

## The Perceptions of Teachers from Various Academic Levels of English Language In House Training: A Qualitative Study

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**Abstract** - An in house training program is a kind of training given to the staff or teachers of a company or a school. The training is adjusted with the needs of the staff or teachers and it is usually conducted by the institution or school. The purpose of in house training can be various. Commonly, the purpose is to improve the skills or knowledge of the staff or teachers. This research was conducted to see teachers' perceptions on the implementation of in-house training held by a group of leading private schools in Central Java Indonesia, who were under the same institution. Facilitators in the training were lecturers from an English Education Study Programs. Research participants were 44 teachers from playgroup, primary school, and secondary school. Data were collected from an online questionnaire distributed at the end of the training in May 2024, using *Google Form*. Results showed that the majority of the teacher participants (95.45%) admitted that the training was necessary. Top two answers were that the program was necessary to improve the teachers' skills in English, as well as to refresh their memory, mind, and knowledge about English.

**Keywords:** In house training, Teacher training, Perceptions, Teachers

### I. INTRODUCTION

In House Training (IHT) is internal school training that aims to improve the competence of educators and teaching staff (SMA 6 Sigi, 2023). This is supported by Kanaka (2021), who states that in-house training is one of the training methods for human resource development or employee training. The implementation of IHT is based on requests from the client institutions or organizations. It means that all participants come from the same

agency. Human Resource (HR) development training and employee training are usually carried out specifically for one agency only (EL Hajjar & Alkhanaizi, 2018). In house training materials will also be designed and adjusted to the needs of the client agency.

In house training is carried out for a quite large number of participants, usually around 10 – 30 participants (for technical training, a maximum of 10 participants is recommended). However, it is also possible that the number of

in house training participants will only be a few people, depending on the needs and conditions of the client agency. Generally, the IHT location is at the client-agency or at a place determined by the client agency (Kanaka, 2021).

Based on the importance of in house training as explained above, the management of a group of leading private schools under the same institution in Central Java conducted in house training for all the teachers, ranging from preschool to Junior High School teachers. The formulation of the research problem is as follows.

1. How do the teachers perceive the implementation of IHT given by Satya Wacana Christian University (SWCU) PBI (Pendidikan Bahasa Inggris) and MPBI (Magister Pendidikan Bahasa Inggris) lecturers?
2. What are the teacher participants' perceptions on the usefulness of the IHT?

In order to strengthen this research, there are several research results that can provide the state of the art of this research. For example, on Tuesday, June 6, 2023, IHT implemented the Independent Curriculum and prepared learning tools. The training was held in the Teacher's Room at SMAN 1 Sigi. This IHT activity was carried out from June 6 2023, to June 10, 2023. The aim is to improve the Human Resources of Educators in implementing the Independent Curriculum, which would be implemented in the 2022/2023 school year. IHT was really needed to maintain the quality of the Teaching and Learning Process (PBM) in implementing the Independent Curriculum at SMAN 1 Sigi, as well as to maximize the competencies possessed by educators (SMA 6 Sigi, 2023).

Another example is the IHT activities of Al Azhar Islamic High School 15 Semarang for the 2020/2021 academic year. The training was held on August 8 2020. The material presented was about advanced Google Classroom (GC) and Open Broadcaster Software (OBS). It was hoped that this IHT activity would increase the educators at Al Azhar 15 Islamic High School Semarang's competence in an effort to provide effective and maximum learning in the midst of a pandemic (Prakoso, 2020).

In the context of English education, English language training had been held for teachers at Gugus Pangeran Diponegoro Elementary School located at SDN 2 Windusengkahan, Kuningan District, Kuningan Regency. At this school, English lessons are part of the local curriculum.

