



IN-SERVICE TRAINING PROGRAMS FOR IRANIAN EFL TEACHERS REVISITED

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ABSTRACT

In-service training programs are intended to keep practicing teachers up-to-date and/or to address the issues which occur in their practical teaching. Given the importance of this mandate and the time and budget put into these programs, it is necessary to scrutinize these programs to determine whether they fulfill the objectives formulated for them in the first place. To this end, a number of EFL teachers who had attended these programs were interviewed and their interviews were transcribed verbatim. In order to accomplish this, use was made of a semi-structured interview. We began the interview with seven questions. However, during the interviews other relevant questions arose. For the purpose of data analysis, Qualitative Content Analysis was utilized which involves careful examination and regular reviewing of the data to look for some themes and categories emerging from the data. Rigorously applying the procedure of thematic content analysis, the current study provided an in-depth analysis of in-service training programs which have been prescribed for practicing English teachers by the Iranian Ministry of National Education in state high schools. This analysis raised serious concerns about the appropriateness of the programs and revealed that they fall short of accomplishing the objectives intended for them. In the light of the insights gained into these programs, suggestions are offered for the future revision and/or designing the in-service training programs for practicing English teachers.

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Keywords: Teacher's perceptions, Teacher education programs, In-service training, Pre-service training, Qualitative content analysis, EFL teachers.

Contribution/ Originality

This study is one of very few studies which have investigated the in-service training programs in Iran from the viewpoint of language teachers attending these programs, as teachers themselves

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are in a position to comment on the quality and the usefulness of such programs and point out possible inadequacies.

1. INTRODUCTION

English has played, and for foreseeable future will continue to play, a vital role in international communication. We live in a globalized world in which English, as an international language, plays a vital role. Over the course of time, teaching English, as a foreign language, has gained considerable significance so much so that it has exerted itself as an educational field that is worth researching within the general educational system.

Since the human life has been changed radically by the development of the technologies and the improvement of the knowledge, the need for qualified teachers is felt even more than before. Therefore, teachers should improve their knowledge and skills and adjust themselves to the new circumstances. Thus, to keep up with these changes, teachers need to be trained continuously and become more efficient in their jobs.

For the last two decades, there have been a lot of debates on the teachers' preparation and development. According to [Lanier and Little \(1986\)](#), teacher education as a field of study, has not found its right place in the academy. In teacher education field, teacher educators play highly important roles; however, most of the time, they are not taken into account in the research conducted into their work. However, this situation has changed since 1990s as university researchers, law makers, and policy analysts have paid increasing attention to what teacher educators do. From then on, teacher education has been recognized as an object of academic research.

However, it is difficult for teachers to be self-sufficient due to the need for specialization of the new teacher-education programs, teaching strategies and new technologies. As a result, according to [Saban \(2002\)](#), teachers can develop their qualifications and achieve professional identity through both pre-service and in-service training programs. Hence, the notion of lifelong learning.

It is obvious that the quality of education is influenced by the quality of teachers and their teaching. Teachers first gain an 'entry-level proficiency' in teacher education institutions in pre-service training programs, and 'mastery-level proficiency' is obtained after a wide understanding of teaching and acquiring skills based on practical experience in in-service training programs. Each teacher needs to pass in-service education and training (commonly abbreviated as INSET) courses for the initial professional training. In-service training courses are the major elements in solving the difficulties facing teachers' development ([Day, 1999](#); [Craft, 2000](#); [Sugrue, 2001](#); [Hammadou, 2004](#); [Lee, 2007](#)).

