

**COMMUNICATIVE LANGUAGE TEACHING IN
TURKEY:
TEACHERS' VIEWS AND CLASSROOM PRACTICES**

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MA Thesis

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COMMUNICATIVE LANGUAGE TEACHING IN TURKEY:
TEACHERS' VIEWS AND CLASSROOM PRACTICES

(Türkiye'deki İletişimsel Dil Öğretimi Yaklaşımı: Öğretmenlerin Görüşleri ve Sınıf
İçi Uygulamaları)

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Yrd.Doç.Dr.Oktay YAĞIZ danışmanlığında, Şadıman HUNUTLU tarafından hazırlanan “Communicative Language Teaching in Turkey:Teachers’ Views and Classroom Practices ” başlıklı çalışma 30 / 03 / 2011 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından. Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

MA THESIS

COMMUNICATIVE LANGUAGE TEACHING IN TURKEY: TEACHERS' VIEWS AND CLASSROOM PRACTICES

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The Communicative Language Teaching (CLT) has been one of the most dominant methods in English as a Second Language (ESL) and English as a Foreign Language (EFL) communities for more than three decades. This study based on this phenomenon was an investigation of Turkish EFL teachers' beliefs and practices regarding CLT. Moreover it was aimed to investigate the difficulties and challenges English teachers face in the implementation of CLT practices in the Turkish context and how the professional experience affect the implementation of the communicative approach.

An overview of English language teaching in Turkey is presented in the initial part of the study, in addition to that, the definition and principles of CLT and its brief history can be found in the next parts of the study.

In this study quantitative approach was used and the data was collected from a hundred and eleven Turkish EFL teachers teaching primary and secondary schools in different parts of Turkey.

After the analysing of the data, the results show that despite holding positive beliefs about CLT, the respondents to the survey couldn't use CLT effectively. They encounter a number of difficulties in implementation of communicative activities. Deficiency of the suitable materials and equipment, lack of the English class hours and deficiency of suitable textbooks are among the difficulties teachers encounter.

These findings suggest that the educational facilities should be revised and better precautions should be taken for better implementation of CLT.

Key Words: Communicative Language Teaching, Foreign language, English language teaching.

ÖZET

YÜKSEK LİSANS TEZİ TÜRKİYE'DEKİ İLETİŞİMSEL DİL ÖĞRETİMİ YAKLAŞIMI: ÖĞRETMENLERİN GÖRÜŞLERİ VE SINIF İÇİ UYGULAMALARI

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Otuz yıldan uzun bir süredir iletişimsel dil öğretimi (CLT), ikinci dil öğretiminde ve yabancı dil öğretiminde en etkili dil öğretim metotlarından biri olmuştur. Bu olgudan yola çıkan bu çalışma Türkiye'deki İngilizce öğretmenlerinin İletişimsel Dil Öğretimi yaklaşımı ile ilgili düşünce ve uygulamalarını dikkate alan bir araştırmadır. Bununla birlikte, çalışmanın diğer bir amacı da öğretmenlerin İletişimsel Dil Öğretimi etkinliklerini sınıf içerisinde uygulamaları sırasında karşılaştıkları zorlukları ve öğretmenlik tecrübesinin İletişimsel Dil Öğretimi faaliyetlerini uygulama konusundaki etkisini araştırmaktır.

Çalışmanın ilk bölümünde Türkiye'deki İngilizce öğretim sürecine genel bir bakış sunulmaktadır. İletişimsel Dil Öğretimi'nin tanımı ve kısa bir özeti de çalışmanın devamında yer almaktadır.

Bu çalışmada nitel yaklaşım kullanıldı ve çalışma verileri Türkiye'nin farklı bölgelerinde ilköğretim ve lise düzeyinde çalışan 111 İngilizce öğretmeninden elde edildi.

Verilerin analiziyle, katılımcıların İletişimsel Dil Öğretimi konusunda olumlu düşünceler barındırmalarına rağmen yaklaşımı etkin bir şekilde kullanamadıkları görülmektedir. Katılımcılar iletişimsel etkinliklerin uygulama safhasında pek çok problemle karşılaşmaktadırlar. Uygun materyal ve donanımda eksiklik, İngilizce ders saatlerindeki yetersizlik ve uygun ders kitabı konusundaki yetersizlik öğretmenlerin karşılaştıkları problemlerden bazılarıdır.

Bu bulgular eğitim olanaklarının gözden geçirilmesini ve yaklaşımın daha iyi bir şekilde uygulanabilmesi için daha iyi önlemler alınması gerektiğini savunmaktadır.

Anahtar Sözcükler: İletişimsel Dil Öğretimi, Yabancı dil, İngilizce öğretimi.

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TABLE OF CONTENTS

	Page
TEZ KABUL VE ONAY TUTANAĞI.....	i
TEZ ETİK VE BİLDİRİM SAYFASI.....	ii
ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
ABBREVIATIONS.....	xi

CHAPTER ONE

1. INTRODUCTION

1.1. Background and Statement of the Problem.....	1
1.2. The Purpose of the Study.....	3
1.3. Research Questions.....	3
1.4. Definitions of the Key Terms.....	4
1.5. Overview of the Dissertation.....	8

CHAPTER TWO

2. LITERATURE REVIEW

2.1. An Overview of English Teaching in Turkey.....	9
2.1.1. History of English teaching in Turkey.....	9
2.1.2. The Tanzimat Period.....	10
2.1.3. Republican Turkey.....	11
2.1.4. The Current English Teaching curriculum.....	16
2.2. Communicative Language Teaching.....	18
2.2.1. Communicative competence in CLT framework.....	19
2.2.2. Major features of Communicative Language Teaching.....	24
2.2.3. Some misconceptions about CLT.....	31

2.2.3.1. CLT means not teaching grammar	32
2.2.3.2. CLT means teaching only speaking.....	33
2.2.3.3. CLT means pairwork, which means roleplay	34
2.2.3.4. CLT means expecting too much from the teacher	34
2.2.4. CLT and a communicative curriculum and syllabus design	35
2.2.5. Materials used in Communicative Language Teaching.....	37
2.2.5.1. Text-based materials	38
2.2.5.2. Task-based materials	38
2.2.5.3. Realia	39
2.2.6. Classroom activities used in CLT	39
2.2.6.1. Role plays.....	39
2.2.6.2. Problem-solving activities.....	40
2.2.6.3. Picture strip stories	40
2.2.6.4. Interviews	41
2.2.6.5. Scrambled sentences	41
2.2.6.6. Games.....	41
2.2.6.7. Pair work	42
2.2.6.8. Group work	44
2.2.6.9. Discussions and debates	45
2.2.6.10. Prepared talks and oral presentations	45
2.3. Teachers' Beliefs and Classroom Practices	45
2.4. Teaching Behaviors and Teaching Experience	48

CHAPTER THREE

3. METHODOLOGY	50
3.1. Research Design	50
3.2. Participants	50
3.3. Instrumentation	52
3.4. Data Collection	53
3.5. Data Analysis	54

CHAPTER FOUR

4. RESULTS	56
4.1. Participant Teachers' Beliefs About CLT and Their Practices	56
4.2. English teachers' views and practices in CLT according to their importance level	59
4.3. English teachers' views on CLT in terms of their teaching experience years	61

CHAPTER V

5. CONCLUSION	65
5.1. Discussion and Implications	65
5.1.1. What beliefs and practices do English teachers hold about CLT.....	66
5.1.2. Difficulties and Challenges in Implementing CLT in Turkey	67
5.1.2.1. Deficiency of the textbook	67
5.1.2.2. Lack of equipment and materials for CLT	68
5.1.2.3. Deficiency in the number of class hours of English	69
5.1.3. Importance level of teachers' beliefs in the questionnaire.....	70
5.1.4. English teachers' views of CLT in terms of their teaching experience years ...	71
5.2. The Limitations of the Study	72
5.3. Suggestions for Future Research.....	72
REFERENCES	75
APPENDICES	80
APPENDIX A: The research instrument for the quantitative data (An Inventory of teachers' beliefs and practices)	80
APPENDIX B: The Webbased Questionnaire (Classroom Practice Section).	84
APPENDIX C: Table 4.1. Distribution of the teachers' beliefs and practices about CLT.....	85
APPENDIX D: Table 4.2. English teachers' beliefs and practices in CLT according to their importance level	87
APPENDIX E: Table 4.3. Differences between English Teachers' views on CLT according to their teaching experience years.....	88
CURRICULUM VITAE	92

LIST OF TABLES

	Pages
Table 3.1. Gender ratio of survey participants.....	51
Table 3.2. Teaching experience of survey participants.....	52
Table 3.3. School type of survey participants.....	52
Table 4.1. Distribution of the teachers' beliefs and practices about CLT.	56
Table 4.2. English teachers' beliefs and practices in CLT according to their importance level.....	59
Table 4.3. Differences between English Teachers' views on CLT according to their teaching experience years	62

LIST OF FIGURES

	Pages
Figure 2.1. Components of Communicative Competence by Canale and Swain (1980-1983).....	21
Figure 2.2. Components of Communicative Competence by Savignon's,(2002).....	23

ABBREVIATIONS

BOED	: The Board of Education and Discipline
CC	: Communicative Competence
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ESL	: English as a Second Language
EU	: European Union.
GTM	: Grammar Translation Method
M	: Mean
MONE	: Ministry of National Education
NATO	: North Atlantic Treaty Organisation
S.D.	: Standard Deviation
SLA	: Second Language Acquisition
SPSS	: Statistical Package for the Social Sciences
χ^2	: Chi square distribution

CHAPTER I

1. INTRODUCTION

1.1. Background and Statement of the Problem

What is belief and does belief affect practice? These are important questions for educational research for many years. Until the mid-1970s, the research in teacher education emphasized teachers' behaviors rather than the underpinning mental processes. To put it another way, teachers were supposed to be “*doers*” who followed experts' recommendations on how to teach, rather than *decision makers* who were capable of thinking and acting on their own decisions (Freeman, 2002). However, after mid-1970s, researchers began to change their focus. They started to question whether they should investigate teachers' classroom behaviors or the teachers' minds to understand teaching process.

Previous research demonstrated that teachers are not just implementing experts' ideas. In fact, in the teaching process, they are constantly observing, diagnosing, and responding to various situations and their behaviors are shaped by their beliefs about teaching (Borg, 2003a, 2006; cited in Xing, 2009). Clark (1995; cited in Xing, 2009) states that in order to understand teachers' teaching process researchers should explore teachers' thinking processes and investigate their behaviors. In addition to that, researchers have noted that teacher education programs that attempt to change teachers' behaviors need to address teachers' existing belief systems (Freeman, 2002; Richardson, 2003).

The studies have shown that there is a strong relation between teachers' beliefs and their classroom practices; more specifically, there has been interest in the extent to which teachers' stated beliefs correspond with what they do in the classroom, nonetheless there is evidence that the two do not always coincide (e.g. Karavas-Doukas, 1996; cited in Phipps & Borg, 2009).

In the field of EFL/ESL (English as a Foreign Language / English as a Second Language) education, the question of what shapes teacher beliefs led us to interrogate

the teachers beliefs on language teaching and the methods used in language teaching. The Ministry of National Education (MONE) has attempted to promote higher achievement in English communicative skills among school students by urging teachers to incorporate communicative language activities by using Communicative Language Teaching (CLT) into their lessons.

CLT is defined as an “approach that aims to (a) make communicative competence (CC) the goal of language teaching and (b) develop procedures for the teaching of the four language skills(reading, writing, speaking, listening) that acknowledge the interdependence of language and communication” (Richards & Rodgers, 1986; cited in Nishino, 2009, p. 10).

When it is examined in a theoretical dimension, it can be said that a considerable numbers of teachers believe that English should be taught by using CLT but at the practical dimension it can be seen that the numbers of the teachers using CLT cannot be satisfactory. There may be many reasons of teachers that they cannot use CLT in second language teaching.

In 2007, the MONE (Ministry of National Education) revised and updated the National English Teaching Curriculum in primary and secondary levels in Turkey (MONE, 2008). With this reform, CLT has been the basis of the curriculum, it was aimed to develop written and oral communication skills of learners (MONE, 2008). Also, this curriculum dictates that “what matters is the use of language as a means of communication rather than the rules of grammar” (MONE, 2008). Following the adoption of the new CLT-based curriculum, MONE replaced all the existing textbooks used in schools with newly written course books based on the CLT approach. Despite these positive steps taken towards integrating CLT methodology into English teaching in Turkey but many EFL teachers in Turkey have still been using traditional teaching methods in classroom practices.

Research on Turkish EFL teachers’ classroom practices shows that CLT cannot be used effectively by Turkish EFL teachers. For instance, Eveyik-Aydın (2003), Bal (2006) and Özsevik (2010) emphasize that CLT cannot be used effectively in Turkish schools. In addition these studies, Işık (2008) notes that in Turkey EFL teachers still use Grammar Translation Method (GTM) in language classrooms.

According to the many research EFL teachers have positive views on CLT in foreign or second language teaching but in classroom practices they cannot use CLT as it must be.

In this study quantitative approach was used to get necessary information to measure teachers' beliefs and practices in CLT.

With the aim of measuring Japan foreign language teachers' beliefs and practices about CLT, Nishino (2009) developed a questionnaire based on the following studies: Brown (2001), Gorsuch (2000a), Horwitz (1985), Iida and Wakamoto (2000), Karavas-Doukas (1996), Lamie (2000), Matsuura, Chiba, and Hilderbrandt (2001), Nishino (2008), Rausch (2000), and Taguchi (2005). In order to apply this inventory in Turkey and on Turkish foreign language teachers, I adapted the questionnaire.

The participants of the questionnaire were 111 English Teachers from different schools in different parts of Turkey. The findings were evaluated using Arithmetic mean, Standard deviation and Kruskal-Wallis model.

According to the findings there can be differences between English Teachers' beliefs on CLT and their classroom practices in Turkey.

1.2. Purpose of the Study

The primary purposes of this study are to investigate Turkish EFL teachers' beliefs and practices regarding the use of CLT and to examine the relationships among their beliefs about CLT, their classroom practices, and other factors affecting the dissonance between the teachers' beliefs and practices.

By the way, this study inquires the differences about English teachers' views of CLT in terms of their teaching experience years are explored.

1.3. Research Questions

The study was shaped in accordance with the following research questions:

- 1) What beliefs and practices do English teachers hold about CLT?

2) Are there any significant differences about English teachers' views of CLT in terms of their teaching experience years?

1.4. Definitions of Key Terms

This section defines key terms used in this study; teacher beliefs and classroom practice.

Teacher Beliefs

According to dictionary meaning belief is “the mental acceptance of and conviction in the truth, actuality, or validity of something.”

Regarding beliefs about SLA (second language acquisition) “Teachers’ beliefs” refer to “the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom” (Richards, 1998; cited in Wallestad, 2009). He also states that teachers’ beliefs about teaching and learning may be different from one another depending on their teaching experiences, and may be different from students’ beliefs.

Teachers’ beliefs are viewed as a cluster of beliefs within a belief system, including the understandings, assumptions, and propositions about teaching, learning, students, and subject knowledge that teachers believe that are true.

Regarding the definition the term of “beliefs” some researchers adopt a blanket term:

Richardson (1996) beliefs are defined as psychologically held understandings, premises, or propositions about the world that are accepted to be true. Richardson (2003) further states that beliefs are largely personal and subjective. They are certain propositions an individual holds and considers to be true, but in reality, they do not have to be. Thus, they have a certain affective and evaluative nature.

Freeman (2002) defines the term as teachers’ mental lives to discuss teachers’ decision making and perceptions of teaching and learning.

Shkedi and Laron (2004) state belief is the same with understanding, because both belief and the understanding refer to the manner in which the teacher understands or perceives his or her world.

Nishino states in her study that, Regarding beliefs about SLA, Kalaja and Barcelos (2003) define them as “opinions and ideas that learners (and teachers) have about the task of learning a second/foreign language”(p.6). Barcelos (2003) point out three approach to define beliefs about SLA.

The first approach is the normative approach which defines beliefs as preconceptions, myths, or misconceptions that learners hold about language learning (e.g., Horwitz, 1988).

The second approach is the metacognitive approach (e.g., Wenden, 1986). Wenden states that beliefs seem to work as a sort of logic determining consciously or unconsciously what they did to help themselves to learn English.

The third approach is the contextual approach, which views beliefs as contextual, dynamic, and social, and recognized that beliefs are a part of students’ experiences that are closely interrelated with their environment. (e.g., Kalaja, 1995; Sakui & Gaies, 1999).

Barcelos (2003) indicates that the first two approaches are likely to miss the complex structure of belief systems within which sets of beliefs form a “multilayered web of relationships.” (Barcelos, 2003, p. 26) and fail to recognize that beliefs are shaped and reshaped as they are influenced by social factors.

In this study it is aimed to define teacher beliefs about language learning and Communicative Language Teaching in their teaching context.

Many studies related to teachers’ beliefs in education exist (e.g. Calderhead, 1996; Pajares, 1992; Richardson, 1996) and researchers specifically have studied the relation to language teaching (e.g. Borg, 2003, 2006; Freeman, 2002). The following items show the teachers’ beliefs about teaching and learning (Phipps & Borg, 2009,p. 381-382):

_ may be affected (positively or negatively) by teachers’ own experiences as learners and are strongly shaped by the time teachers go to university (Holt Reynolds, 1992; Lortie, 1975);

_ act as a filter through which teachers interpret new information and experience (Pajares, 1992);

_ may outweigh the effects of teacher education (Kagan, 1992; Richardson, 1996) in influencing what teachers do in the classroom;

_ can exert a persistent long-term influence on teachers' instructional practices (Crawley and Salyer, 1995);

_ are, at the same time, not always reflected in what teachers do in the classroom (Dobson and Dobson, 1983; Pearson, 1985; Tabachnick & Zeichner, 1986);

_ interact bi-directionally with experience (i.e. beliefs influence practices and practices can also lead to changes in beliefs) (Richardson, 1996).

It is also evident that language teachers' beliefs about teaching and learning:

_ have a powerful effect on teachers' pedagogical decisions (Johnson, 1994);

_ strongly influence what and how teachers learn during language teacher education (Freeman and Richards, 1996);

_ can be deep-rooted and resistant to change (Almarza, 1996; Pickering, 2005).

