exploratory approach: The trainer acts as a mediator; in other words, the trainer plays an active role in exploring the trainees' teaching practices.

Progressing from the transmission approach to the exploratory approach, one can see briefly that the dominant position of the trainer becomes less noticeable since the roles have undergone a shift from the knowledge provider to the facilitator.

Likewise, Peacock (1993) puts forward six INSET approaches as follows:

1) The courses provided by higher education institutions

2) Cascade types of training: Training is given to a specific group of teachers and those teachers transfer the offered knowledge and skills to other teachers.

3) Training of trainers model: A group of teachers receives training and then they are recruited as trainers.

4) Expert models: The trainers major in a specific field for a while to offer training.

5) Distance learning models: Training is given through media platforms.

It is relevant to note here that the approaches depend on the trainer/trainee roles, delivery methods, objectives, and providers. The focus is on professional development; however, the path to the improvement might vary considering the contextual needs and circumstances.

The planning of an INSET program

The planning stage is of crucial importance in that the program should stand on a well-established design by paying great attention to every detail. As a point of departure, the target group should be specified. To put it briefly, the teacher profile could change depending on the workplace, age, experience, expectations, interests, needs, and learners they teach. For this reason, the one-size-fits-all approach cannot exist in the planning stage of an INSET program in terms of defining the participant group. Comprehensive data are to be gathered in order to understand the target group of the program.

Secondly, a needs assessment should be administered to the teachers in order to develop an understanding of their needs and expectations. Neel and Monroe (1988) contend that the demographic section should be included in needs assessment surveys so that the profile could be clarified easily.

Thirdly, after the implementation of the needs assessment and analysis of the results, program objectives, content, delivery methods, materials, schedule and evaluation procedures are identified. There is a valid argument that content and pedagogical content knowledge should be incorporated in a teacher training program (Guskey, 2003). Hence, field knowledge, as well as specific procedures to teach language, could be enhanced. Apart from this, the ability to use the language should also be improved (Farrell & Richards, 2007). Put it simply, language proficiency is vital to the teacher training programs since English is both the medium of instruction and the subject to be taught. Since language proficiency is the infrastructure of language teaching, the teachers are supposed to be competent enough in using English to teach that language.

What is more, the delivery methods are to be listed and clarified for effective training. For example, collective participation, which refers to the collaboration among teachers who teach the same subject, is recommended since collaboration facilitates the exchange of information (Garet, Porter, Desimone, Birman, & Yoon, 2001). This seems similar to the Learning Communities model proposed by Shulman and Shulman (2004) who promote teacher collaboration. Accordingly, 6 pillars lie at the core of professional improvement: "1) Vision, 2) Motivation, 3) Understanding, 4) Practice, 5) Reflection, and 6) Community" (p. 259).

In line with a defined vision, the teachers could set objectives for professional growth. Also, motivation is the driving force for teachers to accomplish professional goals. Apart from vision and motivation, the teachers have a good command of the field and pedagogical knowledge; in other words, they are to be equipped with specialized knowledge and subject-matter knowledge. Theoretical knowledge may not be sufficient on its own for an effective learning-teaching process; that is why teaching skills must be emphasized. To add, the teachers need to be engaged in reflective practices through self-evaluation and collaborative practices that empower sharing experiences and knowledge among teachers.

Observation might also remain as an integral part of the INSET program because it enables sharing ideas. Although observation frequently happens by monitoring someone's teaching practices, a teacher can also observe his/her teaching and makes self-evaluation. It might be useful for them to reach an objective evaluation (Richards & Farrell, 2005).

Plainly, planning entails defining participant group and conducting a needs assessment. Subsequently, the results drawn from the needs analysis can help to clarify the objectives, content, methods, and materials of the program. That is to say, needs assessment is the primary determinant of the planning stage.

The implementation of an INSET program

Some of the training programs are mainly criticized because their length is short and they do not include follow-up activities (Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Hence, follow-up activities are needed in order to provide feedback and scaffolding (Guskey, 2000). As said before in this study, collective participation (Garet et al., 2001) can potentially motivate teachers to exchange their opinions about teaching circumstances they share in common. In parallel, through a variety of methods, the active participation of the teacher trainees could be enabled. To put it in a nutshell, observation, reflection (Kayapınar, 2013), and teaching journals (Richards & Farrell, 2005) could be used to enhance participation.

In addition, teachers should be informed about instructional technology because of the 21st learning environment where technological advancements expand (Goel, 2019). In-service teachers might not exactly know how to incorporate technology into their practices (Ertmer & Ottenbreit-Leftwich, 2010), so the information about web-based applications and resources should be provided.

Similarly, online platforms could also be selected as training providers. Online delivery has several benefits such as "a) decreasing the training cost, b) providing equality of opportunity, c) enabling easily updated content, d) providing no limitation for place and time, e) facilitating individualized learning, f) enhancing the quality of the trainer and training methods" (Yılmaz & Düğenci, 2010, p.72). In a word, digital delivery removes the physical barriers of classrooms and empowers flexibility and individualization.

Be it online or face-to-face, INSET programs should incorporate feedback for effective learning. Feedback may be helpful to pinpoint the weak and strong points of any teaching performance from the viewpoints of colleagues or trainers. The teachers could be observed to see whether they learned the offered knowledge/skills or not, which is called walk-throughs (David, 2008) and feedback may be given.

The evaluation of an INSET program

Evaluation is "a judgment about how good, useful, or successful something is" (Longman Evaluation, Dictionary of Contemporary English, n.d). Speaking of evaluation of a training program, it means to define how well the objectives are accomplished and reach a conclusion. For this reason, outcomes of a program should be measurable but a comprehensive evaluation includes planning and implementation stages apart from the outcomes (Henderson, 1979).

Evaluation of the training programs needs to go beyond assessing the quality of the program; that is, attitudes of the trainees and the impact of the program should be analyzed as

well. (Mathison, 1992). As for the evaluation of foreign language teaching training programs, feedback from teachers, learners, and some other shareholders are to be obtained (Peacock, 2009). In other words, several data collection instruments including interviews with students/teachers, surveys, materials evaluation, student essays may be utilized.

Stufflebeam (2003) suggested an evaluation model called Context-Input-Process-Product (CIPP). Context refers to the process in which a needs assessment is conducted whereas input includes the planning of the program by considering content, materials, expenses, etc. The next stage, process, indicates whether the program is administered as intended and the product stage evaluates the program outcomes.

As seen, evaluation of a training program entails a multi-dimensional process including planning, administration, and outcomes. Similarly, Kirkpatrick and Kirkpatrick (2006) developed a model for evaluating training programs with four levels:

1) Reaction: The first level, as the name suggests, obtains the participants' reactions towards the implemented program.

2) Learning: It measures how well the offered knowledge has been acquired by the participants.

3) Behaviors: This level assesses whether any behavioral change happens thanks to the knowledge or skills acquired.

4) Results: The final level notes all outcomes drawn from the program including reactions, learning, and behaviors, thereby making an overall assessment.

This model implies that evaluation is a systematic process where many considerations are taken into account. To achieve a well-established evaluation, theoretical and practical implications need to be recognized thoroughly.

In addition, a model for evaluation was also put forth for an EFL teacher training program by Chang et al. (2010). This model involves six sources to obtain evaluation data as follows:

1) A language proficiency test is administered to the trainees.
2) Trainees self-assess their teaching skills.
3) Trainees' satisfaction level is measured regarding the implemented program.
4) Trainers' performance is evaluated with a checklist.
5) The program is evaluated with the help of a checklist.
6) To evaluate program management, reports and interviews are employed.