The need for constant improvement in the profession of teaching calls for 'teacher professional development'. In the process of the development of well-prepared teachers, well-designed pre-service and in-service training courses are very important. According to [Cochran-Smith and Lytle \(2001\)](#), in the past, in-service training courses had a transmission-oriented approach in which teachers were the recipients of knowledge from teacher educators; now the emphasis has shifted to the constructivist approach, where teachers concentrate on what they know, and they are no longer

considered as a tabula rasa and are believed to bring their prior knowledge and personal experiences into the new learning environment

'In-service training' is a term used to describe a set of activities and requirements generally falling under the heading of 'professional development'. In-service training program is a program intended to improve the performance of all personnel already holding assigned positions in a school setting or to implement a specified innovation or program (Sapp, 1996). It is a key factor in influencing the professional development of teachers and, thus, contributes to the improvement of their knowledge if teachers are actively involved in the process (Saiti and Saitis, 2006).

However, teachers should take evaluation into consideration, too. As they endeavor to enhance professional development, they should constantly evaluate their own performance and make decisions with regard to this evaluation. Marsden (1991) discusses seven reasons for evaluating training programs: to authenticate needs assessment tools and methods; to confirm or revise solution options; to confirm or revise training strategies; to determine trainee/trainer reactions; to assess trainee acquisition of knowledge and attitudes; to assess trainee performance; and to determine if organizational goals are met. Hence, no matter which model is used for training teachers, it is essential that the effectiveness of the programs or courses be evaluated and assessed. Evaluation is conducted to judge the effectiveness of the programs in order to examine whether it is meeting its purposes, whether it is meeting participants' needs, and to make required changes and adjustments for the coming year. Moreover, there is a need for the evaluation as we live in a world which is replete with changes and developments particularly in the field of education and language education must incorporate the latest developments and keep up with emerging educational resources.

The failure of language learners in school settings could be attributed to a multitude of factors. Teachers play crucial roles in this regard. Learners are different, and teachers have a pivotal role in making a difference to the academic life of language learners. Therefore, teachers could be very influential in this respect. Educational authorities spend a lot of money and time on in-service programs. Among other things, one objective of such courses is to address the problems which arise in the process of teaching the language. In order to train the qualified teachers who are in high demand in academic environments, it is crucial to scrutinize in-service programs to see if these courses equip language teachers with the necessary knowledge that is needed in language classes. Furthermore, it should be determined whether these programs are in line with teachers and learners' needs. Pre-service training programs have been extensively researched. However, very few studies have been carried out into in-service programs. Teacher training courses in Iran are usually predetermined packages of 4 to 5 hours of instruction which are mostly theoretical in nature. In effect, the current teacher training courses in Iran suffer from various shortcomings which make them potentially inadequate when it comes to equipping teachers with sufficient knowledge and expertise that is necessary for their career. Therefore, this study will be an attempt to explore teachers' perceptions of in-service training programs in Iran, to see whether they are actually meeting the needs of the teachers and administrators.

2. REVIEW OF LITERATURE

The insufficiency of teacher training has been touched upon by a number of scholars (Freeman and Johnson, 1998; McMorrow, 2007; Chiang, 2008; Clarke, 2009), to mention just a few).

According to Chiang (2008), it is not enough to provide novice teachers with theories of classroom management and lesson planning and pre-packed teacher training cannot adequately equip novice teachers. Therefore, teacher development programs need to provide teachers with opportunities in order to develop reflective teaching practices.

According to Freeman and Johnson (1998) one of the shortcomings of teacher education is that it ignores what teachers actually know and how what they know could influence what they do. Teacher education is, thus, more concerned with what teachers are required to know and the way they could be trained.

In a similar vein, McMorrow (2007) posits that a pre-packed and 'one-size-fit-all' prescription does not take into account the contextual diversity and is inadequate in both content and process.

As can be understood, teacher training courses ignore the teachers as these courses are more concerned with the delivery of the content, whereas teachers could play roles far more important than these courses.

A lot of studies have been carried out into the evaluation of teacher-education programs both in Iran and abroad. Sleeter (1992) explored the perceptions of public school teachers who had taken part in a multicultural education development program. The findings indicated that many of the participants recognized that they had learned much, however, this had brought little change in their attitude and practice.

A study was carried out by Wu *et al.* (2004) with the purpose of integrating information and communication technology into an in-service training program to enrich the content of that program. The findings showed that the majority of teachers were satisfied with the training program.

