

**A STUDY ON TURKISH EFL
TEACHERS' PREFERENCES FOR
LANGUAGE TEACHING TECHNIQUES
PhD DISSERTATION**

Cumhur ŞAKTANLI

Eskişehir 2019

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PhD DISSERTATION

**Department of Foreign Language Education
English Language Teaching Program
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Cumhur ŞAKTANLI'nın "A Study On Turkish EFL Teachers' Preferences For Language Teaching Techniques" başlıklı tezi 10.05.2019 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği"nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Doktora tezi olarak kabul edilmiştir.

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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN İNGİLİZCE ÖĞRETMENLERİNİN TERCİH ETTİĞİ DİL ÖĞRETİM TEKNİKLERİNİN ARAŞTIRILMASI

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Yabancı Diller Eğitimi Anabilim Dalı

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Mevcut araştırma Milli Eğitim Bakanlığına bağlı ilk ve orta dereceli okullarda görevli İngilizce Öğretmenlerinin kullanmayı tercih ettikleri dil öğretim tekniklerini tezpit etmeyi amaçlamıştır. Araştırmanın niceliksel aşamasında Larsen-Freeman (2000) ve Richards & Rodgers (2001) kaynak alınarak geliştirilen çeşitli dil öğretim yöntem ve yaklaşımlarıyla özdeşleşmiş 57 maddeden oluşan yabancı dil öğretim teknikleri anketi veri toplama aracı olarak kullanılmıştır. Ankete katılan öğretmenler arasında 20 İngilizce öğretmenin sınıf içi ders gözlemi yapılmış, öğretmenlerin en az ve en fazla kullandığı saptanan 10 dil öğretim tekniği ve sınıf içi ders gözlemi sonrası yapılan mülakatlarda söz konusu dil öğretim tekniklerini en az ve en fazla kullanma nedenleri araştırılmıştır. Nicel sonuçlar öğretmenlerin dilin anlam ve işlevsel yönüne vurgu yapan dil öğretim tekniklerini kullanma eğilimi gösterdiği, ancak sınıf içi gözlem ve mülakatlardan elde edilen bulgular öğrencilerin İngilizce düzeyleri, motivasyonları, arzu edilmeyen davranışsal problemler, sınıf mevcutları, İngilizce ders saatlerinin azlığı vb. nedenlerden dolayı öğretmenlerin İngilizcenin biçimsel yapısına odaklı geleneksel dil öğretim teknikleri kullanmayı tercih ettiklerini göstermiştir.

Anahtar Kelimeler: İngilizce öğretmenleri, Dil öğretim teknikleri, Tercihler.

ABSTRACT

A STUDY ON TURKISH EFL TEACHERS' PREFERENCES FOR LANGUAGE TEACHING TECHNIQUES

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Department of Foreign Language Education

PhD Programme in English Language Teaching

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Supervisor: Assoc. Prof. Dr. Özgür YILDIRIM

The study aimed at examining the language-teaching techniques that Turkish EFL teachers prefer using in their English classes. For this purpose, a mixed methods explanatory sequential design was used to collect data from a sample of 213 Turkish EFL teachers working in Primary, Secondary/Middle and High Schools in Eskişehir province, Turkey via the questionnaire survey developed based on Larsen-Freeman (2000) and Richards & Rodgers (2001). The classes of 20 EFL teachers chosen randomly using systematic sampling among every tenth participating EFL teachers, were observed for three hours using the observation checklist developed based on the questionnaire items and post observation interviews were conducted to find out why they preferred to use those language teaching techniques. The results of the quantitative phase showed that the EFL teachers preferred using meaning and function based language-teaching techniques. However, the findings of the qualitative phase of the study revealed that the EFL teachers preferred traditional techniques in contrast to what is expected from them in accordance with the curriculum because of English level of the students, class size, behavioral problems, shortage of English class hours, students' motivation, practicality and applicability of the language teaching techniques.

Keywords: EFL teachers, Language-teaching techniques, Preferences.

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Cumhur ŞAKTANLI
Eskişehir 2019

30/05/2019

STATEMENT OF COMPLIANCE WITH THE ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.


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LIST OF ACRONYMS AND ABBREVIATIONS

ALM	: Audio-Lingual Method
ANOVA	: Analysis of Variance
APA	: American Psychological Association
B.A.	: Bachelor of Arts
CBI	: Content-Based Instruction
CD	: Compact Disc Player
CLE	: Concentrated Language Encounters Method
CLL	: Community Language Learning
CLT	: Communicative Language Teaching
COBLA	: Computer-Based Language Activities
CVR	: Content Validity Ratio
df	: Degrees of Freedom
DM	: Direct Method
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
GT	: Grammar-Translation
L1	: First Language
L2	: Second Language
LA	: Lexical Approach
LYS	: Lisans Yerleştirme Sınavı (Exam for Placement in the Graduate Studies)
M	: Mean
MA	: Master of Arts
MANOVA	: Multiple Analysis of Variance

MoNE	: Ministry of National Education
N	: Number
NA	: Natural Approach
p	: Probability
PhD	: Philosophy of Doctorate
QUAN→Qual	: Quantitative → Qualitative
SD	: Standard Deviation
Sig	: Significant
TBLT	: Task-Based Language Teaching
TPR	: Total Physical Response
WLT	: Whole Language Teaching
YGS	: Yüksek Öğretime Geçiş Sınavı (Proficiency Exam for Higher Education)
α	: Alpha