Overall, proficiency tests, self-assessment scale, checklists, reports, and interviews are used as different data collection instruments to achieve a comprehensive program evaluation.

Finally, the bottom line is that evaluation is essential to the INSET program to find out whether it has an impact on the trainees in terms of knowledge, skills, teaching practices, and learner achievement. Accordingly, the content, materials and delivery methods could be edited, revised and modifications are made to improve the program for effective teaching.

METHODS

Research design

The suggested INSET program was designed by recognizing the training needs of teachers and implemented. The effectiveness of the program was evaluated by comparing the entry knowledge and behavior before and after the program through pre/posttests, self-assessment scales, and lesson observations. Apart from these, teachers' attitudes towards the implemented program were obtained by means of feedback forms in order to see whether they were satisfied with the program. One group pretest-posttest design was employed in the present study (Campbell & Stanley, 1963). This measurement is used when the control group used for comparing with the experimental group is not present (Creswell, 2008). That is to say, this study involves an experiment group only to measure the program effectiveness. The impact of

the suggested INSET program on teacher knowledge was assessed by pre/posttests whereas the self-assessment scales and lesson observations were used to measure the teacher behaviors before and after the implementation.

Setting and participants

The research site is based on a NFE institution in Istanbul, Turkey with high numbers of attendees attending art and vocational courses. The study sample consisted of 105 EFL teachers who worked in that NFE institution with a large population of non-ELT graduates having teaching experiences of 0-5 years. Needs assessment by means of questionnaire and semi-structured interviews was conducted with this sample (Arslan, Mirici, & Öz, 2019); accordingly, the program was developed based on those derived needs. After professional needs were received from 105 participants, the program was specifically designed and implemented with 31 of them. The teachers volunteered to attend the study by signing consent forms and they were ensured that the data would be used anonymously.

Instruments

For the present study, the instruments below were used in order to collect data after having ethical approval.

Tests

Pre/posttests with multiple-choice questions were developed through including questions from two textbooks (Teacher Knowledge Coursebook for ELT, 2015; Teacher Knowledge Question Bank for ELT, 2015). The tests consisted of 25 items that investigated teacher knowledge in the domains of teaching skills (writing, speaking, listening and reading), vocabulary instruction, pronunciation, classroom management, material development and use of technology in ELT classrooms. The test items were selected in a way that they were closely related to the professional needs derived from the questionnaire and interviews.

Purposive sampling method was used to recruit the participants (Maxwell, 2009) and 31 participants took the pretest in the 2017-2018 fall semester while the posttest was administered to the same group in the spring semester. To dismiss the retention and memorization, time intervals between the tests were left.

Self-assessment scale

The self-assessment scale was produced from the methodology section of the European Profile for Student Teachers of Languages (EPOSTL) developed by Newby et al. (2007). EPOSTL helps teachers to make a self-assessment for their teaching. The methodology section of EPOSTL originally incorporates sub-sections of a) speaking/spoken interaction, b) writing/written production, c) listening, d) reading, e) grammar, f) vocabulary and g) culture (Newby et. Al, 2007). That is to say, there are seven sub-sections but two of them (E and G) are left out since they are not within the scope of the study.

Although the scale originally has a bar which the student-teachers color in line with their self-assessment, it was adapted as 5 point-Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) by considering the study carried out by Mirici and Hergüner (2015). The self-assessment scale was administered prior to the implementation of the program in December 2017 and after the completion of the program in February-March 2018. Seven EFL teachers were recruited based on convenience sampling and they took the self-assessment scales.

Lesson observation form

Observations were carried out in order to assess the impact of the suggested program on teacher behaviors; for this reason, they were held before and after the implementation. The pre-training observations were carried out in December 2017 and post-training observations took place in February-March 2018.

The lesson observation form developed by CoHE (1998) was used in order to monitor the classroom performance of teachers. This form is originally in Turkish (and implemented in

Turkish) and consists of two parts: 1) Subject-matter and pedagogical content knowledge, 2) Teaching-learning process (planning, teaching-learning process, classroom management, and communication). There are 3 performance indicators to be used for evaluation as *1) needs improvement, 2) acceptable and 3) proficient.* The form originally consists of 38 statements but 3 of them were omitted as they are not within the scope:

Item 9: The teacher is able to create a secure learning environment.
Item 10: The teacher is able to write the lesson plan in a clear and organized way.
Item 11: The teacher is able to express the objectives and outcomes clearly.

Overall, 35 items in the form were adapted to be utilized for 7 in-service EFL teachers selected by convenience sampling.

Feedback form

The feedback form was utilized in order to obtain the trainees' overall perceptions of the program in terms of the trainer, materials, content, and length. Also, the form investigated the program efficiency and obtained trainees' recommendations about how to improve the program.

The questions in the form were designed considering Şahin's study (2006) and reviewed by two field experts for content validity. Of a potential of 31 EFL teachers who attended the program, 17 of them completed and sent the forms in March 2018.

Data analysis

For the analysis of test scores, the normality test was run to check whether the data were normally distributed or not. Later, pretest and posttest scores were compared by paired samples t-test.

Self-assessment scale and observation forms were investigated by obtaining descriptive statistics with frequencies and percentages. As for feedback form, a qualitative content analysis through a coding process was employed. Codes were formed based on denotational and conational meaning and then classified into categories (Patton, 2002).

The procedure of an INSET program

The phases of the suggested INSET program EFL teachers in NFE settings are illustrated in Figure 1:
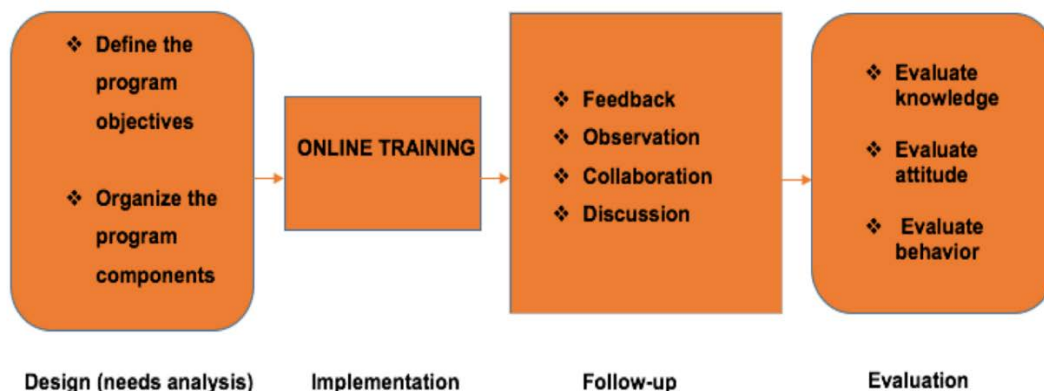

FIGURE 1. *The procedure of the suggested program*

Design (Needs analysis)

The first phase is planning in which needs assessment was carried out and the results were documented in the earlier publication (Arslan, Mirici, & Öz, 2019) and, accordingly, program objectives and program components including content, materials, delivery methods and program length were defined. To add, as the training was held online, the researcher extensively informed the participants about the blog where the training would be delivered. The content, sessions, schedule, and requirements were also mailed to them so that the participants were informed about the necessary procedures.

Implementation

The online training was implemented on 3-18 February 2018 and daily attendance of the participants was required. The researcher notified the participants daily when the session of the day started on the blog. Notifications were made through an online social group created by the researcher beforehand.