Another study was carried out by Gönen and Kocakaya (2005) with the purpose of evaluating high school physics teachers' perspectives concerning an in-service training program. The findings indicated that although a large majority of teachers believed that in-service training is essential for their professional improvement and that the number of in-service training programs they had actually participated in was not adequate.

In a similar vein, a study was conducted into an in-service training program by Aydin (2008). The study aimed to find out about teachers' perceptions of in-service training and their administrators' support. The finding of the study showed significant differences in the use of knowledge and skill levels in schools and in their personal character.

Another evaluation study was conducted by Baran (2008) to explore the views of primary school teachers concerning the application of computer education by means of distance in-service training. Teachers believed that remote in-service training improved the quality of education and fostered their professional development.

Moreover, Kavak *et al.* (2012) carried on a study on an in-service training program in Turkey. The aim of the study was to seek the opinions of the primary and secondary school teachers about their educational needs and in-service teacher training programs. Participants in this study were

fairly satisfied with in-service teacher training programs and had positive opinions about these programs. Teachers participating in this study suggested that in-service teacher trainings be conducted in teachers' own school, within working times, and by experts in their fields. They expressly showed interest in having training in scientific developments associated with their subject matter and new approaches to instructional strategies and methods.

Birjandi and Derakhshan (2010) conducted another study in which they sought to explore the different perceptions of Iranian EFL instructors and teachers regarding the present and ideal status of in-service programs. Their findings indicated that instructors and teachers had different perceptions about these in-service programs. Though most teachers were satisfied with these programs, they were not motivated enough to attend these programs. Furthermore, most instructors were in favor of improvements in the educational plans and programs since they were not satisfied with the in-service programs. Teachers needed to be motivated to participate in these programs and the instructors were to address the needs of the teachers attending these programs.

Still, another study was carried out by Rajabi *et al.* (2011). The purpose of the study was to investigate the effects of an ESP in-service teacher training program on the perceptions and instructional practices of Iranian ESP teachers and the students' achievements. The results indicated that there was a significant difference between the achievements of students who benefited from trained teachers in comparison with those who received training from teachers not attending this program.

3. METHODOLOGY

Given that the present study was concerned with scrutinizing the possible weaknesses and strengths of current in-service training programs, the design of the study was a qualitative one, specifically making use of content analysis to gain insights into the perceptions of practicing language teachers.

3.1. Sampling Procedure

Seven participants were chosen through convenience sampling. They were chosen from teachers teaching in Shiraz and Yasouj, as it was not possible to have access to all potential participants. They were of both genders and were heterogeneous in terms of education, professional experience, and age. They had B.A. or M.A. in English teaching. Their teaching experience ranged from 8 to 28 years.

3.2. Instrumentation

According to Best and Kahn (1998), in endeavoring to seek people's points of view, beliefs, perceptions and attitudes, interviews are one of the most powerful instruments. It has many advantages over other types of data collection methods due to its interactive nature. As stated by Nunan (2004), people prefer face-to-face contacts. Therefore, semi-structure interviewing was used in this study. Since the participants were non-native English speakers sharing Farsi as their mother tongue, and in order to prevent possible linguistic breakdowns, the interview was conducted in Farsi. As it was a semi-structured interview, at first seven questions were prepared by the

researchers but as the interviewing went on, the researchers came up with other questions as well. The interviews were recorded onto a recorder, and were transcribed verbatim for further analysis. Each interview took approximately 25 minutes.

3.3. Data Analysis

Given the research question, which addressed the weaknesses and strengths of the current in-service training programs, the data gathered from the semi-structured interviews with the teachers were analyzed through qualitative content analysis. According to [Strauss and Corbin \(1990\)](#), content analysis is a rather objective interpretation of the content of textual data using a method of systematic categorization. It employs mostly inductive reasoning, through which themes and categories emerge from data under careful examination and constant comparison.