Here our specific interest is in the relationship between language teachers' beliefs – propositions about all aspects of their work which teachers hold to be true or false – and their instructional practices in the area of grammar teaching. Our approach to studying this relationship reflects the following assertions:

(1) Teachers' beliefs exist as a system in which certain beliefs are core and others peripheral (Green, 1971; Pajares, 1992). Core beliefs are stable and exert a more powerful influence on behaviour than peripheral beliefs. The study of relationships – and in particular of differences, or tensions – between teachers' beliefs and practices can be enhanced through attention to the distinction between these belief sub-systems.

Close attention to core and peripheral beliefs has not, however, been a feature of teacher cognition research, as Borg (2006) notes, and there is little evidence from research in either general education or language education as to what constitutes a core belief. In this sense this paper explores new ground.

(2) Tensions between what teachers say and do are a reflection of their belief sub-systems, and of the different forces which influence their thinking and behaviour. Studying the underlying reasons behind such tensions can enable both researchers and teacher educators to better understand the process of teaching.

Therefore it is our contention, as we have discussed elsewhere (Phipps and Borg, 2007), that it is valuable to view tensions in a positive light.

(3) Contextual factors, such as a prescribed curriculum, time constraints, and high-stakes examinations, mediate the extent to which teachers can act in accordance

with their beliefs. There is ample evidence of this mediation in language teaching; for example, Ng and Farrell (2003) found that teachers directly corrected students' errors because this approach was faster than eliciting these errors; they believed elicitation was valuable in theory but time-consuming and not practical in their context. Contextual factors need to be part of any analysis of the relationship between teachers' beliefs and practices.

(4) Research findings are the product of the manner in which data are elicited, and there is evidence that in the study of teachers' beliefs different elicitation strategies may elicit different responses (see Borg, 2006 for a detailed discussion). For example, beliefs elicited through questionnaires may reflect teachers' theoretical or idealistic beliefs – beliefs about what should be – and may be informed by technical or propositional knowledge. In contrast, beliefs elicited through the discussion of actual classroom practices may be more rooted in reality – beliefs about what is – and reflect teachers' practical or experiential knowledge. More realistic understanding of the relationship between teachers' beliefs and practices can emerge when the analysis of what teachers do is the basis of eliciting and understanding their beliefs.

Classroom Practice

Classroom practice can be defined as what teachers do in classrooms: what teaching methodologies they use, what roles they play and ask their students to play, what activities and materials they use, and how they deal with classroom management issues, such as interpersonal interactions, communication, assessment, and various pedagogical situations (Nishino, 2009).

Richards (1998) defined "teachers' beliefs" as the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" and he was influenced by the notion of teaching as a thinking process. He pointed out that what teachers think and believe influences how they structure their classes, make decisions and judgments, choose curricular content, and engage in classroom practice (Wallestad, 2009).

1.5. Overview of the Dissertation

There are five chapters in this study. In Chapter 1, the background of this study, the statement of the problems, the purposes of the study, definitions of key terms are presented. Chapter 2 is a review of the literature in which the background of English education in Turkey and definition and principles of CLT which is followed by a brief history of CLT.

The participants, instrumentation, and procedures of this study are described in Chapter 3. The data analysis and the key findings presented in Chapter 4. And in the final chapter conclusions the implications of the results, limitations and suggestions for future research are presented.

CHAPTER II

2. LITERATURE REVIEW

2.1. An Overview of English Teaching in Turkey

This section consists of the background to the study which lays out a historical overview of English teaching in Turkey and how English has been taught so far. The section ends with an account of the current curriculum imposed by the MONE in Turkey.

2.1.1 History of English Teaching in Turkey

Located as a bridge between Asia and Europe and in proximity to the Middle East and Africa, Turkey plays a strategic and vital role in building peace and stability in the region. The geopolitical location of Turkey makes the learning of English particularly significant. In addition to this there are political reasons for the eagerness to learn English in Turkey. After becoming a member of North Atlantic Treaty Organisation (NATO) in 1952 and Turkey has started official negotiations with the European Union (EU). It can be said that Turkey has taken many steps and come closer to joining the EU. If this can be accomplished soon, it will be necessary to have civil servants with high competence in English because English is becoming the most dominant official language of the EU. Therefore, recent governments have adopted policies that support and promote learning and teaching of English. Consequently, it is not surprising, to see the prevailing popularity of English as a foreign language in Turkey (Özsevik, 2010).

In Turkey, the official language and the medium of instruction in educational institutions is Turkish. At present, in Turkey, English is the only foreign language that is offered as a required subject at all levels of education in most of the schools apart from the schools where other languages such as German and French are taught.

In order to understand the Turkish educational context, it is essential to present a historical overview of foreign language teaching in Turkey. It is more appropriate to discuss the historical development of foreign language teaching in Turkey in two parts as before-after Republic due to reflecting different features of the Ottoman Empire and Republican Turkey.

2.1.2. The Tanzimat Period (1839 - 1876)

It is recognized that the introduction of English language into the Turkish education system dates back to *The Tanzimat Period*, the second half of the eighteenth century, which marks the beginning of the Westernization movements in the education system (Kırkgöz, 2005).

Özsevik states that the foreign language introduced during this period was French. The increasing importance of French, which seemed to be a natural result of teaching the sciences by using French materials and teachers, was one of the major changes in language education that the Tanzimat reforms brought about.

While the education system was sustained in the Ottoman Empire, missionary schools started to flourish. The first educational institution that used English as the medium of instruction was Robert College. This school was founded in 1863 by an American missionary named Cyrus Hamlin. Although these missionary schools initially accepted Armenian, Bulgarian, Greek, and Jewish students, Turks were also attracted by the American schools because the knowledge of English resulted in prestigious and high-paying jobs (Allen, 1968; cited in Özsevik, 2010).

Even though French was the most popular foreign language and very influential at that time, the American schools increasingly earned a distinct reputation because of the quality and the consistency of the education offered in these schools, which eventually gained English dominance over other foreign languages. The elite positions that graduates from this school were able to get, as well as the neutral political atmosphere in the school made popular the school among the Turks. English was the medium of education and as a result of this fact this neutral environment was created.

2.1.3. Republican Turkey (1923 - 1997)

The period after the establishment of Republic of Turkey was the time rapid improvements were seen in the world. The rapid developments of the technology, man's setting foot on space and increasing of the mass communication made the nations get closer to each other.

As a consequence, the relations of the nations increased. In order to keep in step with rapid developments, to make the relations closer with the other communities and to modernize itself the number of the schools where foreign languages are taught increased. Among these reforms, a special attention was given to education. After the establishment of the Republic of Turkey in 1923, the first and the most important reform in education "Unification of Education" (3rd March 1924) was committed. With this reform Moslem theological schools were ended and modern schools were founded (Demirel, 2010).

Arabic and Persian taught as foreign languages in the schools of Ottoman Empire were removed and instead of these, Western languages such as German, French and English were introduced. Arabic was studied only in the religious schools. Education was made accessible to everyone, by unifying the schools, the alphabet was changed from Arabic to Latin, and schools were secularized.

After the foreign language, especially English teaching arrangements in 1940s foreign language teaching was mentioned at the National Education Summit, the highest level of meetings held by The Board of Education and Discipline (BOED) every four years and that discusses the education-related issues at the national level. Illiteracy was a major problem, so the foreign language teaching would not be a priority during the first decades of the Republic. The BOED established a foreign language teaching policy only in 1988 (Özsevik, 2010).

A five-year primary education was compulsory and after this section, students voluntarily continued a six-year secondary education in the Turkish education system, from the year of 1923 to the year of 1997. Secondary education was composed of a three-year middle school, and a three-year high school education that eventually prepared students for higher education.

In Turkey, the schools are basically classified into two categories as state-run public schools and private ones. Public schools are classified as standard/general, vocational (technical, commerce, fine arts) and Anatolian schools.

Among the public secondary schools, Anatolian high schools were given a distinct status as opposed to the other state schools in that admission into Anatolian high schools were granted through a centralized entrance examination. Anatolian high schools were founded through a government decision and named so as to be differentiated from standard high schools. They were similar to private high schools in that they had a year of preparatory English and that they used English as a medium of instruction. Anatolian high schools were founded to meet the demands of those parents who desired foreign language instruction for their higher achieving children but who could not afford private school tuition. The length of education in these schools was four-years, the first of which involved intensive English courses. In the successive three years, the medium of instruction for the mainstream subjects such as Mathematics and Science was English. In addition to this, after 2002, teaching of mathematics and science was changed to Turkish with the decision of the MONE. This was partly due to the lack of sufficient teachers qualified to teach these subjects in English. Indeed, the actual problem was that the graduates of these schools were disadvantaged in the centralized Turkish-medium university entrance examination (Dogancay-Aktuna & Kiziltepe, 2005). In the year of 2005, the three-year high school education was increased four-year period without a preparatory year.

Because of the ever-increasing prominence of English, the number of schools providing English medium instruction boomed in the mid 1980s. According to MONE statistics, there were 193 English-medium secondary schools (103 private, 90 state-owned) in the 1987-1988 academic year. By the 2006-2007 school year, the number of private secondary schools reached 717 while the number of Anatolian high schools was 415 (MONE, 2008).

As for the higher education, the universities in Turkey are divided into two categories: state and private. All the universities in the country are controlled by Yüksek Öğretim Kurulu (YÖK, the Turkish Higher Education Council), referred to as YÖK. At present, there are 139 universities (94 state-owned, 45 private) in Turkey (YÖK, 2010). Middle East Technical University (METU), established in 1956, was the

first state-owned university with English-medium instruction. METU has influenced the other institutions in the country in many ways, but most notably with its policy of English medium instruction. Following the model set by the METU, many private universities were founded in Turkey, the first of which was Bilkent University, established in 1983 in the capital city Ankara. Today, most private universities offer English-medium instruction to their students. In addition, these universities provide one-year of intensive English program to students whose English proficiency fall below the level set by the university (Özsevik, 2010).

Robins (1996) states in his study that, since the mid 1980s, Turkey has increasingly been influenced by forces of globalization through English language. The need to communicate with others for economic, social, and perhaps most significantly, cultural issues deepened the importance of a commonly known language. English has come to be the most predominant means of interaction for those involved in international communication at this point. Hence, it can be argued that the rise of English language in Turkey is closely tied with globalization.

Regarding the other universities that offer Turkish-medium instruction, the English language is integrated into the curriculum as a compulsory subject. According to most state-owned universities' English teaching policy, in the third semester of a four-year degree program, students need to take a course on 'Reading and Speaking in English' that aims to improve students' knowledge of general English. This course is followed by 'English for Specific Purposes I and II' which is intended to expose students to the relevant terminology of their field, as well as to facilitate reading and understanding the relevant literature. The final required foreign language course is 'English for Business' which aims to advance students' oral and written communication skills that will help them do business with foreign people and companies (Doğançay-Aktuna & Kızıltepe, 2005).

In 1997, MONE showed some efforts to reform Turkey's ELT practice which had long been neglected. The reform was introduced as "The Ministry of Education Development Project" and aimed at promoting effective English teaching in both public and private schools in the country. This Project primarily extended the duration of compulsory primary education from 5 to 8 years. So, three-year middle school education was embedded into primary education. Another innovation adopted by the

MONE was the introduction of English from grade 4 upwards. Previously, English used to be introduced only at the middle-school level. The main purpose of this innovation was to expose students to English longer than before so that they could acquire it more successfully (MONE, 2001).

The MONE lists the objectives of the new English curriculum for grades 4 and 5 as follow:

- raise pupils' awareness of a foreign language,
- promote a positive attitude towards learning English language,
- increase pupils' interests and motivation towards learning English language,
- establish classroom situations in the context of games so that pupils can have fun while learning English,
- set up dialogues and meaningful contextualized learning activities (Kocaoluk & Kocaoluk, 2001; cited in Özsevik, 2010).

The curriculum shaped in 1997, stated that the secondary level English education aims improvement of the basic communicative skills of the learners through the integration of the four skills, so the learners can communicate successfully in the target language (MONE, 2001). In this context it can be said that the concept of the Communicative Approach was introduced into in Turkish history for the first time with 1997 curriculum.

After this reform many positive changes were also seen in higher education. Since the new curriculum required skilled teachers who would be able to meet the needs of their students, education faculties gave more emphasis on the teacher training courses, and they upgraded the quality of pre-service teacher training programs. Moreover, English language teaching departments added a new course at the undergraduate level: *Teaching English to Young Learners*. This was an important step in that prospective teachers would be better qualified as to meet the distinct needs of young learners.

After the World War II, The Audiolingual Method became the dominant approach in ELT and it was also adopted in Robert College in Turkey.

The Audiolingual Method, *Army Method*, or *New Key* is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect

use of that trait would receive negative feedback. Dialogues are heavily used through imitation and repetition in order to present students with new vocabulary and structures. Furthermore, teachers rely on heavy use of repetitive drills until the students are able to produce the structural patterns spontaneously.

In 1944, E. V. Gatenby started working as a Professor of Pedagogy and Head of the English Department at the Gazi Educational Institute in Ankara, at that time the only Teachers' Training College in Turkey. Gatenby was a strong advocate of the direct method and he was giving a series of English lessons by radio from Ankara and preparing a quarterly Pedagogical Bulletin in Turkish. Furthermore, Gatenby was preparing a series of textbooks, to be used in Turkish schools, for the Turkish Ministry of Education (Özsevik, 2010). So, it can be said that Direct Method was used in Turkey to teach foreign languages.

The Direct Method of teaching foreign languages, sometimes called the *Natural Method*, refrains from using the learners' native language and uses only the target language. For example to teach English; useful, every day English are given emphasis as the major content of English lessons and as a teacher centered method, teachers uses pantomime to teach vocabulary and they uses question-answer patterns. Direct Method uses an inductive way to teach grammar.

The Grammar-Translation Method is an old method used in second or foreign language teaching which makes use of translation and grammar study as the main teaching and learning activities in the world and also in Turkey. GTM was used in Turkey to teach English by teaching grammar-translation and reading-comprehension (Işık, 2008).

The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics. In this method, while teaching the text book the teacher translates every word and phrase from English into the learners mother tongue. Further, students are required to translate sentences from their mother tongue into English. These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar. A contrastive study of the target language with the

mother tongue gives an insight into the structure not only of the foreign language but also of the mother tongue.

2.1.4. The Current English Curriculum

Currently, English is a compulsory subject both in primary and secondary levels of education in Turkey. English is taught starting from 4th grade in state schools. Until 2010-2011 Education Year, The MONE required a minimum of two hours of English teaching for primary grades 4 and 5. For grades 6 through 8, five to six hours of English teaching was recommended. As for the secondary schools, 10 hours of English lessons were offered per week at grade 9. For the 10th, 11th, and 12th grades, four lessons per week should have been allocated to the teaching of English regardless of whether they are Anatolian schools or regular state schools (Özsevik, 2010).

After the recent arrangements, the MONE requires three hours of English teaching for primary grades 4 and 5. Four to five hours of English teaching is recommended for grades 6 through 8. In the regular secondary state schools, three hours of English teaching is offered per week for 9th grades and two to six hours of English teaching is recommended for 10th, 11th, and 12th grades. In Anatolian high schools, for the 9th grades, six hours of English teaching and for the 10th, 11th, and 12th grades four to ten hours of English teaching per week is offered (MONE,2010). Given the flexibility to make changes to the allocation of time for each lesson, most private schools tend to increase the number of lessons allocated to English teaching. Many private schools start teaching English three hours per week at Kindergarten level, and the same emphasis is given at all grade levels in order to allow students to acquire the target language much faster than their peers in state schools. Also, regular state schools are required to adopt the English course books that are locally prepared and approved by the MONE. Anatolian and private schools have more freedom in the selection of course books to be used in English classes. They can purchase books from international publishers.

The ELT curriculum and the syllabus are divided into two components: the first component provides the foundation of English, covering the primary level English teaching (grades 4 through 8), and the second one covers the secondary level English

instruction (grades 9 through 12). The general objectives of the ELT curriculum for secondary education are to enable students to:

- entertain themselves as they learn English,
- familiarize themselves with the target language culture,
- differentiate between the cultures of English-speaking countries,
- realize their own values, and also show tolerance and respect to individuals different from themselves,
- convey their own cultural values to foreigners,
- get to know the world's cultures through written and visual media,
- express themselves, communicate with others, cooperate with others, as well as improve their problem-solving skills,
- develop themselves personally, socially, and culturally,
- develop their listening, speaking, reading, and writing skills,
- develop their vocabulary knowledge in the target language,
- develop their learning skills by means of information technologies,
- reach the standards detailed in the Common European Framework of Reference for Languages,
- be motivated to use the target language, believing the importance of learning a foreign language (MONE, 2008).

Özsevik (2010) states that the curriculum prepared in the light of these objectives consists of functional-notional and skill-based syllabus. It also details the linguistic and communicative competence that students are expected to have acquired when they complete each grade level. The current curriculum proposes the use of performance-based assessment in English classes. This is achieved through the practice of “portfolio assessment.” As opposed to the conventional sit-down “paper and pencil” tests that cause anxiety in students, portfolios appear to be more authentic and realistic, and they are also claimed to be more harmonious with the principles of communicative language teaching. Portfolio assessment focuses on documenting the student's progress. It also emphasizes what students know and what they can do rather than what they do not know or cannot do. Unlike standardized tests, students are evaluated on what they

integrate and produce rather than on what they are able to recall and reproduce. Thus, all of these objectives indicate CLT more than any other methods.

2.2. Communicative Language Teaching

Communicative Language Teaching (CLT) is defined as an “approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 1986, p. 66; cited in Nishino, 2009, p. 10)

CLT emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”.

The central theoretical concept in communicative language teaching is “communicative competence” (CC), a term introduced into discussions of language use and second or foreign language learning in the early 1970s by Hymes who did not accept Chomsky’s view that linguistic competence should be distinguished from performance. Hymes advocated that CC as the ability to use language appropriately in a given social context.