The EMI method is applied in training using songs and games. The teachers really welcomed this training with the hope that they could provide the best for their students when carrying out the learning process in class (Solihat et al., 2021). Based on these findings, this research played an important role in filling the knowledge gap regarding reflective practice by lecturers in higher education. Thus, the novelty of this research was expected to produce a deeper understanding of the importance of English IHT for English and non-English teachers.

IHT has been widely practiced for professional development in the workplace. However, the participants' perceptions of the training and of the usefulness of the training has often been taken for granted. This may deviate to the expectations of how the training should be conducted and what outcomes the participants hope to achieve for their professional development. Finding out the perceptions of the participants of the training and of the importance of it for their career development may contribute to studies on the importance of IHT for human resource development.

This research serves two main purposes. The first purpose was to understand the school teachers' perceptions of the IHT they participated in. This involved gathering feedback from the teachers regarding the relevance and effectiveness of the training. The overall experiences of these teachers were also counted to see how well the IHT meets the expectations and the needs of the school, along with identifying the strengths and weaknesses of the program.

The second purpose of this research was to comprehend the participants' perceptions concerning the usefulness of the training and to see the impact of the training in improving their practice of using the language in the classroom as well as in daily communication with both students and fellow teachers. Therefore, this research is expected to provide information on whether the teachers perceived the training as valuable, important, and beneficial for their professional development as teachers.

This research hopefully plays a significant role in inspiring and improving school management in conducting the in-house training program for teachers, both English and non-English teachers. Evaluating the perceptions and feedback of these teacher participants regarding the training can provide critical insights into the

training program regarding its quality, relevance, and effectiveness. In addition, understanding how well these programs meet the school's needs and expectations will help trainers identify areas of strength and areas that need improvements for a better, more effective training program. Pedagogically, this research is hoped to add to the literature about the importance of teacher training for teachers. Practically, it is expected that more schools will carry out IHT for their teachers.

## **II. LITERATURE REVIEW**

This literature review explores various definitions of IHT and examines its function, as well as the types of IHT, EFL, and non-EFL teachers, as well as their perceptions. It encompasses studies from the past decade to capture recent advancements and directions.

### **2.1 In House Training**

The In-House Training (IHT) program serves as a strategic response to the growing dynamics of educational processes within institutions. Its implementation should be grounded in a needs-based approach through in-depth needs assessment. While IHT is often provided consistently with adequate quantity, there is also a growing demand for training programs that also ensure high standards of quality (Ali & Takdir, 2021).

Citing from Rahayu et al. (2023) stated that In House Training (IHT) refers to a training initiative conducted within the trainees' own school or workplace, leveraging the available resources, tools, and school environment. It focuses on relevant topics and addresses current challenges faced by the participants.

In house training is a form of internal professional development which is tailored to the specific needs of an organization (Altomonte, 2024). The focus is on building relevant skills, improving team performance, and boosting employees' engagement and productivity. By using internal resources and delivering training on-site, organizations will be able to enhance their employees' learning efficiency without depending on external training providers.

From all the definitions above, it can be concluded that in house training is a kind of training initiated by an organization's management, conducted within the organization's site with the purpose to leverage the employees' or teachers' skills, performance,

productivity, or other aspects, based on their needs.

### **2.2 The Functions of In House Training**

Experienced teachers benefit greatly from in house training, which allows them to refine their teaching methods and optimize their materials, ultimately enhancing the overall quality of their instruction (Lengkanawati et al., 2015). IHT programs can also improve teachers' horizon and skills as well (DY, 2023). Furthermore, In house training for teachers (IHT) has several key goals for teachers' material development. Firstly, it provides a foundation for professional growth, enhancing teachers' skills and knowledge to support their career progression. Secondly, it improves their competencies, making them more proficient and effective educators. Lastly, IHT helps to portray teachers as autonomous and creative professionals, fostering a sense of self-direction and innovation in the classroom. Based on literature research conducted by Fadil and Aryani (2021), it was concluded that an in house training program is also effective in enhancing teacher pedagogical competence. Additionally, IHT fosters motivation and confidence in teachers to acknowledge their weaknesses, allowing them to address these issues through the program and ultimately improve their pedagogical competence.

