OPEN ACCESS

Manuscript ID:
EDU-2023-11034547

Volume: 11

Issue: 3

Month: June

Year: 2023

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 16.12.2022

Accepted: 01.05.2023

Published: 01.06.2023

Citation:
Üzüm, Burhan, and Ramazan Özbek. "In-Service Training Needs of English Teachers for New Trends in Contemporary Methods and Techniques in Foreign Language Teaching." *Shanlax International Journal of Education*, vol. 11, no. 3, 2023, pp. 92–104.

DOI:
https://doi.org/10.34293/education.v11i3.4547

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In-Service Training Needs of English Teachers for New Trends in Contemporary Methods and Techniques in Foreign Language Teaching

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Abstract
The paper tries to unveilEnglish teachers' in-service training needs for contemporary approaches in foreign language teaching. Designed in descriptive model, this research was conducted to 140 English teachers working in Siirt city. A survey form, developed by the researcher, was used as data collection tool.Descriptive statistics were used for quantitative data and direct citations from participants' opinions are presented. According to the results of the study, more than half of the English teachers hadn't attended any in-service training course held by Ministry of National Education [MoNE]. Also, it was revealed that the majority of the participants didn't have any lesson on contemporary approaches in foreign language teaching during their university education.The frequency of the teachers participating in the research to feel the need to attend an in-service training course on contemporary approaches in foreign language teaching was quite high and theiraverage level of perceived knowledge about contemporary approaches was found to be 1,82 out of 5. It was also found that 75% of the teachers did not find the foreign language education applied in schools contemporary.

Keywords: In-Service Training Need, English, Contemporary Approaches, New Trends, Language Teaching

Introduction

The production, spread, change and validity loss of information, that's becoming obsolete is so fast.Theories put forward half a century ago were adopted and used for a long time. However, today's theories are rapidly getting out of date, replaced by new applications and approaches (Toptan, 2001). Thus, the changes reflected on the curriculums from goals, content, educational process to evaluation demostrate that the qualificationsrequired for a teacher should be reviewed (Saiti & Saitis, 2006). Therefore, taking into account one of the well-known commentaries "If we teach today's students as we taught yesterday's, it means that werob them of tomorrow" (Dewey, 1944, p.167), it can be asserted that the teachersneed to be in a constant effort of self-imporevement and updating their knowledge about new approaches. Otherwise, as Pepeler, Özbek, Adanır & Kılavuz (2017) suggest, teachers may fall behind their age and an effective and efficient teaching could become hard to achieve.

Although prospective teachers have many theoretical classes throughout their higher education procress, they graduate without any practical classes other than teaching practicum class (micro-teachig) (Eratalay & Kartal, 2006).

This is still sustained in operation in all departments of education faculties and today's pedagogical formation education programs. In this framework, the professional competencies of teachers should be enhanced. The most practical way to achieve this is through in-service training services. In Turkey, the departments that meet the need for English Language Teachers appear to be English Language Teaching Program, English Language and Literature, American Culture and Literature, Translation and Interpretation and Linguistics. However, this need has been, from time time, met by those graduating from any department of universities such as Middle East Technical University (METU), Bilkent and Boğaziçi as well as by those from the English Language Teaching Program through "distance education" at Anadolu University Open Education Faculty (Eratalay &Kartal, 2006). So, it is crucial to eliminate their pedagogical deficiencies through in-service training (INSET) and to inform them about new and latest methods and techniques in foreign langugae teaching. As a matter of fact, in the study by Karaata (2010), of the English Language Teachers who were working according to 2007 data 22856 were found to be the graduates from the Faculty of Education (English Language Education), 9630 graduates from the Faculty of Science and Literature (English Language and Literature, American Culture and Literature, Translation and Interpretation, Linguistics), 3032 out-of-field graduates.This data can be interpreted as 25,22 % of the teachers did not have sufficient field knowledge on English language teaching or did not undergo any training on methods, and 14,95 % of them did not get any training neither on field knowledge nor on English teaching methods and techniques. In her study, Alagözlü (2017) also discussed that among the problems related to foreign language teaching, there are problems in the way and process of employment of foreign language teachers (such as determining their competencies through Civil Servant Selection Examination [CSSE] and Teaching Field Knowledge Test [TFKT], having education in different deparments during their undergraduate education and so on).

