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AN ANALYSIS OF EFL TEACHERS' METHODOLOGICAL CHOICES AND THEIR VIEWS ON POST METHOD PEDAGOGY

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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To my students

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TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN YABANCI DİL ÖĞRETİM YÖNTEMLERİ TERCİHLERİNİN VE YÖNTEM SONRASI PEDAGOJİ ÜZERİNE GÖRÜŞLERİNİN İNCELENMESİ

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ÖZ

Türkiye gibi ülkelerde, İngilizce yabancı dil olarak kabul edilmekte ve öğretim süreçleri buna göre planlanmaktadır. Öğrencilerin sınıf etkinlikleri dışında yabancı dile maruz kalmamaları; Türk eğitim sisteminin işleyişine bakıldığında, öğrencilerin bir sonraki eğitim kademesine geçmek için merkezi sınavlara girmeleri gerekmesi ve diğer çevresel etmenler sebebiyle İngilizce öğretimi yöntemleri konusunda birden fazla görüş bulunmaktadır. Bu görüşlerden bazıları, yabancı dil öğretmenin en iyi yönteminin gramer yapısını bilmek ve okuduğunu anlamaktan geçtiğini savunurken, bazıları da gerçek hayatla ilişkilendirilmiş durumlarda iletişim kurma becerisinin önemini vurgulamaktadır. Bu çalışma, Türkiye'deki devlet okullarında çeşitli kademelerde çalışan İngilizce öğretmenlerinin İngilizce öğretirken en çok hangi yöntemlerden faydalandığını incelemek ve yöntem sonrası pedagoji hakkında görüşlerini ortaya koymayı amaçlamaktadır. Tüm çalışma veri toplama ve analiz sürecinde nicel olarak yürütülmüştür. Araştırmaya Türkiye'nin çeşitli şehirlerinden 314 İngilizce öğretmeni ve toplamda 317 ortaokul ve lise öğrencisi katılmıştır. Araştırma aracı olarak, iki ayrı katılımcı grup için iki çeşit anket araştırmacı tarafından hazırlanmıştır. Anketler alanda daha önce öne sürülmüş yabancı dil öğretim yöntemlerini temel alarak, her bir yöntemle özdeşleşen teknikler ve teorileri kapsamaktadır. Verilerin analizi SPSS üzerinden, anketteki her bir madde için Kruskal Wallis- H Testi kullanılarak yapılmıştır. Veriler ışığında, Türkiye'de İngilizce öğretmenleri tarafından en çok tercih edilen yabancı dil öğretim yöntemleri Eklektik ve İletişimsel olarak saptanırken, en az kullanılanlar Sessiz ve Öneribilim Yöntemleri olmuştur. Çalışmadan elde edilen sonuçların, alanda daha önce yapılan uluslararası diğer çalışmalarla benzerlik gösterdiği saptanmıştır. Genel olarak öğrenci merkezli, öğrenci fikirlerinin dikkate alındığı, ders etkinliklerinin öğrenenlerin ilgi ve istekleri dikkate alınarak düzenlendiği görülmüştür. Fakat bazı ders içi etkinlikler

hususunda, öğretmen ve öğrenciler arasında bazı tutarsızlıklar göze çarpmaktadır. Bunun yanı sıra, İngilizce öğretmenlerinin yöntem sonrası pedagojiyle ilgili olarak, ders etkinliklerini düzenlerken bulundukları bölgenin sosyo- ekonomik, toplumsal ve çevresel etmenlerini göz önünde bulundurdukları, kendi tecrübelerine dayalı öğretim yaptıklarını fakat mevcut metotlardan da faydalanmayı tercih ettikleri sonucuna ulaşılmıştır.

Anahtar kelimeler: Yabancı Dil Öğretim Yöntemleri, Yöntem Sonrası Pedagoji, Yabancı Dil olarak İngilizce

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AN ANALYSIS OF EFL TEACHERS' METHODOLOGICAL CHOICES AND THEIR VIEWS ON POST METHOD PEDAGOGY

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ABSTRACT

In countries like Turkey, English is considered to be a foreign language and teaching procedures are designed accordingly. There are different perspectives on the ideal way to teach English owing to limited language exposure outside the language classroom, high stakes exams before receiving next level of education in Turkey and other environmental factors. Some of these perspectives claim that the best way to teach English is to know grammar structures and to develop comprehension skills while others underline the importance of communication in different contexts taken from real life. This study was done in an attempt to investigate method choices and views about post method pedagogy of English teachers in Turkey. Quantitative research design was used in data collection and analysis. Only the teachers and students in mainstream schools were included in the study. 314 English teachers working with different level of student from different regions of Turkey as well as 317 secondary and high school students in total participated in the study. Two separate questionnaires were prepared by the researcher as instruments for two different groups of participants. The items included salient techniques and principles from thirteen language teaching methods. Participants took the survey through social media, mail and other internet communication tools. Data analysis was done for each item on SPSS by using Kruskal Wallis- H Test. Results showed that the most widely chosen language teaching techniques by English teachers in Turkey were Eclectic and Communicative Language Teaching, whereas, the least chosen ones were the Silent Way and Suggestopedia. In general terms, a student-centred approach in which learners' needs and interests were valued was adopted by teachers. The results also revealed some differences and similarities to previously done studies internationally. However, an inconsistency between teachers' and students' views was seen in some classroom instructions. As for the views about post method pedagogy, it was seen that English teachers gave importance to social, socio-economic and

environmental factors while designing classroom activities. Also, they tended to teach English based on their own experiences together with utilizing pre-determined methods when necessary.

Key Words : Foreign Language Teaching Methods, Post Method Pedagogy, English as a Foreign Language
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LIST OF ABBREVIATIONS

ESL	English as a Second Language
EFL	English as a Foreign Language
L2	Target Language
GTM	Grammar Translation Method
DM	Direct Method
ALM	Audio Lingual Method
SW	Silent Way
SUG	Suggestopedia
CLL	Community Language Learning
TPR	Total Physical Response
CLT	Communicative Language Teaching
CBLI	Content Based Language Instruction
TBLI	Task Based Language Instruction
LA	Lexical Approach
NA	Natural Approach
EM	Eclectic Method
UCIEP	Consortium of University and College Intensive English Programs
AAIEP	American Association of Intensive English Programs

CHAPTER 1

INTRODUCTION

When designing language teaching practices, teachers get data from two types of learning contexts. These are often recalled as English as a Second Language (ESL) and English as a Foreign Language (EFL). The former term describes a language learning context in which learners are exposed to natural language to a great or some extent outside the language classroom. The nature of ESL settings is designed according to political status of the countries such as India where English is not the native language but is used in various domains such as education, administration and media. In addition, one can define ESL settings according to the predominance of the target language as in the example of the U.S.A. That is, people whose native language is not English come and make an effort to figure out the dynamics of English language for multiple purposes. Assuming that a Turkish student whose native language is Turkish goes to the U.S.A to get higher education, his setting will be an ESL one because his language learning process is constantly supplemented by randomly scattered input from outside as well as planned language instruction. Here in this case, exposure to the target language and chances of having practices; and dialogues are to a great extent. The latter term is defined as a specific context in which target language is not the native language and also there is no or limited exposure to the target language outside the classroom. Hence, learners have so little chance for practicing that most of the time language learning is considered a harder and tedious experience. Countries like Turkey, Spain, and Bulgaria can be listed as examples of EFL settings.

In Turkey where English is not the native language, most of the language learning practices are done at mainstream schools, private institutions or in language courses. It wouldn’t be wrong to say that teachers of English in Turkey have a burden of exposure on their shoulders. Based on this, the right way to teach a foreign language has been largely discussed by

educators, academicians and policy makers. Among them, some suggest that teachers should be presenting meaningful situations that learners would encounter in real contexts, some support the idea of memorizing as many vocabulary as possible because one can easily say what he wants only by using words, and others think that it is best to read and exercise on the grammar structures of a language. In reference to these arguments, educators and scholars have been reviewing the dos and don'ts of classroom practices and concept of method. After continuous debates on possible solutions to the question of how to teach English effectively, the term post methodology emerged. Studies have been done in the field in order to declare the death of method constraints depending on the fact that learning English cannot be thought under the rule of strict principles. Thus, post methodology is considered to be enlightenment of a new era which is context sensitive, more specialized and more focused on experience.

1.1. Statement of the Problem

It is obvious that without sufficient input, language learning takes up more time in an EFL setting than it does in an ESL one. That's why, Turkey's EFL case is sometimes considered to be disadvantageous. This is mostly because Turkey's education system includes high stakes exams which are applied to all students before they start to the next stage of their education. Some of the major examinations in Turkey that students are expected to achieve high scores are LGS (High School Entrance Exams), TYT (University Entrance Exam) and YDS (Foreign Language Exam). So, teachers of English put their valuable efforts into selecting appropriate methods to meet their learners' needs and make them successful to pass the tests. For sure, this situation has some effects on the implementation of teaching practices in language classrooms in Turkey. As a result, teachers are confined to focus only on comprehension and multiple-choice tests, and this eventually causes them to limit their pedagogic knowledge somehow. Moreover, they include limited number of language skills in their classroom practices for the sake of attaining desired success on tests in question. On the one hand, there are Turkish students who struggle with the high pressure of exams; on the other, it is a well-known fact that language learning is not only for passing a test but also for communication and interaction. Richards and Schmidt (1983) discuss that "the inclusion of sociolinguistic interests within language teaching and the recognition of the necessity to make communicative competence the goal of the second language curriculum is a major step

both for the theory and the practice of language teaching" (p. 62). Teachers, like learners, are also facing this truth and are modifying the use of language methods accordingly to the changing education system and its requirements. Even if teachers want to develop communicatively competent learners who are able to deliver a linguistic message fluently in an appropriate way by using right grammatical forms with a decent word selection, pronunciation and intonation; it is hard for them to achieve this goal because of time limitation and other environmental factors. This simply means that teachers are obviously stuck in a limbo of following the right procedure for exams or improving learners' use of English by practicing or redressing a balance between two previous options. Consequently, they are stuck between the desire to raise competent language learners and the obligation of preparing them for high stakes exams. This limitation eventually creates a dilemma in terms of choosing the right set of methods to make the best of an English classroom. So, the question is about what teachers' choices of classroom procedures are and about how they ensure the arrangement of methodological implementations properly in Turkey's EFL setting.

Another dimension is relatively newly introduced concept named as post-method pedagogy. Post method principles were introduced by Kumaravadivelu in 1994 after scholars and educators realized that prescriptive structure of current methods were just constraints and failed to integrate teacher self-knowledge into real classroom implementations. Current language teaching methods were prescriptive which advised language teachers about what was right and what was wrong in language teaching (Kalati, 2014). However, post method deals with a descriptive approach to language teaching rather than being prescriptive. Therefore, it reflects a flexibility to changing conditions of language contexts and paradigm shift. According to Banegas (2014), "pedagogies are also part of our social fabric and therefore we need to work towards developing them to meet our contexts" (p. 15). In order for adjusting classroom applications of post method pedagogy, English teachers usually analyse the learner profile, learning and teaching conditions, opportunities and limitations in their teaching context. Based on the claims above, how English teachers working at state schools in Turkey perceive this new concept is in the scope of this research. It is aimed to see where English teachers in Turkey stand in terms of serving main principles of post method.

In sum, this study aims to shed a light on the methodological choices of English teachers and seeks to find out their views about the principles of post method pedagogy.

1.2. Aim of the Study

This study was done to reveal teachers' method choices and their opinions about post-method pedagogy. Research questions are as follows:

1. Which teaching methods do EFL teachers in Turkey use most widely in language classrooms?
2. Do teachers' frequency of using various teaching methods differ according to:
   a) grade they teach?
   b) years of teaching experience?
3. Are there any discrepancies between the perceptions of teachers and students on the applications of methods?
4. What are the views of EFL teachers about post method pedagogy?

1.3. Significance of the Study

Language learning and teaching conditions of every country differ significantly from one another. Even in the same country, it is impossible to talk about a standardized language teaching classroom. There are plenty of reasons of not being able to reach a standardized set of teaching applications because teachers need to take into consideration as many variables such as age, gender, level, readiness levels, socio economic situations as possible while doing pedagogical arrangements. In the past, a bunch of teaching methods emerged one after another, each trying to cover the previous one's flaws completely. Some of them were thought to fail and criticised harshly. Some were praised and are still widely used in many teaching contexts. However, there are some vague parts in understanding the motives of teachers in choosing appropriate teaching methods according to their own present context. As for the EFL setting in Turkey, a few studies have been done but the scope of them remained limited addressing only to narrow contexts like university students. Methodological choices of English teachers working in state schools have been largely neglected. Moreover, the studies which include schools of Ministry of National Education, English teachers and learners are not sufficient to exhibit a satisfactory framework of teaching English conditions in Turkey. This study will help to fill the gap in the literature and see what the situation is in Turkey's EFL context in terms of methodological choices of English teachers and their post-method views.

This study aims to investigate a large scope of language teachers working at state schools (primary, secondary and high) in Turkey in order to set a framework for their method choices. Learners are also included in the study in an attempt to determine mismatches, if any, between teachers' and learners' perspective. Data collection was done by using questionnaires for both teachers and learners and data analysis was done quantitatively by calculating statistical results.

1.4. Limitations of the Study

This study is limited to only Turkey setting and is conducted to determine English teachers' methodological choices and post-method views. However, observation of actual classroom applications and information about the types of BA programmes that English teachers graduated are not within the scope of this study. As an instrument, a survey is used to obtain data from only 314 English teachers and 317 students. Questionnaires do not suffice to reveal a detailed framework of methodological issues. For a better investigation, careful observation of the classroom and interviews with participants are needed.

CHAPTER 2

LITERATURE REVIEW

Due to the need for building oral and written interactions for different purposes, people have been looking for more effective ways to learn languages to understand each other or comprehend written pieces of work. However, 'to learn a language' is a challenging and sophisticated, yet sometimes troublesome issue for some people owing to the fact that the nature of language itself has no steady grounds and always changing, revising and renewing itself with regard to changing of culture. Furthermore, language learning is a dynamic process and full of complexities, in other words, it inholds societal, political and individual factors that can act a role either advantageously or disadvantageously. For instance, if one's language learning setting is an ESL context, it is highly likely for that person to be exposed to target language outside the classroom which makes it advantageous. On the other hand, there is limited exposure to the target language in an EFL setting and learners may have to attain L2 content with their own struggle which makes their setting disadvantageous for learning a foreign language.

Based on political, social and economic changes in the world, the way people approach to language teaching has changed and is still being changing dramatically. Understanding the theories behind language teaching methods and approaches helps us illustrate a longitudinal development of methods in an order throughout its history.

2.2. A Short History of Methods

Throughout its history, language learning has been a prominent issue although dominant language in the world and differed from one era to another. Regardless of what language

was recognized as Lingua Franca in different times, learning and teaching a foreign language has always remained its importance.

The history of language teaching dates back to the 16th century when Latin gained admission as the universal language in every domain of people's life. It was the most largely recognized language in that time. It was praised and used as the classical language in science, trade and political issues. With the advent of French, Italian and English, Latin took a backseat; and its teaching methodology was used as a model for teaching a foreign language. Procedure of its implementation included translation of long Latin texts, memorizing grammar rules and long lists of vocabulary. The view of language teaching adhered to learning about language rules instead of using it in any context or situation. Therefore, communicative purposes were ignored while emphasis was on reading and writing. There were quite strict rules and punishment aimed to push learners to translate texts just perfectly and no mistakes were tolerated.

Soon, it was thought that learning of Latin was more of unbearable rather than a happy experience for learners. Furthermore, language teaching studies were confined to only Latin for a long time. In this respect, it was time for figuring out new trends in language teaching.

2.2.1. Grammar Translation Method

The dominance of Latin lasted until the 1700s when new languages emerged in the curriculum, but they failed to present a new picture in terms of teaching language in a more effective way. The main problem was that classroom procedures were implemented the same way as Latin was taught. Language teaching was far away from real life communication concerns, contextual use of phrases and focus on the speech, yet this was the popular way of teaching a foreign language in 18th century. So, the next century welcomed this language teaching model as standard. It came out as Grammar Translation Method.

Grammar Translation Method was first used to teach German and was also renowned as The Ciceronian or The Prussian Method (Richards and Rodgers, 1986). This method generally serves to enhance understanding of literary texts by translating them into the target language, includes a detailed analysis of grammar rules and long vocabulary lists. It also displays a prescriptive modality towards language teaching by advocating that learners must reach a paramount level of language mastery and language is seen as only grammar. The summary

of its underlying principle is that “although the Grammar-Translation method was originally a simple idea, it gradually became an exhaustive regiment aimed at understanding every detail of every grammatical structure” (Clancy, 2004, p. 40).

2.2.2. Reform Movement

The popularity of Grammar Translation Method didn’t last so long in the past, indeed. After the mid-18th century, linguists and teachers started to work together in order to combine their knowledge of specialty and set a route for language teaching practices in a professional way. In this respect, they worked for new language teaching methods after a realization of GTM not meeting the needs of communicative purposes. It was realized that this prescriptive, strict and structural method of language teaching had long been loading a big burden on the shoulders of learners. Eventually, a rejection to GTM’s coercive rules started in the years of the 19th century. The main cause of this was basically the increasing interaction among Europeans that made it necessary to use language for communication. Thus, this need created a new agenda which advocated the notion that language was for communication. Later, it was called as the Reform Movement which gave a reboot to the field of language teaching. Primary principles were “the primacy of speech, centrality to connected texts and absolute priority of an oral methodology in the classroom” (Howatt, 1984, p. 171). It supported pronunciation, listening and speaking skills as well as inductive teaching of grammar and meaningful combinations of sentences and words. It also gave importance to four principles that language teaching practices should cover: content, context, procedure and level adjustment (Richards and Rodgers, 1986, p. 7). Later, reformers suggested more detailed explanations to language learning process. They didn’t show it as a method at first but what they said formed a basis for future language teaching ideas.

2.2.3. Direct Method

The heavy criticisms on very bad traditional teaching techniques of Grammar Translation Method created a huge gap in the field of language education. A different set of principles was immediately needed to cover up what had been expected in terms of effective language teaching. The status of English Language Teaching field in those years was as follows:

> "In keeping with the mood of the time, the post-war years in English language teaching were a constructive period in which earlier initiatives were consolidated in an atmosphere of methodological consensus. The battles over 'grammar' and 'translation' were over, the dust had settled, the most useful thing to do was develop a modified 'direct method' approach which teachers could handle with confidence and learners could assimilate with ease" (Howatt, 1984, p. 260).

In this respect, reformers searched for new and better ways to teach language based on the mistakes of the past and attempted to hope for the future. One of the new methods they put forward in the 19th century was the Direct Method.

In its simplest definition, the Direct Method draws on the basic tenets of Natural approach which leans towards the idea that second language teaching takes place parallel to a child's acquiring the first language. Clancy (2004) asserts as "scholars were looking for examples of learning languages outside the classroom and subsequently viewed the experience of children learning their first language as the most successful example" (p. 44). Hence, they took a close look at the natural stages of mother tongue language acquisition of children. According to this, the theory of Direct Method draws on the fact that practice comes before explanation of a linguistic item. Learners must be active right from the start and language classrooms must be the places where the teacher talks less; learners do much of the talking. Pronunciation is given importance and new vocabulary is taught using demos, mimes and visuals. It underlines the fact that language practices start with what is already known to teach the unknown (Richards and Rodgers, 1986, p. 9).

Despite the fact that it was received much attention in teaching a foreign language in the beginning of the 19th century, the fame of this method was soon over just like GTM because of the fact that DM put too much pressure on teachers by requiring them to be native or native-like proficient users and it was difficult and expensive to follow its procedures in the mainstream of schools. Thus, the golden time of Direct Method left its place to new language studies.

2.2.4. Audio- Lingual Method

The years of mid-1900s witnessed the emergence of a new method called Audio-Lingual Method, also known as Army Method which is an oral based approach. It came into existence in the U.S.A where language teaching gained much importance in order to keep up with the scientific improvements in global terms (Richards and Rodgers, 1986, p. 47). The theory behind it was influenced by Skinner's behaviourist perspective. It puts an emphasis on the

memorization of dialogues, practice of the language items by conditioning (Larsen-Freeman, 2000, p. 27). During the procedure, the teacher introduces a dialogue or a sentence and learners repeat it a few times until they become automatized. Then, they practice by changing the structure or parts of vocabulary in the dialogue as in the example of Cook's (2008):

> "Input: What about milk?
>
> Output: Oh yes, could I have some milk?
>
> Input: And cola?
>
> Output: Oh yes, could I have some cola?
>
> Input: And you might need some mineral water.
>
> Output: Oh yes, could I have some mineral water?" (p. 243).

The purpose of this is to create a habit formation that would make learners listen to the model, the teacher, and repeat what is uttered. Richards and Schmidt (2002) define the basics of ALM saying "a method of foreign or second language teaching which (a) emphasizes the teaching of speaking and listening before reading and writing (b) uses dialogues and drills (c) discourages use of the mother tongue in the classroom" (p. 40). By looking at this description, one can conclude that speech, pronunciation and oral practices are paid much attention. Oral practices include repeating sentences or dialogues, minimal pairs, phonological structures and short grammatical forms. In addition to them, the mastery of structural language is the main objective of this method (Richards and Rodgers, 1986). During the procedure, reinforcement is highly used in order to make learners develop good linguistic behaviours and help the formulation of habits easily. Mistakes are avoided as much as possible in fear of bad habit formations. If there is any mistakes during the procedure, the teacher corrects the mistakes at that moment to prevent bad habits from being permanent. While the role of the teacher is to direct learners just like an orchestra leader, and the learners serve the role of passive responders who are supposed to answer automatically to language patterns. In sum, the teaching theory of ALM is primarily based on an analogical point of view which claims that language learning occurs by separating language to its parts, then practicing bits of language content with the help of drills to create right culture-specific analogies in learners' minds, and thirdly by making place for grammar rules indirectly, and by not giving them before practicing. Richards and Rodgers (1986) shed a light on this point of view as follows:

> "Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts and they are thought to be acquired by the perception of the analogies involved. Drills can enable learners to form correct analogies. Hence, the approach to the teaching of grammar is essentially inductive rather than deductive" (p. 30).