CHAPTER 1

1. INTRODUCTION

1.1. Background

Richards and Rodgers (2001) argue that there are more than 20 different language teaching methods and approaches, all of which aim to teach the language in an appropriate way. Among them are Audio-Lingual Method (ALM), Total Physical Response (TPR), Community Language Learning (CLL), Whole Language Teaching (WLT), Lexical Approach (LA), Communicative Language Teaching (CLT), Natural Approach (NA), Theme-based Approach, Activity based learning, Grammar-Translation (GT), Direct Method (DM), Task-Based Language Teaching (TBLT), Cooperative/Collaborative Language Learning (CLL), Content-Based Instruction (CBI), Action-oriented approach, Experiential Language Learning, The Silent Way and the Desuggestopedia.

According to Shrum and Glisan (2000), the foundation of a method is set by the theoretical principles and assumptions, which is called an approach. The procedures and ways of teaching a language based on the approach is defined as a method. In the course of language teaching history, various language teaching methods and approaches have been put forward. The availability of these language teaching methods and approaches may seem to be advantageous; however, there have always been debates among researchers and practitioners in language teaching field on what methods and approaches should be used or which one is the best to teach English; as each of them makes use of similar or different strategies, tasks, and activities that are called techniques for the implementation of the language teaching.

While some language teaching methods and approaches adopt the teaching techniques of language structure/form, others emphasize language use/function. For instance, Grammar-Translation method, which is called a traditional way of language teaching, emphasizes the teaching of the form of the language rather than its function and use. Other methods inspired by behaviorism, such as the Direct Method presupposes that L2/EFL learners can acquire a language similar to the way children

acquire their mother tongue by associating words and phrases with objects and actions in their environment. Unlike GTM, Audio-lingual method aims at developing learners' L2 language skills of speaking and listening at subconscious level restricting the use of L1 (Yeşilbursa, 2002).

In 1976, Gattegno introduced the Silent Way, a method containing techniques of using colored sticks, language charts and the target language. Total Physical Response, which was put forward by Asher in 1977, stresses that similar to the children's learning to understand their mother tongue, L2 learners should first be able to understand the oral commands in the target language, and later on attain a level where s/he can communicate. In 1960, Pittman developed Situational Language Teaching method arguing that language teaching starts with the spoken language before the written one (Richard & Rodgers, 2014). Most of these language-teaching methods are inspired by the L1 acquisition theories and aim to teach the L2 learners similar to the way they acquired L1, by inhibiting the learners' native language transfer and controlling linguistic interference (Kroll & Sunderman, 2006).

Although the language teaching methods and approaches have different names, they not only use different but also the same or similar techniques, that is, there is not a sharp division among the techniques used in the language teaching methods and approaches. For example, "having students read authentic texts" is a language teaching technique associated with Content Based Instruction, Communicative Language Teaching, Task Based Language Teaching, and Whole Language Teaching approaches (Celce-Murcia, Dörnyei & Thurell, 1997).

Likewise, "teaching the vocabulary via concrete objects/pictures" is a language teaching technique related to Direct Method, Natural Approach, and Total Physical Response. There are also language-teaching techniques associated only with one method, for instance "teaching accurate grammatical sentence formation" is a technique related to Grammar Translation Method. Many language-teaching techniques are used by the EFL and ESL teachers, who may know or not with what language teaching methods the technique they use is associated. Some teachers prefer to use the traditional language teaching techniques, while others use the modern ones (Richards, 1984).

Beaumont and Chang (2011) argue that using language-teaching techniques of a single method may not yield desirable results, so the use of a blend/mix of language teaching techniques of various methods is a common practice of teaching English by most EFL and ESL teachers. Bax, (2003); Kumaravadivelu, (2006a) and Ur, (2013) argue that the methods and approaches such as GT, ALM, CLT, CLL consist of prescribed teaching techniques and fall short of teaching adequately; in addition to the related techniques of the methods and approaches, the teachers' own accumulated teaching experiences in their own contexts have an important place in teaching English.

Tomlinson (2005) suggests that recognizing the learning context, including learner variables, is the key factor in successful language teaching and learning. On the other hand, Harmer (2003) argues that methodology is fundamental to teach a language in the formal classroom setting. Besides the variety of language teaching methods consisted of different techniques mostly derived from the language teaching practices from ESL contexts in which English is taught in small groups in private language schools, language courses and in submersion programs, there are also variables that make their applicability possible and/or make it harder depending on the ESL/EFL context, learners' age, level, etc.

1.2. Significance of the Study

English is taught as a second or a foreign language worldwide and there are more people that speak English as a foreign language than the number of the people who speak it as their mother tongue (Johnson, 2009). In addition, almost every country has English lessons in the educational curriculum of the schools. Most EFL learners start learning English in formal and artificial settings far from the authentic English speaking environments as the external L2 speakers of the dominant language, which is foreign or distant one (Siegel, 2003). Students learn the target language generally with the help of an English teacher. While some ESL/EFL students have the opportunity to practice English with the native speakers outside school, most EFL learners do not have the opportunity to interact with English native speakers or English speaking people in their neighborhood or towns. They usually have English classes with limited resources in a

limited time and space in large sized classes in Primary, Secondary and High Schools, in which case they become very dependent on their English teachers.