The materials used for the training contained presentations, quizzes, assignments, and publications. As a web-based platform was used, the researcher included interactive practices such as question-answer sessions, written comment sessions, and webinars in order to empower the communication among the participants.

There were two question-answer sessions that relied on the classroom practices of the trainees. The questions were published online and the trainees sent the responses via the online social group in the form of voice messages. Hence, the trainees listened to their colleagues' responses and commented upon them. For those who were shy to send voice messages, written comments were allowed, as well.

Besides question-answer sessions, there were also two written comments sections where the trainees were expected to write their comments about their own in-class experiences. Anonymous comments were also permitted.

To add, three webinar sessions were held through online software that trainees connected through mobile phones and/or PCs. In the webinar sessions, the researcher made presentations about the topic of the day and hold discussions with the participants.

Follow-up

To enable the application of skills and knowledge in actual teaching, follow-up can be deemed as an integral part of effective training. Based on the model developed by O'Sullivan (2002), this training program placed a follow-up after the implementation in order to bridge theory and practice. For this reason, 7 EFL teachers were selected for the present study and the researcher visited them in the institution to conduct a wrap-up lesson that summarized the offered courses. The wrap-up sessions were conducted on 19-20 February 2018 after the program ended. Then, the trainees were told that they would form a group of three and one of them would deliver a micro-teaching (max. 30 minutes) whereas the rest of the group observed the performance by filling the lesson observation form in order to provide feedback. These sessions for all of the trainees took place on 21-23 February 2018. The structure of micro-teaching sessions was presented in the following figure:
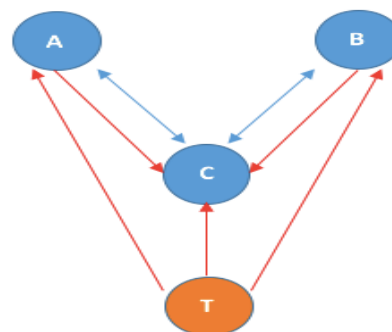

FIGURE 2. The procedure of micro-teaching lessons

The trainee was illustrated in the middle (C), given feedback by trainee A, trainee B and the trainer (T). The double-sided arrows noted that trainer A and B were interchangeable; that is to say, they would conduct micro-teaching after one another. During the follow-up, lesson observation and peer-coaching techniques were employed (O'Sullivan, 2002) in order to find out the strengths and weaknesses in teaching practices.

Evaluation

In conjunction with Kirkpatrick's evaluation model (Kirkpatrick & Kirkpatrick, 2006), the evaluation is based on 4 levels: a*) reaction, b) learning, c) behavior,* and *d) results.* The reaction level was measured by implementing a feedback form in which the opinions about the training program were provided. In the learning level, the pre/posttests were administered to find out whether any difference occurred in the teacher knowledge. For behavior level, self-assessment scales and lesson observations were used before and after the training in order to investigate if the participants could apply the offered courses in their actual teaching. To add, the aforementioned feedback forms were also utilized for measuring behavioral effect through seeking answers for the suggested program's contributions to their practices. Lastly, the results were documented.

FINDINGS

Findings for research question 1: The components of the INSET program

Conducting a needs analysis (Arslan, Mirici & Öz, 2019), the objectives of the program were set. Accordingly, the participants will be able to:

1. recognize the current ELT approaches and methods.
2. state the stages of teaching skills.
3. identify approaches to teach vocabulary.
4. employ vocabulary teaching techniques in their practices.
5. express the characteristics of effective materials.
6. make necessary material adaptation according to learner proficiency.
7. use classroom management strategies.
8. manage mixed ability groups in ELT classes.
9. use instructional technology in ELT classes.

As noted, the objectives address a large field of teaching knowledge and skills, thereby entailing both theory and implications.

Drawing on the needs assessment results, it is evident that the participants needs were based on teaching skills (speaking, writing, listening, and reading), teaching pronunciation, material development, instructional technologies, classroom management, and teaching mixed ability groups in ELT classes (Arslan, Mirici, & Öz, 2019). Plus, the participants wished to empower their speaking skills in English. Accordingly, the materials were selected considering those professional needs and compiled from different resources including books, websites, and articles. Those compiled documents were mostly presented either in presentations or word files on the blog. The reason why compiled materials were chosen is that they are produced by the professionals and that they are time-saving for the researcher. All of the sources were referenced in case the participants would wish to trace them for further information.

Multimedia materials such as videos, recordings, mind maps, and visuals were mainly preferred in order to serve richer content. Hyperlinks were mostly used in blog documents to allow users to reach other webpages. Along with these, discussions, webinar sessions, quizzes, assignments were also embedded on the blog to create an interactive learning environment for the trainees.

The program was held online for enabling flexibility by removing time and space constraints. Program schedule is illustrated below:

Table 1. *The program content and schedule*

Days	Course	Course description
Day 1- February 5, 2018	Teaching listening-I	Models of listening will be introduced.
Day 2- February 6, 2018	Teaching listening-II	Types and stages of listening will be described.
Day 3- February 7, 2018	Teaching speaking	Stages of a speaking lesson will be presented.
Day 4- February 8, 2018	Teaching pronunciation	Supra (segmental) phonemes will be offered.
Day 5-February, 9, 2018	Teaching vocabulary	Types and techniques for vocabulary teaching will be introduced.
Day 6-February 10, 2018	Teaching writing	A webinar session on process & product-oriented writing will be organized.
Day 7-February 11, 2018	Teaching reading-I	A webinar session on reading types and sub-skills of reading will be organized.
Day 8-February 12, 2018	Teaching reading-II	The stages of a reading course will be highlighted.
Day 9-February 13, 2018	Material development-I	The characteristics of effective materials will be presented.
Day 10-February 14, 2018	Material development-II	Material adaptation techniques will be provided.
Day 11- February 15, 2018	Technology in language teaching	WEB 2.0 tools will be introduced; the development of electronic materials for ELT class will be highlighted.
Day 12- February 16, 2018	Classroom management-I	The ways of starting/ending a course and strategies for effective board use will be provided.
Day 13- February 17, 2018	Classroom management-II	A webinar session about the ways of giving instructions and teaching mixed ability groups will be held.
Day 14-February 18, 2018	Classroom management-III	Making groups and empowering interaction in ELT classes will be discussed.

The flow of the program was designed in a way that the sessions were related to each other. This 15-day program was intended since the participants preferred a short intensive program. The first 8 days included teaching skills, vocabulary, and pronunciation whereas material development course took place in the following days. Next, instructional technologies course was provided in only one day. The last 3 days were assigned to the classroom management courses.

To sequence the courses, interests and resource availability were taken into consideration (Gustafson & Tilman, 1991). More specifically, findings drawn from needs assessment were used as 'interests' of the participants. Also, between the courses of material development, technology, and classroom management, two webinar sessions were organized to discuss the issues in detail. To enhance participation, one of the webinars was planned to be held in the weekend.

Findings from research question 2: The effectiveness of the INSET program

Knowledge

Teacher knowledge was measured with the help of 25 question-pre/posttest. A significant difference in the pretest scores (M=15.4; SD=2.99) and posttest scores (M=17.9; SD=4.77); t(30)=-3.048, p=0.005 was observed. In other terms, the INSET program impacted the teacher knowledge positively.

