

**REPUCLIC OF TURKEY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**EXPLORING (MIS)MATCHES BETWEEN STUDENTS' AND TEACHERS'
PREFERENCES FOR EFL CLASSROOM ACTIVITIES**

**THESIS BY
Erdem ÖZTÜRK**

**Supervisor-Head of ExaminingCommittee: Prof. Dr. Zuhal OKAN
(Çukurova University)**

Member of ExaminingCommittee: Prof. Dr. ŞAHINKARAKAŞ

Member of ExaminingCommittee: Dr. Seden TUYAN

MASTER'S THESIS

MERSİN / SEPTEMBER 2018

APPROVAL

REPUCLIC OF TURKEY

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of "EXPLORING (MIS)MATCHES BETWEEN STUDENTS' AND TEACHERS' PREFERENCES FOR EFL CLASSROOM ACTIVITIES" which was prepared by our student Erdem ÖZTÜRK with number 20168002 is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.



Univ. Outside / Supervisor- Head of Examining Committee: Prof. Dr. Zuhale OKAN
(Çukurova University)



Univ. Inside - Member of Examining Committee: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ



Univ. Inside - Member of Examining Committee: Dr. Seden TUYAN

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.



28 / 09 / 2018

Assoc. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

DEDICATION



To my beloved wife Ecem who has always been a source of inspiration and hope for me.

ETHICS DECLARATION

Student's
Name & Surname: Erdem ÖZTÜRK
Number: 20168002
Department: English Language Teaching
Program: Master Thesis(x) Ph.D. Thesis()
Thesis Title: Exploring (Mis)Matches Between Students' And Teachers' Preferences For Efl Classroom Activities

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,
I prepared this thesis within the framework of academic and ethics rules,
I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
I cited all sources to which I made reference in my thesis,
The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

28/09/2018

Erdem ÖZTÜRK

ACKNOWLEDGEMENTS

First of all, I am deeply grateful to my supervisor Prof. Dr. Zuhale OKAN for the patience and benevolence she showed. Without her guidance and persistent help, this thesis would not have been possible.

I would also like to express my gratitude to my colleagues for their continuous support and effort they made in conducting the questionnaires in their classrooms with their students.

Lastly, I especially want to thank my beloved wife Ecem for her understanding, encouragement and absolute support. Thankfully, even at our worst times, she didn't stop believing in me.



28/09/2018

Erdem ÖZTÜRK

ABSTRACT**EXPLORING (MIS)MATCHES BETWEEN STUDENTS' AND TEACHERS'
PREFERENCES FOR EFL CLASSROOM ACTIVITIES****Erdem ÖZTÜRK****Master of Arts, Department of English Language Education****Supervisor: Prof. Dr. Zuhal OKAN****September 2018, 70 Pages**

In building classroom strategies and philosophies, a foreshadowing key factor of the success in language classrooms is the real awareness of both the students' and the teachers' activity preferences in classes. When an alliance is established in the frame of teachers' pedagogical expectations and students' educational needs, it can provide a productive and non-threatening language learning environment. In this respect, this study aims to find out students' activity preferences in the classroom and the awareness of their teachers about these preferences. The participants of the study included 609 middle school students and 8 English teachers in 3 state schools. In this quantitative research, the data was gathered through a 48-item questionnaire of classroom activities and the questionnaire covered the areas of activity types, participation modes and assessment processes. Results of the study showed that even though the students are interested in various language learning materials in the classroom, they are more comfortable with teacher-led, non-communicative activities which required their receptive skills. Moreover, it was seen that teachers weren't much successful in predicting their students' learner characteristics and preferences. Unlike what results showed, teachers expected their students to be more productive and open to communication.

Keywords: Activity Preferences, Autonomy, Awareness, Belief, Learner-Centred, Perception

ÖZET**ÖĞRENCİ VE ÖĞRETMENLERİN YABANCI DİL SINIFINDAKİ AKTİVİTE
TERCİHLERİ ARASINDAKİ UYUMUN ARAŞTIRILMASI****Erdem ÖZTÜRK****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışman: Prof. Dr. Zuhale OKAN****Eylül 2018, 70 sayfa**

Sınıfıçi strateji ve düşünce sistemlerinin geliştirilmesinde, hem öğrenci hem de öğretmenlerin aktivite tercihlerinin gerçek anlamda bilinmesi yabancı dil sınıflarında başarının habercisi olan anahtar unsurdur. Öğretmenlerin eğitsel beklentileri ve öğrencilerin eğitimle ilgili ihtiyaçları çerçevesinde, iki taraf arasında bir anlaşmaya varıldığında üretken ve korkutucu olmayan dil öğrenme ortamı sağlanır. Bu bağlamda, bu çalışma öğrencilerin sınıftaki aktivite tercihlerini ve öğretmenlerin bu tercihler konusundaki farkındalığını bulmayı amaçlamıştır. Çalışmanın katılımcıları 3 farklı devlet okulundaki, 609 ortaokul öğrencisini ve 8 İngilizce öğretmenini içermektedir. Bu niceliksel araştırmada, veriler 48 maddelik bir sınıfıçi aktivite tercihleri anketi aracılığıyla toplanmıştır ve anket aktivite türleri, derse katılım yöntemleri ve değerlendirme süreçlerini kapsamıştır. Çalışmanın sonuçları göstermiştir ki, öğrenciler farklı dil öğrenme materyallerine ilgi duymalarına rağmen, öğretmen tarafından yönlendirilen, iletişimsel olmayan, kavramaya dayalı aktivitelerde daha rahat hissetmiştir. Dahası, öğretmenlerin öğrencilerinin özelliklerini ve tercihlerini tahmin edebilmede çok da başarılı olmadıkları görülmüştür. Sonuçlarının ortaya çıkardığının aksine, öğretmenler öğrencilerinin daha üretken ve iletişime açık olmalarını beklemiştir.

Anahtar Kelimeler: Aktivite Tercihleri, Özerklik, Farkındalık, İnanış, Öğrenci Merkezli, Algı

TABLE OF CONTENTS

	Page
COVER	I
APPROVAL	II
DEDICATION	III
ETHICS DECLARATION	IV
ACKNOWLEDGEMENTS	V
ABSTRACT	VI
ÖZET	VII
TABLE OF CONTENTS	VIII
LIST OF TABLES	XI
LIST OF FIGURES	XII
LIST OF APPENDICES	XIII

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study	1
1.2. Statement of the Problem.....	2
1.3. Purpose of the Study	4
1.4. The Significance of the Study.....	4

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction.....	6
2.2. Beliefs and Perceptions.....	6
2.3. Preferences and Beliefs from the Constructivist Point of View	7
2.4. Teacher Beliefs	8
2.5. Student Beliefs	10
2.6. Classroom Preferences.....	11
2.7. Previous Studies on Learner Preferences.....	12

CHAPTER III

3. METHODOLOGY

3.1. Introduction.....	15
3.2. Research Design	15
3.3. Participants.....	16
3.4. Data Collection Tool.....	16
3.5. Data Collection Procedure	17
3.6. Data Analysis	18

CHAPTER IV

4. FINDINGS

4.1. Introduction.....	20
4.2. Analysis of Preferences on School Base.....	21
4.2.1. Analysis of Group A	22
4.2.2. Analysis of Group B	24
4.2.3. Analysis of Group C	26
4.3. Whole-Scale Analysis of Preferences.....	30
4.4. Awareness of Teachers on Students' Preferences	33

CHAPTER V

5. DISCUSSION AND CONSLUSION

5.1. Introduction.....	36
5.2. Summary of the Study	36
5.3. Preferences of Each Group	36
5.4. Students Preferences in General	38
5.5. Teachers' Awareness of Students' Preferences in General	39
5.6. Comparison with Previous Studies on Learner Preferences.....	41
5.7. Conclusion	42
5.8. Limitations and Suggestions for Further Research.....	43

6. REFERENCES 44
7. APPENDICES 48
8. BIOGRAPHY 57



LIST OF TABLES

	Page
Table 1. Students' Grades and Genders.....	16
Table 2. Reliability Statistics for Groups of Students.....	19
Table 3. The Percentage of Neutral Answers for Group A.....	21
Table 4. Mostly Preferred Activities in Group A.....	22
Table 5. Independent Sample Test Result for Item 39.....	23
Table 6. Mostly Preferred Activities in Group B.....	24
Table 7. Independent T-Test Results for Group B.....	25
Table 8. Statistically Different Means of Participants in Group B.....	26
Table 9. Most Preferred Activities in Group C.....	27
Table 10. Independent Sample Test for Group C.....	28
Table 11. The Average Scores of Statistically Different Items in Group C.....	29
Table 12. Reliability Statistics for the Whole Scale.....	30
Table 13. Representation of Whole Scale Preferences.....	31
Table 14. Independent Sample Test Results for the Whole Scale.....	34
Table 15. Means of Statistically Different Items in Whole Scale.....	35
Table 16. Comparison with Previous Studies.....	42

LIST OF FIGURES

	Page
Figure 1. The Distribution of Activities Types	17
Figure 2. The Mean Scores for Item 39	23
Figure 3. Common Items in Group A and B.....	25
Figure 4. Common Items in Groups B and C	27
Figure 5. Statistically Different Items in Group C.....	29



LIST OF APPENDICES

	Page
Appendix 1: Students' Questionnaire 1	48
Appendix 2: Teachers' Questionnaire 1	50
Appendix 3: National Education Directorate Approval for Hatay	52
Appendix 4: National Education Directorate Approval for Gaziantep	53
Appendix 5: Research Ethics Committee Approval	54
Appendix 6: Request for Questionnaire (Hatay)	55
Appendix 7: Request for Questionnaire (Gaziantep).....	56



CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

It is no mystery that language learning or teaching are not only processes which solely involved grasping and conveying the information. Other mechanisms such as emotions, beliefs and thoughts are well-known to interfere in this complex process of learning. For this reason, all the researchers and practitioners, in the field of education, have centered their attention upon the psychological dynamics of language learning and teaching during recent years. Especially, beliefs, that both students and teachers hold, have been a significant predictor of success and failure of the education environment.

Beliefs can be defined as the thinking systems that both the teachers and learners employ when they encountered various situations and environments related to the process of learning and teaching. All the constituents of learning (learners, teachers, administrators, families, policy makers etc.) have their unique sets of beliefs when it comes to language learning and teaching (Kern, 1995). These sets of beliefs may be the result of many factors that naturally exist in the thinking world of the individual. Ellis (2008) states that these learning beliefs originate from all kinds of previous learning experiences (not only language learning), and cultural context of the situation and personalities of the individuals. All the features come up together and shape how we think about the learning. Moreover, when we inquire into learning beliefs in detail, we would clearly find out that perceptions are the central points of these beliefs. According to Gregersen and MacIntyre (2013), “Belief systems define perceptions, which in turn determine the manner of response” (p. 32). That is, perceptions of the individuals are no different than beliefs, but they are small fractions that can be situation-specific. In other words, these perceptions of the individuals may quite easily differ from strategy to strategy or from learning activity to learning activity. Learners and teachers are pretty capable of creating or making use of these perceptions when needed in learning atmosphere. For instance, Wenden (1999) expresses that when we question the way that the learners deal with a certain learning task, they can easily come up with an utterance of “that’s the best way to do it...” and this is a quite implicature that they have their own perceptions.

On the other hand, learning perceptions are not permanent, they are open to change. Riley (2009) remarks that “Beliefs are usually considered as resilient constructs, self-perpetuating in nature.”. Every time a learner or a teacher confronts a new situation, they benefit from their existing beliefs. If their current perceptions conflict with what they experience, reflective thinking procedure may lead them to a shift in thoughts. Gregersen and MacIntyre (2013) also states that while some of the perceptions facilitate learning, some others may put barriers on the way of learning. This differentiation depends on many factors such as teacher-student communication, in-class learning atmosphere and language learning dynamics. However, teachers and instructors are quite familiar with the methods to detect these discrepancies through tools such as belief surveys, teacher-learner attitude questionnaires, activity preference scales and open-ended questions.

As the classroom is a house for an active and fluctuant learning environment, perceptions of the teachers and learners may vary. For example, some teachers may believe that the best way of showing the correct way is to solve it in front of the learners, whereas some other constructivist teachers may favor facilitating students’ own inquiry (TALIS, 2009). Similarly, while some of the language learners may prefer communicative activities, the rest of the learners may attach more importance to non-communicative, traditional grammar activities. Namely, these thoughts are quite various and the activity preferences, even the resembling ones can create different effects on the individuals.

Therefore, it is crucial that the instructors should not only be aware of what their own perceptions are, but also make their students conscious about theirs in case that any malfunctioning belief prevents them from having a healthy learning environment. Besides, identification of these beliefs may help us create a learner-friendly syllabus easing the way teachers practice in the lesson (Bernat and Gvozdenko, 2005). Thus, a mutually beneficial consensus, in the frame of preferred learning activities, can have a great impact on maintaining the communication between allies and blocking the upcoming, ill-advised learning perceptions.

1.2. Statement of the Problem

Learning activities or each classroom task has an irrefutable effect on teaching and learning process. Sanchez (2017) indicates that if teachers use appropriate learning

activities in the classroom, it will not only help increase motivation levels, but also decrease students' anxiety. Likewise, people are motivated to do things that are interesting and enjoyable to them (Schmidt, as cited in Littlewood, 2010). With the effects of activities in mind, on the other hand, it is very natural that most of the students may have developed their own insights about the learning activities. As mentioned above, the individuals frequently consult their perceptive thoughts in each unique situation. In other words, students often make choices about the learning activities and favor some over the others acting upon activities' interesting or enjoyable parts or significance they attached to each particular activity.