Primary techniques used in this method are chain drills, question and answer, repetition, single and multiple slot substitution, dialogue memorization and minimal pairs (Larsen-Freeman, 2000, p. 47). However, like its predecessors, ALM got its share from criticisms saying that it lacked communicative aspects, thus proving it tedious and not enjoyable. As a result, linguists and teachers wended their way to find new teaching methods to work as an alternative to ALM.

2.2.5. The Silent Way

Searching for new methods of language teaching, attention was turned to so-called 'innovative methods' in later 1970s. Innovative methods raised against the idea of managing teaching language process from the cognitive perspective. According to Celce-Murcia (2001, p. 7), cognitive approaches to language teaching field basically lacked the ability to take 'affective considerations' into account and soon their popularity faded away. In place of this, a significant realization of the idea that "teaching should be subordinated to learning" was highly praised (Larsen-Freeman, 2000, p. 53). So, Caleb Gattegno (cite in Celce-Murcia, 2001) put forward a method, called The Silent Way whereby he proposed to change the route of learning from teacher centred to learner centred. He also indicated that learners are supposed to progress by using their inner self in order to create new paths for learning and to develop problem solving skills. In other words, according to Gattegno (cited in Larsen-Freeman, 2000), they are not passive listeners anymore. Instead, they integrate awareness, perception, imagination and intuition into their own learning process,

In a typical Silent Way classroom, the teacher remains silent, or he speaks to a minimum rate for the sake of practicing sounds properly while learners are independent from the teacher but cooperating with each other to solve the problem or a situation at hand. Language is separated into smaller parts and is taught starting from what is already known. By using colourful rods assigned to specific sounds, they build up words, phrases and utterances learning one thing at a time. The teacher's role is more of a technician who helps only when necessary. Learners must feel no barriers in front of them and must take part in activities by

utilizing all of their resources (Larsen-Freeman, 2000, p. 64). Errors are all considered to be a natural part of the learning process and tolerated. At the end of the lesson, learners are free to express their feelings about the lesson. For this reason, it can be said that this method is highly influenced from humanistic thinking perspectives. However, when looked at the comprehensiveness of language skills, the Silent Way fails to promote more complex grammatical forms, but succeeds in developing learners' pronunciation, listening and speaking. It also lacks the sensitivity of culture, that is, language items are isolated from social context and taught artificially using charts and rods (Richards and Rodgers, 1986). Classroom practices are so limited to structural design and vocabulary meaning that language patterns from real life situations are never met. Consequently, Richards and Rodgers (1986, p. 101) stated that Silent Way teachers approached the classroom procedures in an artificial manner and ignored communicative value of the use of language. Some of the techniques used in classroom practices are fidel charts, colourful rods, peer or self-correction (Larsen-Freeman, 2000, p. 68).

2.2.6. Suggestopedia

Another opposition to cognitive-limited methods such as GTM, DM and ALM is visible in the name of Suggestopedia. It gained attraction as a humanistic way of teaching language towards the end of 1970s when Lozanov explained its principles for optimizing learning environment and process. He based his assumptions on Suggestology which was related to the unconscious procedures of human mind and it paid attention to psychological considerations in learning. According to Richards and Rodgers (1986), the theory behind Suggestopedia is best acknowledged by the idea that "attentiveness is manipulated to optimize learning and recall" (p. 143). Lozanov believed that learning occurred in a state of "relaxed but focused" mind (Richards and Rodgers, 1986, p. 143). So, learners must feel not too anxious, not too relieved but pay attention to language somewhere in between. Thus, learning atmosphere is organized with comfortable chairs, usually in a circle or semi-circle, with a relaxing music in the background, optimal room temperature and light, content related posters, statues or visuals for supporting peripheral learning. These preparations are in fact for the aim of building closer associations with the target culture and of eliminating possible barriers before learning.

Classroom procedures generally include four hours and three staged sessions in which the teacher reviews the previous linguistic content, presents the new items and then practices them through a wide range of activities to promote communicative language (Bancroft, 1972, cited in Richards and Rodgers, 1986). Firstly, the teacher shortly revises previously learnt vocabulary and grammar items in much of a seminar or discussion atmosphere in which learners sit in a circle or a semi-circle in the review stage. Secondly, new language content is introduced in dialogues in the target language and the teacher reads them rhythmically parallel to the music playing nicely in the background. For enhancing mystic and cosiness atmosphere of the classroom, mostly baroque and classical types of music are played (Clancy, 2004, p. 122). Translation of dialogues are provided into mother language in order not to cause anxiety among learners, and new grammar points, vocabulary and other related content are examined. During the presentation of the new content, activities are divided into two concerts (Larsen-Freeman, 2000, p. 82). The first concert contains the activities during which the teacher reads the dialogue along with the music and adjusted tone of voice, pitch, facial expressions and body movements in an accordance with the soft music. This is done to get learners' brains to work actively with both hemispheres. However, during the second concert, learners do nothing but keep their silence and peace, (sometimes closing their eyes) and they listen to the teacher reading the text with an ordinary voice and at a normal speed of speech this time (Larsen-Freeman, 2000, p. 82). Thirdly, learners are actively engaged in reading texts by themselves in a playful manner during the primary and secondary activation stages to practice and internalize what has been introduced (Yılmaz, 2010, p. 20). By practicing, the teacher's aim is to promote conversational skills of the learners through a range of dramatization, role-play and singing activities. This stage also includes learners' taking up new identities, new names and backgrounds about themselves for the aim of making them feel free of any kind of barriers that would make it difficult to learn the target language. The role of the teacher in this method is to be an authority in the classroom. However, the term authority doesn't mean the dominance of the teacher, it is actually used to describe a confident teacher whom learners feel comfortable to interact with and who is respected for (Larsen-Freeman, 2000, p. 74). Another striking point is the preference of error correction which the teacher handles very politely, not in a threatening way. In addition to that, this method adopts a culture specific approach to language teaching and uses content from everyday life. In terms of skill competencies, all four major language areas are emphasized during procedures, and grammar is inductively learnt

‘paraconsciously’, and vocabulary is dwelled upon well (Larsen-Freeman, 2000, p. 83). In short, based on the principles explained above, it wouldn’t be wrong to assert that from the teacher to classroom design, emphasis is on creating a peaceful environment for learners by teachers making them feel secure to practice language content free from inhibitors as much as possible. Some of the techniques used in this method are dramatizations, the two concerts, dialogues, peripheral learning, and choosing a new identity.

The popularity of Lozanov’s Suggestopedia received criticisms on its reliance on vocabulary comprehension and memorization of large quantities of language data. However, it has always been remembered the most affective and sensitive teaching method among all of the others.

2.2.7. Community Language Learning

The method of Community Language Learning (CLL) was introduced in the years of 1970s by Charles Curran, a Catholic priest and also a clinical psychology professor. He drew the basic principles of CLL from his psychological knowledge “based on trust, acceptance and respect” (Clancy, 2004, p. 106). He then combined his tenets on psychology with education and finally was interested in

> “…how interpersonal dynamics in the relationship between the student and the language expert affected language learning, particularly those factors that decreased the student’s sense of threat, insecurity and anxiety and furthered his sense of trust, belonging and identification with and security in the relationship with the language expert” (Curran, 1961, in Clancy, 2004, p. 108).

Curran believes that learners bring their anxiety, fear and discomfort to the classroom. They feel insecure at the beginning and the teacher’s job is to understand and empathise their feelings. According to Clancy, by doing this:

> “…the students know that they are not alone and that feeling threatened is a natural consequence of beginning a language class. Feelings of security facilitate a non-threatening environment where students and teachers can take personal risks. This is the foundation for all other elements” (Clancy, 2004, p. 109).

Another resource behind CLL’s theory is based on the association between the teacher and the learners. The teacher pays much attention to learners’ affective needs along with their linguistic motivation and willingness to learn. For this reason, the teacher acts like a counselor who is there for the learners whenever needed and who understands their fear and struggle to learn a language. Richards and Rodgers (1986) explained this saying

"Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom" (p. 113).

For better chances of eliminating defensiveness of the learners, Curran (1976, cited in Clancy, 2004) mentions six elements of a language classroom. These are security, attention, aggression, retention, reflection and discrimination (SARD) (p. 109). The first term, *Security*, is closely related to fear of the learners when they come to the language classroom. It is believed that learners are afraid of taking part in speaking a language for fear of the possibility that there can be someone who is better than themselves and this eventually causes much anxiety and feeling of threatening. So, it is the duty of the teacher to express empathy by making them feel like everyone could have the same struggles and difficulties while learning languages. Clancy elaborates on the situation indicating:

> "This lets the students know that they are not alone and that feeling threatened is a natural consequence of beginning a language class. Feelings of security facilitate a non-threatening environment where students and teachers can take personal risks. This is the foundation for all other elements" (Clancy, 2004, p. 109).

The next element is *Attention* which is one of the bases of classroom applications in this method. Learners must attend the lesson with their whole self, engaging multiple activities at the same time (Larsen-Freeman, 2000, p. 99). The other 'A' letter in the abbreviation (SARD) stands for '*Agression'*. Learners are inclined to prove their new skills after they learn them by actively engaging in various tasks or sharing them with the teacher or classmates. This desire must be encouraged since it may actually boost their self-esteem and confidence. The fourth term '*Reflection*' is used to describe a short silent time for learners to think about their own language experiences during the lesson and to try to make meaningful associations with their own life. '*Retention'* is defined as the process of having internalized what they have been taught and integrating the new content within their whole self (Larsen-Freeman, 2000). The last of the elements is called '*Discrimination'* which means the ability to distinguish linguistic forms, vocabulary and speech sounds.

In CLL, the procedure takes place just like a psychological counseling session during which learners sit in circle. However, the teacher sometimes stands outside the circle in order not to make learners feel threatened. The content of the lesson is not like the one in Suggestopedia. There is no pre-set syllabus or materials in this method. Instead, learners decide on the language content to be covered for the day, at the very moment. The lesson starts by having learners deliver a message, whatever they want to say, and the teacher translates these messages into the target language. Then, all this message delivering ritual is

recorded from the beginning of the lesson, transcribed and listened to for a few times. While recording, the interaction between learner to learner and learner to teacher are signs of growing an intimacy in the community (Richards and Rodgers, 1986, p. 116). In other words, learners feel secure to be a part of a community who share the same learning environment, goals, experiences and problems towards learning a language. After the recording, a text of their talk is composed. Then, grammar points are practiced, vocabulary equivalents are found in native language, pronunciation exercises are done. At the end, produced language material is used to generate more content in the target language. During the whole lesson, learners are welcomed to express their feelings and are free to give feedback about the lesson for the sake of reinforcing empathy from the teacher to the learners (Larsen-Freeman, 2000).

According to Richards and Rodgers (1986), when looked at the whole session of classroom applications, the role of the learners are examined in five stages of dependency to the teacher. At the first stage, learners start lessons completely dependent to the teacher like a baby. They 'overhear' the language without any language background. As they continued to study, they reach the second stage where they generate some independency from the teacher by constructing some knowledge gradually and develop necessary skills and competencies in the language. At the third stage, the learners can communicate in the target language without direct support from the teacher (Clancy, 2004). This is the stage where individuals exist separately by themselves as real language users (Richards and Rodgers, 1986). The fourth stage is called reversal stage where the roles of the teacher and the learners change. At this stage, learners are able to handle linguistic situations very well at advanced level. It is now the teacher who needs psychological support in case of providing irrelevant or unnecessary linguistic support to the learners. Curran clarifies as "the knower [teacher] at this point is in need of being helped in his anxiety that he may be only causing pain and insult if he corrects the students" (Curran, 1972, cited in Clancy, 2004, p. l34). Stage five is the last reaching point of becoming an independent learner. When learners are at this point, they are considered to be ready to counsel their peers. Linguistic help of the teacher is more of like fine tuning. During the procedure, language is used for communicative purposes.

All in all, this method aims at creating independent language users who are confident and ready to collaborate with peers and any other interlocutors. To do that, they focus at all four skills, especially speaking. In case of errors, the teacher uses recasting without dwelling on them too much not to cause psychological devastation. Some of the techniques used in CLL

are human computer, student tape recordings, transcriptions, group work and reflection (Larsen-Freeman, 2000, p. 103).

2.2.8. Total Physical Response

The early years of Total Physical Response (TPR) corresponded to the years when Community Language Learning was flourishing. This was mostly because it was the era of learner centred approaches which put a high value on learners' needs, problems and desires.

Although CLL, Suggestopedia and TPR differ slightly in terms of classroom applications, the theories behind them are supporting the same claims that learners do better in language learning if stress free environment is provided, if they do various engaging activities and if their feelings and feedback are regarded. Supporting these arguments, James Asher, both a linguist and a psychologist, was interested in involving human body into learning process and was regarded as the father of Total Physical Response, one of the trendy ways to teach a language in the 1960s. In his method, he thought that the learning process was considered to have merely a cognitive basis by that time, however, language was better learned when learners' motor skills were activated and associated with relevant language content (Clancy, 2004, p. 93). He supported his ideas by relying on the doctrines of Piaget who divided childhood into developmental stages which are sensorimotor (0-2), preoperational (2-7), concrete operations (7-11) and formal operations (11-15). Based on this, Asher claimed that children couldn't develop a good comprehension of abstract concepts until the age of 11, yet they acquired their native language through physical contact with the environment. Children learn by touching, playing with things or listening to a great amount of conversations around. During this time, they make sense of their native language, hence, Asher thought that the same way could be used in classrooms in order to develop good language skills. His methodological preferences are mostly based on understanding the acquisition of L1 in children. According to Asher (1969, cited in Clancy, 2004):

> "Humans learn an L2 in much the same way Piaget described how children learn their LI: This approach has some similarity to how children seem to leam their first language. For example, young children in America acquire a high level of listening fluency for English before they make English utterances. This listening fluency can be demonstrated by observing the complexity of commands which the young child can obey before he learns to speak; and even as speaking develops, listening comprehension is always further advanced" (p. 94).

Another contribution to Asher's proclamation about advantages of TPR belongs to Er (2013) who confirms that using TPR procedures in the classroom addresses to different learner

styles such as visual, kinaesthetic and auditory. She also points out that there is no text requirements that even ordinary objects in the classroom can be included in the content. Moreover, learners think that it is fun and they enjoy themselves while learning and free from anxiety. Lastly, brain's lateralization process is supported by physical activities take place in the right brain while language learning occurs in the left part of the brain (Er, 2013).

Basic principles of TPR depend on building strong relationships between language content and human body activities. By doing this, there is a high chance of remembering targeted language concepts and structures. According to Richards and Rodgers (1986) "the stronger the memory association will be and the more likely it will be recalled" (p. 87). This link from language to human body can be inserted through various commands, careful observation and listening comprehension and TPR offers a great variety of chances to integrate human body and cognitive abilities in language classrooms.

First of all, in classroom procedure of TPR, listening is thought to come before speaking. Learners must listen to language a lot of times before any spoken production emerges. Based on this, the teacher typically starts the lesson by introducing some realia or objects and have the students repeat after him/her. If not, introduction can also be made by modelling simple commands or by reviewing previously learnt language. After that, he/she uses different combinations of related materials to practice more in target language. By this way, the learners are asked to generate novel responses and reactions to unknown verbal stimuli (Larsen-Freeman, 2000, p. 112). Commands include short imperatives in the target language and related vocabulary can be presented through charts, visuals, drawings and objects. The teacher, in the first place, shows the command just like a model and wants the learners to imitate. They do this a few times and then, it is learners' time to practice until they are able to do it without hesitation and without teacher modelling. Larsen- Freeman (2000) summarizes the presentation of target content by saying that "at first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone. The students' actions tell the teacher whether or not the students understand" (p. 116).

As TPR uses verbal stimuli for learners to respond, whole lesson progresses as the teacher directing the class like a commander and the learners doing what he/she is telling or doing. At later stages, the teacher uses more complex vocabulary and grammar items as learners become more advanced (Clancy, 2004, p. 144). When learners are ready to speak after sufficient instruction, the teacher allows them to interact in the target language but controls

the conversation. It wouldn't be wrong to say that the learners are confined to teacher's commands and directions. Therefore, one can conclude that the teacher's role is to give linguistic orders as a director or a commander while the role of the learners is to imitate and repeat his/her actions as listeners (Larsen-Freeman, 2000, p. 113). Though the dominance of the teacher is always felt in the classroom, the activities they do must be fun and enjoyable because creating a stress-free learning environment for learners is one of the most significant basics of TPR. As a result, using body movements and gestures is believed to release anxiety and cause a better environment for learning to take place.

Language content as well as vocabulary selection is generally related to target culture and from real life. However, in terms of language areas TPR focuses on listening comprehension and grammar structures a lot more than other language areas. This proves TPR to have a structural syllabus focusing mainly on lexis inlayed commands (Larsen-Freeman, 2000). The reaction of the teachers to the errors are highly tolerant and only major errors matter at first. When learners become more advanced, the teacher can focus on minor ones.

In sum, the method of Total Physical Response has a significant point of view in teaching a foreign language with promoting cognitive abilities with actions through a wide range of imperatives that are structured from simple to more complex. It can be quite useful and enjoyable with children who like engaging with activities directly and physically. However, TPR received criticisms in many ways in terms of its classroom applications. One of the main disadvantages is that it is mostly suitable for beginner level of learners making it harder to expect language production. Adult learners may not adapt themselves as quickly and well as children. Furthermore, it fails to provide learners with advanced level of complex grammar structures and vocabulary that are hard to express through actions or visuals. Other disadvantages can be counted as not focusing on developing all four language areas, giving the teacher full control in the classroom.

Finally, some of the techniques used in classroom are role exchange, performing commands and actions and action sequence.

2.2.9. Communicative Language Teaching

The emergence of Communicative Language Teaching (CLT) leans on the change in the perception of a language's purpose. With regard to this, CLT is built up on the idea that

language is for communication. Until 1970s, Situational Language Teaching was the tradition of language teaching for the British. It was used to teach a foreign language's basic structure through various meaningful situation based activities (Richards and Rodgers, 1984). However, its popularity was questioned when novel ideas of teaching language for communication emerged. According to Howatt (1984):

> "By the end of the sixties it was clear that the situational approach had run its course. There was no future in continuing to pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and intentions of the speakers and writers who created them" (p. 280).

Since conventional theories only had their focus on limited language areas, they neglected the importance of using language for communicative purposes. As a result of this, language learners didn't develop competencies of coming up with new utterances and standard classroom applications didn't support neither oral nor written individual language production of learners. Along the same line, they were falling apart due to their unsuccessful trials of teaching language by memorization, limited use of functions and depending merely on structural syllabi.

The main problem for some was that learners knew how rules worked in a language system but they failed to use it in real life in a proper and fluent way (Larsen-Freeman, 2000, p. 121). In the light of this, radical changes in the years of 1970s in language teaching led the way to the surpassing idea that language is mainly used to communicate. Linguists and educators turned their way to create the language learning environment that would foster meaningful communication, monitor learners' needs, serve different language functions and take contextual clues into consideration.

CLT didn't pop out as a brand new method. In fact, it is more of an approach which doesn't have precise activities yet draws a shady picture of classroom procedures far from downrightness (Dağkıran, 2015). The theory of CLT is mainly influenced by bringing real life communication and situations into the classroom. Due to this, the teacher makes use of authentic materials (real posters, brochures, magazines, newspapers, media and etc.) in order to assimilate classroom activities to the conditions of language outside. In addition to examining segmental components like phonology, suprasegmental elements such as intonation, stress, pitch, tone of voice are aimed to be taught. This is because real life dialogues require not only linguistic competence but also discourse, socio-linguistic and strategic competencies. Canale and Swain (1980) explain the most crucial dimension in CLT

by stating that "there appears to be some reason to emphasize getting one's meaning across (or communicating) over explicit concerns about appropriateness at the early stages of second language study" (p. 15). In light of this, what CLT offers is to create learners who can communicate both accurately and fluently, who know how to say things in different contexts and who can adjust their speech and word selection according to the interlocutors whomever they are having interactions. During meaningful classroom activities, the use of mother tongue is allowed to explain meaning, form and functions of related content. Besides, a student-centred learning atmosphere in which learners' opinions are valued and pair or group work is promoted. One of the most salient features of a CLT classroom is the interaction among learners during which they negotiate meaningful utterances. According to Finocchiro and Brumfit (1983, cited in Dağkıran, 2015):

> "Some specific characteristics of the Communicative Approach can be listed as: a) effective communication is sought, b) meaning is paramount, c) dialogues, if used, center around communicative functions and are not normally memorized, d) language learning is learning to communicate, and e) communicative competence is the desired goal" (p. 15).

The role of a CLT teacher can be defined as a facilitator who assesses learners to comprehend the dynamics of the target language. Breen and Candlin (cited in Richard and Rodgers, 1984,) assert that "the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts" (p. 77). A Facilitating teacher is also the one who monitors learners' progress during the activities. Another role of a CLT teacher is to be an advisor providing sufficient answers to learners' questions during the activities, taking notes of errors to have a look at later (Larsen-freeman, 2000, p. 132). S/he sometimes engages in interactions by taking the role of an interlocutor. On the other hand, the role of the learners is acting like communicators by fitting their linguistic repertoire for different functions to use in various contexts such as making reservation, talking on the phone, inviting and etc. Savignon (1991) merely summarizes the role of a CLT learner by claiming "today, listeners and readers are no longer regarded as passive. They are seen as active participants in negotiation of meaning" (Savignon, 1991, p. 261).