In the words of Canale and Swain (1980) communicative competence refers to the ‘interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence, or knowledge of the rules of language use’. In other words, rules of use and rules of usage are complementary and not mutually exclusive. According to Canale and Swain (1980) “the primary goal of a communicative approach must be to facilitate the integration of these two types of knowledge for the learner”. Savignon (1991) notes that communicative competence characterizes the ability of language learners to interact with other speakers to make meaning, and it is relative, not absolute, and depends on the cooperation of all the participants involved (1983). Broadly speaking, communicative competence is an aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts (Mulat, 2003, p. 10-11).

CC includes the following aspects of language knowledge:

- knowing how to use language for a range of different purposes and functions
- knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)
- knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies) (Richards, 2006, p. 3).

CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audiolingual Method of language teaching which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. In other words CLT is a learner-centered approach. Firstly, the learner expresses herself/ himself and secondly s/he interprets and then s/he negotiates the language.

2.2.1. Communicative Competence in CLT Framework

Since the 1970s psychologists and linguists have placed emphasis on interpersonal relationships, the nature of communication and the interactive process of language. So, the language teaching profession has responded with methods that emphasize communicative competence, and that stress group work, interaction and cooperative learning and as a result of this teachers find themselves trying to move away from the teaching of rules, patterns and definitions 'about the language' (linguistic competence) towards teaching students how to communicate genuinely, spontaneously and meaningfully in the second or foreign language (communicative competence).

Actually, CLT refers to not only processes but also goals in classroom learning. The central theoretical concept in CLT is ‘communicative competence’, a term introduced into discussions of language use and second or foreign language learning in the early 1970s (Savignon, 2002).

CLT methodologies focus on developing learners’ communicative competence using communicative activities rather than solely providing explicit grammar teaching. According to Pica (2000) communicative methodology based on the Notion that L2 competence can be defined not only grammatical knowledge but also communicative uses. In addition to this, Gibbons (2002) states that CC entails not only knowledge about language but the ability to use language, appropriately, in real life situations. Therefore, CC is not a concept that contains traditionally taught areas of grammar, vocabulary and pronunciation.

Prior to the mid-1960's linguistic competence was associated primarily with grammatical knowledge. However, from the 1960s onwards, the second language learner was thought to not only require a target language grammar capable of producing target language sentences but as requiring knowledge of the complex system of interdependent social and linguistic conventions which underpin the language (Richards and Rodgers, 1986; cited in Bal, 2006).

In the same vein, the term ‘competence’ was firstly proposed by Noam Chomsky in the 1960s under the influence of ‘transformational generative linguistics’ tradition. As Chomsky (1965) states that, ‘competence’ emphasizes the linguistic knowledge that an ideal native speaker of a given language has. According to Chomsky (1965):

Linguistic theory is concerned primarily with ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interests and errors (random or characteristic) in applying his knowledge of the language in performance (p.3).

However, since Chomsky merely focused on the linguistic dimension and disregarded contextual aspect of the language, he was criticized by many linguists especially by Hymes in the beginning of the 1970s who proposed the term ‘communicative competence’ or ‘sociolinguistic competence’. According to Hymes, the speaking ability not merely comprises knowing the grammar of a language, but also

knowing what to say to whom, when, and in what situations (Scarcella & Rebecca, 1992; cited in Bal, 2006).

In this sense, Spolsky (1989) stated that since the development of communicative competence (CC) theory was a reaction to Chomsky's limited linguistics definition of the term 'competence', Hymes proposal of CC was much more appropriate to language methodologists. According to Hymes:

Within the social matrix in which a child acquires a system of grammar, a child acquires also a system of its use, regarding persons, places, purposes, other modes of communication, all the components of communicative events, together with attitudes and beliefs regarding them. There are also developing patterns of the sequential use of language in conversation, address, standard routines, and the like. In such acquisition resides the child's sociolinguistic competence (or, more broadly, communicative competence), its ability to participate in its society as not only a speaking, but also a communicating member (Chambers, 2002, p.10).

In this context, Canale and Swain (1980) formulated four discrete types of interrelated linguistic knowledge related to communicative competence (See Figure 1 below). According to Canale and Swain (1980), CC comprises:

- a) Grammatical competence
- b) Sociolinguistic competence
- c) Discourse competence
- d) Strategic competence

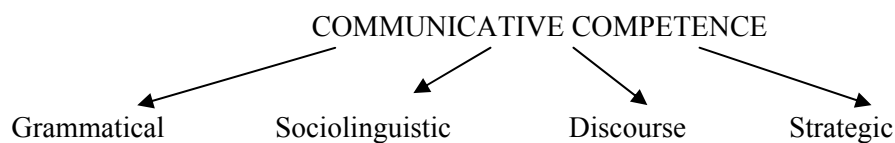


Figure 2.1. Components of Communicative Competence by Canale and Swain (1980-1983).

Later, Canale (1983) redefined these terms and made a clear distinction between CC which involves the knowledge of communication rules and actual communication which involves using these rules within real life situations. According to Canale (1983), grammatical competence implies the direct linguistic knowledge which enables us to comprehend and produce the literal meaning of utterances. Furthermore, sociolinguistic

competence represents the ability to use the language properly in social contexts whereas the discourse competence is to bind the grammatical structures and the meaning for interpreting any kind of written texts. Besides, the strategic competence serves as the ability to manage verbal and non-verbal communications.

After Canale, Bachman (1990) took a broader view of the role of strategic competence. To Bachman (1990), communicative language ability comprises knowledge of structures, strategic competence, psychophysical mechanisms, context of situation, and language competence. Language competence is also sub-divided into organizational competence (grammatical and textual competences) and pragmatic competence (illocutionary and sociolinguistic competences). Within the same framework, according to Alptekin (2002) grammatical competence refers to native speaker's syntactic, phonologic and morphologic knowledge and using this linguistic knowledge to produce well-formed words and sentences. Furthermore, sociolinguistic competence deals with social interactions of the individuals within a social context. Besides, discourse competence is the ability to deal with the extended language use in context (p.57–58). In the same perspective, Savignon (2002) defined grammatical competence as “to represent the ability to recognize the lexical, morphological, syntactic and phonological features of a language, and manage to use these features to interpret and form words and sentences”. Furthermore, she described discourse competence as “a linguistic ability to analyze a series of utterances or written words or phrases within a text. Moreover, according to Savignon, sociocultural (sociolinguistic) competence represents comprehending social context in which language is used, i.e. the roles of the participants, the information they share, and the function of the interaction” (p.9-10).

Savignon's (2002, p. 8) model of components of communicative competence is presented below:

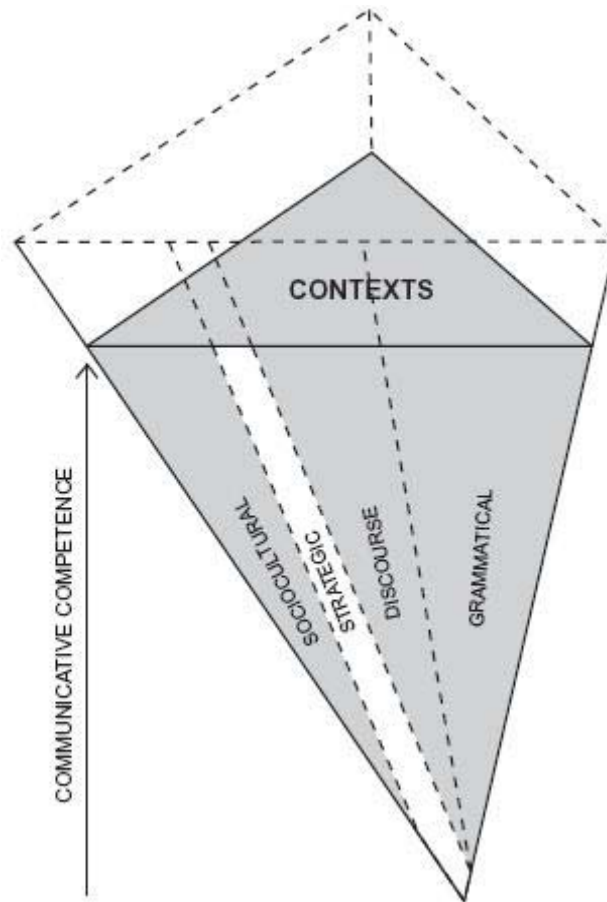


Figure 2.2. Components of Communicative Competence by Savignon's (2002).

It is very crucial that, in addition to Canale and Swain (1980), Bachman (1990), Savignon (2002) extended the idea of 'strategic competence'. According to Savignon (2002; cited in Bal, 2006, p.10): "The coping strategies that we use in unfamiliar contexts, with constraints arising from imperfect knowledge of rules, or such impediments to their application as fatigue or distraction, are represented as strategic competence".

2.2.2. Major Features of Communicative Language Teaching

The Communicative Approach to language teaching is, relatively, a newly adapted approach in the area of foreign/second language teaching rather than a traditional one. It is generally accepted as an approach not a method.

The Communicative Approach is a hazy concept, which can have a variety of meanings along the continuum between a strong version and a weak one. And Howatt summarizes the distinctions between the two versions as follows:

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The 'weak' version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching.... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it' (1984, cited in Mulat, 2003; p.16).

There are many major characteristics of CLT declared by the educators in the area. Larsen-Freeman (1986) and Mulat (2003) put some of the major characteristics of CLT as follows:

1. CLT gives primary importance to the use or function of the language and secondary importance to its structure or form. It pays systematic attention to functional as well as structural aspects of language. So whenever possible “authentic language” – language as it is used in a real context- should be introduced.

2. Fluency and accuracy are seen as complementary principles underlying communicative techniques. Moreover, at times fluency may have to take on more importance than accuracy because fluency and acceptable language is the primary goal. Thus, errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.

3. Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Classrooms should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on different activities such as creative role plays, simulations, dramas, games, projects is the major activities which can help the learner provide spontaneity and improvisation, not just repetition and drills.

Games are important because they have certain features in common with real communicative events. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.

Another characteristic of the classroom process is the use of authentic materials because it is felt desirable to give students the opportunity to develop the strategies for understanding language as it is actually used by native speakers. In the classroom, everything is done with a communicative intent. Information gap, choice and feedback are thought to be truly communicative activities (Johnson and Morrow, 1981; cited in Mulat, 2003). The target language is a vehicle for classroom communication, not just object of study.

4. Students regularly work in groups or pairs to transfer (and if necessary to negotiate) meaning in situations where one person has information that others lack. More emphasis should be given to active modes of learning such as pair or group work in problem-solving tasks in order to maximize the time allotted to each student for learning to negotiate meaning.

Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.

Pair/group work is important for the learners because of the following reasons: (1) they can provide the learners with a relatively safe opportunity to try out ideas before launching them in public; (2) they can lead to more developed ideas, and therefore greater confidence and more effective communication; (3) they can also provide knowledge and skills which may complement those of their partners which in turn lead to greater success in undertaking tasks (Thompson 1996; cited in Mulat, 2003).

5. Grammar can still be taught with innovative approaches not in traditional ways along. Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Disregard of grammar will virtually guarantee breakdown in communication. The grammar and vocabulary that the students learn follow from the function, situational context and the roles of the interlocutors.

In Turkey, in language teaching teachers tend to use especially Grammar-Translation Method (GTM). And these traditional teachers often focus on grammatical rules rather than meaning when teaching a grammatical structure as they believe that learning a foreign language is about learning to master its linguistic system and if students know the grammar rules, they will be able to communicate in the language. The facts shows that although students can learn and remember grammar rules very well, they cannot communicate in the target language at all. The following is the typical traditional grammar lesson

- The teacher writes down the name of the grammar point on the board.
- The teacher presents the rule and structure.
- The teacher gives examples (in English) to illustrate the rule given.
- The teacher gets students to make up their own sentences using the rule they have just been given.
- The teacher gets students to do some translation from L2 to L1 and visa versa. Very often these are only at sentence level and are disconnected and decontextualised.
- For homework the teacher often gets students to learn the grammar rule by heart and make some further sentences with them.

During this kind of lesson the teacher controls the activities till the end of the lesson and s/he tries to minimize the possibility of students making mistakes.

In a CLT classroom the teacher pays attention to enabling students to work with the target language during the lesson and communicate in it by the end of it. The following is the typical procedure of a grammar lesson according to CLT.

- The teacher uses visual aids to present the grammar structure to be taught.
- Students deduce the meaning, the form and the use of it.
- The teacher checks students understanding by asking yes/ no questions focusing on form, meaning and use.

- The teacher gets students to practice the structure through Repetition and Substitution Drills, Word Prompts, and Picture Prompts. The teacher tries to provide maximum practice within controlled, but realistic and contextualised frameworks and to build students' confidence in using the new language.

- The teacher provides students with opportunities to use new language in a freer, more creative way. The teacher creates activities in which students can integrate new language with the previously learnt language and apply what they have learnt to talk about their real life activities.

What makes this kind of lesson different from the traditional is that the teacher tries to make the language used in the lesson real and true. The teacher creates real or like-real situations in which the language can be used. This will better enable students to communicate in English outside the classroom. During the CLT lesson the teacher often plays the important role of facilitator who facilitates activities to work with the target language.

6. Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skills areas. Students work on all four skills from the beginning. One function can have many different linguistic forms since the focus of the course is on real language use, a variety of linguistic forms are represented together. For example, a given activity might involve reading, speaking, listening, and perhaps also writing. For more feedback in classroom especially emphasis is given to oral and listening skills. Learners do not hear the teacher all the time, but having personal contact themselves, practicing sounds themselves, permutating sentence patterns and getting chance to make mistakes and learn from doing so.

Integration of the four skills adds richness to his learning process, facilitates learners' motivation and provides a chance to diversify learners' efforts in more meaningful tasks. The following observations made by H. Douglas Brown (1994) support this approach (Konstantyuk, 2002, p. 44):

- Production and reception are two sides of the same coin: one cannot split the coin to two.

- Interaction means sending and receiving messages.

- Written and spoken language often bear a relationship to each other; to ignore this relationship is to ignore the richness of language.

- For literate learners the interrelationship of written and spoken language is an intrinsically motivating reflection of language, culture and society.

- By appealing to what learners can do with language we invite any of four skills that are relevant into classroom.

- Often one skill will reinforce the other; we learn to speak, for example, by modeling what we hear, and we learn to write by examining what we can read.

Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy. It is unexceptional that learners trying to do their best make errors. If teachers make constant correction it may be counter-productive. Moreover, if teachers give opportunities to make errors and to develop strategies for interpreting language as it is actually used by native speakers with limited linguistic knowledge they can be successful communicators (Littlewood, 1981).

7. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and additional languages. For instance, in CLT the aim is providing communicative competence for students and language is used for communication. Thus, the learners need to know forms, meanings and functions. In order to know these features, learners should know culture.

According to Larsen- Freeman (1986), culture is the everyday lifestyle of people who use the language natively. There are certain aspects of it that are especially important to communication- the use of nonverbal behaviour, for example, which would therefore receive greater attention in the Communicative Approach.

8. In evaluation process teachers evaluate both the learners' accuracy and their fluency. The learners who have the most control of the structures and vocabulary are not always the best communicators.

In many situations where English is taught for general purpose four language skills (listening, speaking, writing and reading) should be carefully integrated. and the following methods can be used to assess the performance in these major skills.

- Listening (auditory) comprehension, in which short utterances, dialogues, talks and lectures;

- Speaking ability, usually in the form of an interview, a picture description, role play and problem-solving task involving pair work or group work;
- Reading comprehension, in which questions are set to test the students' ability to understand the gist of the text;
- Writing ability, usually in the form of letters, report, memo, messages, instruction and accounts of part are given to learners.

The purpose of language performance are:

- ✓ Language competence
- ✓ Language skills
- ✓ Language aspects in which there are categories such as vocabulary, phonology, grammar.

As for the test performed are:

- ✓ Test for language skills
- ✓ Aspect language test

The tests enable the teachers to hold an opinion about which parts of the language programme have been found difficult by the learners. So the teachers can evaluate the effectiveness of the syllabus as well as the methods and materials they are using.

9. The students' native language has no particular role in Communicative Approach (Larsen Freeman, 1986). Teacher uses the target language not only during communicative activities but also for the purpose of classroom management. Thus, the students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication. Whatever the case may be, "the teacher should be able to use the target language fluently and appropriately" (Celce-Murcia 1991; cited in Mulat, 2003)

10. The teacher is a facilitator of his students learning. As such he has many roles to fulfill. He is a manager of classroom activities. In this role one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At other times he might be a "co-communicator"- engaging in the communicative activity along with the students. Littlewood (1981) describes the teachers' roles in Communicative Approach as in the followings:

✓ If learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language items. If pupils cannot agree on any point, he can resolve their disagreement. In other words, he is available as a source of guidance and help. His presence in this capacity may be an important psychological support for many learners, especially for those who are slow to develop independence.

✓ While learners are performing, the teacher can monitor their strengths and weaknesses. Even though he may not intervene at the time, he can use weakness as signs of learning needs which he must cater for later, probably through more controlled, pre-communicative activities. In this way he can maintain a constant link between pre-communicative and communicative activities in the course, each type reinforcing and providing input to the other.

✓ There may be occasions when the teacher decides to exercise a more immediate influence over the language used. Most obviously, he may need to discourage learners from resorting to their mother tongue in moments of difficulty. He may also decide that a particular error is so important that he must correct it at once, to prevent it from becoming fixed in the learners' speech.

11. One of the most important components in Communicative Approach is learners' feelings. It is not too difficult in a foreign language classroom to create inhibitions and anxiety. We can usually come face to face with a teaching situation where, for instance:

✓ The learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge;

✓ They are expected to speak or act only in response to immediate stimuli or instructions from the teacher;

✓ Whatever they say or do is scrutinised in detail, with every shortcoming being made a focus for comment.

In such circumstances the learners get high anxiety and they are unable to communicate with those around them and because of their inhibition they develop negative attitudes towards their learning environment.

The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them (Littlewood, 1981).

O'Neill (2000) states that learners in the classrooms, typically all speak the same language; Spanish in Madrid, Polish in Warsaw. Japanese in Tokyo, and so on. They do not use English outside the classroom and they rarely if ever hear it used by anybody else. There is only one person in the classroom who has a reasonable command of English who is able to engage them in active use of English in which they also hear someone using that language competently. That person is the teacher and CLT methodology insists that person should 'cut teacher-talking-time to an absolute minimum'.