Promoting an active learning environment, meeting students' needs, making use of learning materials more efficiently, having knowledge of foreign language teaching methods and techniques and applying them are the qualities that English language teachers should have (Selvi, 2011).

English language curriculums for primary and secondary education in Turkey emphasize that foreign language should be taught in an authentic communicative environment. Because a single language teaching methodology is not considered as flexible enough to meet the needs of students at various grades and to address a wide variety of learning styles, it is strongly advocated to adopt an eclectic mixture of teaching techniques based on an action-oriented approach. It is highlighted that students regard the language as a medium of communication. Authentic materials, drama and role-playing and hands-on activities should be put into effect to focus on communicative nature of the language. Hence, encouraging learner autonomy is one of the principles and guidelines adopted in the new English language curriculum (MoNE [Ministry of National Education], 2018). Moreover, being aware of the fact that every individual in the learning environment has different traits and providing them with activities that address their different learning methods and interests can improve their academic achievement in foreign language learning. Presenting learners with differentiated learning can help achieve a fruitful learning and positively motivate learnings by removing monotony from learning environment (Üzüm, 2017; Üzüm & Pesen, 2019; Üzüm & Pesen, 2020).

Keeping in mind all the points clarified above, it is reasoned that a need for in-service training activities on new methods and techniques in foreign language teaching for English language teachers is inevitable. After all, it is important for prospective teachers without an opportunity to acquire the necessary competency of methods and techniques in English language teaching during their undergraduate educationto attain the essential proficiency through in-service training after starting teaching profession (Baştürk, 2012).

Review of Literature and Significance of Research

It is a well-known fact that the success of the educational process begins with increasing the productivity of teachers, but this largely depends on

the quality of teacher education (Mahmood, 2016). However, it is believed that pre-service training may not be sufficient to help teachers meet the unprecedented expectations of students, schools and society (Al-Mohanna & Mohammed, 2017). It is emphasized that the knowledge and skills acquired by teachers during their undergraduate education should be developed according to the changing conditions of the time.

Considering the fact that foreign language teachers in Turkey are graduates of different faculties and departments, it turns out that each of these teachers has a different undergraduate education.It can be said that the graduates of the Faculty of Education start teaching profession after a short time teaching practice at schools, while the graduates of Faculty of Science and Literature and other departments start teaching without gaining any other experience apart from the pedagogical education programme.It can be assumed that this is not sufficient for effective and efficient foreign language teaching.Because, as Poudel (2014) stated, the fact that English has become a global language-lingua Franca- requires competent English language users in the world today. Qualified educators are needed to grow competent and skilled language users.Therefore, in-service training is an important tool for these teachers to continuously develop themselves personally and professionally, to have and adopt knowledge of new and contemporary trends in their fields.Otherwise, it can be pointed out that they will not have the opportunity to develop themselves due to various reasons such as workload.As a matter of fact, the study by Karaata (2010, p.117) can be said to support this view. The researcher has found out that43,7% of the participating teachers have never finished a book in the field of English Language Education after university education, and 33,8% have never read an article on language teaching.However, an important point to be emphasized here is that, as Bümen (2005) states, in-service training activities to be organized should meet the needs of teachers.