In addition, Puspitasari and Budiningsih (2020) said that the in house training program enhances teachers' competencies by addressing the challenges they face in the classroom. For instance, if teachers struggle with creating educational materials, the program provides guidance on designing and producing the necessary resources. This, in turn, contributes to improved school quality as well-equipped teachers can effectively implement the curriculum, achieving its intended goals. Moreover, according to Muslimin et al. (2023), receiving this kind of training could help individuals perform better overall and become more competent. They made clear in their study that well-designed, targeted training programs will provide participants with the fundamental information and abilities needed to carry out jobs more successfully and efficiently. Participants can maintain a competitive edge by participating in such training, which keeps them updated on industry trends and best practices. In addition to improving their technical proficiency, this important training program

may also increase their self-assurance, which would improve their ability to make decisions and solve problems. Ultimately, increased productivity and success in one's professional pursuits result from the thorough improvement in competence and performance.

### **2.3 The Kinds of In House Training**

There are several types of in house training. The first type is *technical training*. It focuses on developing employees' technical skills like software proficiency, programming, and manufacturing techniques. The second is *leadership development*. Its purpose is to develop leadership potential. This kind of training includes team management, decision-making, and communication skills.

The next type is called soft skills training. It covers the development of interpersonal abilities. Take, for example, communication, time management, problem-solving, and critical thinking. In the fourth place is compliance training, which ensures that employees understand the rules and regulations which are relevant to the company's industry. It includes, for example, occupational safety standards or anti-corruption policies.

The last type is called *custom training*. This training is designed to meet the specific needs of an organization. The examples are introducing new technologies or training on business strategies (Binus Center, 2025).

### **2.4 Previous studies**

The effectiveness of in-house training programs has been a subject of interest in various industries, including the biotech sector. Kumar et al. (2017) comprehensively evaluated in-house training programs at Bharat Immunologicals and Biologicals Corporation Limited (BIBCOL) in India. This study explored how participants perceived the effectiveness of the in-house training initiatives and evaluated the impact of IHT on employee performance. In house training was considered extremely helpful by respondents in developing their skills and performing well on the job. The data from the pre-assessment and post-assessment highlighted the great strides made, with no employees remaining in the lowest performance tier (Grade C) after the training. The number of employees who attained Grade A doubled in the production department, while it tripled in the quality control department. This quantifiable improvement highlighted how well the training

resonated with participants regarding relevant content.

The positive participant perceptions reaffirmed the value of investing in well-designed in-house training as a cost-effective strategy for workforce development. This affirmation mirrors what the study demonstrated: structured systematic and methodical training cycles and evaluations would significantly enhance training effectiveness. The research also stated that the participants found the sessions meaningful and impactful due to the program's relevance, as it addressed the specific job-related needs the participants required. The findings in the research shared the same idea of the role of participant-centered approaches in maximizing training effectiveness (Kumar et al., 2017; Ramachandran, 2010; Shah, 2016). This evidence supports the notion that IHT improves the technical skills of its participants and fosters their professional growth.

Another researcher, Butt, (2023) also conducted a study on the perceptions of employees dealing with the quality of in-house training programs conducted in different organizations in Lahore City, Pakistan. There were 132 employees who participated in the research. Findings indicated that overall, the employees showed satisfaction over the IHT programs.

## **III. METHODS**

### **3.1 Research Design**

This study was qualitatively designed. Qualitative research design is defined as a type of research methodology which focuses on exploring and understanding complex phenomena as well as the meanings attributed to them by individuals or groups. It is commonly used in social sciences, psychology, anthropology, and other fields where subjective experiences and interpretations are of interest (Jain, 2023). Furthermore, qualitative research deals with capturing the richness and depth of human experiences, beliefs, attitudes, and behaviors. It aims to go beyond simple statistical analysis and uncover insights. Besides, narrative research focuses on understanding and analyzing the stories and personal narratives shared by individuals. Researchers examine the structure, content, and context of these narratives to gain insights into how individuals construct meaning and make sense of their experiences.