In CLT, the teacher acts as a facilitator of the target language to motivate students, and students typically spend the majority of the class in language-producing, task-based activities using comprehensible input and output to try to simulate real-life situations. Many activities involve pairs of students engaged in information gap or information production activities. Verbal communication, or 'output', is encouraged soon after language input through structured output activities. CLT teachers believe that input becomes meaningful to the learner if it is utilized in structured output activities. In this method, there is a fundamental belief that both language input and output facilitate language acquisition. In other words, the more the student listens and speaks in a communicative setting, the more L2 proficient the student will become (Spangler, 2009).

2.2.3. Some Misconceptions about CLT

Considering actual teaching practices, CLT is well established as the dominant theoretical model in ELT. However, Thompson states that although Communicative Approach is accepted by many applied linguists and teachers as the most effective approach among those in general use, there are still a number of misconceptions about what it involves. Because of these misconceptions many teachers reject or criticize CLT. Here are some misconceptions about CLT:

2.2.3.1. CLT means not teaching grammar

Thompson (1996) states that the belief of CLT doesn't teach grammar is the most common and reasonable misconception. Because many applied linguists keep away from explicit grammar teaching. According to them grammar teaching is impossible because the knowledge that a speaker needs in order to use a language is simply too complex and grammar teaching is unnecessary because grammar cannot be passed on in the form of storable rules, but can only be acquired unconsciously through exposure to the language (Krashen 1988; cited in Thompson, 1996). In light of these information many teachers using CLT reflected these ideas to their practical application, language textbooks and syllabuses.

In the early days of CLT, pioneering textbooks such as *Functions of English* included no explicit teaching of grammar (although *Functions* was aimed at students who had typically already been through a more conventional grammar-based course). Syllabuses were developed (and are still in force in many places) which expressed the teaching aims purely or predominantly in terms of what the learners would learn to do ('make a telephone call to book a hotel room'; scan a written text to extract specific information) and which ignored or minimised the underlying knowledge of the language that they would need to actually perform those tasks (Thompson, 1996, p.2).

Some linguists and teachers always stresses grammar is necessary for communication while the others put stress on pair work. However, it is an issue about how to learn grammar. Perhaps the view is too simplistic that grammar is impossible to teach for it is too complex. Now it is accepted that an appropriate amount of class time should be devoted to grammar. But this is not a return to a traditional treatment of grammar rules. Grammar is too complex to be taught in that over-simplifying way has had an influence; and the focus has now moved away from the teacher *covering* grammar to the learners *discovering* grammar. Students will learn more effectively if they participate in communicative activities actively knowing what they are learning. Ellis (1992) states that while looking explicitly at grammar may not lead immediately to learning, it will facilitate learning at a later stage when the learner is ready to internalise the new information about the language.

According to Littlewood (1992) the focus is on the learner rather than the grammatical accuracy since the learner will acquire this skill through exposure to a

second language without explicit instructions. Also Krashen clarified it through ‘monitor theory’ which was based on that Second Language (L2) was mainly unconsciously acquired through revelation to comprehension input rather than being learnt through plain activities which means that learners will be exposed to higher levels of language and demonstrations of their abilities which Geoff Thompson elucidates through a ‘retrospective’ approach. This prepares the learner in some way to internalize the new information about the language.

2.2.3.2. CLT means teaching only speaking

The second misconception is that CLT teaches only speaking which is actually true, because it begins as practicing oral skills only but later on it carries more weight since learners are encouraged most of the time to communicate and speak the language, especially if they are in a foreign country. Savignon(1997) states that the concern of CLT is not exclusively with face-to-face oral communication. The principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning. Some of the educators think that the Teacher Talking Time (TTT) will be reduced and Student Talking Time (STT) is expanded which confirms their misconception. It cannot be discounted that communication in any language is not about speaking only, but also about students listening or reading silently. Most textbooks make certain that both the teacher and the students cannot start working with the language skills before they encounter a lot of writing activities. Generally, learners are more successful in speaking in CLT class than in classes using ‘traditional’ approaches. Moreover; when we look at recent mainstream textbooks, they show that they are also likely to be reading and writing a more varied range of texts than those in more traditional classes. CLT advocates encouraging learners to take part in – and reflect on – communication in as many diverse contexts as possible (and as many as necessary, not only for their future language-using needs, moreover, for their present language-learning needs).

We should be thinking about the broader concept of student communicating time (or even just student time, to include necessary periods of silent reflection undistracted by talk from teacher or partner).

2.2.3.3. CLT means pairwork, which means role play

This misconception is that pair work means role play. Role play is actually only one of useful techniques used to employ in developing students' communicative competence and to practise meaningful language in an authentic context. However; according to Thompson (1996); some instructors control the free practice of students through preventing students from choosing the character they will play in a dialogue. Some textbooks abandoned the free practice which kills the learner's creativity and imagination. Making learners interact with each other as pair work would be a push for them to help each other and cooperate effectively rather than working individually with no guidance from their peers or partners whether they are engaged together on grammatical exercise, solving a problem or even answering comprehension questions. The advice of Thompson was that teachers shouldn't overuse these techniques and think different varieties and ranges of teaching. Learners are the center of attention which means that the teacher has to give the students the chance to practice the language using different techniques similar to group or pair work. Because, pair work and group work are more flexible and useful techniques than role play. Role play especially at very simple level, such as conversation between a doctor and a patient; a teacher and a student or a customer and shopkeeper, may not be used as much as pair work or group work. Through pair work and group work, students can work together and help each other to solve a problem, analyse a passage, prepare a presentation, make up a story, design a questionnaire and do exercises. They can also learn knowledge and skills from each other, which will lead them to greater success by undertaking tasks.

2.2.3.4. CLT means expecting too much from the teacher

There is a belief that CLT demands too much on teachers, more than other widely-used approaches. Teachers have to interact with students in as 'natural' a way as possible; they have to be skilful with wider range of management than in the traditional teacher-centred classroom. There are a lot unpredictable in class which is an encouragement and also a challenge for them. But teachers are not supermen and it is far more difficult to use CLT method. Students shouldn't expect too much from their teachers, they are only enlighteners, organisers and helpers. Nonetheless, Many

textbooks now provide very practical, straightforward CLT guidelines and activities which place few demands on the teacher beyond a willingness to try them out with enough conviction.

2.2.4. CLT and a communicative curriculum and syllabus design

When we communicate, we use the language to accomplish some functions through a process. Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary (Larsen-Freeman, 1986)

We cannot use a universal teaching method in all contexts of language learning because there is no one set of ideal teaching materials. As language teachers we need more than another ready-made method of teaching is an appreciation both of language as an expression of self and of the ways in which meanings are created and negotiated. As they shape curricula for the language programs of tomorrow, teachers should see the learner as a physical, psychological and intellectual being with needs and interests that extend far beyond those of the language classroom. The most effective programs will be those that involve the whole learner in the experience of language as a network of relations between people, things and events. The balance of features in a curriculum will and should vary from one program to the next, depending on the particular learning context of which it is a part. Development of a curriculum should begin, however, with an awareness of the full range of potential options and choices should be made consciously from among possibilities (Savignon, 1997).

CLT is a learner-centered approach so learners' communicative needs provide the basis for identifying program goals, and the selection of a methodology requires an understanding of differences in learners' learning styles.

At the level of language theory, CLT has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow.

- Language is a system for the expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

According to Markee (1997) curricular innovation is best advanced by classroom teachers' developing their own local materials. Since the communicative approach is underpinned by a set of beliefs and principles, it matches Markee's (1997) model of primary curriculum innovation. By primary innovation, he means change at three dimensions: (1) teaching materials; (2) methodological skills and; (3) pedagogical values, which constitute the core dimensions of teaching and learning (Fullan 1993). If there is a change in one dimension it is necessary to change the other two dimensions. There is a reciprocal interaction between the three dimensions of curriculum innovation. This relationship is complex due to unsettled debate related to whether change in teaching materials and methodological skills leads to a change in pedagogical values or vice versa, or whether change in both occurs simultaneously (Markee 1997). Fullan (1993) observes that, in practice, empirical evidence suggests that pedagogical values or beliefs may change as a result of experience. To resolve this debate he concludes that it is perhaps sufficient for our purposes to recognize that the relationship between beliefs and behaviour is reciprocal; trying new practices sometimes leads to questioning one's underlying beliefs; examining one's beliefs can lead to attempting new behaviour. This reciprocity between beliefs and behaviour is shown below. The idea that the relationship between beliefs and behaviour is reciprocal has obvious implications for teacher and curriculum development. If we accept the idea that teachers should behave their way into new ideas and skills, not just think their way into them (Fullan, 1993), then this suggests that change agents can use syllabus design and materials development by teachers as a convenient entry point into the larger process of curricular innovation. However, innovations must also engage teachers in the more abstract tasks of developing their methodological skills and changing their ideas about what constitutes good teaching. And changes at one point of the innovation dimension

need to be accompanied by changes at other points of the dimension (Markee 1997; cited in Mulat, 2003, p.25-26).

Savignon (1983, 2002) proposed five categories that can be regarded as groups of activities related to curriculum development:

(a) Language arts (syntax, morphology, phonology, vocabulary, and spelling): It includes teaching form of English through different activities.

(b) Language for a purpose: This means teaching language for communication but a communication for which a learner is wanting to work.

(c) Personal Language: This looks at learner as an individual with a pre-defined set of psychological strands. This must not, as it cannot, be overlooked while shaping curriculum, e.g., it demands certain respect for learner.

(d) Theatre Arts: Teaching through role-play, this bases on the globally-acknowledged maxim: "...all the world's a stage..." Quite naturally a learner can play many roles to understand the meaning in real context.

(e) Beyond the Classroom: This centers on bringing the learner to environment beyond the classroom. If they visit a courtroom trial, an auction proceeding, etc., they will get to know real language. The writer then mentions the Computer-Mediated Communication splendidly useful for this goal.

According to Savignon (2002), an optimum combination of the five components in the curriculum must be created by individual language teachers based on their teaching contexts (Nishino, 2009, p. 11).

2.2.5. Materials used in Communicative Language Teaching

A wide variety of materials have been used to support CLT. Practitioners of CLT view materials as a way of influencing the quality of classroom interaction and language use. Hence, materials have an important role in promoting communicative language use. Richard J.C. and Rodgers T.S. (1986; cited in Qinghong, 2009) summarized three kinds of materials currently used in CLT.

2.2.5.1. Text-based materials

The textbooks are designed to help teachers have the courage to self-reflect, improve their teaching, and thereby have a larger stake in their teaching. The goal is to help teachers through challenges that might otherwise prompt them to leave the profession (Farrell & Thomas, 2008).

Qinghong (2009) states that many textbooks designed to direct and support CLT can be found. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. For example, text-based materials typically include themes, a task analysis for thematic development, a practice situation description, a stimulus presentation, comprehension questions, and paraphrase exercises. Text-based materials usually provide information about games, information gaps, role plays, and other task-based communication activities. Particularly, teachers are encouraged to bring into the classroom authentic, from-life materials, such as signs, magazines, and newspapers (Hung, 2009).

2.2.5.2. Task-based materials

A variety of communication activities such as; games, role plays, simulations, and task-based have been prepared to support CLT classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the ‘jigsaw’ into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Deusen-Scholl & Hornberger (2008) claim that learners can engage goal-oriented communication for the purpose of solving problems, completing projects, and reaching decisions with task-based activities. To reach these abilities, task-based materials are used in language classrooms. In task-based instruction, Phrabu (1989) identified three

formats. First, is an opinion gap format that requires learners to exchange views and attitudes around a prescribed topic; second is an information gap format that requires learners to engage in transfer and exchange of information to complete a task; and third, is reasoning gap format that necessitates learners' to provide support for an application taken to solve a problem. When learners effectively employ English and successfully complete the task required, they develop confidence because they witness their competent use of language (Plumb, 2008).

2.2.5.3. Realia

Many proponents of CLT have advocated the use of 'authentic', 'from-life' materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

2.2.6. Classroom activities used in CLT

As a learner-centered method CLT consists of many activities used in classroom environment or out of the class. In these activities language is used for communication. Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning. They can also learn knowledge and skills from each other, which will lead them to greater success by undertaking tasks. Some of the activities are explained below:

2.2.6.1. Role plays

Role playing is an extremely valuable method for L2 learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and

involvement necessary for learning to occur. This paper will examine this technique in detail (Tompkins, 1998).

Role- plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles. The teacher can set up role-plays. For example, in a structured way; the teacher tells the students who they are and what should say or in a less structured way; the teacher tells the students who they are, what the situation is, and what they are talking about and the students determine what they will say.

In more complex simulations the activities of the teacher may be more detailed and student activities may be more defined. The teacher might, for example, explain a handout or have the students read a case study defining the situation, and role play cards (which describe the role which the student is to play) might be distributed. Such simulations can be applied to teaching language in many areas, such as technical English (Hutchinson and Sawyer-Laucanno, 1990), business and industry (Brammer and Sawyer-Laucanno, 1990), and international relations (Crookall, 1990). Indeed, Pennington (1990) even includes role playing/simulation as part of a professional development program for language teachers themselves (Tompkins, 1998).

2.2.6.2. Problem-solving activities

A problem and some alternative solutions are presented to the students and they have to choose among these solutions or create their own. Problem-solving activities work well in Communicative Approach because they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

2.2.6.3. Picture strip stories

This activity is an example of using a problem solving task as a communicative technique. For instance, in a Picture Strip Story; one student in a small group is given a strip story. S/he shows the first picture of the story to the other members of her group and asks them to predict what the second picture would look like, they make some

predictions and get some feedbacks, so in the end s/he shows the picture and they make a comparison between their predictions and pictures.

2.2.6.4. Interviews

The students may make interviews with native speakers out of the classroom or they may speak with their parents, their teachers or their friends in target language.

2.2.6.5. Scrambled sentences

The students are given a passage in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before they are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the suprasentential level through formal linguistic devices such as anaphoric pronouns, which make a text cohesive and semantic propositions which unify a text and make it coherent.

2.2.6.6. Games

Language learning is a hard task which can sometimes be frustrating. understanding, producing and manipulating the target language needs constant effort. Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Moreover they are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication (Ersoz, 2000).

Games are generally used in CLT. If they are properly designed they present students three features of communication such as; information gap, choice and

feedback. In addition to this, games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.

The variety and intensity that games offer may lower anxiety and encourage shy learners to take part especially when games are played in small groups.

Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (Wright, Betteridge, & Buckby, 2005).

When the teacher choose a game s/he should consider these instructions (Tyson, 2000; cited in Mei & Yu-jing, 2000).

- * A game must be more than just fun.
- * A game should involve "friendly" competition.
- * A game should keep all of the students involved and interested.
- * A game should encourage students to focus on the use of language rather than on the language itself.
- * A game should give students a chance to learn, practice, or review specific language material.

2.2.6.7. Pair work

Pair work is a classroom activity in which the whole class is divided into pairs. It is a kind of group work, using groups of two. The point of pair work is to get students speaking and listening so the content of a pair work session should be mainly oral. It is difficult to give instructions once a pair-work session is underway, so the activity should be well planned and carefully explained. Otherwise it is likely to be unproductive.

The idea of pair work is to improve listening and speaking skills by requiring students to exchange information with each other. Pair work should always be accompanied by some sort of 'test' to ascertain whether or not information really has

been exchanged. In some kinds of pair work, split dictations for example, the test is built in to the activity itself. In other cases, it will be a follow-up activity of some sort.

Like classroom work with larger groups, pair work has two important advantages: it offers intensive, realistic practice in speaking and listening; and it promotes a friendly classroom ambiance that is conducive to learning. But beyond that, pair work has another important advantage that activities done with larger groups do not have.

There's a price to pay for the productivity gain offered by pair work, however. It presents several difficulties and it's important to be prepared for them and to know how to alleviate them.

(1)high noise level

If pair work is successful, it's noisy except perhaps in the unusual situation of a room that is much too large for the class it contains. Students can be asked to speak quietly, but pushing this may have an inhibiting effect. In a normally crowded classroom equipped with easily movable desks or tables, the problem can be alleviated by keeping as much distance as possible between the pairs. The best 'solution,' however is simply to keep pair-work sessions short — twenty minutes is probably a reasonable maximum. A high level of noise can be tolerated for approximately that amount of time. If the session lasts longer, the noise will become distracting.

(2)furniture

The best furniture for an ESL classroom is small, light tables, and simple, light chairs; these can easily be rearranged for pair work. But, of course, many classrooms are not ideally furnished for ESL work. Large tables are difficult to move and to arrange but if they are accompanied by light, movable chairs, they can often be left in place and chairs placed opposite each other on both sides. Fixed tables or fixed desks, particularly those with attached seats discourage pair work but they do not make it impossible. Something that works fairly well can always be figured out.

(3)partners with no information to offer

Since information exchange is essential to pair work, if one student in a group has no information to exchange, the activity will fail. When pair work is preceded by an 'information-acquiring activity' this problem can be largely eliminated by making sure that everyone understands their material well. And of course it is also important to make sure that the information and the method of conveying it are appropriate for the

students' level.

The best way to alleviate this difficulty is by 'rotation' — having students change partners — once, twice, or more — during the activity. Doing this means that each of the conversations will have to be kept quite short in order to keep the whole activity within the twenty-minute time span, but that, it is to be hoped, will bring a healthy intensity to the conversations. Rotation also requires a good deal of shifting from one place to another and that may cause some complaints during the first pair-work sessions. These complaints will quickly be forgotten, however, as students get used to doing pair work.

2.2.6.7. Group work

Group work has a well-established place in the theory and practice of language teaching. Still, many teachers and many students seem to be unenthusiastic about it. Teachers may not think doing group work, because working with groups means loosening control of the students. This is not an easy thing for a teacher to do. Students, on the other hand, often find group work unappealing because they it puts them under pressure to act. As long as the classroom is teacher centered, students can remain passive. In groups, they are expected to speak, to understand, and to think. They are also expected to be amiable and cooperative. It would be extremely unfortunate, however, if, because of these natural misgivings, teachers and students missed out on the benefits of group work. The primary benefit of group work is that it provides practice in speaking and listening. These skills will never develop fully without a large amount of practice, and, outside the classroom.