Based on the literature, it is revealed that in-service training activities organized by neglecting the needs of teachers are not fruitful enough.For example, Mahmood (2016, pp. 16-17) evaluated the in-service training programs for English teachers and determined that these programs do not take into account new teaching approaches, and this negatively affects the effectiveness of INSET activities. Moreover, the researcher demonstratedthat new developments regarding approaches and techniques in English language teaching should be taken into account in order for INSET activities to yield the desired results. Also, Al-Wreikat and Bin Abdullah (2011) revealed in their studies that English Language Teaching methods are neglected in INSET activities organized for English teachers. Similarly, In his study, Melek Koç (2016, p. 458) revealed that more than half of the teachers participating in the research were not satisfied with the INSET activities they participated in, so the real needs of the teachers were not met by the INSET activities, and most of the teachers stated that the INSET activities did not increase their motivation and did not ensure their active participation. Even, Arıbaş, Kartal and Çağlar (2012, p.106) uncovered in their studies that teachers stated what they were taught in the in-service training activities they participated in was not that different from what they knew.

Scrutinizing literature, it is clear that there are a series of studies on in-service training for English teachers, both abroad and in Turkey. However, in these studies, it turns out that basically the opinions of teachers or administrators about in-service training activities are taken (see. Al-Mohanna & Mohammed; 2017; Al-Wreikat & Bin Abdullah, 2011; Arıbaş, Kartal & Çağlar, 2012; Borg, 2011; Çakır, 2013; Karaata, 2010; Kazemi & Ashrafi, 2014; Melek Koç, 2016; Küçüksüleymanoğlu, 2006; Mahmood, 2016; Mak, 2011; Ulum, 2014; Uysal, 2012). It has been concluded that the studies on determining the in-service training needs of English teachers are limited and they are general needs determination studies rather than contemporary approaches in foreign language teaching (see. Özen, 2011; Raud & Orehhova, 2017; Rizvi, 2016). In the needs analysis study conducted by Mede & Işık (2016), they identified some of the needs of English teachers not only in teaching methods and techniques, but also in other subjects such as managing the classroom environment.

In the light of all the aspects cleared up to here, the fact that no study has been found to determine the in-

service training needs of English teachers, especially on new trends in foreign language teaching and the methods and techniques brought by these trends, reveals the importance of this research.It is asserted that the data to be obtained at the end of this study will shed light on the approaches to be employed when arranging the educational status element in the educational curriculums to be prepared in the field of English teacher training.

Purpose of the Research

The aim of the present research is to explore English teachers' in-service training needs for contemporary approaches in foreign language teaching. Within the framework of this general objective, the following questions will be answered.

- What is the status of English language teachers about attending any in-service training course held by MoNE on contemporary approaches in English language teaching?
- What is the status of English language teachers about taking any course under the name of "Contemporary Approaches in Foreign Language Teaching" or "New Trends in Language Teaching" during their undergraduate education?
- How often do English language teachers feel the need for in-service training on contemporary approaches in foreign language teaching?
- What is the perceived knowledge level of English langugae teachers on contemporary approaches in foreign language teaching?
- What are the opinions of English language teachers about whether they find foreign language education in schools contemporary or not?

Methodology

In this section, research model, paticipants, data collection tools and their application procedure, and data analysis are explained.

Research Design

Before starting a need analysis, the researcher should pay attention to the person to be included, type of data to be collected, the means to be used in data collection, the techniques to be conducted in data analysis and interpretation (West, 1994). Reviewing literature, it is clear that various philosophies have beeen adopted in determining educational needs. Among these philosophies are gap analysis/ difference/discrepancy philosophy, democratic philosophy, analytical philosophy and descriptive/ diagnostic philosophy (Erişti & Polat, 2017, p.258).

There is a gap between the desired and actuall situation in gap analysis/ difference/discrepancy phiholospy. The needs emerge from these differences or discrepancies (Akpınar, 2017, p.106; Brown, 1995). The desires of a majority of a group determine the needs in democratic philosophy. The group can be either students, teachers or curriculum adminisrators (Akpınar, 2017). The analytical philosophy is based on individuals' future needs. That is, the need is whatever next in the hierarchy of learning (Sönmez & Alacapınar, 2015, p. 43). In descriptive/diagnostic philosophy, the need is determined based on the aspect of what kind of harm occurs in the absence of the behavior/competency/learning, or what benefits the individuals will have when they gain it (Demirel, 2011, pp.78-79).