In addition to this, responses given in feedback were analyzed by recognizing the competences in the European Commission (2013). Consequently, 9 out of 17 teachers stated that they made a revision of current teaching approaches whereas 4 teachers agreed that they could improve teaching skills thanks to the program. 3 teachers said they built self-confidence and self-awareness by virtue of the gained knowledge; despite that, 3 teachers claimed they did not experience any change at all.

Attitude

Participants' attitudes towards the implemented program were obtained through the feedback form in which 17 out 31 teachers provided responses. According to the qualitative analysis results, it was seen that all of the participants were satisfied with the course content, materials and the trainer. However, only 3 participants noted that the length of the program could be extended.

In addition, the participants were asked if they experienced any obstacles in attending the program, some participants (*N*=5) said they had problems with the program length and technical access to the webinar application (*N*=1). In a word, finding sufficient time to attend the webinar courses was demanding for them since they had a busy schedule at the institution.

The trainers were also asked to provide suggestions to improve the program; accordingly, the suggestions were related to the type of delivery, schedule, and content (*N*=12). Interestingly, the participants (*N*=6) thought that it would have been better if the training had been held in a face-to-face environment and only 1 of them added that the online application used for the webinar was not technically appropriate. Some participants preferred to receive training on holidays (*N*=3). Besides, 2 of them said case studies could have been included in the courses.

With some exceptions, the attitudes toward the program seemed to be positive. It appeared that some participants held the conventional view and went for the traditional education setting while some others demanded that the program schedule should be open and easy.

In order to make a further investigation of teacher behaviors, the aforementioned self-assessment scale was also implemented. The participants assessed their teaching practices with regard to writing, speaking, listening, reading and vocabulary instruction before and after the training. The results are highlighted in the table below:

Table 2. *Descriptive statistics of self-assessment scales before and after the training*

Sub-categories		Mean	SD	Minimum	Maximum
Writing/Written interaction	before training	43.85	8.35	32	58
	after training	52.28	7.20	41	59
Speaking/Spoken production	before training	44.28	8.24	33	55
	after training	53.14	6.38	44	60
Listening	before training	29.85	5.33	24	38
	after training	35.42	3.86	30	40
Reading	before training	34.57	7.69	22	43
	after training	40.42	4.68	34	45
Vocabulary	before training	12.42	2.99	9	15
	after training	13.57	1.90	11	15

As seen from the table, pre-training self-assessment measurements illustrate that the highest mean (M=44.28; SD=8.24) value was received for speaking/spoken production while the lowest mean value (M=12.42; SD=2.99) was obtained for vocabulary teaching. On the other hand, when the post-training self-assessment scores were examined, it was found out that speaking/spoken interaction had the highest mean (M=53.14; SD=6.38) and that vocabulary teaching had the lowest mean (M=13.57; SD=1.90). Overall, it appears that the program has a positive impact on the teachers' behaviors since there are differences in the mean values between pre and post-self-assessment measurements.

Specifically, for teaching writing, most of the teachers had difficulty in teaching appropriate language in accordance with the different texts, using peer-assessment and giving feedback to the students' writing samples. However, after the training was conducted, an increase was mainly observed in these skills. Also, with regard to teaching speaking, the teachers made progress in encouraging learners to speak through conducting fluency activities. Similarly, the teachers seemed to improve their listening skill instruction via including pre-listening activities and listening strategies. As for teaching reading, post-self-assessment scores

showed that improvement was made in providing pre-reading activities and developing sub-skills of reading. Finally, it was revealed that some teachers mainly were able to choose activities that can improve register differences and vocabulary learning. The detailed pre/post measurements concerning each sub-category was presented in Appendix A and B.

Apart from self-assessment scales, lesson observations were also utilized in order to obtain more reliable classroom data. Lesson observation form includes two sections: 1) Subject-matter knowledge and pedagogical content knowledge, and 2) the teaching-learning process. These sections are divided into sub-sections; that is to say, subject-matter knowledge and pedagogical content knowledge consists of a) subject-matter knowledge and pedagogical content knowledge while the teaching-learning process covers a) Planning, b) Teaching, c) Classroom management, and d) Communication.

Pre-training observations showed that the teachers had a good command of subject-matter knowledge. In other words, the teachers were familiar with the principles and concepts related to the course they offered but they had some challenges in visualizing the presentation of knowledge through diagrams, tables, figures, etc. To add, the teachers were not aware of the ELT methods. For this reason, they failed to incorporate appropriate techniques for their learners. On the other hand, teachers seemed to perform well in using class time effectively and choosing materials considering the proficiency level. During the observation, it was also discerned that the teachers spoke mostly, thereby giving insufficient time for student talk in the class and that they often used presentation techniques and did not use some other techniques such as group works, case studies, role-plays, mind-maps, etc. As for classroom management, most of the teachers began the lesson effectively with a good tone of voice and establishing eye contact. During the lessons, teachers were able to use verbal and non-verbal through gestures effectively. However, as some teachers did not actively keep some shy students engaged in the course, student participation could not be achieved in some classes. Similarly, a minority of teachers tried hard to maintain the attention of the learners. It was observed some learners were distracted and had side conversations. Other teachers got the class' attention through gestures, an ideal tone of voice, and including humor. When the class was over, the teachers made announcements and prepared learners to leave the class properly. Yet, most teachers did not recap the lesson by drawing attention to the key points. In addition to that, the teachers generally gave assignments; however, as they did not briefly explain what the assignment was about exactly, the learners were therefore confused. Thus, demonstration or modeling was needed. Coupled with the previous findings, it was observed that teachers did not interrupt the learners when they were speaking or asking questions. So, it could be claimed that teachers were effective listeners. Still, while asking questions, many teachers directed 'what' questions; no inference questions were used at all. The teachers also needed to improve themselves in giving instructions because they mostly gave instructions without setting the time. Likewise, sufficient information about the activity procedure was not provided and the comprehension check was not done. For a detailed table presenting the pre-training classroom observation, please see Appendix C.

Results of the post-lesson observation illustrated that the teachers began to use the verbal and visual language with figures and charts. Also, they started to employ technological implementations including online presentations and video games. Additionally, brainstorming, group works and discussion activities were incorporated into the courses. The teachers were given information about the main outlines of teaching skills (pre, while, and post stages). For this reason, the teachers attached importance to the activities organized in those stages. Apart from this, authentic materials were given place in the courses; the teachers brought real materials from life such as maps and signs. In order to promote active participation, the group works, role-plays, choral responding and brainstorming activities were incorporated with visual representations.

Concerning the closure in lessons, progress was noted since the teachers were able to summarize the lesson through reviewing and reflecting. Some teachers put emphasis on instruction giving through stating the time, the objective of the task, and checking comprehension. But, still, modeling or demonstration was not done. Unlike the 1st observation,

the teachers started to ask questions promoting higher-order thinking skills through inference making. For details related to the post-training classroom observation, please see Appendix D. The overall results regarding pre and post-training lesson observation were highlighted in the following table:

Table 3. *Descriptive statistics of pre and post-training lesson observation*

Categories	Sub-categories		Mean	SD	Minimum	Maximum
Subject-matter and pedagogical content knowledge	Subject-matter knowledge	Before training	11.28	.95	10.00	12.00
		After training	11.85	.37	11.00	12.00
	Pedagogical knowledge	Before training	8.57	2.69	6.00	12.00
		After training	10.28	1.88	8.00	12.00
Teaching-Learning Process	Planning	Before training	5.57	1.71	4.00	9.00
		After training	8.00	2.30	5.00	10.00
	Teaching process	Before training	15.71	2.81	13.00	20.00
		After training	18.57	3.20	14.00	22.00
	Classroom management	Before training	20.14	4.56	14.00	25.00
		After training	23.57	2.76	18.00	26.00
	Communication	Before training	14.00	.81	13.00	15.00
		After training	15.71	.48	15.00	16.00

Lesson observation results present that the highest mean values were received for classroom management before and after the training whereas planning had the lowest mean scores. Overall, all of the sub-categories' mean scores were increased, which might suggest progress in those domains.