McLeod (2024) added that narrative

analysis is a qualitative research method, which is used to understand how individuals create stories from their personal experiences. There is an emphasis on understanding the context in which a narrative is constructed, recognizing the influence of historical, cultural, and social factors on storytelling.

Data were collected using an online Google Form questionnaire. The questions centered around the teachers' perceptions on the usefulness of the program, and the reasons they thought so. The questionnaire questions can be seen in the Appendix. The data of this research were gathered around the middle of the program, involving forty four out of sixty teachers who participated in the program, which represented an overall response rate of around 80%. Research participants were 44 teachers of the playgroup, kindergarten, primary school, and Junior High School levels. They were given initials P2 till P 45. P stands for *participant*. Participant 1 was excluded since the information given was considered illegible. Table 1 shows all the participants' data on the lessons they taught and the levels of education.

Gender	Teacher Initials	Lessons Taught	Levels
F	P2	All subjects	Play-group
F	P3	All subjects	
F	P4	All subjects	
F	P5	All subjects	
F	P6	No information	
F	P7	Indonesian	Primary School
F	P8	Indonesian	
F	P9	Indonesian	
F	P10	Indonesian	
F	P11	Literacy and Character Building	
F	P12	English	
F	P13	English and Natural Science	
F	P14	English	
F	P15	English and Pancasila Education	
M	P16	No information	
M	P17	Informatics	
F	P18	Math	
F	P19	Math	
F	P20	Math	
M	P21	Math	
M	P22	Physical Education	
F	P23	PE and Javanese	

Table 1. Teacher Initials and Lessons Taught

M	P24	Christian Religion	
F	P25	Natural and Social Sciences	
F	P26	Science, Christian Religion, English	
F	P27	Natural and Social Sciences	
M	P28	Integrated Lessons	
F	P29	No information	
M	P30	Indonesian	
M	P31	No information	Junior High School
F	P32	English	
F	P33	English	
M	P34	Natural Science	
F	P35	Social Science	
M	P36	IT	
M	P37	Sports and Javanese	
F	P38	Headmaster	Kindergarten
F	P39	All subjects	
F	P40	All subjects	
F	P41	All subjects	
F	P42	All subjects	
F	P43	All subjects	
F	P44	All subjects	
F	P45	All subjects	

#### IV. RESULTS AND DISCUSSION

In this section, the teacher participants' perceptions are analyzed and discussed.

##### 4.1 Primary School Teachers' Perceptions

There were 23 primary school teachers altogether that participated in this study. They were teaching different lessons. The primary school teachers' data can be seen in Table 1. Among 23 teachers, there were 16 teachers (69.57%) who stated that this program was beneficial for them. Participant 7 (P7, for example), stated, "*It is useful because I can explore more deeply my English skills*". Five (5) other teachers (21.74%) thought that this program was very beneficial for them. The rest, 2 teachers (8.7%), thought that this program was just average.

##### Enhancing Teaching Quality

Two teachers, P18 and P23, stated a similar thing about the IHT. That is, it increased their teaching quality, or their pedagogical competence. Fadil and Aryani (2021) conducted research on the effectiveness of IHT. They found that in house training activities could improve teacher pedagogical competence.

Fadil and Aryani (2021) further stated that participating in the “In House Training (IHT)” program can be a solution for schools that want their teachers to carry out training together collectively. Apart from being able to increase teachers’ credit scores for promotion, it will of course increase teachers’ insight and teaching skills so that they can provide more effective teaching. The hope is of course that it can help the accreditation process, both to increase accreditation scores and maintain school quality.