In Turkey, being trained at ELT departments in universities, EFL teachers are taught about the language techniques related to different methods to help students learn English. According to Kuru (2012) and Yeşilbursa (2011), methodology courses on the theoretical background on language teaching in ELT departments are given in the third and fourth semesters and they practice the theoretical knowledge about language teaching techniques as pre-service teachers to gain experience on their uses. Majority of those ELT graduates in Turkey are employed as EFL teachers by the Ministry of Education (MoNE), which is the biggest employer in the country, in order to teach English in Primary, Secondary and High Schools where there is a large population of learners of English, of which number is bigger than some countries in the world.

Equipped with both theoretical and practical knowledge of language teaching methods, approaches and techniques, which are mostly developed in the language teaching contexts where small group of learners voluntarily attend language-learning courses in the countries where L2 is spoken as mother tongue, the EFL teachers are appointed to the Primary, Secondary and High Schools in different parts of Turkey. According to the new compulsory education system, which is defined as a four-year Primary School+ a four-year Secondary School + a four-year High School educational system that was put into effect in 2012, students have to attend school for 12 years. The EFL classes are taught as of the second grade in Primary schools until the end of twelfth grade in High Schools. English is taught two hours a week in Primary Schools, and four hours a week in Secondary and High Schools.

Within the framework of theoretical knowledge, both traditional and new language teaching methods are taught at ELT departments. Although teacher trainers in ELT departments at universities suggest that the EFL teachers should use the modern up-to-date language teaching techniques, which emerged from the ideal classes where learners mostly volunteer to learn the target language in small groups, teaching and learning tasks and activities run smoothly; however, to what extent the Turkish EFL teachers practically use modern learner and learning based language teaching techniques

in the schools of a compulsory education system in Turkey is worth studying.

While teaching English to a class in formal compulsory education contexts in Turkey, primarily the age of the students, the school where English is taught, the number of the students in an English class, volition, affective factors, motivation, linguistic talent, the teaching materials, the past English learning experience of the EFL teachers, their teaching experience, etc. are assumed to play crucial roles on the EFL teachers' choice of the language teaching techniques associated with different language teaching methods and approaches.

Hitherto, there have been some research studies investigating the language teaching methods and approaches in Turkey. Bal (2006) surveyed 20 public primary school Turkish EFL teachers on their attitudes toward CLT and observed their in-class applications; interviewed them to see how theoretical knowledge of CLT is practiced. In a case study, through a questionnaire and semi-structured interviews, İnceçay & İnceçay (2009) had a research on 30 Turkish university students' opinions about the communicative and non-communicative teaching activities in EFL classes in the preparatory school of a private university.

In a similar study with two EFL teachers in Turkey, Coşkun (2011) observed two EFL teachers' classes for an hour and conducted interviews with them on their attitudes toward the use of CLT activities. Çelik, Aydın & Bayram (2012) explored the 14 EFL instructors' Cooperative Language Learning (CLL) practices in a university in Turkey, using focus group interviews. Erkmén (2014) investigated the link between language teaching beliefs and the language teaching practices of nine novice EFL teachers working at the English preparatory school in a university in Northern Cyprus by conducting in-class observations and semi-structured interviews. Dağkırán (2015) had an online survey with 347 in service EFL teachers at different universities in Turkey on their perceptions of post method pedagogy and reflective practices.

As mentioned above, the past research studies in Turkey were conducted with public primary school Turkish EFL teachers, Turkish university students, EFL instructors/lecturers at English preparatory schools at universities to find out about their opinions about the communicative and non-communicative teaching practices and

activities, the applications of the CLL, post method pedagogy and reflective practices.

The past research outside the Turkish context has dealt with the teachers' ELT practices in Primary Schools (Garton, Copland & Burns, 2011), Secondary Schools (Brown, 2009); (Beaumont & Chang, 2011; Hu, 2005; Sanchez & Borg, 2014; Zheng & Borg 2014) and High Schools (Nishino, 2012; Nishimuro & Borg, 2013). However, very little cross-sectional research was conducted to compare and contrast the EFL teachers' teaching preferences for language teaching techniques in relation to different methods in Primary, Secondary/Middle and High School settings.

The past research outside the Turkish context has also projected onto methods like TPR in Primary Schools (Garton, Copland & Burns 2011), CLT (Mckay, 2003), GT, ALM and CLT, CLL, Suggestopedia and Silent Way (Bell, 2007; Hu, 2005) CLT and traditional methods in Secondary Schools and High Schools (Beaumont and Chang, 2011; Nishino, 2012), GT and ALM (Griffiths, 2011). The other language teaching techniques associated with various methods have not been included in the past research comprehensively.

On the other hand, Nishino (2012) argues that not only CLT, but also other ELT teaching methods consisting of different techniques should be investigated in terms of the influential factors on their use. Almost all of the studies mentioned above (Bell, 2007; Garton, Copland & Burns, 2011; Griffiths, 2011; Hu, 2005; McKay, 2003; Nishino, 2012; Zheng & Borg, 2013) suggest that there is a need for further research to examine the language teaching techniques used by EFL teachers in other local EFL contexts with larger samples.

In addition, Brown (2009) suggests that future research can benefit from additional qualitative research techniques such as individual or focus group interviews, open-ended or short-answer questionnaire items to elicit non-native teachers and students' perspectives on L2 teaching techniques.