The following data collection techniques such as delphi technique, developing a curriculum (DACUM) technique, observation, occupational analysis, assessment and evaluation tools/tests, interview and literature review/desk research within the scope of these philosophies (Akpınar, 2017, pp.107-110; Erişti & Polat, 2017, pp. 258-262; Küçüktepe, 2014 pp.117-120). In the present research, gap analysis/ difference/discrepancy philosophy or method was adopted, and survey model was conducted to obtain the necessary data.

Survey model identifies the current situation and characteristics be described and examined in their own conditions (Kaptan, 1998). In survey models, the events, individuals, situations or things to be investigated are tried to be pictured as they are. It is not intended to manipulate or influence them. There is something to get information about and it is there.The important point is to portrait it properly (Karasar, 2015).Fraenkel and Wallen (2009, p.390) describes survey studies as administering surveys to elicit information (perceptions, attitudes, beliefs) from group members of a population.

Participants and Setting

The universe of the research consists of 369

English language teachers working in Siirt province. The sample of the research was 140 randomly selected English language teachers. In the random sampling, the probability of selecting each unit for sampling is equal and independent from each other (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2013).The demographic characteristics of the research sample are given in Table 1 below.

Table 1 The Demographic Characteristics of Participants

Variables		f	%
Gender	Female	92	65,7
	Male	48	34,3
Type of faculty graduated from	Faculty of Education	113	80,7
	Faculty of Science and Literature/Other	27	19,3
Department graduated	English Language Teaching	113	80,0
	English Language and Literature	20	15,0
	Translation and Interpretation	2	1,4
	Other	5	3,6
School type	Primary	18	12,9
	Secondary	71	50,7
	High	51	36,4
Length of service	1-5 years	76	54,3
	6-10 years	40	28,6
	11-15 years	14	10,0
	16-20 years	8	5,7
	21 years +	2	1,4

Table 1 displays that 92 of the teachers participating in the research are female and 48 of them are male teachers. While 113 of the teachers are graduates of education faculties, 27 of them are graduates of faculty of science and literature and other faculties. 113 of the teachers are graduates of English Language Teaching department, 20 of them are the graduates of English Language and Literature department, 2 of them are Translation and Interpretation department graduates and 5 of them are of other departments. 18 of the teachers participating in the research work at primary school, 71 at secondary school and 51 at high school. As for the length of the service of the participating teachers, 76 of them work for 1-5 years, 40 work for 6-10 years, 14 work for 11-15 years, 8 work for 16-20 and 2 work for 21 years and more.

Instrumentation

The "Teacher Knowledge Level Survey on Contemporary Approaches in Foreign Language Teaching" form, developed by the researcher, was used as a data collection tool to analyze the needs of English language teachers for contemporary approaches in foreign language teaching. Before the survey form was developed and finalized, studies on in-service training of English language teachers in the literature (Al-Wreikat & Bin Abdullah, 2011; Alagözlü, 2017; Arıbaş, Kartal & Çağlar, 2012; Ashrafuzzaman, 2018; Borg, 2011; Çakır, 2013; Eratalay & Kartal, 2006; Karaata, 2010; Kazemi & Ashrafi, 2014;Melek Koç, 2016; Mahmood, 2016; Mak, 2011; Rizvi, 2016; Ulum, 2012; Uysal, 2012), sample articles on new and contemporary trends in foreign or/and second language teaching (Anil, 2017; Davydova & Dekusar, 2019; Deelip, Faruk, Gadilohar & Baviskar, 2016;Sadenova, Orazakynkyzy, Anuar, & Yesbulatova, 2017; Ogbonna, Chinwe & Loyce, 2014; Şahin Kızıl, 2017). contemporary trends in foreign language teaching on various internet-based websites, and the existing foreign language teaching curriculums in primary and secondary education institutions were examined and an item pool was created. The created items were reviewed and reorganized in the light of the opinions and recommendations of three English language teachers and 2 Assistant Prof. Dr. who had various studies on English language teaching, then the final version of the survey form was born. The survey form consisted of 3 parts. In the first part, there were 8 items to investigate participating teachers' demographic characteristics. In the second part, therewas a 10-item Likert type survey prepared to determine the knowledge levels of teachers about new approaches in foreign language teaching. Third part included an open-ended question item which determined teachers' opinions about foreign language teaching.