#### *Getting More Knowledge about Language Aspects*

Two teachers, P26 and P27 asserted that they got new knowledge from the IHT program. This is also stated by Santoso (2022); as time goes by, the world also experiences changes. Education is one of the supporting sectors in preparing Human Resources (HR), which has experienced significant changes. Apart from being caused by technological developments, the curriculum and educational culture also influence those changes. This requires teachers to learn new knowledge so as not to be left behind by changes in the national education system. Teachers must be able to learn new knowledge in preparing good learning methods. For example, the curriculum often changes where curriculum changes refer to current conditions and situations to suit current developments.

Santoso (2022) further asserted that if a teacher cannot adapt his way of teaching, then it is possible that his students will also not be able to adapt with the current situation. So the preparation of the curriculum must of course adjust what will be studied according to the knowledge that is currently developing. Therefore, teachers are strongly advised to conduct research every year to prepare the curriculum that will be applied to their students.

#### *Improving Skills in English*

Out of 23 primary school teachers, nine teachers (39.13%) admitted that this In-House Training Program helped them improve their skills like speaking, listening, writing, as well as reading. The teachers who stated this were P6, P7, P20, P21, P16, P19, P22, P24, and P28. “*This IHT*

*Program was useful because I can explore my ability in English more deeply (Bermanfaat karena saya bisa mengeksplorasi lebih dalam tentang kemampuan bahasa inggris saya), “*

stated P7.

This is in line with Rakhmawati et al’s (2024) research. The purpose of the research was to improve the ability of teachers to apply the Problem Based Learning Model through IHT at Vidya Qasana Public Elementary School. The method and design of this research was action research. It was found that increasing the ability of teachers to apply the PBL Learning Model through the application of IHT had been successful. There was an increase in the teachers’ ability to apply the PBL Learning Model. This happened after the teacher participated in the following IHT. Thus, the IHT program had impacted teachers’ understanding and ability to apply PBL in learning. This can be seen from the percentage of teachers who obtained the very good category.

#### *Increasing Self-Confidence*

Getting increased self-confidence after joining IHT was experienced by P9. A teacher who has high self-confidence can easily express all the potential and expertise he has to provide the best for his students. Smart teachers, having self-confidence allows us to have a more positive attitude (Oktifa, 2022). Natalia et al. (2019) strengthened this idea. Apart from having to have understanding, skills and competence regarding character, teachers must also have these noble characters in themselves. Teachers are also an important component in education and the teaching and learning process. Teachers not only act as teachers but also as educators and mentors.

#### *Learning New Things*

Another advantage experienced by the teacher participants from the IHT program was learning new things. This was stated by P11, P17, and P25. These three teachers, or 13.04% of all primary teachers, mentioned that they were happy to learn new things and it was fun. P25, for instance, mentioned, “*Through this IHT program we’re able to get new knowledge and have fun with our workmates*”. This is highlighted by Santoso (2022), who claimed that teachers need to learn new things to keep up with the times, adapt to changes in the education system, and provide quality teaching.

#### *Making Teachers Feel Happy Due to the Applicative Materials*

Another teacher, P12, felt pleased with the IHT program because the materials given in the

training program was applicable. IHT can support teachers in understanding the essence and basic principles of the Independent Curriculum. We will explain how teachers can adapt the curriculum to be learner-centered, provide flexibility, integrate local aspects, and strengthen meaningful learning.

#### *Refreshing Memory*

For P13 and P15, the IHT program was necessary to refresh their mind and memory. This is necessary for teachers' mental health as well. It cannot be denied that humans are social creatures. Likewise teachers, they need other people to achieve their life goals. In an effort to maintain mental health, teachers can choose trusted colleagues to share stories and experiences with. Teachers also need to join communities that can help them improve their skills. The aim of joining this kind of community is to share teaching experiences, manage classes, deal with existing student problems, and refresh teachers' spirit or spirituality as a provision for educating the nation's children (Nuriani, 2023).