Apart from the lesson observations, feedback forms also showed that the suggested INSET programs made a contribution to teachers' actual teaching. The teachers were asked how INSET program helped their teaching and they mentioned the domains that program affected positively as follows:

Table 4. *Contributions to classroom practices*

Categories	Sub-categories	Frequency
Teaching Skills	*Reading*	6
	Writing	3
	Listening	3
	Speaking	2
Classroom management		5
Material Development		2
Vocabulary		2
Pronunciation		1
Use of instructional technology		0

The table showed that the most recurring category was teaching skills (N=14). The respondents said that the introduction of pre, during, and post stages were very effective for them since some of them were not familiar with those concepts. Therefore, they expressed that the suggested activities related to those stages were helpful for their teaching. When it comes to classroom management, some respondents (N=5) claimed they learned how to form groups, use the board effectively, and summarize the lesson. Concerning the material development, 2 teachers indicated that they were able to adapt the class materials in accordance with the learners' needs thanks to the implemented program. Similarly, 2 teachers stated suggested

vocabulary learning activities were highly beneficial whereas 1 teacher explained that s/he utilized pronunciation teaching techniques in the class. On the other hand, nothing related to the use of instructional technology was mentioned at all.

DISCUSSIONS

Discussion on the program's components

In the present study, the components of the INSET program including objectives, content, time frame, materials, and delivery methods were identified. Subsequently, the program was implemented and evaluated whether it had an impact on teacher knowledge, attitudes, and behaviors.

The objectives were derived from the needs analysis questionnaire and semi-structured interviews (Arslan, Mirici, & Öz, 2019) and they were mainly based on theory and practice. Accordingly, the results obtained from pre/posttests, self-assessment scale, lesson observations and feedback forms showed that the objectives appeared to be accomplished.

The training program was held online to increase the participation, offer flexibility and save time. The positive impact of INSET programs was suggested by some studies (Amirian, Moghadan, & Nafchi, 2016; Kokoç, Özlü, Çimer, & Karal, 2011; Lim, Abas, & Mansor, 2010). According to these studies, online INSET programs were effective since they promoted convenience. The suggested program in this study was implemented through a blog, which means it did not require a broader knowledge of technology to attend the program. Chen (2011) said: "Web 2.0 platforms like blogs, wikis, and social networks appeared to fit well into the social constructivist paradigm due to their collaborative, interactive and participatory nature" (p. 51). To put it briefly, the teachers come together and interact with each other via these platforms, which help collaboration (Zandi, Thang, & Krish, 2014). Therefore, webinars, discussions and question-answer sessions were held during training.

The training was web-based but it included micro-teaching practices in the follow-up phase so the participants were allowed to apply what they had learnt during online instruction. The teachers observed each other's micro-teaching sessions and delivered feedback. Observed teaching may play a central role in promoting active teacher learning (Birman, Desimone, Porter & Garet, 2000). Yet, in this study, an objective evaluation was not held by the participants for micro-teaching practices; for this reason, they mostly provided positive comments to each other. This could be because they taught in the same institution, so they might have thought that negative comments would not have been appropriate for collegial relationships. Along the same lines, Gabay (2015) says: "Many individuals feel more uncomfortable providing constructive feedback to colleagues than to students for various reasons, including fear of a negative response, lack of understanding the importance of constructive comment, and discomfort with providing feedback to a 'seasoned' colleague who has more experience" (p.259).

To overcome this problem, the researcher asked participants to write feedback on a paper without mentioning their names; but it seemed that they were still afraid of causing their colleagues to lose their jobs. Thus, they scored the best points for them.

In addition to observed teaching, formative assessment methods such as quizzes and assignments were included in the training, which acted as a key component for the participation tracker. Otherwise, it would be harder to find out which participants actively participated in the activities as the training was held online.

Discussion on the program effectiveness

One of the important findings is that a significant difference between pretests and posttests that measured teacher knowledge was found. In a similar vein, the participants also stated in feedback forms that they got familiar with the current ELT methods thanks to this training program.

Furthermore, most of the participants were satisfied with the program's content; however, some others explained that the length could be extended and they thought the

program was too intensive for a 14-day period. Therefore, a program schedule could have been developed in a way that it included some off days. In order to give trainers an adequate time, sufficient time must be allocated (Brown, 2004).

The other key finding is that some participants suggested that the program should have been face-to-face instead of online delivery. In essence, this program was set online because of the number of trainees (*N*=31) and the busy schedule of them in the institution. If the training was held face-to-face, a venue with technological equipment should be hired and materials needed to be printed out. As a result, it would pose obstacles to attend to follow the courses for those who were overworked. However, the study led by Allan, Seaman, Lederman, and Jaschik (2012) reveals that the faculty members who taught online courses before developed a more positive attitude towards online training than the ones who did not. Therefore, for the current study, it could be concluded that participants who favored face-to-face delivery might not have experience with online instruction before.

To measure the effectiveness of the program, self-assessment scales were used apart from knowledge tests and lesson observations. The main reason to employ those scales was that teachers were allowed to make a self-reflection on their classroom practices. Self-assessment may provide feedback without dependence on anyone (Struyk & McCoy, 1993). The ratings of self-assessment scales were above 3.00, which means that teachers were inclined to assess their classroom performance positively. There may be some plausible reasons. That could be 'social desirability' which means " the tendency of people to deny socially undesirable traits or qualities and to admit to socially desirable ones" (Philips & Clancy, 1972, p. 923). Thus, it is likely that the social desirability effect exists in self-ratings.

The lesson observations revealed that teachers were lack in pedagogical content knowledge that refers to the appropriate combination of content with pedagogical techniques (Shulman, 1986). That is why they mostly failed to incorporate the instructional techniques and methods effectively. Given the fact that the majority of teachers were non-ELT graduates, lack of pedagogical content knowledge could be understood. This finding is echoed in the study by Öztürk (2014) who suggested that non-ELT graduates emphasize linguistic proficiency while ELT graduates focus on pedagogy mostly. Congruently, Akbari and Moradkhani (2012) also illustrated that pedagogical aspects were highly prioritized by ELT graduates.

During lesson observations, it was also observed that some teachers experienced setbacks in creating a democratic classroom environment; in other words, they were unable to include a variety of activities for differing learning types, thereby causing learner misbehavior such as side conversations, playing with mobile phones, etc. Coupled with overall findings, it could be said that pedagogical knowledge and classroom management is closely linked as Grossman and Richert (1988) claim: "General pedagogical knowledge includes knowledge of theories of learning and general principles of instruction, an understanding of the various philosophies of education, general knowledge about learners, and knowledge principles and techniques of classroom management" (p.54). In a word, they are interwoven with each other; they cannot be therefore separated.

Pre-training lesson observations show that teachers had some challenges in giving instructions. They were unable to deliver clear instructions, so they mostly ended up using Turkish to solve the chaotic nature in the class. Sowell (2017) thinks that instruction giving is ignored since novice teachers believe it could be improved with the help of experience while experienced teachers assume they are already good at it. The participant teachers may not be aware that providing effective instructions is of crucial importance for conducting classroom practices.