Data Analysis

Descriptive analysis such as frequency, percentage, arithmetic mean and standard deviation were used in the analysis of the quantitative data obtained from the survey conducted in the research and the data was interpreted.In calculating the evaluation intervals of arithmetic averages, 1, which is the smallest scoring value, was subtracted from 5, which is the highest scoring value, and the 4 obtained was divided by the number of 5 options. As a result of this process, the interval coefficient was found ,80 and the intervals are given in Table 2 below.

Table 2 Creating Arithmetic Average Evaluation Ranges Regarding Knowledge Level of the Participants

Interval	Knowledge Level	Evaluation
1.00 - 1.80	No	Non proficient
1.81 - 2.60	Little	Low level of proficiency
2.61 - 3.40	Medium	Medium-level of proficiency
3.41 - 4.20	High	High level of proficiency
4.21 - 5.00	Higher	Highest level of proficiency

Adapted from: Kaplanoğlu, 2014, p.138

This scale, used in the process of creating arithmetic mean evaluation intervals, was used to increase discrimination in the stages of evaluating the arithmetic mean ranges in the findings section and classifying them according to their knowledge levels.

The data obtained from the fifth sub-problem which was a qualitative open-ended question in the data collection tool was exposed to descriptive and content analysis. Descriptive analysis covers summarizing and interpreting the data within the framework of the predetermined themes. On the other hand, in content analysis the data is scrutinized in a more detailed manner and it allows identifying unrecognized aspects in descriptive analysis (Yıldırım & Şimşek, 2016, pp. 256-259).

The opinions stated by the participants were carefully and elaborately sorted out and examined, and the themes and concepts within the data were coded according to their relation with one another. In order for the readers to easily link the interpretations and direct citations from participant opinions, the directly cited participant was marked as "Px" and written in square brackets. Each citation was designated a number.

Sample:

> [2] "No. Inadequate and unsuitable, material, physcial environmet and curriculum." [P10]

As seen in the above sample, the number of the direct citation is at the begining of excerpt in the square bracket, the directly cited participant is at the end of excerpt, again in the square bracket.

Findings and Discussion

In this section, the findings obtained as a result of the statistical analysis of the data collected for the solution of the problems and sub-problems dealt with in the research are given and these findings are discussed.

Findings Related to the First Sub-Problem

The teachers participating in the research were asked whether they had ever joined any in-service training course organized by MoNE on foreign language teaching. The findings obtained are presented in Table 3.

Table 3 Participants' Status about Attending any In-Service Training Course Held by MoNE

	f	%	
Participating in an in-service training course	Yes	46	32,9
	No	94	67,1

Table 3 demonstrates that 32,9% of the teachers stated that they attended a course on foreign language teaching held by MoNE, while 67,1% stated that they did not attend any in-service training course. This result coincides well with Çakır's (2013) finding that teachers do not participate in professional development activities much. Likewise, the finding of 55% of the participants in the study by Karaata (2010) that they do not participate in any INSET program can be said to support the finding in the present research. This reveals how little English

language teachers participate in in-service training activities.As a matter of fact, the data revealed in the study by Küçüksüleymanoğlu (2006) confirms this. According to the findings of the researcher, more than 3000 in-service training activities were organized for teachers during a 7-year period between 1998-2005, but it is seen that only 122 of them were for English language teachers.

Findings Related to the Second Sub-Problem

The participants were asked whether they had ever taken any lesson on contemporary approaches in foreign language teaching throughout their undergraduate education. The findings obtained are tabulated in the Table 4 below.