In language classrooms where CLT procedure is applied, learners work on all language areas but speaking receives more significance since its mastery is vital to have new communications. Grammar is taught inductively, and no rules are given directly. Instead, conscious raising activities or concept checking questions are addressed to learners for discovery of meaning. Writing skill is also seen as an interaction between the writer and

reader. Apart from linguistic forms in the target language, their meaning and function are of great importance.

The feasibility of CLT has been questioned by some scholars claiming that there are endless speech contexts and communities, thus, it is not possible to include all of them in classroom setting. Moreover, CLT doesn't appeal to societies which learn English mainly for attaining proficiency in grammar, reading comprehension and vocabulary. The others have advocated that it is unnecessary to include culture and authentic materials due to the fact that it might lead to a feeling of 'culturally bound' (Clancy, 2004, p. 184). In spite of getting so many reactions about its theory and classroom applications, CLT is still widely used globally to teach foreign languages.

Main techniques used in CLT are authentic materials, role play activities, playing games, scrambled sentences, focus on form, consciousness raising and information gap activities.

2.2.10. Content Based Language Learning

Later years of the 20th century witnessed studies of combining language teaching and other disciplinary subjects. Academic information from these subjects was to be attained by means of foreign language. Thus, it was believed that both language proficiency and subject mastery are reached. This integration of a discipline area with related chosen language procedures is simply called Content Based Language Instruction (CBLI). The main goal of CBLI is to provide learners with necessary language components in order to have them learn a specific group of information on some content. Larsen- Freeman (2000) summarizes the primary focus of CBLI as follows:

> "The special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter. It has been observed that academic subjects provide natural content for language instruction. Such observations motivated the 'language across the curriculum' movement for native English speakers in England, which was launched in the 1970s" (p. 137).

When looking at its history, the types of CBLI are actually quite a few and they are determined according to the learning goal, age and educational purposes. The most striking ones are Language across the Curriculum, Immersion Education and Language for Specific Purposes.

The first one is related to design school curricula by adding the target language to all interdisciplinary subjects like Maths, Geography and Physics. By this way, it is aimed to

learn a language for the sake of reaching relevant curriculum content. In fact, doing this requires skilful teachers who both know the target language and academic content very well.

The second type of CBLI is generated from the idea of teaching kindergarten kids the target language along with their regular curriculum (Clancy, 2004, p. 190). Previous studies have shown that kids react positively to this kind of kindergarten sessions providing them acquire a foreign or second language from early years.

The last term Language for Specific Purposes is about adult language learners who want to complete a higher education degree, graduate from university or get a job for their future career.

According to Larsen- Freeman (2000, p. 141), CBLI procedures can be implemented in two ways. The first one is Adjunct Model which learners involve in an academic subject and also they take separate language classes in accordance with the content. The second one is sheltered instruction which is mostly advantageous for non-native speakers. The teacher adjusts necessary materials and implementation according to the language needs of the learners. Markos and Himmel (2016) define the term as "the goal is for students to acquire the English proficiency and content area knowledge needed to transition successfully to mainstream instruction" (p. 2).

The theory behind CBLI mainly focuses on reaching a mastery of both language and subject matter at the same time. Academic content determines what type of classroom activities will be exploited (Clancy, 2004). Also, it is believed that learners are motivated to learn a language when it is purposeful for them.

Due to the fact that CBLI requires skilful teachers who are fluent in language and knowledgeable in content, it is hard and expensive for state schools. Moreover, Clancy (2004) states that "content area teachers would be required to allocate significant additional time acquiring training in language teaching. The additional time and financial resources are required to effectively implement CBLI in public schools" (p. 198).

2.2.11. Task-Based Language Instruction

While CBLI's pedagogic focus was to teach an academic subject by using the target language as a medium, Task Based Instruction (TBLI), developed by Prabhu in the 1980s draws on

completing a wide range of meaningful tasks through use of target language. Richards and Schmidt (2002) define it as "a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction" (p. 540). In order to understand what happens in a TBLI classroom, it would be good to define what a task is. In TBLI, first of all, tasks have meaningful purposes and they carry communicative activities to be completed by language learners. Dağkıran (2015) indicates that "TBLI aims to provide an atmosphere where learners work on a task and find opportunities for interaction" (p. 16). Hence, the tasks are primarily used for engaging learners into conversation based activities to develop their oral competencies. Prabhu (1987) describes three types of tasks in his book named as 'Second Language Pedagogy'. The first kind of tasks is named "information gap" activities in which learners share some information and they are supposed to exchange information by addressing related questions to reach the whole. The second one, called "reasoning gap activities" require deducing and making conclusions from a given prompt to solve a problem or to reach a solution. Learners are supposed make use of given information in order to construct a meaningful link between them by cognitive reasoning. Finally, "opinion gap activities" are the ones during which learners take parts in discussion and debates, express their personal ideas, produce argumentative utterances on a specific topic and so on (p. 47). The content of the tasks is chosen from real life situations such as making a party organization, a shopping list and etc. Learners use their linguistic knowledge to reach the goal and by doing whatever it takes to complete the given task. The teacher's role is considered to be a task designer according to learners' need. Before the classes, a needs analysis is done and tasks are sequenced and linguistic components are decided by the teacher (Clancy, 2004, p. 204). Needs analysis plays a crucial role in syllabus design in TBLI as tasks are not selected randomly. They must be adapted, sequenced and reviewed quite well to fit what the learners need to practice. According to Long and Crookes's (1991):

> "It is impossible for anyone to verify the appropriacy of particular pedagogic tasks for a given group of learners without objective evaluation criteria, one of which must surely be relevance to learner needs" (p. 13).

Carefully designed and ordered tasks lead learners to pay attention to newly introduced structures and related vocabulary. Therefore, grammar instruction is done inductively. The difficulty of the tasks is adjusted to learners' proficiency level. Yılmaz (2010) states that they must be slightly above their level and they must be sequenced "from simple to complex" (p. 34).

The interaction is one of the main principles of TBLI and takes place either one-way or two-ways. One way interaction is actually not much of a technique that requires an interlocutor. However, two way interaction occurs among learners by cooperating, question-answering and exchanging information with the aim of solving a puzzle or a problem. What is important in TBLI is the nature of interactions in the process of acquiring language mastery. In this sense, it can be considered as a process oriented approach rather than focusing on the product.

Although TBLI supports the development of conversational and problem solving skills of the learners, it has been criticised by some rejecting its implementation. For example, Sanchez (2004) identifies an opposition view to TBLI's procedure as follows:

> "The difference between real world tasks and pedagogical tasks is at the very centre of the problem. The classroom environment cannot be equated to the real world environment, or at least not fully equated to it" (p. 65).

TBLI has also faced more reactions advocating the problematic condition in which learners don't pay sufficient attention to language just because they are too busy with given tasks, thus, language learning may somehow neglected or remain in the background.

2.2.12. The Lexical Approach

Rather than being a method, The Lexical Approach ingenerated as an 'approach' which presents a comprehensive theoretical framework about basic principles of a defined way of learning a language. The term was coined by Michael Lewis in the 1990s. The theory behind The Lexical Approach derives from Lewis' (1993) idea that "language consists of grammaticalised lexis, not lexicalised grammar" (p. 89). It examines language learning process from a communicative perspective, undermining the traditional ways. Lewis advocates that language has been taught in a wrong way which grammar is seen as primary focus. However, lexical items are superior to grammar structures in a language and teaching must be done according to fixed expressions and chunks (Lewis, 1993). In other words, grammar structures are acquired through realization of the patterns in lexical items and thus, direct teaching of grammar structures is avoided. According to Moudraia (2001), "Lexical approach advocates argue that language consists of meaningful chunks that, when combined, produce continuous coherent text, and only a minority of spoken sentences are entirely novel creations" (p. 1). Based on this, language teaching procedures must be set in an accordance

with prefabricated lexical items and be practiced in language classrooms. For this reason, multi words, chunks, collocations and fixed expressions that are used in real life interactions are integrated in the syllabus in a meaningful way. For instance, phrases like 'I'll get it.', 'I'll be back.', 'It'll be OK' are used to teach Simple Future Tense and texts are seen as resources of interesting content and lexis (Lewis, 1993). In fact, Lewis (1997b, cited in Moudraia, 2001) mentions four types of lexical items:

> "words (e.g., book, pen), polywords (e.g., by the way, upside down), collocations, or word partnerships (e.g., community service, absolutely convinced), institutionalized utterances (e.g., I'll get it; We'll see; That'll do; If I were you . . .), sentence frames and heads (e.g., That is not as . . . as you think; The fact/suggestion/problem/danger was ...) and even text frames (e.g., In this paper we explore . . .; Firstly . . .; Secondly . . .; Finally . . .)" (p. 1).

In spite of the fact that The Lexical Approach definitely attracted much attention, it was not left without reactions. It was criticized that there wasn't sufficient detailed prescription of how to implement the principles of Lexical Approach. Hence, it would be called no more than an approach and didn't have the specifications of a language teaching method. Apart from that, Harmer (2001) argues that embedding chunks and lexical phrases into language learning may hinder the acquisition of whole language system.

2.2.13. Natural Approach

Natural Approach appeared in 1977 as a combination of studies of Tracy Terrell who was a Spanish teacher and Stephen Krashen who worked as an applied linguist at the University of Southern California. In theoretical sense, Terrel and Krashen opposed the traditional language system of old methods and proposed an approach which seeks to serve mainly communicative purposes (Richards and Rodgers, 1986, p. 128)). Natural approach relies on the fact that messages are delivered and understood as a part of an unconscious process. Unlike cognitive-based methods which suggest language items be taught in a direct manner through explaining rules and vocabulary, the Natural Approach claims that acquisition activities take place in a language classroom to foster comprehension and promote communication in the target language. To explain more, five theoretical principles must be investigated thoroughly:

Acquisition vs. Learning

The hypothesis of 'Acquisition and Learning' is related to the distinction of two ways of attaining information. The former takes place unconsciously, and it is the natural way of

reaching mastery of target language. Learners study the language through meaningful and communicative based activities. It also resembles to a kid's developing his native language naturally. On the contrary, the latter is a formal process during which learners are guided by the rules and explanations of language items explicitly, and errors are corrected for the sake of accuracy. According to Terrell (1982), learning is "the conscious cognitive-based study of grammar for internalizing knowledge about language" (p. 122).

Monitoring

The hypothesis of 'Monitoring' is about learner's act of self-checking his or her utterances while communicating. It should be noted that only formal learning results in monitoring because accuracy is desired as a result of checking the correctness of what is said. Terrell (1982) explains that as:

> "Krashen provides a strong evidence that learned, rather than acquired, rules are of limited use to the student; for some, they serve as a 'monitor', i.e., primarily an 'editor' to make minor changes or corrections in utterances which for the most part are initiated by acquired knowledge" (p. 122).

Based on what Krashen proposed, utterances are first generated by acquired language knowledge and then monitoring helps this knowledge get revised and corrected.

Natural Order

Natural Order Hypothesis claims that there is an order while grasping language structures. This can be explained by stating that some of the grammatical structures are apprehended earlier than the others, and also the order can be foreseen to some extent. This is because learners' errors mostly appear in the same way regardless of their native language. Richards and Rodgers (1986) underlines the importance of error making by stating that "errors are signs of naturalistic developmental processes, and during acquisition (but not during learning), similar developmental errors occur in learners no matter what their mother tongue is" (p. 132).

Input

The hypothesis of 'Input' (also called as *I+1*) presents a strong relationship between the next information that learners are supposed to comprehend and what the already have. The main idea behind this hypothesis relies a suggestion that new content must be neither too easy nor too hard for language learners, it must be slightly more difficult than what they already know. As Krashen (1982) explains:

> "As Hatch (1978a) has pointed out, our assumption has been that we first learn structures, then practice using them in communication, and this is how fluency develops. The input hypothesis says the opposite. It says we acquire by "going for meaning" first, and as a result, we acquire structure" (p. 21).

Affective Filter

Krashen describes the term 'Affective Filter' as an imaginary psychological barrier that impedes language learners to receive input when it is high and that lets comprehensible input in as much as possible without no blockings when it is low (Richards and Rodgers, 1986, p. 133). This filter is mainly related to the state of learners' mind that it rises as they feel uncomfortable, unrelaxed, and anxious. On the contrary, it lowers as they are in a mood of open minded, motivated and self-confident. Therefore, the factors such as classroom atmosphere and environment, the attitude of the teacher and the feelings of the learners must be taken into consideration for the acquisition to take place. According to Krashen (1982), "the input hypothesis and the concept of the Affective Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (p. 32).

2.2.14. Eclectic Method

In history, many language teaching methods gained a notable respect at first, yet they confronted certain objections against their practicality and even the theory at background. That's why language teaching methodology has faced a self-repeating history which educators welcomed a new trending method in nearly each decade. This situation caused educators to go towards a new desire to search for the optimal language teaching method that would solve all problems and would stand against every objection. So, the years of 1990s witnessed an important debate of choosing the one and only method that would surpass all former methods and their imperfections. However, some scholars noted that a perfect language teaching was just impossible. They claimed that learner profiles, teachers, learning objectives, even learners' native languages differ remarkably all around the globe. Like Prabhu (1990) stated "recent and current work in the field seems to be adding new factors and categories to the inventory, in the form of varied learning styles, communication strategies, personality factors, and psychological processes" (p. 163), the context of each learning situation is idiosyncratic and is considered as the key to choose the optimal way to teach a language. It also offers an advantageous process for different learners who have

different contexts to benefit from and perks of different language teaching methods. Boundedness of two main factors as context and method is claimed to be the primary concern in eclecticism (Prabhu, 1990).

Eclectic Method has emerged as a solution to the tendency to singularity in using methods. It dignifies a more comprehensive approach that is all-embracing and lets teachers take a walk from one method to another. Gao (2011) describes the eclectic approach as "not a concrete, single method, but a method, which combines listening, speaking, reading, and writing and includes some practice in the classroom" (p. 363).

Eclectic view is related to a logical selection from different methods with regard to learning needs and situations. According to Larsen-Freeman (2004) "when teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be *eclectic*" (p. 183). The selection is not done randomly. However, there is a logic behind the practice of Eclectic Method that teachers don't mix up classroom practices by chance. Instead, they include all the factors that affect learning and combine what is useful for achieving desired language mastery. If the aim of language learning is to get a high score from high stake exams which mainly focus on accuracy, vocabulary and grammar, teachers may lean to practice the principles of structural and traditional teaching methods like Grammar Translation Method. In support of logical selection among methods, Mwanza (2016) states that "eclecticism does not imply 'anything goes' in its application. Rather, it is based on a judicious selection of methods based on the topic, learning needs, characteristics of the learners and integrates the selected methods and activities in a way that promotes learning" (p. 65).

2.3. Towards Post-method Pedagogy

The hard work of researchers to reach a complete answer with the aim of finding the most appropriate language teaching method has actually resulted in disapprobation. Regarding the specific conditions of learning and teaching parameters, a standard set of language teaching procedure seems to be a hoax. Brown's proclamations (2002) confirm the idea of not complying with the prescribed nature of methods saying:

> "In the century spanning the mid-1880s to the mid-1980s, the language teaching profession was involved in what many pedagogical experts would call a search. That search was for a single, ideal method, generalizable across widely varying audiences that would successfully teach

> students a foreign language in the classroom. Historical accounts of the profession tend, therefore, to describe a succession of methods, each of which is more or less discarded in due course as a new method takes its place" (p. 9).

After all this struggle to find a new and yet solo method, Kumaravadivelu (2001) puts a step forward mentioning the dissatisfaction in the concept of method and he talks about building a more comprehensive pedagogical stance enabling teachers to construct their own teaching practice which is named post-method pedagogy. This term concerns a lot of factors that are context sensitive and its principles derive from previous language experiences, even political status of a learning setting. In other words, teaching and learning process is surrounded by experiences that can be tagged as living data obtained from learners, teachers and teaching environments with its all variables. Kumaravadivelu (1994), in one of his articles, defines the basis of the post method as "…potentially refigure the relationship between theorizers teachers by empowering teachers with knowledge, skill, and autonomy. So empowered, teachers could devise for themselves a systematic, coherent, and relevant alternative to method, one informed principled pragmatism" (p. 27).

Post method condition basically puts teachers' endeavour at the core of teaching and learning process. According to this, teachers are no longer required to implement prescribed rules of pre-determined methods. Instead, they are somehow free to create their own implementation procedures based on the conditions they teach in. Here, it would be wrong to say that post method pedagogy inclines to deny previous theories and works done so far and is free from all methods. Bell (2003) stated that "post method need not imply the end of methods but rather an understanding of the limitations of the notion of method and a desire to transcend those limitations" (p. 334). Rather, it enables teachers to rebuild a reference on the grounds of present methods and theories. In order to do that, Kumaravadivelu (1994) talks about ten macro strategies in designing context specific classroom techniques for teachers who want to theorize from practice or adjust theories into local practice.

To make post method clearer, Kumaravadivelu (2001) investigates post-method pedagogy in three parameters. These are particularity, practicality and possibility (p. 538). The idea behind particularity depends on the fact that language pedagogy is unique to one particular group. This means that there can be no single method fitting all conditions while teaching a language. It is true to say that pedagogical procedures cannot be thought separate from learners' context. Hence, classroom applications must be adjusted taking context specific components into consideration. That is why, it is important to conceive sociocultural,

political and linguistic context while making pedagogical decisions. To serve particularity, a teacher must see learning environment as a whole without ignoring situational, contextual clues along with local linguistic facts and then make the best out of his/her set of knowledge. Otherwise, procedures in a language classroom will be useless and in vain with no concern of serving the right purpose. Kumaravadivelu (2001) states "all pedagogy, like all politics, is local. To ignore local exigencies is to ignore lived experiences" (p. 539).

Apart from the specialness of methodological practices, the relationship between theory and practice plays an important role in order to understand the concept of post-method pedagogy in a deeper sense. On the one hand, there are pre-set rules of methods from theorists of past, on the other hand, there are teachers who make use of a combination of their own experiences. The dichotomy of theory and practice has been widely argued by many researchers and teachers which Kumaravadivelu (2001) put forward his second parameter called practicality. He asserts that theories are out of use without feeding from real classroom experiences. In this sense, theory and practice collaboration presents a more practical way for teachers from the early years of their careers. In time, they create their own pedagogical stance, generate new ideas of what is good to go and what is not. What is important here is the fact that training autonomous teachers who know planning, organizing and selecting the best out of their pedagogic knowledge. In sum, post method teachers filter theories through contextual variables and construct their own reflective teaching agenda.

The last parameter of post method pedagogy is called possibility which has a close relationship with particularity. However, possibility seeks to emphasize an individualistic approach to language teaching pedagogy. Learners come to the class bringing their social, ethnical and previous linguistic experiences. When the situation is like this, a post method teacher must consider these variables and adapt resources according to learners' need of identity formation. According to Kumaravadivelu (2001, p. 542) pedagogy of possibility works as a *'catalyst'* for constructing a self-identity and social-identity. In other words, not only linguistic concerns but also culture and individual specific variables should be combined with one another in a language classroom.

All in all, it is obvious to see that the idea of post method does not call for an approach or a specified technique, instead, it has emerged as a system of philosophy which approves a softer, more flexible and adjustable way of teaching with regard to three parameters and

macro strategies. Can (2009) summarizes the condition of post method and what it seeks to serve by saying:

> "Educators should make use of their experiences and knowledge and share them; thereby, becoming a researcher as well as a practitioner in order to move beyond idealism to realism. In doing so, they should be able to justify how they construct their own methods by referring to the macro-strategic and three-dimensional frameworks as general and flexible guidelines" (p. 10).

2.4. Previous Studies Regarding the Choice of Methods

Regarding the applications of language teaching methods, similar studies were conducted in different years and parts of the world. One of them belongs to Al-Kamookh (1981). He carried out a research for the purpose of determining the choice of language teaching methods in Saudi Arabia. 144 teachers from intermediate and secondary schools took part in the study and the data were obtained through a questionnaire. Results indicated that GTM was the least preferred method while English teachers in Saudi Arabia preferred to apply the principles of ALM most. However, teachers thought that reaching grammar mastery in language was highly needed in order to communicate well in the target language which proved a contradiction to their method choices (Al-Kamookh, 1981). In addition, the findings of the study showed that teachers in Saudi Arabia were aware of the importance of teaching four skills and integrating culture factor into their classroom practices in order to teach English effectively. Although the study of Ali Abdulrahman Al-Kamookh belongs to the years of 1980s, its findings hint a very successful portrait of the method tendency among teachers in the past. It is important to note that Ali Abdulrahman Al-Kamookh's study will bear a torch to this study's findings in terms of a comparison of method choice between past and now.

When it comes to methodological decisions, it is important to note that the studies done on the field are highly likely to show us different results due to changing conditions and language settings in different continents, countries and contexts. The second study is a typical example of the idea that different specifications in EFL and ESL settings enlighten the way to decide on methods and it belongs to Casey (1991). In his study, he wanted to find out what type of methods were used in American Intensive English Programs for adults. He collected data via questionnaire from two institutions that are the Consortium of University and College Intensive English Programs (UCIEP) and the American Association of Intensive English Programs (AAIEP). Findings showed that English teachers benefited from 6-7

different teaching methods, Communicative Language Teaching (CLT) being the most widely used. One of the striking findings of the study was that teachers used Content Based Language Teaching with advanced level of adult learners. However, there was no relationship found between class size and the methods (Casey, 1991).