Feedback forms also reveal that the implemented program contributed to their classroom performance thanks to the combination of theory, practice, demonstration, and feedback in the program. Effective INSET activities include "theory, modeling, practice, feedback, and coaching to application" (Joyce & Showers, 1980, p.385). That is to say, conducting theoretical knowledge solely is not sufficient to create a remarkable effect.

However, overall findings present that no change in teachers' performance for assessing learning outcomes was observed; in other words, teachers did not use assessment methods

including self-assessment, portfolios, and reflections. These findings are in line with Canaran's study (2017) that suggests assessment is not seen as an essential training need for EFL teachers. In addition to this, since the training did not center on assessment mainly, the teachers may not attach importance to it.

CONCLUSIONS

The present study aims to implement and evaluate an INSET program for EFL teachers who teach in non-formal education settings. The professional needs obtained through questionnaires and semi-structured interviews show that teachers would like to have professional training on teaching skills, teaching vocabulary, teaching pronunciation, material development, classroom management and instructional technology (Arslan, Mirici, & Öz, 2019. In line with those training needs, a 2-week online INSET program was developed and implemented. Following this, a 5-day follow-up was conducted to allow trainees to deliver micro-teaching performance and give feedback to each other.

The effectiveness of the program was measured considering teacher knowledge, attitude and teacher behavior. Pre/posttests of teacher knowledge, self-assessment scales, lesson observations, and feedback forms reveal that the program made a significant contribution to the teachers. This impact could be attributed to the inclusion of follow-up held with observations, feedback, and discussions.

Overall, teachers had a positive attitude towards the implemented program in terms of the program content, materials, and schedule. Yet, some teachers indicated that the length could be extended more or the program could be implemented during off days because they had difficulties in attending the program. To add, some teachers thought that it would have been better if the program was held face-to-face, which may suggest that teachers are not familiar to online delivery.

Pedagogical implications

The findings drawn from the current study have significant implications for implementing and evaluating INSET programs for EFL teachers. Firstly, in a Digital Age during which the people have easy access to smartphones, tablets, and PC, web-based INSET programs may be conducted to remove physical barriers of classrooms by saving place, time, and energy. Online programs could provide alternatives for those who have heavy workloads and promote a flexible learning environment. Online training programs could make use of webinars to create an interactive nature where trainees are able to share ideas.

The widespread implementation of online training programs could be achieved by increasing the number of those programs in the country in order to eliminate the bias towards them. It must be noted that they should be arranged in a way that allows off-days since it could be demanding for teachers to attend the programs. For this reason, sufficient breaks should be left in the program so that teachers could rest.

Finally, a follow-up phase should be included in a training program where trainees could transfer theory into practice. Micro-teaching activities, observation and feedback sessions could be held during follow-up in order to empower collaboration and reflection.

Limitations

The present study has some potential limitations. Firstly, the study was conducted with EFL teachers in a non-formal institution in İstanbul; for this reason, other non-formal institutions could be included to obtain more generalizable results. Secondly, in order to evaluate the impact of the program on teacher behaviors, the researcher observed only one lesson of each trainee due to time constraints. Finally, teachers' knowledge, behavior, and attitudes were measured to find out the effectiveness of the program, learner achievement and/or learner behaviors were not taken into consideration. Notwithstanding these limitations, the study contributes to the literature by bringing NFE teacher development into the agenda.

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APPENDIX-A: Findings of pre-training self-assessment results

Self-assessment on teaching writing/written interaction

Descriptors *I. Writing/Written Interaction*		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
1. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports, etc).	f	0	1	3	3	0	3.28	.75
	%	0.0	14.3	42.9	42.9	0.0		
3. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.	f	0	0	4	2	1	3.57	.78
	%	0.0	0.0	57.1	28.6	14.3		
4. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids, etc.).	f	0	1	2	3	1	3.57	.97
	%	0.0	14.3	28.6	42.9	14.3		
5. I can evaluate and select activities which help learners to participate in written exchanges (e-mails, job applications, etc.) and to initiate or respond to texts appropriately.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
6. I can help learners to gather and share information for their writing tasks.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
8. I can help learners to monitor, reflect on, edit and improve their own writing.	f	0	2	2	2	1	3.28	1.11
	%	0.0	28.6	28.6	28.6	14.3		
9. I can use peer-assessment and feedback to assist the writing process.	f	0	2	3	1	1	3.14	1.06
	%	0.0	28.6	42.9	14.3	14.3		
10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.	f	0	1	3	2	1	3.42	.97
	%	0.0	14.3	42.9	28.6	14.3		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
11. I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).	f	0	0	2	2	3	4.14	.89
	%	0.0	0.0	28.6	28.6	42.9		

Self-assessment on speaking/spoken interaction

Descriptors II. Speaking/Spoken Interaction		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
13. I can create a supportive atmosphere that invites learners to take part in speaking activities.	f	0	1	3	3	0	3.28	.75
	%	0.0	14.3	42.9	42.9	0.0		
14. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.	f	0	2	1	2	2	3.57	1.27
	%	0.0	28.6	14.3	28.6	28.6		
15. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.	f	0	1	3	2	1	3.42	.97
	%	0.0	14.3	42.9	28.6	14.3		
16. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).	f	0	1	3	3	0	3.28	.75
	%	0.0	14.3	42.9	42.9	0.0		
17. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).	f	0	1	2	4	0	3.42	.78
	%	0.0	14.3	28.6	57.1	0.0		
18. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.)	f	0	1	2	3	1	3.57	.97
	%	0.0	14.3	28.6	42.9	14.3		
19. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.	f	0	0	3	3	1	3.71	.75
	%	0.0	0.0	42.9	42.9	14.3		
20. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).	f	0	0	3	3	1	3.71	.75
	%	0.0	0.0	42.9	42.9	14.3		
21. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in	f	0	0	3	2	2	3.85	.89
	%	0.0	0.0	42.9	28.6	28.6		

spoken interaction.

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
22. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.	f	0	0	2	2	3	4.14	.89
	%	0.0	0.0	28.6	28.6	42.9		
23. I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
24. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).	f	0	0	3	2	2	3.85	.89
	%	0.0	0.0	42.9	28.6	28.6		

Self-assessment on teaching listening

| Descriptors

III. Listening		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
25. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	0	4	3	4.42	.53
	%	0.0	0.0	0.0	57.1	42.9		
26. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.	f	0	1	2	3	1	3.57	.97
	%	0.0	14.3	28.6	42.9	14.3		
27. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.	f	0	2	3	1	1	3.14	1.06
	%	0.0	28.6	42.9	14.3	14.3		
28. I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)	f	0	2	3	1	1	3.14	1.06
	%	0.0	28.6	42.9	14.3	14.3		
29. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).	f	0	0	2	1	4	4.28	.95
	%	0.0	0.0	28.6	14.3	57.1		
30. I can help learners to apply strategies to cope with typical aspects of spoken language	f	0	1	4	1	1	3.28	.95
	%	0.0	14.3	57.1	14.3	14.3		

(background noise, redundancy etc.).