Having arrived at the main themes to be applied to the data, to ensure reliability, the two researchers coded an interview independently, discussed the outcomes, agreed on the possible differences in coding and then separately coded the next interview. Since there was 85% agreement in coding, the first researcher coded the rest of the interviews.

4. RESULTS AND DISCUSSION

The intention behind the interviews conducted was to find out teachers' perceptions of the strengths and weaknesses of current in-service teacher training programs. As previously mentioned, seven high school teachers from five different schools in Shiraz and Yasouj were interviewed. The interviews were audio-recorded, transcribed verbatim and were subjected to rigorous content analysis.

4.1. Codification of the Data

Consistent with [Strauss and Corbin \(1998\)](#), the three coding steps (open, axial, and selective) should be followed step by step to come up with a theme. After each interview, it was transcribed verbatim and was subjected to initial analysis looking for data saturation point. Following that the rigorous procedure of content analysis was applied to the data.

4.1.1. Open Coding

The systematic process which results in identification of concepts (which are remarkable points in the data and share common meaning and properties) and through which properties and dimensions of those concepts are discovered in data is called 'open coding' ([Strauss and Corbin, 1998](#)). The reason for naming it "open coding" is that in order to discover, name, and develop concepts, the text must be opened up so that notions, opinions, and meanings included in it can be displayed. In other words, the whole picture is broken down into small pieces, so as to be examined closely and can be compared for similarities and differences. Accordingly, those pieces which were similar and conveyed the same meaning were put under one "category". Following that, it was time to choose names for those categories. The step of naming can be different among different researchers since it depends on the way one defines and interprets those categories ([Strauss, 1969](#)). Sometimes the name can be suggested by the respondents themselves without their awareness. Just

by relying on the expressions of the participants about their perceptions, the researchers took the names from their words. This way of choosing the name is called “in vivo codes” (Glaser and Strauss, 1967). Therefore, as the analysis continued, each object that shared common properties with one of the categories was given the same name.

In this phase, the sentences, phrases, and key words that carried weight in training education were written down in order to find out about the strengths and weaknesses of these programs in Iran and also as the criteria for an effective in-service teacher training program in Iran. Here an example of opening the text is provided:

The researcher: What do you expect from in-service training programs?

The English teacher: As a matter of fact, when you hear the name of “in-service teacher training program”, you expect that teachers be taken into account at the first point. I mean, those who are responsible for holding these programs should pay attention to our needs, what we need to get from these programs.

By analyzing this paragraph, the words ‘teachers’ needs’ attracted the researcher’s attention. And the researcher started to ask herself some questions to clarify what the teacher meant. For example, “what are teachers’ needs?, What should people in charge of these programs pay attention to?”. These and other questions were kept in mind in other interviews. To get a better understanding, more teachers were interviewed till the point that there were not any new categories to emerge from the data.

In this way, the text was opened up. Each category had its own characteristics and dimensions. In order to do open coding, codes were written in the margins as each sentence and paragraph was analyzed. During the analysis process, this question was kept in mind, “What is the main idea in this sentence?”. Then each concept was given a name.

The questions and some sample answers are brought here list-wise. From this phase some categories were decided on.

After some codes were decided on, it was time to review the data again to see if there were any categories chosen inappropriately or to find out if there was any chance of new categories emerging.

In the following section, the question posed and the typical answers provided by the interviews are provided.

Question 1: Is the content of the present in-service programs determined on the basis of English teachers’ needs?

Regarding the content of the in-service program, there was unanimous agreement among the participants that there was a need for revision of the content of the programs. They believed that teachers’ needs were not taken into consideration while planning the content of the in-service training programs.

Question 2: Are teacher educators properly selected? Do they have the necessary qualifications?

The results indicated that the selection of teacher trainers was not based on any reasonable criteria. They were chosen from among senior teachers who were followers of old teaching methods and were not familiar with the new theories of teaching and learning. Moreover, some of

them did not have any practical teaching experience in tertiary level. Some of the participants indicated that teacher trainers were not proficient.