Thirdly, one of the studies done with the aim of shedding light on the method choice belongs to Liu (2004). In his study, he conducted a survey to 800 international English language teachers from TESOLers in order to find out if teachers were still using methods in 21st century. He gathered data about teachers' levels of familiarity of methods, their preferences and actual use of teaching methods with different proficiency levels and different language areas. He found out that CLT (Communicative Language Teaching) became the most familiar to the teachers with a percentage of 84% and was followed by EM (Eclectic Method) with a percentage of %74 among ten language teaching methods. On the other hand, SW (Silent Way) and Suggestopedia was the least acquainted methods with 25% and 18% respectively. One of the findings of the study was about the relationship between the use of methods and proficiency levels of the learners and results showed that CLT and EM ranked top of the list with 70% and 68% respectively at lower levels, 81% and 75% respectively at intermediate levels and lastly 72% and 69% at advanced levels respectively. Another point was that TPR (Total Physical Response) was widely chosen with lower level of learners. Based on these results, Liu (2004) suggested that methods were more interwoven at advanced levels than lower levels, meanwhile teachers were inclined to use specific methods with low level of learners. The result of the study also revealed that both CLT and EM were frequently used for teaching all four skills. While AL, TPR and NA were chosen for listening and speaking skills, GTM leapt out more for teaching writing and reading skills. Liu (2004) also figured that years of teaching experience led the way of utilizing Eclectic Method in language classrooms and teachers tended to make pedagogical decisions according to their learners' need. Leaning on limited types of methods was not likely for well-educated and many years of experienced teachers. As a result, the more the teachers were aware of the limitations, possibilities, social and political factors of their environment, the healthier they made pedagogical decisions. Although his study covered an international subject group, the results may not reflect the actual case in narrower contexts.

Fourthly, a study was done by Metin Yılmaz in 2010 in a narrower context. His research was related to classroom practices of teachers working at primary schools in Turkey. In his study, he looked for a framework of teaching techniques and learners' choices. The study was done

through surveys that were designed separately for teachers and learners. 336 8th grade learners and 23 English teachers took part in the survey. The survey included items related to demographic information of participant such as age, years of experience and gender and there were also more items regarding teachers' use and learners' attitude of teaching techniques. The results of the study have revealed that classical ways of teaching English are still on the go and the learners seem to consent with the way they are taught English. Also, learners seem to be in favour of visuals in the classroom which reminds us 'peripheral learning' in Suggestopedia and repeating words which belongs to Audio-Lingual Method according to the highest frequency scores. In terms of techniques adopted by the teachers, 'fill in the blanks', 'reading comprehension questions' and 'memorizing words' ranked high in the list as the most commonly used techniques in the classroom. This absolutely shows that English teachers in Turkey tend to benefit from Grammar Translation Method with their classroom procedures. As well as relying on cognitive and classical teaching methods, teachers seem to use 'positive suggestions' towards the learners in order to make them feel comfortable and secure which indicates the principles of Suggestopedia. The study covers not only the choices of teachers and learners in terms of techniques used in the classroom, it also seeks to find a relationship between choices of learners and teachers, if any. The results are, in fact, striking to show that no accordance between their preferences (except for two items in the questionnaire) were seen. In this sense, it can be inferred that learner's interests and opinions are neglected and teachers follow a teacher centred approach. The popular techniques among learners but approved less by the teachers are 'reading studies with background music' and 'use of recorders', pointing the fact that learners are interested in being taught with the principles of Suggestopedia and Community Language Learning which are mainly described as humanistic approaches. One technique that is popular among teachers but not preferred by learners is the use of commands in the classroom which points to Total Physical Response. This result draws a picture of decreasing amount of motivation among learners to TPR implementation since they are adolescents who are 14-15 years old. As a conclusion, the study of Yılmaz (2010) revealed that language teachers adopt various techniques and methods while teaching English, but they need to take learners' need into consideration before organizing lessons. According to Yılmaz (2010), "based on the research, students prefer techniques that include hands on experiences, so teachers should plan their lessons accordingly" (p. 70).

In Turkey context, implementation of language teaching methods was also studied by Kafa & Çakır (2013). They wanted to discover the mostly used methods on grammar teaching in English classes at secondary schools in 2012-2013 academic year. The study in which prospective teachers observed real English classes and filled a questionnaire was conducted in Kayseri province. According to results, GTM and TPR were proven to be the most widely used language teaching methods while introducing grammar at secondary level (Kafa & Çakır, 2013).

Another study related to English teachers' levels of using various language teaching methods was conducted by Ökmen and Kılıç (2016). The main purpose of the research was to "define language teaching methods used by English teachers in Turkey and their usage level and to define if the level of usage changes according to gender, seniority and graduated school types" (Ökmen & Kılıç, 2016, p. 1994). They did a survey by using questionnaires on 95 English teachers working at secondary schools in Düzce province in 2013-2014 academic year. According to results, they found out that teachers mostly leaned on traditional Grammar Translation Method and that there was no difference between teaching experience and choosing methods. However, the results revealed a difference between graduated faculty and Grammar Translation Method. English teachers who were graduates of Faculty of Education tended to use GTM in classes.

Lastly, Varghese and Karki (2018) investigated the use of language teaching methods among English teachers in higher secondary schools that English was taught as a medium in Bangalore, India. The study covered 67 participants comprising 37 English teachers and 30 secondary school students. Through questionnaires and open-ended questions, teachers and students were asked to "rate six different teaching methods; mainly Direct method, Communicative Language Teaching method (CLT), Bilingual method, Western method, Situational Language Teaching method (SLT), and Audio Lingual method" (Varghese and Karki, 2018, p. 42). Results of the study showed that CLT was at the top of the list and followed by Bilingual Method in which the teacher and students communicated in both L1 and L2 assuming that using L1 would help L2 development. However, Situational Language Teaching was the least applies in language classrooms in India. According to the findings, Varghese and Karki concluded that "although CLT is not perfect on its own, the CLT method still has been able to cover up huge limitations of other methods" (2018, p. 42).

As it can be seen from different studies done on different language settings, methodological choices don't have a stable or fixated nature that it is not possible to tell one method is true for all kinds of learners and contexts. Each country has its own specifications in terms of education system, culture and language setting (EFL or ESL). Therefore, the primary objective of this study is to see what the methodological trend is like in Turkey's EFL setting.

2.5. Previous Studies Regarding Post Method Pedagogy

Post method pedagogy is such a highly debatable issue that studies with various instruments have been done in order to have a deeper understanding of teachers' beliefs about the term. One of the studies belongs to David Bell (2007). In his qualitative study, he used interviews, autobiographies, discussion board postings and teaching journals in order to see teachers' beliefs on methods and post method pedagogy. He worked with different group of teachers in each type of data, most of the teachers were students of applied linguistics MA programme in Ohio University. The data gathered from the interviews showed that most of the teachers defined their way of teaching as eclectic. They said that they didn't rely on one teaching method and added a little bit of everything according to the local needs. When they were asked to share their opinions about the inquiry that methods are dead, most of the teachers dictated their disagreement. Actually, some of them stated that knowing the principles of the methods were helping them decide what to use best with each group of students. Some pointed out that language teaching went beyond the methods, but methods were not finished, they were still to be turned back and be utilized. A cooperation into classroom applications rather than abandoning all of the methods was highly referred.

In discussion board postings, in spite of some teachers who thought that post method was another language teaching method, most of the teachers referred the term as:

> "a freedom of combining all and any methods and allowing teachers to think of their objectives and productive procedures for specific situations rather than analyse whether their techniques coincide with those of famous founders and supporters of a particular method" (Bell, 2007, p. 139).

The autobiographical data gathered from 82 autobiographies over five years period showed that the frequency of the term 'method' mostly co-occurred with the concepts of eclecticism, teacher autonomy, and context sensitivity which are typical signs of post method pedagogy. Bell (2007) noted that:

> "The teacher should use a teaching method or group of methods that suit his/her personality, the classroom atmosphere, and the student's proficiency and interests. There are no good or bad teaching methods, instead there are better methods. The successful teacher usually organizes and makes a blend of methods he/she thinks are appropriate" (p. 140).

Last but not least, Bell analysed 29 teaching journals and he came across a striking result that the term method was nearly unannounced by the teachers. This showed a tendency on mentioning daily struggles and in class activities in language teaching classroom, but not in a sense of method. In other words, teacher journals revealed that teachers are the main decision makers in the classroom relying on their own practices and experiences. Bell (2007) explained that:

> "So teachers' journals were concerned with issues of teacher talking time, the use of pair and group work, the use of L1 and translation, etc. In short, teachers were concerned with creating and structuring learning activities and how activities could be strung together into lessons. Teachers were overwhelmingly focused on the local rather than the generic aspect of language teaching" (p. 141).

There are still unclear parts in agreeableness of post method pedagogy for the fact that some teachers seem to consider it as a method. Nevertheless, others think that post method philosophy enables educators to refrain from all limitations and prescriptions of the concept of method and theorists, and create their own theories from practice and the local context they teach in.

Several studies in different education contexts have been conducted with regards to adopting principles of post method pedagogy in the literature of language teaching. Another study was done by Khodabakhshzadeh, Arabi and Samadi (2017) in Iran context with the aim of "investigating the relationship between English Foreign Language teachers' willingness and conformity with post-method pedagogy and their teaching effectiveness" (p. 425). 134 English teachers working in different institutions in different cities in Iran and 487 learners took part in the survey. A statistical significance was found between teachers' reflection into their profession and teaching effectiveness. Also, the study revealed that autonomous teachers are more likely to teach English in an effective way. According to Khodabakhshzadeh, Arabi and Samadi, "an autonomous teacher can develop his/her pedagogical practice in a way that is best for the students" (2017, p. 433). Apart from that, results unveiled a positive relationship between teachers' social justice and their teaching effectiveness indicating the conformity of particularity parameter in post method pedagogy.

Thirdly, predisposition of application of post methodological principles in Saudi Arabia was questioned in the study conducted by Soomro and Almalki (2017). Their aim was to explore

the views of English teachers towards the concept of post method and to discover considerations and expectations in its implementation (Soomro & Almalki, 2017). To do this, Semi-structured interviews were utilized with eight English language teachers working at a tertiary level and data was analysed qualitatively. Results indicated that English teachers were aware of the limitations of a method-based pedagogy. However, they underlined the importance of utilizing methods by fitting them accordingly into classroom use in their local context. Soomro and Almalki (2017) stated that:

> "They think that the post-method pedagogies will compensate for the limitations of the specific methods and would be adjustable to the non-native learning environment and accommodative to the socio-political environment of the context. While praising the idea of the post-method, they never withdraw from the importance of the methods in ELT" (p. 239).

Even if English teachers in Saudi Arabia made favourable proclamations on the concept of post method because of the fact that it enabled teachers to work more freely and design their classes in an accordance with local needs and interests, results of this study revealed some concerns about the application of such a broad framework. According to results, English teachers needed a professional education in order to apply the principles of post method and they also stated that post method still had some vague explanations to comprise all the situations that English teachers faced in their contexts (Soomro and Almalki, 2017).

In Turkey context, several studies were also conducted regarding post method pedagogy and one of them belongs to Tığlı (2014). He conducted a survey aiming to investigate method and post method preferences and how attitudes differed in classroom practices of pre-service teachers who were studying at third and fourth grades at different universities. The number of participants was 88 from 6 different universities within Turkey. The results showed that pre-service teachers prefer 'Communicative Approaches' over other teaching methods and the least preferred method was 'The Silent Way'. The statistics also unveiled that pre-service teachers were inclined to rely mostly on conversational practices while designing classroom applications before they started in their formal teaching careers. Tığlı (2014) asserted that "the participants' choice of methods may be interpreted as conforming to the current world and literature standards" (p. 73). Secondly, pre-service teachers' attitudes towards the characteristics of methods were investigated and results indicated the fact that they had the most positive attitudes towards 'Communicative Approaches', 'Suggestopedia', 'Community Language Learning' and 'The Eclectic Method' respectively. On the other hand, the least positive attitudes were towards 'Grammar Translation Method' and 'Audio-Lingual Method'. Lastly, pre-service teachers' preferences of using methods with regard to

their teaching experiences were inquired in this study. Results of the survey proved that their method preferences didn't differ significantly with regard to teaching experiences. Tığlı (2014) suggested that "Turkish teacher candidates remained generally stable between groups that had practical teaching experience versus the ones that did not" (p. 74).

However, pre-service teachers had a retroaction towards the three post-method principles of Kumaravadivelu (2003); particularity, practicality and possibility. Tığlı explained the situation by saying:

> "Having conformed to the current trends in methodology in the previous two sections, the participants disagreed with most of the fundamental principles of post-method approach as they did not see themselves knowledgeable enough to produce their own methods, and they interpreted CA as still viable methods to actualize in the classroom" (Tığlı, 2014, p. 75).

A case study was conducted by Gökmen (2018) to find out the perspectives about post method pedagogy among pre-service, in-service English teachers and teacher educators in Atatürk University, Erzurum. In his study, he collected the data by using "interviews, written open-ended questions, documents, observation, questionnaire, and reflection papers" (Gökmen, 2018, p. 97). Collected data showed that practising English teachers who graduated Atatürk University and were working in different institutions prioritized three main parameters of post method which are counted particularity, practicality and possibility. In terms of pre-service teachers, results revealed that pre-service teachers did not have enough knowledge on the phenomenon, yet they showed a tendency to adopt post method principles. According to Gökmen (2018), "they seem to be responsive to the social, cultural, economic, political, and educational matters in their imminent language teaching activity" (p. 113). Finally, he found out that teacher educators made use of underpinnings of post method pedagogy in their long years of duty; however, they do it subconsciously.

Hopefully, this study will be a key to understand the place of the concept of post method pedagogy in Turkey and will help perceive the post method issue from a broader point of view.

CHAPTER 3

METHODOLOGY

3.1. Context

In countries like Turkey, English is accepted as a foreign language because learners live in an EFL (English as a Foreign Language) context which means that learners have limited exposure to the target language outside the classroom. Due to the poor language integration in real life, there is a smaller chance to practice the target language without planned and systematic instruction when compared to countries like Canada, England and the U.S.A which are ESL settings where English is officially used in spoken and written ways (Kachru, 1992).

Teaching of English has gone through a change with the new education system in Turkey. This new system was introduced in 2012 and called 4+4+4 (MEB, 2012). With regard to that, compulsory years of Turkey's education system is divided into three stages and each stage has four years of education and English has started to be taught from 2nd grade. Learners attend two hours (40 mins + 40 mins) of English per week at primary stage, four hours per week at secondary and high schools. At the end of secondary and high school years, learners are required to pass a test to move on to the next stage of education in a more qualified school. In fact, high stakes exam requirements are a charge on learners and thus cause distress. Therefore, a struggle for the best results occurs for both teachers and learners and English teaching inescapably has its share from this rivalry. Based on this, the primary focus of this study is to find out what sort of methodological decisions are made by teachers under these circumstances.

3.2. Participants

In this study, two participant groups took part in relation to their experiences and ideas. The first group of participants are 314 teachers working at only state schools from different cities

in Turkey and randomly selected. In detail, 63 English teachers from primary, 189 from secondary and 62 from high schools voluntarily took part in the survey. In order to become English teachers, all participants completed at least one of the BA programmes such as English Language and Literature, American Culture and Literature, Linguistics of English, and Translation and Interpreting linked to Faculty of Education and Science and Literature in universities. After one year of internship, they can work in all state schools around the country. However, data analysis was done regardless of the faculty types that participants graduated.

Second group of participants were the learners from secondary and high schools. Primary school students were not included in the survey as younger learners might have problems while dealing with questionnaires and the researcher did not have the possibility to conduct the questionnaire in primary schools. Therefore, a total of 317 students, 175 of them attending secondary and 142 of them attending high school took the survey voluntarily. All of the students and teachers who took part in this study were randomly selected.

3.3. Data Collection

Methodology of a research is of prime importance because of the fact that it gives us necessary information about the philosophy of the study, how the research is done, with whom the researcher is working and how the data is gathered and processed (Creswell, 2012). Since one of the main aims of this study is to describe a pedagogic situation in Turkey, a 'standardized procedure to assess objective reality' is needed (Dörnyei, 2007, p. 34). By using quantitative research design, it is aimed to get a systematic, rigorous and focused data with precise measurement on the perceptions about applications of language teaching methods of English teachers and the principles of post method pedagogy (Dörnyei, 2007).

In order to provide data for the scope of this study, a large number of participant group was needed. So, online questionnaires were utilized for the fact that "they are relatively easy to construct and uniquely capable of gathering a large amount of information quickly" (Dörnyei, 2007, p. 101). Online questionnaires are today regarded as time and cost efficient as well as being wide-reaching. According to Creswell (2012):

> "…such surveys can gather extensive data quickly, employ tested forms and sample questions rather than having to design them, and take advantage of the extensive use of the Web by individuals today, including its use as a site for social networking" (p. 383).

In this study, the main aim is to detect teachers' method choices with multiple types of questions. So, two separate questionnaires were designed for English teachers and the students. Participants answered the items in their native language and data collection procedure was completed within two weeks at the end of the 2018-2019 academic year until desired number of participants was reached.

3.4. Instruments

Two types of questionnaires for different groups of participants were designed by the researcher. The first questionnaire which had two sections was a five-point likert type and was sent to the teachers via online tools like mail and social media. The first section of the questionnaire was related to method choices and contained 30 items related to the most salient techniques and principles of 13 language teaching methods which were Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Total Physical Response (TPR), Silent Way (SW), Suggestopedia (SUG), Community Language Learning (CLL), Communicative Language Teaching (CLT), Lexical Approach (LA), Natural Approach (NA), Task Based Language Instruction (TBLI), Content Based Language Instruction (CBLI) and Eclectic Method (EM). The participants were asked to respond to each item choosing from five options of frequency which are never (1), rarely (2), sometimes (3), usually (4), always (5) according to their classroom practices. Also, it was aimed to find out similarities and differences, if there was any, between method selection and years of experience, and method selection and grade level. Second section of teachers' questionnaire was designed for the last research question regarding the views of teachers about post method pedagogy. It included 21 items, all of which were about main principles of post method philosophy. Teachers were asked to fill this part of the questionnaire according to their views. In this section, they were asked to choose from five options which were totally disagree (1), disagree (2), not sure (3), agree (4), totally agree (5).

The second questionnaire was designed for finding out the most widely used techniques in English classes from the perspective of students. The items of the second questionnaire were devised in a high accordance with the techniques in teachers' questionnaire so that similarities and differences could be easily detected. This questionnaire included 28 items and was sent only to the students to be filled based on their English lessons at school. The

students filled it choosing from never (1), rarely (2), sometimes (3), usually (4), always (5) options.

Items in the method questionnaires were prepared by the researcher based on the techniques and principles of language teaching methods in the works of Larsen-Freeman (2000), Richards and Rodgers (1986) and Clancy (2004) while items for post method pedagogy were prepared according to statements of Kumaravadivelu (2001) and (2003) . Since items need to be designed carefully with the aim of serving exact purpose of the study, designing an effective and reliable questionnaire requires a meticulous effort of the researcher. There are various methods to ensure the reliability of the questionnaire items, however, using expert panels have been proven to be the most effective way of pretesting in the study done by Presser and Blair (1994). Moreover, Olson (2010) stated that "survey researchers frequently ask a team of experts to review questionnaires as a method of identifying question problems, breakdowns in the question-answering process, and other potential measurement errors in survey reports" (p. 296). Thus, the reliability check of each item in questionnaires was done in an expert panel in which three subject experts on the field of language teaching methods and approaches gathered. These experts discussed on each item and filled a checklist to decide whether items were appropriate and worked effectively to be included in the questionnaire.

3.5. Data Analysis

In this study, frequency levels of using certain techniques in the classroom were calculated in order to find out the most frequently used method. The data gathered from 314 English teachers and 317 students through questionnaires were analysed item by item on SPSS 20. As the items in the questionnaire were planned to be analysed one by one, no factor analysis was needed. For the aim of detecting the most widely used language teaching methods, a Kruskal Wallis- H Test was administered to each item in the questionnaire, and frequency and percentages were calculated. The same test was also applied in order to detect if there was a statistical significance between English teachers' frequency of using teaching methods according to the years of experience and the grade they teach. Statistical significance was defined as 0.05. Also, the students filled a questionnaire that was accordantly designed with that of teachers. Based on this, frequency and percentages of both student and teacher responses were calculated and compared to see if there were any discrepancies. The last step

of data analysis belongs to teachers' views about post method pedagogy. Likewise, frequency and percentages were calculated according to English teachers' responses in related questionnaire pointing from *totally disagree* (1) to *totally agree* (5).

CHAPTER 4

RESULTS AND DISCUSSION

4.1. Introduction

This study was done to reveal teachers' method choices and their post-method views. The data obtained through questionnaires from English teachers and students were analysed quantitatively to answer four research questions. In this section, results of the data will be shown in tables and interpreted under each research question. Participants' demographic information are given below.

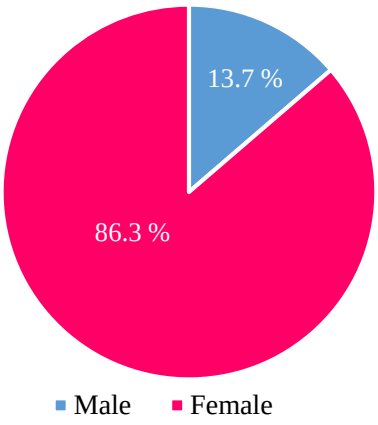

Figure 1. Gender of teacher participants

As seen in the figure above, among 314 English teachers who take part in this study, 271 are female and 43 are male participants. While female English teachers make up a huge portion with a percentage of 86.3 %, male teachers only make up 13. 7 %.

