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**İLKÖĞRETİM OKULU ÖĞRETMENLERİ TARAFINDAN UYGULANAN BAŞLICA  
İNGİLİZCE ÖĞRETİM METOTLARI VE TEKNİKLERİNİN UYGULAMALARININ  
DEĞERLENDİRİLMESİ VE ÖĞRENCİ TUTUMLARININ ANALİZİ**

**(The Evaluation Of Application Process Of Major English Teaching  
Methods And Techniques, Applied By Primary School Teachers And The  
Analysis Of Students' Attitudes)**

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22/10/2010

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**ABSTRACT****Master's Thesis****THE EVALUATION OF APPLICATION PROCESS OF MAJOR ENGLISH TEACHING METHODS AND TECHNIQUES, APPLIED BY PRIMARY SCHOOL TEACHERS AND THE ANALYSIS OF STUDENTS' ATTITUDES****Metin YILMAZ****Advisor: Assist. Prof. Dr. M. Yavuz KONCA****September,2010 - Page: 84****Jury: Assist.Prof.Dr. M.Yavuz KONCA****Assist.Prof.Dr. Savaş YEŞİLYURT****Assist.Prof.Dr. M.Başak UYSAL**

The purpose of this study is to define the students' attitudes against English teaching techniques, and frequency of teachers' usage. Questionnaires were applied to randomly selected 336 8<sup>th</sup> grade primary school students living in Fatsa/Ordu and 23 English language teachers. It was seen that all the participants had had similar educational past.

The questionnaire, used to define the student attitudes and the frequency of techniques used by the teachers, was formed by the researcher with the help of 3 English language teachers with the interview method.

The questionnaire was applied in May of 2009 and it was tested with a pilot class of 20 8<sup>th</sup> grade students. The resulting framework of the study gave us clues about the student attitudes against techniques and frequency of teachers' usage. The participants of the questionnaires are considered to represent the whole universe of study. As a result of this research, it can be concluded that students prefer techniques that have visual qualities and it also implies an inconvenience between teacher and student preferences. Hopefully, this study will help English teachers to plan their lessons and to define their teaching philosophies according to student interests.

**ÖZET**

**YÜKSEK LİSANS TEZİ**

**THE EVALUATION OF APPLICATION PROCESS OF MAJOR ENGLISH TEACHING  
METHODS AND TECHNIQUES, APPLIED BY PRIMARY SCHOOL TEACHERS AND THE  
ANALYSIS OF STUDENTS' ATTITUDES**

**(İlköğretim Okulu Öğretmenleri Tarafından Uygulanan, Başlıca İngilizce Öğretim  
Metotları ve Tekniklerinin Uygulamalarının Değerlendirilmesi ve Öğrenci  
Tutumlarının Analizi)**

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Bu çalışmanın amacı ilköğretim öğrencilerinin İngilizce öğretim tekniklerine karşı sahip oldukları tutumları, bu teknikler karşısında ne hissettiklerini ve öğretmenlerinin bu teknikleri kullanım sıklığını tespit etmektir. Çalışma Ordu ili Fatsa ilçesindeki 18 ilköğretim okulundaki tesadüfi olarak seçilmiş 336 ilköğretim 8. Sınıf öğrencisi ve 23 öğretmen üzerinde gerçekleştirilmiştir. Tüm katılımcıların benzer eğitim-öğretim geçmişine sahip oldukları görülmüştür.

Uygulanan tekniklere karşı öğrencilerin tutumlarını ve uygulanan tekniklerin sıklığını belirlemek üzere kullanılan ölçme aracı araştırmacı tarafından yüz yüze görüşme yöntemiyle 3 İngilizce öğretmeni yardımıyla tartışma yoluyla oluşturulmuştur.

Anket 2009 yılı Mayıs ayı içerisinde uygulanmıştır. Anketler ilk önce 20 öğrencilik bir pilot guruba uygulanmıştır. Çalışmanın kapsamı öğrencilerin kullanılan tekniklere karşı tutumlarını ve bununla ilişkili olarak öğretmenlerin kullanım sıklığını ortaya koymuştur. Testin uygulandığı kitlenin bütün evreni temsil ettiği varsayılmıştır.

Sonuç olarak öğrencilerin görsel niteliğe sahip teknikleri daha çok beğendikleri ancak öğretmen ve öğrenci tercihlerinde uyumsuzluk olduğu tespit edilmiştir. Bu çalışmanın İngilizce öğretmenlerine öğretme felsefelerini belirlerken ve geleceğe ait ders planlarını yaparken yardımcı olması umulmaktadır.



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**ABBREVIATIONS**

<b>ALM</b>	: Audio Lingual Method
<b>CBI</b>	: Content Based Instruction
<b>CLL</b>	: Community Language Learning
<b>CLT</b>	: Community Language Teaching
<b>ELT</b>	: English Language Teaching
<b>f</b>	: Frequency
<b>GTM</b>	: Grammar Translation Method
<b>L1</b>	: Mother Tongue / First Language
<b>L2</b>	: Second Language / Target Language
<b>TPR</b>	: Total Physical Response

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## **1. INTRODUCTION**

### **1.1. Background to the study**

In our modern and developing world, need to learn a foreign language is indisputable for each individual. Especially because of the current globalization trend, the importance of commercial and cultural contact among nations increased and a great need of common language has come into scene. Today, as most of the world's population agrees, English Language is the lingua franca of the day.

English Language Teaching has been subject to some changes for some time. After swinging like a pendulum between traditional and modern ways, English Language Teaching Strategy has been locked on modern and more humanistic views. As a result of this shifting, an increasing awareness for learning styles and language learning strategies in foreign and second language teaching and learning has arisen. According to Broady and Kenning (1996), recent trends in the 20<sup>th</sup> century symbolized by the concepts of humanistic approach, individualism, learner-centeredness, self-directed learning, learner autonomy and learner needs have brought challenges to the traditional foreign language education system.

In spite of new and developing strategies of teaching a foreign language, learners still have some difficulties in many of the countries and linguists have still been looking for better strategies. When compared to other countries, Turkey has a more problematic scene in language teaching and learning. As Akarsu complains (2000), Turkey is one of the few countries that allocate minimum of its financial resources to foreign language education. The limited time that students are exposed to the target language, poor equipment, the lack of fixed language learning policy and a course book make things worse.

Although there have been a great number of articles about language learning strategies and methods in Turkey, "What are student attitudes against foreign language teaching techniques?" is one of the neglected variables. The low number of researches on students' attitudes has encouraged researcher to investigate the following question:

What are the techniques frequently used in primary schools and what are the attitudes of students against those techniques?

### **1.2. Purpose of the Study**

The main purpose of the study is to find out the primary school students' preferences about teaching techniques. In spite of a great number of techniques used, our students still have problems in understanding or expressing themselves in a foreign language. This study will help us to evaluate the way of students' understanding of most frequently used and common techniques.

Another purpose is to find out most frequently used techniques by primary school teachers. The methods and approaches used in ELT have mostly been in a shift through centuries, between modern and classical ways of teaching, like a swing of a pendulum. By this study, we will greatly determine in which side of the pendulum we are, in the following sections.

### **1.3. Significance of the study**

The study will be quite beneficial in revealing the students' feelings and thoughts about techniques used. Hopefully, this study will greatly enable teachers to prefer more effective methods and will help them to make learning-teaching process more effective. The study will also greatly reveal the framework of teachers' preferred teaching techniques.

It will possibly guide teachers when they plan the instructions and the curricula. Teacher training programs may also be designed accordingly.

### **1.4. Limitations of the study**

The population of the study is limited mostly to students of the same age group who all live in Fatsa and all students are in primary schools. Participants of the questionnaires are 336 8<sup>th</sup> grade students of 18 Primary state schools and 23 of their teachers.

Another limitation is about the data collection tool, the questionnaires. Because of the number of the students, questionnaires were applied by the school teachers themselves. Applicators informed that they had faced some small problems in application process, due to the length of questionnaire and numerous items. Some of the students refused to complete the form and some of them just filled the form without reading the items for the sake of completing it without contemplating on items. As a result, 86 of the questionnaires had to be eliminated.

In the application process, all the students in the sample classes were asked to fill in the questionnaires that might give them the impression of obligation which might affect the reliability and objectivity of their answers.

The last limitation is about the techniques included in the questionnaires. The vast majority of techniques that can be used in teaching-learning process and the acceptability of them in primary school setting are questionable. To put the study on the right track and to get more reliable results, researcher evaluated mostly used and commonly known techniques with 3 randomly selected primary school teachers and made up 2 questionnaires with 46 items including the same frame.

## 2. REVIEW OF LITERATURE

### 2.1. THE TERMS OF APPROACH, METHOD AND TECHNIQUE

In the 19<sup>th</sup> century, the need for qualified language teaching and learning led the linguists and specialists to search for general principles and theories about “how language is learned”.

*“The early applied linguists Henry Sweet(1845-1912), Otto Jespersen(1860-1943) and Harold Palmer(1877-1949) elaborated principles and theoretically accountable approaches to the design of language teaching programs, courses, and materials, though many of the specific practical details were left to be worked out by others. But none of them considered any existing method as an ideal embodiment of their ideas.”* (Richards and Rogers, 2001:18).

In description of methods, there came out the need to separate the theory and principles. An American Applied Linguist, Edward Anthony made an attempt, to clarify this difference. He identified the conceptualizations and organizations of teaching-learning process as follows:

*“The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach...”*

*...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...*

*...A Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.*

*Within one approach, there can be many methods...*

*...A Technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.”* (Anthony, 1963:63-67)

In summary, according to Anthony, an approach is the level of assumptions and beliefs on language. It includes the nature of language and the hypothesis on teaching and learning and defines the general features of the target subject; a method



is the level at which the content and skills to be taught are defined, and in which the order of the contents determined. It is a general design based on the chosen approach, composed to present the features of language in a stable way, with no conceptual contradiction; a technique is the level of application in which classroom activities takes place.

Although Anthony's classification was simple and comprehensible, according to Richards and Rogers, (2001:20), *"it failed to give sufficient attention to the nature of the method itself. Nothing was said about the roles of the teachers and learners assumed in a method, for example, nor about the instructional materials or the form they were expected to take."*

In order to expand the terms and set up a comprehensible concept; the hierarchical terms of Approach, Method and Technique were revised and they were put in a new hierarchical order as follows:

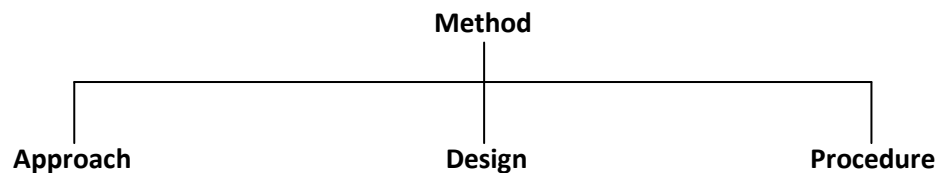


Table 1.Elements of Method

*"Following Anthony, **approach**; refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching...*

*...**Design** is the level of method analysis in which we consider a) what the objectives of a method are; b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; c) the types of learning tasks and teaching activities the method advocates; d) the roles of learners; e) the roles of teachers; and f) the role of instructional materials.*

*...**Procedure** encompasses the actual moment to moment techniques, practices, and behaviors that operate in teaching a language according to a particular method. It is the level at which we describe how a method realizes its approach and design in classroom behavior."* (Richards and Rogers, 2001:20, 24, 31)

In the lights of those explanations, we will briefly explain some of the most common and accepted methods and approaches in the following chapters.

## **2.2. THE HISTORY OF LANGUAGE TEACHING**

### **2.2.1. Language Teaching in Early Times**

Demircan (2005:141) has asserted that 3000 years before the Christ, people could learn a foreign language, either through other people using the target language or by living in the society, speaking it. The earliest samples of language teaching were seen in Sumerians, who were teaching their language to their occupiers, Akad's, around 2225 BC. Sumer society was also the first one composing a dictionary.

The most considerable attempts in language teaching, after Sumerians, were in Greek Society, around 300-45 BC. According to Kelly (1969), the beginning of extensive reading and understanding exercises goes back to Greeks. Their purpose in language studies was to understand the correct meaning of Homer texts. They worked intensely on grammatical aspects of language.

According to Demircan (2005:142) Romans began to teach Greek as second Language around 2 BC. Young Romans were trained in two languages in their early ages: Greek and Latin. They were grown up by a Greek slave or a Greek caretaker and were trained by a speaking teacher in their school ages. Romans also used a method similar to the Grammar Translation Method. Translation was one of major methods they applied in teaching reading.

In middle ages, Greek language gradually lost its significance and Latin became the language of education, religion, and trade in Europe. In the western world in 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, centuries; foreign language learning was associated with the learning of Greek and Latin, both were supposed to promote the speakers' intellectuality. Grammatical Rules, syntactic structures, memorization of vocabulary and translation of texts were vital parts of language learning in those times. Both Greek and Latin weren't being taught for the purpose of oral communication but for the sake of being "scholarly" or "intellectual".

There were also attempts to promote alternative approaches to education. According to Kelly (1969) and Howatt (1984), in 16<sup>th</sup> century Roger Ascham and

Montaigne, in 17<sup>th</sup> century Comenius and John Locke made specific proposals for curriculum and the way of teaching Latin.

### **2.2.2. Language Teaching before the 20<sup>th</sup> Century**

In middle ages, Renaissance led to the rebirth of western societies, by reviewing the literary and cultural products of ancient Greek, Roman civilizations and eastern societies. The lingua franca of the day, Latin, was the medium for all societies to know the rest of the inhabitants of the world. In this era, disappear of middle age concepts; such as, feudalism, monasteries, chivalry, led to the birth of national countries. The invention of printing machine provided cheaper books, cheaper education and literacy. The language of education and communication, Latin, gave its place gradually to national languages. The effort of victorious nations to impose their national language over colonies made this process faster and language teaching with communicative purposes became common (Demircan, 2005:145).

In the 18<sup>th</sup> century, as modern languages began to enter the curriculum of the schools, they were taught using the same procedures that were used for teaching Latin. Textbooks included statements of abstract grammar rules, lists of vocabulary, and sentences for translation. Speaking was not the goal and oral practice was limited (Richards and Rogers, 2001:4). Late in the 19<sup>th</sup> century, this classical method of teaching came to be known as Grammar Translation Method which is widely known and still used. (Further information will be given in the following chapters).

## **2.3. MAJOR TEACHING METHODS AND TECHNIQUES AFTER 20<sup>TH</sup> CENTURY**

### **2.3.1. The Grammar Translation Method (GTM) (1850'S - 1950'S)**

This method, which you will probably be familiar with, is quite old. It has been used for years by teachers and has had different names in time. It was also called as Classical Method since it was first used in teaching Greek and Latin. In this early period, grammar translation method was used to help students grow their intellectuality. They would be more competent on their native language better by learning a foreign

language. They wouldn't probably use it but the mental exercise of learning a language would be beneficial.(Larsen-Freeman,1986). According to Richards and Rogers (2001), it was also known as Prussian Method in USA at first. This method is seen as an outdated method; nevertheless it is still widely used.

As we can infer from its mostly used name, Grammar Translation Method, the basis of this method is translation. Basically, students are given a sentence or a piece of text and asked to translate it into the mother tongue. Here are some principles of it:

### **2.3.1.1. Basic Principles of Grammar Translation Method**

1. The main purpose of learning a foreign language is to be able to read its literature and translate between the mother tongue and the target language (Ünal, 1997).

2. Reading and writing are the major focus; little or no importance is given to speaking and listening. The aim of learning a foreign language is not the communication. (Larsen –Freeman, 1986)

3. Language learning is considered as memorizing words and rules. It is possible to find an equivalent word of the native language for a target language word. (Larsen –Freeman, 1986)

4. Words are given in a list and grammar rules are explained. Students should be conscious of the target language.

5. Instructions are given in the native language. Native Language is the medium of instruction (Richards and Rogers, 2001).

6. There is a little use of the target language. Mother tongue is dominant and it is used to make the meaning clear. Translation is the typical exercise of this method. (Koç-Bamber, 1997)

7. The content is less important, and the focus is the language structure itself.

8. Pronunciation has almost no importance. (Sarıçoban, 2001)

9. Teacher is the authority and active in this method (Celce-Murcia, 2001) but students are passive and their needs are ignored.

10. Accuracy is emphasized (Richards and Rogers,2001). Having the students get the correct answer is crucial.

### **2.3.1.2. Techniques used in Grammar Translation Method**

#### **1) Translation of a Passage**

Students are asked to translate a passage from the target language. Translation may be written or spoken. Texts, including particular grammatical components, may be taken from a literary work or the teacher may design a passage with that grammatical structures. Those structures in the passage are explained later (Larsen –Freeman, 1986).

#### **2) Reading Comprehension Questions**

After reading the passage, students are asked to answer some questions about the passage. Questions are sequenced:

- a) Information: The first group of questions is about the direct information given in the text itself.
- b) Inference: The second group of questions is about the inferences of students from the text.
- c) Experience: In the third group of questions, students relate their experiences with the information given in the text.

#### **3) Antonyms and Synonyms**

Students are asked to find antonyms or synonyms of the unknown words given in the text.

#### **4) Cognates**

Students are taught to find the cognates by learning the spelling and sound patterns that correspond between the L1 and target language. This method is useful especially between the languages which share cognates.

#### **5) Deductive application of rules**

Detailed explanations of rules are given and exceptions of rules are noted. Once students get the rules, they are asked to use the new structures in different examples.

**6) Fill in the Blanks Exercises**

Students are given a set of sentences with blanks and they fill those blanks with grammatical components such as verbs, adjectives, adverbs ect. or new words.

**7) Memorization**

Students are given a set of words with the L1 equivalents and they are asked to memorize them. They are also required to memorize grammatical rules and verb conjugations.

**8) Using Words in Sentences**

Students are required to compose sentences with the new words they memorized.

**9) Composition**

Students are given a topic and are asked to write a paragraph about it in the target language. Topics may be related to the reading passage in some way.

**2.3.2. Direct Method (The Natural Method) (1900's – 1920's)**

In the nineteenth century, increasing opportunity of communication between European countries has created a demand of oral communication and the traditional way, Grammar Translation Method, failed in producing learners who could communicate in the language they had been learning.

Direct Method, sometimes called Natural Method, emerged as a reaction to the GTM. It was first introduced in France and Germany in 1900, and then became widely known in USA, by the schools of Sauveur and Maximilian Berlitz (Richards and Rogers, 2001). The theory underlying the Direct Method is that language is communication. Followers of this method urged that a language could be learned with pictures and gestures without translation. They also asserted that both teacher and students should be active in the learning process. The emphasis is on oral skills, although reading and writing are also used. Here are some principles:

**2.3.2.1. Basic Principles of Direct Method**

1. Students aren't permitted to use mother tongue. Classroom instructions are also given in the target language.
2. Realia, pictures and gestures are essential and used to make the meaning clear.
3. Dialogues reflect the daily life needs of the learners. Only everyday vocabulary and sentences given. Verbs are taught first.
4. Inductive approach is used to teach grammar. That is; rules are given after practicing them. In other words; students are exposed to examples and required to work out the rules themselves.
5. Learners read not only for comprehension but also for pleasure. Texts are not analyzed grammatically.
6. Cultural topics are also used.
7. Lessons begin with dialogues and anecdotes
8. Teacher must be a native speaker or must have a native like proficiency.
9. Correct pronunciation and grammar are emphasized. Teacher should give students opportunity to correct themselves during the lesson.
10. Although it is a teacher centered method, students are required to actively take part in the learning process.

#### **2.3.2.2. Techniques used in Direct Method**

##### **1) Reading aloud**

Students are asked to read aloud the sections of a text, play or a dialogue in turns. At the end of each student's turn, teacher makes the meaning clear by using realia, pictures and gestures.

##### **2) Question – Answer Exercise**

This technique is only performed in target language. Students are required to ask questions and answer them in full sentences, to learn new linguistic structures and words.

##### **3) Self – Correction**

Teacher repeats the student's utterance and get his/her understand the mistake for self-correction. Other ways of correction is possible. For Example; teacher asks students to make a choice between their utterances and an alternate answer. Another possible way is to repeat what they say and stop just before the error.

#### **4) Conversation Practice**

Teacher asks students some questions including some grammatical patterns. Later, students are supposed to answer similar questions with the same grammatical patterns.

#### **5) Fill in The Blank Exercise**

As in GTM, students are asked to fill in blanks in given sentences, with the appropriate grammatical pattern but it differs in application in this method. Items are all in the target language and no explicit grammar rule is given.