Table 4 Participants' Status about Taking Lesson on Contemporary Approaches in Foreign Language Teaching

	f	%	
Taking lesson on contemporary approaches	Yes	58	41,4
	No	82	58,6

Table 4 shows that 41,4% of the teachers took courses on contemporary approaches in foreign language teaching during their undergraduate education, while 58,6% did not. The fact that Karaata (2010) came up with similar result goes along with the findings in the present research. The researcher revealed in thestudy that 59,8 % of the participating teachers did not receive any training on English language teaching. This fact can be interpreted as low proficiency in contemporary approaches.

Findings Related to the Third Sub-Problem

The participating teachers were asked how often they feel the need for an in-service training course on contemporary approaches in foreign language teaching.The findings are presented in Table 5 below.

Table 5 presents that 5% of the teachers stated that they never needed an in-service training course on contemporary approaches in foreign language teaching, 8,6% rarely needed it, 35% sometimes needed it, 42,1% often felt the need and 9,3% stated that they needed it very often. It was discovered that these findings were parallel with the result obtained in the study conducted by Karaata (2010). The researcher determined in the study that 64,2% of the participating teachers wanted to attend INSET course every year. Also, the fact that English language teachers who taught at the 4th and 5th grades of elementary education needed contemporary approaches in grammar and vocabulary teaching in the study conducted by Özen (2001, p.64) reinforces the findings of the present research.The findings of Al-Mohanna and Mohammed (2017, p.49) can be said to have similarities wih those obtained in the present research. Researchers found in their study that the vast majority of teachers wanted to participate in in-service training. Therefore, the necessity of professional development programs emerges in order for English language teachers to follow new developments and trends in their fields, to stay up-to-date and not to be behind their times.

Table 5 The Level of Teachers' Need for An In-Service Training Course on Contemporary Approaches in Foreign Language Teaching

	f	%	
The need for an in-service training course	Never	7	5,0
	Rarely	12	8,6
	Sometimes	49	35,0
	Often	59	42,1
	Very Often	13	9,3

Findings Related to the Fourth Sub-Problem

Descriptive statistics regarding the responses of the teachers participating in the research to the items of "Teacher Knowledge Level Survey on Contemporary Approaches in Foreign Language Teaching" are given in Table 6.

Table 6 Arithmetic Mean and Standard Deviation Results for The Items of the Teacher Knowledge Level Survey Regarding Contemporary Approaches in Foreign Language Teaching

Items	Mean	Sd.
TPS (Think-Pair-Share)	1,61	1,29
Flipped-Learning	**1,09**	1,08
Gamefication (Digital/non digital games)	**2,24**	1,23
Layered Curriculum	1,44	1,29

Blended Learning	1,71	1,16
Mobile Learning (Inclusion of Podcast, Edu.Apps etc. to class activities)	1,87	1,28
Computer Assisted Language Learning	2,12	1,31
Task Based Learning	2,06	1,24
Communicative Language Teaching	**2,31**	1,30
Computer Assisted Collaborative Learning	1,83	1,42
Total	1,82	,99

Table 6 points out that the average knowledge level of English language teachers on contemporary approaches is 1,82 out of 5. So, it can be said that their knowledge level of these trends is generally quite low. In other words, they have low level of proficiency in these trends in English language teaching. In addition, it is clear that they have very low level of knowledge about such new trends and approaches that enable the integration of technology into language education as "blended learning", "mobile learning", "computer assisted language learning", "computer assisted collaborative learning". On the other hand, they have nearly no knowledge about "flipped-learning" (average 1,09). Considering that the age we are in is extremely advanced and sophisticated in terms of information and technology, it is out of question that using the tools provided by technology in language teaching will increase the effectiveness of foreign language education.This is a crystal-clear fact, especially in this digital age. As a matter of fact, it is seen that participating teachers in the study of Mede and Işık (2016, p.17-21) underlined the integration of technology into English classes. It was determined that the participant teachers stated that they knew the use of basic technological tools, but they needed more guidance on integrating other technological tools such as I Pad and smart board into the lesson.