It is pleasing to have students who are aware of what's going on in the classroom. However, not all the classroom activities students prefer are supposed to be effective or enough for the lesson's requirements. Besides, it is a well-known fact that teachers are not paying their attention to students' preferred activity types in the class. Barkhuizen (1998) asks an important question on whether teachers decide appropriate classroom activities based on their intuition. There is no doubt that teachers do that because of their pedagogical background and knowledge on how each task works. But, what is strikingly vital is that teachers cannot expect their students to be as equipped as they are.

These facts come together and create a divergence between both sides' expectations and this leads to a mismatch of activity preferences. Incompatibility, without any suspicion, between the allies of the classroom who are compulsive to act cooperatively, will not be something desired. Because, as Qin (2012) stated, these such a conflict is going to block the fulfillment of classroom objectives. Congruently, Kumaravadivelu (1991) calls this mismatch of perceptions on preferred activities as a gap, and claims that the wider the gap is, the fewer chances we would have for achieving our learning goals. If we try to exemplify in detail, as a consequence of this mismatch, learners may have lower confidence, may be less satisfied with the lesson and can feel unwillingness for communicative activities (Peacock, 1998). Also, this lack of students' active participation and enjoyment can be a reason for disciplinary problems or passive classroom environment.

First of all, what instructors should do to prevent mismatch is to determine what they actually think and to what extent that corresponds with what students think on preferred activities. Afterwards, these differences in preferences can be addressed with a conscious and intentional cooperation.

1.3. Purpose of the Study

The aims of this study are to investigate middle school learners' perceptions on their preferred classroom activities and also to determine whether or not their teachers are aware of students' language learning activity preferences in the classroom. By achieving these goals, in the long run, this study is expected to bring a light into a learner-friendly classroom in which students' needs or preferences are met and teachers' pedagogical expectations are made clear to learners.

Research Questions:

1. What are Turkish middle school students' preferred language learning activities in the classroom?
2. To what extent are teachers aware of students' preferred language learning activities in the classroom?

1.4. The Significance of the Study

English language teachers and experts have long been trying to improve the language teaching, and as the process has many complexities and aspects, it has been a really big challenge to find out the best way to teach. While the controversy is still ongoing, what many sides are agreed on is the learner-centeredness. This term simply suggests knowing who our students are and what they want. According to Bada and Okan (2000) "Effective language teaching and learning can only be achieved when teachers are aware of their learners' needs, capabilities, potentials, and preferences in meeting this needs.". Correspondingly, Eslami and Valizadeh (2004) emphasize that only when we are aware of what our students believe, we will be able to get our desired outcomes. Yet, teachers can not feel settled just with knowing what their students think. They must have a duty of revising their own beliefs and if necessary make changes in order to fulfill classroom objectives within the scope of a harmony with learners' needs. Kumaravadivelu (1991) recommends that we should minimize the gap between teachers' intention and the learners' interpretation. That could only be possible with being open to each other and negotiate expectations. Saadabadi (2013) depicts that teachers and learners should not only be sharing beliefs and assumptions, but also educational aims for a successful second language education.

A healthy environment of communication can make counterparties an alliance in the classroom. They can feel free to express themselves without any hesitation of being judged, they can call for help when they need about any particular subject, and finally as Nunan (1995) states if they can define their own goals or create their own learning strategies and situations, they may become autonomous. Subsequent step for a better learning would depend on the language teachers. Teachers, who are well-informed of themselves and their learners' individualities, can make use of this information in shaping future lessons. The information acquired with the help of questionnaires, face to face conversations or learning diaries etc. about preferences may actually hide a treasure for teachers, because these may be taken into account as guidebooks in syllabus or material design. After all, it is important to mention that everything is not only about what students prefer. There will naturally be some situations in which students will find some points unpleasant during the classroom activities, but as Spratt (2001) argues some particular classroom activities may require a "hard-sell" procedure. That means, with explaining the rationale behind the activities and after some reflective thoughts on the tasks that would no longer be a problem.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter the relevant literature will be presented on the issue of students' preferred language learning activities and the importance of the degree of awareness on the part of the teachers of these preferences.

2.2. Beliefs and Perceptions

We all hold certain beliefs towards everything we encounter in our lives. Our actions, ideas and world perspectives are shaped within the scope of our beliefs and perceptions.

In a classroom context students and teachers have belief and expectation regarding the process of learning or teaching a foreign language. These conceptions about language learning are formed through a long a period of time with the contribution of personal values, experiences or nonpersonal factors. Teachers, parents, peers, laws, policymakers or even the language itself can be significant contributors to the process of shaping beliefs. However, one vital parameter that this study is going to focus is classroom practices. Davis (2003) states that "Beliefs may be both the medium and outcome of poor practice" (p. 220). That view suggests that both the teachers' false applications and the students' false attributions may be the consequences of their beliefs. A classroom task which is highly considered by the teacher can be regarded as worthless by the students. These kinds of mismatches of expectations between these two partners can eventually blight the communication needed and prevent both sides from succeeding their goals. Yet, what really matters is that everything that is being speculated about beliefs is not actually hazardous. On the other side of the coin, educators found a way to change the game in favor of achievement by looking more closely at students' beliefs to be able to modify them when necessary.

Even though both teachers and students have certain perceptions about language learning, learners have been in the center of the research so far. For this reason, before concentrating on the crucial points we should ask ourselves: "What makes student beliefs so effective and notable?". According to White (1999), student beliefs work like

a mechanism which helps them adapt to new environments by acting according to perceptions of their own while fulfilling the others' expectations. That means students don't have absolute dos or don'ts about language learning. Rules, guidelines and precepts work only when someone is an expert or well-educated as teachers. So, students trust their inner voices or thoughts which are, as we know, alterable and adjustable. At this point, what teachers should emphasize is switching the conditions for the benefit of classroom achievement. Because, there has been strong evidence that classroom achievement and students' beliefs have a tight connection (Brown, 2009; Kehrwald, 2007; Mori, 1999; Peacock, 1998; Price & Gascoigne, 2006; Shahini & Daftarifard, 2011; Shulz, 1996). It is quite obvious that a student needs to be seen as an equal partner whose feelings, ideas and preferences are given credit in the classroom setting. On the other hand, beliefs may be pretty significant determinant in improving student autonomy (Cotterall, 1995). If learners, for instance, decide that memorizing words or repetition drills work best for them, it will affect the way they approach these activities or they will take the responsibility and do these tasks on their own at home. Unhappily, everything about the beliefs is not preferably good all the time.

Students' beliefs are not fixed and they are so variable. Students may have gone through some negative experiences in previous learning environments which, in the end, probably pushed them to form misperceptions. Rifkin (2000) states that every learner may have different beliefs and these may differ from situation to situation, from language to language or from person to person, also while some of them are productive, the others may well be not so. The negative ones have always been a nuisance for the instructors. Because, students tend to behave as they believe what is true. Negative attitudes or conceptions in language learning can create seriously destructive consequences. According to Horwitz (1988) “ An unsuccessful learning experience could easily lead a student to the conclusion that special abilities are required to learn a foreign language and that s/he does not possess these necessary abilities.” (p. 283). At this critical juncture, to prevent this from happening, teachers firstly should be aware of what's going on in their students' minds.

2.3. Preferences and Beliefs from the Constructivist Point of View

Beliefs and perceptions, that students and teachers have, can be regarded as sets of experiences which led to the construction of their existing knowledge and learning

strategies. Constructivist educational approach suggests that learners should find their own way to develop their knowledge every time they encounter new experiences. Constructivist approach does this with the aim of ensuring meaningful understanding rather than behaviorist memorization and result-oriented processes. Jones (2002) indicates that “In order for understanding to take place, teachers must not only elicit students' prior concepts, but must also build on these concepts during instruction” (p. 4). To be able to make it happen becomes possible just when teachers are aware of what their learners have inside their minds and their pedagogical needs. According to Glaserfeld (1995), the performance of the learners should not be the only priority for the teachers, instead teachers should listen to what students utter, draw conclusions from their thoughts and construct a personal model of their conceptions in the process of teaching. The efforts to shape and build special, need-based educational environments makes sense only when teachers struggle to find out their students’ hidden opinions they developed up to that day.

2.4. Teacher Beliefs

Although recent studies and research have created a great impact in the language teaching field, in terms of the role distribution in the classroom, in traditional language learning settings, teachers remain as the main actor. Teacher-fronted classrooms stand the test of time, or actually, they are simply preferred by the teachers. These authority figures resist the change somehow; they, unconsciously, like to hear and suppose that the only one who may possibly know what is going on in the classroom is the teacher. Christison and Krahnke (1986) state that this kind of teachers have actually a filter of personal beliefs and this filter may favor the thoughts which suit the teachers’ own beliefs over the others ignoring the rest even when they are logical. However, it does not change the conclusion, and still, there are lots of language learners who get stuck with the strict rules of grammar or obliged to follow the way whatever their teachers tell them to. This teacher-fronted classroom atmosphere disengages the learner from actively participating in the lesson and moreover, it does not let them express themselves as they highly need (Falout, Murphey, Elwood & Hood, 2008). This disengagement naturally creates ineffective and non-productive students.

Teachers may sometimes miss the opportunity to be aware of their learners’ potentials and needs. They actually don’t do that on purpose; on the contrary, this is the

teachers' own beliefs that impel them to act that way. Most of the time, teachers trust their teaching experiences (the activities which worked just fine previously) or their instincts, namely their beliefs about how language should be taught. In 1993, Green noted that " Teachers, curriculum planners, and others who want to be sensitive to the needs of the students they serve cannot always rely on their own unaided intuitions." (p. 8). That happens because teachers generally are not interested in what their students' minds involve or to put it differently, they do not value the learners' opinions on the matter. Within this phase, the first thing that teachers should accept is that all the students enter the classroom with their beliefs, attitudes or expectations (Mantle & Bromley, 1995). We all know that learning and teaching are the subjects of cognition and it is impossible to assume it as a one-way process which does not require interaction. The necessity of valuing students' ideas is defended countless by the field researchers. Davis (2003) was one of them, who says:

Of course, whether teachers act on the views of students concerns their professional judgments, but, given the significance, alluded to earlier, of constructivist approaches to teaching and learning, and the importance of perception, it would be brave or foolish teacher who did not accommodate such students' beliefs, working with them and maybe on them. (p. 217).

Beyond any doubt, to consider learners' inner world is a must. Handling the procedure that way will absolutely bring many advantages together. If teachers incline their ears to students and understand students' reflections, they will eventually make arrangements according to what students prefer. These teachers have more chances to improve their learners' eagerness and increase the number of committed students while teaching the language (Garrett & Shortall, 2002). Reviving the classroom dynamics is not the only gain in that case. Knowing what the students believe, means what kind of personalities they have. In other words, if we know what our students believe, we would discover that they are unique individuals whose needs are also different from each other, which in turn, lets the teacher create various educational opportunities and atmospheres conforming to this different kind of language learners (Kern, 1995).

2.5. Student Beliefs

It is vital to keep in mind that students have a sort of automatic device in their heads which governs or designates their behaviors and acts when it comes to language learning situations. This guidebook is, of course, consisted of various beliefs. Abraham and Vann (as cited in Kalaja, 1995) claimed that this consciousness or philosophy learners have may even determine the strategies used in learning or communication. In other words, what drives their movements is actually their minds which constantly tells them to make use of certain techniques among so many others. According to Benson and Lor (1999) learners may assume that memorization is best for them, in that case they will lean on vocabulary and grammar or If learners think that the most suitable way to learn a language is to practice it naturally with native speakers, they will be open to communication opportunities. In the worst case, they will embrace certain learning strategies to handle the process as they think it should be. Unluckily, these strategy choices might end in success or failure.

The positive effects of the languages beliefs on language learning have been recurrently mentioned in the previous chapters. However, what deserves the full attention of the research has been the erroneous beliefs. Horwitz (1988) notes that “Students who believe that language learning consists of translation, or vocabulary memorization, or grammar applications are not likely to adopt the types of holistic strategies associated with successful language learners” (p. 292). The essence of the matter is that to take students’ beliefs into consideration has a great value, but also, we should bear in mind that everything students believe may not quite be true or practical. Cotterall (1995) affirms that if a language learner assumes that errors while learning, will inhibit their learning, they will inevitably keep themselves away from fluency-focused activities and will stay focused on just not to make any other mistakes. She also adds that the autonomy of the learners may also be affected badly from these kinds of beliefs. Herein, teachers or researchers are well-informed on the fact that these believes are not unchangeable.

The study of Brown (2009) shows us that students’ ideal strategies that they used may differ with enough time and experience. That means, their way of thinking and believing is changing. Every time students encounter a new learning situation, their existing perceptions will be challenged. However, the game changer that we expect to show up here is the teacher whose knowledge and experience about language learning is

superior. Teachers' philosophy in class can create really powerful impressions even if the teacher displays it indirectly through teaching activities (Horwitz, 1988). Teachers are supposed to be really sensitive at this point; they will both try to learn what their learners think about the current language teaching practices and act accordingly to modify the undesirable mismatches between teachers' and learners' conceptions on language. According to Mantle and Bromley (1995), "teachers design and implement lessons on the language learning process that incorporate attitude change methods" (p. 383). Being decisive about shaping classroom activities according to what students would like or expressing the rationale behind the certain tasks when needed can be the most influential tactics. Without any suspicion, teachers' intervention in these beliefs will result in more positive consequences. On the other hand, teachers had better make their learners aware of the fact that the ones who are more flexible about changing their settled beliefs are the ones who are actually closer to be successful (Mori, 1999).