Question 3: Does the present in-service programs provide English teachers with opportunities to share and exchange their views and experiences?

A point consistently made by teacher trainees was that they were not given the opportunity to share their ideas and experiences with their colleagues.

Question 4: Does the present in-service programs help English teachers with general teaching skills such as classroom management?

Although this aspect of the program is of great importance in the field of teaching, there was unanimous agreement among the participants that these programs did not help them with teaching skills. The participants claimed that they really needed some help with the teaching skills especially classroom management, but these in-service programs fell short of developing their teaching skills.

Question 5: Do the present in-service programs improve English teachers' proficiency in English?

Regarding the English teachers' proficiency, most of the participants expected some programs which could help them improve their proficiency in the language to be taught. However, proficiency development was not included in the program.

Question 6: Do you feel any changes in your teaching performance after participating in the in-service training programs?

Almost all of the participants were in agreement that they expected these programs to bring some real changes to their classes and to be better teachers, but in reality they felt no changes in their performance. One of them asserted that he had not learned anything from the program and he said that he was the same teacher as he was before attending the program.

Question 7: What do you expect from and think of in-service training programs?

The trainees discussed their expectations from an in-service training program. Given the new development in theories of teaching and learning and the new needs which arise in society for education in a foreign language, teacher trainees expect these programs to update them on such issues. In addition, they expected to find informed solutions to the problems which they encounter in language classes. Moreover, they believed that as far as planning these programs is concerned, the teacher trainees should not be provided with pre-packaged programs in the development of which they have had no part. Rather they should be consulted when it comes to decision-making about the content of in-service training programs. In addition, they expected teacher trainers to be experts in the field. Moreover, given the advances of information technology and the computer sciences, teachers expected to find programs which would help them to put this technology to better use in language classes. Of great importance to the teachers was the fact that not all teachers have the same needs. Therefore, different programs should be developed to meet the needs of different teacher trainees.

Going through all the interviews, the researcher decided on the major themes emerging from the data and noted them down. The researcher went back to the data again to see if the themes extracted are appropriate or not or if there is any chance of new themes emerging from the data. Having decided on the themes and before proceeding to the analysis of the data on the basis of the themes emerging from the data, it was necessary to ensure the reliability of the coding.

In order to ensure the coder reliability, the researcher and her assistant coded a randomly chosen interview independently. It became clear that there was agreement on 85% of the coding. According to Lombard *et al.* (2002), the agreement of 80 or greater between coders is acceptable. In addition, the researcher and the research assistant went through the coding again and discussed the differences and agreed on them. Given the close agreement in coding, the rest of the data was coded by the current researcher.

4.1.2. Axial Coding

Given that the major categories emerging from the data have been decided on already, it was time to relate those categories to their subcategories and other major categories to obtain a more coherent picture of the phenomenon, which could be carried out through axial coding (Strauss and Corbin, 1998). It is called axial since the researcher must code around the axis of single categories which were focused upon (Strauss, 1987).

While coding axially, the objective was to answer questions such as, where, when, why, and how, to discover how the categories could be related to each other. Therefore, at this stage, an attempt was made to organize the themes or categories around some central ones, paying particular attention to the possible relationships between categories, and trying to determine the categories and subcategories. In other words, the proper grouping of the themes or categories was the major concern here. The categories were set together and subcategories emerged. Determining the aims and contents of in-service programs based on teacher's needs and adjusting the programs to teacher's level of experience were brought under the category of teachers' needs in in-service programs. The subcategory of considering local situations, considering the practical aspects of the programs, updating teacher's knowledge, and providing teachers with opportunity to exchange experiences were put under the category of "contents of the in-service programs". Being theoretically well-versed and acting as a model were put under the category of "the teacher educators of the in-service programs". The category 'improving teachers' teaching skills' contained subcategories of classroom management and helping with classroom actual problems. 'Improving teachers' proficiency', 'informing teachers of their weaknesses', and 'helping them to improve their weaknesses' were brought under one category called teachers' proficiency development. The issues regarding how to motivate teachers to take part in these programs were put under the category of 'motivating teachers through in-service program'. 'Teachers involvement in determining the content of the programs', and 'the obligatory attendance in these programs' were put under the category of teachers' involvement in decision-making.