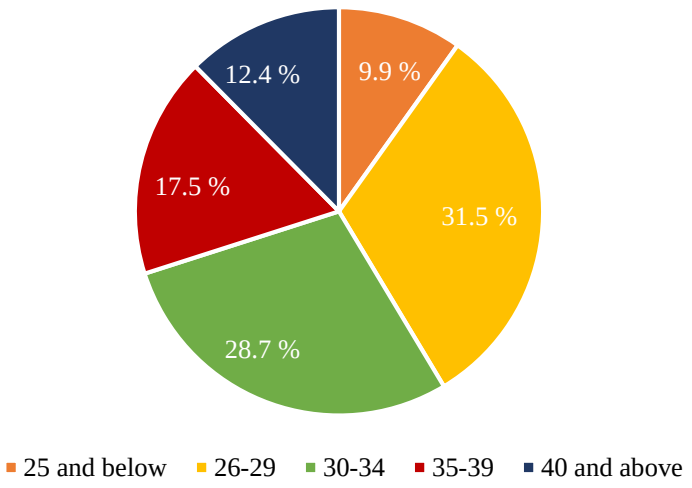

Figure 2. Age of teacher participants

Figure 2 shows the age distribution of 314 teacher participants. According to the results above, 31 participants with a percentage of 9.9 % are 25 years old or below, 99 participants are between the ages of 26-29 with 31.5 %, 90 teachers are at the age between 30-34 with 28.7 %, 55 participants are between 35-39 years old and make up 17.5 % and there are 39 teachers who are at the age of 40 and above that make up 12.4 %.

4.2. Evaluation of the Items Related to Teachers' Frequency of Using Methods

English teachers filled a questionnaire which contained salient techniques of 13 language teaching methods. In reference to the answers, frequency and percentages were calculated and shown in tables below.

Table 1

English Teachers' Frequency of Using Grammar-Translation Method

	Never		Rarely		Sometimes		Often		Always	
Technique	N	%	N	%	N	%	N	%	N	%
I have my students memorize lists of words.	52	16.56	61	19.43	80	25.48	86	27.39	35	11.15
I have my students translate from Turkish to English and from English to Turkish.	21	6.69	69	21.97	88	28.03	101	32.17	35	11.15
I use activities such as fill in the blanks, question-answer and multiple choice test after grammar teaching.	16	5.10	31	9.87	74	23.57	117	37.26	76	24.20

According to table 1, English teachers use activities such as fill in the blanks, question-answer and multiple choice test more often after they teach grammar. As indicated above, more than half of the teachers (61.46 %) apply structural exercises in their classes and less than half of the teachers (43.32 %) have students translate texts. Only 38.54 % of them rely on the memorization of word lists.

Table 2

English Teachers' Frequency of Using Direct Method

	Never		Rarely		Sometimes		Often		Always	
Technique	N	%	N	%	N	%	N	%	N	%
I utilize realia, visuals and body gestures while teaching vocabulary.	1	0.32	13	4.14	41	13.06	145	46.18	114	36.31
My students and I pay attention not to speak Turkish in the classroom.	55	17.52	79	25.16	114	36.31	55	17.52	11	3.50
I read a text a few times and have my students write down what they hear.	103	32.80	93	29.62	73	23.25	37	11.78	8	2.55

Table 2 shows that a majority of English teachers (82.49 %) integrate realia, visual materials and gestures in vocabulary teaching. Speaking English in the classroom is applied sometimes (36.31 %). On the other hand, dictation is the least used among other techniques of Direct Method. Nearly 32 % of teachers say that they never do dictation in their classes.

Table 3

English Teachers' Frequency of Using Audio-Lingual Method

	Never		Rarely		Sometimes		Often		Always	
Technique	N	%	N	%	N	%	N	%	N	%
I want my students to repeat sentences in a dialogue after me.	87	27.71	66	21.02	87	27.71	56	17.83	18	5.73
I practice newly learnt expressions through drills.	18	5.73	52	16.56	74	23.57	121	38.54	49	15.61

Table 3 indicates that teachers generally do not have their students repeat dialogues after them. Only 23.56 % of them uses this technique. Instead, nearly half of the teachers with a

percentage of 54.15 % lean on student centred drills in which learners repeat an expression among themselves.

Table 4

English Teachers' Frequency of Using Silent Way Method

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I use sound colour charts to promote pronunciation.	177	56.37	57	18.15	45	14.33	29	9.24	6	1.91
I adjust in-class activities according to my students' interests.	44	14.01	28	8.92	54	17.20	126	40.13	62	19.75

According to table 4, the technique of using colourful sound charts is not adopted by more than half of the teachers. 56.37 % of them stated that they never use it. However, 59.88 % of teachers say that they design activities according to their students' interests.

Table 5

English Teachers' Frequency of Using Total Physical Response Method

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I use commands and instruction in the classroom and students react them with body movements.	12	3.82	24	7.64	68	21.66	109	34.71	101	32.17
I try to be patient until my students are ready to speak English and avoid putting a pressure on them.	14	4.46	22	7.01	64	20.38	120	38.22	94	29.94

Table 5 illustrates that 66.88 % of the teachers give commands and use body movements and 68.16 % wait until their students are ready to produce utterances in the classroom.

Table 6

English Teachers' Frequency of Using Suggestopedia Method

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I care for a nice classroom atmosphere in terms of light and warmth.	10	3.18	15	4.78	30	9.55	126	40.13	133	42.36
For a good concentration, I read texts in English with a soft music background.	116	36.94	82	26.11	76	24.20	30	9.55	10	3.18
I give my students new identities to decrease their anxiety resulting from their errors.	82	26.11	68	21.66	73	23.25	70	22.29	21	6.69

Findings in table 6 shows that classroom environment in terms of light and warmth is given importance by a great majority of the teachers (82.49 %). However, the techniques of reading along with a soft music (19.73 %) and giving students a new identity (28.98 %) are not adopted by the teachers.

Table 7

English Teachers' Frequency of Using Community Language Learning Method

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I start discussions in English on a topic chosen by my students and I record all the discussion to do exercises in the class.	194	61.78	74	23.57	31	9.87	12	3.82	3	0.96
I let my students repeat the same word after me as many times as they want until they are sure to know the correct form. (Human Computer).	19	6.05	43	13.69	71	22.61	116	36.94	65	20.70
I care for thoughts and feelings of my students towards English.	1	0.32	8	2.55	25	7.96	116	36.94	164	52.23

As it can be seen in table 7, recording student discussion and exercising on them is only favoured by 4.78 % of teachers. Human computer technique is used by more than half of the teachers (57.64 %). Lastly, most of the teachers say that thoughts and feelings of the learners are taken into account (89.17 %).

Table 8

English Teachers' Frequency of Using Communicative Language Teaching Method

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I integrate materials and activities that support not only grammatical but also contextual use of language elements in various language skills such as reading, speaking, listening and writing.	2	0.64	14	4.46	50	15.92	152	48.41	96	30.57
I utilize authentic materials such as brochures, newspapers, magazines and etc.	28	8.92	40	12.74	109	34.71	90	28.66	47	14.97
I make use of various role play and drama activities in my classroom.	7	2.23	30	9.55	66	21.02	115	36.62	96	30.57

According to table 8, only 43.53 % of English teachers rely on the use of authentic materials in their classroom while more than half of them (78.98 %) promote contextual use of language areas and utilize role play and drama activities (67.19 %).

Table 9

English Teachers' Frequency of Using Natural Approach

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I design classroom activities according to the order children acquire their first language.	22	7.01	47	14.97	80	25.48	118	37.58	47	14.97
I support natural acquisition of English rather than formal instruction.	23	7.32	46	14.65	95	30.25	104	33.12	46	14.65
I plan the difficulty of language content a little bit above my students' level, not too hard not too easy.	21	6.69	26	8.28	52	16.56	135	42.99	80	25.48

Findings from table 9 shows that approximately the half of English teachers (47.77 %) support the natural development of language and they plan their activities based on the order which children acquire their first language (52.55 %). Also, more than half of the teachers (68.47 %) state that they take the current English level of learners into consideration and adjust the level of difficulty while teaching English.

Table 10

English Teachers' Frequency of Using Lexical Approach

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
Instead of giving word lists, I teach vocabulary in a context with their collocations.	10	3.18	37	11.78	86	27.39	125	39.81	56	17.83
I include daily expressions and phrases from real life into my classes.	5	1.59	12	3.82	42	13.38	133	42.36	122	38.85

As it is indicated in Table 10, more than half of the English teachers (57.64 %) do not give word lists, instead, they teach vocabulary in a context with their collocations. Likewise, daily fixed expressions are integrated in English lessons, according to a great number of teachers (81.21 %).

Table 11

English Teachers' Frequency of Using Content Based and Task Based Instructions

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I use English to teach another subject field (Content Based).	104	33.12	59	18.79	76	24.20	58	18.47	17	5.41
I give problem solving tasks to my students and have them communicate by using English (Task- based).	73	23.25	69	21.97	95	30.25	62	19.75	15	4.78

Table 11 demonstrates that findings of both CBLI and TBLI use are not different from each other. In detail, CBLI is favoured by only 23. 88 % and TBLI is adopted by 24.53 % of the participants.

Table 12

English Teachers' Frequency of Using Eclectic Method

Technique	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
I use more than one method while teaching English.	1	0.32	8	2.55	32	10.19	127	40.45	146	46.50
The methods I use in my classes change according to level, school type, class size and school environment.	1	0.32	5	1.59	14	4.46	81	25.80	213	67.83

It can be understood from the table 12 that Eclectic Method is remarkably supported because a vast majority of participants (86.95 %) mix more than one method while teaching English and adjust their pedagogical choices according to the conditions of the school and learner environment (93.63 %).

4.3. Evaluation of the Items Related to Teachers' Frequency of Using Various Teaching Methods and Grade They Teach

Second research question aims to investigate whether there is a statistical significance between teachers' frequency of using teaching methods and grade they teach. For this aim, the data are analysed by using Kruskal Wallis- H test and results are shown in tables below.

Table 13

Kruskal Wallis- H Results of Using Grammar Translation Method and Grade

Technique	Grade	N	Mean Rank	Sd	χ^2	P	Statistical Significance
I have my students memorize lists of words.	Primary	63	118.96	2	32.71	0.00	P-S,S-H
	Secondary	189	180.65				
	High	62	126.09				
I have my students translate from Turkish to English and from English to Turkish.	Primary	63	114.97	2	24.88	0.00	P-S,S-H
	Secondary	189	176.15				
	High	62	143.87				
I use activities such as fill in the blanks, question-answer and multiple choice test after grammar teaching.	Primary	63	125.48	2	11.58	0.00	P-S,P-H
	Secondary	189	162.51				
	High	62	174.77				

P: Primary S: Secondary H: High School

As it can be seen in table 13, a statistical significance is found between student grade and using word lists ($\chi^2_{(2)}$=32.71; p<0.05). This technique is used in secondary schools (Mean rank= 180.65) more than it is used in primary (Mean rank= 118.96) and high school grades (Mean rank= 126.09). Likewise, the second technique which is 'doing translation exercises in the classroom' is used more often by English teachers of secondary (Mean rank= 176.15 %) compared to primary (Mean rank= 114.97 %) and high school (Mean rank= 143.87 %) ($\chi^2_{(2)}$=24.88; p<0.05). Lastly, English teachers in primary level (Mean rank= 125.48) do not carry out activities such as fill in the blanks, question-answer and multiple choice test as much as secondary (Mean rank= 162.51) and high school levels (Mean rank= 174.77) ($\chi^2_{(2)}$=11.58; p<0.05).

Table 14

Kruskal Wallis- H Results of Using Direct Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I utilize realia, visuals and body gestures while teaching vocabulary.	Primary	63	202.58	2	28.33	0.00	P-S,P-H, S-H
	Secondary	189	153.29				
	High	62	124.52				
My students and I pay attention not to speak Turkish in the classroom.	Primary	63	165.01	2	0.64	0.72	-
	Secondary	189	154.83				
	High	62	158.00				
I read a text a few times and have my students write down what they hear (Dictation).	Primary	63	137.13	2	7.36	0.03	P-H
	Secondary	189	157.09				
	High	62	179.45				

P: Primary S: Secondary H: High School

In table 14, it is understood that there is a statistical significance between level of education and the use of realia, visuals and gestures in the classroom ($\chi^2_{(2)}$=28.33; p<0.05). Primary school English teachers (Mean rank= 202.58) call for this technique more than secondary (Mean rank=153.29) and high school English teachers (Mean rank=124.52) and high school English teachers rank the lowest level. No statistical significance is found between education level and the technique of not speaking Turkish in the classroom ($\chi^2_{(2)}$=0.64; p>0.05). On the other hand, the technique of having students write what is read is used more often by high school English teachers than by primary school English teachers ($\chi^2_{(2)}$=7.36; p<0.05).

Table 15

Kruskal Wallis- H Results of Using Audio-Lingual Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I want my students to repeat sentences in a dialogue after me.	Primary	63	183.42	2	7.30	0.03	P-S,P-H
	Secondary	189	153.21				
	High	62	144.25				
I practice newly learnt expressions through drills.	Primary	63	192.16	2	15.20	0.00	P-S,P-H
	Secondary	189	154.01				
	High	62	132.93				

P: Primary S: Secondary H: High School

As seen in table 15, having students repeat sentences in a dialogue is adopted more in primary schools (Mean rank= 183.42) compared to secondary (Mean rank= 153.21) and high school education (Mean rank=144.25) ($\chi^2_{(2)}$=7.30; p<0.05). Similarly, using drills in the classroom is more adopted by English teachers who teach at primary school (Mean rank=

192.16), but secondary (Mean rank= 154.01) and high school English teachers (Mean rank= 132.93) do not rely on this technique much.

Table 16

Kruskal Wallis- H Results of Using Silent Way Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use sound colour charts to promote pronunciation.	Primary	63	162.22	2	0.35	0.84	-
	Secondary	189	157.20				
	High	62	153.61				
I adjust in-class activities according to my students.	Primary	63	163.58	2	0.49	0.78	-
	Secondary	189	154.97				
	High	62	159.05				

P: Primary S: Secondary H: High School

In table 16, no statistical significance is found between using sound colour charts ($\chi^2_{(2)}$=0.35; p>0.05) and designing activities according to learners ($\chi^2_{(2)}$=0.49; p>0.05), and education level.

Table 17

Kruskal Wallis- H Results of Using Total Physical Response Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use commands and instruction in the classroom and students react them with body movements.	Primary	63	205.57	2	31.50	0.00	P-S,P-H
	Secondary	189	153.93				S-H
	High	62	119.53				
I try to be patient until my students are ready to speak English and avoid putting a pressure on them.	Primary	63	169.21	2	2.13	0.34	-
	Secondary	189	157.15				
	High	62	146.66				

P: Primary S: Secondary H: High School

According to table 17, there is a statistical difference between using commands in the classroom and level of education ($\chi^2_{(2)}$=31.50; p<0.05). Primary school English teachers (Mean rank=205.57) call for this technique more than secondary (Mean rank=153.93) and high school English teachers (Mean rank= 119.53). Furthermore, English teachers working at secondary school use it more than the ones at high school. No statistical significance is found between the technique of waiting for students' readiness and education level ($\chi^2_{(2)}$=2.13; p>0.05).

Table 18

Kruskal Wallis- H Results of Using Suggestopedia Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I care for a nice classroom atmosphere in terms of light and warmth.	Primary	63	178.10	2	6.04	0.049	P-H
	Secondary	189	155.82				
	High	62	141.70				
For a good concentration, I read texts in English with a soft music background.	Primary	63	153.91	2	3.63	0.16	-
	Secondary	189	152.53				
	High	62	176.31				
I give my students new identities to decrease their anxiety resulting from their errors.	Primary	63	150.97	2	1.75	0.42	-
	Secondary	189	155.47				
	High	62	170.31				

P: Primary S: Secondary H: High School

From table 18, it can be understood that primary school English teachers care for a nice classroom atmosphere more ($\chi^2_{(2)}$=6.04; p<0.05). However, no statistical significance is found between other two techniques of SUG and education level.

Table 19

Kruskal Wallis- H Results of Using Community Language Learning Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I start discussions in English on a topic chosen by my students and I record all the discussion to do exercises in the class.	Primary	63	142.54	2	3.26	0.20	-
	Secondary	189	159.45				
	High	62	166.75				
I let my students repeat the same word after me as many times as they want until they are sure to know the correct form. (Human Computer).	Primary	63	158.13	2	1.72	0.42	-
	Secondary	189	153.20				
	High	62	169.97				
I care for thoughts and feelings of my students towards English.	Primary	63	163.02	2	1.10	0.58	-
	Secondary	189	153.58				
	High	62	163.84				

P: Primary S: Secondary H: High School

Table 19 illustrates that the techniques of CLL do not change statistically according to level of education. All of three techniques are utilized at nearly the same frequency in different grades.

Table 20

Kruskal Wallis- H Results of Using Communicative Language Teaching Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I integrate materials and activities that support not only grammatical but also contextual use of language elements in various language skills such as reading, speaking, listening and writing.	Primary	63	179.47	2	5.46	0.07	-
	Secondary	189	151.29				
	High	62	154.10				
I utilize authentic materials such as brochures, newspapers, magazines and etc.	Primary	63	151.17	2	2.59	0.27	-
	Secondary	189	154.43				
	High	62	173.30				
I make use of various role-play and drama activities in my classroom.	Primary	63	189.46	2	11.41	0.00	P-S,P-H
	Secondary	189	146.85				
	High	62	157.50				

P: Primary S: Secondary H: High School

According to table 20, using drama and role play activities in the classroom statistically change according to grade ($\chi^2_{(2)}$=11.41; p<0.05). This technique is employed more often by primary school English teachers (Mean rank= 189.46) compared to secondary (Mean rank= 146.85) and high school (Mean rank=157.50) English teachers. Yet, other two techniques which prescribe to use authentic materials and teaching language skills in context are not found to be statistically significant according to education level.

Table 21

Kruskal Wallis- H Results of Using Natural Approach and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I design classroom activities according to the order children acquire their first language.	Primary	63	176.55	2	3.83	0.15	-
	Secondary	189	151.89				
	High	62	155.26				
I support natural acquisition of English rather than formal instruction.	Primary	63	205.60	2	27.94	0.00	P-S,P-H
	Secondary	189	138.99				S-H
	High	62	165.05				
I plan the difficulty of language content a little bit above my students' level, not too hard not too easy.	Primary	63	173.53	2	3.13	0.21	-
	Secondary	189	151.53				
	High	62	159.41				

P: Primary S: Secondary H: High School

It is indicated in table 21 that there is a statistically significant difference between the use of NA and level of education ($\chi^2_{(2)}$=27.94; p<0.05). Primary school English teachers (Mean rank=205.60) lean on natural acquisition of language more than the ones who teach English

at secondary (Mean rank=138.99) and high school (Mean rank= 165.05). Also, high school English teachers support natural acquisition more than secondary school English teachers. No statistical significance is found between other two techniques of NA.

Table 22

Kruskal Wallis- H Results of Using Lexical Approach and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
Instead of giving word lists, I teach vocabulary in a context with their collocations.	Primary	63	151.71	2	0.41	0.81	-
	Secondary	189	159.72				
	High	62	156.62				
I include daily expressions and phrases from real life into my classes.	Primary	63	143.25	2	10.55	0.01	P-H,S-H
	Secondary	189	152.29				
	High	62	187.85				

P: Primary S: Secondary H: High School

According to table 22, teaching vocabulary in a context does not reflect a statistical significance according to level of education ($\chi^2_{(2)}$=0.41; p>0.05). Regardless of the grade they teach, English teachers instruct vocabulary activities within a context. However, high school English teachers (Mean rank= 187.85) are more prone to integrate daily expressions and phrases from real life than English teachers who teach at secondary (Mean rank= 152.29) and primary schools (Mean rank=143.25) ($\chi^2_{(2)}$=10.55; p<0.05).

Table 23

Kruskal Wallis- H Results of Using Content Based, Task Based Instructions and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use English to teach another subject field (Content Based).	Primary	63	145.95	2	1.45	0.49	-
	Secondary	189	159.48				
	High	62	163.20				
I give problem solving tasks to my students and have them communicate by using English (Task- based).	Primary	63	134.00	2	6.84	0.03	P-S,P-H
	Secondary	189	159.86				
	High	62	174.18				

P: Primary S: Secondary H: High School

Table 23 shows that the frequency of using CBLI in the classrooms does not change statistically according to level of education although a statistical significance is detected between the use of TBLI and teaching grade. In reference to that, secondary (Mean rank=159.86) and high school English teachers (Mean rank=174.18) employ problem

solving tasks in the classrooms more than English teachers who work at primary schools (Mean rank=134.00) ($\chi^2{}_{(2)}$=6.84; p<0.05).

Table 24

Kruskal Wallis- H Results of Using Eclectic Method and Grade

Technique	Grade	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use more than one method while teaching English.	Primary	63	180.39	2	7.69	0.02	P-S
	Secondary	189	147.88				
	High	62	163.56				
The methods I use in my classes change according to level, school type, class size and school environment.	Primary	63	170.74	2	3.59	0.17	-
	Secondary	189	151.37				
	High	62	162.74				

P: Primary S: Secondary H: High School

As it can be seen from the findings of table 24, using more than one method is adopted by English teachers at primary school (Mean rank=180.39) more than secondary (Mean rank=147.88) and high school English teachers (Mean rank=163.56) ($\chi^2{}_{(2)}$=7.69; p<0.05). Yet, no statistical significance is found between adjusting methodological decisions and level of education.

4.4. Evaluation of the Items Related to Teachers Frequency of Using Various Methods and Years of Teaching Experience

The scope of this study is also to find out whether there is a significant difference between teachers' using of language teaching method and their years of experience. To do this, English teachers who participated to the survey were divided into five groups in terms of their years of teaching English. With a Kruskal Wallis-H test, statistical differences were calculated and explained in tables below.