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
31. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
32. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.	f	0	1	3	2	1	3.42	.97
	%	0.0	14.3	42.9	28.6	14.3		

Self-assessment on teaching reading

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
IV. Reading								
33. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	2	1	4	4.28	.95
	%	0.0	0.0	28.6	14.3	57.1		
34. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.	f	0	1	4	2	0	3.14	.69
	%	0.0	14.3	57.1	28.6	0.0		
35. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.	f	0	2	2	2	1	3.28	1.11
	%	0.0	28.6	28.6	28.6	14.3		
36. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.)	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
37. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).	f	1	1	2	2	1	3.14	1.34
	%	14.3	14.3	28.6	28.6	14.3		
38. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
39. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.	f	0	2	2	2	1	3.28	1.11
	%	0.0	28.6	28.6	28.6	14.3		
40. I can recommend books appropriate to the needs, interests and language level of the learners.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
41. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.)	f	0	1	1	1	4	4.14	1.21
	%	0.0	14.3	14.3	14.3	57.1		

Self-assessment on teaching vocabulary

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
V. Vocabulary								
42. I can evaluate and select a variety of activities which help learners to learn vocabulary.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
43. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
44. I can evaluate and select activities which enhance learners' awareness of register differences.	f	0	2	3	0	2	3.28	1.25
	%	0.0	28.6	42.9	0.0	28.6		

APPENDIX-B: Findings of pre-training self-assessment results

Self-assessment on teaching writing/written interaction

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
I. Writing/Written Interaction								
1. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc).	f	0	1	1	3	2	3.85	1.06
	%	0.0	14.3	14.3	42.9	28.6		
3. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.	f	0	0	2	0	5	4.42	.97
	%	0.0	0.0	28.6	0.0	71.4		
4. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual	f	0	0	1	4	2	4.00	1.00
	%	0.0	0.0	14.3	57.1	28.6		

aids etc.).

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
5. I can evaluate and select activities which help learners to participate in written exchanges (e-mails, job applications, etc.) and to initiate or respond to texts appropriately.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
6. I can help learners to gather and share information for their writing tasks.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
8. I can help learners to monitor, reflect on, edit and improve their own writing.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
9. I can use peer-assessment and feedback to assist the writing process.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		
11. I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		

Self-assessment on teaching speaking/spoken interaction

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
II. Speaking/Spoken Interaction								
13. I can create a supportive atmosphere that invites learners to take part in speaking activities.	f	0	0	2	3	2	4.00	.81
	%	0.0	0.0	28.6	42.9	28.6		

		1	2	3	4	5		
14. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.	f %	0 0.0	0 0.0	0 0.0	2 28.6	5 71.4	4.71	.48
15. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.	f %	0 0.0	0 0.0	0 0.0	4 57.1	3 42.9	4.42	.53
16. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).	f %	0 0.0	0 0.0	2 28.6	3 42.9	2 28.6	4.00	.81
17. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).	f %	0 0.0	0 0.0	1 14.3	3 42.9	3 42.9	4.28	.75
18. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).	f %	0 0.0	0 0.0	1 14.3	2 28.6	4 57.1	4.42	.78
19. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.	f %	0 0.0	0 0.0	1 14.3	3 42.9	3 42.9	4.28	.75
20. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).	f %	0 0.0	0 0.0	0 0.0	3 42.9	4 57.1	4.57	.53
21. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc) when engaging in spoken interaction.	f %	0 0.0	0 0.0	1 14.3	1 14.3	5 71.4	4.57	.78
22. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.	f %	0 0.0	0 0.0	0 0.0	2 28.6	5 71.4	4.71	.48
23. I can evaluate and select a variety of techniques to make learners aware of and help	f %	0 0.0	0 0.0	0 0.0	2 28.6	5 71.4	4.71	.48

them to use stress, rhythm and intonation.

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
24. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).	f	0	0	2	0	5	4.42	.97
	%	0.0	0.0	28.6	0.0	71.4		

Self-assessment on teaching listening

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
III. Listening								
25. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
26. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.	f	0	0	2	2	3	4.14	.89
	%	0.0	0.0	28.6	28.6	42.9		
27. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
28. I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
29. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
30. I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.).	f	0	0	0	4	3	4.42	.53
	%	0.0	0.0	0.0	57.1	42.9		
31. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.	f	0	0	0	3	4	4.57	.53
	%	0.0	0.0	0.0	42.9	57.1		
32. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.	f	0	0	1	2	4	4.42	.78
	%	0.0	0.0	14.3	28.6	57.1		

Self-assessment on teaching reading

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
IV. Reading								
33. I can select texts appropriate to the needs, interests and language level of the learners.	f	0	0	0	1	6	4.85	.37
	%	0.0	0.0	0.0	14.3	85.7		
34. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
35. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
36. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
37. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).	f	0	0	0	1	6	4.85	.37
	%	0.0	0.0	0.0	14.3	85.7		
38. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.	f	0	0	1	1	5	4.57	.78
	%	0.0	0.0	14.3	14.3	71.4		
39. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.	f	0	1	2	2	2	3.71	1.11
	%	0.0	14.3	28.6	28.6	28.6		
40. I can recommend books appropriate to the needs, interests and language level of the learners.	f	0	0	1	3	3	4.28	.75
	%	0.0	0.0	14.3	42.9	42.9		
41. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.)	f	0	0	0	5	2	4.28	.48
	%	0.0	0.0	0.0	71.4	28.6		

Self-assessment on teaching vocabulary

Descriptors		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean	SD
42. I can evaluate and select a variety of activities which help learners to learn vocabulary.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		

Items		Needs improvement	Acceptable	Proficient	Mean	SD
43. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.	f	0	0	0	2	5	4.71	.48
	%	0.0	0.0	0.0	28.6	71.4		
44. I can evaluate and select activities which enhance learners' awareness of register differences.	f	0	0	3	0	4	4.14	1.06
	%	0.0	0.0	42.9	0.0	57.1		

APPENDIX-C: Pre-training lesson observation results

Items and Item Descriptions		Needs improvement	Acceptable	Proficient	Mean	SD
I. Subject Matter Knowledge						
1. The teacher is able to recognize the basic principles and concepts regarding the course.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
2. The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
3. The teacher is able to use the verbal and visual language (figures, diagram, graphs, formulas, etc.) in an appropriate way.	f	2	1	4	2.28	.95
	%	28.6	14.3	57.1		
4. The teacher is able to associate the course with the other courses related to the subject-matter.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Items and Item Descriptions		Needs improvement	Acceptable	Proficient	Mean	SD
II. Pedagogical content knowledge						
5. The teacher is able to recognize the instructional approaches, methods and techniques.	f	5	0	2	1.57	.97
	%	71.4	0.0	28.6		
6. The teacher is able to use instructional technologies.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
7. The teacher is able to identify the student misconceptions.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
8. The teacher is able to provide proper and adequate answers to the questions directed by the students.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
9. The teacher is able to create a secure learning environment.		*NOT APPLICABLE*				

Items I. Planning		Needs improvement	Acceptable	Proficient	Mean	SD
10. The teacher is able to write the lesson plan in a clear and organized way.		*NOT APPLICABLE*				
11. The teacher is able to express the objectives and outcomes clearly.		*NOT APPLICABLE*				
12. The teacher is able to identify the appropriate methods and techniques for the outcomes.	f %	6 85.7	1 14.3	0 0.0	1.14	.37
13. The teacher is able to prepare appropriate instructional materials.	f %	2 28.6	3 42.9	2 28.6	2.0	.81
14. The teacher is able to identify appropriate ways of evaluation for the outcomes.	f %	7 100	0 0.0	0 0.0	1.0	.00
15. The teacher is able to associate the course with the previous and following courses.	f %	5 71.4	1 14.3	1 14.3	1.42	.78