#### **6) Dictation**

Teacher reads the text three times. He/she reads it in a normal way, at first and students listen. Second, he/she reads phrase by phrase and with pauses so that students can write down what they have heard. At last, he/she reads in a normal way, by allowing them to check what they have written.

### **2.3.3. Audio Lingual Method (1950's – 1960's)**

During the Second World War, there came out the need to learn a foreign language rapidly for military purposes. As it is mentioned above topics (see GTM); Grammar Translation Method failed in producing communicating individuals. Although communication was the goal of Direct Method, there were brilliant and new ideas about learning a language at that time. These ideas led to the birth of Audio Lingual Method.

According to Celce-Murcia (2001), ALM emerged from Direct Method and Reform movement of 20<sup>th</sup> century, but added features from structural linguistics and behavioral psychology.

It asserts that human being can be trained through a system of reinforcements and one learns best through mimicry, memorization and analogy.



### **2.3.3.1. Basic Principles of Audio Lingual Method**

1. Language is given in a context
2. Teacher uses only the target language, so that mother tongue will interfere with the L2 as little as possible. The use of L1 for the learners is limited to a certain degree.
3. Realia, pictures and gestures are used to make the meaning clear.
4. Teacher should be a model of target language. Students should be provided with the native-speaker-like model of L2.
5. Language learning is seen as a process of habit formation. So repetition has an important role in ALM, because of its effects on reinforcing habits. The more you repeat, the more you learn.
6. Structures are taught through repetitive drills.
7. Positive reinforcements help students to have correct habits.
8. Language skills are given in natural order (the order in L1 learning), listening, speaking, reading and writing.
9. Vocabulary is limited and should be given in a context. The main focus is on grammatical structures. Vocabulary is given later on.
10. Culture of L2 is handled.
11. Student errors should immediately be corrected, to prevent bad habits.
12. Teacher should be like an orchestra leader. He/she conducts, guides and controls student behaviors.
13. Grammar is handled inductively. Students are exposed to rules first and they are expected to work out.

### **2.3.3.2. Techniques used in Audio Lingual Method**

#### **1) Dialogue Memorization**

Dialogues are commonly used mediums to introduce new patterns in ALM. Students memorize dialogues line by line, switching the roles person by person through mimicry. After the dialogue fully memorized, they might perform the dialogue for the rest of the students.

**2) Expansion Drills**

These drills are used for memorizing long lines. Long lines are broken into several parts, and repeated after the teacher chunk by chunk, usually beginning from the end of the line. This exercise also takes the students attention to the end of the sentence, where new information occurs.

**3) Repetition Drills**

Repetition drills are used to teach the lines of a dialogue. Students are asked to repeat the teacher's model quickly and accurately.

**4) Chain Drills**

Teacher begins conversation with a student by asking a question or greeting him. After he answers the question or corresponds to the teacher, he turns to the student next to him and so on.

**5) Single Slot Substitution Drills**

Students are given a sentence or a dialogue and a cue such as a word or a phrase. Then, they are asked to repeat the sentence by putting the cue in the sentence or dialogue, in its proper place.

**6) Multiple Slot Substitution Drills**

This kind of exercise is like single slot substitution drills but the difference is that students are given more cues and more dialogues or sentences to place the cue.

**7) Transformation Drills**

Students are given a kind of sentence and they are asked to transform it into a different type. For example, they are given a positive sentence and they are asked to transform it into a negative one, or into a question. We may expand the examples with active – passive, direct – indirect ect.

**8) Question – Answer Drills**

Students are asked to answer the teacher's questions as quick as possible.

**9) Minimal Pairs**

In this kind of exercise, students work with the pairs of words which differ in only sound and they are asked to conceive the difference between them.

**10) Dialogue Completion**

Students are given dialogues with some learned words erased, and they are asked to fill in the blanks with the missing words.

#### **2.3.4. Silent Way (1960's – 2000's)**

Although, Audio Lingual Method did much help to L2 learning, it was objected to the idea that language learning would take place by forming a set of habits, in 1960's. For example; Noam Chomsky urged the idea that human being can understand the sentences he/she has never heard before and can produce infinite sentences by using finite number of rules. Language should be given not as a set of habits, but in a way that they can work out the rules themselves.

Silent Way was developed by Galeb Gattegno in 1963. According to Gattegno (1963), the difference of his new method is that it gives importance and favor to the learning itself, instead of teaching. The most important principle of this method is that educators should respect students' capacity of working out the rules and ability to recall information on their own without any verbal behavior. (Celce-Murcia & McIntosh, 1989)

##### **2.3.4.1. Basic Principles of Silent Way**

1. Language learning will be easier if learners discover or create rather than they repeat and remember.
2. Physical objects will make learning easier.
3. In this method teacher presents the new topic to the students, students are supposed to understand and use the topic. The teacher should remain silent as much as possible, leaving talking to the learners.
4. Teacher should start with something students already know.
5. Teacher should give help only when students need it.
6. Repetition is not the way to learning. Students need to develop inner criteria for correctness and they need to be responsible for their own learning.
7. Students works with the language, while the teacher works with the students.

8. Teacher should be silent in every occasion. Silence is a tool. It takes the teacher from the center of the learning – teaching process, replacing him with students themselves. Teacher’s silence also frees him to closely observe the students.

9. Meaning is made clear not with translation, but with students perceptions.

10. Errors are important and necessary to learning.

11. Criticizing or rewarding makes the students less self –reliant.

12. Syllabus is composed of linguistic structures.

13. Skills reinforce one another.

14. Students learn relying on each other.

15. Students should listen to the voices in the target language

#### **2.3.4.2. Techniques used in Silent Way**

##### **1) Sound – Colour Chart**

The chart consists of the colours that will be used to teach the sounds of target language. Students and teacher show the color blocks representing sounds on the chart to compose a syllable, word or a sentence. Stress patterns of words can be introduced by tapping hard on a color block. The chart also allows students to produce sound combinations without much repetition. It draws the students’ attentions on the target language, instead of teacher.

##### **2) Teacher’s silence**

In Silent Way, teacher stays silent after giving enough help. He introduces a topic or a new pattern and becomes silent. Teacher is the last resort even in error correction.

##### **3) Peer Correction**

In this method, students are in a cooperative manner not a competitive one. They consult or help to each other, when they have difficulties. The teacher observes the help not to interfere.

##### **4) Rods**

Rods give the chance of working with concrete examples. They are used to provide a visible actions and simulations in introducing a language. They trigger the meaning and then the language is connected to the meaning. At beginning levels of learning they can be used to teach colours and numbers. On higher levels they can also be used to teach more complicated structures such as, conditionals, prepositions ect. (For example: we can name the rods such as on, in, at ect. Then we can place them to where their nick name refers in our classroom.)

#### **5) Self – Correction Gestures**

Gestures are used to help students self- correct. For example; by putting his palms together and then taking them apart, teacher signals students to lengthen the vowel they are working on. Teacher can also introduce his/her fingers representing words in a sentence, and use this to indicate the trouble spot.

#### **6) Word Charts**

Word Charts are the 12 tables including the 500 functional vocabulary of L2. Words are coloured letter by letter to indicate the utterance of each sound. Teacher and later students points to the chart in turns to read aloud the sentences.

#### **7) Fidel Charts**

The Fidel is a set of charts presenting all the possible spellings of each sound of the language using the same colour code as the word charts. Teacher uses them in order to help students associate the sounds and the language with their spelling.

#### **8) Structured Feedback**

Students are asked to make observations about the lesson and give feedbacks about what they have learned. Teacher should be in a non-defensive manner against students' ideas. Students are supposed to be more aware of learning and to be responsible for their learning process, whereby they give feedback.

### **2.3.5. Suggestopedia (1960's – 2000's)**

The originator of Suggestopedia, Lazanov asserts that learning can occur much faster than normal and he answers the question of “why students have difficulty in second language learning?” with psychological barriers they have. According to

Lazanov, students can't use their mental capacity properly because of those barriers and the purpose of the suggestopedia is to help learners get rid of this problem and to desuggest the fear of failure. The idea underlying suggestopedia is that learning takes place through suggestion when the learners are in a relaxed state.

#### **2.3.5.1. Basic Principles of Suggestopedia**

1. To create the proper atmosphere, students are asked to choose new identities and occupations in the target language.
2. Teacher's major task is to ensure that students feel comfortable as much as possible. Music, breathing exercises, pictures, soft furnishings are used to relax them. The main idea is to reduce the tension and make them receptive to learning. Language takes place in a comfortable environment.
3. Dialogues are given gently with the L1 translations. Meanings are made clear through mother tongue.
4. Students may also learn from immediate environment, even if their attentions are not directed to it.
5. Teacher's authority is another factor that facilitates learning. Students should respect and trust to their teacher.
6. Students' imaginations may also facilitate learning. Imaginary situations, characters or giving students imaginary identities may help them feel more comfortable and less inhibited.
7. The goal of learning a language is to communicate. Students' attention should be on communication, not on form.
8. Teacher briefly explains grammatical points and vocabulary.
9. Suggestopedia asserts that there are two aspects of learning: conscious and unconscious learning. Learner deals with the conscious level. Immediate setting elements; such as music, deals with the unconscious level. Music suggests that learning is easy and pleasant. When we have the unity between conscious and unconscious levels, learning is facilitated.

**10.** Dramatization is also important for suggestopedia. It is a fantastic way of introducing materials. Fun and fantasy reduces the barriers. Fine arts such as; such as music, art, and drama, is a successful way of creating attractive and funny setting. So those elements should be integrated into learning as much as possible.

**11.** Infantilization makes students more open to learning. Children songs and child-like movements facilitate reaching this mental state.

**12.** Games help learners to concentrate on communication not on form.

**13.** Errors are tolerated. Teacher does not correct student mistakes but he uses the correct form later on.

### **2.3.5.2. Techniques used in Suggestopedia**

#### **1) Classroom Set-Up**

Teachers aim is to set up a as relaxed environment as possible. Dim lights, soft music, well- decorated walls, comfortable armchairs are used to do this.

#### **2) Peripheral Learning**

The main idea of Peripheral Learning is that, students also learn from the immediate environment, without making any special effort. By hanging posters on the walls, containing communicative or grammatical information of target language, we can get students to learn. No attention is given to posters both by teacher and students. Posters are changed from time to time, according to the topic of the day.

#### **3) Positive Suggestion**

Teacher's aim is to break the barriers students have and he does this in two ways: directly and indirectly. Direct ways appeal to the conscious level of students. For example; it may be accomplished by telling students they are successful. Indirect ways appeal to the unconscious level of students. This is accomplished by elements of immediate environment; such as, background music, posters ect.

#### **4) Visualization**

In this technique students are asked to close their eyes and concentrate on their breathing. Then teacher gives a detailed description of a scene or an event in a low tone of voice. When the description is completed, students are asked to open their

eyes and return to the present. It can be used to relax the students or can be used as a positive suggestion.

#### **5) Choosing a New Identity**

Students are asked to choose a new name and occupation in the target language. As the course goes on, they imagine a whole biography about the identity. Later on, they are asked to write or talk about their imaginary hometown, friends, childhood ect.

#### **6) Role-Play**

Students are asked to behave like someone else, and perform as if they were that person. They are asked to use their own sentences in the target language.

#### **7) First concert**

After introducing topic and grammatical points in a text, teacher reads the dialogue in the target language. Students follow teacher's lines from the copies they are given. During his reading session, music is played and teacher's voice rises or falls with the music. Music decides the teachers' way of reading.

#### **8) Second Concert**

Students put their copies aside and close their eyes. Teacher reads the text again with the music, but this time he changes his way of reading according to the content of the text, not the music itself.

#### **9) Primary Activation**

This time students read the text playfully in different manners as individuals or in groups. For example; first group sadly the other angrily ect.

#### **10) Secondary Activation**

During the lesson, students are engaged in different activities that give the opportunity of learning the structure and use it spontaneously; such as, dramatization, games, singing, dancing ect. Those activities that involve students are called as secondary activation.

### **2.3.6. Community Language Learning (1960's – 2000's)**



Community Language Learning (CLL) developed by Charles Curran. The basic principle of CLL is to deal with students' physical and mental reactions against learning and help them to get rid of their fears for learning. CLL consider students as whole persons; that is, teachers should consider not only students' feelings during the learning but also their relationships, reactions and desire to learn. It underlies that learning is a social process in which learners develop like a child from dependence to independence. This process includes five steps:

- i. *Birth*: Students know nothing in the target language and they are completely dependent on teacher.
- ii. *Self*: They begin to understand how the target language works, but they still need the help of teacher. They may apply teacher confirmation and correction. They begin to use the words they learn.
- iii. *Separate Existence*: They use the language without referring to the teacher and they may ask for help if needed.
- iv. *Adolescence*: Learners continue to express themselves independently with complex sentences but they may turn back to teacher.
- v. *Independence*: Learners do not need the teacher and they can be counselors for lower – level students.

There are no pre-determined texts or contents, materials are developed during the course. Typically learners sit around a table and a tape – recorder on it. Language is handled for communication and teacher is seen as a counselor. To compose a dialogue, students ask teacher what they would like to say in turns and the teacher translates the sentences into the target language. The students repeat the teacher's translation in short chunks while this process is being recorded. The completed conversation is played back at the end, and the script is written on the board with its translation. It is used as basis for further activities later on.

### **2.3.6.1. Basic Principles of Community Language Learning**

1. Relationships between students are important, since learning is a social process.

2. People learn best, when they feel secure and a new learning process can be threatening. If they know what will happen next, they feel more secured.

3. Major goal of language learning is communication.

4. Teacher's authority can be threatening so he stands behind students. This also increases the interaction among students and facilitates learning.

5. Teacher should consider limits of students. Students can't handle more than they can do.

6. Students should be told about limits of activities. If they know the limits, they feel more secure.

7. Students should be considered as whole persons, as there are many factors effecting their learning process; such as, their feelings, desires, relationships ect.

8. Teacher should be in an accepting atmosphere and should accept what each student says, to lower their defenses.

9. Teacher should be understanding, he should understand what they say. By understanding students, he can help them to overcome their negative feelings.

10. When students understand everything, they feel more secure and mother tongue is used to make meaning clear.

11. Teacher is responsible for designing activities and setting up a proper medium for learning.

12. Students should be given one duty at a time.

13. Students are independent and initiative.

14. Students need silence to learn.

15. Students should control their learning. If they have control over their learning process, they have more responsibility for their learning and they know where the problem is.

16. Students can learn from each other as well as from teacher. So cooperation should be encouraged.

17. Teacher shouldn't be in a criticizing manner.

**18.** Teacher should balance novelty and familiarity. If the material is too new or too much familiar, learning may be more difficult.

**19.** Students talk about their ideas both about the lesson and their experiences, so they learn about their learning process, besides the target language.

**20.** At the beginning, students design the syllabus. Designing their own materials increase their desires to learn.

### **2.3.6.2. Techniques used in Community Language Learning**

#### **1) Recording Student Conversation**

Besides, enhancing counseling-learning approach, it is a technique used for recording produced language. In this technique, students are asked to talk about a subject they want. Each line of their dialogue is translated in short chunks by the teacher and repeated by the students in turns, while this process is being recorded. After the dialogue completed, full conversation is played back; so students associate the meaning with the target language utterance. This technique is best applicable with 12 or less people. In more crowded classes, recording technique can be applied in turns.

#### **2) Transcription**

Teacher transcribes students' recorded target language speech. Each student is requested to translate their utterances and teacher writes the mother tongue equivalents beneath the target language words. This transcript provides a basis for future activities, so students copy it or they are given a copy for that.

#### **3) Reflection on Experience**

After some various activities, students are given opportunity to express how they feel about their experiences and their relationships with their friends. As students express themselves, the teacher behaves in an understanding manner and shows that he has listened carefully by giving proper response.

#### **4) Reflective Listening**

Students relax and listen to their own utterances recorded on target language. Another way of applying this technique is that teacher reads transcript and students listen.

#### **5) Human Computer**

It is a type of repetition exercise. Students choose a part of text from the transcript to practice pronouncing and teacher supplies the students with the correct pronunciation of the text, as often as the students want to practice it.

#### **6) Small Group Tasks**

Students are divided into small groups and they are asked to form new sentences from the words used in the transcript. Afterwards, they share their sentences with the rest of the class. On later levels, students may be asked to work on different verb conjugations. Teachers using small group tasks hope that students can learn from each other and get more practice. This kind of exercise also strengthens relationships among students and allows them to know each other better.

### **2.3.7. The Total Physical Response Method (1960's – 2000's)**

This method was developed by a psychologist, James Asher. Total Physical Response (TPR) is closely related with "Comprehension Approach", as both give importance to listening. Methods consistent with Comprehension Approach begin with giving importance to listening skills. Followers of Comprehension Approach consider L2 learning like L1 acquisition and assert that a baby spends much time by listening people in the immediate environment before uttering a word. Nobody tells him the time to speak and he speaks when he feels ready. According to Asher; in second language learning, first language acquisition should be simulated. There it comes three stages:

- a) Children develop capacity of understanding before the capacity of speaking
- b) They gain the capacity of understanding what they hear with physical reactions

c) After they have the ability of understanding what they hear, they speak without spending much effort.

In this method, using oral instructions is the major way of teaching. The goal is to develop students' understanding capacity of the target language. At the beginning, teachers work with volunteers and the rest of the class tries to understand them. They are not forced to use the language. The goal, in here, is to reduce the tension and facilitate learning. In this way, this method can be considered among humanistic methods.

### **2.3.7.1. Basic Principles of Total Physical Response Method**

1. Orders in target language are explained with actions, gestures and mimics.

2. Teacher is active and dominated in this approach.

3. Students are politely asked to perform actions in a non-threatening way.

Actions are the way to meaning. Meaning is made clear through actions.

4. Target language should be given in chunks, not word by word.

5. Students' ability of understanding a language is developed before ability of speaking. So they focus on listening activities at the very beginning.

6. Students can learn one part of the language by using their bodies and movements. Oral instructions and imperatives are initially used in this method.

7. Students can learn by both performing and observing.

8. Feeling of success and low - anxiety facilitate enhances learning.

9. Routines should not be memorized. Order of actions should be changed and novelty should be supplied.

10. Funny activities facilitate learning. Learning best takes place when it is pleasant. They also reduce the tension of students.

11. Spoken Language is underlined with written language.

12. Students initially listen to the environment and the teacher. They speak when they are ready.

13. Errors are inevitable and expectable, so they must be tolerated initially. Working on fine details of language should be postponed.

### **2.3.7.2. Techniques used in Total Physical Response Method**

#### **1) Using Commands to Direct Behavior**

The use of commands is the major technique in Total Physical Response Method. Teacher gives a command to students and he performs the action to clarify the meaning. Then students perform it alone. Their actions show whether they understand the meaning or not. Commands are planned before the lesson. They are planned before the lesson, as planning during the lesson slows the progress.

Sequence of the commands should be varied to prevent memorization. The feel of success is very important for students so new commands shouldn't be introduced too fast. It is recommended to use three commands at a time. Asher also asserts that all the grammatical patterns can be taught through imperatives.

#### **2) Role Reversal**

In this type of technique, students give commands to their classmates and teacher this time. According to Asher, students desire to speak after 20 hours of practice and maybe it takes more for some others. They shouldn't be forced to speak before they get ready.

#### **3) Action Sequence**

Students are given connected commands composing a meaningful context. As the students learn more of the target language, they may be given longer series of connected structures.

### **2.3.8. Communicative Approach (Communicative L. Teaching (1970's – 2000's))**

Until 1960's, Situational Language Teaching, which shares the same methodology with Audio Lingual Method, represented the major way of language teaching in England. But after the linguistic theory of ALM was rejected in USA, The situational Language Teaching was also questioned in England.

According to the adherents of Communicative Language Teaching, we use language to perform an action in a social context; such as arguing, persuading, promising ect. and we also choose our words according to the person we address and the mental situation we are in.

In the bright of those ideas, linguists felt that learners weren't learning enough realistic language. Students who knew about rules of a language were inadequate in communicating in real situations. They didn't know how to communicate using proper language, gestures and expression. In brief they didn't know the culture of the target language. CLT also emphasized the importance of structure and vocabulary; however, it found them both inadequate if only these are taught.

In 1970's, the use of Communicative Language Teaching became common; that is, authentic language and classroom settings in which real communication took place became popular.