#### *Strengthening the Relevance of the IHT Program Activities with the World of Education*

P10 felt glad because the IHT program activities were relevant with the educational world that she faced. ALC Leadership Management (2021) stated that teachers would better understand various teaching challenges in the future with an in-house training program. It's not just lecturers who have difficult relationships with adult students. Teachers will also face their students starting from when they are small until they grow up, which of course has its own challenges. Moreover, with this distance-learning program, some teachers are confused about implementing a learning system that can be easily understood by their students.

#### **4.2 Secondary School Teachers' Perceptions**

In this section, nine secondary school teachers' perceptions are discussed. There were 77.8% of the teachers who thought that the training was useful, and the rest (22.2%) thought that the training was very useful. The following are the teachers' reasons.

First, the training program helped them gain greater self-confidence. It was stated by P34. Getting to know English conversational patterns was stated by P30 and P37. The next three teachers, P29, P32, P33, and P35,

admitted that through this training, they were helped to deal with classroom language in English. P36 felt that this training helped him improve his vocabulary and speaking skills. P31 stated that this training refreshed his pedagogical knowledge. Quoted below are some teachers' perceptions on the usefulness of the IHT.

Excerpt 1:

P36:

*...I can learn English in a relaxing and fun way, especially since my speaking skills and vocabulary are still inadequate. (P36's questionnaire answer, May 2024).*

Excerpt 2:

P33:

*The topics given are already suitable with the teachers' needs, about classroom language. (P33's questionnaire answer, May 2024).*

That IHT can be a way to improve teachers' ability is in line with Lengkanawati et al. (2015)'s statement. The IHT model to be incorporated in a teacher training program can be an effective alternative solution to enhance teachers' ability in developing their English teaching-learning materials

#### **4.3 Kindergarten Teachers' Perceptions**

There were eight kindergarten teachers who participated in this program. Seventy five percent of the teachers mentioned that the program was useful, and the rest, 25%, admitted that it was very useful. Here are their reasons. First, the training helped teachers communicate in English.

It was stated by P40. Similar to P40's opinion, P41, P42, P44, and P45 also stated that through this training, their English in general, their English grammar, as well as their speaking skills, improved. The next three teachers, P38, P39, and P43 mentioned that this in-house training refreshed their knowledge about English. Quoted below are two kindergarten teachers' perceptions on the implementation of the IHT.

Excerpt 3:

P39:

*We use English, but in a different level\*, because we deal with children. They learn English as a foreign language. So, many times, we use simple English, and we often forget the right expressions. (P39's*

questionnaire answer, May 2024).

\*Different level means simple and easy level

Excerpt 4:

P42:

*The program helps teachers to improve their English ability.* (P42's questionnaire answer, May 2024).

Zulfa et al. (2024) highlighted this point. There was an "In House Training (IHT)" which was conducted by the "driving school" in the Merdeka Curriculum. One of the best driving schools is SMAN 1 Pulau Punjung. This IHT aimed to refresh teachers, considering the necessity of using the right methods and the strategic position as a stimulant as well as initiator of change in the school environment. Increasing teachers' understanding of learning models, students' enthusiasm for learning will increase so that students' learning outcomes will increase. The results of the training showed that there was an increase in the teachers' competence in terms of designing and implementing creative learning models (Zulfa et al., 2024).

#### ***4.4 Playgroup Teachers' Perceptions***

There were only four playgroup teachers who took part in this training program. They were P2, P3, P4, and P5. Two of them said that the program was just so and so (P2 & P5), while the other two mentioned that the program was useful for them (P3 & P4). Discussed below are their reasons. P3 thought that this program helped her gain new knowledge. Similar to P3, P5 also thought that she learnt new things from this in-house training. P5 also felt that she was helped in terms of English language, which is adjusted with the class needs. Two teachers, P2 and P4, felt that their memory about English basic conversational skills were refreshed through this program. P2 and P5's perceptions might sound controversial. At the beginning, they mentioned that they just felt nothing special about the usefulness of the training. However, when they were asked to explain their reasons, they admitted that the program was useful for them. Shown below are two teachers' perceptions, as expressed in Excerpts 5 and 6.