Table 25

Kruskal Wallis- H Results of Using Grammar Translation Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I have my students memorize lists of words.	1.2 and less	37	181.69	4	4.92	0.30	-
	2.3-5 years	96	163.77				
	3.6-10 years	82	150.28				
	4.11-20 years	78	147.17				
	5.20 and more	21	152.79				
I have my students translate from Turkish to English and from English to Turkish.	1.2 and less	37	168.96	4	10.66	0.03	2 - 5,3 - 4
	2.3-5 years	96	171.11				2 -4
	3.6-10 years	82	164.47				
	4.11-20 years	78	136.46				
	5.20 and more	21	126.05				
I use activities such as fill in the blanks, question-answer and multiple choice test after grammar teaching.	1.2 and less	37	188.11	4	12.28	0.02	1 -3,1 - 4
	2.3-5 years	96	160.72				3 - 5,4 -5
	3.6-10 years	82	143.62				
	4.11-20 years	78	143.92				
	5.20 and more	21	193.52				

In table 25, there is no statistical significance between having students memorize word lists and teaching experiences of English teachers ($\chi^2_{(4)}$=4.92; p>0.05). However, a significant difference is found between using translation technique in the classroom and teaching years ($\chi^2_{(4)}$=10.66; p<0.05). Also, a significant difference between the use of activities such as fill in the blanks, question-answer and multiple choice test and years of teaching experience exists according to the findings ($\chi^2_{(4)}$=12.28; p<0.05). Teachers who have just started teaching and who have 20 years and more experience use this technique more often.

Table 26

Kruskal Wallis- H Results of Using Direct Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I utilize realia, visuals and body gestures while teaching vocabulary.	1.2 and less	37	178.97	4	6.35	0.17	-
	2.3-5 years	96	165.89				
	3.6-10 years	82	150.40				
	4.11-20 years	78	151.31				
	5.20 and more	21	132.05				
My students and I pay attention not to speak Turkish in the classroom.	1.2 and less	37	147.99	4	7.19	0.13	-
	2.3-5 years	96	158.03				
	3.6-10 years	82	141.02				
	4.11-20 years	78	176.29				
	5.20 and more	21	166.43				
I read a text a few times and have my students write down what they hear (Dictation).	1.2 and less	37	130.08	4	11.88	0.02	1 - 2, 1 - 4
	2.3-5 years	96	166.49				3 - 4
	3.6-10 years	82	141.35				
	4.11-20 years	78	178.01				
	5.20 and more	21	151.57				

As illustrated in table 26, utilizing realia, visuals and body gestures while teaching vocabulary ($\chi^2_{(4)}$=6.35; p>0.05) and not speaking Turkish in the classroom ($\chi^2_{(4)}$=7.19; p>0.05) have no statistical significance according to experience. However, dictation technique is found to be statistically significant according to experience that English teachers who have 11-20 years of experience adopt it more.

Table 27

Kruskal Wallis- H Results of Using Audio-Lingual Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I want my students to repeat sentences in a dialogue after me.	1.2 and less	37	183.43	4	7.20	0.13	-
	2.3-5 years	96	167.76				
	3.6-10 years	82	146.10				
	4.11-20 years	78	147.47				
	5.20 and more	21	146.69				
I practice newly learnt expressions through drills.	1.2 and less	37	192.59	4	8.10	0.09	-
	2.3-5 years	96	151.16				
	3.6-10 years	82	145.81				
	4.11-20 years	78	159.58				
	5.20 and more	21	162.60				

According to table 27, no significant change is observed between the use of techniques of ALM and teaching experience (p>0.05).

Table 28

Kruskal Wallis- H Results of Using Silent Way Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use sound colour charts to promote pronunciation.	1.2 and less	37	149.39	4	2.72	0.60	-
	2.3-5 years	96	148.83				
	3.6-10 years	82	162.95				
	4.11-20 years	78	166.37				
	5.20 and more	21	157.24				
I adjust in-class activities according to my students.	1.2 and less	37	171.53	4	8.38	0.08	-
	2.3-5 years	96	149.70				
	3.6-10 years	82	141.52				
	4.11-20 years	78	169.19				
	5.20 and more	21	187.40				

As seen in table 28, no statistical change exists between the use of SW and experience ($p>0.05$).

Table 29

Kruskal Wallis- H Results of Using Total Physical Response Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use commands and instruction in the classroom and students react them with body movements.	1.2 and less	37	168.91	4	2.22	0.70	-
	2.3-5 years	96	162.10				
	3.6-10 years	82	148.95				
	4.11-20 years	78	158.99				
	5.20 and more	21	144.26				
I try to be patient until my students are ready to speak English and avoid putting a pressure on them.	1.2 and less	37	171.34	4	4.01	0.40	-
	2.3-5 years	96	166.56				
	3.6-10 years	82	152.27				
	4.11-20 years	78	151.03				
	5.20 and more	21	136.17				

Table 29 illustrates that using the techniques of TPR in the classroom does not change significantly according to years of experience ($p>0.05$).

Table 30

Kruskal Wallis- H Results of Using Suggestopedia Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I care for a nice classroom atmosphere in terms of light and warmth.	1.2 and less	37	161.69	4	1.77	0.78	-
	2.3-5 years	96	150.01				
	3.6-10 years	82	164.12				
	4.11-20 years	78	154.92				
	5.20 and more	21	168.14				
For a good concentration, I read texts in English with a soft music background.	1.2 and less	37	134.09	4	8.23	0.08	-
	2.3-5 years	96	169.77				
	3.6-10 years	82	142.49				
	4.11-20 years	78	167.86				
	5.20 and more	21	162.79				
I give my students new identities to decrease their anxiety resulting from their errors.	1.2 and less	37	156.07	4	2.99	0.56	-
	2.3-5 years	96	162.71				
	3.6-10 years	82	146.43				
	4.11-20 years	78	166.97				
	5.20 and more	21	144.26				

As observed above, no statistical significance is found between English teachers' use of the techniques of SUG and experience (p>0.05).

Table 31

Kruskal Wallis- H Results of Using Community Language Learning Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I start discussions in English on a topic chosen by my students and I record all the discussion to do exercises in the class.	1.2 and less	37	147.22	4	4.24	0.37	-
	2.3-5 years	96	159.34				
	3.6-10 years	82	154.16				
	4.11-20 years	78	169.47				
	5.20 and more	21	135.79				
I let my students repeat the same word after me as many times as they want until they are sure to know the correct form. (Human Computer).	1.2 and less	37	174.72	4	9.01	0.06	-
	2.3-5 years	96	163.85				
	3.6-10 years	82	150.16				
	4.11-20 years	78	139.88				
	5.20 and more	21	192.21				
I care for thoughts and feelings of my students towards English.	1.2 and less	37	179.50	4	5.53	0.24	-
	2.3-5 years	96	161.39				
	3.6-10 years	82	144.55				
	4.11-20 years	78	159.31				
	5.20 and more	21	144.79				

As it can be seen from table 31, the use of the techniques of CLL does not have a statistical change according to teaching experience (p>0.05).

Table 32

Kruskal Wallis- H Results of Using Communicative Language Teaching Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I integrate materials and activities that support not only grammatical but also contextual use of language elements in various language skills such as reading, speaking, listening and writing.	1.2 and less	37	162.50	4	0.61	0.96	-
	2.3-5 years	96	156.68				
	3.6-10 years	82	152.78				
	4.11-20 years	78	161.71				
	5.20 and more	21	155.26				
I utilize authentic materials such as brochures, newspapers, magazines and etc.	1.2 and less	37	156.80	4	17.15	0.00	2- 3,3 - 4
	2.3-5 years	96	171.47				
	3.6-10 years	82	126.04				
	4.11-20 years	78	176.69				
	5.20 and more	21	146.45				
I make use of various role play and drama activities in my classroom.	1.2 and less	37	154.64	4	1.85	0.76	-
	2.3-5 years	96	154.33				
	3.6-10 years	82	153.39				
	4.11-20 years	78	168.96				
	5.20 and more	21	150.52				

According to table 32, only the technique of using authentic materials has a significant change according to experience ($\chi^2_{(4)}$=11.88; p<0.05). For other two techniques, no significant change is observed (p>0.05).

Table 33

Kruskal Wallis- H Results of Using Natural Approach and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I design classroom activities according to the order children acquire their first language.	1.2 and less	37	165.55	4	19.90	0.00	2 - 4,2 - 5
	2.3-5 years	96	143.70				3 - 4, 3 - 5
	3.6-10 years	82	135.49				
	4.11-20 years	78	180.87				
	5.20 and more	21	205.52				
I support natural acquisition of English rather than formal instruction.	1.2 and less	37	153.96	4	9.47	0.05	-
	2.3-5 years	96	148.04				
	3.6-10 years	82	148.45				
	4.11-20 years	78	183.69				
	5.20 and more	21	145.05				
I plan the difficulty of language content a little bit above my students' level, not too hard not too easy.	1.2 and less	37	192.20	4	15.22	0.00	1 - 3,1 - 4
	2.3-5 years	96	167.13				2 - 3
	3.6-10 years	82	131.23				
	4.11-20 years	78	154.28				
	5.20 and more	21	166.90				

Table 33 indicates that English teachers who have 11-20 and more years of experience pay attention more to the natural order of in class activities. Other than that, the teachers who have 2 or less years of experience ($\chi^2_{(4)}$=15.22; p<0.05) plan their classroom activities slightly beyond students' current level more than the teachers who are more experienced. No statistical significance is found between supporting natural language acquisition and experience.

Table 34

Kruskal Wallis- H Results of Using Lexical Approach and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
Instead of giving word lists, I teach vocabulary in a context with their collocations.	1.2 and less	37	148.01	4	3.79	0.43	-
	2.3-5 years	96	164.10				
	3.6-10 years	82	150.28				
	4.11-20 years	78	167.15				
	5.20 and more	21	136.38				
I include daily expressions and phrases from real life into my classes.	1.2 and less	37	143.27	4	5.07	0.28	-
	2.3-5 years	96	162.14				
	3.6-10 years	82	148.96				
	4.11-20 years	78	171.65				
	5.20 and more	21	142.17				

As observed in table 34, English teachers' use of LA does not change significantly according to years of experience (p>0.05).

Table 35

Kruskal Wallis- H Results of Using Content Based, Task Based Language Instruction and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use English to teach another subject field (Content Based).	1.2 and less	37	130.59	4	8.83	0.07	-
	2.3-5 years	96	159.59				
	3.6-10 years	82	146.16				
	4.11-20 years	78	175.90				
	5.20 and more	21	171.29				
I give problem solving tasks to my students and have them communicate by using English (Task- based).	1.2 and less	37	140.55	4	2.50	0.64	-
	2.3-5 years	96	164.77				
	3.6-10 years	82	152.20				
	4.11-20 years	78	160.68				
	5.20 and more	21	163.05				

According to the findings of table 35, no significant change is detected between the application of CBLI and TBLI techniques and years of teaching experience (p>0.05).

Table 36

Kruskal Wallis- H Results of Using Eclectic Method and Years of Experience

Technique	Years of Experience	N	Mean Rank	sd	χ^2	p	Statistical Significance
I use more than one method while teaching English.	1.2 and less	37	172.26	4	5.12	0.28	-
	2.3-5 years	96	165.56				
	3.6-10 years	82	146.45				
	4.11-20 years	78	148.36				
	5.20 and more	21	171.76				
The methods I use in my classes change according to level, school type, class size and school environment.	1.2 and less	37	173.39	4	2.29	0.68	-
	2.3-5 years	96	156.97				
	3.6-10 years	82	151.61				
	4.11-20 years	78	155.90				
	5.20 and more	21	160.88				

Table 36 shows that no statistical significance exists between the use of EM and experience ($p>0.05$).

4.5. Evaluation of the Items Related to Discrepancy between the Perceptions of Teachers and Students on the Applications of Methods

One of the main aims of this study is to spot mismatches, if there is any, between the views of teachers and students in terms of techniques used in the classroom. The number of student participants from secondary and high school is given in Figure 3.

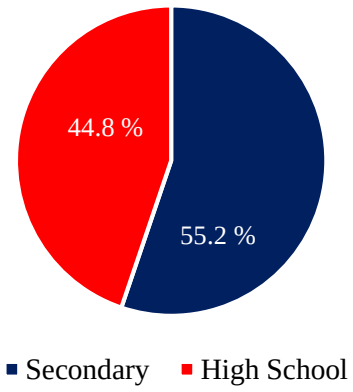

Figure 3. Level of education of student participants

In this study, a total of 317 secondary and high school students took part answering the questionnaire. Of them, 142 students were attending high school while 175 students were attending secondary school. The percentages of high school and secondary school students

were 44.8 % and 55.2 % respectively. The student and teacher responses are compared and results are given in tables below:

Table 37

Comparison of Students' and Teachers' Responses to Frequency of Using Grammar Translation Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Giving word lists.	29	9.15	46	14.51	73	23.03	64	20.19	105	33.12
	Using translation.	15	4.73	29	9.15	45	14.20	98	30.91	130	41.01
	Gap fill, questions and multiple choice tests.	36	11.36	37	11.67	59	18.61	66	20.82	119	37.54
		N	%	N	%	N	%	N	%	N	%
Teachers	Giving word lists.	52	16.56	61	19.43	80	25.48	86	27.39	35	11.15
	Using translation.	21	6.69	69	21.97	88	28.03	101	32.17	35	11.15
	Gap fill, questions and multiple choice tests.	16	5.10	31	9.87	74	23.57	117	37.26	76	24.20

As seen in table 37, translation is the most frequently applied technique that English teachers utilize, according to students. 71.92 % of the students say that they do translation in English classes while the percentage is only 43.32 % in teachers' responses.

Findings also showed that English teachers *'always'* give word lists and do structural exercises in the classroom according to the students. However, teachers' responses indicate that they use these techniques *'often'*.

Table 38

Comparison of Students' and Teachers' Responses to Frequency of Using Direct Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Using realia, visuals and gestures.	51	16.09	59	18.61	48	15.14	65	20.50	94	29.65
	Speaking no Turkish in the classroom.	89	28.08	83	26.18	80	25.24	43	13.56	22	6.94
	Dictation.	48	15.14	55	17.35	75	23.66	67	21.14	72	22.71
		N	%	N	%	N	%	N	%	N	%
Teachers	Using realia, visuals and gestures.	1	0.32	13	4.14	41	13.06	145	46.18	114	36.31
	Speaking no Turkish in the classroom.	55	17.52	79	25.16	114	36.31	55	17.52	11	3.50
	Dictation.	103	32.80	93	29.62	73	23.25	37	11.78	8	2.55

According to table 38, using realia, visuals and gestures in the classroom is accepted as a frequently used technique of DM according to 29.65 % of the students and 46.18 % of teachers. As for the technique of not speaking Turkish, 28.08 % of the students state that the teacher never speaks English in the classroom while 36.31 % of the teachers say that they sometimes speak English. Lastly, dictation technique is never chosen according to 32.80 % of the teachers, however, 23. 66 % of the students say that their English teachers sometimes use it.

Table 39

Comparison of Students' and Teachers' Responses to Frequency of Using Audio Lingual Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Repeating sentences after teacher.	36	11.36	27	8.52	74	23.34	69	21.77	111	35.02
	Practicing phrases with chain drills.	41	12.93	36	11.36	64	20.19	67	21.14	109	34.38
		N	%	N	%	N	%	N	%	N	%
Teachers	Repeating sentences after teacher.	87	27.71	66	21.02	87	27.71	56	17.83	18	5.73
	Practicing phrases with chain drills.	18	5.73	52	16.56	74	23.57	121	38.54	49	15.61

Comparison from table 39 demonstrates that 56.79 % of the students claim that they repeat sentences after the teacher. However, the same technique is used by only 23.56 % of the teachers. Percentages of practicing phrases with chain drills do not differ significantly according to students and teachers.

Table 40

Comparison of Students' and Teachers' Responses to Frequency of Using Silent Way Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Using colour charts.	85	26.81	57	17.98	57	17.98	60	18.93	58	18.30
		N	%	N	%	N	%	N	%	N	%
Teachers	Using colour charts.	177	56.37	57	18.15	45	14.33	29	9.24	6	1.91

According to table 40, more than half of the teachers (56.37 %) say that they never use colour charts. Both teachers and students confirm a low frequency of using colour charts in English classes.

Table 41

Comparison of Students' and Teachers' Responses to Frequency of Using Total Physical Response Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Using body movements with commands and orders.	103	32.49	58	18.30	66	20.82	50	15.77	40	12.62
	Waiting for readiness of the students to speak.	50	15.77	42	13.25	51	16.09	59	18.61	115	36.28
		N	%	N	%	N	%	N	%	N	%
Teachers	Using body movements with commands and orders.	12	3.82	24	7.64	68	21.66	109	34.71	101	32.17
	Waiting for readiness of the students to speak.	14	4.46	22	7.01	64	20.38	120	38.22	94	29.94

When responses from teachers and students are compared in terms of using techniques of TPR, using body movements with commands and orders are not chosen in the classroom according to 32.49 % of the students. On the contrary, 34.71 % of the teachers claim that they benefit from body movements. It should be noted that primary school teachers are chosen as teacher participants, however primary school students are not included in this research.

36.28 % of the students and 38.22 % of the teachers say that the teacher waits for readiness of the students.

Table 42

Comparison of Students' and Teachers' Responses to Frequency of Using Suggestopedia Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	A nice classroom atmosphere.	48	15.14	29	9.15	57	17.98	61	19.24	122	38.49
	Reading texts along with soft music.	133	41.96	67	21.14	57	17.98	32	10.09	28	8.83
	Giving new identities to students.	141	44.48	50	15.77	45	14.20	24	7.57	57	17.98
		N	%	N	%	N	%	N	%	N	%
Teachers	A nice classroom atmosphere.	10	3.18	15	4.78	30	9.55	126	40.13	133	42.36
	Reading texts along with soft music.	116	36.94	82	26.11	76	24.20	30	9.55	10	3.18
	Giving new identities to students.	82	26.11	68	21.66	73	23.25	70	22.29	21	6.69

According to table 42, a correspondence is observed between two groups of participants in using the techniques of SUG. 38.49 % of the students and 42.36% of the teachers say that their English classroom atmosphere is nice. Also, reading texts along with soft music is never done while teaching English according to 41.96 % of the students and 36.94 % of the teachers. As for the technique, giving new identities to students, 26. 11 % of teachers and 44.48 % of the students say that it is never used.

Table 43

Comparison of Students' and Teachers' Responses to Frequency of Using Community Language Learning Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Recording discussions in the classroom and exercising on recordings.	220	69.40	40	12.62	28	8.83	14	4.42	15	4.73
	Asking thoughts and feelings of the students.	56	17.67	31	9.78	64	20.19	58	18.30	108	34.07
	Error correction with Human Computer.	44	13.88	59	18.61	63	19.87	57	17.98	94	29.65
		N	%	N	%	N	%	N	%	N	%
Teachers	Recording discussions in the classroom and exercising on recordings.	194	61.78	74	23.57	31	9.87	12	3.82	3	0.96
	Asking thoughts and feelings of the students.	19	6.05	43	13.69	71	22.61	116	36.94	65	20.70
	Error correction with Human Computer.	1	0.32	8	2.55	25	7.96	116	36.94	164	52.23

As seen in table 43, 61.78 % of teachers and 69.40 % of the students say that voice recording is never done during discussions. 36.94 % of the teachers say that they often ask about thoughts and feelings of the students and 34.07 % of the students claim that their English teachers always ask about their thoughts and feelings. Lastly, more than half of the teachers (53.23 %) say that they correct errors by using Human Computer technique, however, only 29.65 % of the students confirm the use of it by their English teachers.

Table 44

Comparison of Students' and Teachers' Responses to Frequency of Using Communicative Language Teaching Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Doing meaningful activities in different language areas.	37	11.67	25	7.89	56	17.67	69	21.77	130	41.01
	Utilizing authentic materials.	133	41.96	62	19.56	53	16.72	32	10.09	37	11.67
	Doing drama and role play activities.	100	31.55	68	21.45	50	15.77	56	17.67	43	13.56
		N	%	N	%	N	%	N	%	N	%
Teachers	Doing meaningful activities in different language areas.	2	0.64	14	4.46	50	15.92	152	48.41	96	30.57
	Utilizing authentic materials.	28	8.92	40	12.74	109	34.71	90	28.66	47	14.97
	Doing drama and role play activities.	7	2.23	30	9.55	66	21.02	115	36.62	96	30.57

Table 44 demonstrates that teachers and students' responses are accordant in terms of applying meaningful activities through various language skills. On the other hand, a disagreement is noticed in relation to use of authentic materials and drama activities in the classroom. While 43.63 % of teachers' responses show that they bring authentic materials in the classroom, only 21.76 % of the students claimed so. Similarly, it is seen that 67.19 % of the teachers declare calling for drama activities in their classes while this rate is lowered to 31.23 % in students' responses.

Table 45

Comparison of Students' and Teachers' Responses to Frequency of Using Natural Approach

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Deductive grammar teaching.	56	17.67	32	10.09	76	23.97	49	15.46	104	32.81
	New content is too easy.	131	41.32	70	22.08	49	15.46	38	11.99	29	9.15
	New content is too hard.	95	29.97	87	27.44	64	20.19	36	11.36	35	11.04
		N	%	N	%	N	%	N	%	N	%
Teachers	Being careful with the order of activities.	22	7.01	47	14.97	80	25.48	118	37.58	47	14.97
	Inductive grammar teaching.	23	7.32	46	14.65	95	30.25	104	33.12	46	14.65
	New content is not too hard nor too easy.	21	6.69	26	8.28	52	16.56	135	42.99	80	25.48

According to table 45, 48.27 % of the students say that their English teachers teach grammar through formulation. On the contrary, only 21.97 % of English teachers cite that they concentrate on deductive grammar teaching. Both students and teachers' responses have conformity in terms of level of new content.