2.6. Classroom Preferences

That has already been obvious to us that what learners believe has a great impact on their approaches to the process of learning. If we try to examine this effect in detail, we would soon discover that classroom preferences of students and teachers may be one of the most significant outcomes of the beliefs.

Learners beliefs about the language learning may also negatively affect learners' understanding of the classroom components such as activities (Cotterall, 1995). For instance, if a student gets a wrong idea about a certain learning task such as a communication task, you would not see him/her speaking much or willing to talk in conversation practices. This reality is valid for all kind of learning practices. Likewise, if the learners' beliefs conflict the beliefs of the teachers, the situation gets even worse. Siebert (2003) states that "differences in expectation of students and teachers may contribute to student frustration, hidden resistance to activities, inappropriately focused study skills, and lack of motivation" (p. 7). Inescapably, here at this important juncture, teachers are those who should take a step forward to find a solution for learning mismatches.

Teachers should find a way to learn both their students' perceptions and their own. After detailed investigations with questionnaires, surveys, interviews or classroom discussions, findings can really serve to a mutual understanding of two sides. Such an

investigation leads not only to a more effective language teaching or finding out the best activities in the classroom, but also to a provision of an inner discovery, an awareness of the selves (Brown, 2009). Once the students are given the chance of self-expression in the classroom atmosphere, consequences of this action will quickly manifest themselves. When learners voice themselves, they will help raise “their own development and the improvement of the strategies and structures that shape the possibilities of schooling” (Thiessen, 2006, as cited in Falout et al., 2008, p. 232). Moreover, Cook-Sather (2006) reveals that listening to the voice of students in the classroom can give them the true impression of being valued by the teacher and create a more sensitive, a more productive atmosphere in which teachers and learners would share and learn from each other.

On the other hand, there is one thing that teachers cannot fail to notice. Students may not be quite knowledgeable about what to prefer or what to choose in classroom, so teachers immediate guidance is needed here. According to Kehrwald (2007), generally students prefer their teachers to make choices on their behalf when it comes to activity or topics, but she insists that teachers should find a way to improve students’ understanding of their options and their consequences. That is only possible when the teacher starts to explain the rationale and the objectives behind each activity. If the learning objectives become clear to students, they will surely concentrate on the target piece of language better, they will be able to check their own understanding of the learning objectives and that naturally will serve to learner autonomy later on (Wong, 2011).

2.7. Previous Studies on Learner Preferences

When learner centredness and beliefs about language learning showed up in the literature, they soon became very popular among researchers and there has been a great deal of studies regarding these subjects. When it came to students’ ideas on teaching process, researchers figured out that it would be wise to give attention to learners’ preferences on classroom tasks and activities so that they can provide better solutions in terms of effectivity of classroom dynamics. Generally speaking, studies carried on to find out preferences have found great mismatches between teachers and students in terms of preferred activity types. Moreover, in most of the studies, whether it is because of the cultural background or the education system itself, students tend to prefer

traditional way of teaching (mechanical activities or memorization or teacher-fronted class) over the others, while the teachers prefer the type of teaching where the learners are in central and actively involved.

In 1998, Barkhuizen carried a research on 60 African students whose levels differed from 8 grades to 11 and their teachers. The study included a questionnaire of 15 teaching activities to evaluate, group interviews, observations and one to one interviews with the teachers. The activities are divided into three certain areas oral, reading and mechanical, writing and they are evaluated in the frames of enjoyment, learning English (the effectivity of language tasks) and usefulness after school. At the end of the study, teachers were quite surprised to see that the perceptions of their students were really different than they thought. The most interesting thing that teachers realized was the high scores given to mechanical activities. Similarly, Qin (2012), Brown (2009) and Sanchez (2017) have all showed a general tendency to traditional, non-communicative activities by the students, although the teachers were still in favor of communicative tasks.

Spratt's (2001) study suggested something different. She tried to find out the preferences of 997 tertiary school students on 48 learning activities in Hong Kong. Her aim was to investigate the types of activities learners preferred, the possible change in the preferences after years of study or levels of study and finally, the correspondence between learners preferred activities and the perception of their teachers on these preferences. Strikingly, even though they liked both communicative and non-communicative activities, learners here, have seen activities which involved communicative features more favorably. This was obviously, opposing the notion that Chinese students favor traditional teaching activities. Besides, it was seen that second-year students felt more comfortable with practice activities in which they were able to use the language, while the third-year students preferred activities that required traditional skills. Another similar study came from the Turkish context. Bada and Okan (2000) carried out a research with 230 language students and 23 teachers in a Turkish university. Like Spratt, the study declared that the learners are open to both receptive and productive skills. Moreover, students expressed their willingness to experience the language in real life situations and they wanted the materials presented to them to be closer to real interaction. Furthermore, Littlewood (2010) in his research which he carried out in 4 separate regions (Japan, Mainland China, Singapore and Hong Kong)

stated that students generally lean towards communication-oriented lessons except for Japan.

Green (1993) did his research with 263 students in the University of Puerto Rico. He tried to learn whether there is a relationship between reported enjoyableness and perceived effectiveness in communicative and non-communicative activities. It was seen that, in all cases, there was a positive correlation between the two variables. When something was enjoyable it was effective or when it was effective it was enjoyable according to their perception.

Garrett and Shortall (2002) carried out a study with 103 Brazilian EFL students. They presented a set of different activities including teacher-fronted grammar, students-centered grammar, teacher-fronted fluency and student-centered fluency activities. The most significant finding of the study was that as the learners develop their language levels, they have gradually become more interested in students-centered activities. That means, different kind of teaching activities have potential to be useful for learners with different levels

The studies of Shulz (1996) and Peacock (1998) mostly concentrated on learners' and teachers' beliefs on grammar teaching/ focus on form activities and error correction. In both studies, we can see a clear mismatch between students' preferences and teachers' expectation of them. Also, it is seen that students in these studies have seen that kind of activities as more effective rather than their teachers.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter aims to present the methodological procedures followed by the researcher during and after the data collection process. It consists of 5 parts. In “Research Design”, the strategy of the research is explained. “Context of the study” gives details about the place where the study took place. In “Participants”, participants are introduced and the sampling method used is described. “Data Collection” sections reveal us the instruments used for obtaining information. Finally, in “Data Analysis” part, we see how the obtained data is analyzed and the techniques used for this purpose.

3.2. Research Design

This study aims to reveal middle school language learners’ preferred activity types in their language classrooms and to what extent the teachers are aware of the language learning preferences of these students. To be able to find out the participants’ ideas on the matter, this research, being a descriptive one in nature, makes use of quantitative research data collection tools. According to Cresswell (2003), quantitative research is the type of study in which the researcher puts forward some questions, variables, situations or theories while making use of the experiments and surveys which are composed of predetermined instruments in the expectation that it can give statistical data. In a similar manner, in this study, the participants were asked about the possible language learning situations they may have experienced and whether they agree or disagree with those notions concluded from their experiences. In detail, the study is an example of correlational study. In 2005, Kumar noted that “The main emphasis in a correlational study is to discover or establish the existence of a relationship/association/interdependence between two or more aspects of a situation.” (p. 30). Therefore, in this study classroom activities are reflected from both students’ and teachers’ viewpoints and a relationship between these two groups of participants are compared.

3.3. Participants

The participants of this research consist of 8 English teachers and 609 middle school students in 3 public schools located in Hatay and Gaziantep provinces in Turkey. 303 of the students were 7th graders and 306 of them were 8th graders. These students are being taught English since they were in primary school, namely ever since they were 2nd grade. The background information (gender, grades) of the students are shown in

Table 1.

Students' Grades and Genders

Grades	Gender	
	Male	Female
7 th Graders	153	150
8 th Graders	154	152
Total	307	302

The participants took, at least, 4 hours of English lessons a week. Moreover, the curriculum and the coursebook included four skills of English : speaking, listening, writing and reading. All participants' native language is Turkish. The sampling method used in this study is the "Convenience Sampling". First, the teacher participants are determined by the researcher and then, they were asked to apply the student questionnaire to any available group they have at that moment. What is more, before applying the questionnaire the participants were all asked whether they would be willing to be a part of this study or not. School administrations, on the other hand, were also informed and the necessary permissions were also taken from them for the study.

3.4. Data Collection Tool

In this quantitative study, to collect data on students' preferred activities and their teachers' awareness of those activities, two questionnaires, which were adapted from Spratt's (1999) study, was used. As Spratt did in her own study, the students were given a 48-item questionnaire in which they were asked to what extent they liked the given choices (activities) and the teachers were, asked whether their learners like or dislike those same activities. The participants were requested to fill the Likert-Scale items which included the degrees agreement and disagreement from 6 to 1. The students

answered their questions under the title of “In my English classes, I like...” and similarly, the teachers answered theirs under the question of “In my English classes, my students like...”. The questionnaire included activities on all language learning/teaching practices: speaking, listening, reading and writing. The questions also involved items about assessment, presentation and classroom layout or organization processes. To ease deduction period after the results appear in data analysis, activities can be separated into two groups as communicative and non-communicative. This division is made by deciding whether the activities are productive or receptive. *Figure 1* shows the distribution of the activities in two categories.

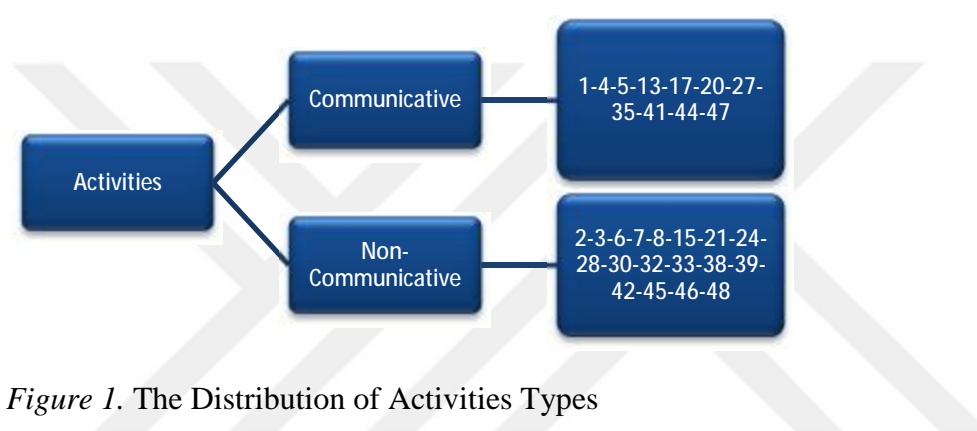


Figure 1. The Distribution of Activities Types

To ensure the reliability of the translation of the original text into Turkish, the original text was first translated into Turkish by the researcher and then it was sent to external reviewers who are familiar with terminology for consultation. After mistakes were corrected, a back-translation procedure was also followed. Besides, the reason why this particular research instrument was adapted and administered is that the possible situations represented in the questionnaire are quite close to the Turkish language learning context.

3.5. Data Collection Procedure

In this study, to determine students’ desired activity types and their teachers’ awareness of their preferences, firstly, the relevant literature was closely received. After the most suitable questionnaire in the literature is determined according to the Turkish middle school context, the questionnaire had gone through the procedure of translation. The translation procedure is followed by the testing of the translated script by some teachers and students. After all the necessary modifications done to ensure the

reliability of the instrument, the teacher participants who were accessible to the researcher were visited in their schools. The first thing to do in these schools was to consult and take permissions from the school administrations. Then, both the teacher and student questionnaires were handed out to the teachers. The researcher explained the aim of the research to the teacher participants and informed them about what to pay attention while applying the questionnaires. The distribution and the collection of the instrument papers took almost 3 weeks.

3.6. Data Analysis

The data which is obtained from the questionnaires of students and teachers were gathered and coded manually into the Statistical Package for the Social Sciences (SPSS) programme (Version.23). In this study, descriptive statistics were used to interpret the results. So, mean and standard deviation were calculated through the SPSS and demonstrated in tables. In addition, to see the percentage of the participants' answers frequency calculation was applied and shown with the help of tables. To be able to answer the question whether the teachers are aware of what their students like, students' mean scores for particular items and teachers responses to these are compared after the significance levels are tested through independent sample t-test results. Due to the fact that the questionnaires have a neutral option (No experience) among the answers, the items which were coded as this weren't taken into consideration. In addition, during the first step of data analysis process, to be able to analyze the students' data better, the participants were separated into 3 groups (A, B, C) according to their schools. And later on, at the second step, all groups' data were put together to shape the whole picture of the situation.

In this study, to assure the reliability and internal consistency of the research, Cronbach's Alpha value is calculated for each classrooms' result with the help of SPSS. Neutral answers were coded as "0" in SPSS to prevent the reliability results from being miscalculated. It has been seen that Cronbach's Alpha coefficient was acceptable ($0.9 \leq \alpha$) in all groups and is able to measure what is supposed to measure in the questionnaire as it is seen from Table 2.

Table 2.