In CLT objectives are determined by the needs of the learners. In this way, we may call it as a humanistic approach. Here are some basic principles below:

#### **2.3.8.1. Basic Principles of Communicative Approach**

1. Authentic materials are used as much as possible.
2. Understanding the intentions of participants of a conversation is a part of communication.
3. Target language is for communication, not just for studying.
4. It is important to teach the elements of speech, besides the linguistic patterns of target language.
5. Teaching process is student-centered.
6. Dialogues aren't memorized and they are a part of the communication process.
7. Exercises are given indirectly
8. Students can use mother tongue, if needed.

9. Errors are tolerated and students are encouraged to use trial and error method to correct themselves.

10. Games are important, as they present a natural medium for communication.

11. Group works also maximize the communication practice.

12. Students should be given opportunity to express their opinions and ideas.

13. One of teachers' major duties is to create opportunities for communication. He acts as an advisor during communicative activities.

14. For meaningful utterances, social context is essential.

### **2.3.8.2. Techniques used in Communicative Approach**

#### **1) Authentic Material**

Authentic materials are the ones designed for native speakers of a language and they are used in the classroom in the similar way to the ones it was designed for. Books, journals, weather forecasts, radio or TV broadcasts ect. are some common examples. They include a wide variety of language styles that mostly can't be found in conventional texts used in language learning classrooms. They may encourage reading as they may include topics of interest. The level of language that authentic materials include can be defined according to the students' proficiency on target language. For example; in lower level classes, realia that doesn't contain a lot of language can be operational with a lot of discussion about it.

#### **2) Scrambled Sentences**

This exercise is an excellent way of practicing grammar recognition and syntax. In this type of exercise, students are given pictures of a picture strip story or a text with scrambled sentences or a mixed-up dialogue and they are asked to unscramble it. It helps students to learn cohesion and coherence by using formal linguistic components, such as pronouns, propositions ect.

#### **3) Language Games**



According to researchers (Johnson and Morrow, 1981), games are perfect sources for the three vital elements of communication: information gap, choice and feedback. In this way, they are commonly used in Communicative Approach. Besides giving much opportunity for communication practice, students also find games as attractive and enjoyable.

#### **4) Picture Strip Stories**

As it was mentioned above in Scrambled Sentences, students may be asked to unscramble the pictures of a story given. They can also be asked to comment on a picture of a story and predict how the story will continue. This technique may be considered as a problem-solving activity which contains the three elements of communication and it works well in Communicative Approach.

#### **5) Structured Role – Plays**

Role play is very important for Communicative Approach, as it gives much opportunity for communication in different contexts and in different roles. Role – plays can be performed in a structured or less-structured way; that is either the teacher or the students determine the text and what they will say.

### **2.4. ALTERNATIVE APPROACHES AND METHODS IN BRIEF**

#### **2.4.1. Situational Language Teaching (Oral Approach) (1930's – 1980's)**

This method is the one, teachers are not familiar with but it has been widely used in textbooks and courses. The originators of this method were British applied linguists in 1920 and 30's. Two of the leading scientists of this movement were Harold Palmer and A.S. Hornby. (Richards and Rogers, 2001:36)

*“The theory underlying this method is a type of behaviorist-habit learning theory.”* (Richards and Rogers, 2001:40) In this method language teaching begins with the spoken language. Speech is considered as the basis of language. Materials are taught orally, before they are given in written form. Target language is used during the teaching process.

Target structures are introduced and practiced in contexts. Grammatical structures are graded from simple to the complex ones. Students aren't given the grammar or the meaning of words but they are expected to deduce the rules by themselves.

Situational linguists believe the same process of first language learning occurs in second language learning; so they expect learners to put the language they have learned into use outside the classroom setting.

Accuracy in both pronunciation and grammar is crucial. Errors are to be avoided. They have a structural syllable and word list with a textbook planned around different grammatical structures. Focus is mostly on structures. At the beginning phase of the learning process, learners are expected to listen and repeat what the teacher says and respond his/her questions. Teacher is considered as a skillful manipulator and the process is teacher controlled.

#### **2.4.2. Whole Language Learning (1980's)**

This approach was created by U.S educators of language arts in 1980's. According to Richards and Rogers (2001), "*Whole Language Learning emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure.*" It asserts that second language learning takes place in the same way that children learn their mother tongue, so it is designed accordingly.

In this method, focus is on reading and writing skills. The use of authentic material is important, rather than artificial and prepared texts. The use of real and natural events is also crucial. Students read for a real purpose and comprehension. Students are given chance to choose what they read and write. Their own materials are used as well as real-world materials; such as, newspapers, handbills, storybooks, and printed materials. Errors are seen as signs of learning and they can be tolerated.

Teachers are seen as facilitators and active participants of learning – teaching process. Students are seen as collaborators, collaborating with fellow students and teachers. (Richards and Rogers, 2001:110)

### **2.4.3. Competency- Based Language Teaching (1970's)**

It is a type of method that focuses on the outputs and outcomes of learning. It emphasizes what learners are expected to achieve with the target language.

It emerged in 1970's in U.S.A and came into use in Australia as a major approach to the planning of language programs. It has become a basis method for vocational education and industrial training programs.

Language is seen as a medium of communication and interaction between people for the achievement of specific purposes. The goal of this method is to develop students' capability of coping with the demands of the world and produce autonomous individuals. (Richards and Rogers, 2001:146)

It takes into account the social context and social needs of the students. It defines the goals and objectives in such a way that students' knowledge, behaviors and skills can be measured. It aims to equip students with the capability of using their knowledge to solve different real life situations. The intent is to be practical. Syllabus consists of functional topics. Students' interests, needs, achievements are taken into account in the preparation of it. Assessments are done through student demonstrations. Student errors are corrected immediately.

### **2.4.4. The Natural Approach (1970's)**

Tracy Terrell, a teacher of Spanish in California, and Stephen Krashen, an applied linguist at the University of California have outlined the Natural Approach in their book of "The Natural Approach" published in 1983.

The Natural Approach aims to teach a second language in a way that is similar to the first language acquisition and the theory is grounded on Krashen's views of first language acquisition which is mainly outlined by five hypotheses:

- a) *The Acquisition/Learning Hypothesis*: Acquisition and learning of a language is different.
- b) *The Monitor Hypothesis*: Conscious learning can function only as a monitor or editor that checks and repairs the output.

- c) *The Natural Order Hypothesis*: Grammatical structures should be given in a natural order.
- d) *The Input Hypothesis*: The input, students are exposed should be slightly beyond the student level.
- e) *The Affective Filter Hypothesis*: Learners emotional states affect learning. (Motivation, Self-Confidence, Anxiety)

Communication is the primary goal of The Natural Approach. Vocabulary is important and little attention is given to grammar.

The comprehensibility of a message is important and the level of input should be slightly above the listeners' level. Materials that enhance comprehensibility are on use; such as realia, pictures, visual aids ect.

The focus is on receptive skills; listening and reading. Learners aren't forced to speak, until they feel ready. Teacher talks in a slow and understandable way. He/she asks question to elicit one-word answers.

Learners are seen as a processor of input and the teachers are seen as the source of input, setting organizer and an orchestra leader. Materials are provided to make the input as meaningful as possible and to promote communication. (Richards and Rogers, 2001)

#### **2.4.5. Cooperative Language Learning (1960's)**

This approach, which is also known as Collaborative Learning, uses cooperative learning activities, involving pairs and small groups of learners at its maximum. It was developed in the U.S.A. in 1970.

It is a way of teaching and learning in which students learn together to explore a significant question or create a meaningful project. In cooperative learning, students work together for in small groups for an activity. In order to create an environment, in which cooperative learning take place, three elements are required:

- a) First, students need to feel safe and challenged
- b) Groups need to be small enough that every student can contribute
- c) The task must be clearly defined

Cooperative Learning aims to develop cooperation rather than competition, critical thinking skills and communicative competence. No particular syllabus is designed for this approach but it requires a structured and well-designed program of learning, so that learners can communicate with each other

Learners are considered as members of groups and they must work cooperatively to achieve the given task. Teachers have to create a structured and organized classroom settings and well-prepared tasks.

#### **2.4.6. Content-Based Instruction (1990's)**

It is a method that emphasizes learning about something, rather than learning about language. Unlike the previous methods, CBI focuses directly on the content, students are supposed to learn, instead of the target language itself.

According to Richards and Rogers (2001:207), it is based on two major principles:

- a) *“People learn a second language more successfully, when they use the language as a means of acquiring information, rather than as an end in itself”*
- b) *CBI better reflects learners’ needs for learning a second language*

Curriculum is based on contents. Language is considered as a medium for learning content and content is a resource for mastery of language. In CBI, students develop their language skills, as well as gaining new information through meaningful content. It involves all the skills. Unlike many other methods, grammar is seen as a component of those skills in CBI, rather than viewing it as a separate part of language.

Authentic language, real texts and tasks are given. Students’ needs and their previous knowledge are considered in the design of syllabus.

Language is learnt for specific purposes and the purpose leads the direction of learning process. Learners are expected to become autonomous so that they take the responsibility of their own learning and understand their own learning process. Teachers are responsible for finding appropriate authentic material and tasks. They have to create learner-centered classroom setting.

#### **2.4.7. Task-Based Language Teaching (1990's)**

TBLT is an approach based on the use of authentic language and meaningful tasks. It is developed by N. Prabhu in India. It asserts the idea that student learn better when they focus on a task rather than learning a language.

In TBLT, students are given purposeful activities and engaged in naturalistic and meaningful communication.

The focus is on process rather than the product. Unlike many former methods, it aims learning rather than learning a language. Language is considered as a vehicle for making meaning and conversation is central to learning a language.

Task-based syllabus is used and it is graded from simple to complex tasks. They provide both input and output.

Syllabus is designed according to students' needs. Learners are supposed to be a participant of a group and monitor their own learning process. Teachers are designers of classroom setting and tasks'.

### **3. METHODOLOGY**

#### **3.1. Research Questions**

In this study; the following specific questions are tried to find out:

- a) Which of the Second Language Teaching techniques are approved most by primary school students?
- b) Which of the Second Language Teaching techniques are used most by primary school teachers?
- c) Is the most commonly used technique appreciated most by the primary school students?
- d) What are the techniques that are popular among teachers and approved less by primary school students?
- e) What are the techniques that are popular among primary school students and used less by primary school teachers?

#### **3.2. Design of the Study**

The purpose of the study is to focus on techniques used in primary schools and to draw a framework of student preferences. This study is a descriptive study in which survey technique is used.

The subjects were administered two types of questionnaires, sharing the same concept and framework, designed by the researcher. One is for students and the other one is for teachers.

Before the application students were informed about the questionnaire, and to decrease the stress and to increase the reliability of the questionnaire as far as possible, it was stressed that it was not an evaluation of their teachers or didn't have any evaluative value.

#### **3.3. Participants**

Participants of the study are 336 8<sup>th</sup> grade students from 18 primary state schools and 23 English Teachers. Students are all in 14 or 15 years of age. Teachers are

in different age groups (24-34 years) with different years of experience (1-9 years of experience).

### **3.4. Development of Data collection instrument**

Researcher chose 3 primary school teachers randomly to evaluate most commonly used second language teaching techniques with interview method and 42 of teaching techniques were chosen. The data collection instrument used in the study was two similar questionnaires consisting of two parts. The first part contained a short background profile about the participants and the second part contained questions about student attitudes and teachers' usage preferences. The second part contained questions to find out students' attitudes against techniques and techniques teachers used in their teaching processes.

Before the application of questionnaires, they were experimented with a sample of 20 8<sup>th</sup> grade students, who were randomly selected and tested.

5 and 6 points of Likert-scales were used in the questionnaires. Items on the questionnaire for teachers were graded as "never (1), rarely (2), sometimes (3), often (4), usually (5)" and items of student questionnaire were graded as "I have no idea (0), never (1), rarely (2), sometimes (3), often (4), usually (5)". (see Appendix 1 and 2 for the questionnaires).

### **3.5. Data Collection Procedures**

The data needed for the study were gathered through the application of the questionnaires to 336 students and 23 English teachers with different years of experiences. The questionnaires were given in the 3<sup>rd</sup> month of the second term of 2009-2010 educational year.

Questionnaires were applied by selected teachers to randomly selected students in their schools in one class hour, 40 minutes.



#### 4. RESULTS AND DISCUSSION

Because this thesis aims at drawing a general framework of student attitudes against teaching techniques and finding the most preferred ones by both students and teachers, each of items below has been analyzed in terms of frequency.

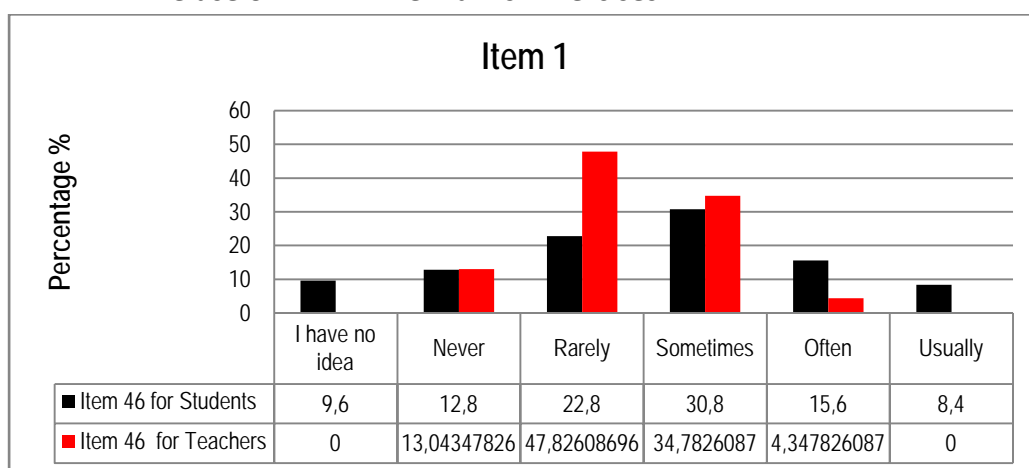
Questionnaire was developed by the researcher by interviewing with 3 English teachers. Techniques was eliminated and selected in terms of convenience to the classroom setting and applicability of the questionnaires was tested with a pilot application of the questionnaires.

Students were told to put a cross in the box they preferred, given next to the statement. Number 0 stands for “I have no idea”, number 1 stands for “never”, number 2 stands for “rarely”, number 3 stands for “sometimes”, number 4 stands for “often” and number 5 stands for “usually”.

The highest score in the tables is %73; %0-25 indicates low degree of preference; %25-%50 indicates a medium degree of preference, %51 and above indicates high degree of preference.

#### 4.1. Results

##### 4.1.1. The use of “Fill in The Blanks” Exercises



**Table 4.1. 1.**The use of “Fill in the Blanks Exercises”

Questionnaire for students: Do you like your English teacher to use “fill in the blanks” exercises, while teaching grammatical rules?

Questionnaire for teachers: Do you use “fill in the blanks” exercises, while teaching grammatical rules?

Fill in exercises are commonly known together with Grammar Translation Method and Direct Method. Although it may be called as a classical technique as GTM, it is commonly used even today, as we can infer from the table above. Teachers, who were the subjects of the research, have proved this with the 15 frequency rate (f) for “often (4).

In parallel to this, most of the students seem to be having pleasure with the use of “fill in exercises”, as this kind of exercise gives them hands on experiences. 82 of 250 students are usually happy with this kind of exercises.

#### 4.1.2. Reading Comprehension Questions

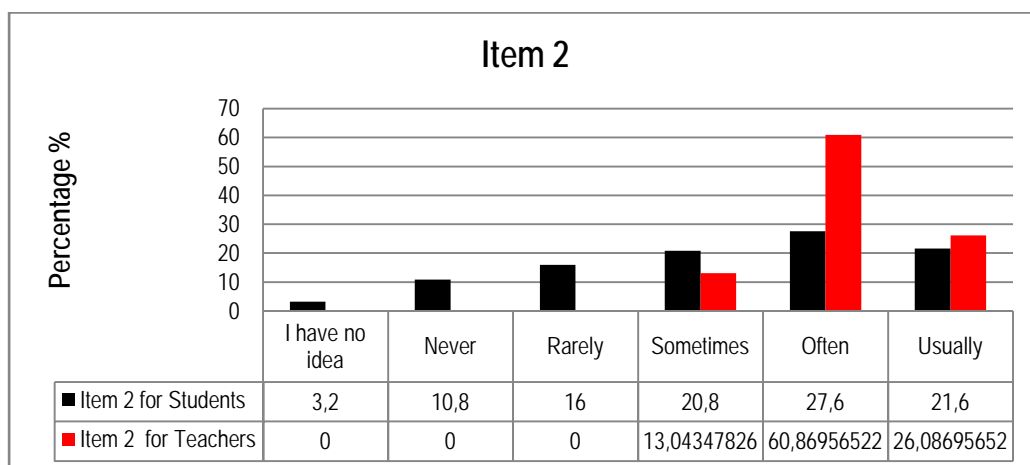


Table 4.1. 2.Asking questions about a text or dialogue

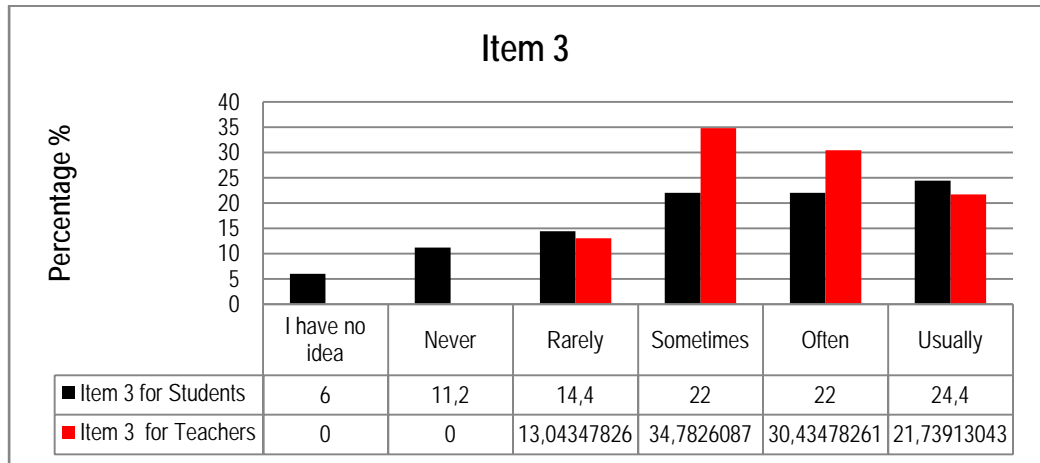
Questionnaire for students: Do you like your teacher to ask questions about a text or dialogue you have read?

Questionnaire for teachers: Do you ask questions about a text or dialogue they have read to your students to check whether they have understood it or not?

Reading a text and answering check-questions about it is also one of the commonly used techniques with GTM. As we can infer from the table above, the frequency of teachers' usage seem to have the same characteristic with the first item.

60% of the teachers (f=14) often use this method in their teaching process and %27 of students (f=69) often feel happy with this kind of exercises.

**4.1.3. Translation Studies**



**Table 4.1. 3. Translating texts or sentences**

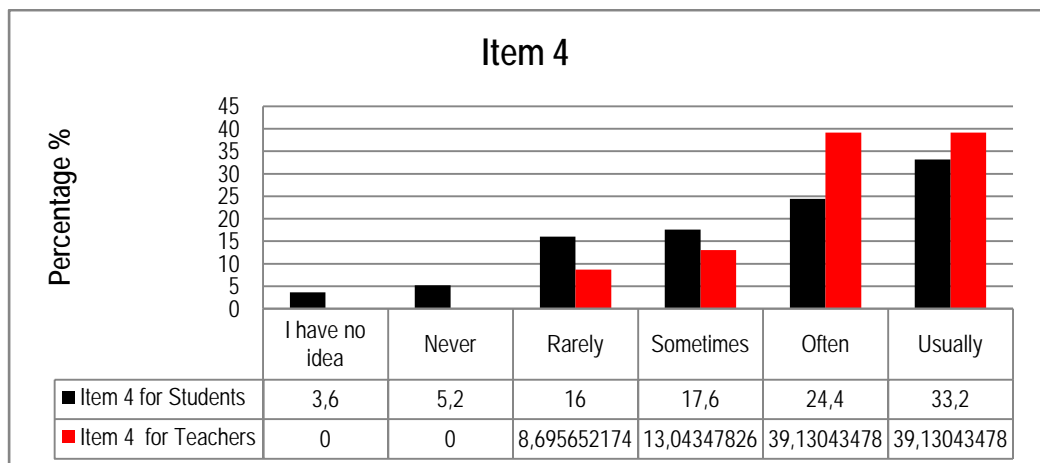
Questionnaire for students: Do you like translating sentences or texts?