4.1.3. Selective Coding

The last step of analyzing the data is selective coding which includes unifying and improving the theory (Strauss and Corbin, 1998). Open coding is concerned with producing categories while axial coding focuses on relating those categories to their subcategories.

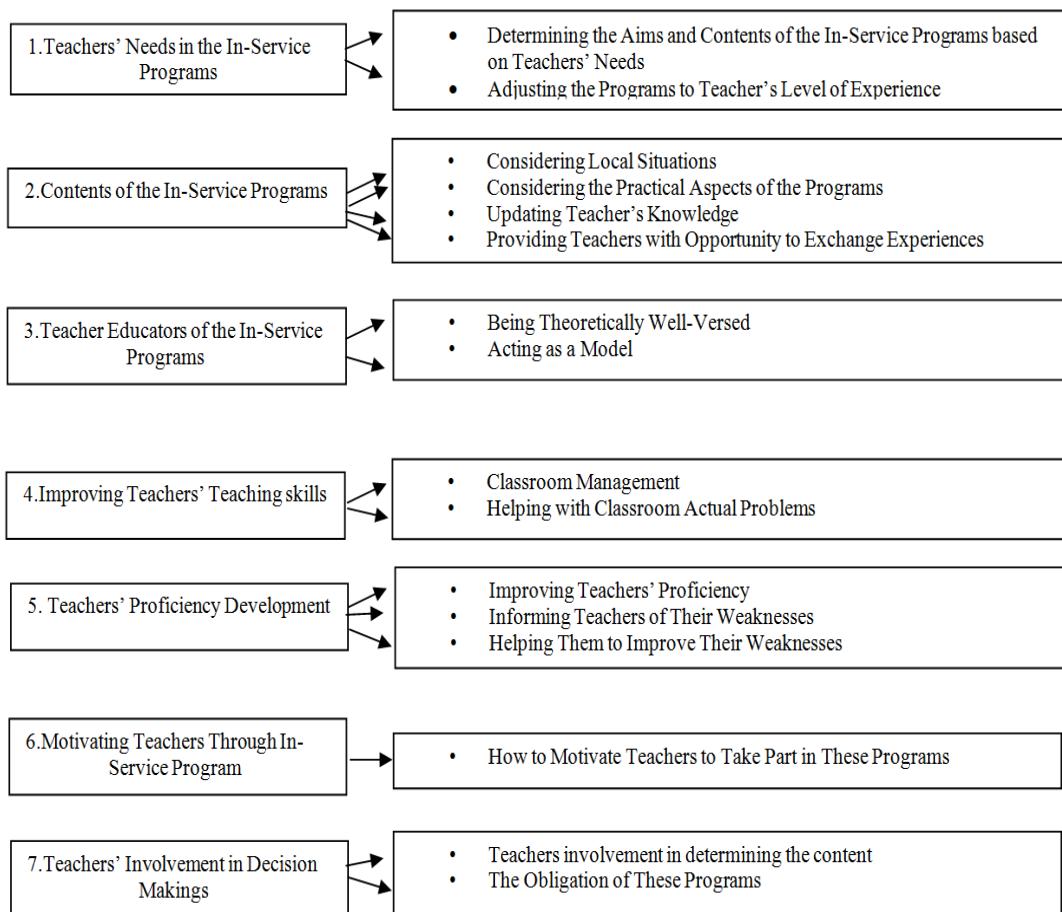
At first a decision should be made on the core category which illustrated the key idea of the research. In the current study, the researcher came up with "Teachers' Needs: The Passage to

Success of In-Service Teacher Training Programs.” As can be seen, it showed the major theme of the research and all other main categories were related to this (Strauss, 1987).