Reliability Statistics for Groups of Students

	Reliability Statistics	
	Cronbach's Alpha	N of Items
Group A	,936	48
Group B	,938	48
Group C	,962	48

CHAPTER IV

4. FINDINGS

4.1. Introduction

In this study, at the first step of the data analysis procedure, all participants and their answers are evaluated within the scope of their school. Then, their scores are compared to their own teachers' expectations on the matter. The second stage consists of a close examination of all groups of students and the all teachers together comparing the two sides in the aim of gaining a holistic viewpoint on classroom preferences.

On the other hand, while examining the scores of the each school, the rate of the neutral choice in the questionnaire was also taken into consideration. Namely, while choosing the items to interpret, it was first determined whether these questions were answered as "No experience" frequently or not. To do that properly, these answers were coded into the system as missing, then a missing value analysis is conducted. In Table 3, we can see the percentages of neutral answers to each question for Group A, which illuminate us on which items to focus on. Or simply, it can reveal situations in which students are highly misunderstood by their teachers just like when students answer as "No experience", contrarily teachers show a high score for that certain item. The procedure is repeated for all groups before comparing means through independent sample t-test.

Table 3.

The Percentage of Neutral Answers for Group A

Item	N	Missing				
		Count	Percent			
Q1	57	0	0,0	Q24	53	4 7,0
Q2	46	11	19,3	Q25	55	2 3,5
Q3	56	1	1,8	Q26	50	7 12,3
Q4	51	6	10,5	Q27	55	2 3,5
Q5	55	2	3,5	Q28	51	6 10,5
Q6	53	4	7,0	Q29	54	3 5,3
Q7	56	1	1,8	Q30	55	2 3,5
Q8	55	2	3,5	Q31	54	3 5,3
Q9	57	0	0,0	Q32	55	2 3,5
Q10	56	1	1,8	Q33	51	6 10,5
Q11	53	4	7,0	Q34	54	3 5,3
Q12	50	7	12,3	Q35	49	8 14,0
Q13	53	4	7,0	Q36	55	2 3,5
Q14	53	4	7,0	Q37	54	3 5,3
Q15	53	4	7,0	Q38	52	5 8,8
Q16	53	4	7,0	Q39	56	1 1,8
Q17	49	8	14,0	Q40	54	3 5,3
Q18	34	23	40,4	Q41	53	4 7,0
Q19	55	2	3,5	Q42	55	2 3,5
Q20	55	2	3,5	Q43	52	5 8,8
Q21	53	4	7,0	Q44	55	2 3,5
Q22	55	2	3,5	Q45	54	3 5,3
Q23	54	3	5,3	Q46	53	4 7,0
				Q47	50	7 12,3
				Q48	55	2 3,5

4.2. Analysis of Preferences on School Base

In this subchapter, the preferences of three school groups' students (A, B, C) and to what extent the teachers in these groups are aware of students' preferences will be examined. Each groups' results will be illustrated with the help of mostly preferred activity tables, independent sample t-test scores and figures.

4.2.1. Analysis of Group A

Group A consisted of 57 7th grade students and two classes. In Table 3, missing value analysis which is carried on to see the proportions of neutral answers showed us that students are mostly familiar with the activities proposed in the questionnaire. Yet differently, in Table 3, questionnaire item 18 with the rate of 40,4%, tell us that the students in this group may not have a language laboratory or had a little experience in the past in language laboratories.

Table 4.

Mostly Preferred Activities in Group A

Descriptive Statistics				
	N	Minimum	Maximum	Mean
5. taking part in language games	55	1,00	6,00	5,4000
20. listening to classmates giving oral presentations.	55	1,00	6,00	5,3273
13. listening to others using English in class	53	2,00	6,00	5,2830
10. working in small groups(maximum 5 students)	56	1,00	6,00	5,2679
3. watching and listening to training videos	56	1,00	6,00	5,2679
24. listening to teacher giving explanations about skills	53	1,00	6,00	5,0566
39. reading silently in class for information	56	2,00	6,00	5,0357
25. reading teacher-produced reference material silently	55	1,00	6,00	5,0182
37. workig in a group of 6 to 10 classmates	54	1,00	6,00	5,0000

In Group A, we can clearly infer from the Table 4 that, students mostly liked games with the mean score of 5,40, which is followed by listening to oral presentations (m=5,32) and listening to others using English in class (m=5,28). Working in small groups and watching and listening to training videos are 4th and 5th most preferred activities with the score of 5,26. The other activities which scored above 5 are listening

to teacher giving explanation, reading silently in class, reading teacher-produced material and working in a group of 6 to 10.

Table 5.

Independent Sample Test Result for Item 39

	t-test for Equality of Means			
	t	df	Sig. (2-tailed)	Mean Difference
39. reading silently in class for information	2,791	55	,007	3,03571

When it comes to statistically significant items between teachers and students in Group A, we can clearly see that teacher is quite successful in expecting what her students like among classroom activities. In most of the cases teacher's and students mean scores are almost the same except one. In Table 5, independent sample t-test result for the item 39 (reading silently in class) shows us that teacher's and the learners' think statistically different ($p < 0.5$) about this particular questionnaire item. For item 39, as can be seen in *Figure 2*, students' mean score is 5,03, while the teacher's is only 2,00. Even so, the fact that the teacher in Group A had a score which is close to 1 in independent t-tests for most of the items, clearly indicates that this teacher is able to predict her classroom students' preferences with the accuracy of 98%.

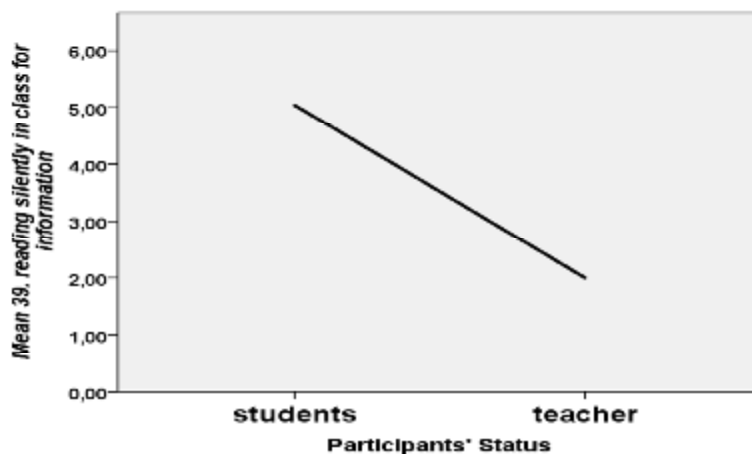


Figure 2. The Mean Scores for Item 39

4.2.2. Analysis of Group B

Group B consisted of 4 English language teachers and 308 middle school students. Descriptive statistics as can be seen in Table 6, specifies that item 3 is the first activity preferred by 304 participants in the questionnaire. The other item scores which are above 5 are number 29 (m=5,08) and the number 40 (m=5,06). Doing project work (m=4,92) and listening to teacher giving explanations about the skills (m=4,89) are rated as 4th and 5th activities by the participants.

Table 6.

Mostly Preferred Activities in Group B

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
3. watching and listening to training videos	304	1,00	6,00	5,3125	1,20958
29. working in pairs	297	1,00	6,00	5,0808	1,38532
40. being tested on my learning	303	1,00	6,00	5,0627	1,31699
23. doing project work	298	1,00	6,00	4,9262	1,50462
24. listening to teacher giving explanations about skills	290	1,00	6,00	4,8931	1,43086
20. listening to classmates giving oral presentations.	296	1,00	6,00	4,8919	1,46199
32. listening activities	300	1,00	6,00	4,8867	1,37360
34. doing informal, unasssted tests	301	1,00	6,00	4,8837	1,53072
9. the teacher giving oral/written feedback to the whole class	299	1,00	6,00	4,8595	1,37341
19. doing formal, assested tests	296	1,00	6,00	4,8108	1,48827

If we closely examine the highest scores in Group A and B, we would be able to recognize in *Figure 3* that, among ten most preferred activities in both groups there are 3 questionnaire items which are considerably liked by the members of these two schools. Watching and listening to training videos, listening to teacher giving

explanations about skills and listening to classmates giving oral presentations are those activities which found place in the most preferred activity tables.

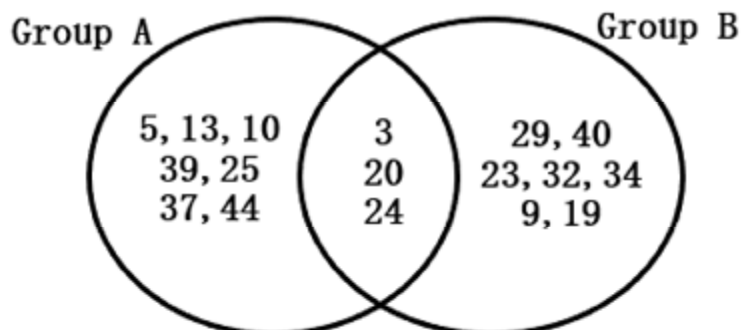


Figure 3. Common Items in Group A and B

Independent t-test results for Group B also indicate that teachers and students hold statistically different opinions from each other in the evaluation of items 7, 36 and 43. As it is seen in Table 7.

Table 7.

Independent T-Test Results for Group B

		Independent Samples Test			
		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
7. studying grammatical rules	Equal variances assumed	2,586	298	,010	2,07095
	Equal variances not assumed	2,740	3,092	,069	2,07095
36. the teacher giving oral/written feedback to individuals	Equal variances assumed	-2,062	297	,040	-1,72203
	Equal variances not assumed	-17,740	294,000	,000	-1,72203
43. learning in a class of 31+ students	Equal variances assumed	2,119	263	,035	1,93487
	Equal variances not assumed	17,149	260,000	,000	1,93487

In Group B significant differences between teachers and students can easily be seen, if we compare their means. We can observe in Table 8 below that, students scored higher results in studying grammatical rules ($m=3,82$) and learning in a class of 31+ students ($m=2,93$) when compared to their teachers' expectations for them ($m=1,75$ and $m=1,00$). On the other hand, the results for item number 36 shows a lower score for students ($m=4,27$) and more average score for their teachers ($m=6,00$)

Table 8.

Statistically Different Means of Participants in Group B

Group Statistics					
Participants' Status		N	Mean	Std.	Std.
				Deviation	Error Mean
7. studying grammatical rules	Student	296	3,8209	1,59183	,09252
	Teacher	4	1,7500	1,50000	,75000
36. the teacher giving oral/written feedback to individuals	Student	295	4,2780	1,66722	,09707
	Teacher	4	6,0000	0,00000	0,00000
43. learning in a class of 31+ students	Student	261	2,9349	1,82282	,11283
	Teacher	4	1,0000	0,00000	0,00000

4.2.3. Analysis of Group C

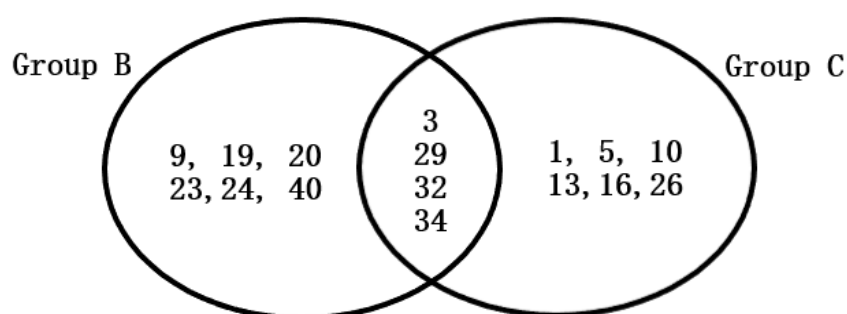
Group C involved 244 middle school students and 3 English language teachers. According to Table 9 below, in Group C, the test for average scores of the activities tell us that the most popular activity type in Group C is watching and listening to training videos with the score of 4,94. This is followed by items 5 ($m=4,80$) and 16 ($m=4,68$). Among the activities, 4th and 5th mostly liked ones are working in small groups ($m=4,62$) and taking part in discussions ($m=4,62$). The rest of the items are also above the score of 4,5. Listening activities, working in pairs and doing informal tests share the score of 4,58. Last two items in the table, listening to others using English and learning in a class of 15 to 20 get the same score of 4,56 among mostly preferred activities.

Table 9.

Most Preferred Activities in Group C

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
3. watching and listening to training videos	240	1,00	6,00	4,9458	1,41169
5. taking part in language games	222	1,00	6,00	4,8063	1,70263
16. planning exam answers e.g. analysing questions	219	1,00	6,00	4,6895	1,59541
10. working in small groups(maximum 5 students)	219	1,00	6,00	4,6256	1,66906
1. taking part in discussions	230	1,00	6,00	4,6217	1,50993
32. listening activities	238	1,00	6,00	4,5840	1,72817
29. working in pairs	223	1,00	6,00	4,5830	1,76581
34. doing informal, unassessed tests	237	1,00	16,00	4,5823	1,96327
13. listening to others using English in class	227	1,00	6,00	4,5683	1,75198
26. learning in class of 15 to 20 students	197	1,00	6,00	4,5635	1,75030

When we try to examine the common items for Groups B and C in terms of most preferred activities, we can clearly infer from the *Figure 4* that learners in these groups are explicitly like-minded when we speak of watching videos (item 3), working in pairs (item 29), listening activities (item 32) and doing informal tests (item 34).