On teacher cognition, Borg (2003) states that teachers are the practitioners, decision makers depending on their beliefs, knowledge and thoughts in accordance with the context they teach in, that is. blending their cognitions with their teaching experience and also argues that there are many research studies that have been

conducted with native speaker English teachers teaching English to small groups of voluntary adult learners in private courses and universities hitherto, but these conditions are not always available in most contexts. Therefore, more research is necessary in state school settings where nonnative English teachers try to teach compulsory English in large classes, in which there may be students that are reluctant to learn, but pretend to learn it only to get a passing grade.

Bax (2003); Bell (2007); Richards (2001) also contend that applied linguistics has an important role to play to equip the ELT teachers with a repertoire of ELT methods characterized with different techniques and enable them to use in different socio-cultural contexts accordingly as there is no the best way to teach a language, they also suggest that EFL teachers' roles and practices should be re-examined and re-evaluated because of the diverse contextual realities. Besides the training on language teaching techniques that EFL teachers receive as undergraduate students, Richards and Rodgers (2001) suggest that teaching experience in different contexts can also contribute to ELT teaching techniques associated with different methods and approaches. Johnstone (2006) considers equipping future EFL teachers with the necessary knowledge to decide on language teaching techniques in different teaching contexts as the biggest challenge. Borg (2003) argues more research is needed in public schools where non-native English teachers teach. Gürsoy (2011) also suggests that EFL teaching is not only limited to ESL contexts, but also formal and informal EFL contextual factors should be considered, as well.

Kumaravadivelu (2006a) asserts that the concept of method is limited and there is a need for post method pedagogies based on the practices and language teaching techniques used by English teachers within the socio-cultural, political, and historical frames of the language classrooms in their specific teaching contexts. In his post method argument, Kumaravadivelu (2001, 2003, and 2006a) also suggests that the natural or the artificial context of the language being taught, the practicality of the methods and approaches developed by the theoreticians and the background knowledge of the learners and teachers play an important role in the choice of language teaching techniques. Bell (2003) contends that the language teaching methods and post method

pedagogy together can liberate the use of language teaching techniques by ELT practitioners. There is scarcity of comprehensive research studies on the language teaching techniques used by the Turkish EFL teachers in Turkey. The suggestions above also imply that there is a need to further examine what language teaching techniques Turkish EFL teachers in primary, secondary/middle and High Schools prefer using to teach English and explore the reasons why they prefer using those language teaching techniques in their classes. Conducting an extensive study, considering the wide variety of language teaching techniques associated with a large body of methods and approaches and the reasons for their use by the Turkish EFL teachers, collecting both quantitative and qualitative data from real classroom settings in the formal compulsory education system can provide the policy makers, program designers, teacher trainers, curriculum and material designers, EFL teachers, and researchers in ELT with the results and findings of the study to become aware of the contextual factors that are influential on Turkish EFL teachers' preferences for the language teaching techniques and take the necessary steps accordingly to improve the EFL teaching practices and learning process of the students in Public Schools in Turkey.

1.3. The Aim of the Study

The present study aims to examine Turkish EFL teachers' preferences for the language teaching techniques and find out whether EFL teaching experience, school type (Primary, Secondary, and High School), class size, grades of the students and the amount of teaching hours, degree held have significant influence on their preferences for the language teaching techniques. The study also aims to find out about the least and the most preferred language-teaching techniques by conducting in-class observations and explore why the Turkish EFL teachers prefer these language-teaching techniques least or most.

A mixed methods explanatory sequential design was employed to collect data from a sample of 213 Turkish EFL teachers working in Primary, Secondary and High Schools in Eskişehir province, Turkey, via the questionnaire survey developed based on Larsen-Freeman (2000) and Richards & Rodgers (2001). Table-1.1. presents the types

of the schools and the number of the EFL teachers surveyed in the first phase of the study, the observee and interviewee EFL teachers chosen, the observed classes, the number of the in-class observations in the second phase and the number of the observee and interviewee EFL teachers that took part in the third phase of the study.

Table-1.1. Distribution of the EFL Teachers

Type of Schools Surveyed	N. of EFL teachers Surveyed	Observee and Interviewee EFL teachers	Observed Classes	N. of In-Class Observations	N. of Observee & Interviewee Teachers
Primary School	34	PT3, PT6, PT9, PT12, PT15, PT18, PT21, PT24, PT27, PT30	2 nd graders 3 rd graders 4 th graders	10 10 10	10 EFL teachers
Secondary School	64	ST20, ST40, ST60	5 th graders 6 th graders 7 th graders 8 th graders	3 3 3 3	3 EFL teachers
High School	115	HT10, HT20, HT30, HT40, HT50, HT60, HT70	9 th graders 10 th graders 11 th graders	7 7 7	7 EFL teachers
Total	213 teachers			63 hours	20 EFL teachers

Note: PT: Primary School EFL Teacher, ST: Secondary School EFL Teacher, HT: High School EFL Teacher, N: Number

As shown in Table 1.1, 213 EFL teachers participated in the survey. Using systematic sampling technique, every third EFL teacher among the 34 EFL teachers of children in second-fourth grades in Primary Schools, every 20th EFL teacher among 64 of those teaching children in fifth and sixth grades and young adolescents in seventh and eighth grades in Secondary Schools and every 10th EFL teacher among 115 those of teaching adolescents in ninth-eleventh grades in High Schools were chosen for in-class observations and post observation interviews. Ten of the teachers taught English to children in Primary Schools, so, each teacher's three English classes in second, third, and fourth grades, three classes of the three EFL teachers in fifth, sixth grades, seventh

and eighth grades in Secondary/Middle Schools and the other seven teachers' classes in ninth, tenth and eleventh grades in High Schools were observed by the researcher using the observation checklist developed based on the research questionnaire in Spring Term, 2017.