Questionnaire for teachers: Do you ask your students to translate sentences or texts?

Usage percentage of this technique and the rate of student preferences seem to have similar characteristics in the table above. We can conclude that translation is one of the commonly used techniques and it is highly approved by students.

The frequency rate (f) of teachers for “sometimes (3)” is 8 and the frequency rate of students’ for “usually (5)” is 61

**4.1.4. Making Sentences**



**Table 4.1. 4. Making sentences**

Questionnaire for students: Do you enjoy making sentences by using a grammatical rule you have learnt?

Questionnaire for students: Do you ask your students to make sentences by using a target structure you have taught?

The research reports a high use of “Making Sentence” exercises. Teachers’ usage and students’ preferences seem to be greatly similar in numbers. Teachers who “usually” and “often” use this type of technique have frequency rate of 9 (f).

The frequency rate of students who usually have pleasure with this kind of exercises is 83.

#### 4.1.5. Antonyms and Synonyms

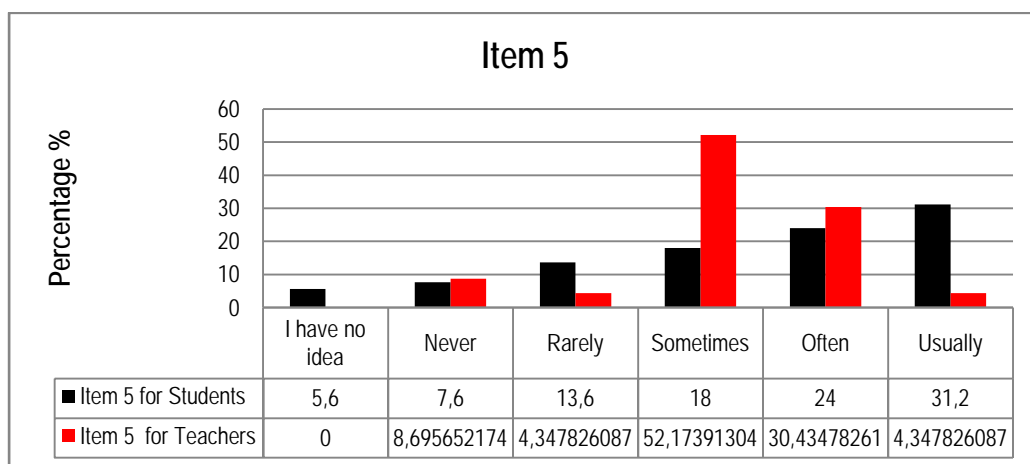


Table 4.1. 5. Antonyms and Synonyms

Questionnaire for students: Do you like to find antonyms or synonyms of a word, you have learnt?

Questionnaire for teachers: Do you want your students to find antonyms or synonyms of a word, you have taught?

Although it is a classical technique, students’ attitudes report a gradual increase in item 5. It proves that it is an approved technique. But teachers using this technique are in gradual decrease.

The frequency rate for students who usually likes technique is 78 (f). Teachers’ frequency rate for “sometimes” is 12.

#### 4.1.6. Memorization

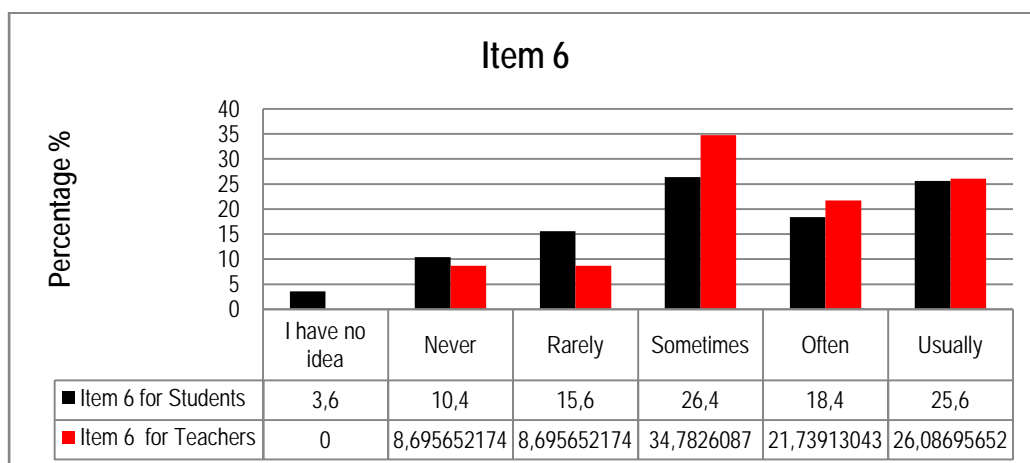


Table 4.1. 6.Memorization

Questionnaire for students: Do you enjoy memorizing words?

Questionnaire for teachers: Do you ask your students to memorize new words?

Answers of both questionnaires show similar characteristics. Both of them have close rates. Numbers shows us that memorizing is not the best option to learn new words for both students and teachers.

Frequency rate for students who chose the option 3 is 66. Teachers' frequency rate of usage is 8.

#### 4.1.7. Using new words in sentences

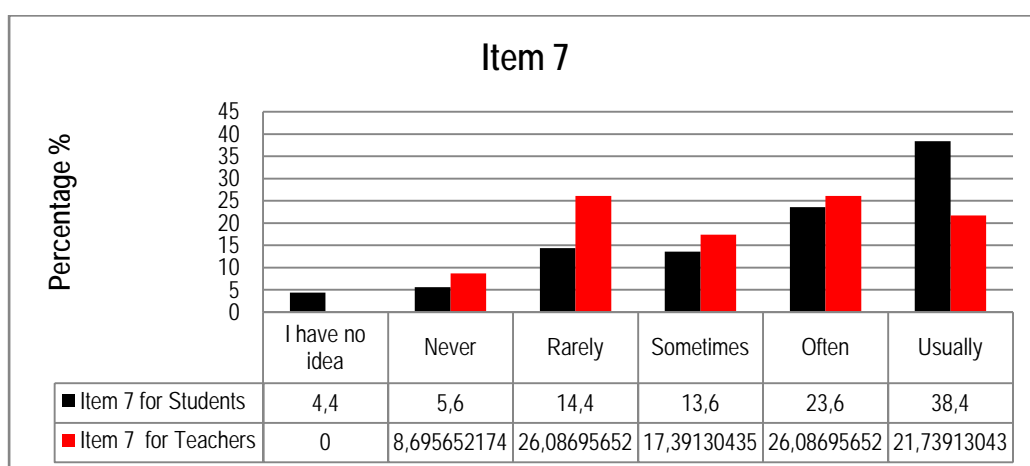


Table 4.1. 7.Using new words in sentences

Questionnaire for students: Do you like using new words in sentences?

Questionnaire for teachers: Do you ask your students to use new words in sentences?

Number of students who like making new sentences by using new words gradually increases. This classical way of teaching looks still popular among students with 96 (f) frequency rate.

Teachers' rate of usage follows a wavy path with changing numbers. They seem to hesitate on the frequency rate of usage.

**4.1.8. Writing Composition**

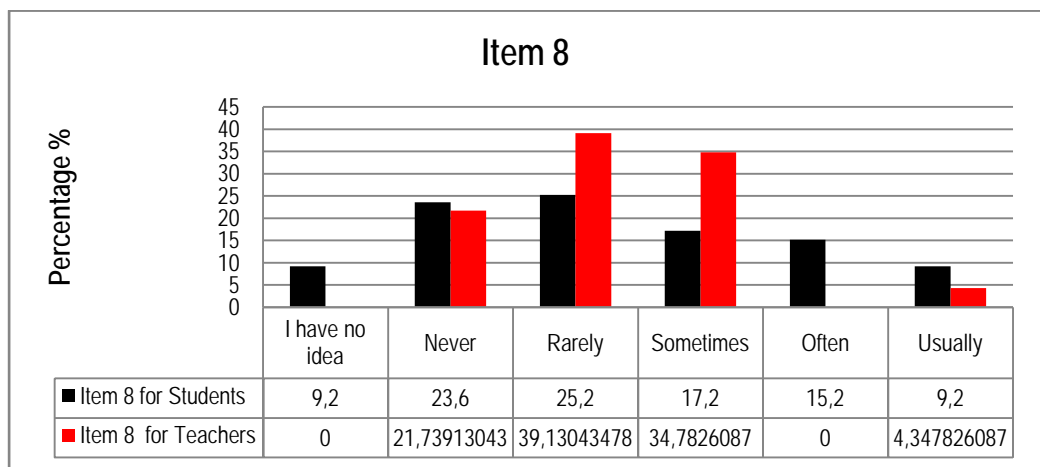


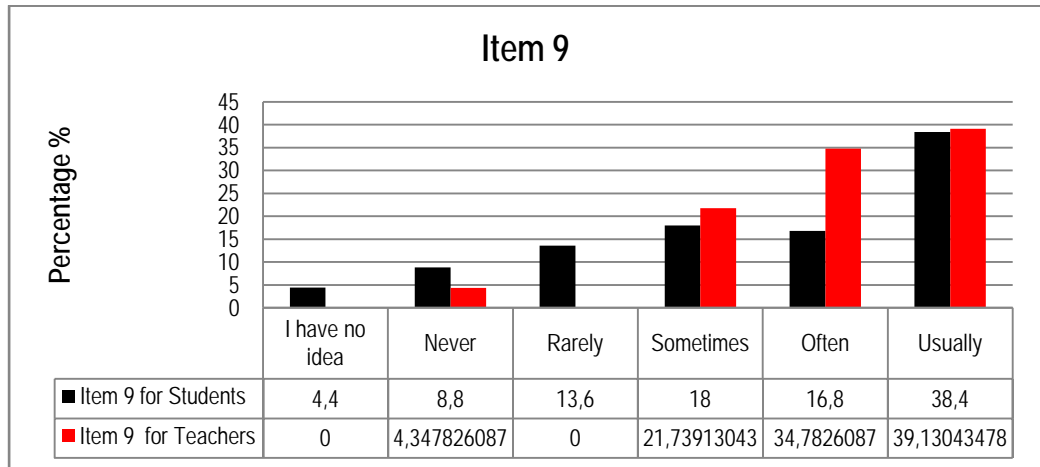
Table 4.1. 8.Writing Composition

Questionnaire for students: Do you like writing compositions about given specific topics?

Questionnaire for students: Do you ask your students to write compositions after giving specific topics?

This classical technique seems low rate of popularity both among students and teachers. The diagram above shows similarity between the teacher and student preferences. The frequency rate for students choosing “rarely (2)” is 63 (f) and the frequency rate of teachers for the highest score is 9 (f)

**4.1.9. Reading aloud**



**Table 4.1. 9. Reading Aloud**

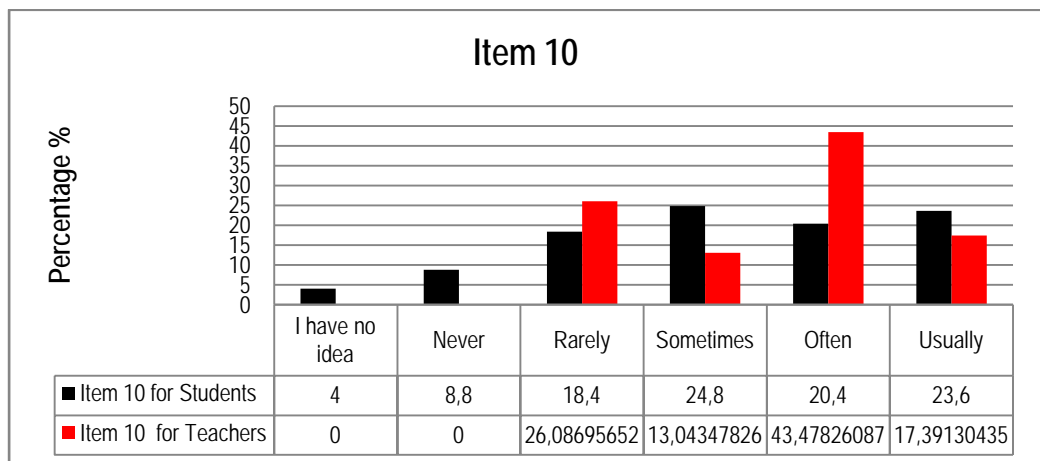
Questionnaire for students: Do you enjoy reading texts or dialogues loudly?

Questionnaire for teachers: Do you ask your students to read texts or dialogues loudly?

As one of the classical techniques, “reading out loud” looks still popular among both teachers and students. The high rate of teacher use shows that teachers noticed the popularity of this technique among students.

The frequency rate of highest score for this technique is 96 (f) for students and 9 (f) for teachers.

**4.1.10. Question-Answer Exercises**



**Table 4.1. 10. Question-Answer Exercises**

Questionnaire for students: Do you enjoy asking questions about a grammatical rule you have learnt and answering their questions?

Questionnaire for teachers: Do you ask your students to ask and answer questions about a newly learnt grammatical rule?

It can be referred from the table above that teachers often apply this technique but it is not approved by many of them.

The frequency rate of teachers saying “often” for this item is 10 (f) but 62 of 250 students “sometimes” like this kind of exercise.

#### 4.1.11. Self-Correction Technique

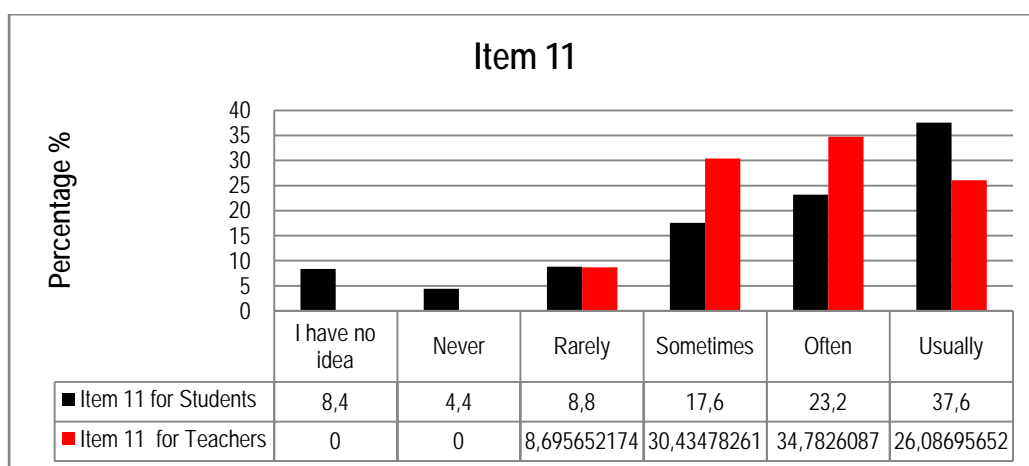


Table 4.1. 11. Self-correction Technique

Questionnaire for students: Do you like your teacher to correct your mistakes by giving alternative options with the wrong ones?

Questionnaire for teachers: Do you correct student-mistakes by giving them alternative options with the wrong utterances?

The diagram above shows that students like to be asked about their idea and directive way of teaching. Although this technique is mentioned with one of older methods, Direct Method, it still has a high rate of use among teachers.

The frequency rate of teachers saying “often” for this item is 8 (f) and 94 of 250 students “usually” like this kind of exercises.



#### 4.1.12. Dictation

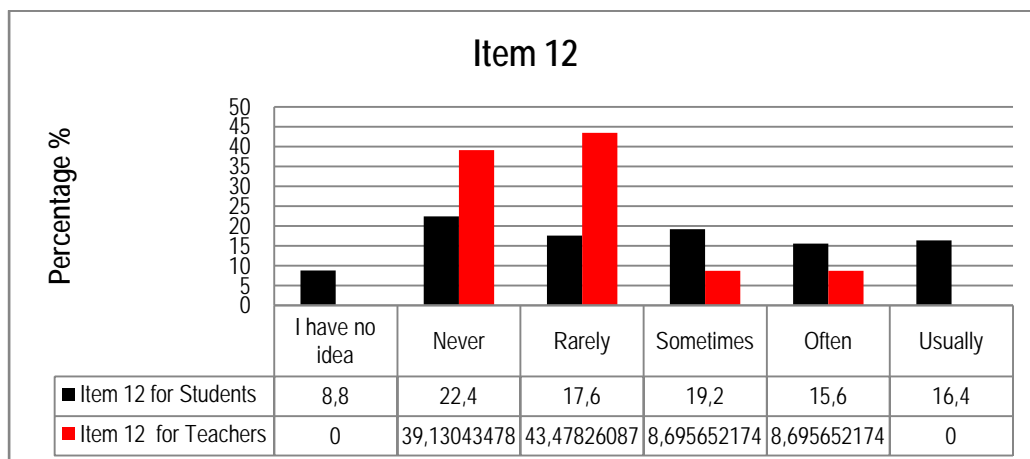


Table 4.1. 12.Dictation

Questionnaire for students: Do you like your teacher's making you write a paragraph or a text, after he reads it?

Questionnaire for teachers: Do you make your students write a paragraph or text after you read it?

As an older method, dictation studies seem to have no popularity among students and teachers seem to have noticed this fact.

The frequency rate for students choosing the "never" option is 56 (f) and for teachers choosing the "rarely" option is 10 (f).

#### 4.1.13. Dialogue Memorization

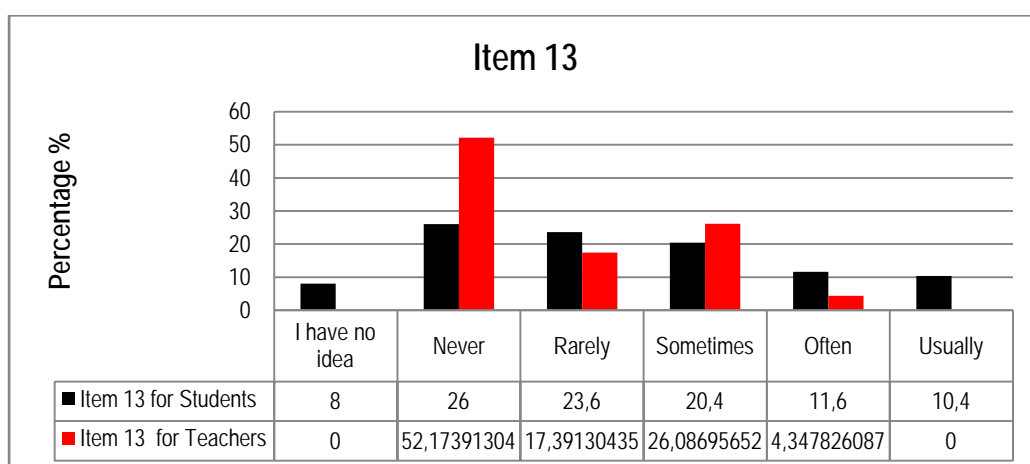


Table 4.1. 13.Dialogue Memorization

Questionnaire for students: Do you enjoy memorizing dialogues or texts?

Questionnaire for teachers: Do you ask your students to memorize dialogues and texts?

This technique is generally mentioned with Audio Lingual Method. As an older technique memorizing texts or dialogues seem to have low popularity among students and teachers.

The frequency rate for students choosing the “never” option is 65 (f) and for teachers choosing the “never” option is 12 (f).

#### 4.1.14. Repetition Drills

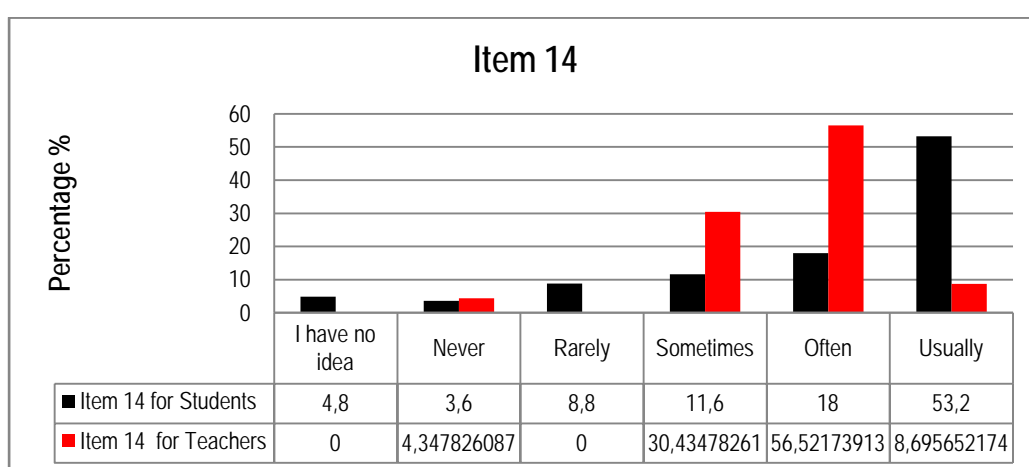


Table 4.1. 14.Repetition Drills

Questionnaire for students: Do you like repeating words or chunks?