Then the scheme was reviewed to make sure of the internal consistency and to see if there were any inadequately developed categories. Internal consistency was assured by reviewing the scheme. It became clear that many of the properties which were in mind were built into the scheme. The validation was done by checking the scheme and making sure that nothing significant was omitted.

The result of qualitative content analysis of the data gathered through the interview are given below.

Figure 1. Categories and subcategories emerging from the content analysis



5. DISCUSSION

Although teachers' needs are the most important factor which should be taken into consideration while deciding on the content and other issues related to in-service training programs, according to the teachers, in the present training programs this factor does not receive that much attention. Teachers stated that there was not any needs analysis before these training programs. As claimed by the participants, the aims and contents of the in-service programs should be determined on the teachers' needs. Another remarkable point to mention is that the teachers believed that

teachers with different levels of education and experience should receive different in-service programs which again were not taken into account in the current in-service programs. The findings were in line with the findings of the studies carried out by [Topkaya and Küçük \(2010\)](#), [Gönen and Kocakaya \(2005\)](#) and [Uysal \(2012\)](#), in which they found that the program content was not relevant to teachers' own contextual needs and the participants had negative opinions about the content of the teaching program. They believed that the topics were not appropriate to apply different methods and techniques. On the contrary, findings of the studies carried out by [Baran \(2008\)](#), [Kavak et al. \(2012\)](#) and [Peacock \(2009\)](#) demonstrated the opposite. This disagreement is due to the rich content of the program that he evaluated. In his study participants asserted that they learned many teaching theories and skills and the program was a good balance between theory and practice.

The second factor which should be discussed after teachers' need is the in-service training programs' content. Unfortunately, the participants of study declared that they had not received a special in-service training course for EFL teachers. They stated that there were only some general courses which were not related to their field of teaching. One of the teachers in interview phase said that she participated in the in-service courses in two different cities and she claimed that the contents of both courses were the same. This showed that people responsible for planning the programs did not pay attention to local situations. According to participants the in-service training programs did not deal with the practical aspects of language teaching and these courses could not update their knowledge, since there was not a training program planned only for English teachers. Although most of teachers appreciated programs in which they could learn from others' experience, the present training programs did not provide an opportunity for teachers to exchange their experience and opinions. On the one hand these findings are in line with other studies ([Taşkaya and Bal, 2009](#); [Öztaşkın, 2010](#); [AL- Wreikat and Abdullah, 2011](#)). On the other hand, the findings are in contrast with the findings of [Birjandi and Derakhshan \(2010\)](#), [Uysal \(2012\)](#) and [Wu et al. \(2004\)](#), in that the participants were satisfied with the content of the in-service they attended because they received a variety of theoretical and practical information about different methods, techniques to teach language skills, and also they had an active role in the training course and they were given chances to collaborate with their colleagues.

As the teacher trainer is an important factor in making in-service training programs successful the third remarkable point which teachers were asked to express their perception was about teacher educators. As questionnaires were analyzed, the researcher found out that teachers were not satisfied with the teacher educators and they expressed that teacher educators were not well-versed and could not act as a qualified model for teachers. Teachers believed that trainers were not chosen based on their qualification criteria. The participants of the study stated that teacher educators' identity was an important factor that should be taken into account. Therefore, teachers expected to receive courses given by experts in the field of language teaching.

The findings were in agreement with [Beh-Afarin \(2007\)](#) and [Kaya and Altuk \(2012\)](#) in which the participants did not hold positive opinions about teacher educators of their in-service program. They believed that such trainers were chosen among others based on relations rather than their qualifications. They expected trainers to be communicative as well as well-informed. In contrast, participants in [Peacock \(2009\)](#) showed great satisfaction of their teacher educators. They

maintained that teacher educators were very helpful and participants could easily contact them. In contrast, these findings disagree with some studies demonstrating teachers' satisfaction with the teacher educators since teachers found teacher educators well-informed, effective, and they could model the new methods and also they were easy to contact (Peacock, 2009; Birjandi and Derakhshan, 2010; Khattak *et al.*, 2011).