In the Table 6, it is evident that the participants has moderate knowledge level of gamification and communicative language teaching methods. However, it doesn't prove that they really put these methods into practice.Because the study by Üzüm & Çoban (2020) demonstrates that teachers of English language still resort to grammar-based teaching methods and they do not speak in target language in the class. Considering this data, it can explicitly advocated that there is a clear gap between government's official foreign language teaching curriculum and teachers' actual classroom applications. In other words, it can be asserted that the governments' revolutionary education policies are not reflected in real school environments. It is thus crucial to support teachers to adapt and accommodate new ideas and trends into their instructional practices through INSET activities.

Percentages regarding the responses of the teachers participating in the research to the items of "Teacher Knowledge Level Survey on Contemporary Approaches in Foreign Language Teaching" are given in Table 7.

Table 7 Percentage Results for the Items of the Teacher Knowledge Level Survey on Contemporar Approaches in Foreign Language Teaching

Contemporary Approaches	Knowledge Level				
	NO	LITTLE	MEDIUM	HIGH	HIGHER
TPS (Think-Pair-Share)	%25,7	%22,9	%26,4	%15,0	%10,0
Flipped-Learning	%37,9	%29,3	%22,9	%6,4	%3,6
Gamefication (Digital/nondigital games)	%9,3	%20,0	%27,9	%23,6	%19,3
Layered Curriculum	%32,1	%22,9	%22,1	%15,0	%7,9
Blended Learning	%15,7	%31,4	%25,7	%20,0	%7,1
Mobile Learning (Inclusionof Podcast, Edu. Apps etc. in classroom activities)	%15,7	%28,6	%21,4	%21,4	%12,9
Computer Assisted Language Learning	%12,9	%22,9	%22,1	%23,6	%18,6
Task Based Learning	%10,7	%25,0	%28,6	%18,6	%17,1
Communicative Language Teaching	%10,0	%20,0	%22,9	%23,6	%23,6
Computer Assisted Collaborative Learning	%24,3	%22,1	%16,4	%20,7	%16,4

Detailed examination of teachers' responses to each item in Table 7 is important in terms of facilitating the comment on their level of knowledge on contemporary approaches in foreign language teaching, as well as displaying whether there is an in-service training need and for which subjects. The need for in-service training on contemporary approaches in foreign language teaching which emerged in the present research displays similarities with the one in the study of Raud and Orehhova (2017, pp.199-200). In their study, 32 of the participating teachers stated that English language should be taught with technological tools and 22 of the teachers advocated that communicative approach, project based learning, flipped learning based classroom activities and student centered teaching should be adopted in foreign language teaching.

It can be maintained that exploiting digital technologies in foreign language teaching boosts effciency and productivity as well as motivating students. In their study, Culén and Gasparini (2012) developed a pilot application for teaching a lesson on IPad to implement a digital program. In the study, it was discovered that IPad-supported apps, game and stories motivated students and encouraged them to read more. Similarly, 80 % of the participants in the study by Karaata (2010, p.114) expressed that they knew the websites to be used in English language teaching and that when they are used in English language teaching, productivity and efficiency can be increased. In the INSET program to be organized for English language teachers, training them on mobile and computer-assisted applications such as digital games, podcasts, blogs and wikis will allow teachers to use these tools in their classes. Even, it can be said that thanks to these tools both teachers and students will have the opportunity to practise with someone whose native language is English.

It is thought that teachers will eagerly participate in the INSET program, which will be carried out by taking into account the new trends offered to participating teachers in the present research regarding contemporary methods and techniques in foreign language teaching. The study by Khattak and Abbasi (2010) can be said to support this idea. The researchers evaluated the "Computer-Assisted Language Teaching" in-service training activities provided for English language teachers and found that teachers had high motivation to participate in this course. The participating teachers also stated that the in-service training activities met their needs and expectations.

Findings Related to the Fifth Sub-Problem

The participating teachers were asked whether they found the foreign language teaching in schools contemporary or not, and the data based on their opinions is available in Table 7 below.