The frequency of the observee EFL teachers use of each language teaching techniques in the observed English classes was rated on a three-likert scale in a range of "None, Some, and Most" in the observation form. At the end of the in-class observations, each of the 20 EFL teachers, whose classes had been observed, was interviewed based on the results of the observations; they were asked about the reasons for their preferences for the frequency of the language teaching techniques in their classes.

Within this scope, instead of making guesses about what language teaching techniques are appropriate for the learners in Turkey, conducting a comprehensive well designed research study, can better serve to understand the contextual eligibility and applicability of the various language teaching techniques of different methods and approaches by asking the EFL practitioners based on their experience and expertise for their opinions, observing their classes and having interviews with them as they are the only implementers of the language teaching techniques associated with different methods and approaches.

In this respect, the present study can inform the curriculum and material designers, textbook writers, policy makers, law makers, preservice student EFL teachers and teacher trainers at ELT departments in universities about the propensities of EFL teachers' preferences for language teaching techniques in formal school contexts within the framework of compulsory education. Richards and Rodgers (2001) argue that ELT students study language teaching methods and approaches at universities and are trained as pre-service teachers based on that knowledge; however when they graduate and become EFL teachers in the classrooms and gain teaching experience, their teaching applications are inclined to be influenced by the interaction between theoretical knowledge, training-based knowledge and the experience of teaching practice in different classes.

1.4. Research Questions

Based on both the quantitative and qualitative data collected from the EFL teachers teaching English to children and/or adolescents in public schools, Turkey, the present study can inform the curriculum and material designers, textbook writers, and teacher trainers at ELT departments in universities about the propensities of EFL teachers' preferences for language teaching techniques in formal school contexts. It can also inform the prospective EFL teachers about the language teaching techniques and the reasons for their use in the EFL teaching context in state schools. First, to understand the Turkish EFL teachers' preferences for the language teaching techniques, the study attempted to find out answer to the first research question: "What language teaching techniques do Turkish EFL teachers prefer using in their classes?"

In the second research question, it was examined whether the Turkish EFL teachers' preferences for the language teaching techniques significantly differ with regards to the five variables. The first variable was the English teaching experience and the second one was the grades of the students. To identify whether the Turkish EFL teachers' preferences for the language teaching techniques significantly differ in terms of the students' age/developmental stage (children/adolescents), a comparison was made between those teaching children and the ones teaching adolescents. This division was made based on the past research studies on the critical period around puberty for language learning.

In 1936, Piaget studied children at different ages, divided the cognitive development into sensory motor (from birth to age 2), preoperational (from age 2 to age 7), concrete operational (from age 7 to age 11) and formal operational (age 11+/- adolescence and adulthood) stages claiming that there is a concrete operational stage from 7 to 11 years old, when children can process the concrete information and there is also a formal operational stage as of 12 years old, when they can perform abstract reasoning. Lenneberg (1967) argued that due to the biological factors, there is a critical period in which the acquisition of language is easy during the period from early ages of life to puberty beginning at around the age of 12. Language acquisition during the critical period is subconscious, children learn to speak and understand it without

noticing the structure of the language. After puberty, language learning becomes more complicated and different from the critical period, in which language is acquired. Bley-Vroman (2009), Skehan (1998) and Dekeyser (2005) put forward that children learn the language implicitly and adolescents learn it explicitly in fundamentally different ways.

As the second variable, the study examined whether the classes with 1-25 students and more than 26 students significantly differ the Turkish EFL teachers' preferences for the language teaching techniques. According to 2012/14 regulation issued by the MoNE, there must be at least 10 students to form a class in Primary schools. In Secondary and High Schools, the MoNE aims to keep the number of students maximum at 30; stipulating that the number of the students must not exceed 40 in a class, in accordance with the 222 numbered item 50 of the Primary Education Law. Therefore, trying to find a midway, the class size was grouped into two, as 1-25 and 26 or more students.

In the third variable, the influence of the weekly amount of the English classes taught by the teachers was studied. The comparison was made between the teachers taking 15-20 hours English classes a week and those with 21-30 hours a week based on the regulation by the Turkish MoNE (Milli Eğitim Bakanlığı Yönetici ve Öğretmenlerinin Ders ve Ek Ders Saatlerine İlişkin Karar, (2013). According to the regulation of the Turkish MoNE, English teachers have to teach at least 15 hours of English classes per week and it is voluntary for them to take more than 21 hours per week. As the third independent variable, the effect of academic degree of the teachers, Bachelor of Arts and Master of Arts/PhD (post graduate degrees), on the Turkish EFL teachers' preferences for the language teaching technique was studied.

The third research question attempted to find out the least and most preferred language-teaching techniques used by the EFL teachers of children while teaching English in their classes through in-class observations, the fourth research question attempted to find out the least and most preferred language teaching techniques by the EFL teachers of adolescents through in-class observations. Finally, the fifth question found out about the influential reasons on the EFL teachers' preferences for the language teaching techniques.