Questionnaire for teachers: Do you ask your students to repeat words or chunks?

Repetition technique seems to be very popular among students, although it is a classical technique which is commonly known with Audio Lingual Method. Teachers choosing the 4<sup>th</sup> option, “often”, have a high rate of percentage as it can be seen above.

The frequency rate of students choosing “usually” is 133 (f) and the frequency rate of teachers choosing “often” is 13 (f).

#### 4.1.15. Expansion Drills

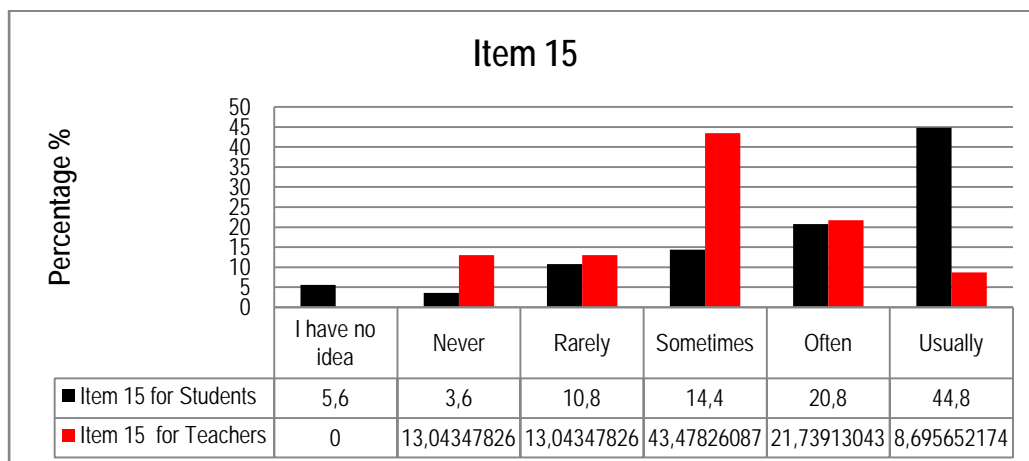


Table 4.1. 15.Expansion Drills

Questionnaire for students: Do you enjoy repeating the lines of a paragraph after teacher's modeling word by word?

Questionnaire for teachers: Do you ask your students to repeat the lines of a paragraph after your model?

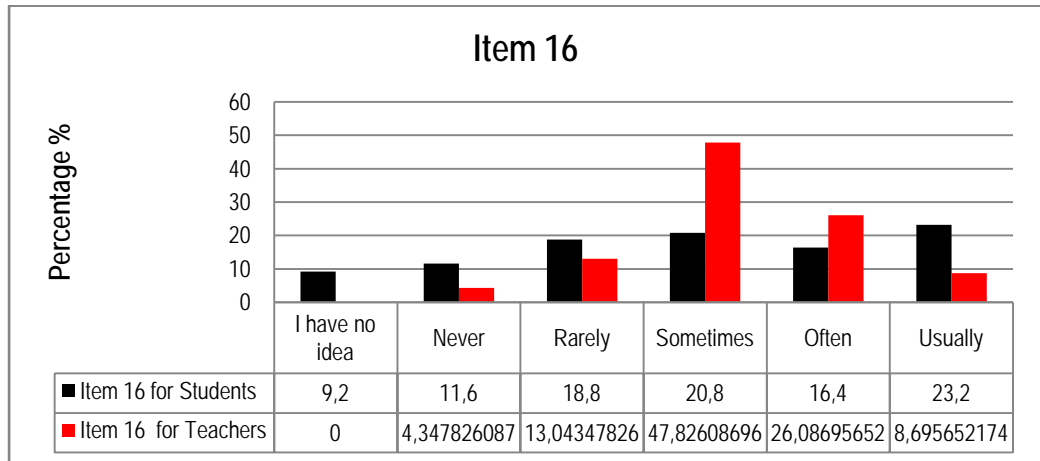
As a classical technique, expansion drills are repetition-based techniques and it can be inferred that all kinds of repetition are very popular among students. Students show a high rate of approval as it can be concluded from above.

Student preferences in this item have the same characteristics with the results of item 14. In both of them there is a gradually increasing student approval.

It can also be inferred that teachers are unsure of using this kind of repetition. But the rate of teachers, using this kind of classical way of teaching, should not be underestimated.

The frequency rate of students choosing "usually" is 112 (f) and the frequency rate of teachers choosing "often" is 10 (f).

**4.1.16. Chain Drills**



**Table 4.1. 16.Chain Drills**

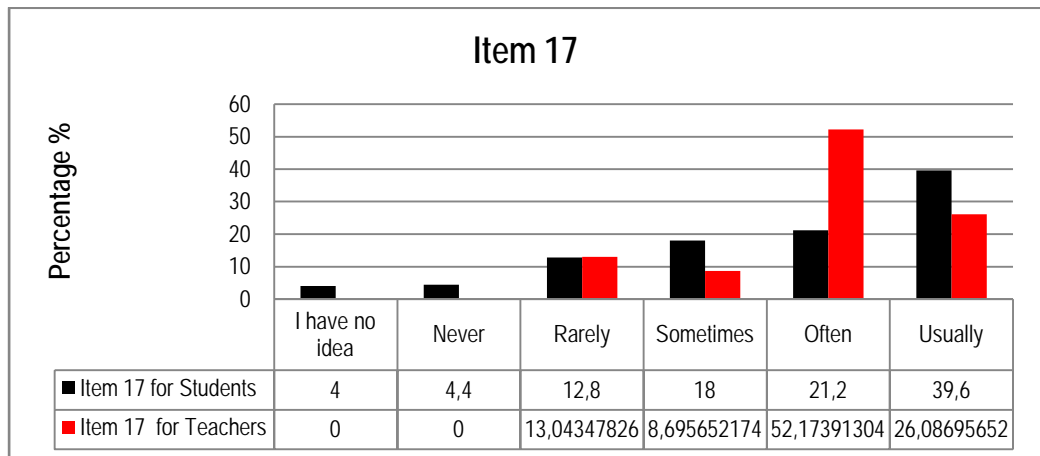
Questionnaire for students: Do you like asking and answering questions in chain?

Questionnaire for teachers: Do you use chain drills?

The rate of student preferences is balanced and teachers look unsure of using this technique.

The frequency rate of students choosing “usually” is 58 (f) and the frequency rate of teachers choosing “sometimes” is 11 (f).

**4.1.17. Transformation Drills**



**Table 4.1. 17.Transformation Drills**

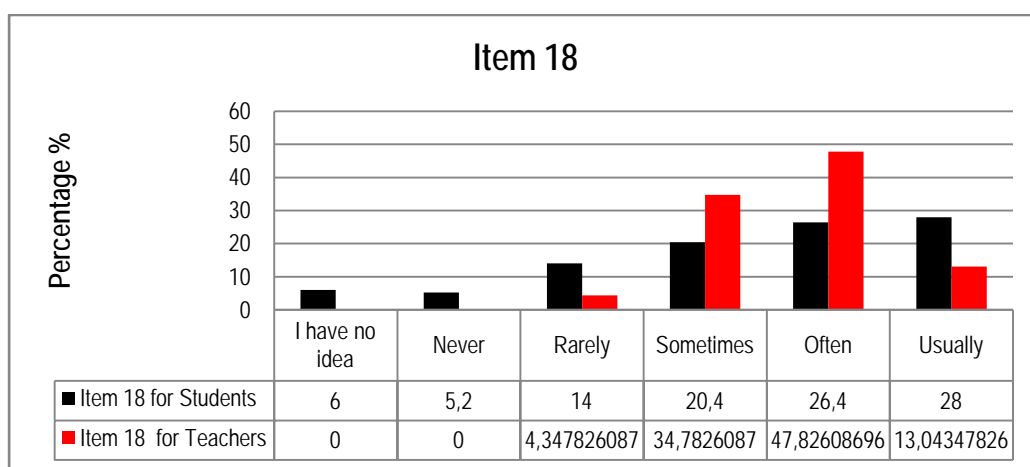
Questionnaire for students: Do you like to change sentences; for example, from positive to negative?

Questionnaire for teachers: Do you ask your students to change structure of the sentences; for example, from positive to negative?

Student questionnaire reports a normal rate of use and it shows approval for this technique. It can be called as one of preferred techniques.

The frequency rate of students choosing “usually” is 99 (f) and the frequency rate of teachers choosing “often” is 12 (f).

#### 4.1.18. Dialogue completion



**Table 4.1. 18.Dialogue Completion**

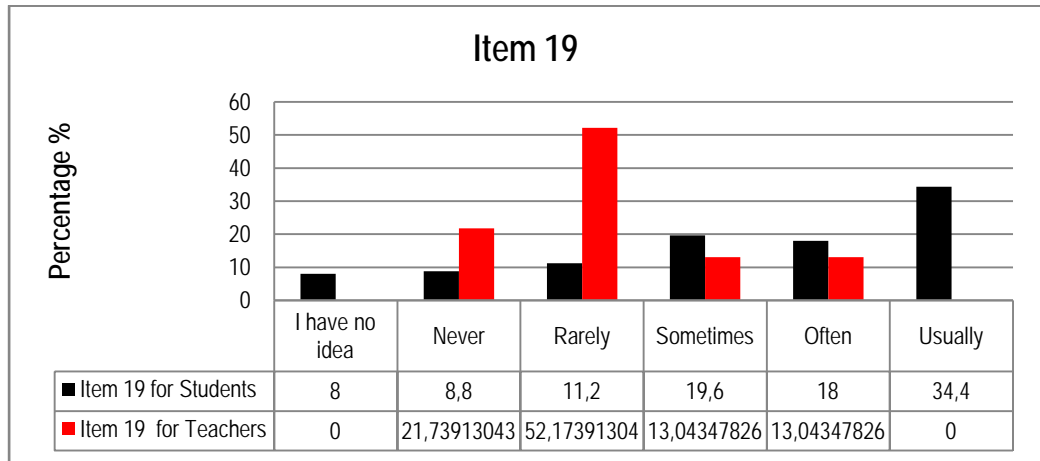
Questionnaire for students: Do you like to learn new words by completing dialogues.

Questionnaire for teachers: Do you use dialogues with blanks in teaching of new words?

The diagram above has the same characteristics and looks similar to the first item. In both of them, student preferences are in gradual increase from 0 to 5 with slightly different ratios. Teacher preferences are focus on the 4<sup>th</sup> choice, “often” again with slightly different ratios.

The frequency rate of students choosing “often” is 70 (f) and the frequency rate of teachers choosing “often” is 11 (f).

**4.1.19. Silence**



**Table 4.1. 19.Silence**

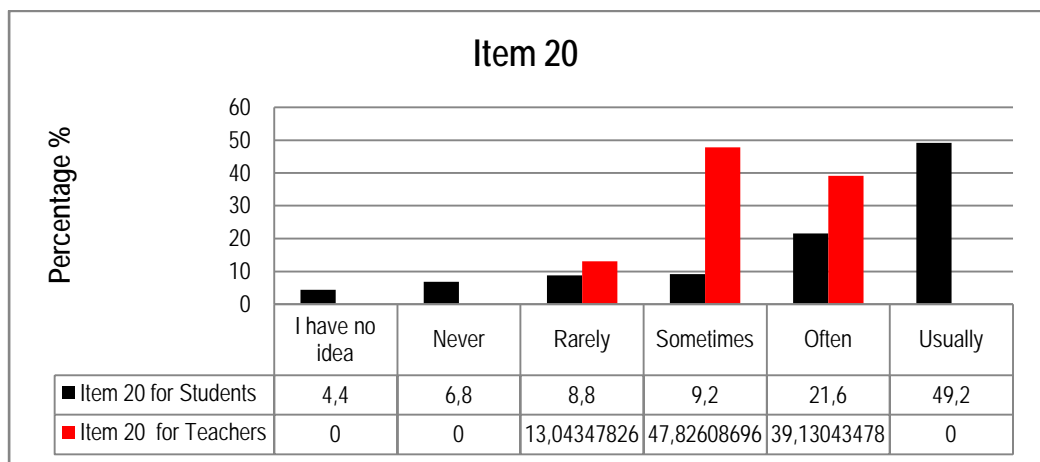
Questionnaire for students: Do you like your teacher to express himself with mimics and gestures without talking?

Questionnaire for teachers: Do you use silence as a tool for language teaching?

Silence is commonly mentioned with Silent Way. Although this technique is one of approved ones by students; it is not popular among teachers as it can be inferred from above.

The frequency rate of students choosing “usually” is 133 (f) and the frequency rate of teachers choosing “often” is 13 (f).

**4.1.20. Peer Correction**



**Table 4.1. 20.Peer Correction**

Questionnaire for students: Do you like to work with a group?

Questionnaire for teachers: Do you want your students to work in groups?

Working together seems to be a preferred technique by students. It has a high rate of approval.

Teacher preferences focused on the 3<sup>rd</sup> and 4<sup>th</sup> options.

The frequency rate of students choosing “usually” is 86 (f) and the frequency rate of teachers choosing “often” is 12 (f).

#### 4.1.21. Self-Correction Gestures

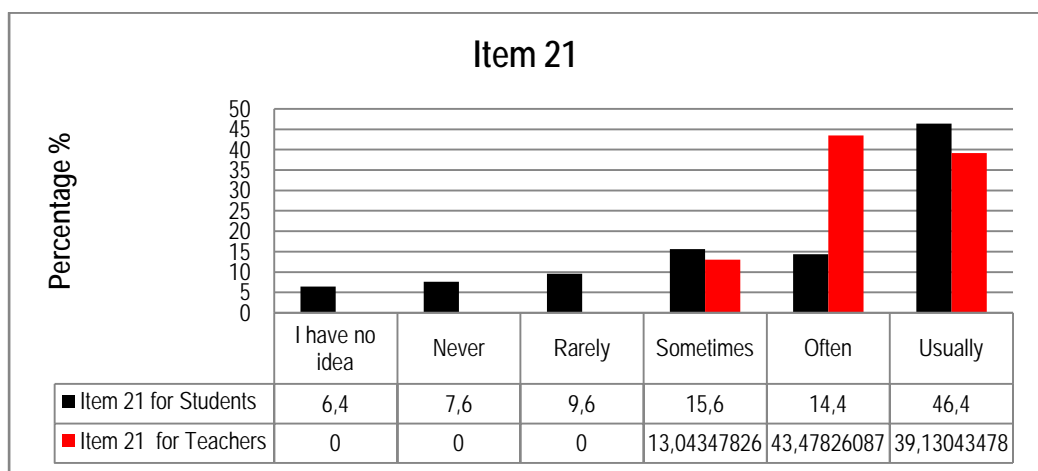


Table 4.1. 21.Self-Correction Gestures

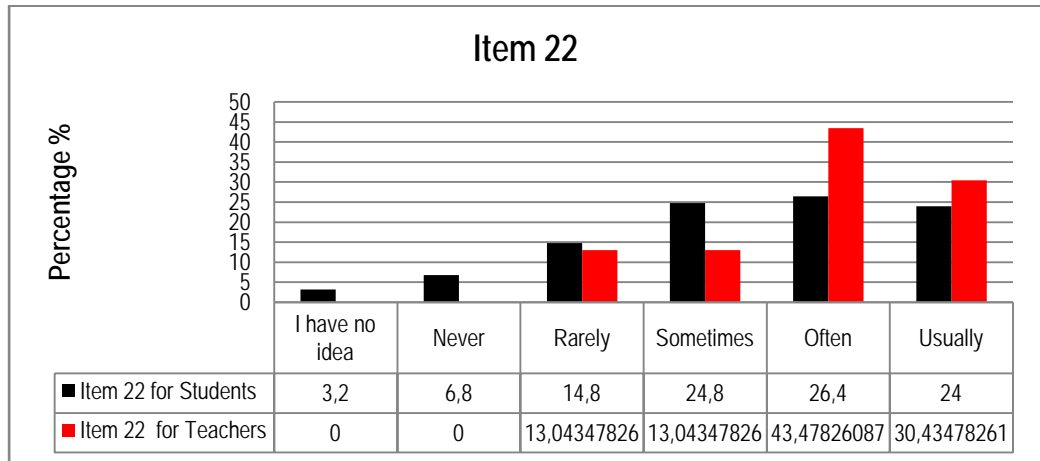
Questionnaire for students: Do you like your teacher to use mimics and gestures to correct your mistakes?

Questionnaire for teachers: Do you use gestures and mimics to correct student errors.

It can be inferred from the table above that student preferences and teacher usage have nearly the same characteristics. This technique has a high rate of approval for both teachers and students. Teacher-usage has focused on the 4<sup>th</sup> and 5<sup>th</sup> options.

The frequency rate of students choosing “usually” is 116 (f) and the frequency rate of teachers choosing “often” is 11 (f).

**4.1.22. Structured Feedback**



**Table 4.1. 22.Structured Feedback**

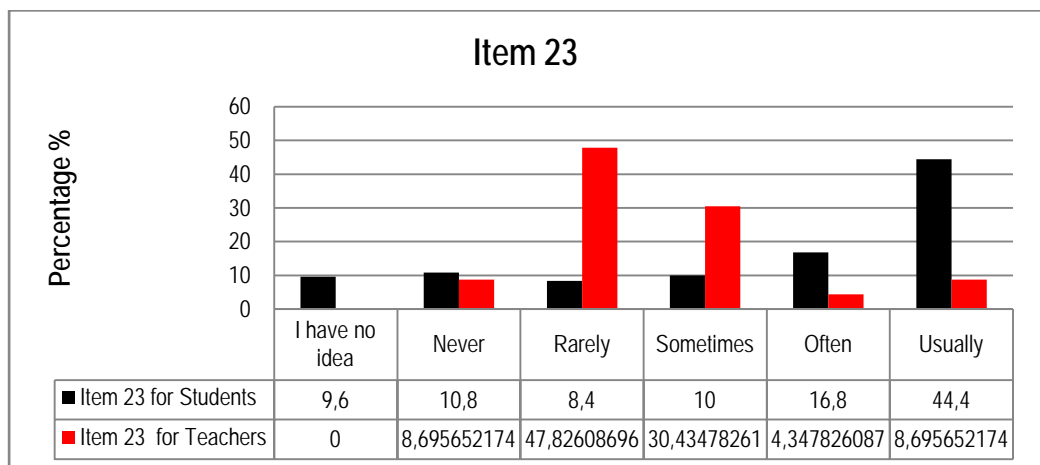
Questionnaire for students: Do you enjoy revising what you have learnt at the end of the lesson?

Questionnaire for teachers: Do you ask your students to revise what they have learnt at the end of the lesson?

Student preferences show a balanced distribution, when compared to other items. Teachers mostly seem to be considering their students’ feelings.

The frequency rate of students choosing “often” is 66 (f) and the frequency rate of teachers choosing “often” is 10 (f).

**4.1.23. Changing Classroom Set-up**



**Table 4.1. 23.Changing classroom set-up**



Questionnaire for students: Do you enjoy rearranging the classroom in an eccentric style?

Questionnaire for teachers: Do you make use of different classroom plans and arrangements?

We can infer that changing classroom style is not popular among teachers but it is highly approved by students. %44 of students likes differences in their classes.

The frequency rate of students choosing “usually” is 111 (f) and the frequency rate of teachers choosing “often” is 11 (f).