*Figure 4. Common Items in Groups B and C*

Independent sample t-test interpretation of Group C has been conducted according to the Levene's Test for Equality results and it is assumed that variances are not equal. Therefore, we can clearly infer from the Table 10 that, the means of item 2 ($p=0,011$), item 39 ($p=0,021$) and item 43 ($p=0,015$) are significantly different ($p < ,05$).

Table 10.

Independent Sample Test for Group C

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference
2. doing teacher- directed library research	Equal variances assumed	6,282	,013	2,038	153	,043	2,14035
	Equal variances not assumed			5,875	2,852	,011	2,14035
39. reading silently in class for information	Equal variances assumed	5,284	,022	1,725	223	,086	1,82432
	Equal variances not assumed			5,137	2,577	,021	1,82432
43. learning in a class of 31+ students	Equal variances assumed	7,252	,008	1,743	228	,083	1,99853
	Equal variances not assumed			5,578	2,670	,015	1,99853

However, according to independent t-test result for the Group, students showed a higher score in 3 different activities which are doing library research, reading silently in class and learning in a class of 31+ students as it can be seen in *Figure 5* below.

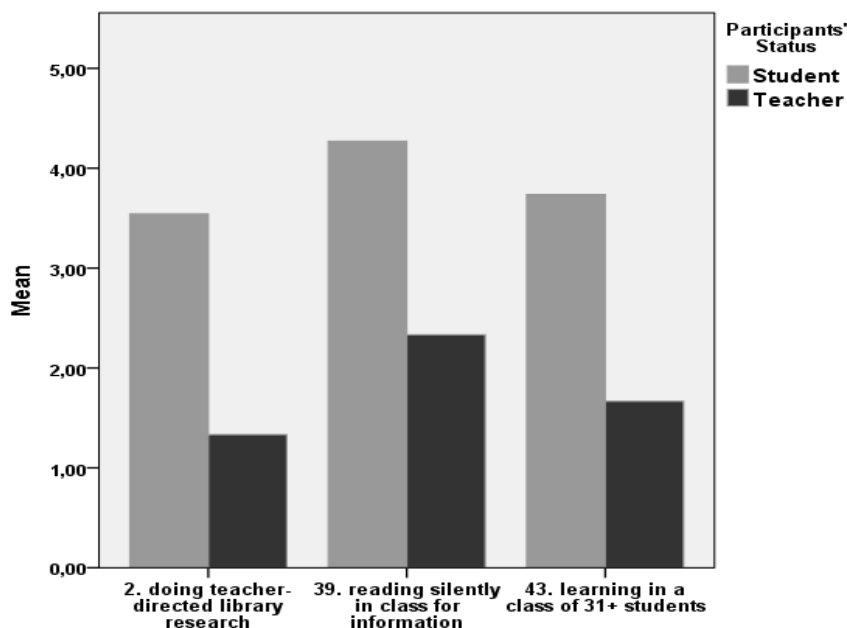


Figure 5. Statistically Different Items in Group C

In Table 11, it is possible to view the mean scores of the items. Students gave 3,47 average points to item 2, while the teachers only scored 1,33. While item number 39 is highly appraised by the learners ($m=4,15$), but the teachers do not think so ($m=2,33$). Learning in a class of 31+ students is reported to be relatively high by students ($m=3,66$), while teachers do not see it worthy of noting ($m=1,66$).

Table 11.

The Average Scores of Statistically Different Items in Group C

Group Statistics		
Participants'		
Status		Mean
2. doing teacher- directed library research	Student	3,4737
	Teacher	1,3333
39. reading silently in class for information	Student	4,1577
	Teacher	2,3333
43. learning in a class of 31+ students	Student	3,6652
	Teacher	1,6667

4.3. Whole-Scale Analysis of Preferences

Whole scale group involved 609 language learners and 8 English language teachers. Missing value analysis of the group has not shown any significance for any item and the distribution of “No experience” option has been equal. In addition, as it is shown in Table 12, reliability statistics of the group revealed that the groups’ results are fairly reliable at ,945 and all the items contribute to the reliability and validity of the research.

Table 12.

Reliability Statistics for the Whole Scale

Reliability Statistics	
Cronbach's Alpha	N of Items
,945	48

Representation of the whole scale preferences in Table 13 suggests that the most preferred activity, among the students participating in this study, is watching and listening to training videos with the average score of 5,16. Furthermore, this activity received the highest rate of response which is 600 participants. Second and third most preferred activities are working in pairs (m=4,84) and being tested on my learning (m=4,81). Students also reported that they would like to be a part of language games in classroom (m=4,80) and they preferred to listen to their classmates giving oral presentations (m=4,79). Among the receptive skills, listening activities is seen worth to consider (m=4,76). Two activity types, listening to teacher giving explanation about skills and listening to others using English shared the same score (m=4,72). The fact that students enjoy being challenged and tested in simple, quiz-like exams didn't escape the attention (m=4,71).

Table 13.

Representation of Whole Scale Preferences

Descriptive Statistics				
	N	Minimum	Maximum	Mean
3. watching and listening to training videos	600	1,00	6,00	5,1617
29. working in pairs	574	1,00	6,00	4,8449
40. being tested on my learning	592	1,00	6,00	4,8142
5. taking part in language games	557	1,00	6,00	4,8025
20. listening to classmates giving oral presentations.	565	1,00	6,00	4,7947
32. listening activities	593	1,00	6,00	4,7690
24. listening to teacher giving explanations about skills	546	1,00	6,00	4,7271
13. listening to others using English in class	582	1,00	6,00	4,7234
34. doing informal, unassessed tests	592	1,00	6,00	4,7196
9. the teacher giving oral/written feedback to the whole class	583	1,00	6,00	4,6895
23. doing project work	577	1,00	6,00	4,6724
25. reading teacher-produced reference material silently	572	1,00	6,00	4,6538
44. taking part in role-plays	521	1,00	6,00	4,6411
42. checking my own writing	590	1,00	6,00	4,6339
10. working in small groups(maximum 5 students)	564	1,00	6,00	4,6046
16. planning exam answers e.g. analysing questions	558	1,00	6,00	4,5717
1. taking part in discussions	591	1,00	6,00	4,5567
19. doing formal, assested tests	588	1,00	6,00	4,5561
47. watching myself on a video recording	500	1,00	6,00	4,5540
38. listening to teacher giving explanations about language	581	1,00	6,00	4,5508
30. doing written exercises	580	1,00	6,00	4,5448
31. the teacher giving oral/written feedback to small groups	550	1,00	6,00	4,5018

Table 13. Continues

8. finding out information on my own	578	1,00	6,00	4,4896
26. learning in class of 15 to 20 students	521	1,00	6,00	4,4856
14. learning in a class of 21 to 30 students	573	1,00	6,00	4,3979
48. taking part in oral exercises	554	1,00	6,00	4,3755
27. doing practical tasks	563	1,00	6,00	4,3357
46. reading aloud in class	571	1,00	6,00	4,3187
45. listening to audio recordings	568	1,00	6,00	4,3063
39. reading silently in class for information	563	1,00	6,00	4,2984
12. practising writing exam answers within a time limit	549	1,00	6,00	4,2131
36. the teacher giving oral/written feedback to individuals	569	1,00	6,00	4,1775
21. writing assignments outside class	539	1,00	6,00	4,1633
41. giving group oral presentations	532	1,00	6,00	4,1297
18. using the language laboratory	416	1,00	6,00	4,1130
11. writing short passages in class in small groups	521	1,00	6,00	4,0499
37. working in a group of 6 to 10 classmates	533	1,00	6,00	4,0244
15. working on my own in class	562	1,00	6,00	4,0053
22. classmates giving me oral/written feedback	546	1,00	6,00	3,9432
7. studying grammatical rules	586	1,00	6,00	3,9420
33. checking other students' writings	553	1,00	6,00	3,9150
28. writing short passages individually in class	521	1,00	6,00	3,8541
35. interacting in English with classmates in class	482	1,00	6,00	3,8340
4. giving individual oral presentations	533	1,00	6,00	3,7598
6. reading texts for language analysis	565	1,00	6,00	3,7274
2. doing teacher- directed library research	441	1,00	6,00	3,7234
17. talking to classmates in English in class	497	1,00	6,00	3,6620
43. learning in a class of 31+ students	540	1,00	6,00	3,2944

This whole scale representation also helps us see the least preferred activity types by the students. We can conclude from Table 13 that according to the students the most disliked activity is learning in a class of 31+ students of which score is only 3,29. Other least favorite activities from the point of view of students are talking to classmates in English in class (m=3,66) and doing teacher-directed library research (m=3,72). It is also observable that students are not fond of reading texts for language analysis (m=3,72) and giving individual oral presentations (m=3,75).

4.4. Awareness of Teachers on Students' Preferences

This study is also interested in finding out the degree of awareness on the part of teachers of students' preferences. Regarding this issue, with the help of independent sample t-test, we have been able to see on which items students and teachers differ. As it is displayed in Table 14 below, the average scores of the items 7, 8, 25, 39, 43, 44 and 47 are discovered to be statistically different from each other. Levene's Test for Equality of Variances is taken into consideration (in some cases variances are assumed not equal according to Levene's score) while interpreting the correct row of the p-values. Thus, it is understood from Table 14 that the means of these 7 items imply a statistically significant set of results as p-values (sig. 2-tailed) of each item is clearly under 0,05.

Table 14.

Independent Sample Test Results for the Whole Scale

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
7. studying grammatical rules	Equal variances assumed	,845	,358	3,112	592	,002
	Equal variances not assumed			4,075	7,337	,004
8. finding out information on my own	Equal variances assumed	,176	,675	2,013	584	,045
	Equal variances not assumed			2,078	7,208	,075
25. reading teacher-produced reference material silently	Equal variances assumed	,269	,604	2,773	578	,006
	Equal variances not assumed			3,160	7,258	,015
39. reading silently in class for information	Equal variances assumed	2,922	,088	2,584	569	,010
	Equal variances not assumed			3,121	7,296	,016
43. learning in a class of 31+ students	Equal variances assumed	19,759	,000	2,998	546	,003
	Equal variances not assumed			11,144	11,043	,000
44. taking part in role-plays	Equal variances assumed	9,866	,002	-1,880	527	,061
	Equal variances not assumed			-4,258	8,242	,003
47. watching myself on a video recording	Equal variances assumed	9,284	,002	-1,563	505	,119
	Equal variances not assumed			-4,707	7,863	,002

Table 15 also gives us clues on the number of divergences between teachers and students in terms of activities. Firstly, teachers didn't expect their students to like and study grammar (m=2,12), but contrary to what teachers believe students cared about them much more than their teachers thought (m=3,94). Moreover, while teachers have seen their learners as far from being autonomous learners (m=3,37), while the students seemed to be curious about discovering information (m=4,48). Students liked reading teacher-produced materials (m= 4,65) unlike what their teachers assumed (m=3,12). Additionally, it is obvious that students enjoy reading silently for information (m=4,29), but teachers aren't quite aware of that fact (m=2,75). For item 43, even though both scores are relatively low students may favor being in a crowded classroom unlike their teachers' opinion (m=3,29 – m=1,25). Besides, role-plays and students' watching themselves in video recordings are regarded to be highly important in the perception of teachers (m=5,75 and m=5,57), yet students apparently didn't seem to be so keen on these classroom activities (m=4,64 and m=4,55).

Table 15.

Means of Statistically Different Items in Whole Scale

Group Statistics					
Participants' Status		N	Mean	Std. Deviation	Mean Difference
7. studying grammatical rules	students	586	3,9420	1,64448	1,81698
	teacher	8	2,1250	1,24642	
8. finding out information on my own	students	578	4,4896	1,55569	1,11462
	teacher	8	3,3750	1,50594	
25. reading teacher-produced reference material silently	students	572	4,6538	1,55092	1,52885
	teacher	8	3,1250	1,35620	
39. reading silently in class for information	students	563	4,2984	1,68617	1,54840
	teacher	8	2,7500	1,38873	
43. learning in a class of 31+ students	students	540	3,2944	1,92637	2,04444
	teacher	8	1,2500	,46291	
44. taking part in role-plays	students	521	4,6411	1,66519	-1,10893
	teacher	8	5,7500	,70711	
47. watching myself on a video recording	students	500	4,5540	1,71959	-1,01743
	teacher	7	5,5714	,53452	

CHAPTER V

5. DISCUSSION AND CONSLUSION

5.1. Introduction

This chapter presents the results of the study. Each research question was answered individually, and the results are compared with the findings of the relevant studies in the literature. Also, the limitations of the present study are acknowledged, and recommendations for further studies were presented.

5.2. Summary of the Study

This study's aim was to find out the types of activities that students liked and to determine whether the teachers of these students are aware of their activity preferences or not, regarding the secondary public schools in the regions of Hatay and Gaziantep. The participants were 609 middle school students and 8 English language teachers. To determine these preferences and perceptions of these preferences, a 48 item questionnaire designed by Spratt (1999) was adapted and translated according to the context. The data is analyzed with the help of the Statistical Package for the Social Sciences (SPSS) program.

5.3. Preferences of Each Group

Results asserted that students in Group A are both open to communicative and non-communicative activity types. It is obvious that the members of these groups do not only see the language as something lifeless and abstract but see it as mean of communication with others especially their friends. Even though these students are open to interaction, it is seen that they are still dependent on their teachers in the procedures of presentation of the lesson and on the materials they used in the classroom. Items 10 and 37 shows us that these students are not accustomed to being in a large classroom and feel more comfortable in small classes.