Of course, there are ways of practicing listening and speaking that do not involve dividing a class into groups, but none of them are likely to provide practice that is as engaging or intense, as a good group-work activity.

The great, general difficulty with group work is that it requires enthusiasm and cooperation. No doubt, one reason ESL teachers sometimes avoid group work is because they realize this and they also realize that unlike silence and orderliness, enthusiasm and cooperation cannot be demanded. The purpose of the group work is to encourage an enthusiastic and cooperative classroom ambience.

2.2.6.8. Discussions and debates

Discussion and debates are of widely utilized activity types because the teachers spend low effort during these activities. Every now and then, an intimate atmosphere of discussion occurs in the classroom, however, when appropriately exploited, these discussions will undoubtedly end up in speaking opportunities of extreme worth, both in terms of language presentation and practice. Either encouraging competition or cooperation, which one to choose is a matter of familiarity with the students; the teacher may foster discussion over debate (Özsevik, 2010).

2.2.6.9. Prepared talks and oral presentations:

These are the talks which are prepared by students about a specific topic and given in the class with the aim of persuading, informing students about a topic or just to entertain them.

2.3. Teachers' Beliefs and Classroom Practices

Teacher's beliefs refer to teachers' understandings about teaching, which are subjective and idiosyncratic (Richardson, 1996; cited in Xing, 2009) knowledge includes both the objective knowledge teachers possess about teaching, which may or may not be incorporated into their belief system, and the personal practical knowledge that is context-specific and is derived from their teaching practice. Likewise, Freeman (2002) uses the term 'teachers' mental lives' to discuss 'teacher's decision making and perceptions of teaching and learning'. For example two teachers may have similar amounts of knowledge about English grammar. However, the teaching methods they employ may be drastically different if they have different beliefs about teaching and learning. One may be convinced that drills and exercises are the most effective method if his or her belief system relates to learning language by imitating and memorizing. Another teacher may endorse the communicative approach if his or her belief system relates to learning a language by using the language in meaningful communication.

Research has long established that there is a strong relationship between teachers' beliefs and their behaviors. Many researchers have pointed out that teachers' beliefs

form the basis of their teaching (e.g. Clark & Peterson, 1986; Pajares, 1992; Segal, 1985; cited in Xing, 2009).

Bauch (1984) states, educational beliefs do influence teaching practices, thereby contributing to the context in which the learning occurs . Likewise, some researchers assert that teachers' classroom behaviors and decision making stem from their teaching beliefs. There are two types of decision making. One is preactive decision making, which occurs prior to a given class, for example, during the lesson-planning phase. Another type is interactive, which happens during the class, for instance, when addressing a problem situation. Teachers' beliefs provide the underlying principles that inform both types of decision making (Clark & Peterson, 1986; Richards, 1998).

However, recent research that uses multiple data collection methods generally indicates that the teachers' beliefs and behaviors are inconsistent. Fang (1996) comments that the inconsistency is not unexpected. Due to the complexities of classroom life, beliefs and behaviors do not form a simple relationship.

Therefore, it is not hard to understand why sometimes teachers' beliefs are not necessarily compatible with their behaviors. Some studies in the area of ESL (English as a second language) instruction provide support for the inconsistency theory. Baştürkmen, Loewen, and Ellis (2004) carried out a study on 3 ESL teachers who had varying lengths of teaching experience. They inspected the relationship between the teachers' incidental focus on form and their stated beliefs about communicative language teaching. According to the authors, focus on form can be planned or incidental. In planned focus on form, the target of the lesson is grammar, and activities in the class are designed as practice of the form. In incidental focus on form, the teachers' focus is on communicative tasks, but the need to focus on form develops naturally as the activity goes on. The researchers conducted classroom observations. After that, an open-ended questionnaire was administered to the participants. Data about the participants' beliefs were also collected through a variety of other methods, such as in-depth interview, cued response scenarios, and stimulated recall.

The results showed that all three teachers' behaviors were inconsistent with their stated beliefs. One reason the authors gave was the teachers drew on two different types of knowledge. While making statements about their beliefs, they exercised their technical knowledge, which was a set of explicit ideas about the profession learned

from deep reflection or empirical investigation. However, in an actual teaching context, teachers fallback on their practical knowledge (i.e., the procedural knowledge derived from teaching or language learning experiences). Relying on two different types of knowledge led to the discrepancy between their beliefs and behaviors. Therefore, the authors concluded that stated beliefs were not a reliable window toward teachers' beliefs. To have a more accurate picture of teachers' beliefs, researchers should analyze both teachers' stated beliefs and their teaching behaviors.

Some studies attempt to disclose what factors cause the inconsistency. Richards and Pennington (1998; cited in Xing, 2009) did a study on the 1st-year teaching experience of 5 novice teachers who had just graduated from an undergraduate teacher education program at the City University of Hong Kong. They collected data through questionnaires, subjects' reflection sheets, classroom observations, and monthly meetings. They found that despite the expressed belief in communicative teaching, the teachers' behaviors were not consistent with it. Factors that prevented them from implementing their beliefs about communicative teaching include the following:

1. Low proficiency of the students: To ensure better comprehension of the students, teachers changed their teaching styles although they believed in all-English instruction.

2. Discipline issues: Students' disruptive behaviors often diverted the teachers from conducting teaching activities to maintaining order. These problems also caused the teachers to avoid communicative activities to reduce the noise.

3. Fixed syllabus: Specific assignments, teaching suggestions, and lesson schedules were given to each new teacher. Finishing the work became the teachers' primary concern. This pressure finally forced them to adopt a teacher-centered approach because there was very little room for the teachers to experiment any creative ideas they came up with.

4. Pressure from colleagues and students to approach teaching in the traditional way: The teacher-centered approach was deeply rooted in the educational culture in Hong Kong; over the years, both the teachers and students had gained familiarity with it; the teachers' colleagues were practicing it and the panel chair expected them to use it. This made it difficult to implement a student-centered approach.

2.4. Teaching Behaviors and Teaching Experience

It is clear that teaching experience and teacher beliefs are mutually informative. Beliefs form the theoretical foundation of behaviors, whereas experience derived from classroom practice promotes modifications on teachers' beliefs.

It thus seems reasonable to assume that the more experience teachers accumulate, the more adjustment they will make on their beliefs, which in turn effects more behavioral changes. Therefore, in this process, experienced teachers may develop some qualities that inexperienced teachers lack. As Richards (1998) reports, experienced teachers have a repertoire of skills, techniques, problem-solving strategies, and relevant knowledge about the type of students, tasks, potential problems, and corresponding solutions.

In a review, Tsui (2003) summarizes the characteristics between novice teachers and experienced teachers discussed in the literature and points out that differences can be observed during the preactive (before the class) and the interactive stages (during the class) of teaching.

Mok (1994) conducted a case study at an American university in order to investigate 12 experienced or inexperienced ESL teachers' major concerns and changing perceptions over time. Through analyzing the data from interviews, journal entries, and practicum reports, Mok identified five categories of concerns: teacher's self-concept, attitudes, teaching strategies, materials used, and expectations. He reported that the inexperienced teachers started to consider learners' needs, social context, and students' characteristics after experiencing the practicum. Mok stated that "this change in the inexperienced teachers was remarkable, suggesting that teachers are likely to change and make greater gains in the initial stages of their professional development than in the later stages" (p.106), and suggested that most teachers' beliefs about teaching are guided by their own experience as a learner and as a teacher.

Crookes and Araraki's (1999) study had similar results with those in Mok's (1994) study. As mentioned above, the researchers interviewed 19 ESL teachers who taught students from Asia or Europe in the United States. The researchers found that accumulated teaching experience was the source of the teachers' ideas and knowledge. It is likely that their teaching experience helps reshape their beliefs about learning and

teaching. In the same way Breen et al. (2001) observed 18 experienced ESL teachers' lessons in Australia, interviewed them, and described their classroom practices in order to explore the relationships between the teachers' practice and their underlying teaching principles. By principles, Breen et al. meant what ideas teachers hold regarding the nature of educational process, the nature of language, and how languages are learned and taught, which are based on their beliefs and personal theories. The findings of the study indicated that teachers' principles and practices are affected by their teaching experience.

CHAPTER III

3. METHODOLOGY

This chapter presents an overview of the research methodology. It contains an account of the procedures used in the study, including research design, selection and description of the participants, setting, instruments used for data collection, and data analysis.

3.1. Research Design

In order to gather data quantitative approach based on an adapted questionnaire which was developed by Nishino (2009) previously to investigate the participant teachers' beliefs and practices regarding CLT, and the relationships among their beliefs, practices, and other variables were used. After adapting this questionnaire I intended to investigate the participant teachers' beliefs and practices about CLT, and the relationships among their beliefs, practices and their views of CLT in terms of their teaching experience years.

3.2. Participants

The participants of this study were a hundred and eleven Turkish EFL teachers teaching at primary and secondary levels. These participants were asked to complete the online or written questionnaire. The main part of the participants were the English teachers of the schools in Erzurum where I was working as an EFL teacher and the others were my classmates and acquaintances from Atatürk University in Turkey where I received my undergraduate education in the department of English Language Teaching. They are currently teaching EFL to Turkish students at the primary or secondary levels in different parts of Turkey. The rest of the participants were recruited from a countrywide internet page visited by English teachers. The link of webbased

questionnaire was put on the site and asked to complete. After they completed the questionnaire and sent it back their answers were stored automatically.

When the completed questionnaires were counted the total number was a hundred and thirty six. But some of them were eliminated due to lack of the information. Some of the participants did not indicate his/her gender, school type or experience year and there were also participants did not complete all sections of the questionnaire. The incomplete ones were eventually eliminated and a hundred and eleven completed questionnaires were evaluated.

Of these a hundred and eleven participants, while thirty-two of them are females, seventy-nine are males. The number of the male participants were more than twice of female participants (Table 3.1).

Table 3.1

Gender ratio of survey participants

Gender	Frequency(n)	Percent (%)
Female	32	28,8
Male	79	71,2
Total	111	100

The questionnaire contains four choices varying from 1-3 years, 4-6 years, 7 -9 years and over 10 years to learn teaching experience of the participants. Among the participants, twenty teachers have 1-3 years of teaching experience, sixty-seven of them have 4-6 years of experience, ten have 7-9 years, yet fourteen others have been teaching 10 or more years (Table-3.2).

Table 3.2

Teaching experience of survey participants

Experience Years	Frequency (n)	Percent (%)
1-3 years	20	18,0
4-6 years	67	60,4
7-9 years	10	9,0
10 or more years	14	12,6
Total	111	100

As far as the school information is concerned, thirty-eight of the participants are working at a high school while the majority of the teachers – seventy-three of them – are working at a primary school (Table-3.3).

Table 3.3

School type of survey participants

School Type	Frequency (n)	Percent (%)
High-school	38	34,2
Primary-school	73	65,8
Total	111	100

3.3. Instrumentation

In this study, a written survey questionnaire (Appendix A) and web-based form of this questionnaire (Appendix B) were used in data collection. As Krathwohl (1998) said considerable number of data can be collected quickly and economically by using questionnaires as data collection tools and the responses are gathered in a standardised way, thus questionnaires are more objective, (Milne, 1999). In addition to these, questionnaires reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent. Moreover questionnaires are less intrusive than telephone or face-to-face

surveys. When respondents receive a questionnaire in the e-mail inbox, they are free to complete the questionnaire on his own time-table. Unlike other research methods, the respondents are not interrupted by the research instrument. According to Marshall & Rossman (1999), the strengths of questionnaires generally include accuracy, generalizability, and convenience. Nonetheless, they provide data amenable to quantification, either through the simple counting of boxes or through the content analysis of written responses (Anderson, 2007).

The written survey questionnaire used in this study was designed for Turkish EFL teachers teaching in primary and/or high schools in Turkey. Questionnaires were given to a hundred and eleven participants to explore the beliefs and difficulties that EFL teachers in Turkey have and might encounter in their attempts to implement CLT.

The survey was composed of three main parts. The first part of the questionnaire consisted of questions dealt with participants' personal information. The questions in this section asked about participants' age, gender, years of experience in teaching English and school type s/he was working. The second part included 40 questions investigating the participant teachers' beliefs regarding CLT, their teaching environment and other variables affecting their practices. In this study, a 6-point Likert scale (1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = slightly agree; 5 = agree; 6 = strongly agree) was used for this part. The third part of the study included 11 questions related with the participants' classroom practices. A five-point Likert scale (1 = never; 2 = infrequently; 3 = sometimes; 4 = frequently; 5 = very frequently) was used for this part (see Appendix A).

3.4. Data Collection

After adapting Nishino's 'Teacher Beliefs Questionnaire', the participants were asked to complete the actual survey questionnaires, which took them approximately 15-20 minutes. The participants were informed that their participation in this study was strictly voluntary and any information obtained in connection with this study and that could be identified with them would remain confidential and would be used only for research purposes. It was also made clear that there was no right or wrong answers since the items cover matters of opinion rather than fact. The online survey was made

accessible to the participants for a month between April 20, 2010 and May 23, 2010. The preliminary analyses were done in June 2010.

3.5. Data Analysis

In this study, three different statistical analyses were used for data analysis. These analyses were shown below. These analyses were done with the help of the statistical analysis software program SPSS (Statistical Package for the Social Sciences) for Windows 16.00 pack programme. It's importance level was accepted as "p= 0.05".

1. Arithmetic mean (M)
2. Standard deviation (S.D)
3. Kruskal-Wallis model

The calculation of gap borders in applied questionnaires, are inferred below.

The calculation of gap borders in questionnaires with six choices:

Choice digits= 6

Gap digits= $6-1 = 5$

Gap coefficient= $5 : 6=0,83$

Positive choices are evaluated like below:

1.00 – 1.83 -**1** ... "Strongly disagree"

1.84 – 2.67 -**2** ... "Disagree"

2.68 – 3.51 -**3** ... "Slightly disagree"

3.52 – 4.35 -**4** ... "Slightly agree"

4.36 – 5.19 -**5** ... "Agree"

5.20 – 6.00 -**6** ... "Strongly agree" olarak değerlendirilmiştir.

For negative choices (20):

1.00 – 1.83-**1** ... "Strongly agree"

1.84 – 2.67 - **2** ... "Agree"

2.68 – 3.51 -**3** ... "Slightly agree"

3.52 – 4.35 - **4** ... "Slightly disagree"

4.36 – 5.19 - **5** ... "Disagree"

5.20 – 6.00 - **6** ... "Strongly disagree".

The calculation of gap borders in questionnaires with five choices:

Choice digits=5

Gap digits=5-1=4

Gap coefficient: $4 \div 5 = 0,80$

Positive choices are evaluated like below:

1.00 – 1.80 - **1** ...“Never”

1.81 – 2.60 - **2** ...“Infrequently”

2.61 – 3.40 - **3** ...“Sometimes”

3.41 – 4.20 -**4** ...“Frequently”

4.21 – 5.00 -**5** ...“Very frequently”.

CHAPTER IV

4. RESULTS

This chapter presents the findings and the comments of the statistical analyses in turn according to the sub problems of the search.

4.1. Participant Teachers' Beliefs About CLT and Their Practices

The first sub problem is "What beliefs and practices do English teachers hold about CLT?"

The standard deviation and arithmetic mean (M) of the answers which show the teachers' beliefs and practices about CLT, were calculated.

The Standard deviation (S.D) and arithmetic mean of the answers given by the teachers in search are shown in Table- 4.1 (see Appendix C) and the highest and the lowest points are shown below.

Table 4.1.

Distribution of the teachers' beliefs and practices about CLT.

Survey items	M	S.D	Explanation
2. It is important to develop students' ability to communicate in real world situation.	5,60	0,79	Strongly agree
3. Classroom activities should engage students in meaningful communication.	5,42	0,84	Strongly agree
10. Students' motivation to use the English language will be increased through the use of communicative activities.	5,23	1,01	Strongly agree
13. I have adequate English reading ability in order to be an English teacher.	5,25	0,97	Strongly agree
15. I have adequate knowledge of grammar in order to be an English teacher.	5,39	0,81	Strongly agree
20. I feel uneasy if the class is not teacher-fronted.	3,70	1,35	Slightly disagree
36. Ministry of Education authorized textbook for English is useful for communication activities.	3,08	1,40	Slightly disagree
37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).	2,52	1,80	Slightly disagree

Table 4.1. (Continues)

38. materials for communication activities (video/audio materials, picture cards, word cards) are provided.	2,99	1,74	Slightly disagree
40. - the number of class hours of English is adequate. - I teach English is _____ times a week. (Please write the number.)	3,23	1,45	Slightly disagree
Classroom Practices			
1. I use classroom English.	3,51	0,99	Frequently
2. I orally introduce the content of the textbook (do “oral introduction”).	3,85	0,80	Frequently
3. I have my students make a speech or a presentation.	3,21	0,97	Sometimes
4. I have my students write an essay or a story.	2,87	1,03	Sometimes
5. I have my students write a summary of English textbook passages.	2,61	1,08	Sometimes
6. I ask my students questions about the content of the textbook in English.	3,39	1,03	Sometimes
7. I explain English grammar in English.	2,85	1,23	Sometimes
8. I use task based activities (e.g., information gap, role-play).	3,50	1,06	Frequently
9. I use English songs or games.	3,56	1,14	Frequently
10. I use English movies or dramas.	2,81	1,21	Sometimes
11. I use pair or/and group work in English.	3,76	0,93	Frequently

As it is seen in Table 4.1 the participant teachers approved the choices ‘2. It is important to develop students’ ability to communicate in real world situation.’, ‘3. Classroom activities should engage students in meaningful communication.’, ‘10. Students’ motivation to use the English language will be increased through the use of communicative activities.’, ‘13. I have adequate English reading ability in order to be an English teacher.’ and ‘15. I have adequate knowledge of grammar in order to be an English teacher’ by saying “*Strongly Agree*”.