In sum, based on the explanations above the study attempted to find out answers to the following research questions:

1. What language teaching techniques do Turkish EFL teachers prefer using in their classes?
2. Do the EFL teachers' preferences for the language teaching techniques significantly differ according to the factors/variables below?
 - a. teaching experience
 - b. the age/developmental stage of their students
 - c. the number of students in a class (10-25 and more than 26)
 - d. total teaching load per week (15-20 hours and 21-30 hours)
 - e. academic degree (B.A. and M.A/PhD)
3. What are the least and most preferred language teaching techniques by the EFL teachers of children detected during in-class observations?
4. What are the least and most preferred language teaching techniques by the EFL teachers of adolescents detected during in-class observations?
5. What reasons are influential on EFL teachers' preferences for the language teaching techniques?

CHAPTER 2

2. LITERATURE REVIEW

In this section, the terms “approach, method and technique” will be defined, the language teaching techniques associated with methods and approaches, second language acquisition (SLA) theories, the curriculum prepared by the Turkish Ministry of Education (MoNE) for the English Language Teaching (ELT) Program in Primary, Secondary/Middle and High Schools, the stages of cognitive development, past research studies on language teaching techniques and the implications of the past research on the present study will be discussed.

2.1. The Definition of Approach, Method, and Technique in Language Teaching

Approach, method and technique are the three terms, which are often used interchangeably in the literature on language teaching. The definition of approach is more abstract and complex than the definition of method and technique. Anthony (1963) defined **approach** as a perspective of handling how to teach a language based on the language learning theories and Stern (1983) considers approach as practicing a combination of different disciplines such as psycholinguistic and pedagogical theories in language teaching. Brown (2000) sees approach as the theoretical cognitions about the practicality of language learning in a given setting; while Richards and Rodgers (2014) describe approach as a general understanding leading to how to practice the language teaching.

On the other hand, a **method**, in language teaching is described as a set of specific procedures with regards to the teaching practice within the framework of the role of the learner and the teachers for accomplishing the desired teaching goal. According to Shrum and Glisan (2000), the foundation of a method is set by the theoretical principles and assumptions, which is called an approach. The procedures and ways of teaching a language based on the approach is defined as a method.

The term mostly mentioned in language teaching alongside with “an approach and a method” is a language teaching **technique**, which is described as the teaching

activities and procedures implemented in the language-teaching classroom such as exercises and tasks used in one or more methods to enable the teaching and learning to take place (Richards & Rodgers, 2014).

The use of language teaching techniques differ based on the language teaching approach or the method. While some language teaching techniques are used in the implementation of only one language teaching method, others are used in more than one method. For instance, having translation exercises from L1-L2 or vice versa is a language teaching technique related to Grammar Translation method while having learners guess the meaning of the new vocabulary items from the context is a language teaching technique associated with Communicative Language Teaching, Situational Language Teaching and Whole Language Teaching methods.

Besides the definitions of the term “approach, method and technique”, Kumaravadivelu (2006b) defined a language teaching method as a conceptualized and constructed procedural overall plan for the presentation of the language and language teaching approach as a presupposition about how to deal with the core of language teaching, arguing that an approach may contain more than one method of language teaching. He also contended that language-teaching methods are implemented through language teaching techniques, which he called particular tricks and methodological practices directed by the teacher and practiced by the learner in language classroom environments.

2.1.1. The language teaching techniques associated with methods and approaches

When Latin was the language of science and education in the western world in the 15th century, like English is in this century, Grammar and Translation (GT) method emerged to teach it at schools (Richard & Rodgers, 2001). Therefore, the first and the oldest language teaching method known is GT method. The aim of using this method is to teach students the abstract structure of the language to have them form sentences by translating either from their mother tongue into the target language or vice versa using the vocabulary items that they memorize. The basis of this method is the written language, the reasons for the use of language rules in L2 are explained, such as teaching

the formulae of the tenses in English, and let the learners know how, why and when those tenses are used (Brown & Lee, 1994; Hodson, 2009).

The L2 vocabulary is often taught through translation from the target language into the mother tongue. In this method, grammatical forms and rules are taught first, the content of a reading text is not given much importance; it is used as a tool for teaching grammar rules and meanings of the vocabulary items. Generally, unrelated sentences are translated into the mother tongue for exercising the language structures taught. Accurately correct use of the rules in forming sentences is emphasized and pronunciation has little importance. The most specific techniques used in the GT method are, as the name suggests, explicitly presenting the grammar rules of a language inductively and having the learners memorize them, translating either from L1 into L2 or from L2 into L1, giving priority to reading and writing rather than speaking and listening (Cook, 2010; Ellis, 2002).

However; the dissatisfaction with the non-communicative techniques of GT method, such as having classes in L1, very little use of the target language, having learners memorize abstract language rules and vocabulary items in isolation from one another, ignoring listening and speaking skills, etc., showed up towards 1940s in Europe. There was a difference between the orthography and the pronunciation of the sounds in English, so, as a reaction to the dominant traditional language teaching method, Direct Method evolved in 1910s.