Table 46

Comparison of Students' and Teachers' Responses to Frequency of Using Lexical Approach

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Learning vocabulary with collocations.	21	6.62	47	14.83	66	20.82	79	24.92	104	32.81
	Teaching daily expressions and phrases.	23	7.26	28	8.83	59	18.61	62	19.56	145	45.74
		N	%	N	%	N	%	N	%	N	%
Teachers	Teaching vocabulary with collocations.	10	3.18	37	11.78	86	27.39	125	39.81	56	17.83
	Teaching daily expressions and phrases.	5	1.59	12	3.82	42	13.38	133	42.36	122	38.85

As seen in Table 46, not only the teachers (39.81 %) but also the students (32.81 %) indicate that vocabulary teaching is done through an integration of collocations. Moreover, daily life expressions and phrases in English classrooms are used techniques for 42.36 % of the teachers and 45.74 % of the students.

Table 47

Comparison of Students' and Teachers' Responses to Frequency of Using Content Based and Task Based Language Instructions

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Learning another subject through English.	235	74.13	27	8.52	26	8.20	8	2.52	21	6.62
	Using problem solving tasks by communicating English.	95	29.97	73	23.03	55	17.35	41	12.93	53	16.72
		N	%	N	%	N	%	N	%	N	%
Teachers	Learning another subject through English.	104	33.12	59	18.79	76	24.20	58	18.47	17	5.41
	Using problem solving tasks by communicating English.	73	23.25	69	21.97	95	30.25	62	19.75	15	4.78

As observed in table 47, the techniques of CBLI are never adopted by English teachers, according to 74.13 % of the students. 33. 12 % teachers say that they never implement the procedures of CBLI.

As for TBLI, 30.25 % of teachers say that they use it sometimes while 29.97 % of the students say that their English teachers never use problem solving tasks by communicating English.

Table 48

Comparison of Students' and Teachers' Responses to Frequency of Using Eclectic Method

		Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Students	Implementing different methods and approaches.	36	11.36	55	17.35	60	18.93	63	19.87	103	32.49
		N	%	N	%	N	%	N	%	N	%
Teachers	Implementing different methods and approaches.	1	0.32	8	2.55	32	10.19	127	40.45	146	46.50

Last but not least, a good majority of both participant groups' responses have an agreement, that is, both teachers (46.50 %) and students (32.49 %) claim that different teaching methods are utilized in English classes according to table 48.

4.6. Evaluation of the Items Related to Views of Teachers on Post-method Pedagogy

The last research question seeks to find out the views of English teachers in Turkey about post method pedagogy and its principles. For this aim, a questionnaire was given to 314 English teachers and percentages were calculated in SPSS. Findings are displayed in table 49.

Table 49

English Teachers' Views about Post-Method Pedagogy

	Totally disagree		Disagree		Not sure		Agree		Totally agree	
	N	%	N	%	N	%	N	%	N	%
Methods are not needed for language teaching.	136	43.30	104	33.12	30	9.55	25	7.96	19	6.05
It is impossible to implement all procedures of a method perfectly in the classroom.	11	3.50	34	10.83	29	9.24	142	45.22	98	31.21
I am qualified enough to generate my own methods.	8	2.55	12	3.82	61	19.43	176	56.05	57	18.15
I do not support a theory based English teaching.	16	5.10	43	13.69	56	17.83	123	39.17	76	24.20
I think that there is no best method in teaching English.	16	5.10	10	3.18	10	3.18	81	25.80	197	62.74
Current methods were created without taking the local conditions into consideration.	20	6.37	41	13.06	67	21.34	96	30.57	90	28.66
In my opinion, current methods are out of date.	39	12.42	103	32.80	107	34.08	48	15.29	17	5.41
Methods were created regardless of experiences.	21	6.69	88	28.03	72	22.93	90	28.66	43	13.69
English teachers should generate their own methods and theories instead of pertaining to present ones.	26	8.28	90	28.66	91	28.98	71	22.61	36	11.46
English teachers should be sensible for social, political, environmental and economic conditions of their institution.	6	1.91	5	1.59	13	4.14	118	37.58	172	54.78
Activities that promote learners' social and self-identity should be integrated in classes.	4	1.27	4	1.27	10	3.18	126	40.13	170	54.14
It should not be theorists but teachers who have a say in educational decisions.	5	1.59	6	1.91	18	5.73	136	43.31	149	47.45
I develop innovative strategies to use in my classes.	4	1.27	14	4.46	38	12.10	154	49.04	104	33.12
I analyse my teaching methodology by doing self-observation.	4	1.27	13	4.14	44	14.01	143	45.54	110	35.03
I make necessary changes after I self-evaluate my teaching performance.	4	1.27	11	3.50	29	9.24	146	46.50	124	39.49
I regulate my own theories based on my experiences instead of applying pre-determined rules.	4	1.27	11	3.50	37	11.78	153	48.73	109	34.71
I think my role is to be a bridge between my students and new learning opportunities.	4	1.27	7	2.23	29	9.24	164	52.23	110	35.03
I pay attention to feedback from my students while designing activities.	4	1.27	7	2.23	17	5.41	147	46.82	139	44.27
I do in class activities that are drawn from daily life.	5	1.59	11	3.50	51	16.24	164	52.23	83	26.43
I spend time in developing four skills with a holistic approach.	4	1.27	30	9.55	57	18.15	141	44.90	82	26.11
I give consultation to my students to use specific strategies in order to overcome difficulties while learning a foreign language.	5	1.59	13	4.14	36	11.46	153	48.73	107	34.08

As table 49 shows, 76.42 % of English teachers disagree to the notion that teaching methods are not necessary.

From the table, it is also seen that a great majority of teachers (85 %) showed their disapproval to relying on one method in the classroom. They adhere to mix and match specific techniques of more than one method. Also, 76. 43 % of them think it is not possible to put all of the rules into application at all points.

In addition to the reliance to mixing present methods, 39.17 % of teachers do not support a theory based English teaching idea. Also, 60 % of the teachers claim that teaching and learning conditions are not taken into consideration while generating methods and approaches. 74.2 % see themselves qualified enough to create their own methods and over 90 % think that they should have an impact on the process of decision making in terms of methodology. 80 % state that they regulate their own theories based on experiences instead of applying pre-determined rules.

A great number of teacher participants (92.36 %) claim that they promote sensibility for social, political, environmental and economic conditions of their institution. Most of them say that they design innovative strategies and over 80 % of teachers provide consultation for the learners in order to help them overcome difficulties in learning English. Nearly 95 % claim that they suggest activities which help learners develop their social and self-identities positively.

As for applying basic macro strategies of post method pedagogy, approximately 80 % of English teachers say that they do self-observation of their performances in the classroom and 85 % of them make necessary changes according to self-evaluation. More than 90 % of them believe that their role in the classroom is to be a bridge between learners and new learning opportunities. Furthermore, over 90 % of the teachers say that they pay attention to learner feedback and design procedures accordingly. Most of the teachers (78.66 %) think that their classroom activities are from daily life and they spend time in developing four skills with a holistic approach (71.01 %).

4.7. Discussions on Findings

This study was carried out for four research questions regarding method choices of English teachers and their views on post method pedagogy. The findings of the research are interpreted and explained in detail with reference to each research question.

4.7.1. Research Question 1: Which Teaching Methods Do EFL Teachers in Turkey Use Most Widely in Language Classrooms?

The first research question was asked to investigate the most commonly used language teaching methods. In reference to this, the most widely used methods are as follows:

Table 50

The Most Widely Chosen Methods by English Teachers According to the Questionnaire

Method	%
Eclectic Method (EM)	90.29
Lexical Approach (LA)	69.43
Total Physical Response (TPR)	67.52
Communicative Language Teaching (CLT)	63.27
Natural Approach (NA)	56.26
Community Language Learning (CLL)	50.53
Grammar Translation Method (GTM)	47.77
Suggestopedia (SUG)	41.40
Direct Method (DM)	39.28
Audio Lingual Method (ALM)	38.85
Silent Way (SW)	35.51
Task Based Language Instruction (TBLI)	24.52
Content Based Language Instruction (CBLI)	23.89

Based on the techniques in teachers' questionnaire, the most adopted language teaching methods are calculated and shown in table 50. Findings demonstrate that EM is utilized by nearly 90 % of English teachers while LA is used by 69.43 % of the teacher participants. Furthermore, it was revealed that67.52 % of the teachers make use of TPR whereas 63.27 % of them utilize CLT in their instructions. However, SW (35.51 %), TBLI (24.52 %) and CBLI (23.89 %) are figured out as the least implemented ones in English classrooms.

Table 51

Teachers' Own Selection of Methods

Method	N	%*
Total Physical Response (TPR)	164	52.23
Communicative Language Teaching (CLT)	159	50.64
Eclectic Method (EM)	149	47.45
Grammar Translation Method (GTM)	129	41.08
Audio- Lingual Method (ALM)	98	31.21
Natural Approach (NA)	74	23.57
Direct Method (DM)	60	19.11
Lexical Approach (LA)	55	17.52
Community Language Learning (CLL)	42	13.38
Content Based Language Instruction (CBLI)	38	12.10
Task Based Language Instruction (TBLI)	37	11.78
Suggestopedia (SUG)	32	10.19
Silent Way (SW)	7	2.23

* Teachers were asked to choose their top three methods.

At the end of the teachers' questionnaire, all participants were asked to mark top three methods that they believe they take the advantage of most. The results from table 50 and 51 are compared in order to see if there is a match between teachers' own selections and calculated data. According to table 51, TPR (52.23 %), CLT (50.64 %) and EM (47.45 %) were selected most while CBLI (12.10 %), TBLI (11.78 %), SUG (10.19 %) and SW (2.23 %) were the least chosen teaching methods by 314 English teachers who work at state schools in Turkey.

First of all, it can be clearly concluded that EM, CLT and TPR are the most widely used methods by English teachers. Utilizing more than one method and modifying teaching procedures according to the conditions of the institution are quite accepted and applied by English teachers. This proves the fact that English teachers indicate a positive tendency to post methodology principles.

Secondly, GTM is not on the top of the list of the most utilized language teaching methods. Although teachers use its techniques to some extent, its frequency shows that it is not commonly used. Results have also shown that English teachers in Turkey do not choose to speak in English in the classroom, but they are not far from teaching real life expressions in their classes. However, they seem to practice newly taught material less in the classroom.

Lastly, SW and SUG are the two methods at bottom of the list of application of methods. The large size of the classroom population and lack of necessary equipment may be viewed as a reason of not being selected much. Also, the principles of these methods may not appeal

to English teachers in Turkey. What is more, methods such as CBLI and TBLI are also the least implemented instruction procedures according to the results. As for CBLI, the procedure of teaching another subject in English does not have a big place in mainstream schools. This type of teaching can be seen in higher education such as universities. On the other hand, the reason behind the small frequency of the use of TBLI may result from lack of time and a great deal of effort for the tasks before each lesson. So, preparation for classes can be hard for an English teacher who has to have at least 22 hours of teaching per week.

4.7.2. Research Question 2

4.7.2.1. Do Teachers' Frequency of Using Various Teaching Methods Differ According to Grade They Teach?

In order to answer the second research question, English teachers were asked to choose the grade they work currently.

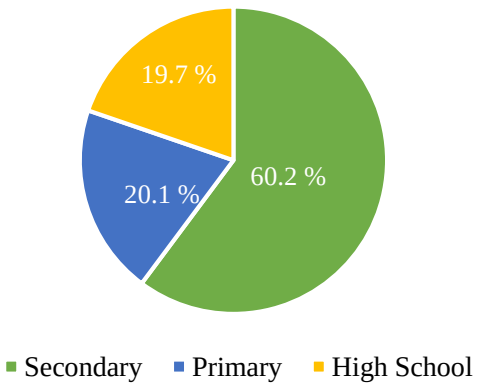

Figure 4. Level of education that participants teach

As indicated in figure 4 above, 189 English teachers which make up 60.2 % work at secondary schools meanwhile 63 teachers work at primary level with 20.1 % and 62 teachers teach at high school level with 19.7 %.

Based on the findings, it is not surprising that TPR and ALM are more selected than the others by English teachers in primary schools as the techniques of this method are more appropriate for implementing to young learners than other methods. The use of role play activities and drama is also utilized in primary schools most. English teachers are aware of the fact that younger learners are more likely to acquire target language and they pay attention to principles of NA in their classes more than they do in secondary and high school

classes. It is a surprising fact that the younger the teaching level, the more likely that English teachers combine more than one method. When it comes to secondary and high school grades, English teachers are more prone to combine less methods. One reason for that can be the high stakes exams in Turkey. However, no significant difference between secondary and high school grades was found in terms of the use of techniques.

4.7.2.2. Do Teachers' Frequency of Using Various Teaching Methods Differ According to Years of Teaching Experience?

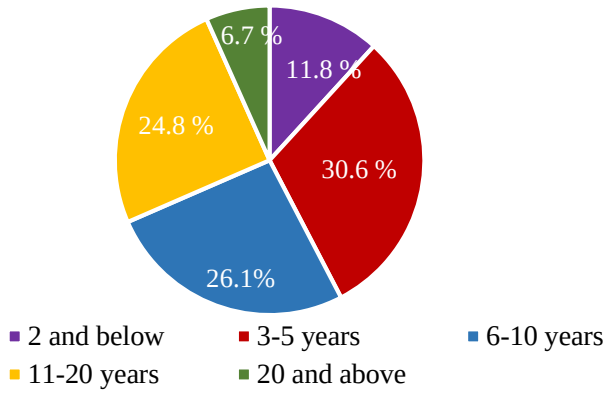

Figure 5. Teaching years of experience

Participants were asked to mark their years of teaching experience and results are shown in figure 5. From 314 English teachers in total, 37 of them have 2 or less teaching experience with a percentage of 11.8 %. 96 of them worked for 3 to 5 years and make up the highest percentage with 30.6 %. 82 English teachers worked for 6 to 11 years with a percentage of 26.1 %. 78 English teachers have 11 to 20 years teaching experience with 24.8 % while 21 teachers worked more than 20 years and make up the least percentage with 6.7 %.

In general terms, results have shown that, teaching years do not have a direct effect on the way the methods are chosen. However, some striking facts are revealed as a result of the findings. Firstly, the more teaching experience English language teachers have, the less translation they conduct in classrooms. This means that tendency to do translation in the classroom decreases as teachers get more professional. Another point is that English teachers who have 3-5 years and 11-20 years of experience use authentic materials more compared to others.

4.7.3. Research Question 3: Are There Any Discrepancies between the Perceptions of Teachers and Students on the Applications of Methods?

In order to answer the third research question, students answered a questionnaire which was prepared in accordance with the techniques in teachers' questionnaire. By doing this, it is aimed to compare the results of both teachers and students' questionnaires and to find out if there are any discrepancies between teachers and students' answers. Percentages and frequencies are calculated and a comparison is made according to the results.

First of all, results have shown that there is an agreement between two groups of participants in terms of waiting for the readiness of students to speak. Students think that their English teachers show patience towards them before they speak English and teachers have stated that they do not force their students to speak unless they are ready to do so.

Secondly, an agreement is also observed in terms of ensuring positive classroom environment. Students, similar to their teachers, think that a positive classroom atmosphere is cared for. In addition, students and teachers have confirmed each other in terms of the importance of students' thoughts and emotions. That is, both group of participants agree in terms of teachers' being patient, promoting a positive classroom atmosphere, consideration for feelings of the learners and integrating different language skills into classroom.

Based on the results of this study, however, some points that show disagreement between students and teachers were also observed. The first disagreement is noticed in relation to use of authentic materials and drama activities in the classroom. Students state that they are not instructed with so many authentic materials and drama activities, whereas, their teachers claimed the opposite. Second disagreement is between the responses of students and teachers in terms of using translation and structural activities in the classroom. According to students, these techniques are applied in the classroom; however, teachers claim that they do not utilize these techniques much.

4.7.4. Research Question 4: What are the Views of EFL Teachers about Post Method Pedagogy?

The last research question of the study is related to the views of English teachers on post method pedagogy. To find an answer, a questionnaire which contains principles and key

points of post method was conducted on English teachers. The findings are interpreted in detail below.

First of all, English teacher generally believe that utilizing methods while teaching English is not out of date. They state that utilizing the principles of current methodology is necessary. Although they believe they need the rules of the methods to some extent, they still go for an independency from pertaining to all requirements of a single method. In this sense, reliance on a single set of instruction is not favoured by teachers because of the impossibility to implement all procedures of one method into one condition. Instead, mixing and matching specific techniques from different teaching methods seem reasonable to them.

Secondly, English teachers claim that they are qualified enough to create their own theories from their own experiences and also capable of providing innovative strategies and necessary consultation for learners. They also take social, political, environmental and economic conditions into consideration while giving pedagogical decisions. For this reason, teachers, as practitioners, should be the ones who have a say in policy making process in education. So, teachers want to be heard and sometimes feel alone thinking that theories are generated free from examination of local circumstances.

Finally, English teachers state that they observe and evaluate their own performances in the classroom and then make necessary changes. Yet, compared results with student responses revealed that there are inconsistencies in in-class activities between the two perspectives of teachers and students.

4.8. Some Further Remarks on Findings

When it comes to education system of a society, it is crucial to underline the uniqueness of all circumstances that have an effect on the progress of teaching and learning. It is widely known that along with social and cultural dimensions, teachers, students, parents, course books, exams, policy makers' decisions, and even global trends are considered as input into this dynamic system. On the other hand, the output from this multi-dimensional and complex dynamic system reflects the case about what pedagogical choices actually turn out to be within local boundaries. Although the results of this study are remarkably specific to the conditions of Turkey, there are some similarities and differences between the present study and the ones done before in the field.

First of all, as understood from the study of Liu (2004), the method choices of English teachers in Turkey resemble to the results of 800 international English teachers globally. Results from this study confirm Liu's findings asserting that CLT and EM were the most selected methods by English teachers while SW and SUG were the least used ones. Also, the fact that TPR is mostly used with lower level of students is correspondent with international results. However, there are some striking points that revealed controversial results. English teachers in Turkey tend to combine more methods in lower levels contrary to the results of Liu's (2004) study by which it is revealed that methods are more interwoven at advanced levels than lower levels.

Secondly, this study has some conflicting ideas with Yılmaz's (2010) research in terms of classroom practices. He found out that GTM and ALM were the most widely used methods among English teachers who teach at 8th grade. According to the findings of this study, not only teachers' methodological choices have fluctuated to a great extent, but also a remarkable change in teacher roles can be observed. In specific terms, a teacher centred approach that neglected students' opinions were detected in Yılmaz's study nearly ten years ago while this study has revealed that both students and teachers agree on a student centred approach and students know that their ideas and feelings are valued. Thus, this conflict may prove a point that the way English teachers approach to language learners has undergone a dramatic change over the years and the role of the teacher has its share from this. Also, a comparison of the findings of both studies manifests a longitudinal framework that a sharp change in method use in teaching English can be seen.

Finally, this study revealed some contradictory facts in contrast to the research of Al-Kamookh in 1981. Although the scope of his study covered only Saudi Arabian context, findings hinted very clear results in terms of tendency on language teaching methods in the past. Specifically, English teachers in Turkey were found to adopt a more eclectic approach which entailed pertaining to different language areas, whereas, Saudi Arabian teachers chose to rely on ALM most and GTM least in their pedagogical decisions. In those years, Al-Kamookh (1981) also found out that the trend was converging to an awareness of reaching grammar mastery for effective language teaching. As for Turkey, the new trend seems to be CLT which bears an integration of real life language usage by designing learning and teaching procedures according to the needs and wants of the learners.

CHAPTER 5

CONCLUSION

This chapter includes a summary of the study, implications and some suggestions for further studies. Also, it presents innovative ideas that could be fruitful for decision making policies of Ministry of National Education.

5.1. Summary of the Study

The main aim of this study was to find out English teachers' methodological choices and views about post method pedagogy. In order to do that, a quantitative research was done through surveys. Questionnaires prepared by the researcher were given to 314 English teachers working at different state schools including primary, secondary and high schools. All of the teachers worked only for Ministry of National Education. 317 students who were attending state schools of secondary and high levels also participated in the study. Primary school students were not involved because of their age limitations to answer the questionnaires.

As instruments, 5 likert type questionnaires were used and they were divided in two groups; one for teachers and one for students. The items in the questionnaires basically included techniques and procedures from 13 language teaching methods and were prepared accordingly so that a comparison could be made easily between teacher and student groups. Apart from that, there was a second section in teachers' questionnaire for gathering the views about post method pedagogy. The reliability check of each item in the questionnaires was done in an expert panel discussion with attendance of three subject field experts. The questionnaires were sent to participants from different regions of Turkey via social media, mail and other internet communication tools. Voluntary participation was ensured

throughout the research. Obtained data were analysed item by item in SPSS by using Kruskal Wallis- H Test.

5.2. Implications for Teaching

This study's findings offer some implications for the practice of English language teaching. First of all, it is clearly seen from the results that discrepancies exist between students and teachers with respect to the types of some classroom instructions. These mismatches possibly result from the lack of adequate communication and evaluation in terms of applications in English classes. Thus, the significance of self-evaluation for teachers must be recognized and time allocation to this matter needs to be revised and refined. Even if English teachers in Turkey state that they do self-evaluation of their classroom performance and instructions according to the results, mismatches point out an urgent need for ensuring the quality of self-evaluation techniques in state schools. Based on this, English teachers both in service and pre service should be informed about the effective ways of doing self-evaluation. Bullard (1998) discusses professional ways of providing teacher self-evaluation in one of his works stating that:

> "Teacher self-evaluations, reflective practitioners, long-term professional development projects, teaching portfolios, peer coaching, and storytelling all have common properties that aid in assessing teaching quality. All have provisions for teachers to have opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching. All are components of the "new" teacher evaluation process that involves individual goal setting, self analysis, collaboration, and collegiality" (p. 20).