It can be seen in the table that the choices of “1. Language is acquired effectively when it is used as a vehicle for doing something else.”, “4. Developing students’ fluency is as important as developing their accuracy.”, “5. The teacher’s role in the classroom is to facilitate students’ activities of communicating in English.”, “7. Group/pair work activities play an important role in helping students acquire English.”, “8. The development of comprehensible (i.e., not perfect) pronunciation in English is an appropriate goal.”, “9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.”, “11. I have adequate English listening ability in order to be an English teacher.”, “12. I have adequate English speaking ability in order to be an English teacher.”, “14. I have adequate English writing ability in order to be an English teacher.”, “16. I have adequate

knowledge of the culture of English speaking people in order to share it with my students.”, “17. I supervise the classroom adequately when students are doing pair work or group work.”, “18. I provide activities in which my students can enjoy communicating in English.”, “19. I adequately facilitate my students’ English communicative activities.”, “21. I give students autonomy when they do communicative activities.”, “22.promoted Communicative Approaches.”, “23.deepened my knowledge about second language acquisition.”, “24.improved my skills of managing group/pair work.”, “25.provided materials for communicative activities.”, “26.provided chances to observe lessons using Communicative Approaches (either instructor’s model lessons or video-recorded lessons)”, “27.provided chances to give practice lessons using Communicative Approaches.”, “33. Parents expect their children to study hard for exams.” were answered as “*Agree*”.

It is seen that the participants chose “Slightly Agree” option for the following choices “6. Rote-memorization should play an important role in the foreign language classroom.”, “28. Students have to study hard for exams.”, “29. Students expect to do communication activities in English.”, “30. Students expect to study grammar and translation in English.”, “31. - the class size is appropriate for doing communicative activities. — average number of students in one class is ____ . (Please write the number.)”, “32. each teacher can design his/her own syllabus.”, “34. Teachers have time for material development.”, “35. The student can understand and use English in pair or/and group work.”, “39. Students prefer pair or/and group work to teacher-centered instruction.”

It can be seen in Table the choices of “20. I feel uneasy if the class is not teacher-fronted.”, “36. Ministry of Education authorized textbook for English is useful for communication activities.”, “37. Each classroom has audio-visual equipment (TV, CD player, video player, etc.)”, “38. Materials for communication activities (video/audio materials, picture cards, word”, “39.cards, resource books) are provided.”, “40. - the number of class hours of English is adequate. - I teach English is ____ times a week. (Please write the number.)” were answered as “Slightly Disagree”.

From “*Classroom Practices*” part of the Table, the participants said “*Frequently*” to the following choices “1. I use classroom English.”, “2. I orally introduce the content of the textbook (do “oral introduction”).”, “8. I use task based activities (e.g.,

information gap, role-play).”, “9. I use English songs or games.” and “11. I use pair or/and group work in English.”

The participants chose “ sometimes” for the following choices related to “*Classroom Practices*” “3. I have my students make a speech or a presentation.”, “4. I have my students write an essay or a story.”, “5. I have my students write a summary of English textbook passages.”, “6. I ask my students questions about the content of the textbook in English.”, “7. I explain English grammar in English.”, “10. I use English movies or dramas.”

4.2. English Teachers’ Views and Practices in CLT According to Their Importance Level

To indicate English teachers’ views of CLT according to their importance level, the survey choices were listed considering their arithmetic means and findings were shown on Table- 4.2 (see Appendix D). The highest and the lowest part of the findings are shown below.

Table 4.2.

English teachers’ beliefs and practices in CLT according to their importance level

Importance level	Survey items	M
1	2. It is important to develop students’ ability to communicate in real world situation.	5,60
2	3. Classroom activities should engage students in meaningful communication.	5,42
3	15. I have adequate knowledge of grammar in order to be an English teacher.	5,39
4	13. I have adequate English reading ability in order to be an English teacher.	5,25
5	10. Students’ motivation to use the English language will be increased through the use of communicative activities.	5,23
6	9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.	5,19
7	14. I have adequate English writing ability in order to be an English teacher.	5,12
8	4. Developing students’ fluency is as important as developing their accuracy.	5,09
9	5. The teacher’s role in the classroom is to facilitate students’ activities of communicating in English.	5,05
10	1. Language is acquired effectively when it is used as a vehicle for doing something else.	5,03
31	35. the student can understand and use English in pair or/and group work.	4,06
32	30. students expect to study grammar and translation in English.	4,05
33	39. students prefer pair or/and group work to teacher-centered instruction.	3,79
34	31. - the class size is appropriate for doing communicative activities.	3,78

Table 4.2. (Continues)

35	20. I feel uneasy if the class is not teacher-fronted.	3,70
36	34. teachers have time for material development.	3,57
37	40. - the number of class hours of English is adequate. - I teach English is _____ times a week. (Please write the number.)	3,23
38	36. Ministry of Education authorized textbook for English is useful for communication activities.	3,08
39	38. materials for communication activities (video/audio materials, picture cards, word cards, resource books) are provided.	2,99
40	37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).	2,52
Classroom Practices		
1	2. I orally introduce the content of the textbook (do “oral introduction”).	3,85
2	11. I use pair or/and group work in English.	3,76
3	9. I use English songs or games.	3,56
4	1. I use classroom English.	3,51
5	8. I use task based activities (e.g., information gap, role-play).	3,50
6	6. I ask my students questions about the content of the textbook in English.	3,39
7	3. I have my students make a speech or a presentation.	3,21
8	4. I have my students write an essay or a story.	2,87
9	7. I explain English grammar in English.	2,85
10	10. I use English movies or dramas.	2,81
11	5. I have my students write a summary of English textbook passages.	2,61

When we examine the Table the initial ten items are seen as the following considering their importance level; 1) 2. It is important to develop students’ ability to communicate in real world situation., 2) 3. Classroom activities should engage students in meaningful communication., 3) 15. I have adequate knowledge of grammar in order to be an English teacher., 4) 13. I have adequate English reading ability in order to be an English teacher., 5) 10. Students’ motivation to use the English language will be increased through the use of communicative activities., 6) 9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning, 7) 14. I have adequate English writing ability in order to be an English teacher., 8) 4. Developing students’ fluency is as important as developing their accuracy., 9) 5. The teacher’s role in the classroom is to facilitate students’ activities of communicating in English., 10) 1. Language is acquired effectively when it is used as a vehicle for doing something else.

The last ten items as to importance level are aligned as following; 31) 35. The student can understand and use English in pair or/and group work.32)30. Students expect to study grammar and translation in English., 33) 39. Students prefer pair or/and group work to teacher-centered instruction., 34)31. - The class size is appropriate for doing communicative activities. - average number of students in one class is ____ .

(Please write the number.), 35) 20. I feel uneasy if the class is not teacher-fronted., 36) 34. teachers have time for material development., 37) 40. - The number of class hours of English is adequate. - I teach English is _____ times a week. (Please write the number.), 38) 36. Ministry of Education authorized textbook for English is useful for communication activities.39)38. materials for communication activities (video/audio materials, picture cards, word cards, resource books) are provided., 40) 37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).

“Classroom Practices” part of the survey can be shown as the following according to their importance level; 1) 2. I orally introduce the content of the textbook (do “oral introduction”)., 2) 11. I use pair or/and group work in English., 3) 9. I use English songs or games., 4) 1. I use classroom English., 5)8. I use task based activities (e.g., information gap, role-play)., 6) 6. I ask my students questions about the content of the textbook in English., 7) 3. I have my students make a speech or a presentation. 8) 4. I have my students write an essay or a story., 9)7. I explain English grammar in English., 10) 10. I use English movies or dramas., 11) 5. I have my students write a summary of English textbook passages.” maddeleri bulunmaktadır.

4.3. English teachers’ Views on CLT in terms of Their Teaching Experience

The second sub problem of the research is that “Are there any significant differences about English teachers’ views of CLT in terms of their teaching experience years?”

To determine whether there is a relation or not between English teachers’ experience years and their views about CLT, Kruskal Wasllis Analysis type was used and the results were shown in Table- 4.3 (see Appendix E)

Table 4.3.

Differences between English Teachers' views on CLT according to their teaching experience years

		N	M	S.D	χ^2	p
1. Language is acquired effectively when it is used as a vehicle for doing something else.	1-3 years	20	5,3500	,74516	14,111	,003
	4-6 years	67	5,1493	,98863		
	7-9 years	10	3,9000	1,19722		
	Over 10 years	14	4,7857	1,31140		
12. I have adequate English speaking ability in order to be an English teacher	1-3 years	20	4,9000	1,02084	8,610	,035
	4-6 years	67	5,1194	,97736		
	7-9 years	10	4,1000	1,10050		
	Over 10 years	14	4,8571	1,23146		
15. I have adequate knowledge of grammar in order to be an English teacher	1-3 years	20	5,1500	,87509	8,626	,035
	4-6 years	67	5,5075	,78573		
	7-9 years	10	4,9000	,87560		
	Over 10 years	14	5,5000	,65044		
19. I adequately facilitate my students' English communicative activities	1-3 years	20	4,3500	,81273	8,179	,042
	4-6 years	67	4,7313	,89751		
	7-9 years	10	4,5000	,97183		
	Over 10 years	14	5,0000	1,24035		
3. I have my students make a speech or a presentation.	1-3 years	20	3,0500	1,05006	10,949	,012
	4-6 years	67	3,1194	,96173		
	7-9 years	10	3,0000	,66667		
	Over 10 years	14	4,0000	,78446		

When the table is examined it is seen that among the English teachers' views on CLT, only the chi-squared (χ^2) distribution belonging to the differences related to the following items are meaningful on the importance level of $p < 0.05$. And the items are these; "1. Language is acquired effectively when it is used as a vehicle for doing something else.", "12. "I have adequate English speaking ability in order to be an English teacher", "15. I have adequate knowledge of grammar in order to be an English teacher", "19. I adequately facilitate my students' English communicative activities",

“29. students expect to do communication activities in English”, “3. I have my students make a speech or a presentation.” The chi-squared distribution belonging to all of the other items are null with their importance level of $p > 0.05$.

With this finding it can be said that there is a relation between English teachers' views on CLT and their teaching experiences in terms of the following items; “1. Language is acquired effectively when it is used as a vehicle for doing something else.”, “12. “I have adequate English speaking ability in order to be an English teacher”, “15. I have adequate knowledge of grammar in order to be an English teacher”, “19. I adequately facilitate my students' English communicative activities”, “29. students expect to do communication activities in English”, “3. I have my students make a speech or a presentation.”

By analysing the table it can be seen that the participants having the highest level of arithmetic mean are 1-3 yearly teachers and the ones having the lowest level are 7-9 yearly teachers considering the item of 1. Language is acquired effectively when it is used as a vehicle for doing something else.” As a result, it can be said that 1-3 years experienced teachers smile on this item more than the others.

The highest level of arithmetic mean in the item of “12. “I have adequate English speaking ability in order to be an English teacher” is 4-6 yearly teachers and the lowest ones are those have 7-9 experience years. Consequently it can be said that 4-6 yearly teachers have supportive views on this item.

In the item of “15. I have adequate knowledge of grammar in order to be an English teacher” 4-6 yearly teachers have the highest level of arithmetic mean and the lowest level of arithmetic mean is owned by 7-9 yearly teachers. As a consequence we can say that 4-6 years experienced teachers have positive views on this item more than the others.

It can be seen that the highest level of arithmetic mean of the item “19. I adequately facilitate my students' English communicative activities” is 10 and more years experienced teachers and the lowest ones are 1-3 yearly teachers when looked at the table. So we can say that teachers experienced 10 or more years have more favourable views on this item than the others.

Considering the item of “29. students expect to do communication activities in English” 10 and more years experienced teachers have the highest level of arithmetic

mean and the 1-3 years experienced ones have the lowest level. As a result, it can be said that 10 and more years experienced teachers look more positively to this item more than the others.

For the last, when we look at the item of “3. I have my students make a speech or a presentation.” The ones having the highest level of arithmetic mean are 10 and more yearly teachers and the ones having the lowest level of arithmetic mean are 1-3 yearly teachers. Therefore we can say that 10 and more years experienced teachers evaluate this item more confidently than the others.

CHAPTER V

5. CONCLUSION

In this study, Turkish EFL teachers' beliefs and practices about CLT were aimed to investigate by using a quantitative approach. By the way, the differences about English teachers' views of CLT in terms of their teaching experience years were explored. Moreover, the importance levels of teachers' beliefs were regarded.

The investigation was conducted by using a written survey questionnaire and web-based form of this questionnaire. The following research questions were aimed to get answers by these instruments:

- 1) What beliefs and practices do English teachers hold about CLT?
- 2) Are there any significant differences about English teachers' views of CLT in terms of their teaching experience years?

5.1. Discussion and Implications

The emergence of English as a global language, technological innovation and a growing need for learner autonomy change the contexts of language learning rapidly and profoundly (Savignon, 2007). To keep in step with these rapid revolutions in language learning many methods arose in language teaching.

Foreign language teachers started to use CLT, as a learner-centered method in the early 1970s. CC is the goal of language teaching in CLT, and CLT is believed to develop procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. Language is meaningful to the learner and supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counselor, or a group process manager. (Qing-xue&Jin-fang, 2007)

Today, teachers in the world still use CLT in second language teaching. Moreover it gains more respect day by day. Although, CLT is accepted as an important and useful method, EFL teachers may have some challenges and difficulties during the implementation of it. In other words although just about all of the teachers have positive views on CLT many of them may not practice it precisely.

5.1.1. What views and practices do English teachers hold about CLT?

The participants of this study are a hundred and eleven Turkish EFL teachers that teachers teaching primary and secondary schools in different parts of Turkey and these teachers have different experience years. Nevertheless, their responses about CLT showed little variation.

When we look at the participant teachers' answers we can see that they generally have positive views on CLT. The items related to the advantages of CLT were largely answered as 'Strongly agree' or 'Agree'. Likewise the questions related to the teachers' efficiency were answered positively. English teachers in Turkey support communicative activities for better learning but they come face to face some difficulties during the application of CLT in classroom.

For instance; a participant EFL teacher in a study conducted by Phipps and Borg (2009, p.384) indicates that "For me, the ideal scenario would be doing a communicative activity, having a conversation or role-play, then pulling out the language from that...and doing discovery. That would be my ideal, but I found it doesn't always work like that here."

She speaks like that because, during the eight monthly surveys in the classroom environment she approached grammar not using communicative activities but through exposition due to the fact that she felt this was ideal but because she felt it was what her higher level students expected.

Like this, in many recent studies such as the studies of Bal (2006), Hiep (2007), Nishino (2009) and Özsevik (2010) teachers' positive views on CLT can be seen. Likewise in the same studies the inconsistencies of the teachers' views and practices on CLT can be realised obviously.

5.1.2. Difficulties and challenges in implementing CLT in Turkey

Many factors affect teachers' implementations in classroom environment. For instance; in a collinear survey Özsevik (2010) states the following problems that effect the teachers' teaching practices in Turkey: large classes; teachers' heavy workload; heavily-loaded program to cover; mismatch between curriculum and assessment; students' poor communicative abilities and students' low motivation.

In our study, although most participants have tried using CLT in their classrooms and agreed that it is essential to utilize CLT to improve the effectiveness of English teaching practices in Turkey, they have shown that there are many difficulties and challenges that they face in their attempts to implement CLT, in the current teaching conditions of Turkey.

By considering the application difficulties of CLT we can get some hints from the questionnaire. There are some items teachers answered as 'slightly disagree'. These items were '36. Ministry of Education authorized textbook for English is useful for communication activities', '37. Each classroom has audio-visual equipment (TV, CD player, video player, etc.)', '38. Materials for communication activities (video/audio materials, picture cards, word cards, resource books) are provided', '40. The number of class hours of English is adequate. - I teach English is _____ times a week. (Please write the number)'. Thus, it can be said that there are some practical impossibilities that unable the teachers' application of CLT efficiently. These are: deficiency of the textbook, lack of equipment and materials for CLT, Deficiency in the number of class hours of English.

It is urgent that some precautions should be taken by the government to prevent such problems teachers come across.

5.1.2.1. Deficiency of the textbook

The questionnaire was answered by both primary school teachers and high school teachers. As it can be seen from the survey results, common idea among the participant teachers is that Ministry of Education authorized textbook for English is not useful for communicative activities. During the course, when the teacher follow the coursebook s/he cannot bring the communicative activities into the classroom pricesely. As Özsevik

stated in his work (2010) primary level course books are communicative in nature since they were recently published by experts in the field. However, the respondents stated that secondary level course books are highly structural and the units are based on the various grammar points so teacher had to develop extra materials for communicative activities. So the deficiency of the textbooks cause challenges in implementing CLT in Turkey.

MONE should provide new textbooks which support CLT with the activities they have. So it can be easier to implement CLT in language classrooms.

5.1.2.2. Lack of equipment and materials for CLT

Lack of audio-visual equipments (TV, CD player, video player, etc.) and materials for communication activities (video/audio materials, picture cards, word cards, resource books) was reported as another serious barrier for the teachers that prevented them from utilizing CLT in Turkey.

As Martinez states (2002) using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons, amongst which are:

Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.

- Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities.
- Textbooks often do not include incidental or improper English.
- They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit.
- The same piece of material can be used under different circumstances if the task is different.
- Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

- Reading texts are ideal to teach/practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.) . The teacher can have students practice some of the micro-skills mentioned by Richards (1983), e.g. basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words).

- Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

- They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

For these reasons it can be said due to the deficiency of necessary equipments and materials CLT cannot be implemented in classrooms in Turkey.

In language classrooms new arrangements should be made. The necessary equipment and materials for CLT can help preventing teachers' difficulties.

5.1.2.3. Deficiency in the number of class hours of English

The *Standards for the English Language Teaching* describe and clarify what students should learn in English Studies and Language Arts—reading, writing, speaking, listening, viewing, and visually representing—to be literate in today's world. To implement all of these skills teachers need adequate number of English class hours. The item of the “40.The number of class hours of English is adequate.- I teach English is _____ times a week.” in the questionnaire was answered as “ Slightly disagree” by the participant teachers.