As the result of the foundation of International Phonetic Association in the 1900s, the International Phonetic Alphabet (IPA) was developed by making the transcription of the sounds of a language possible to help learners improve intelligible pronunciation to be able to produce understandable utterances and understand what they listen to (Brown, 2012). The proponents of Direct Method (DM) believed that speaking is the main goal of language learning, teachers should give importance to phonetics, and listening skill should be developed before writing skill, arguing that vocabulary and grammar should be combined in a meaningful context; the teachers should proceed with the class in accordance with their students' progress in listening and speaking skills (Harmer, 2007; Pica, 2000).

Instead of translation, DM gave priority to forming direct associations through visual and auditory aids. As the language is reinforced through five senses, the names of the objects are taught by being shown to the learners and lessons start with a dialogue. Verbal use of the language is done first; grammar and new words are taught verbally. Words are taught by visual means through demonstrations. The main aim is to use the target language intensively avoiding the use of L1 suggesting to the teachers that they should keep learners busy with questions instead of monologue speeches. Teaching pronunciation and listening are also given importance. In DM, the neglected areas of language teaching in GT method were compensated with oral exercises, putting emphasis on teaching the sounds of the language, and teaching the vocabulary via concrete objects/pictures (Brown, 2000; Larsen-Freeman, 2000; Pennycook, 1989).

Although the DM brought some innovative teaching techniques to language teaching, it was demanding with regards to the proficiency level of the teachers as they should have native like pronunciation and be able to speak in the target language without using L1. A native/native like language teacher may not be available all the time to implement the teaching techniques of this language teaching method. While giving importance to developing speaking skill, this method falls short in providing opportunity to improve students' grammar knowledge and reading skill, besides, the range of the vocabulary items was limited with the high frequency words used in daily life and those denoting concrete objects in the classroom settings. There was also a strict order of the teaching of the four language skills, beginning with listening and speaking followed by reading and writing. For these reasons, DM lost its popularity in European public schools in 1930s (Richards & Rodgers, 2001).

To fill the void that is left by the DM, the Situational Language Teaching Approach (SLT) was put forward by Palmer and Hornby in the 1930s. They proponents of this language teaching approach considered vocabulary knowledge as an important component of developing reading skill adding that without knowing grammar rules, learners cannot form sentences. In this method, situations played the key role in teaching vocabulary as the learners are encouraged to deduce/guess the meaning through the given situation without referring to L1 meaning or the explanation of what

the vocabulary item stands for in L2. The same is true for the teaching of structures, which are suggested to be taught through situations, from simple to more complex ones. Correct pronunciation was seen as important as grammar and the practical use of reading, writing, speaking and listening skills depended on the knowledge of structure (Celce-Murcia, 2001; Richards & Rodgers, 2014).

By the early 1970s, how much the use of situational activities in the classes can help learners form correct grammatical sentences through vocabulary items in verbal practice became disputable, which led to a more communicative use of language rather than its form.

Around the same time when the SLT Approach was popular, to enable the American soldiers in the army to communicate in the languages of other countries involved in the Second World War, American linguists developed the Audio Lingual Method (ALM). Meanwhile, as a growing political and economical power in the 1950s, the United States of America began to receive students from all over the world to study in American universities. They had to know English to be able to pursue the programs in the Higher Education. To teach English in a short time, ALM was used by the practitioners (Richards & Rodgers, 2014).

In this method, language-teaching classes usually began with listening to natural speech of the target language as a starter. The development of the reading and writing skills in the target language was considered necessary for the development of speech formation to take place. Practicing and reinforcing the correct language production were essential, because language learning was perceived to be a habit formation. Language usage was reinforced through repetition and imitation. Positive reinforcement was often given by repeating the correct answer after the learner. L1 use was avoided and grammar rules were not explained. The main purpose of this method was to develop language skills by presenting the topics orally before the written language. Similar to the mother tongue acquisition, the proponents of the ALM believed that the natural order of learning the target language took place in the order of listening, speaking, reading and writing successively in a consecutive order (Richards & Rodgers, 2014; Richards & Schmidt, 2013, Yeşilbursa, 2002).

However, there were complaints from both students and teachers about the outcomes of the ALM as it was realized that the language skills students gained remained confined within the classroom settings and they were not good at using those skills to communicate in the real life situations. During the transitional period until an alternative method was developed to ALM, the methods like Audiovisual Method/CREDIF, Content-Based language teaching method, Counseling Learning, Silent Way and Total Physical Response emerged (Larsen-Freeman, 2000).

As the result of technological advances, Audiovisual Method/CREDIF method developed in 1960s, which made use of technological devices such as cassette recorder, voice recordings, and audio recorders to teach the target language in the language laboratory. The method intended to simulate the actual communication. Lessons usually started with a movie or audio presentation. The teacher explained the meanings through gestures and mimes. Grammatical structures were also taught and relevant exercises were done towards the end of the classes (Christensen, 1970; Harmer, 2008).

Meanwhile, Content-Based Language Teaching (CBLT) method was designed by Lambert in 1960s. This language teaching method focused on the teaching of language use rather than about the structure. Students were taught both the target language and the topic simultaneously within a specific context, in which the content of the topic contained field knowledge of academic/professional subjects. In the light of the subjects being taught, learners were expected to perform group work activities. Grammar was taught in relation to the relevant topics (Hinkel, 2005; Lightbown, 2014).

The materials and activities used in teaching aimed to meet what learners expected from the course and why they needed to learn the target language. Individual, pair and group work were also encouraged by providing situations within the context of communicative texts. In the CBLT, authentic materials such as newspapers, magazines, TV programs etc. and authentic communication activities were used by sequencing the class from controlled to freer practice of language structures (Grabe & Stoller, 1997).