Items II. Teaching Process		Needs improvement	Acceptable	Proficient	Mean	SD
16. The teacher is able to use the various instructional methods and techniques appropriately.	f %	5 71.4	2 28.6	0 0.0	1.28	.48
17. The teacher is able to use the time efficiently.	f %	0 0.0	0 0.0	7 100	3.00	.00
18. The teacher is able to organize activities to encourage active participation for the students.	f %	4 57.1	3 42.9	0 0.0	1.42	.53
19. The teacher is able to conduct teaching considering individual differences.	f %	4 57.1	0 0.0	3 42.9	1.85	1.06
20. The teacher is able to use the instructional materials according to the level of the classroom.	f %	0 0.0	0 0.0	7 100	3.00	.00
21. The teacher is able to wrap up the lesson and give proper feedback.	f %	1 14.3	3 42.9	3 42.9	2.28	.75
22. The teacher is able to associate the course with the real life.	f %	4 57.1	0 0.0	3 42.9	1.85	1.06
23. The teacher is able to assess how well the outcomes are met.	f %	7 100	0 0.0	0 0.0	1.00	.00

Items III. Classroom management a. Starting the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
24. The teacher is able to start the lesson appropriately.	f %	2 28.6	0 0.0	5 71.4	2.42	.97

| 25. The teacher is able to grab the students' attention for the course. | f | 2 | 0 | 5 | 2.42 | .97 |
| | % | 28.6 | 0.0 | 71.4 | | |

b. Conducting the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
26. The teacher is able to provide a democratic classroom environment.	f	2	5	0	1.71	.48
	%	28.6	71.4	0.0		
27. The teacher is able to maintain the attention of the students.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
28. The teacher is able to take precautions against interruptions.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
29. The teacher is able to use reinforcements.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

c. Ending the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
30. The teacher is able to summarize the lesson.	f	4	0	3	1.85	1.06
	%	57.1	0.0	42.9		
31. The teacher is able to provide information about the future lesson and give homework.	f	0	7	0	2.00	.00
	%	0.0	100	0.0		
32. The teacher is able to make the students leave the classroom appropriately.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Items		Needs improvement	Acceptable	Proficient	Mean	SD
III. Communication						
33. The teacher is able to communicate with the students.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		
34. The teacher is able to give clear instructions.	f	4	2	1	1.57	.78
	%	57.1	28.6	14.3		
35. The teacher is able to ask thought-provoking questions.	f	5	2	0	1.28	.48
	%	71.4	28.6	0.0		
36. The teacher can use his/her tone of voice efficiently.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
37. The teacher can listen to the students actively.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
38. The teacher can use the verbal and body language effectively.	f	2	0	5	2.42	.97
	%	28.6	0.0	71.4		

APPENDIX-D: Post-training lesson observation results

Items Subject-matter knowledge		Needs improvement	Acceptable	Proficient	Mean	SD
1. The teacher is able to recognize the basic principles and concepts regarding the course.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
2. The teacher is able to relate the principles and concepts which are concerned with the course in a logical and consistent way.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
3. The teacher is able to use the verbal and visual language (figures, diagram, graphs, formulas, etc.) in an appropriate way.	f	0	1	6	2.85	.37
	%	0.0	14.3	85.7		
4. The teacher is able to associate the course with the other courses related to the subject-matter.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Items II. Pedagogical Content Knowledge		Needs improvement	Acceptable	Proficient	Mean	SD
5. The teacher is able to recognize the instructional approaches, methods and techniques.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
6. The teacher is able to use instructional technologies.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
7. The teacher is able to identify the student misconceptions.	f	2	2	3	2.14	.89
	%	28.6	28.6	57.1		
8. The teacher is able to provide proper and adequate answers to the questions directed by the students.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
9. The teacher is able to create a secure learning environment.		*NOT APPLICABLE*				

Items I. Planning		Needs improvement	Acceptable	Proficient	Mean	SD
10. The teacher is able to write the lesson plan in a clear and organized way.		*NOT APPLICABLE*				
11. The teacher is able to express the objectives and outcomes clearly.		*NOT APPLICABLE*				
12. The teacher is able to identify the appropriate methods and techniques for the outcomes.	f	2	2	3	2.14	.89
	%	28.6	28.6	42.9		

Items		Needs improvement	Acceptable	Proficient	Mean	SD
13. The teacher is able to prepare appropriate instructional materials.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
14. The teacher is able to identify appropriate ways of evaluation for the outcomes.	f	7	0	0	1.00	.00
	%	100	0.0	0.0		
15. The teacher is able to associate the course with the previous and following courses.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		

Items		Needs improvement	Acceptable	Proficient	Mean	SD
II. Teaching Process						
16. The teacher is able to use the various instructional methods and techniques appropriately.	f	3	1	3	2.00	1.00
	%	42.9	14.3	42.9		
17. The teacher is able to use the time efficiently.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
18. The teacher is able to organize activities to encourage active participation for the students.	f	2	2	3	2.14	.89
	%	28.6	28.6	42.9		
19. The teacher is able to conduct teaching considering individual differences.	f	3	0	4	2.14	1.06
	%	42.9	0.0	57.1		
20. The teacher is able to use the instructional materials according to the level of the classroom.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
21. The teacher is able to wrap up the lesson and give proper feedback.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		
22. The teacher is able to associate the course with the real life.	f	0	3	4	2.57	.53
	%	0.0	42.9	57.1		
23. The teacher is able to assess how well the outcomes are met.	f	7	0	0	1.00	.00
	%	100	0.0	0.0		

Items		Needs improvement	Acceptable	Proficient	Mean	SD
I. Starting the lesson						
24. The teacher is able to start the lesson appropriately.	f	0	1	6	2.85	.37
	%	0.0	14.3	85.7		
25. The teacher is able to grab the students' attention for the course.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
II. Conducting the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
26. The teacher is able to provide a democratic classroom environment.	f	1	5	1	2.00	.57
	%	14.3	71.4	14.3		

		Needs improvement	Acceptable	Proficient	Mean	SD
27. The teacher is able to maintain the attention of the students.	f	1	1	5	2.57	.78.
	%	14.3	14.3	71.4		
28. The teacher is able to take precautions against interruptions.	f	1	2	4	2.42	.78
	%	14.3	28.6	57.1		
29. The teacher is able to use reinforcements.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

III. Ending the lesson		Needs improvement	Acceptable	Proficient	Mean	SD
30. The teacher is able to summarize the lesson.	f	0	2	5	2.71	.48
	%	0.0	28.6	71.4		
31. The teacher is able to provide information about the future lesson and give homework.	f	0	7	0	2.00	.00
	%	0.0	100	0.0		
32. The teacher is able to make the students leave the classroom appropriately.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		

Items		Needs improvement	Acceptable	Proficient	Mean	SD
III. Communication						
33. The teacher is able to communicate with the students.	f	0	1	6	2.85	.37
	%	0.0	14.3	85.7		
34. The teacher is able to give clear instructions.	f	2	3	2	2.00	.81
	%	28.6	42.9	28.6		
35. The teacher is able to ask thought-provoking questions.	f	3	2	2	1.85	.89
	%	42.9	28.6	28.6		
36. The teacher can use his/her tone of voice efficiently.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
37. The teacher can listen to the students actively.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		
38. The teacher can use the verbal and body language effectively.	f	0	0	7	3.00	.00
	%	0.0	0.0	100		