When the survey questionnaire was held in 2009-2010 education year, The MONE required a minimum of two hours of English teaching for primary grades 4 and 5. For grades 6 through 8, five to six hours of English teaching is recommended. As for the secondary schools, 10 hours of English lessons are offered per week at grade 9. For the 10th, 11th, and 12th grades, four lessons per week should be allocated to the teaching of English regardless of whether they are Anatolian schools or regular state schools. And the teachers found inadequate these number of class hours to implement

all skills in English courses. However, in new academic year (2010-2011) MONE made some changes in the English class hours at schools. After the recent arrangements, the MONE required three hours of English teaching for primary grades 4 and 5. Four to five hours of English teaching was recommended for grades 6 through 8. In the regular secondary state schools, three hours of English teaching was offered per week for 9th grades and two to six hours of English teaching was recommended for 10th, 11th, and 12th grades. In Anatolian high schools, for the 9th grades, six hours of English teaching and for the 10th, 11th, and 12th grades four to ten hours of English teaching per week was offered. (MONE, 2010)

In the ‘Classroom practices’ part of the questionnaire was answered by the participant teachers as ‘Frequently’ or ‘Sometimes’. As a result of this we can say that in classroom practices teachers try to use CLT. The frequency of CLT application may vary according to opportunities teachers have.

Teachers try to apply the current curriculum and they cannot find enough class hours to implement CLT.

5.1.3. Importance level of teachers’ beliefs in the questionnaire

When we look at the English teachers’ views of CLT according to their importance level, in ‘Teachers’ Beliefs’ part of the questionnaire the first item is ‘2. It is important to develop students’ ability to communicate in real world situation.’ with “5,60” arithmetic mean. And the last item of this part is ‘37. Each classroom has audio-visual equipment (TV, CD player, video player, etc.)’ with “2,52” arithmetic mean. According to the the list it can be said that the items related with the opportunities theachers have at schools have the low arithmetic means.

In ‘Classroom Practices’ part of the survey the highest arithmetic mean (3, 85) is owned by the item of ‘2. I orally introduce the content of the textbook (do “oral introduction”’). And item of ‘5. I have my students write a summary of English textbook passages’. has the lowest arithmetic mean (2, 61).

As seen above, although the beliefs about the CLT are positive, teachers have some negative views on the items those may affect it’s practice step. As a result, CLT in classroom practices may not be uniform. These practices may vary depending on the

dynamics of a certain context which constructs the actual meaning of communicative competence as well as the tools to develop it.

Hiep (2007) made a survey consisting three teachers' beliefs and practices on CLT. Likewise he revealed that teachers tend to hold certain beliefs about their work. The teachers in that study espoused firmly the primary goal of CLT—to teach students to be able to use the language—believing that it was consonant with the students' ultimate goal of learning English in their context. However, when it came to the level of practice, teachers encountered many difficulties. Their desire to implement CLT, which was manifest through efforts to promote common Western CLT practices such as pair work and group work, conflicts with many contextual factors. Those factors ranged from systemic constraints such as traditional examinations, large class sizes, to cultural constraints characterized by beliefs about teacher and student role, and classroom relationships, to personal constraints such as students' low motivation and unequal ability to take part in independent active learning practices, and even to teachers' limited expertise in creating communicative activities like group work.

5.1.4. English teachers' views of CLT in terms of their teaching experience

The items of the survey questionnaire were analysed whether there were any significant differences about English teachers' views of CLT in terms of the participant teachers' teaching experience years. The six items of the questionnaire were supported positively by different degrees of experience years that teachers have.

The item of “1. Language is acquired effectively when it is used as a vehicle for doing something else.” was admired mostly by the 1-3 years experienced teachers.

4-6 yearly teachers supported the items of “12. “I have adequate English speaking ability in order to be an English teacher” and “15. I have adequate knowledge of grammar in order to be an English teacher”.

The items such as ‘19. I adequately facilitate my students' English communicative activities’, ‘29. students expect to do communication activities in English’, ‘3. I have my students make a speech or a presentation.’ were upheld by 10 or more years experienced teachers.

Borg (2006) states that classroom experience has a substantial effect on teachers' knowledge development and thus facilitates changes in their teaching behaviors. Tsui (2003) remarks that teachers' pedagogical knowledge can be developed through deliberate reflection on their teaching experiences. (Xing, 2009)

According to the results it can be said that novice teachers are not as active as experienced teachers in implementing CLT. They believe CLT is a useful method in language learning but in practice phase they can hang back. They support CLT in theoretical framework but in practice they cannot be as courageous as their experienced colleagues.

This study has demonstrated that although the Turkish EFL teachers have positive views on CLT because of some deficiencies in teaching environment teachers face difficulties and challenges in implementing CLT in the Turkish EFL context. However, it can be said that experienced EFL teachers are more courageous in implementing CLT in spite of the challenges, as compared with the less experienced EFL teachers.

5.2. The Limitations of the Study

The first limitation is that, in this survey a hundred and eleven participant teachers answered the questionnaire and the respondents might have been those who are interested in CLT, have knowledge about CLT, or are using CLT in their classes; thus, it cannot be said that they accurately represent the whole population of Turkish EFL teachers.

Second, in this study we used only a quantitative tool to survey the English teachers beliefs and practices on CLT. We got some results relying on the analysis of the survey but we couldn't have any chance to observe any of the participant teachers in their classroom environment. Their classroom practices may be inconsistent with their views.

5.3. Suggestions for Future Research

There is a complex relationship between teacher beliefs, practices, and other factors regarding CLT. The key findings can contribute to the field in removing the

deficiencies; however, further research in this area will shed light on important issues. The following subjects should be pursued by future researchers.

The participants in this study were high school and primary school teachers and but it is important to determine whether are there any differences between these type of schools and university English teachers' beliefs and practices? Because teachers' beliefs and practices may change depending on the students' age and proficiency level and the facilities they have.

Second, CLT was the focus point of this study in language teaching; however, there is a need to investigate other domains. It is important to know what beliefs and practices do Turkish teachers hold regarding grammar teaching, teaching reading and writing, or teaching vocabulary, because these domains are related to CLT.

Third, future researchers should examine what contextual factors other than students' conditions, examinations, and MONE policy influence teacher beliefs and practices. Identifying other important variables will help reveal how complicated teachers' beliefs and practices are situated in their teaching contexts.

Fourth, both the experienced and inexperienced teachers' implementations can be observed in classes and can be explained the difference between them, and how the experienced teachers can implement CLT more successfully.

It is important to know the characteristics and learning styles of Turkish students learning English and English teaching in Turkey. Gaining better knowledge on these aspects can help to develop English teaching methods which will better address the unique issues in EFL classrooms and thus can more readily fit into the EFL teaching.

Finally, students' views on communicative and non-communicative activities in EFL classrooms in Turkey can be investigated. This survey provides perceptions of EFL teachers but these teacher uses CLT for the students' better understanding so if the teachers know the views of the students better learning can be provided.

In this study, the quantitative approach was used and some findings could be gained from a large number of participants. In order to support those findings and to get more than those qualitative studies can be used.

Finally, this study and other teacher cognition studies might be valuable because they can contribute to teacher education. It would be worthwhile to investigate the relationship between teacher cognition and student learning as this would be possible to

indicate a way to enhance language learning through changing teacher beliefs and practices.

To sum up, future research concerning different domains of teaching and investigate a wider variety of factors that potentially influence teacher beliefs and practices should be conducted. The research may not be related only CLT but any other methods in language teaching. The subject of how teacher cognition influences students' learning can be explored in further research more widely. Teacher cognition research has been valuable because it has highlighted the complex nature of teaching.

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APPENDICES

APPENDIX A: The research instrument for the quantitative data (An Inventory of teachers' beliefs and practices).

QUESTIONNAIRE

PART A: Background Information

Please complete the following items as appropriate.

What is your gender? F () M ()

What kind of school are you currently teaching in?

Primary School() High School ()

Professional experience: ()1-3 years ()4-6 () 7 -9 years () Over 10 years

Part B: Teacher Belief Questionnaire :

This survey aims to investigate teachers' beliefs and practices about Communicative Language Teaching. We would be grateful if you would assist us by completing the following questionnaire. Your responses will be used for research purposes only and will remain confidential. There are no right or wrong answers since the items cover matters of opinion rather than fact. The validity of this investigation depends on the degree to which your responses to the statements are open and frank. Please select the most suitable choices for you and sign the circles.

Please answer, from **Strongly Disagree (1)** to **Strongly Agree (6)** for each statement

ITEMS	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. Language is acquired effectively when it is used as a vehicle for doing something else.	①	②	③	④	⑤	⑥
2. It is important to develop students' ability to communicate in real world situation.	①	②	③	④	⑤	⑥
3. Classroom activities should engage students in meaningful communication.	①	②	③	④	⑤	⑥
4. Developing students' fluency is as important as developing their accuracy.	①	②	③	④	⑤	⑥
5. The teacher's role in the classroom is to facilitate students' activities of communicating in English.	①	②	③	④	⑤	⑥
6. Rote-memorization should play an important role in the foreign language classroom.	①	②	③	④	⑤	⑥
7. Group/pair work activities play an important role in helping students acquire English.	①	②	③	④	⑤	⑥
8. The development of comprehensible (i.e., not perfect) pronunciation in English is an appropriate goal.	①	②	③	④	⑤	⑥
9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.	①	②	③	④	⑤	⑥
10. Students' motivation to use the English language will be increased through the use of communicative activities.	①	②	③	④	⑤	⑥
11. I have adequate English listening ability in order to be an English teacher.	①	②	③	④	⑤	⑥
12. I have adequate English speaking ability in order to be an English teacher.	①	②	③	④	⑤	⑥
13. I have adequate English reading ability in order to be an English teacher.	①	②	③	④	⑤	⑥
14. I have adequate English writing ability in order to be an English teacher.	①	②	③	④	⑤	⑥
15. I have adequate knowledge of grammar in order to be an English teacher.	①	②	③	④	⑤	⑥
16. I have adequate knowledge of the culture of English speaking people in order to share it with my students.	①	②	③	④	⑤	⑥
17. I supervise the classroom adequately when students are doing pair work or group work.	①	②	③	④	⑤	⑥
18. I provide activities in which my students can enjoy communicating in English.	①	②	③	④	⑤	⑥
19. I adequately facilitate my students' English communicative activities.	①	②	③	④	⑤	⑥
20. I feel uneasy if the class is not teacher-fronted.	①	②	③	④	⑤	⑥
21. I give students autonomy when they do communicative activities.	①	②	③	④	⑤	⑥

Teacher education courses I took at university/college:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
22.promoted Communicative Approaches.	①	②	③	④	⑤	⑥
23.deepened my knowledge about second language acquisition.	①	②	③	④	⑤	⑥
24.improved my skills of managing group/pair work.	①	②	③	④	⑤	⑥
25.provided materials for communicative activities.	①	②	③	④	⑤	⑥
26.provided chances to observe lessons using Communicative Approaches (either instructor's model lessons or video-recorded lessons)	①	②	③	④	⑤	⑥
27.provided chances to give practice lessons using Communicative Approaches.	①	②	③	④	⑤	⑥
In the school where I teach,						
28. students have to study hard for exams.	①	②	③	④	⑤	⑥
29. students expect to do communication activities in English.	①	②	③	④	⑤	⑥
30. students expect to study grammar and translation in English.	①	②	③	④	⑤	⑥
31. - the class size is appropriate for doing communicative activities. - average number of students in one class is ____ . (Please write the number.)	①	②	③	④	⑤	⑥
32. each teacher can design his/her own syllabus.	①	②	③	④	⑤	⑥
33. parents expect their children to study hard for exams.	①	②	③	④	⑤	⑥
34. teachers have time for material development.	①	②	③	④	⑤	⑥
35. the student can understand and use English in pair or/and group work.	①	②	③	④	⑤	⑥
36. Ministry of Education authorized textbook for English is useful for communication activities.	①	②	③	④	⑤	⑥
37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).	①	②	③	④	⑤	⑥
38. materials for communication activities (video/audio materials, picture cards, word cards, resource books) are provided.	①	②	③	④	⑤	⑥
39. students prefer pair or/and group work to teacher-centered instruction.	①	②	③	④	⑤	⑥
40. - the number of class hours of English is adequate. - I teach English is ____ times a week. (Please write the number.)	①	②	③	④	⑤	⑥

Part C: Classroom Practices Questionnaire:

Please select the most suitable choices in connection with your classroom practices.

Please answer, from **Never (1)** to **Very Frequently (5)** for each statement. Indicate your answers on the answer page and click it. Your answers will be stored automatically after you send it back.

	<i>Never</i>	<i>Infrequently</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Very frequently</i>
1. I use classroom English.	①	②	③	④	⑤
2. I orally introduce the content of the textbook (do “oral introduction”).	①	②	③	④	⑤
3. I have my students make a speech or a presentation.	①	②	③	④	⑤
4. I have my students write an essay or a story.	①	②	③	④	⑤
5. I have my students write a summary of English textbook passages.	①	②	③	④	⑤
6. I ask my students questions about the content of the textbook in English.	①	②	③	④	⑤
7. I explain English grammar in English.	①	②	③	④	⑤
8. I use task based activities (e.g., information gap, role-play).	①	②	③	④	⑤
9. I use English songs or games.	①	②	③	④	⑤
10. I use English movies or dramas.	①	②	③	④	⑤
11. I use pair or/and group work in English.	①	②	③	④	⑤

APPENDIX B: The Webbased Questionnaire (Classroom Practice Section)

http://194.27.49.22/sinav/survey2/ - Windows Internet Explorer

http://194.27.49.22/sinav/survey2/

Sık Kullanılanlar Önerilen Siteler Daha fazla eklenti bul

http://194.27.49.22/sinav/survey2/ Sayfa Güvenlik Araçlar

Classroom Practices Please select the most suitable choices in connection with your classroom practices.

No	Question	Never	Infrequently	Sometimes	Frequently	Very frequently
1	I use classroom English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	I orally introduce the content of the textbook (do "oral introduction").	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I have my students make a speech or a presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I have my students write an essay or a story.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	I have my students write a summary of English textbook passages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I ask my students questions about the content of the textbook in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I explain English grammar in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I use task based activities (e.g., information gap, role-play).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I use English songs or games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I use English movies or dramas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I use pair and group work in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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TR 07:59 28.12.2010

APENDIX C:

Table 4.1. Distribution of the teachers' beliefs and practices about CLT.

Survey items	M	S.D	Explanation
1. Language is acquired effectively when it is used as a vehicle for doing something else.	5,03	1,07	Agree
2. It is important to develop students' ability to communicate in real world situation.	5,60	0,79	Strongly agree
3. Classroom activities should engage students in meaningful communication.	5,42	0,84	Strongly agree
4. Developing students' fluency is as important as developing their accuracy.	5,09	0,99	Agree
5. The teacher's role in the classroom is to facilitate students' activities of communicating in English.	5,05	0,99	Agree
6. Rote-memorization should play an important role in the foreign language classroom.	4,19	1,18	Slightly agree
7. Group/pair work activities play an important role in helping students acquire English.	4,96	1,17	Agree
8. The development of comprehensible (i.e., not perfect) pronunciation in English is an appropriate goal.	4,78	1,04	Agree
9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.	5,19	0,97	Agree
10. Students' motivation to use the English language will be increased through the use of communicative activities.	5,23	1,01	Strongly agree
11. I have adequate English listening ability in order to be an English teacher.	4,91	0,93	Agree
12. I have adequate English speaking ability in order to be an English teacher.	4,96	1,06	Agree
13. I have adequate English reading ability in order to be an English teacher.	5,25	0,97	Strongly agree
14. I have adequate English writing ability in order to be an English teacher.	5,12	0,95	Agree
15. I have adequate knowledge of grammar in order to be an English teacher.	5,39	0,81	Strongly agree
16. I have adequate knowledge of the culture of English speaking people in order to share it with my students.	4,60	1,05	Agree
17. I supervise the classroom adequately when students are doing pair work or group work.	4,90	0,96	Agree
18. I provide activities in which my students can enjoy communicating in English.	4,87	1,04	Agree
19. I adequately facilitate my students' English communicative activities.	4,68	0,95	Agree
20. I feel uneasy if the class is not teacher-fronted.	3,70	1,35	Slightly disagree
21. I give students autonomy when they do communicative activities.	4,66	0,99	Agree
22. promoted Communicative Approaches.	4,78	0,99	Agree
23. deepened my knowledge about second language acquisition.	4,57	1,16	Agree
24. improved my skills of managing group/pair work.	4,58	1,05	Agree
25. provided materials for communicative activities.	4,69	1,02	Agree
26. provided chances to observe lessons using Communicative Approaches (either instructor's model lessons or video-recorded lessons)	4,52	1,03	Agree
27. provided chances to give practice lessons using Communicative Approaches.	4,49	1,14	Agree
28. students have to study hard for exams.	4,32	1,18	Slightly agree
29. students expect to do communication activities in English.	4,15	1,29	Slightly agree
30. students expect to study grammar and translation in English.	4,05	1,31	Slightly agree
31. - the class size is appropriate for doing communicative activities. - average number of students in one class is ____ . (Please write the number.)	3,78	1,55	Slightly agree
32. each teacher can design his/her own syllabus.	4,21	1,43	Slightly agree
33. parents expect their children to study hard for exams.	4,62	1,30	Agree

Table 4.1. (continues)

34. teachers have time for material development.	3,57	1,51	Slightly agree
35. the student can understand and use English in pair or/and group work.	4,06	1,38	Slightly agree
36. Ministry of Education authorized textbook for English is useful for communication activities.	3,08	1,40	Slightly disagree
37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).	2,52	1,80	Slightly disagree
38. materials for communication activities (video/audio materials, picture cards, word cards, resource books) are provided.	2,99	1,74	Slightly disagree
39. students prefer pair or/and group work to teacher-centered instruction.	3,79	1,36	Slightly agree
40. - the number of class hours of English is adequate. - I teach English is _____ times a week. (Please write the number.)	3,23	1,45	Slightly disagree
Classroom Practices			
1. I use classroom English.	3,51	0,99	Frequently
2. I orally introduce the content of the textbook (do "oral introduction").	3,85	0,80	Frequently
3. I have my students make a speech or a presentation.	3,21	0,97	Sometimes
4. I have my students write an essay or a story.	2,87	1,03	Sometimes
5. I have my students write a summary of English textbook passages.	2,61	1,08	Sometimes
6. I ask my students questions about the content of the textbook in English.	3,39	1,03	Sometimes
7. I explain English grammar in English.	2,85	1,23	Sometimes
8. I use task based activities (e.g., information gap, role-play).	3,50	1,06	Frequently
9. I use English songs or games.	3,56	1,14	Frequently
10. I use English movies or dramas.	2,81	1,21	Sometimes
11. I use pair or/and group work in English.	3,76	0,93	Frequently