Group B also leaves an impression of being visual learners as they liked training videos. Results tell us that members of this group are good at working in corporation with their deskmates. Despite fact that they are curious in practical and applied works such projects, the students, interestingly, does not see the exams as a means to an end

but as an aim of their learning (items 19, 34 and 40). Furthermore, we can see that these learners have a long way ahead of them as they are still dependent on their teachers in classroom practices.

When we look at the results of Group C, it would not be hard to recognize that these learners are also kinaesthetic and eager to experience the language in person from the items 3 and 5. The facts that they liked listening to others using English and being in discussion with others revealed they want to be communicatively active in their classroom. What we understand from items 16 and 34 is the students have a test anxiety and that the test is an important source of motivation for them.

In addition, what has been common for all groups is the item number 3. In all three groups, students stated their desire to watch and listen to training videos. Canning-Wilson (2000) claims that videos allow language learners to develop a better understanding of the comprehensible input. Thus, the reason why these learners like that activity is the way they process information using both visual and audial aids meaningfully in the classroom atmosphere.

The most consistent group in terms of learners' preferences and teachers' awareness of them is Group A. The teacher of this group has been successful in estimating all the favorite activities of her students except one. Teacher thought that her students didn't like reading silently in class (item 39) but, it is seen that it didn't pose such a big problem for students in this group.

Significantly different items for Group B displays that the teachers here are good in presuming what their students like in the classroom, but still they have some misconceptions. Results showed that even though the teachers gave the lowest scores to grammar teaching, some of the learners seemed to be careful about it more. Similarly, teachers in this group didn't even think the possibility of students' preferences for large classes (31+). Interestingly, The findings of item 36 demonstrated that according to teachers' views, their students are pretty dependent to their feedbacks, but it is seen that students didn't favor this that much and some of them are willing to discover the language on their own or be corrected by peers.

Group C gave an impression of being more receptive and less autonomous than their teachers thought as we understand from the significantly different items 2 and 39. If we take into consideration the favorite activities of this group, notwithstanding they are open to communicating with each other, they still have some problem in being totally free in classroom atmosphere which is not known by their teachers. When it

comes to participation mode, item 43, students evidently do not assess the situation from the point of view of their teachers, as it is obvious that classroom dynamics and functionality of the classroom are not among the problems of the students.

5.4. Students Preferences in General

With the aim of finding the general tendencies of the students, the researcher combined the data of the three school groups and analyzed them together. As it is observed in each group, most favorite classroom activity according to the students was watching and listening to training videos. We should accept the fact that students are no longer attracted to traditional language learning materials, when presented to them (items 3, 5 and 32), without any suspicion they prefer authentic materials, videos or language learning games which will allow them to learn in an entertaining way.

Even if, the students are attracted to the new set of materials, they continue to see the teacher as the main source of the information in the classroom (items 9, 24, 25). In this situation, it would be wrong to cast all the blame only to students. We can conclude that the reason why these learners are dependent on their teachers is actually their teachers who didn't give them a break for self-improvement. According to Garret (2008), teachers should create a learning environment in which both teachers and learners construct the knowledge together rather than conveying it directly. This way students may feel free to interact in any kind of learning activity and also it may bring a feeling of achievement as a core motivator in the classroom.

Students, in general, can not be quite regarded as open to communication. The number of activities that requires receptive skills is dominant. Students seem enthusiastic about listening activities, listening to teacher or listening to friends, but we can simply understand from the results that they are not so eager to take an action upon speaking. This incident gives us clues about the reality that these students may lack efficiency or, as the former one is not possible for the majority, they lack self-confidence. Gürler (2015) states that self-confidence of students and speaking abilities have a strong relationship. These two terms heat up each other and create available conditions for students to actively involve in oral classroom practices.

Another point that this study revealed is that tests or exams whether they are formal or informal have an important place in the learners' perceptions. We know that being anxious about exam scores is a behavior that is learned. Students from the early

ages of their education start to be conditioned to relate their personal value or general success with the test scores they got. And eventually, to be able to get high grades becomes the main endeavour of the students causing them to forget the communicative, interactive and practical features of the language. The biggest role to prevent these from happening belongs to the teachers. Diversifying evaluation types, creating a student-friendly atmosphere and not doing exercises that depends solely on upcoming exams are only the first things that spring to mind.

Knowing the fact that students' favorite participation modes in this study are working in pairs and working in small groups gives teachers a leverage while approaching and managing students. That means, such atmospheres, with the ones they loved, students will not feel threatened, they will not feel embarrassed. They will feel free to talk and share. It will also allow teachers to actively involve some students who might have been isolated from the rest of the classroom. Ultimately, letting students participate as they wish will contribute to the sense of belonging to the classroom giving a huge potential for communication and cooperation among the members of this learning community.

A significant issue that we cannot ignore in this study has been the fact that students liked project works and taking part in role-plays. Projects let learners to discover the information on their own and to learn what is to be learned by simply doing it. Beckett (2002) clarifies that with the help of project-based learning learners would not only motivate themselves but also may become independent or collaborative when needed. In respect of role-plays, they will give opportunities of both learning and having fun at the same time. This experience will also give learners a chance to learn different imitation and conversation skills which will be useful in their real lives.

5.5. Teachers' Awareness of Students' Preferences in General

First of all, it is noteworthy that significantly different items' number was less in group stage evaluation. That is because students and teachers were familiar with each other in group stage, simply teachers knew their students' personal features and educational needs better than the scenario in which they will make a sweeping statement. That led to a more successful try in knowing the students' preferences. When it came to general conceptions on preferences the failure has increased. Cause, teachers tried to answer the questions according to their pre-existing knowledge about English in

general and how it should be taught. But as Green (1993) noted teachers, instructors or policymakers cannot be insensible in front of students' needs and they should not act just according to their intuitions. Any attempt to generalize on learners' preferences based on teacher beliefs will result in dissatisfaction because of the fact that every student is unique and what they actually wish differs from one to another.

Unlike what their teachers thought about students, in this research, was not so avid to take part in role-play activities or watching themselves in video recordings. These can be regarded as indicators of speaking anxiety. Anxiety creates an atmosphere in which communication of students is weakened, their adaptation to the classroom and their achievement in their goals are affected negatively (Woodrow, 2006). Therefore, teachers must find a better way to relax their students and pay more attention to their speaking efforts without any judgment. Moreover, creating opportunities for students to express themselves rather than daily classroom topics will eventually provide a more intimate space for both sides.

Besides, what we should seriously point out after we see the results is the divergence between students' and teachers' opinions in terms of grammar teaching. Nowadays, as most of the language teachers, our teachers are aware of contemporary language teaching approaches, so they believed that their students might not actually consider grammar teaching as important. In fact, learners may favor this kind of activities because of a few reasons; they may be accustomed to the traditional way of learning, they may have false beliefs on how a language is learned or they may have been affected from their teachers' unintentional focus on form and exam. In any case, this divergence can lead to some hazardous consequences turning students' way of thinking about the language into something non-communicative, useless theoretical system.

In addition, in this study, students seemed willing to have reading activities, even though their teachers comprehended it differently. This conflict, unavoidably, makes us conclude that their teachers make use of an excessive amount of reading materials. If students had not been exposed to reading materials in classroom, they would not express a need for it. Keeping in mind that reading silently any material works mostly for the process of passivization of learners, teachers must make a sense of this condition by using their field knowledge and expertise. Making a switch from a receptive classroom to a productive one should be taken as a priority.

Furthermore, students seemed to be more eager to discover the knowledge on their own while their teachers didn't expect them to be so. The most sensible explanation that we can propose is students' previous, positive learning experiences which may lead them to find out the information the way they want. This positive incident can easily be used as a mean for teachers. Students who are eager to learn and discover would also be open to judging their own thoughts and beliefs if directed. That is to say, it may be a good opportunity for Brown's (2009) inner discovery in which awareness of the selves is improved for both teachers and students.

5.6. Comparison with Previous Studies on Learner Preferences

Discovering what learners prefer or like is in harmony with the main principles of learner-centered approach. And every learner, in any context, is accepted unique and different. So, if the instructors want to find out the attitudes, thoughts or behaviors of their learners, a detailed classroom investigation is required. In fact, knowing that each classroom is a different atmosphere, English language teachers and researchers had many attempts in order to answer the questions about their classrooms' dynamics. Furthermore, these studies have not only been a lantern, but also a guide for this study. It is certain that any conclusion that will be drawn out of the comparison of this study and to previous ones can be helpful for us to comprehend the situation better.

It is obvious that students in this study were more inclined to non-communicative tasks such as listening and reading, moreover it is seen that these learners had explicit problems in using language as a mean of communication. **Hata! Başvuru kaynağı bulunamadı.** helps us see the preferred activity types in each study and whether there is a mismatch between students preferences and teachers expectations. What was very similar between this study and the others (Barkhuizen, 1998; Qin, 2012; Brown, 2009; Sanchez, 2017; Shulz, 1996; Peacock, 1998) is that students showed a higher tendency against mechanical activities in contrast to teachers' beliefs on the matter.

Table 16.

Comparison with Previous Studies

	Non-Communicative (grammar teaching/error correction) Activities	Communicative Activities	Mismatch Between Teachers and Students
Barkhuizen (1998)	ü		ü
Spratt (2001)		ü	ü
Littlewood(2000)		ü	
Shulz (1996)	ü		ü
Peacock (1998)	ü		ü
Bada&Okan (2000)	ü	ü	
This Study	ü		ü

On the other side, as we can see in Table 16, Spratt (2001) and Littlewood (2000) found that students favor communicative tasks, even though in Spratt's study teachers didn't anticipate that. Distinctly, Bada and Okan (2000) revealed that the students are open both to receptive and productive skills with an enthusiasm of experiencing the language outside the classroom environment.

5.7. Conclusion

In brief, this study showed that the students are more accustomed to receptive, non-communicative learning activities in which teachers intervene continuously. Even though they are attracted to different kinds of classroom materials such as videos or games, they abstained being in a conversation or using the language for communicative purposes. Moreover, they also showed a good deal of anxiety about both formal or informal exams. On the other hand, teachers were not quite aware of some significant points. They expected their students to be more communication-oriented and productive. However, it was seen that students were the opposite of teachers' ideals. Surprisingly, they showed a willingness to find out the information on their own in contrast to their teachers' expectations.

It is clear that to know what students prefer or like is a must for a language teachers. It not only helps teachers to strengthen their bounds with their classroom but also it gives an opportunity for problem-solving when needed. Teachers who are aware of their students' speaking problems can challenge this issue; they can try to lower the anxiety in the classroom by creating a non-judgemental environment or they can give more opportunities to their students to express themselves through language games or interesting topic of projects. Teachers who are aware of their students' beliefs can provide a set of activities in which students will be actively involved and entertained without being in total control or full-time direction of the teacher. Teachers who are aware of how much importance their students attach to exams can reveal them that what matters is the process not the product per se in language learning. They can evaluate students with various kinds of tools such as participation in classroom activities, homework/project works, language portfolios and presentations rather than formal oral or written exams. What's more, teachers who are aware of their students' eagerness to discover the information, can easily use this fact in their favor. They can ask them to do research on any subject they are interested in or with the purposeful aim of leading students to learn about their strengths and weaknesses. They can give them tasks which will require students to improve their personal skills while learning.

5.8. Limitations and Suggestions for Further Research

The study included 609 middle school students and their teachers as participants. The number of the teachers was relatively low in comparison with the students. A higher number of teachers would give a more comprehensive conclusion in terms of teachers' opinions. In addition, as the study is carried out in 3 different settings (schools), the physical opportunities of the schools (language laboratory/library) differed and questionnaire items related to these created differing perspectives. In this study, to find out the preferences of students and teachers' awareness on them a 48 item-questionnaire was used. This questionnaire covered different areas such as preferences for activities, participation mode and evaluation procedures. To make a more detailed analysis on each area, some interviews with teachers or classroom observations could have been more informative.

6. REFERENCES

- Bada, E. and Okan, Z. (2000). *Students' Language Learning Preferences*. [online] Tesl-ej.org. Available at: <http://www.tesl-ej.org/wordpress/issues/volume4/ej15/ej15a1/> [Accessed 6 Jun. 2018].
- Barkhuizen, G. (1998). Discovering Learners' Perceptions of ESL Classroom Teaching/Learning Activities in a South African Context. *TESOL Quarterly*, 32(1), p.85.
- Benson, P. and Lor, W. (1999). Conceptions of language and language learning. *System*, 27(4), pp.459-472.
- Bernat, E. and Gvozdenko, I. (2005). Beliefs about Language Learning: Current Knowledge, Pedagogical Implications, and New Research Directions. *TESL-EJ*, [online] 9:1. Available at: <http://tesl-ej.org/ej33/a1.pdf> [Accessed 6 Jun. 2018].
- Brown, A. (2009). Students' and Teachers' Perceptions of Effective Foreign Language Teaching: A Comparison of Ideals. *The Modern Language Journal*, 93(1), pp.46-60.
- Canning-Wilson, C. (2000). *Practical Aspects of Using Video in the EFL and ESL Classroom*. [online] Learntechlib.org. Available at: <https://www.learntechlib.org/p/64362/> [Accessed 6 Jun. 2018].
- Christison, M. and Krahnke, K. (1986). Student Perceptions of Academic Language Study. *TESOL Quarterly*, 20(1), p.61.
- Cook-Sather, A. (2006). Sound, Presence, and Power: "Student Voice" in Educational Research and Reform. *Curriculum Inquiry*, 36(4), pp.359-390.
- Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. *System*, 23(2), pp.195-205.
- Creswell, J. (2003). *Research Design: Qualitative and Quantitative Approaches*. 2nd ed. London: Sage Publication.
- Davis, A. (2003). Teachers' and Students' Beliefs Regarding Aspects of Language Learning. *Evaluation & Research in Education*, 17(4), pp.207-222.
- Ellis, R. (2008). *Learner Beliefs and Language Learning*. Busan, Korea: Asian EFL Journal Press.
- Falout, J., Murphey, T., Elwood, J., & Hood, M. (2008). Learner voices: Reflections on secondary education. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*. Tokyo: JALT.