#### 4.1.24. Peripheral Learning Technique

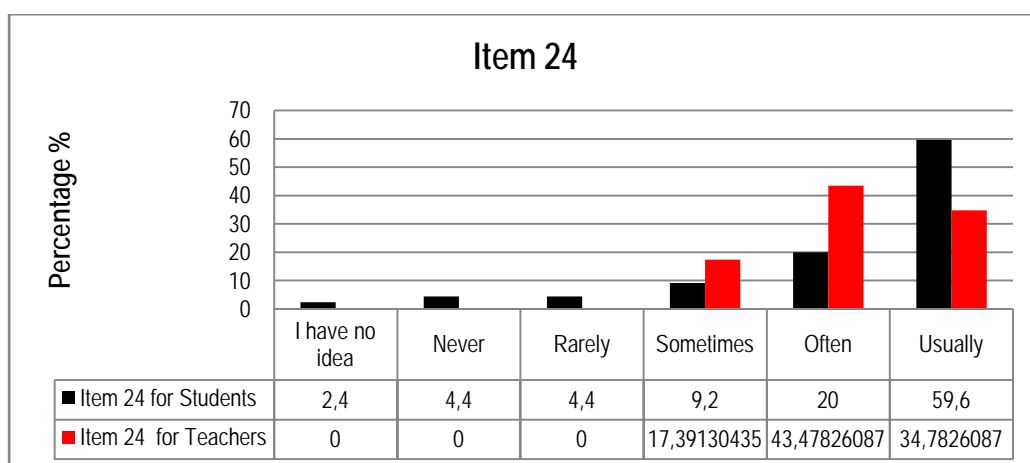


Table 4.1. 24.Peripheral Learning technique

Questionnaire for students: Do you like to see pictures, brochures, table ect. hanged on the wall in your class?

Questionnaire for teachers: Do you make use of brochures, pictures, tables ect. in your class?

Student and teacher preferences correspond to each other, in this item. There is a high approval of students for visual materials in their classes. % 43 of teachers prefers using visual materials.

The frequency rate of students choosing “usually” is 149 (f) and the frequency rate of teachers choosing “often” is 10 (f).

#### 4.1.25. Positive Suggestion

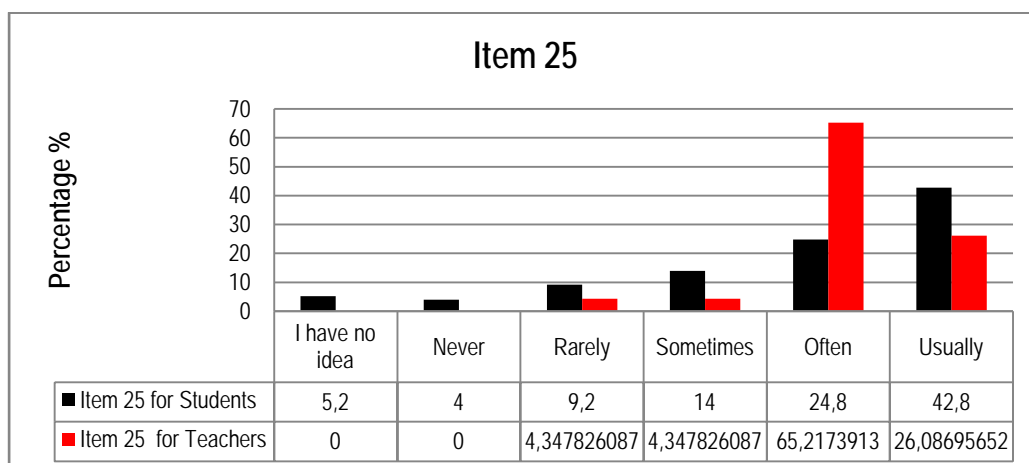


Table 4.1. 25.Positive Suggestion

Questionnaire for students: Do you like your teacher to give positive suggestions; such as “the benefits of English”, benefits of learning new vocabulary, how easy to learn a second language ect.?

Questionnaire for teachers: Do you give positive suggestions to your students; such as, “the benefits of English”, benefits of learning new vocabulary, how easy to learn a second language ect.?

%42 of students likes positive suggestions and the ratio is in gradual increase.  
%65 of students applies this technique as it can be inferred from above.

The frequency rate of students choosing “usually” is 107 (f) and the frequency rate of teachers choosing “often” is 15 (f).

#### 4.1.26. Visualization

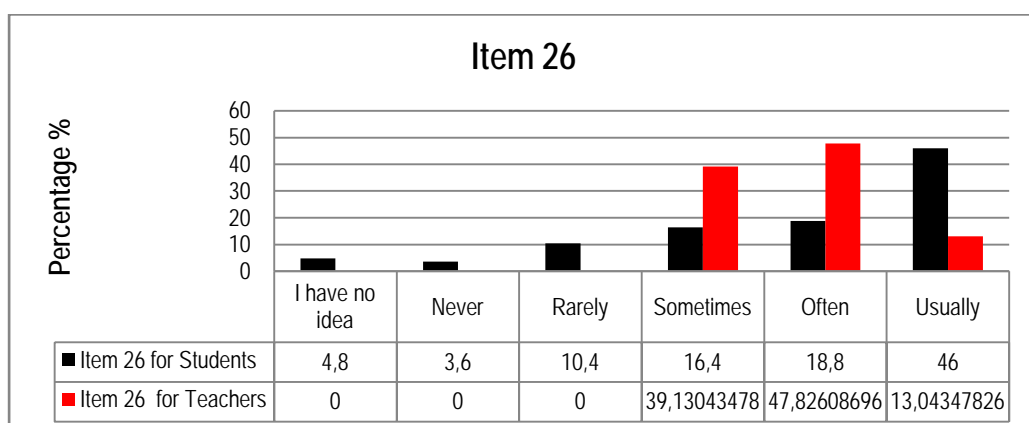


Table 4.1. 26.Visualization

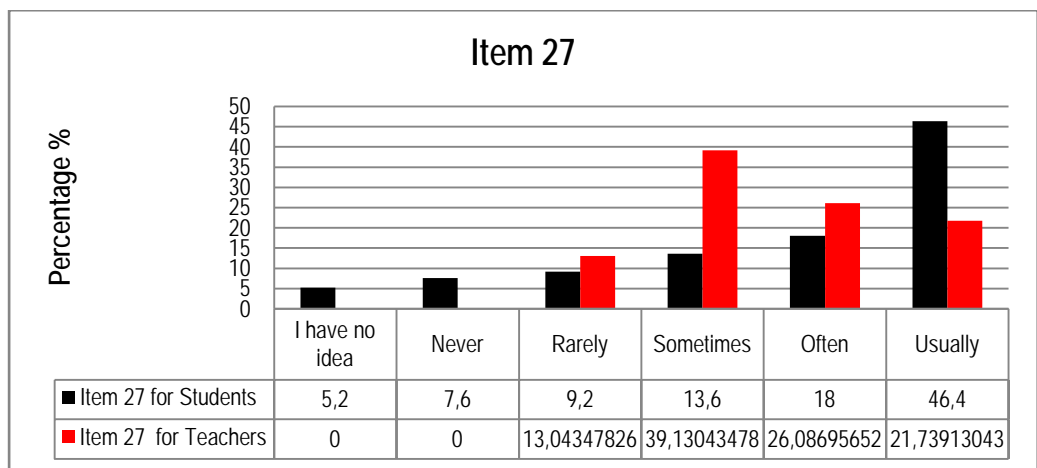
Questionnaire for students: Do you like your teacher to use detailed descriptions?

Questionnaire for teachers: Do you use detailed descriptions to make your students focus on the topic.

%46 of students likes to imagine and see the scene in their brains and %47 of teachers “often” prefer using it.

The frequency rate of students choosing “usually” is 115 (f) and the frequency rate of teachers choosing “often” is 11 (f).

**4.1.27. Role-Play**



**Table 4.1. 27.Role-Play**

Questionnaire for students: Do you like making role-plays to visualize a situation or an event?

Questionnaire for teachers: Do you ask your students to make role-plays to visualize an event or a situation?

As it is in many of the items, students wish to use this technique with an increasing rate and teacher frequency of usage is in decrease.

The frequency rate of students choosing “usually” is 116 (f) and the frequency rate of teachers choosing “sometimes” is 9 (f).

#### 4.1.28. Choosing a new identity

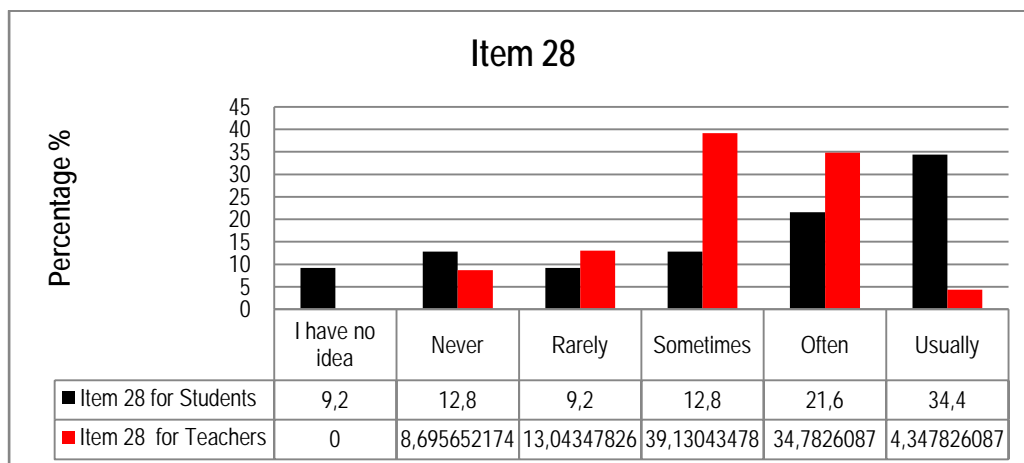


Table 4.1. 28.Choosing a new identity

Questionnaire for students: Do you like to be called with a different identity by your teacher?

Questionnaire for teachers: Do you ask your students to use different identities in the target language?

According to Suggestopedia, changing identity is one of the ways to reduce the tension of the lesson. Students seem happy with this technique. Teachers with the answer of “sometimes”, has the highest score with %39.

The frequency rate of students choosing “usually” is 86 (f) and the frequency rate of teachers choosing “sometimes” is 9 (f).

#### 4.1.29. Reading with a background music (First concert)

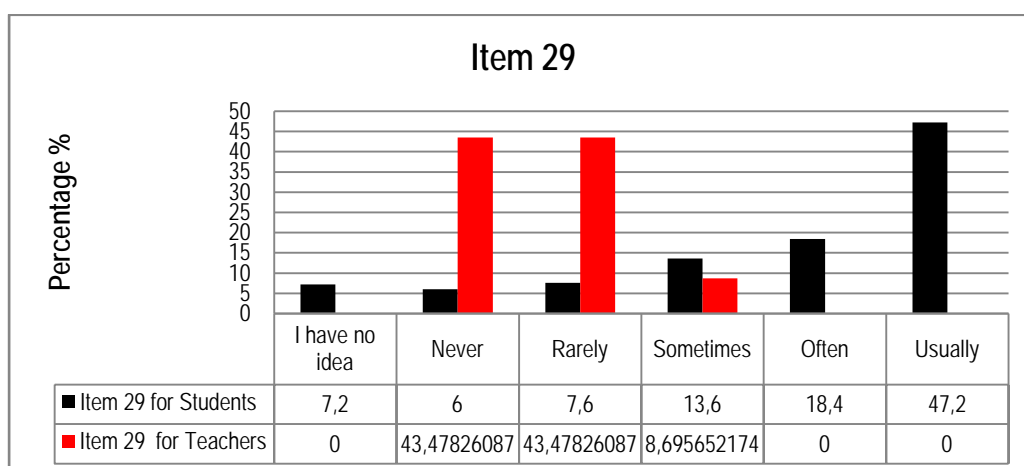


Table 4.1. 29.Reading with a background music (First Concert)

Questionnaire for students: Do you like to make reading studies with background music?

Questionnaire for teachers: Do you make reading studies with background music?

According to the table above, we can conclude that this technique is one of the neglected ones. It has a high rate of approval by the students with %47, but it is hardly preferred by teachers.

The frequency rate of students choosing “usually” is 118 (f) and the frequency rate of teachers choosing “never” and “rarely” is 10 (f).

#### 4.1.30. Recording Student Conversation

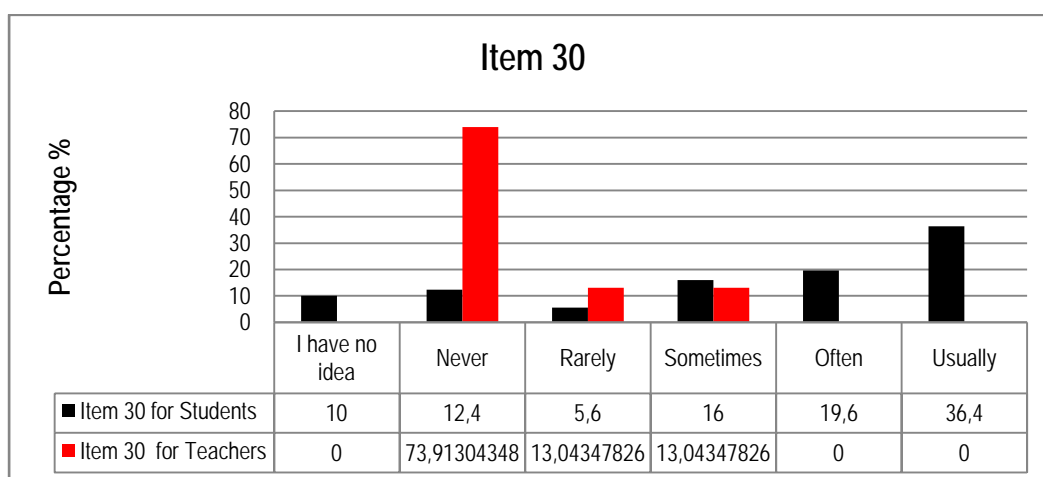


Table 4.1. 30. Recording student conversation

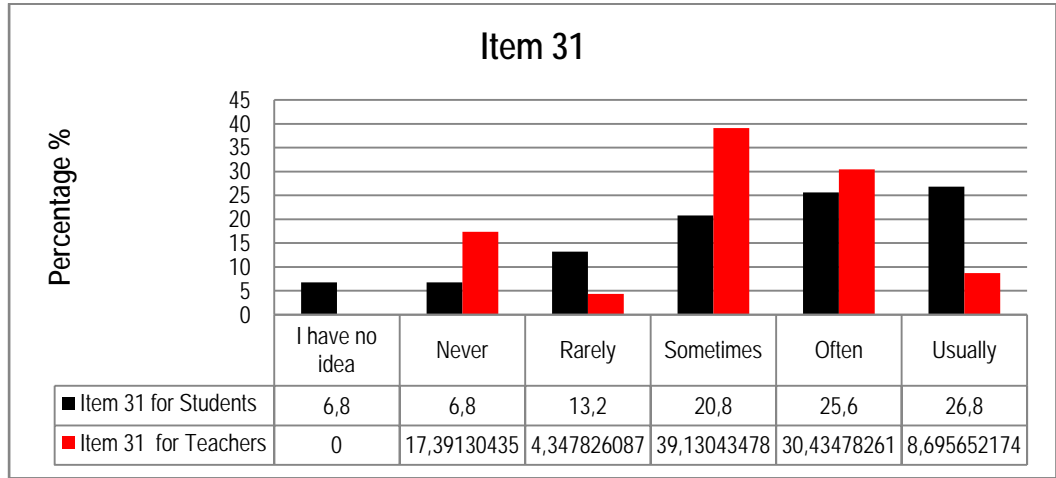
Questionnaire for students: Do you like to record your sentences, dialogues, utterances and listen them?

Questionnaire for teachers: Do you record your students' utterances and make them listen their own utterances?

This technique is commonly known with Community Language Learning. Low rates shown above make this technique one of the less-preferred ones. %73 of teachers doesn't prefer this technique. Students are also unsure of this technique.

The frequency rate of students choosing “usually” is 91 (f) and the frequency rate of teachers choosing “never” is 17 (f).

**4.1.31. Reflection on experience**



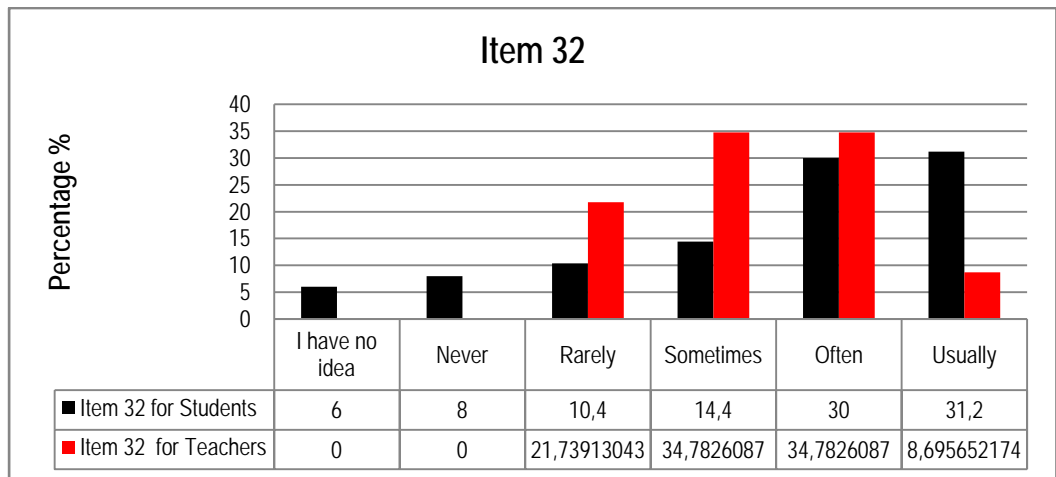
**Table 4.1. 31.Reflection on Experience**

Questionnaire for students: Do you like your teacher to ask your feelings about the lesson after class?

Questionnaire for teachers: Do you ask your students about their feelings, after class?

The frequency rate of students choosing “usually” is 67 (f) and the frequency rate of teachers choosing “sometimes” is 9 (f).

**4.1.32. Small Group Tasks**



**Table 4.1. 32.Small group Tasks**

Questionnaire for students: Do you like your teacher make you work in small groups. (For example; each group studies a topic and tells it to the rest of the class)

Questionnaire for teachers: Do you put the class into the small groups and make them study on a topic, to tell it to the rest of the class?

According to the table above, group works are highly approved by students.

The frequency rate of students choosing “usually” is 78 (f) and the frequency rate of teachers choosing “sometimes” and “often” is 8 (f).

**4.1.33. Using Commands to direct Behavior**

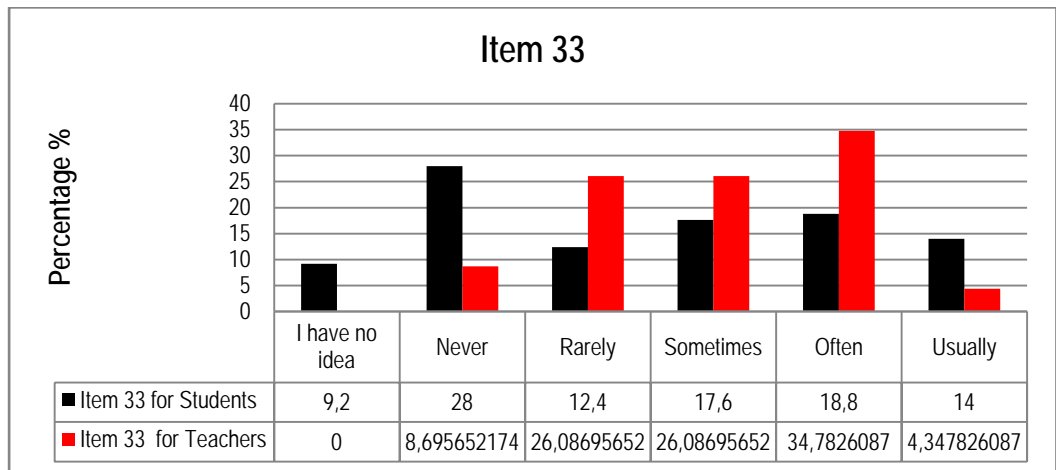


Table 4.1. 33.Using Commands to direct behavior

Questionnaire for students: Do you like your teacher to give commands to the class?

Questionnaire for teachers: Do you use commands as an educative tool?

According to the table above, directive and commanding way of teaching is not very popular among students but it is in medium use among teachers. %28 of students doesn’t like commands.

The frequency rate of students choosing “never” is 70 (f) and the frequency rate of teachers choosing “often” is 8 (f).