APPENDIX D:

Table 4.2. English teachers' beliefs and practices in CLT according to their importance level

Importance level	Survey items	M
1	2. It is important to develop students' ability to communicate in real world situation.	5,60
2	3. Classroom activities should engage students in meaningful communication.	5,42
3	15. I have adequate knowledge of grammar in order to be an English teacher.	5,39
4	13. I have adequate English reading ability in order to be an English teacher.	5,25
5	10. Students' motivation to use the English language will be increased through the use of communicative activities.	5,23
6	9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.	5,19
7	14. I have adequate English writing ability in order to be an English teacher.	5,12
8	4. Developing students' fluency is as important as developing their accuracy.	5,09
9	5. The teacher's role in the classroom is to facilitate students' activities of communicating in English.	5,05
10	1. Language is acquired effectively when it is used as a vehicle for doing something else.	5,03
11	7. Group/pair work activities play an important role in helping students acquire English.	4,96
12	12. I have adequate English speaking ability in order to be an English teacher.	4,96
13	11. I have adequate English listening ability in order to be an English teacher.	4,91
14	17. I supervise the classroom adequately when students are doing pair work or group work.	4,90
15	18. I provide activities in which my students can enjoy communicating in English.	4,87
16	8. The development of comprehensible (i.e., not perfect) pronunciation in English is an appropriate goal.	4,78
17	22. promoted Communicative Approaches.	4,78
18	25. provided materials for communicative activities.	4,69
19	19. I adequately facilitate my students' English communicative activities.	4,68
20	21. I give students autonomy when they do communicative activities.	4,66
21	33. parents expect their children to study hard for exams.	4,62
22	16. I have adequate knowledge of the culture of English speaking people in order to share it with my students.	4,60
23	24. improved my skills of managing group/pair work.	4,58
24	23. deepened my knowledge about second language acquisition.	4,57
25	26. provided chances to observe lessons using Communicative Approaches (either instructor's model lessons or video-recorded lessons)	4,52
26	27. provided chances to give practice lessons using Communicative Approaches.	4,49
27	28. students have to study hard for exams.	4,32
28	32. each teacher can design his/her own syllabus.	4,21
29	6. Rote-memorization should play an important role in the foreign language classroom.	4,19
30	29. students expect to do communication activities in English.	4,15
31	35. the student can understand and use English in pair or/and group work.	4,06
32	30. students expect to study grammar and translation in English.	4,05
33	39. students prefer pair or/and group work to teacher-centered instruction.	3,79
34	31. - the class size is appropriate for doing communicative activities.	3,78
35	- average number of students in one class is _____. (Please write the number.)	3,70
36	20. I feel uneasy if the class is not teacher-fronted.	3,70
37	34. teachers have time for material development.	3,57
37	40. - the number of class hours of English is adequate.	3,23
38	- I teach English is _____ times a week. (Please write the number.)	3,08
38	36. Ministry of Education authorized textbook for English is useful for communication activities.	3,08
39	38. materials for communication activities (video/audio materials, picture cards, word cards, resource books) are provided.	2,99
40	37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).	2,52
Classroom Practices		
1	2. I orally introduce the content of the textbook (do "oral introduction").	3,85
2	11. I use pair or/and group work in English.	3,76
3	9. I use English songs or games.	3,56
4	1. I use classroom English.	3,51
5	8. I use task based activities (e.g., information gap, role-play).	3,50
6	6. I ask my students questions about the content of the textbook in English.	3,39
7	3. I have my students make a speech or a presentation.	3,21
8	4. I have my students write an essay or a story.	2,87
9	7. I explain English grammar in English.	2,85
10	10. I use English movies or dramas.	2,81
11	5. I have my students write a summary of English textbook passages.	2,61

APPENDIX E:**Table 4.3.** Differences between English Teachers' views on CLT according to their teaching experience years

		N	M	S.D	χ^2	p
1. Language is acquired effectively when it is used as a vehicle for doing something else.	1-3 years	20	5,3500	,74516	14,111	,003
	4-6 years	67	5,1493	,98863		
	7-9 years	10	3,9000	1,19722		
	Over 10 years	14	4,7857	1,31140		
2. It is important to develop students' ability to communicate in real world situation	1-3 years	20	5,5000	1,00000	2,179	,536
	4-6 years	67	5,7164	,57224		
	7-9 years	10	5,5000	,70711		
	Over 10 years	14	5,2857	1,26665		
3. Classroom activities should engage students in meaningful communication	1-3 years	20	5,2500	,96655	3,684	,298
	4-6 years	67	5,5672	,60862		
	7-9 years	10	5,1000	,99443		
	Over 10 years	14	5,2143	1,31140		
4. Developing students' fluency is as important as developing their accuracy	1-3 years	20	4,8500	1,03999	1,690	,639
	4-6 years	67	5,1791	,91990		
	7-9 years	10	5,1000	,99443		
	Over 10 years	14	5,0000	1,24035		
5. The teacher's role in the classroom is to facilitate students' activities of communicating in English	1-3 years	20	5,0500	,94451	1,605	,658
	4-6 years	67	5,0000	1,02986		
	7-9 years	10	5,4000	,69921		
	Over 10 years	14	5,0000	1,03775		
6. Rote-memorization should play an important role in the foreign language classroom	1-3 years	20	3,9000	,96791	5,198	,158
	4-6 years	67	4,1343	1,27797		
	7-9 years	10	4,6000	1,26491		
	Over 10 years	14	4,6429	,74495		
7. Group/pair work activities play an important role in helping students acquire English	1-3 years	20	5,0000	1,21395	1,768	,622
	4-6 years	67	5,0299	1,12775		
	7-9 years	10	4,5000	1,35401		
	Over 10 years	14	4,9286	1,20667		
8. The development of comprehensible (i.e., not perfect) pronunciation in English is an appropriate goal.	1-3 years	20	4,5500	1,19097	1,070	,784
	4-6 years	67	4,7910	1,08065		
	7-9 years	10	5,0000	,81650		
	Over 10 years	14	4,9286	,73005		

Table 4.3. (continues)

9. Foreign languages are learned through a process of trial and error, so errors should be seen as a natural part of learning.	1-3 years	20	4,9000	1,11921		
	4-6 years	67	5,2985	,88788		
	7-9 years	10	5,0000	,94281	3,753	,289
	Over 10 years	14	5,2857	1,13873		
10. Students' motivation to use the English language will be increased through the use of communicative activities	1-3 years	20	5,0500	1,35627		
	4-6 years	67	5,3582	,79203		
	7-9 years	10	5,0000	1,05409	1,365	,714
	Over 10 years	14	5,0714	1,32806		
11. I have adequate English listening ability in order to be an English teacher	1-3 years	20	4,8500	1,13671		
	4-6 years	67	5,0149	,84374		
	7-9 years	10	4,5000	1,17851	2,420	,490
	Over 10 years	14	4,7857	,80178		
12. I have adequate English speaking ability in order to be an English teacher	1-3 years	20	4,9000	1,02084		
	4-6 years	67	5,1194	,97736		
	7-9 years	10	4,1000	1,10050	8,610	,035
	Over 10 years	14	4,8571	1,23146		
13. I have adequate English reading ability in order to be an English teacher	1-3 years	20	5,4000	,82078		
	4-6 years	67	5,3731	,88482		
	7-9 years	10	4,5000	1,35401	6,614	,085
	Over 10 years	14	5,0000	1,03775		
14. I have adequate English writing ability in order to be an English teacher	1-3 years	20	5,1500	,81273		
	4-6 years	67	5,2537	,80422		
	7-9 years	10	4,5000	1,35401	3,996	,262
	Over 10 years	14	4,8571	1,29241		
15. I have adequate knowledge of grammar in order to be an English teacher	1-3 years	20	5,1500	,87509		
	4-6 years	67	5,5075	,78573		
	7-9 years	10	4,9000	,87560	8,626	,035
	Over 10 years	14	5,5000	,65044		
16. I have adequate knowledge of the culture of English speaking people in order to share it with my students	1-3 years	20	4,3500	,81273		
	4-6 years	67	4,6269	1,13932		
	7-9 years	10	4,4000	1,17379	5,059	,168
	Over 10 years	14	5,0000	,67937		
17. I supervise the classroom adequately when students are doing pair work or group work	1-3 years	20	4,7500	,96655		
	4-6 years	67	4,9104	,98059		
	7-9 years	10	4,9000	,87560	1,588	,662
	Over 10 years	14	5,0714	,99725		
18. I provide activities in	1-3 years	20	4,5000	1,10024	4,879	,181

Table 4.3. (continues)

which my students can enjoy communicating in English	4-6 years	67	4,8955	1,07498		
	7-9 years	10	4,9000	,87560		
	Over 10 years	14	5,2857	,72627		
19. I adequately facilitate my students' English communicative activities	1-3 years	20	4,3500	,81273		
	4-6 years	67	4,7313	,89751	8,179	,042
	7-9 years	10	4,5000	,97183		
	Over 10 years	14	5,0000	1,24035		
20. I feel uneasy if the class is not teacher-fronted	1-3 years	20	3,4000	1,42902		
	4-6 years	67	3,7612	1,36059	1,579	,664
	7-9 years	10	3,7000	1,56702		
	Over 10 years	14	3,8571	1,09945		
21. I give students autonomy when they do communicative activities	1-3 years	20	4,5000	,82717		
	4-6 years	67	4,7463	1,03490	2,545	,467
	7-9 years	10	4,4000	1,07497		
	Over 10 years	14	4,6429	,92878		
22. Promoted Communicative Approaches.	1-3 years	20	4,6500	,93330		
	4-6 years	67	4,7761	1,01236	1,792	,617
	7-9 years	10	4,8000	,78881		
	Over 10 years	14	5,0000	1,10940		
23. deepened my knowledge about second language acquisition.	1-3 years	20	4,1500	1,13671		
	4-6 years	67	4,6866	1,14427	7,020	,071
	7-9 years	10	4,3000	,94868		
	Over 10 years	14	4,7857	1,31140		
24. improved my skills of managing group/pair work.	1-3 years	20	4,5500	,75915		
	4-6 years	67	4,5075	1,10609	4,177	,243
	7-9 years	10	4,4000	1,26491		
	Over 10 years	14	5,0714	,91687		
25. provided materials for communicative activities	1-3 years	20	4,6000	1,14248		
	4-6 years	67	4,6716	1,02081	1,072	,784
	7-9 years	10	4,7000	,67495		
	Over 10 years	14	4,9286	1,07161		
26. provided chances to observe lessons using Communicative Approaches (either instructor's model lessons or video-recorded lessons)	1-3 years	20	4,2500	,91047		
	4-6 years	67	4,6119	,98404	5,156	,161
	7-9 years	10	4,0000	1,24722		
	Over 10 years	14	4,8571	1,09945		
27. provided chances to give practice lessons using Communicative Approaches	1-3 years	20	4,5500	,94451		
	4-6 years	67	4,4478	1,20960	1,537	,674
	7-9 years	10	4,2000	1,31656		
	Over 10 years	14	4,8571	,94926		
28. students have to study hard for exams	1-3 years	20	4,3000	,92338		
	4-6 years	67	4,2836	1,22852	,274	,965

Table 4.3. (continues)

	7-9 years	10	4,3000	1,41814		
	Over 10 years	14	4,5000	1,16024		
29. students expect to do communication activities in English	1-3 years	20	3,6000	1,27321		
	4-6 years	67	4,1343	1,31305		
	7-9 years	10	4,5000	,70711	8,133	,043
	Over 10 years	14	4,7857	1,25137		
30. students expect to study grammar and translation in English.	1-3 years	20	3,6500	1,26803		
	4-6 years	67	4,1194	1,32027		
	7-9 years	10	4,8000	,78881	6,759	,080
	Over 10 years	14	3,7857	1,47693		
31. - the class size is appropriate for doing communicative activities. - average number of students in one class is _____. (Please write the number.)	1-3 years	20	3,4000	1,72901		
	4-6 years	67	3,8060	1,48975		
	7-9 years	10	4,3000	1,63639	2,349	,503
	Over 10 years	14	3,8571	1,51186		
32. each teacher can design his/her own syllabus	1-3 years	20	4,1000	1,33377		
	4-6 years	67	4,2388	1,56756		
	7-9 years	10	4,2000	1,13529	,649	,885
	Over 10 years	14	4,2143	1,18831		
33. parents expect their children to study hard for exams	1-3 years	20	4,5500	1,19097		
	4-6 years	67	4,6567	1,34336		
	7-9 years	10	4,4000	1,07497	1,646	,649
	Over 10 years	14	4,7143	1,48989		
34. teachers have time for material development	1-3 years	20	3,2500	1,29269		
	4-6 years	67	3,5821	1,55845		
	7-9 years	10	3,0000	1,33333	7,080	,069
	Over 10 years	14	4,3571	1,44686		
35. the student can understand and use English in pair or/and group work	1-3 years	20	3,8000	1,10501		
	4-6 years	67	4,0149	1,47188		
	7-9 years	10	4,1000	1,44914	4,082	,253
	Over 10 years	14	4,6429	1,15073		
36. Ministry of Education authorized textbook for English is useful for communication activities	1-3 years	20	2,1500	1,13671		
	4-6 years	67	3,2985	1,43564		
	7-9 years	10	3,1000	1,19722	11,353	,010
	Over 10 years	14	3,3571	1,27745		
37. each classroom has audio-visual equipment (TV, CD player, video player, etc.).	1-3 years	20	2,2000	1,90843		
	4-6 years	67	2,5224	1,71763		
	7-9 years	10	2,5000	1,90029	1,986	,575
	Over 10 years	14	3,0000	2,03810		
38. materials for	1-3 years	20	2,7000	1,80933	2,204	,531

Table 4.3. (continues)

communication activities (video/audio materials, picture cards, word cards, resource books) are provided	4-6 years	67	3,0448	1,70056		
	7-9 years	10	2,6000	1,83787		
	Over 10 years	14	3,4286	1,82775		
39. students prefer pair or/and group work to teacher-centered instruction	1-3 years	20	3,5000	1,43270		
	4-6 years	67	3,8507	1,33999	,906	,824
	7-9 years	10	4,0000	1,33333		
	Over 10 years	14	3,7857	1,42389		
40. - the number of class hours of English is adequate. - I teach English is _____ times a week. (Please write the number.)	1-3 years	20	2,5500	1,19097		
	4-6 years	67	3,4776	1,42869	7,530	,057
	7-9 years	10	2,7000	1,41814		
	Over 10 years	14	3,3571	1,64584		
Classroom Practices						
1. I use classroom English.	1-3 years	20	3,5500	,94451		
	4-6 years	67	3,4776	1,00541	1,995	,574
	7-9 years	10	3,3000	,82327		
	Over 10 years	14	3,7857	1,12171		
2. I orally introduce the content of the textbook (do "oral introduction").	1-3 years	20	3,7000	,80131		
	4-6 years	67	3,8955	,81899	2,020	,568
	7-9 years	10	3,7000	,82327		
	Over 10 years	14	3,9286	,73005		
3. I have my students make a speech or a presentation.	1-3 years	20	3,0500	1,05006		
	4-6 years	67	3,1194	,96173	10,949	,012
	7-9 years	10	3,0000	,66667		
	Over 10 years	14	4,0000	,78446		
4. I have my students write an essay or a story.	1-3 years	20	2,5500	1,27630		
	4-6 years	67	2,9254	1,00474	3,276	,351
	7-9 years	10	3,0000	,81650		
	Over 10 years	14	3,0000	,87706		
5. I have my students write a summary of English textbook passages.	1-3 years	20	2,4500	1,23438		
	4-6 years	67	2,6418	1,13753	1,614	,656
	7-9 years	10	2,9000	,87560		
	Over 10 years	14	2,5000	,65044		
6. I ask my students questions about the content of the textbook in English.	1-3 years	20	3,1500	1,03999		
	4-6 years	67	3,4328	1,04771	1,666	,645
	7-9 years	10	3,4000	1,17379		

Table 4.3. (continues)

	Over 10 years	14	3,5714	,85163		
7. I explain English grammar in English.	1-3 years	20	2,8000	1,28145		
	4-6 years	67	2,7463	1,24734		
	7-9 years	10	2,8000	1,22927	3,758	,289
	Over 10 years	14	3,4286	1,01635		
8. I use task based activities (e.g., information gap, role-play).	1-3 years	20	3,4000	1,35336		
	4-6 years	67	3,4776	1,02037		
	7-9 years	10	3,2000	,91894	4,267	,234
	Over 10 years	14	4,0000	,78446		
9. I use English songs or games.	1-3 years	20	3,1000	1,33377		
	4-6 years	67	3,6418	1,06886		
	7-9 years	10	3,8000	1,22927	2,805	,423
	Over 10 years	14	3,6429	1,08182		
10. I use English movies or dramas.	1-3 years	20	2,4000	1,23117		
	4-6 years	67	2,9552	1,26051		
	7-9 years	10	2,4000	1,17379	4,496	,213
	Over 10 years	14	3,0000	,78446		
11. I use pair or/and group work in English.	1-3 years	20	3,5500	,75915		
	4-6 years	67	3,7910	1,00811		
	7-9 years	10	3,7000	,82327	2,642	,450
	Over 10 years	14	3,9286	,82874		

CURRICULUM VITAE

She was born in 1986, in Trabzon. She graduated from Çağlayan Primary School in 2000 and Trabzon High School in 2004. And she graduated from the English Language Department of Kazım Karabekir Faculty of Education at Atatürk University in 2008. After graduating from Atatürk University in 2008, she started to work as an English Teacher at Atatürk High School in Erzurum. At the same year, she embarked on her MA education at the English Language Department of Kazım Karabekir Faculty of Education at Atatürk University. Currently, she is an English teacher in Çağlayan Şehit Gürcan Bayrak Primary School in Trabzon.