- Garrett, P. and Shortall, T. (2002). Learners' evaluations of teacher-fronted and student-centred classroom activities. *Language Teaching Research*, 6(1), pp.25-57.
- Garrett, T. (2008). Student-Centered and Teacher-Centered Classroom management: a Case Study of Three Elementary Teachers. *Journal of Classroom Interaction*, 43.1, pp.34-47.
- Glaserfeld E. von (1995) A constructivist approach to teaching. In: Steffe L. P. & Gale J. (eds.) *Constructivism in education*. Erlbaum, Hillsdale: 3–15. Available at <http://www.vonglasersfeld.com/172>
- Green, J. (1993). Student Attitudes toward Communicative and Non-Communicative Activities: Do Enjoyment and Effectiveness Go Together?. *The Modern Language Journal*, 77(1), p.1.
- Gregersen, T. and MacIntyre, P. (2014). *Capitalizing on language learners' individuality*.
- Gürler, İ. (2015). *Correlation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students*. Ağrı İbrahim Çeçen University.
- Horwitz, E. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *The Modern Language Journal*, 72(3), pp.283-294.
- Jones, M. (2002). The Impact of Constructivism on Education: Language, Discourse, and Meaning. *American Communication Journal*, 5(3).
- Kalaja, P. (1995). Student beliefs (or metacognitive knowledge) about SLA reconsidered. *International Journal of Applied Linguistics*, 5(2), pp.191-204.
- Kehrwald, J. (2007). Conflicting Voices from the Classroom: Exploring Mismatches Between Language Learners' Beliefs and Curricula Goals. In: *Independent Learning Association 2007 Conference*.
- Kern, R. (1995). Students' and Teachers' Beliefs About Language Learning. *Foreign Language Annals*, 28(1), pp.71-92.
- Kumar, R. (2005). *Research methodology: a step-by-step guide for beginners*. 3rd ed. London: Sage Publications.
- Kumaravadivelu, B. (1991). Language-learning tasks: teacher intention and learner interpretation. *ELT Journal*, 45(2), pp.98-107.
- Littlewood, W. (2010). Chinese and Japanese Students' Conceptions of the 'Ideal English Lesson'. *RELC Journal*, 41(1), pp.46-58.

- Mantle-Bromley, C. (1995). Positive Attitudes and Realistic Beliefs: Links to Proficiency. *The Modern Language Journal*, 79(3), p.372.
- Mori, Y. (1999). Epistemological Beliefs and Language Learning Beliefs: What Do Language Learners Believe About Their Learning?. *Language Learning*, 49(3), pp.377-415.
- Nunan, D. (1995). Closing the Gap between Learning and Instruction. *TESOL Quarterly*, 29(1), p.133.
- Peacock, M. (1998). Exploring the gap between teachers' and learners' beliefs about 'useful' activities for EFL. *International Journal of Applied Linguistics*, 8(2), pp.233-248.
- TALIS - OECD Teaching and Learning International Study (2009). *Summary Report for Ireland*. Educational Research Centre.
- Eslami-Rasekh, Z. and Valizadeh, K. (2004). Classroom Activities Viewed from Different Perspectives: Learners' Voice and Teachers' Voice. *The Electronic Journal for English as a Second Language*, 8(3).
- Price, J. and Gascoigne, C. (2006). Current Perceptions and Beliefs Among Incoming College Students Towards Foreign Language Study and Language Requirements. *Foreign Language Annals*, 39(3), pp.383-394.
- Qin, X. (2012). A Comparative Study of Activity Preferences of Learners and Teachers in College English Teaching and Its Implications for Curriculum Design. *International Journal of English Linguistics*, 2(6).
- Rifkin, B. (2000). Revisiting Beliefs about Foreign Language Learning. *Foreign Language Annals*, 33(4), pp.394-408.
- Riley, P. (2009). Shifts in Beliefs about Second Language Learning. *RELC Journal*, 40(1), pp.102-124.
- Saadabadi M., H. (2013). Do Our Perceptions of Students' Activity Preferences Come True?. *International Journal of Applied Linguistics & English Literature*, 2(4), pp.174-181.
- Sanchez, N. (2017). Discovering Students' Preference for Classroom Activities and Teachers' Frequency of Activity Use. *Colombian Applied Linguistics Journal*, 19(1), p.51.
- Schulz, R. (1996). Focus on Form in the Foreign Language Classroom: Students' and Teachers' Views on Error Correction and the Role of Grammar. *Foreign Language Annals*, 29(3), pp.343-364.

- Shahini, A. and Daftarifard, P. (2011). Learners' Beliefs of an Effective Teacher: A Case of Iranian Context. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 2(1).
- Siebert, L. (2003). Student and Teacher Beliefs About Language Learning. *The Ortesol Journal*, 2(1), pp.7-39.
- Spratt, M. (1999). How good are we at knowing what learners like?. *System*, 27(2), pp.141-155.
- Spratt, M. (2001). The Value of Finding Out What Classroom Activities Students Like. *RELC Journal*, 32(2), pp.80-101.
- Wenden, A. (1999). An introduction to Metacognitive Knowledge and Beliefs in Language Learning: beyond the basics. *System*, 27(4), pp.435-441.
- White, C. (1999). Expectations and emergent beliefs of self-instructed language learners. *System*, 27(4), pp.443-457.
- Wong, R. (2011). Student perception and identification of learning objectives in English lessons. *Reflections on English Language Teaching*, 8(2).
- Woodrow, L. (2006). Anxiety and Speaking English as a Second Language. *RELC Journal*, 37(3), pp.308-328.

7. APPENDICES

Appendix 1: Students' Questionnaire 1

TERCİH ETTİĞİN İNGİLİZCE ÖĞRENME YÖNTEMLERİ NELER?

Bu anket, Türkiye’deki ortaokul öğrencilerinin İngilizce öğrenimindeki kişisel tercihlerini belirlemek için hazırlanmıştır. Lütfen, bugüne kadar edinmiş olduğunuz tecrübelerinize dayanarak aşağıdaki maddeleri tamamlayın ve fikrinizi belirtin.

<p>Aşağıdaki açıklamalara ne ölçüde katılıyorsun ve ya katılmıyorsun. Uygun kutucuğu işaretle.</p> <p>YA DA</p> <p>Belirtilen aktivite ile ilgili herhangi bir deneyimin yoksa “Deneyimim yok” kutucuğunu işaretle.</p>
<p>Cinsiyet: Erkek <input type="checkbox"/> Kız <input type="checkbox"/> Sınıf: 8 <input type="checkbox"/> 7 <input type="checkbox"/></p>

İngilizce derslerinde severim:	Kesinlikle Katılıyorum					Kesinlikle Katılmıyorum	Deneyimim Yok
1. konuşmalara katılmayı	⑥	⑤	④	③	②	①	Ⓓ
2. öğretmen yönlendirmesiyle kütüphane araştırması yapmayı	⑥	⑤	④	③	②	①	Ⓓ
3. eğitim videoları izlemeyi ve dinlemeyi	⑥	⑤	④	③	②	①	Ⓓ
4. bireysel sözlü sunum yapmayı	⑥	⑤	④	③	②	①	Ⓓ
5. yabancı dil oyunlarında yer almayı	⑥	⑤	④	③	②	①	Ⓓ
6. dilin kurallarını (zamanlar, bağlaçlar) incelemek için metin okumayı	⑥	⑤	④	③	②	①	Ⓓ
7. dil bilgisi kurallarına çalışmayı	⑥	⑤	④	③	②	①	Ⓓ
8. bilgiyi kendim keşfetmeyi	⑥	⑤	④	③	②	①	Ⓓ
9. öğretmenin tüm sınıfa sözlü/yazılı dönüt vermesini	⑥	⑤	④	③	②	①	Ⓓ
10. küçük gruplarla çalışmayı (maksimum 5 öğrenci)	⑥	⑤	④	③	②	①	Ⓓ
11. sınıfta küçük gruplar halinde kısa(1 sayfadan az) paragraflar yazmayı	⑥	⑤	④	③	②	①	Ⓓ
12. zaman tutarak sınav sorularını cevaplama alıştması yapmayı	⑥	⑤	④	③	②	①	Ⓓ
13. başkalarını İngilizce konuşurken dinlemeyi	⑥	⑤	④	③	②	①	Ⓓ
14. 21-30 kişilik sınıflarda eğitim görmeyi	⑥	⑤	④	③	②	①	Ⓓ
15. sınıfta kendi başıma çalışmayı	⑥	⑤	④	③	②	①	Ⓓ
16. sınav sorularına verilecek cevapları planlamayı	⑥	⑤	④	③	②	①	Ⓓ
17. sınıfta sınıf arkadaşlarımla İngilizce konuşmayı	⑥	⑤	④	③	②	①	Ⓓ
18. yabancı dil sınıfını kullanmayı	⑥	⑤	④	③	②	①	Ⓓ
19. yazılı sınav ve ya deneme sınavı olmayı	⑥	⑤	④	③	②	①	Ⓓ

20. sınıf arkadaşlarımla sözlü sunumlarımı dinlemeyi	6	5	4	3	2	1	D
21. sınıf dışında yazılı ödevler yapmayı (ör. mektuplar, notlar, özetler ve raporlar)	6	5	4	3	2	1	D
22. sınıf arkadaşlarımla bana sözlü/yazılı dönüt vermesini	6	5	4	3	2	1	D
23. proje ödevi yapmayı	6	5	4	3	2	1	D
24. öğretmenin belirli bir beceri hakkında açıklama yapmasını (ör. nasıl mektup yazılır?)	6	5	4	3	2	1	D
25. öğretmenin hazırladığı yazılı kaynağı sessizce okumayı	6	5	4	3	2	1	D
26. 15- 20 kişilik sınıflarda eğitim görmeyi	6	5	4	3	2	1	D
27. uygulamalı çalışmalar yapmayı (ör. araştırma ya da sözlü sunum)	6	5	4	3	2	1	D
28. sınıfta bireysel olarak kısa (1 sayfadan az) paragraflar yazmayı	6	5	4	3	2	1	D
29. sıra arkadaşım ile çalışmayı	6	5	4	3	2	1	D
30. yazılı alıştırmalar yapmayı (ör. boşluk doldurma, cümle düzeltme)	6	5	4	3	2	1	D
31. öğretmenin küçük gruplara sözlü ya da yazılı dönüt vermesini	6	5	4	3	2	1	D
32. dinleme aktivitelerini	6	5	4	3	2	1	D
33. diğer öğrencilerin yazdıklarına bakmayı	6	5	4	3	2	1	D
34. "quiz" tarzı basit sınavlara girmeyi	6	5	4	3	2	1	D
35. sınıf arkadaşlarımla sınıfta İngilizce iletişim kurmayı	6	5	4	3	2	1	D
36. öğretmenin öğrencilere tek tek sözlü/yazılı dönüt vermesini	6	5	4	3	2	1	D
37. 6 -10 kişilik gruplarda çalışmayı	6	5	4	3	2	1	D
38. öğretmenin dil kurallarıyla ilgili açıklamalarda bulunmasını (ör. İngilizcede geçmiş zaman)	6	5	4	3	2	1	D
39. bilgi edinmek için sessizce okuma yapmayı (ör. dergi yazıları, gazeteler)	6	5	4	3	2	1	D
40. öğrendiğimiz konulardan sınav olmayı	6	5	4	3	2	1	D
41. grupça sözel sunum yapmayı	6	5	4	3	2	1	D
42. kendi yazdıklarımı kontrol etmeyi	6	5	4	3	2	1	D
43. 31 öğrenciden fazla olan sınıfta eğitim görmeyi	6	5	4	3	2	1	D
44. rol yapma/canlandırma yapma etkinliklerinde bulunmayı	6	5	4	3	2	1	D
45. ses kayıtlarını dinlemeyi	6	5	4	3	2	1	D
46. sınıfta sesli okuma yapmayı	6	5	4	3	2	1	D
47. yaptığım sunumu sonrasında video olarak izlemeyi	6	5	4	3	2	1	D
48. sözel alıştırmalar yapmayı (ör. telaffuz çalışması, kuralları sesli tekrarlama)	6	5	4	3	2	1	D

Appendix 2: Teachers' Questionnaire 1

ÖĞRENCİLERİNİZ HANGİ İNGİLİZCE ÖĞRENME YÖNTEMLERİNİ TERCİH EDER?

Bu anket, Türkiye'deki ortaokul öğretmenlerinin öğrencilerinin İngilizce öğrenimindeki kişisel tercihlerinin ne düzeyde farkında olduğunu anlamak için hazırlanmıştır. Lütfen, bugüne kadar edinmiş olduğunuz tecrübelerinize dayanarak aşağıdaki maddeleri tamamlayın ve fikrinizi belirtin.