#### 4.1.34. Authentic Materials

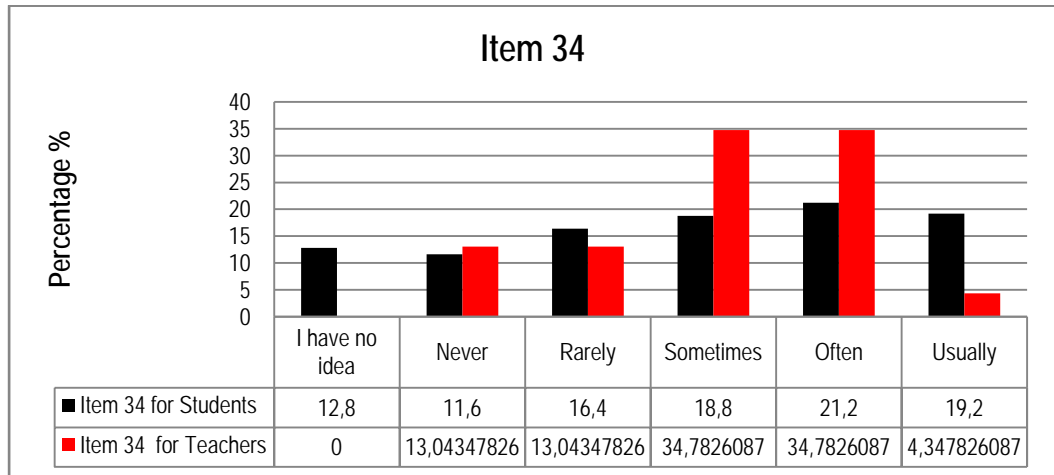


Table 4.1. 34.Authentic materials

Questionnaire for students: Do you like your teacher to use materials prepared for native speakers?

Questionnaire for teachers: Do you make use of authentic materials in your classes?

Students have a balanced view of authentic materials but it is in medium use among teachers. %21 of students is often happy with them.

The frequency rate of students choosing “often” is 53 (f) and the frequency rate of teachers choosing “sometimes” and often is 8 (f).

#### 4.1.35. Scrambled Sentences

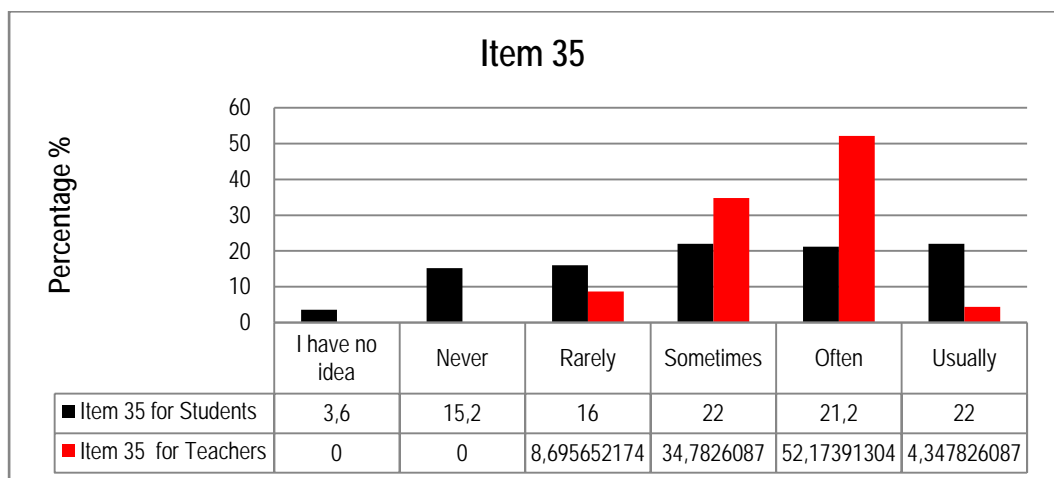


Table 4.1. 35.Scrambled Sentences



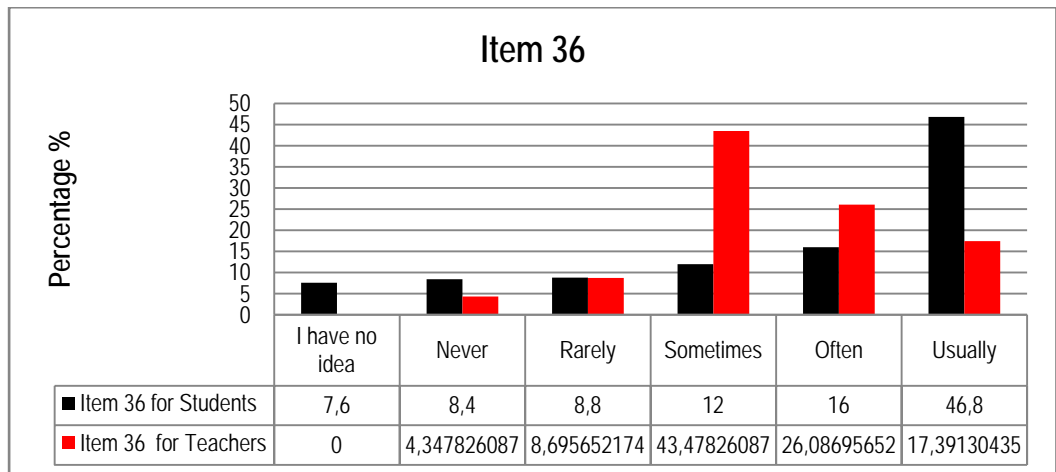
Questionnaire for students: Do you like to unscramble the sentences of a mixed-up dialogue?

Questionnaire for teachers: Do you ask your students to unscramble the words of a mixed-up dialogue?

Students seem not to be happy with this type of exercise but %52 of teachers use this type “often”

The frequency rate of students choosing “sometimes” and “usually” is 55 (f) and the frequency rate of teachers choosing “often” is 12 (f).

**4.1.36. Structured Role-Plays**



**Table 4.1. 36.Structured Role-Plays**

Questionnaire for students: Do you like to take part in a drama?

Questionnaire for teachers: Do you make use of Drama in your lessons?

Hands on experiences are very popular among students as it is in other items above. Students reports a high desire for this type of activity but teachers’ usage rate is in decrease.

The frequency rate of students choosing “usually” is 121 (f) and the frequency rate of teachers choosing “sometimes” is 10 (f).

#### 4.1.37. Using Games

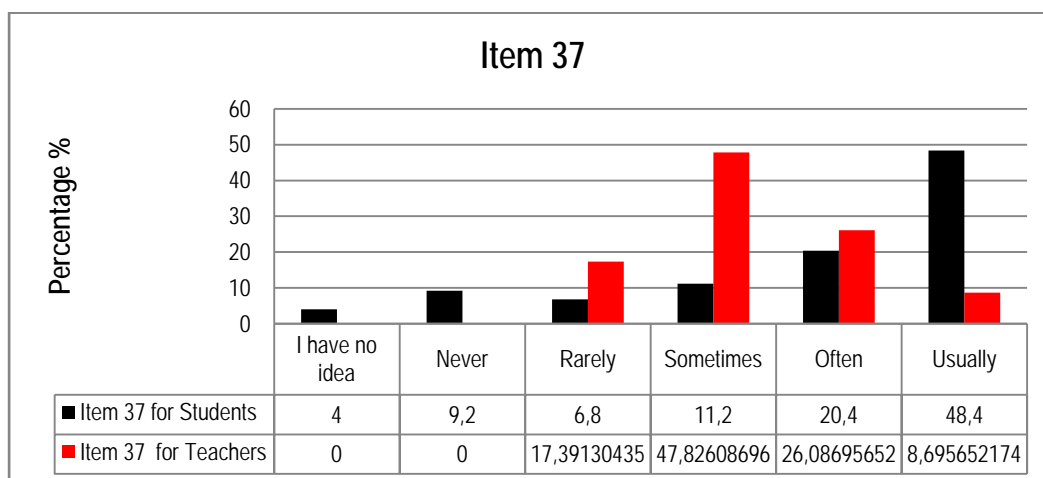


Table 4.1. 37.Using Games

Questionnaire for students: Do you like to play games in your lessons?

Questionnaire for teachers: Do you make use of games in your lessons?

Games are in highly in use in teaching-learning process today and one of the preferred techniques by Communicative Approach.

The frequency rate of students choosing “usually” is 145 (f) and the frequency rate of teachers choosing “sometimes” is 11 (f).

#### 4.1.38. Using Songs

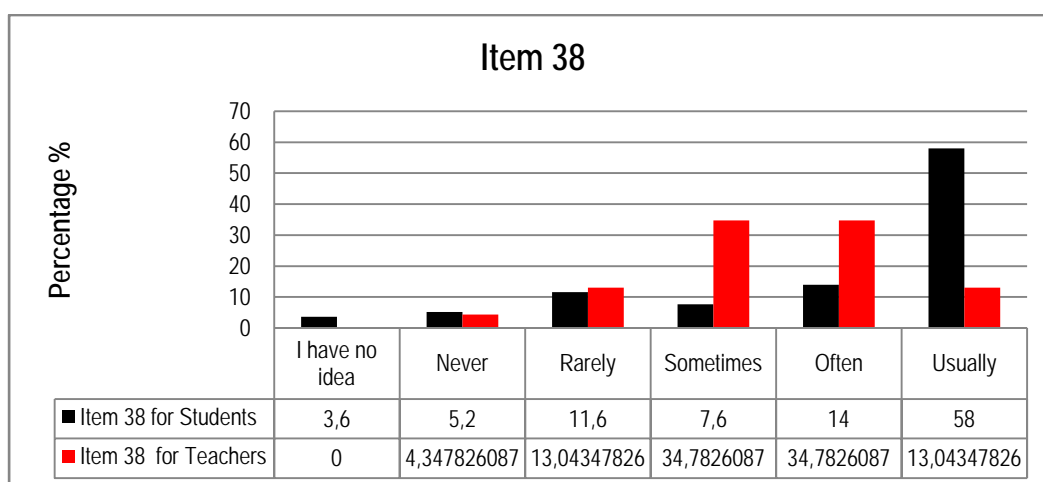


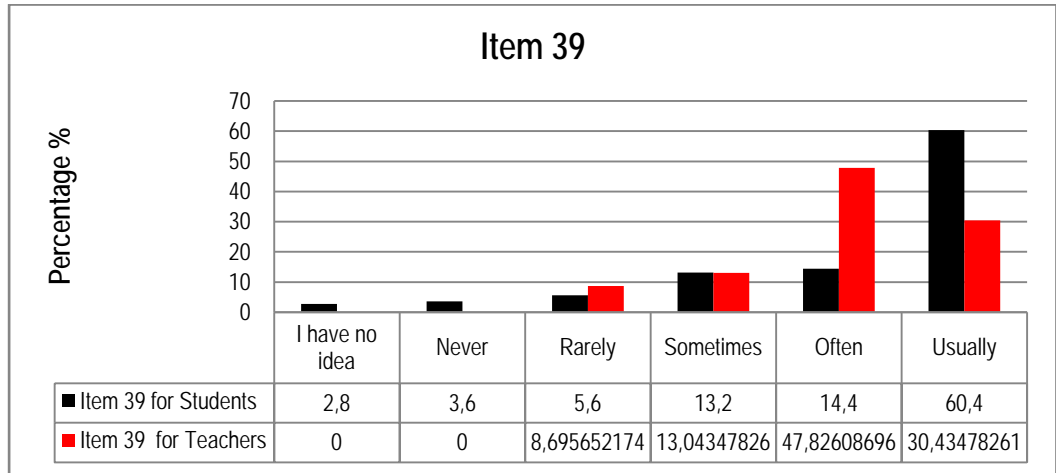
Table 4.1. 38.Using Songs

Questionnaire for students: Do you like to learn with songs?

Questionnaire for teachers: Do you make use of songs in your lessons?

The frequency rate of students choosing “usually” is 151 (f) and the frequency rate of teachers choosing “sometimes” and “often” is 8 (f).

**4.1.39. Using Pictures**



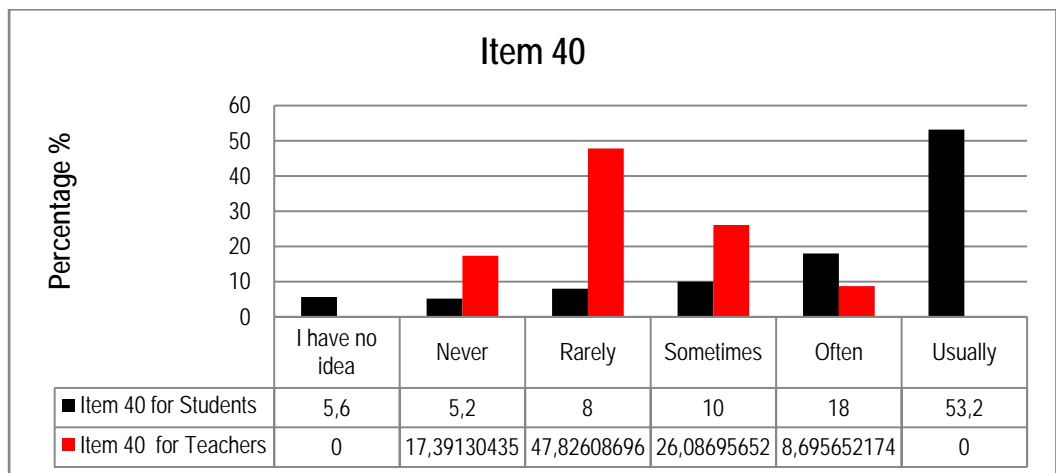
**Table 4.1. 39.Using Pictures**

Questionnaire for students: Do you like your teacher to use pictures in your lessons?

Questionnaire for teachers: Do you make use of pictures in your lessons?

The frequency rate of students choosing “usually” is 133 (f) and the frequency rate of teachers choosing “often” is 11 (f).

**4.1.40. Using Tongue Twisters**



**Table 4.1. 40.Using Tongue Twisters**

Questionnaire for students: Do you like to learn with Tongue Twisters?

Questionnaire for teachers: Do you make use of Tongue Twisters in your classes?

The frequency rate of students choosing “usually” is 133 (f) and the frequency rate of teachers choosing “rarely” is 11 (f).

#### 4.1.41. Using Realia

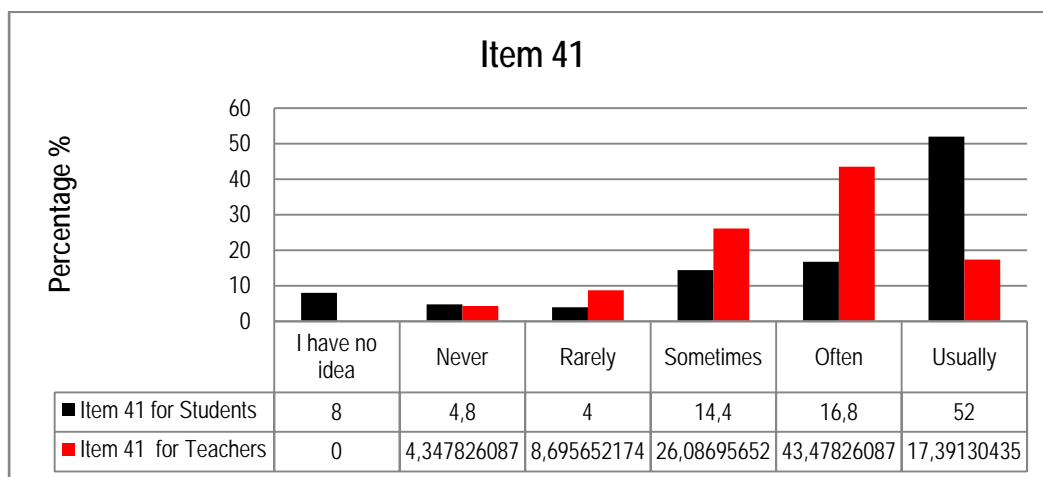


Table 4.1. 41.Using Realia

Questionnaire for students: Do you like your teacher to use real objects in your lessons?

Questionnaire for teachers: Do you make use of real objects in your classes?

The frequency rate of students choosing “usually” is 130 (f) and the frequency rate of teachers choosing “often” is 10 (f).

#### 4.1.42. Using Multi-Media

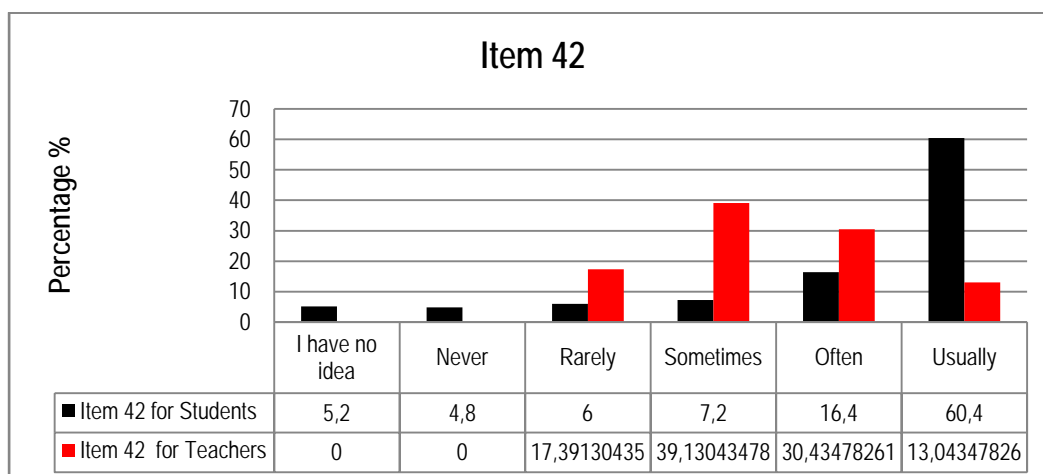


Table 4.1. 42.Using Multi-Media Tools

Questionnaire for students: Do you like your teacher to use auditory or visual materials such as Cd player, computer, projection ect.?

Questionnaire for teachers: Do you make use of multimedia tools in your classes?

The frequency rate of students choosing “usually” is 151 (f) and the frequency rate of teachers choosing “sometimes” is 9 (f).

Items 43, 44, 45, 46 aren’t concerned to the teaching techniques mentioned before. They will be used to comment on students’ thoughts about their own learning process, in the following sections.

#### 4.1.43. Understanding a text easily

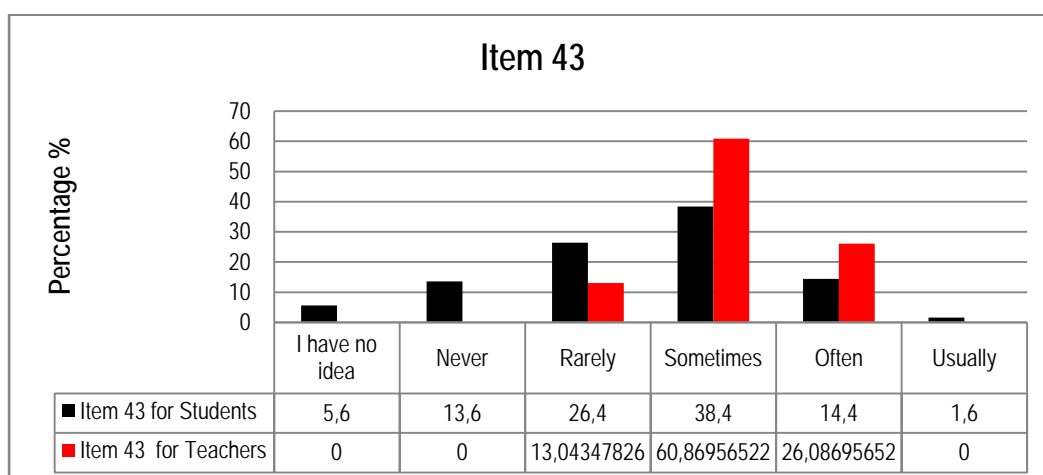


Table 4.1. 43.Understanding a text easily

Questionnaire for students: Do you easily understand a text in English, when you read?

Questionnaire for teachers: Do your students easily understand a text they have read?

The frequency rate of students choosing “sometimes” is 96 (f) and the frequency rate of teachers choosing “sometimes” is 14(f).