Teachers believed that they needed to receive some programs on teaching skills specially classroom management which was the essential of good teaching. And also they required to be helped with their actual problem that they might face in their real classroom. This fact is indicated by Uysal (2012), in which the participants claimed that they were not allowed to discuss their problems. However, the findings are disagreed with (Peacock, 2009; Birjandi and Derakhshan, 2010; Al-Mahrooqi, 2011), since participants discussed a very different view from the present study. They stated that they have learned many teaching skills in these programs, and also they were taught how to deal with students and how to manage classes well.

The most crucial factor regarding teaching English is teachers' proficiency since they are students' model in English language. As teachers, they have to know their weaknesses and try to improve them and be an efficient teacher. However, self-evaluation is somehow demanding for teachers. Accordingly, it is in-service teacher training programs and teacher educators to help teachers get insight into these issues. The findings showed that the participants thought that these programs could not help them develop themselves. Similarly, participants of the studies carried out by (Birjandi and Derakhshan, 2010; Salihoglu, 2012) stated the same opinion. They declared that the in-service training program which they attended lacked proficiency programs, therefore it could not boost their proficiency level. In spite of the findings of the current study, in a study conducted by Peacock (2009) teachers showed great satisfaction with the program since they received some useful programs in grammar and phonetics which helped a lot and they said that the training program improved their English.

As mentioned earlier, teachers are the vital part of the in-service programs, in other words, these programs are designed only for teachers. Thereupon, teachers should be motivated to participate in these programs. Teachers agreed that teachers' motivation was of great importance that should be taken into account, they believed that they were not motivated to participate in the present in-service programs. The reason could be because some factors such as the content of the present in-service programs were not in line with teachers' need, these programs could not provide an opportunity for teachers to exchange their experiences and opinions, and teachers did not receive some programs on proficiency, make teachers demotivated to take part in these programs. The findings were in line with Birjandi and Derakhshan (2010), where the participants stated that they lack sufficient motivation to take part in these in-service courses. Nevertheless, Findings of the studies conducted by (Uysal, 2012) disagreed with this point since the participants in those studies revealed positive opinions toward the program because they found the program motivating.

To put it in a nutshell, according to the interviews teachers did not hold a positive opinion about the current in-service training programs, they expressed that these programs were not effective and fruitful and they showed a great need for revision. This fact is also indicated by

several researches (Aytac, 2000; Bağcı and Şimşek, 2000; Ucar and Silk, 2006; Beh-Afarin, 2007; AL- Wreikat and Abdullah, 2011).

6. CONCLUSION

The interviews revealed that there are some inadequacies in in-service teacher training programs and their expectations. It can be concluded that the participants in the current study expressed negative perceptions towards the present in-service training programs. Regarding the perception of teachers about the current in-service training programs, they discussed mostly the weaknesses of these programs, but they also mentioned some positive points that could be considered as the strengths of these programs. As they said these programs were beneficial since all teachers could get together from different schools and it was a valuable opportunity for teachers to get to know each other and they had a good time. Another point that they mentioned was that participating in these programs considered as a positive point in their professional resume and that was the reason that most of the participants attended these programs.

Trainees also highlighted a number of weaknesses. The participants believed that the in-service training program was not academically adequate and it was useless. They maintained that the topics and content of these programs were not relevant to teachers' need and teachers' need was not taken into account in organizing the program. The program could not convey any new knowledge to the teachers. Teachers were not motivated to participate in the program, since it could not increase their level of proficiency and their knowledge. Another point to mention was about teacher educators. Trainees believed that teacher educators were not qualified and they were not capable of conveying any useful points to teachers. And also the in-service programs were very intensive for instance in two or three days teachers should attend 20 hours of in-service programs which were very tiresome.

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