Excerpt 5:

P2:

*We can review what we learnt in the past*

*when we were still students.* (P2's Questionnaire Answer, May 2024).

Excerpt 6:

P5:

*...at the playgroup and kindergarten, students already use English based on what is learnt and it is adjusted with the class needs.* (P5's Questionnaire Answer, May 2024).

Puspitasari and Budiningsih (2020) stated that the determination of training programs which are conducted with needs analysis can help teachers in overcoming daily difficulties encountered during teaching. That is why IHT is necessary and the content can be adjusted with the teachers' needs.

#### **IV. CONCLUSION**

From the responses of teacher participants who had undergone training, it can be concluded that IHT is very necessary. However, the length, scope and topics depend on the conditions as well as needs of the school teachers. In general, IHT is very useful for improving teacher skills, as a means of refreshing, and also to improve teacher knowledge.

Out of 44, only 2 teachers (4.55%) stated that the program was just average. There was nothing new. The other 42 teachers (95.45%) admitted that the IHT was useful or very useful for them.

The most frequently emerging reason was because the training helped them improve their skills in English. The second reason was that the training helped them refresh their memory, their mind, and their knowledge about English. The next three reasons were helping teachers with classroom language, improving the teachers' English grammar and speaking skills, and learning new things or knowledge. Each of the reasons was stated by four teachers.

Various perceptions in the sixth, seventh, eighth, and ninth places are described in the following sentences. Enhancing teachers' teaching quality (stated by 3 teachers) was in the sixth place. It is followed by getting more knowledge about language aspects (stated by 2 teachers) and getting to know conversational patterns in English (stated by 2 teachers). The ninth reason was refreshing teachers' memory of Basic English conversational skills (stated by 2 teachers).

The next six advantages of IHT as stated by the teachers were as follows. Helping teachers communicate in English was in the tenth place. The next one was helping teachers teach in English adjusted with the class needs. Improving vocabulary and speaking skills, increasing self-confidence, and making teachers happy were found in the twelfth, thirteenth, and fourteenth places. The last two perceptions were that the IHT program could refresh teachers' pedagogical knowledge and the relevance of the program with the real world of education. Only two (2) teachers mentioned that the program was just so and so, and there was nothing special. Table 2 summarizes all this.

relaxed a fun way		
[13] Increasing self-confidence	P9	1
[14] Making teachers feel happy due to the applicative materials	P12	1
[15] Refreshing the teachers' pedagogical knowledge	P31	1
[16] The IHT program activities are relevant with the world of education	P10	1
[17] Nothing special, all topics were about familiar things	P8 & P14	2

Teachers' Perceptions	Teachers' Initials	Number
[1] Improving skills in English	P6, P7, P20, P21, P16, P19, P22, P24, and P28	9
[2] Refreshing teachers' memory, mind and knowledge about English	P13, P15, P38, P39, P43	5
[3] Helping teachers with classroom language	P29, P32, P33, P35	4
[4] Improving the teachers' English grammar and speaking skills	P41, P42, P44, P45	4
[5] Learning new things or knowledge	P3, P11, P17, and P25	4
[6] Enhancing teaching quality	P18, P23, P34	3
[7] Getting more knowledge about language aspects	P26 & P27	2
[8] Getting to know conversational patterns in English	P30, P37	2
[9] Refreshing teachers' memory of basic English conversational skills	P2 & P4	2
[10] Helping teachers communicate in English	P40	1
[11] Helping teachers teach in English adjusted with the class Needs	P5	1
[12] Improving vocabulary and speaking skills in a	P36	1

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