Aşağıdaki açıklamalara ne ölçüde katılıyorsun ve ya katılmıyorsun. Uygun kutucuğu işaretle.

YA DA

Belirtilen aktivite ile ilgili herhangi bir deneyimin yoksa “Deneyimim yok” kutucuğunu işaretle.

İngilizce derslerinde öğrencilerimsever:	Kesinlikle Katılıyorum					Kesinlikle Katılmıyorum	Deneyimim Yok
1. konuşmalara katılmayı	⑥	⑤	④	③	②	①	Ⓓ
2. öğretmen yönlendirmesiyle kütüphane araştırması yapmayı	⑥	⑤	④	③	②	①	Ⓓ
3. eğitim videoları izlemeyi ve dinlemeyi	⑥	⑤	④	③	②	①	Ⓓ
4. bireysel sözlü sunum yapmayı	⑥	⑤	④	③	②	①	Ⓓ
5. yabancı dil oyunlarında yer almayı	⑥	⑤	④	③	②	①	Ⓓ
6. dilin kurallarını (zamanlar, bağlaçlar) incelemek için metin okumayı	⑥	⑤	④	③	②	①	Ⓓ
7. dil bilgisi kurallarına çalışmayı	⑥	⑤	④	③	②	①	Ⓓ
8. bilgiyi kendileri keşfetmeyi	⑥	⑤	④	③	②	①	Ⓓ
9. öğretmenin tüm sınıfa sözlü/yazılı dönüt vermesini	⑥	⑤	④	③	②	①	Ⓓ
10. küçük gruplarla çalışmayı (maksimum 5 öğrenci)	⑥	⑤	④	③	②	①	Ⓓ
11. sınıfta küçük gruplar halinde kısa(1 sayfadan az) paragraflar yazmayı	⑥	⑤	④	③	②	①	Ⓓ
12. zaman tutarak sınav sorularını cevaplama alıştması yapmayı	⑥	⑤	④	③	②	①	Ⓓ
13. başkalarını İngilizce konuşurken dinlemeyi	⑥	⑤	④	③	②	①	Ⓓ
14. 21-30 kişilik sınıflarda eğitim görmeyi	⑥	⑤	④	③	②	①	Ⓓ
15. sınıfta kendi başlarına çalışmayı	⑥	⑤	④	③	②	①	Ⓓ
16. sınav sorularına verilecek cevapları planlamayı	⑥	⑤	④	③	②	①	Ⓓ
17. sınıfta sınıf arkadaşlarıyla İngilizce konuşmayı	⑥	⑤	④	③	②	①	Ⓓ
18. yabancı dil sınıfını kullanmayı	⑥	⑤	④	③	②	①	Ⓓ

19. yazılı sınav ve ya deneme sınavı olmayı	⑥	⑤	④	③	②	①	Ⓓ
20. sınıf arkadaşlarının sözlü sunumlarını dinlemeyi	⑥	⑤	④	③	②	①	Ⓓ
21. sınıf dışında yazılı ödevler yapmayı (ör. mektuplar, notlar ,özetler ve raporlar)	⑥	⑤	④	③	②	①	Ⓓ
22. sınıf arkadaşlarının onlara sözlü/yazılı dönüt vermesini	⑥	⑤	④	③	②	①	Ⓓ
23. proje ödevi yapmayı	⑥	⑤	④	③	②	①	Ⓓ
24. öğretmenin belirli bir beceri hakkında açıklama yapmasını (ör. nasıl mektup yazılır?)	⑥	⑤	④	③	②	①	Ⓓ
25. öğretmenin hazırladığı yazılı kaynağı sessizce okumayı	⑥	⑤	④	③	②	①	Ⓓ
26. 15- 20 kişilik sınıflarda eğitim görmeyi	⑥	⑤	④	③	②	①	Ⓓ
27. uygulamalı çalışmalar yapmayı (ör. araştırma ya da sözlü sunum)	⑥	⑤	④	③	②	①	Ⓓ
28. sınıfta bireysel olarak kısa (1 sayfadan az) paragraflar yazmayı	⑥	⑤	④	③	②	①	Ⓓ
29. sıra arkadaşlarıyla çalışmayı	⑥	⑤	④	③	②	①	Ⓓ
30. yazılı alıştırmalar yapmayı (ör. boşluk doldurma, cümle düzeltme)	⑥	⑤	④	③	②	①	Ⓓ
31. öğretmenin küçük gruplara sözlü ya da yazılı dönüt vermesini	⑥	⑤	④	③	②	①	Ⓓ
32. dinleme aktivitelerini	⑥	⑤	④	③	②	①	Ⓓ
33. diğer öğrencilerin yazdıklarına bakmayı	⑥	⑤	④	③	②	①	Ⓓ
34. “quiz” tarzı basit sınavlara girmeyi	⑥	⑤	④	③	②	①	Ⓓ
35. sınıf arkadaşlarıyla sınıfta İngilizce iletişim kurmayı	⑥	⑤	④	③	②	①	Ⓓ
36. öğretmenin onlara tek tek sözlü/yazılı dönüt vermesini	⑥	⑤	④	③	②	①	Ⓓ
37. 6 -10 kişilik gruplarda çalışmayı	⑥	⑤	④	③	②	①	Ⓓ
38. öğretmenin dil kurallarıyla ilgili açıklamalarda bulunmasını (ör. ingilizcede geçmiş zaman)	⑥	⑤	④	③	②	①	Ⓓ
39. bilgi edinmek için sessizce okuma yapmayı (ör. dergi yazıları, gazeteler)	⑥	⑤	④	③	②	①	Ⓓ
40. öğrendikleri konulardan sınav olmayı	⑥	⑤	④	③	②	①	Ⓓ
41. grupça sözel sunum yapmayı	⑥	⑤	④	③	②	①	Ⓓ
42. kendi yazdıklarını kontrol etmeyi	⑥	⑤	④	③	②	①	Ⓓ
43. 31 öğrenciden fazla olan sınıfta eğitim görmeyi	⑥	⑤	④	③	②	①	Ⓓ
44. rol yapma/canlandırma yapma etkinliklerinde bulunmayı	⑥	⑤	④	③	②	①	Ⓓ
45. ses kayıtlarını dinlemeyi	⑥	⑤	④	③	②	①	Ⓓ
46. sınıfta sesli okuma yapmayı	⑥	⑤	④	③	②	①	Ⓓ
47. yaptıkları sunumu sonrasında video olarak izlemeyi	⑥	⑤	④	③	②	①	Ⓓ
48. sözel alıştırmalar yapmayı (ör. telaffuz çalışması, kuralları sesli tekrarlama)	⑥	⑤	④	③	②	①	Ⓓ

Appendix 3: National Education Directorate Approval for Hatay



T.C.
HATAY VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 32889839-605.01-E.19065450
Konu : Erdem ÖZTÜRK'ün
Araştırma İzin Onayı

11.10.2018

VALİLİK MAKAMINA

Mersin Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü öğrencisi Erdem ÖZTÜRK "Exploring (Mis) Matches Between Students' and Teachers' Preferences For EFL Classroom Activities" isimli araştırma kapsamında anket çalışmasını 2018-2019 eğitim öğretim yılı birinci ve ikinci döneminde İlimiz Defne İlçesinde bulunan Defne Yeşilpınar Ortaokulu ve Samandağ İlçesindeki Samandağ Şaban Kahil Sürmeli Ortaokulunda uygulamak istemektedir.

Söz konusu çalışma ile ilgili olarak komisyonumuzca inceleme yapılmış olup, "Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 22.08.2017 tarihli ve 35558626-10.06.01-E.12607291 ve 2017/25 nolu Araştırma, Yanışma ve Sosyal Etkinlik İzinleri Genelgesine" uygun olduğundan, ilgilinin İlimiz Defne İlçesinde bulunan Defne Yeşilpınar Ortaokulu ve Samandağ İlçesi Samandağ Şaban Kahil Sürmeli Ortaokul idarecilerinin uygun göreceği tarih ve saatlerde, çalışma yapmasını, olurlarınıza arz ederim.

Mustafa KÖSE
İl Millî Eğitim Şube Müdürü

OLUR
11.10.2018

Kemal KARAHAN
Vali a.
İl Millî Eğitim Müdürü

Appendix 4: National Education Directorate Approval for Gaziantep



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 34659092-605.01-E.19936027
Konu : Araştırma İzin Talebi
(Erdem ÖZTÜRK)

22/10/2018

VALİLİK MAKAMINA

İlgi: Çağ Üniversitesi'nin 25.09.2018 tarihli ve 1725 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Erdem ÖZTÜRK'ün "exploring(MIS) Matches Between Students And teachers preferences for EFL Class Room activities" konulu anket çalışması kapsamında, İlimiz Şahinbey İlçesinde bulunan Emire Mustafa Tezel Ortaokulunda okumakta olan 7 ve 8. Sınıf öğrencileri ve aynı okulda eğitim veren öğretmenlere yönelik anket uygulama isteği, ilgi yazıda belirtilmektedir.

Bu kapsamda Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Öğrencisi Erdem ÖZTÜRK'ün araştırma çalışma isteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 22.08.2017 tarihli ve 12607291 (2017/25) sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şahinbey İlçesinde bulunan Şahinbey İlçesinde bulunan Emire Mustafa Tezel Ortaokulunda okumakta olan 7 ve 8. Sınıf öğrencileri ve aynı okulda eğitim veren öğretmenlere gönüllülük esasına dayalı olarak uygulanması, Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarımıza arz ederim.

Mehmet ALİ TIRYAKİ OĞLU
Millî Eğitim Müdür V.

OLUR
22/10/2018

Uğur ALADAĞ
Vali a.
Vali Yardımcısı

Appendix 6: Request for Questionnaire (Hatay)



ÇAĞ ÜNİVERSİTESİ

SAYI : 23867972/ *1724*
 KONU: Tez Anket İzni Hakkında

25 Eylül 2018

T.C
 HATAY İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ' NE

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında halen 2018/2019 güz dönemi tez aşamasındaki kaydını yenilememiş olan ve programdaki kaydı halen tez aşamasında devam eden 20168002 numaralı **Erdem ÖZTÜRK**, "Exploring (MIS) matches between students' and teachers' preferences for EFL classroom activities" konulu tez çalışmasını Çukurova Üniversitesi öğretim üyesi olan **Prof. Dr. Zühal OKAN** danışmanlığında yürütülmektedir.

2. Bu tez çalışması kapsamında Hatay İli Defne, Samandağ İlçelerinde bulunan Yeşilpınar orta okulu ile Şaban Kahil Sürmeli orta okulunda halen okuyan 7. Ve 8. Sınıflarındaki öğrencileri kapsamak üzere kopyası Ek'te sunulan bir anket uygulaması yapması planlanmıştır.

3. Bu tez çalışması kapsamında yukarıda belirtilen anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.

Arz ederim.



Sos. Bil. Enst. Sekreteri

EKİ: 4 (Dört) Sayfa Anket Formu Listesi.

www.cag.edu.tr

Adana Mersin yolu üzeri Yaşar Bayboğan Kampüsü 33800 Yenice/MERSİN - Faks: 0 (324) 651 48 11 | e-mail: cag@cag.edu.tr

444 | Çağ

Appendix 7: Request for Questionnaire (Gaziantep)



ÇAĞ ÜNİVERSİTESİ

SAYI : 23867972/1725
KONU: Tez Anket İzini Hakkında

25 Eylül 2018

T.C
GAZİANTEP İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ'NE

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında halen 2018/2019 güz dönemi tez aşamasındaki kaydını yenilememiş olan ve programdaki kaydı halen tez aşamasında devam eden 20168002 numaralı **Erdem ÖZTÜRK**, "Exploring (MIS) matches between students' and teachers' preferences for EFL classroom activities" konulu tez çalışmasını Çukurova Üniversitesi öğretim üyesi olan **Prof. Dr. Zuhai OKAN** danışmanlığında yürütülmektedir.
 2. Bu tez çalışması kapsamında Gaziantep İli Şahinbey İlçesi Emire Mustafa Tezel orta okulunda halen okuyan 7. Ve 8. Sınıflarındaki öğrencileri kapsamak üzere kopyası Ek'te sunulan bir anket uygulaması yapması planlanmıştır.
 3. Bu tez çalışması kapsamında yukarıda belirtilen anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.
- Arz ederim.


Doç. Dr. Mural KOC
Sosyal Bilimler Enstitüsü Müdürü
S.S. B. I. Enst. Selahattin

EKİ: 4 (Dört) Sayfa Anket Formu Listesi.

www.cag.edu.tr

8. BIOGRAPHY

1991 yılında Hatay'da doğan Erdem ÖZTÜRK, eğitim hayatına Harbiye Selahattin Güzel İlköğretim Okulu'nda başlamış, lise öğrenimini Hatay Necmi Asfurođlu Anadolu Lisesi'nde, lisans öğrenimini de Anadolu Üniversitesi İngilizce Öğretmenliđi bölümünde tamamlamıştır. Son olarak, Çađ Üniversitesi İngiliz Dili Eğitimi (Yüksek Lisans) bölümünden mezun olmuştur.

Halihazırda kendisi, Milli Eğitim Bakanlığı'nda İngilizce öğretmenliđi yapmaktadır. Erdem ÖZTÜRK iyi derecede İngilizce bilmektedir.

E-posta adresi: erdemyenimail@gmail.com