#### 4.1.44. Understanding a Conversation easily

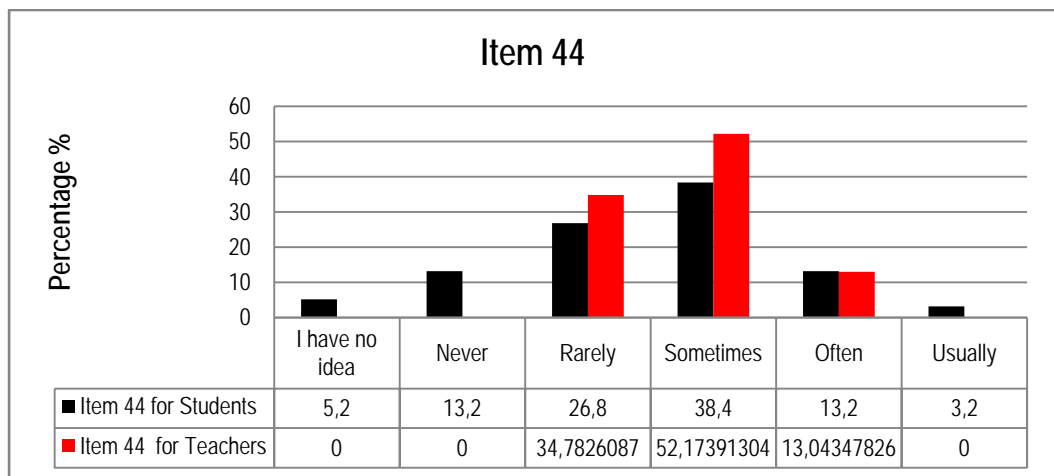


Table 4.1. 44.Understanding a conversation easily

Questionnaire for students: Do you easily understand a conversation, when you listen?

Questionnaire for teachers: Do your students understand a text they have listened?

The frequency rate of students choosing “sometimes” is 96 (f) and the frequency rate of teachers choosing “sometimes” is 12 (f).

#### 4.1.45. Communicating Smoothly

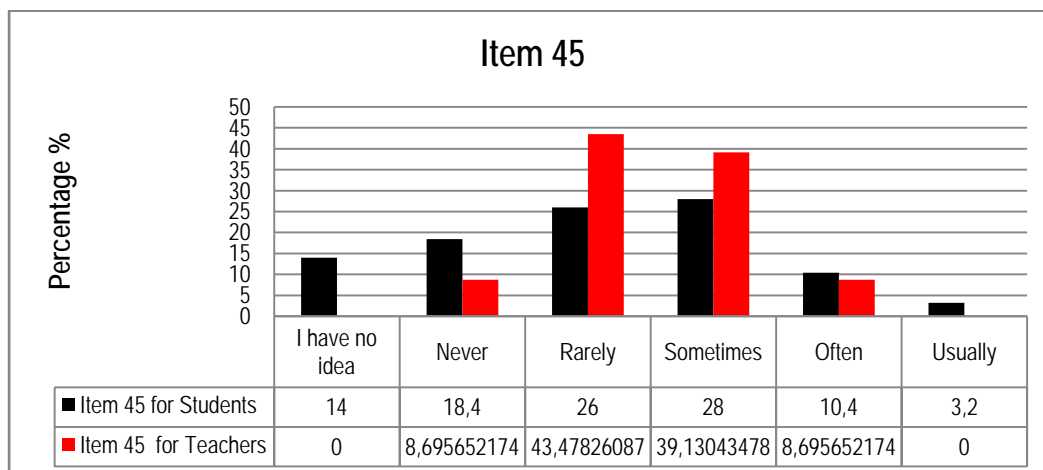


Table 4.1. 45.Communicating smoothly

Questionnaire for students: Are you able to communicate with a tourist smoothly?

Questionnaire for teachers: Are your students able to communicate with a tourist smoothly?

The frequency rate of students choosing “sometimes” is 70 (f) and the frequency rate of teachers choosing “rarely” is 10 (f).

#### 4.1.46. Writing ability

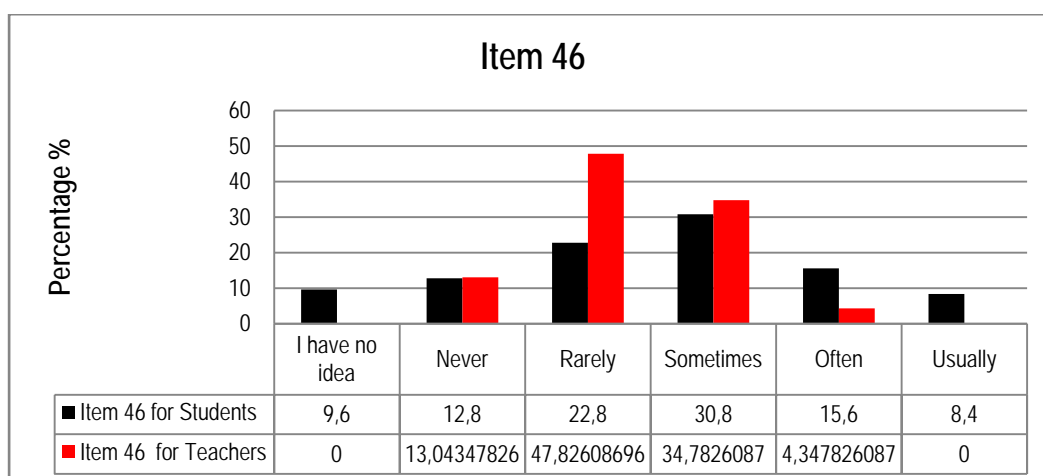


Table 4.1. 46.Writing ability

Questionnaire for students: Are you able to write a paragraph in English easily?

Questionnaire for teachers: Are your students able to write a paragraph in English easily?

The frequency rate of students choosing “usually” is 77 (f) and the frequency rate of teachers choosing “sometimes” is 11 (f).

#### **4.2. Discussion**

*Which of the Second Language Teaching techniques are approved most by primary school students?*

According to these results, classical ways of teaching are still in great use in our teaching system and students seem happy with many of these older ways of teaching. Besides this, items which have the highest scores for “usually” have visual properties. The answer of “usually” in item 24 (with 149 f), in item 39 (with 151 f) and in item 42 (with 151 f) refers to the visual materials and the use of visuals in classes.

Repeating words, the use of songs and tongue twisters are also very popular among students respectively with 145 (f), 133 (f) and 133 (f) frequency rates for the answer of “usually”.

*Which of the Second Language Teaching techniques are used most by teachers?*

In item 9, 9 of the teachers have indicated that they “usually” make their students read aloud. This is the only item for which most of the teachers have chosen the 5<sup>th</sup> option. The highest score for the 4<sup>th</sup> option, “often” is 15, in item 1 and 25. This shows us that “Fill in the blanks” exercises and “Positive suggestions” are considerably popular among teachers.

These are followed by item 2 and 14 referring respectively the “Reading Comprehension Questions” and “Memorizing Words”.

*Is the most commonly used techniques appreciated most by the students?*

Except in the items 9, 4; student and teacher preferences aren’t in a great correspondence with each other. It shows us that, student interests and preferences aren’t considered that much in designing lessons.



*What are the techniques that are popular among teachers and approved less by students?*

The highest score between the levels of popularity of techniques is in item 33 which refers to the use of commands in class. %34 of teachers indicated that they use commands in their classes and % 28 of students stressed that they don't like to be given commands even in the target language by choosing the option "never (1)".

*What are the techniques that are popular among students and used less by teachers?*

The highest rates of differences are seen in item 29 and 30, referring to the reading studies with background music and the use of recorders. According to the results of item 29, %47.2 of students usually approves of the use of background music and %43.4 of teachers doesn't prefer using it.

In item 30, %36.4 of students usually likes to see recorders in their classes and %73.9 of teachers has chosen "never" for this item.

In item 19, %34.4 of students report approval of the use of gestures and mimics by choosing "usually", whereas %52.1 of teachers rarely prefers to use it.

In item 23, it can be concluded that %44 of students usually like to see their classes in different arrangements, while %47.8 of teachers rarely apply this.

In item 40, %53.2 of students shows approval for the use of tongue twisters by choosing the 5<sup>th</sup> option, "usually", whereas %47.8 of teachers rarely prefers to use it.

According to the research, teachers apply a great variety of techniques in their classes and students report approval for many of them. Nevertheless, they still feel themselves inadequate in linguistic abilities of the target language. In item 43 and 44, %38.4 of students indicates that they can "sometimes" understand a text, they read, easily and easily understand a conversation they hear. In item 45, %28 of students think that they can sometimes communicate smoothly and in item 46, %30.8 of students think that they can sometimes write a text in the target language easily

### **4.3. Conclusion**

Because the purpose of this thesis is to provide some evidence about the question of “how students feel about the techniques used?” and about the most preferred ones by teachers, hopefully the above conclusions and interpretations will be perceived as a tentative evidence that can guide for future studies in language teaching strategies for primary school students. Student needs and interests are vital for the teaching process, especially for the mentioned age group but the research implies that teacher and student preferences don't correspond to each other.

Based on the research, it can be said that students prefer techniques that include hands-on experiences; so teachers should plan their lessons accordingly.

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## APPENDIX -1-

Öğrenci Anketi Bölüm II		Fikrim Yok	Hiç (1)	Nadiren(2)	Orta (3)	Sık Sık (4)	Hep (5)
1.	İngilizce öğretmeninizin; Dilbilgisi (Gramer) kurallarını öğretirken, <b>boşluk doldurma soruları</b> sormaları hoşunuza gider mi ?						
2.	İngilizce öğretmeninizin; okuduğunuz bir <b>parçayla alakalı sorular</b> sorması hoşunuza gider mi ?						
3.	<b>Çeviri yapmak</b> hoşunuza gider mi ?						
4.	Bir Dilbilgisi (Gramer) Kuralını öğrendikten sonra, onunla ilgili <b>cümleler oluşturmak</b> hoşunuza gider mi ?						
5.	Öğrendiğiniz bir İngilizce Kelimenin <b>eş yada zıt anlamlılarını</b> bulmak hoşunuza gider mi ?						
6.	<b>Kelime ezberlemek</b> hoşunuza gider mi ?						
7.	Ezberlediğiniz kelimeleri <b>cümle içerisinde kullanmak</b> hoşunuza gider mi ?						
8.	Öğretmeninizin istediği bir konuda, İngilizce <b>Paragraf oluşturmak</b> hoşunuza gider mi ?						
9.	İngilizce diyalog yada metinleri <b>yüksek sesle okumayı</b> sever misiniz ?						
10.	Yeni Öğrendiğiniz bir Dilbilgisi (Gramer) kuralıyla ilgili <b>arkadaşlarınıza sorular sorup</b> , onların sorularına da cevap vermek hoşunuza gider mi ?						
11.	Bir yanlış yaptığınızda, öğretmeninizin <b>doğru ve yanlış</b> cevabı bir arada vererek, doğru olanı seçmenizi istemesi hoşunuza gider mi ?						
12.	Öğretmeninizin bir İngilizce metni okuyarak, <b>size yazdırması</b> hoşunuza gider mi ?						
13.	<b>Diyalog yada Metinleri ezberlemek</b> Hoşunuza gider mi ?						
14.	Öğretmeninizin söylediği <b>kelimeleri size tekrar ettirmesi</b> hoşunuza gider mi ?						
15.	Öğretmeninizin size <b>cümleleri tekrar ettirmesi</b> hoşunuza gider mi ?						
16.	<b>Zincirleme</b> bir şekilde, arkadaşlarınızla birbirinize sorular sorup, cevap verme çalışmalarını hoşunuza gider mi ?						
17.	<b>Cümlelerin şekillerini değiştirdiğiniz</b> çalışmalar hoşunuza gider mi ? (Örneğin : Olumlu cümlelerin olumsuz çevrilmesi)						
18.	<b>Yeni kelimeleri</b> , paragraf yada cümlelerdeki boşlukları doldurarak öğrenmek hoşunuza gider mi ?						
19.	Öğretmeninizin; sizden yapmanızı istediklerini <b>konusmadan, hareketleriyle</b> anlatması hoşunuza gider mi ?						
20.	<b>Grupla</b> birlikte çalışmak hoşunuza gider mi ?						
21.	Öğretmeninizin; yanlışlarınızı düzeltirken <b>el, kol, yüz veya vücut hareketleri</b> kullanmasını sever misiniz ?						
22.	Ders sonunda, öğrendiklerinizi <b>gözden geçirmek</b> hoşunuza gider mi ?						
23.	Sınıfınızdaki sıraları <b>değişik bir şekilde</b> düzenleyerek, ders yapmak hoşunuza gider mi ?						
24.	Sınıf Duvarlarında <b>Afiş, Pano, Resim, Etiket v.s</b> olması hoşunuza gider mi ?						
25.	Öğretmeninizin; size İngilizcenin yararları, İngilizce öğrenmenin aslında ne kadar kolay olduğu, kelime öğrenmenin yararları v.s gibi dersle ilgili <b> faydalı konulardan</b> bahsetmesi hoşunuza gider mi ?						
26.	Öğretmeninizin, bir cümlede yada diyalogda geçenleri daha iyi anlayabilmeniz için, <b>tanımlamalar ve tarifler</b> kullanması hoşunuza gider mi ?						
27.	İngilizce <b>rol yaparak</b> bir diyalogu yada durumu canlandırmak hoşunuza gider mi ?						
28.	Öğretmeninizin size <b>İngilizce isimlerle</b> hitap etmesi hoşunuza gider mi ?						
29.	Sınıfınızda <b>müzik eşliğinde</b> okuma çalışmaları yapmak hoşunuza gider mi ?						
30.	Cümlelerinizin yada kelimelerinizin bir teybe yada bilgisayara <b>kayıt edilerek</b> , size dinletilmesinden hoşlanırsınız mı ?						
31.	Öğretmeninizin, dersle ilgili size neler <b>hissettiğinizi sorması</b> hoşunuza gider mi ?						
32.	Öğretmeninizin sizi <b>küçük gruplara ayırarak</b> çalışmanızı sağlaması hoşunuza gider mi ? (Her Grubun bir konuyu, önce birbirine sonra sınıfa anlatması)						
33.	Öğretmeninizin İngilizce <b>emir vermesi</b> hoşunuza gider mi ?						
34.	Öğretmeninizin, dersi anlatırken <b>İngilizler için hazırlanmış orijinal metinler</b> kullanması hoşunuza gider mi ?						
35.	<b>Sırası Karışık cümleleri</b> , paragraf haline dönüştürmek hoşunuza gider mi ?						
36.	Öğretmeninizin size <b>İngilizce tiyatro yaptırması</b> hoşunuza gider mi ?						
37.	Öğretmeninizin size <b>İngilizce oyunlar oynatması</b> hoşunuza gider mi ?						
38.	Öğretmeninizin <b>İngilizce şarkılar öğretmesi</b> hoşunuza gider mi ?						
39.	Öğretmeninizin, <b>resimler kullanması</b> hoşunuza gider mi ?						
40.	Öğretmeninizin size <b>tekerlemeler öğretmesi</b> hoşunuza gider mi ?						
41.	Öğretmeninizin, <b>gerçek nesnelere</b> ders anlatması hoşunuza gider mi ? (Örneğin : Hayvanlardan bahsederken sınıfa hayvan kuklaları getirmesi)						
42.	Öğretmeninizin Bilgisayar, Cd çalar, Projeksiyon cihazı gibi görüntülü yada sesli araçlar kullanması hoşunuza gider mi?						
43.	İngilizce bir metni okuduğunuzda rahatça anlayabilir misiniz ?						
44.	İngilizce bir diyalog dinlediğinizde rahatça anlayabilir misiniz ?						
45.	İngilizce konuşarak bir turistle rahatça anlaşabilir misiniz ?						
46.	İngilizce bir metin oluşturabilir misiniz ?						

## APPENDIX -2-

Öğretmen Anketi Bölüm II		Hiç	Nadiren	Orta	Sık Sık	Hep
1.	Öğrencilerinizden, dilbilgisi (gramer) kurallarına yönelik, boşluk doldurma çalışmaları yapmalarını ister misiniz ?					
2.	Öğrencilerinize okuduğu parçayı anlayıp anlamadıklarını kontrol etmek amaçlı sorular sorar mısınız ?					
3.	Öğrencilerinizden cümle yada metin çevirisi yapmalarını ister misiniz ?					
4.	Bir dilbilgisi kuralını açıkladıktan sonra, öğrencilerinizden bu yapıyı içeren cümleler oluşturmalarını ister misiniz ?					
5.	Öğrencilerinizden karşılına çıkan bazı kelimelerin eş yada zıt anlamlılarını bulmalarını ister misiniz ?					
6.	Öğrencilerinize kelime ezberletir misiniz ?					
7.	Öğrencilerinizden ezberledikleri kelimeleri cümle içerisinde kullanmalarını ister misiniz ?					
8.	Öğrencilerinize konu başlıkları verip, bir metin oluşturmalarını ister misiniz ?					
9.	Öğrencilerinizden diyalog yada metinleri sesli okumalarını ister misiniz ?					
10.	Öğrencilerden yeni öğrenilen yapı ile ilgili birbirlerine sorular yöneltilip, cevaplamalarını ister misiniz ?					
11.	Öğrencilerinize hatalarını, doğru ve yanlış seçenekleri sunarak, kendilerinin düzeltmelerini sağlar mısınız ?					
12.	Öğrencilerinizden okuduğunuz bir metni yazmalarını ister misiniz ? (Dictation)					
13.	Öğrencilerinizden diyalog yada metinleri ezberlemelerini ister misiniz ?					
14.	Kelime tekrar çalışmaları yaptırır mısınız ?					
15.	Cümle tekrar çalışmaları yaptırır mısınız ?					
16.	Zincirleme soru ve cevap çalışmaları yapar mısınız ?					
17.	Cümle dönüşüm çalışmaları yapar mısınız ? (Örneğin : Olumlu cümlelerin olumsuz çevrilmesi)					
18.	Kelime öğretiminde, boşluklu diyaloglar yada metinler kullanır mısınız ?					
19.	"Sessiz kalmayı" bir öğretim aracı olarak kullanır mısınız ?					
20.	Öğrencilerinizden verdiğiniz görevleri Gruplar halinde yapmalarını ister misiniz ?					
21.	Öğrencilerinizin hatalarını düzeltmelerini sağlarken mimik ve jestlerden yararlanır mısınız ?					
22.	Ders sonunda, öğrencilerinizin o gün öğrendikleri konuları gözden geçirmelerini sağlar mısınız ?					
23.	Sıra dışı Sınıf düzenlemelerinden ve oturma planlarından yararlanır mısınız ?					
24.	Sınıf Duvarlarında Afiş, Pano, Resim, Etiket v.s bulundurur musunuz ?					
25.	Öğrencilerinizin, öğrenmelerini kolaylaştıracak, öğrenmeye karşı mevcut olan olumsuz tavır ve tutumlarını giderecek telkinlerde bulunur musunuz ?					
26.	Öğrencilerinizin konulara yada aktivitelere daha iyi odaklanmalarını sağlamak amacıyla tasvir kullanır mısınız ?					
27.	Öğrencilerinizden rol yapmalarını gerektirecek etkinlikler düzenler misiniz ?					
28.	Öğrencilerinizden hedef dile ait farklı kimliklere bürünmelerini ister misiniz ?					
29.	Sınıfınızda müzik eşliğinde okuma çalışmaları yapar mısınız ?					
30.	Öğrencilerin sözlü ürünlerini bir kayıt aracı kullanarak kaydedip tekrar onlara dinletir misiniz ?					
31.	Yaptığınız aktivitelerle ilgili öğrencilerinizin hissettiklerinin neler olduğunu sorar mısınız ?					
32.	Öğrencilerinizi küçük gruplara ayırıp, çalışmalar yapar mısınız ?					
33.	Emir cümlelerini bir öğretim aracı olarak kullanır mısınız ?					
34.	Hedef dile ait orijinal metinlerinden yararlanır mısınız ?					
35.	Öğrencilerinizden Karışık sırayla verilmiş cümleleri sıraya koymalarını ister misiniz ?					
36.	Aktivitelerinizde Drama (Role- Play) etkinliklerinden yararlanır mısınız ?					
37.	Aktivitelerinizde oyunlardan yararlanır mısınız ?					
38.	Aktivitelerinizde şarkılardan yararlanır mısınız ?					
39.	Aktivitelerinizde resimlerden yararlanır mısınız ?					
40.	Aktivitelerinizde tekerlemelerden yararlanır mısınız ?					
41.	Aktivitelerinizde gerçek nesnelere yararlanır mısınız ?					
42.	Aktivitelerinizde Multi-Medya araçlarından yararlanır mısınız ?					
43.	Öğrencileriniz İngilizce bir metni okuduklarında rahatça anlayabilirler mi ?					
44.	Öğrencileriniz İngilizce bir diyalog dinlediklerinde rahatça anlayabilirler mi ?					
45.	Öğrencileriniz İngilizce konuşarak bir turistle rahatça anlaşabilir mi ?					
46.	Öğrencileriniz İngilizce bir metin oluşturabilir mi ?					

**BIOGRAPHY**

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