Table 8 Whether Teachers Found the Foreign Language Education in Schools Contemporary or Not

Theme	Category	f	%
Foreign language education in schools contemporary or not?	Yes	25	17,86
	No	105	75
	Partly	10	7,14

Table 8 shows that a large majority of English language teachers perceived that the foreign language teaching applied in schools was not contemporary.

The present study demonstrates that 75 % of the participating teachers didn't find foreign language teaching applied in schools contemporary. Ezeude (2007) obtains similar results in his study. Revealing his dissatisfaction with the setback in language teaching methodology in Nigeria and that the communicative method has not been put into practice due to lack of facilities, the researcher criticizes that Nigeria still contiues to use textbooks suitable for Grammar-Translation method in an era when audio-visual materials and tools such as movie projector, language laboratory, video and monitor are used in language teaching.

In the present research, direct citations from the opinions expressed by the teachers who didn't find the foreign language education in schools contemporary as the reason for these thoughts are given below.

[1] "I do not find it contemporary because old methods and techniques are still used." [P1]

[2] "I do not think that foreign language education is contemporary at any grade preparing students for the examinations. Since there are no skill-based exams at either high school or university entrance,

students are directed to memorize words and solve tests using classical methods." [P2]

[3] "No, we can't achieve an effective language education from an early age. Improper learning occurs because our students are not sufficiently exposed to the language due to insufficient class hours. In this sense, students are still taught with a focus on vocabulary and grammar. When they reach high school, the language intensity cannot be compensated with low class hours (unless they are studying in the preparatory class)." [P3]

[4] "Since it is an exam-oriented system, an outdated method such as the Grammar-Translation Method is used instead of modern approaches."[P4]

[5] "Although the curriculum and program target contemporary techniques and achievements, both textbooks and tools and materials do not sufficiently support these achievements." [P5]

[6] "Certainly not. Language is a lesson that must be taught in order to be spoken, but in Turkey, we provide language training for written use, we make written assessments and evaluations, and as a result, there is a huge generation that cannot speak English." [P6]

[7] "I do not find foreign language education in schools contemporary. Intensive grammar subjects, crowded classes, exam-oriented system, unsuitable environments for language learning make foreign language education out of date." [P7]

[8] "I don't find it modern. I think we are behind many education systems. While the skills we can use in daily life are at the forefront in theory, there seems to be a system based on preparing for the exam in practice." [P8]

Examining opinions of the participants, it is revealed that the main reason why they do not find foreign language education in schools contemporary is the fact that students need to be prepared for exams due to the existence of an exam-oriented system.

Conclusion and Suggestions

In this section, the results obtained based on the findings of the research and suggestions developed based on these results are included.

In the present research, it was cocluded that more than half of the participating teachers (94 out of 140 participants) did not join any INSET course on language teaching by MoNE. Also, it was found out that more than half of the teachers (82 out of 140 participants) did not have any lessons on contemporary methods and techniques in foreign language teaching during their undergraduate education.

Another result that emerges in the present research is that the frequency of participating teachers in feeling of the need to attend an in-service training course oncontemporary methods and techniques in foreign language teaching was quite high. Going over the statements of participating teachers regarding the frequency "sometimes", "often" and "very often", it is seen that 121 teachers need an INSET course on the mentioned subject.

In the present research it was found that the average knowledge level of English language teachers on contemporary approaches is 1,82 out of 5. According to this result, it can be said that the knowledge level of the teachers is between no and a little, in other words, they have very little knowledge about these trends.

Suggestions

- In-service trainings based on increasing the competence of English language teachers in contemporary approaches should be planned.
- Course contents in higher education institutions that provide education on foreign languages in the pre-service period should be rearranged with an understanding to gain competencies related to contemporary approaches.
- The needs of teachers working in the field of foreign languages at regular intervals should be determined and analyzes should be made.
- In-service training activities on the approaches within the scope of the present research should be organized for English language teachers.

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