Based on the statements above, in order to make self-evaluation more practical and easier, pre-determined reports and checklists that are supposed to be filled by the teacher are suggested. They can be sent to state schools together with coursebooks in the beginning of each academic year. Moreover, in terms of evaluation of English classes, not only teacher perspective but also students' perceptions about classroom instructions are of great importance and should be dealt with carefully. Discussing with the students about the way that English teacher makes contact, conducts activities and manages classroom atmosphere might be a very helpful suggestion to see the potential gaps between a dream and actual English lesson.

Secondly, results show that the use of TBLI to teach English is not a commonly used method among English teachers. Possible reasons for that might be counted as large class size, lack of time to finish tasks and problems related to classroom management. However, the introduction of FATİH project might be a solution to these problems as it provides easy

access to smart boards, computer labs and internet connection in most of the state schools around the country. That's why, procedures of TBLI can be easily applied with the help of technology and thus tasks can be generated and submitted online in quicker ways by using web 2.0 tools. Also, a wide range of tasks on a large variety of topics can be found to be implemented in the class with the aim of promoting problem solving, critical thinking and metacognitive skills in learners. The use of TBLI is of great importance because today's world skills requires language classrooms to "build a sense of community, develop critical thinking skills and intercultural communicative competence, increase cultural awareness, and encourage cooperation, all of which prepare learners to engage in real-world language and culture" (Shehadeh and Coombe, 2010). Therefore, it is crucial for English teachers to become aware of the fact that their learners will face a world scenario which encompasses contemporary requirements different than their time. Teachers need to consider boosting their professional knowledge in terms of implementation of task-based learning.

In addition, the results of this study provide data for some humble suggestions in terms of using TBLI for curriculum developers. The meaningful tasks need some classroom time and effort to be analysed, understood and solved by the learners. It should be noted that tasks are makings of a process-oriented approach which results in enabling language learners to develop a variety of competences at the end. Therefore, a decrease in the number of units to be covered in a single term to witness an increase in the use of meaningful tasks in language classes is suggested. Also, related content in coursebooks is needed to be refined.

When it comes to coursebooks that are covered in English classes, the parameter of particularity of post method pedagogy needs attention of the Ministry of National Education. It is a widely known fact that Turkey has many regions and local areas where educational opportunities don't meet the standards all the time. Depending on regional, political and socio-economic factors, educational acts are decided and arranged within the bounds of possibility. Considering this, it would be wrong to expect learners who live under limited socio economical conditions and who have limited access to internet or computers devices to acquire competences like the learners who have a life in bigger cities and who can reach technology in easier and quicker ways. Thus, specific coursebooks are suggested to be designed for first, second and third teaching area of service in Turkey by taking contextual parameters into consideration.

This study has shown that combining various methods in language classrooms is quite applied by English teachers. However, how they combine methods needs a logical explanation. Principled eclecticism proposes that selecting and combining various methods shouldn't be done randomly and by chance. Brown (2002) suggests that eclecticism:

> "underlies the creation of a set of learning experiences that are appropriate, given specific contexts and purposes, for realizing established objectives. It enables teachers to assess what went right and what went wrong in a lesson, that is, to systematically evaluate the accomplishment of curricular objectives" (p. 13).

As it can be seen, mixing methods should be done in a systematic and controlled way that will help learners acquire language objectives. Thus, English teachers in Turkey need a guidance for possible combinations of techniques. Useful procedures for the combinations for themes or units are suggested to be added and explained in booklets for teachers in state schools. These booklets can be reached both in print and online for easy access. This way, English teachers will be equipped with needed background information and techniques of current methods, they will refresh their methodological background and integrate their own classroom practices with current teaching methods.

Finally, findings of this study revealed a tendency of English teachers to serve the principles of post method pedagogy. Basically, English teachers, regardless of their experience, age and level of teaching, support the ideas of basic three parameters which are particularity, practicality and possibility (Kumaravadivelu, 2001). Yet, some inquiries and vague parts with regards to implementing an actual context and learner specific English lesson should be noticed. Also, there might be some teachers who have never heard of the concept of post method. Considering these issues, in service trainings for English teachers are recommended. These trainings can be specified to each in-service teaching area in Turkey due to the fact that learning and teaching conditions in various parts in the country are different and supposed to be dealt with efficiently. Trainings can offer a specification of favourable teacher attitudes in classroom, ideas for building context sensitive lesson plans, in class activities and tips for generating new hypotheses and techniques. Moreover, ten macro strategies of post method, proposed by Kumaravadivelu (1994), are recommended to be studied and internalized by English teachers who would like to make an arrangement in their pedagogical decisions according to their local aspects.

5.3. Suggestions for Further Studies

This study's main aim was to investigate method perceptions and post method views of English teachers in Turkey. By the consideration of results, some suggestions for future researches could be made.

First of all, there can be many reasons for the inconsistency between student and teacher responses in terms of using some of the techniques in the classroom. Further research can be done comprehensively to investigate whether discrepancies are teacher or student generated.

Secondly, this study is limited to a small number of participants. In order to investigate the situation in broader terms, large number of participants may be included in further studies. This way, it could be possible to reach more extensive data for a better understanding of method perceptions. Moreover, observation checklists, interviews and more detailed questionnaires could be used as instruments in order to investigate English classes in a deeper sense.

Thirdly, findings from this study have revealed that further studies could be done to see the quality and quantity of language exposure, in-class activities designed for language production and the practices of language acquisition especially in primary schools. For older learners, more studies could be done to find out the effects of high stakes exams on methodological perceptions of English teachers working at secondary and high school levels.

Last but not least, a reflection of post methodological principles in terms of classroom procedures are needed to be studied meticulously. Based on this, self-evaluation of teachers, their practices on developing self and social identity of the learners and pedagogic choices for local could be suggested for further research.

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APPENDICES

APPENDIX 1. Questionnaire for Teachers

İNGİLİZCE ÖĞRETMENLERİNİN KULLANDIĞI İNGİLİZCE ÖĞRETİM METOTLARI VE METOT SONRASI PEDAGOJİ HAKKINDAKİ GÖRÜŞLERİ

Sevgili meslektaşlarım, ben Konya'nın Akkise kasabasında görev yapmakta olan bir İngilizce öğretmeniyim. Aynı zamanda Gazi Üniversitesinde Yüksek Lisansımı tamamlamak üzereyim. Tezimden elde edilecek bulguları, Milli Eğitim Bakanlığı ile paylaşarak eğitim öğretim sürecini biz öğretmenler ve değerli öğrencilerimiz için daha iyi hale getirmeyi amaçlıyorum. Bu anlamda aşağıdaki anket sorularına vereceğiniz cevaplar çok önem arz etmektedir. Değerli vaktiniz ve emeğiniz için şimdiden müteşekkirim. Varsa, sorularınız için "berrakgeneyikli@gmail.com" adresinden bana ulaşabilirsiniz.

* Gerekli

1. **Cinsiyetiniz** *
   Yalnızca bir şıkkı işaretleyin.
   - ◯ Kadın

2. **Yaşınız** *
   Yalnızca bir şıkkı işaretleyin.
   - ◯ 25 ve altı
   - ◯ 26-29
   - ◯ 30-34
   - ◯ 35-39
   - ◯ 40 ve üstü

3. **Kaç yıldır öğretmensiniz** *
   Yalnızca bir şıkkı işaretleyin.
   - ◯ 2 ve daha az
   - ◯ 3-5 yıl
   - ◯ 6-10 yıl
   - ◯ 11-20 yıl
   - ◯ 20 ve üstü

4. **Çalıştığınız kademe** *
   Yalnızca bir şıkkı işaretleyin.
   - ◯ İlkokul
   - ◯ Ortaokul
   - ◯ Lise

5. **Grammar Translation Method (Gramer Çeviri Yöntemi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Kelimeleri listeler halinde öğrencilere verir ve ezberlemelerini sağlarım.					
Derslerimde İngilizce' den Türkçe' ye, Türkçe' den İngilizce' ye çeviri yaptırırım.					
Gramer öğretiminden sonra boşluk doldurma, soru cevap ve çoktan seçmeli alıştırmalar yaptırırım.					

6. **Direct Method (Direk Yöntem)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Derslerimde kelime öğretimi yaparken gerçek nesnelerden, resimlerden ve vücut hareketlerinden faydalanırım.					
Öğrencilerim ve ben derste hiç Türkçe konuşmamaya özen gösteririz.					
Bir metini birkaç kez okurum ve öğrencilerimin duyduklarını yazmasını isterim (Dictation).					

7. **Audio-Lingual Method (Dilsel- işitsel Yöntem)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Öğrencilerimden, okuduğum diyalogdaki cümleleri benim ardımdan defalarca tekrarlamalarını isterim.					
Öğrencilerin birbirlerine karşı bazı diyalogları zincirleme tekrar etmelerini sağlarım.(örn: What's your name? – My name is Ayça)					

8. **Silent Way (Sessiz Yöntem)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Derste iyi telaffuz geliştirmeye yönelik renkli ses tabloları kullanırım.					
Öğretim planını öğrencilerin öğrenme performanslarına göre yaparım.					

9. **Total Physical Response (Tüm Vücutla Yanıt Yöntemi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir Zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Derslerimde öğrencilere talimatlar/yönergeler veririm ve öğrenciler bu emirlere vücut hareketleriyle tepki verirler. (Örn: "Jump", "Swim", "Feed the cat with fish".)					
Öğrencilerim İngilizce cümle kurmaya hazır olana dek beklerim. Onları konuşmaya zorlayıcı hareketlerden kaçınmaya özen gösteririm.					

10. **Suggestopedia (Öneribilim Yöntemi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Sınıf atmosferini (ısı, ışık vb.) ideal tutmaya çalışırım.					
Öğrencilerin konsantrasyonunu artırmak için arka fonda hafif bir müzik çalarken okuma çalışmalarına başvururum.					
Öğrencilerimin yaptıkları hatalardan kaynaklı negatif duygulardan arınabilmeleri için onlara yeni kimlikler veririm.					

11. **Community Language Learning (Toplulukla Dil Öğrenme Yöntemi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Öğrencilerin seçtiği bir konuda İngilizce tartışır ve tartışma esnasında ses kaydı alıp daha sonra kayıt üzerinden alıştırmalar yaptırırım.					
Öğrencilerim hata yaptıklarında, onlar doğrusunu öğrendiklerinden emin olana kadar doğru formu/yapıyı/kelimeyi tekrarlarım (Human Computer).					
Öğrencilerin derse karşı düşünce, his ve tutumlarını önemserim ve onların fikrini alırım.					

12. **Communicative Language Teaching (İletişimsel Dil Öğretim Yöntemi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Ders içinde çeşitli becerilerin (konuşma, okuma, yazma vs.) sadece gramatik değil, sosyal bağlama uygun kullanımını da destekleyen materyaller ve etkinlikler yaptırırım.					
Orijinal İngilizce metinler, broşür, gazete ve dergiler gibi materyallerden faydalanırım.					
Derslerimde çeşitli Role-play (drama) aktiviteleri ve oyunlar kullanırım.					

13. **Natural Approach (Doğal Yaklaşımla Öğretim Yöntemi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
İngilizce öğretiminde çocukların anadillerini edindiği sıraya önem vererek etkinliklerimi düzenlerim. (Dinleme, Konuşma, Okuma, Yazma)					
Öğrencilerimin İngilizceyi formal yolla öğrenmelerinden ziyade, doğal yolla dil edinimini desteklerim. (Örn: Gramer kurallarını açıktan anlatmaktan kaçınma)					
Ders içeriklerini öğrencilerin hazır bulunuşluk seviyesinin biraz üstü olacak şekilde planlarım. Öğretilecek içeriğin ne çok kolay ne de çok zor olmamasına özen gösteririm.					

14. **Lexical Approach (Sözcüksel Yaklaşım)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Kelimeleri ayrı listeler halinde vermek yerine, bir bağlam (context) içinde birlikte kullanıldıkları diğer kelimelerle (collocations) birlikte veririm. (Örn: 'bank account', 'five-star hotel')					
Günlük hayatta kullanılan kalıplara derslerimde değinirim. (Örn: 'by the way', 'go on and on', 'pardon?')					

15. **Content Based Language Instruction (İçerik Tabanlı Dil Öğretimi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Akademik başka bir disiplini öğretirken İngilizce öğretim yaparım. (Örn: Coğrafya, Matematik vb.)					

16. **Task Based Language Instruction (Görev Tabanlı Dil Öğretimi)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
Öğrencilerime problem çözme becerilerini kullanmaya yönelik görevler veririm ve bu görevleri tamamlarken İngilizce iletişim becerilerini kullanırlar. (Örn: Okul pikniği organizasyonu)	◯	◯	◯	◯	◯

17. **Eclectic Method (Eklektik Yöntem)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
İngilizce öğretirken birden fazla metod kullanırım.	◯	◯	◯	◯	◯
Derslerimde kullanacağım metotlar kademe (ilkokul, ortaokul, lise), seviye (düşük, orta, ileri düzey), sınıf mevcudu, okulun bulunduğu bölge gibi birçok nedene göre değişiklik göstermektedir.	◯	◯	◯	◯	◯

18. **Aşağıdaki dil öğretim yöntemlerinden kendinize en uygun olan üç tanesini işaretleyiniz.** *

Uygun olanların tümünü işaretleyin.

- ☐ Grammar Translation Method (Gramer Çeviri Yöntemi)
- ☐ Direct Method (Direk Yöntem)
- ☐ Audio-Lingual Method (Dilsel- işitsel Yöntem)
- ☐ Silent Way (Sessiz Yöntem)
- ☐ Total Physical Response (Tüm Vücutla Yanıt Yöntemi)
- ☐ Suggestopedia (Öneribilim Yöntemi)
- ☐ Community Language Learning (Toplulukla Dil Öğrenme Yöntemi)
- ☐ Communicative Language Teaching (İletişimsel Dil Öğretim Yöntemi)
- ☐ Natural Approach (Doğal Yaklaşımla Öğretim Yöntemi)
- ☐ Lexical Approach (Sözcüksel Yaklaşım)
- ☐ Content Based Language Instruction (İçerik Tabanlı Dil Öğretimi)
- ☐ Task Based Language Instruction (Görev Tabanlı Dil Öğretimi)
- ☐ Eclectic Method (Eklektik Yöntem)

19. **Metot sonrası Pedagojiye Ilişkin Görüşler (Post-Method Pedagogy)** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1/21 Öğretim metotları yabancı dil öğretimi için gerekli değildir.					
2/21 Metotları tüm özellikleriyle sınıflarda uygulamak imkânsızdır.					
3/21 Öğretmen olarak kendi metotlarımı üretebilecek donanıma sahibim.					
4/21 Teoriye bağlı kalarak İngilizce öğretimi yapılmasını doğru bulmuyorum.					
5/21 İngilizce öğretmek amacıyla kullanılabilecek uygun tek bir metot olmadığı fikrindeyim.					
6/21 Mevcut metotlar, çalıştığımız bölgenin koşullarını dikkate almadan oluşturulmuşlardır.					
7/21 Bana göre mevcut öğretim metotları tarih olmuştur.					
8/21 Dil öğretim metotları sınıf içi edinilen tecrübeler dikkate alınmaksızın oluşturulmuştur.					
9/21 İngilizce öğretmenleri hali hazırda bulunan teori ve metotlardan faydalanmamalı, kendi metotlarını kendileri üretmelidir.					
10/21 İngilizce öğretmenleri çalıştıkları kurumun sosyal, politik, çevresel ve ekonomik koşullarına duyarlılık göstermelidir.					
11/21 İngilizce derslerinde öğrencilerin toplumsal kimlik ve öz kimliklerini olumlu yönde etkileyecek etkinliklere yer verilmelidir.					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
12/21 Pedagojik anlamda söz sahibi olan kesim teoricilerden ziyade uygulayıcı öğretmenler olmalıdır.					
13/21 Derslerimde kullanmak üzere yenilikçi stratejiler geliştiririm.					
14/21 Ders içi performansımı gözlemleyerek öğretim yöntemlerimi analiz ederim.					
15/21 Ders içi performansımın öz değerlendirmesini yaptıktan sonra gereken yerlerde değişiklik yaparım.					
16/21 Teorik bilgileri sorgusuz sualsiz uygulamak yerine, tecrübelerimden yola çıkarak kendi teorilerimi oluştururum.					
17/21 Derslerimde öğrencilerle yeni öğrenme fırsatları arasında bir köprü görevi gördüğümü düşünüyorum.					
18/21 Ders içi etkinlikleri düzenlerken öğrencilerden gelen dönütleri göz önünde bulundururum.					
19/21 Ders içi etkinliklerim günlük hayatla iç içedir.					
20/21 Dil becerilerinin geliştirilmesinde bütünsel bir yaklaşım sergilerim ve tüm becerilerin gelişimine zaman ayırırım.					
21/21 Öğrencilerime dil öğrenmede karşılaşabilecekleri zorlukları aşmak amacıyla başvurabilecekleri stratejiler öğreterek onlara rehberlik ederim.					

APPENDIX 2. Questionnaire for Students

İNGİLİZCE DERSLERİNDE KULLANILAN ÖĞRETİM YÖNTEMLERİ

Sevgili öğrenciler, bu anketten elde edilen sonuçlar Milli Eğitimde İngilizce derslerinin geliştirilmesine ışık tutacaktır. Maddeleri İngilizce derslerinizi düşünerek işaretleyiniz.

* Gerekli

1. **Okuduğunuz okul** *
   Yalnızca bir şıkkı işaretleyin.

   - Ortaokul
   - Lise

2. **Aşağıdaki maddeleri İngilizce derslerini düşünerek işaretleyiniz.** *
   Her satırda yalnızca bir şıkkı işaretleyin.

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. Yeni kelimeleri listeler halinde ezberlememiz gerekmektedir.					
2. Derste okuma parçalarını İngilizce' den Türkçe' ye veya Türkçe' den İngilizce' ye çeviririz.					
3. İngilizce öğretmenimiz yeni gramer konusunu anlattıktan sonra boşluk doldurma, soru cevap etkinlikleri ve testler verir.					
4. Öğretmenimiz ders anlatırken gerçek nesneler, resimler ve vücut hareketlerini kullanır.					
5. Öğretmenimiz derste hiç Türkçe konuşmaz.					
6. İngilizce derslerinde öğretmenimizin İngilizce bir metni bir kaç kez sesli okuduğu ve bizim de duyduklarımızı yazmaya çalıştığımız aktiviteler yaparız.					
7. Derslerde kelime, cümle veya diyalogları öğretmenden sonra tekrar ederiz.					
8. Derslerde bazı İngilizce kalıpları zincirleme bir şekilde birbirimize sorarak pratik yaparız. (örn: What's your name? – My name is Ayça.)					
9. İngilizce öğretmenimiz derste renkli ses tabloları kullanarak telaffuz konusunda gelişmemize katkıda bulunur.					
10. Öğretmenimiz bize kısa İngilizce emirler verir ve biz de bunlara vücudumuzu kullanarak dönüt veririz. (Örn: Jump deyince zıplamak)					

11. İngilizce öğretmenimiz biz hazır hissedene kadar İngilizce konuşmamız için bizi zorlamaz.					
12. İngilizce derslerinde öğretmenimiz sınıf atmosferini (ısı,ışık, vb.) ideal tutmaya çalışır.					
13. İngilizce derslerinde öğretmenimiz metinleri müzik eşliğinde okur.					
14. İngilizce derslerinde öğretmenimiz bize yeni kimlikler verir ve derste o kimlikleri kullanırız. (Örn: Ahmet yerine John olma.)					
15. İngilizce derslerinde bizim seçtiğimiz konularda tartışma yaparız ve bu tartışmalar esnasında öğretmenimiz ses kaydı yapar.					
16. İngilizce öğretmenimiz derse hakkında duygu ve düşüncelerimizi sorar.					
17. Hata yaptığımızda öğretmenimiz hatamızı düzeltmez ve biz hatamızı düzeltene kadar doğru olanı tekrar eder.					

	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
18. İngilizce derslerinde dinleme, konuşma, okuma, yazma aktiviteleri yapar ve günlük hayatta kullanılan İngilizce kalıpları öğreniriz. (Örn: Otele rezervasyon yaptırma, yemek siparişi verme vb.)					
19. Öğretmenimiz derse orijinal metinler (gerçek broşür, haritalar, gazete vb.) getirir.					
20. Derste belli rollere bürünerek küçük tiyatrolar ve drama aktiviteleri yaparız.					
21. Öğretmenimiz gramer kurallarını formüllerle anlatır.					
22. Bana göre, İngilizce derslerinde yeni öğrendiğimiz konular seviyemizin altında.					
23. Bana göre, İngilizce derslerinde yeni öğrendiğimiz konular seviyemizin biraz üstünde.					
24. Kelimeleri ayrı ayrı öğrenmek yerine, onlarla birlikte kullanılan diğer kelimelerle öğreniriz. (bank account, five star hotel, ride a bike vb.)					
25. Günlük hayatta kullanılan İngilizce konuşma kalıplarını öğreniriz. (by the way, excuse me?, hold on a minute vb.)					
26. İngilizce dışındaki dersleri İngilizce dilinde işleriz. (coğrafya, matematik derslerinin İngilizce anlatılması vb.)					
27. İngilizce derslerinde çözmemiz gereken bir problem olur ve çözüme ulaşırken İngilizce iletişim kurmaya özen gösteririz (Örn: okul pikniği organizasyonu).					
28. Öğretmenimiz derslerde farklı öğretim yöntemleri kullanır.					

GAZİLİ OLMAK AYRICALIKTIR…