On the other hand, in 1972, teaching English without speaking, an interesting language teaching method, The Silent Way, was developed by Gattegno in France. In this method, sounds and vocabulary play the key role in teaching the target language,

the vocabulary items are classified from frequently used simple ones to more complex ones with abstract meanings. Without doing the talking in the class, the teacher remains silent encouraging learners to speak in a learner-centered class. Students are not expected to repeat sentences in the target language, they are often asked to think and say the appropriate words/sentences according to the movements of the teacher (Gattegno, 2010).

The peculiarity of this method is that the learner watches the movement in the class, listens to what the teacher and classmates say. In-classroom practice, the teacher uses some colored bars. Each color symbolizes a voice. With the help of the bars, the students are asked to understand the commands given by the teacher in a quiet environment. Afterwards, vocabulary is taught, and then students are asked to make sentences with the words they learn. Besides the colored rods, materials, pictures, films, videos and course books are among the teaching materials used in line with the progress and the needs of the learners (Gattegno, 2010).

Although The Silent Way gives the learner autonomy to speak in the class, the rods have limited use to create contexts to lead learners to converse on a theme/topic. Communication in L2 is based on only simple utterances elicited by the teacher. In addition, it may sound like a learner-centered method; however, the teacher controls everything in the class through his actions.

In about the same time when The Silent Way emerged as a language teaching method, a more humanistic language teaching approach was put forward in 1975s. Unlike the previous language teaching methods ignoring affective aspect of learners, Lozanov held a very distinctive perspective towards language teaching. He contended that a learner should feel physically and psychologically comfortable to be able to perform the desired language learning behavior. Above all, what the Bulgarian psychotherapist cared for was the human psychology and the environment. In his language teaching method, Desuggestipodia, the classroom was decorated with furniture and carpets giving the comfort of a home accompanied with Baroque music making learners feel relaxed and confident. The themes that may discourage learners from language learning were eliminated (Bancroft, 1999).

In a monthly period of courses containing ten units to teach, the learners being given different names, not their own ones, were provided with the translations of the dialogues beside them to help them feel secure. After making sure the learners understood the dialogue, the learners were required to produce similar dialogues, conversations, perform role-plays; they are given tests to check their progress in the course (Bancroft, 1999).

However, in 1985s it began to lose its popularity as it was a teacher-centered method, the learners were not given opportunity to practice the grammar and vocabulary presented by the teacher, they were only kept busy with dialogues in L2. The core of this method was based on reading the dialogues.

Connecting language teaching with the physical development of children, Total Physical Response (TPR) method, put forward by Asher, aimed to bind the target language teaching with the commands that require a physical response from the children. The learner responds to the teacher's commands through a physical action so that the recall of the verb associated with it becomes more effective and efficient. In this language teaching method, popular between 1973 and 1980, there was no need to use teaching materials for beginners. The teacher's movements, facial expressions, and voice were prerequisites for having students perform learning activities (Richards & Rodgers, 2014; Widodo, 2005).

The techniques used in TPR also reflected the features of the first language acquisition such as giving verbal commands in English to enable students to respond physically to stimuli using commands like sit down, stand up, etc. and manipulating physical movements (Asher, 1969). The teacher used the objects and various visuals in the classroom. The proponents of the Communicative Language Teaching (CLT) criticized the practicality of TPR in teaching a language in upper levels arguing that it would fail in taking the language learning to further steps. Agreeing with this claim, Asher (1969) acknowledged that his method could be used with the other language teaching methods as a complementary as the techniques associated with TPR are confined with oral commands, chunks and short sentences containing a few words, which makes the use of TPR suitable for teaching English in the beginner level.

In the course of time, designer methods were put forward, such as Cooperative Learning and Community Language Learning (CLL) with similar characteristics to CLT. These methods aimed to incorporate a humanistic approach doing needs analysis and counseling to lower students' anxiety using techniques such as having learner to learner/knower interaction, creating speech contexts using interactive activities and having students do tasks in pairs or small groups engaging in real meaningful communication activities. Developed by the American psychiatrist Charles Curran and his colleagues in the 1970s, CLL targets diminishing fear of making mistakes and anxiety in language learning (Curran, 1976; Oxford, 1997).

CLL method presupposes that target language learning can take place easier when learners are given the responsibility. The learners are in the center of the learning process forming a circle in the class. The teacher is out of this circle acting like an observer and a student is selected as a consultant. In the first lessons, voice recorders are used in the classroom recording what learners say. Students can discuss what they want to do in-group work such as preparing a conversation on a topic, a summary of a story, etc. and present it to the class. The teacher sometimes helps the learners translate the mother tongue into the target language when a learner whispers the sentence, which s/he wants it to be translated from L1 into L2, into the teacher's ear (McCafferty, Jacobs, & Iddings, 2006).

Although CLL values the learners' psychology as a whole person and the communication in the target language among them, the proficiency level of the learners plays the key role in determining the success level of the communication. The teacher is given a very demanding role in CLL, as s/he should act like a psychological counselor, know about both L1 and L2 cultures, must have an advanced level of L1 and L2 knowledge.

In the passage of time, learners urged a teaching method giving opportunity to improve speaking and listening skills to perform verbal communication. The Natural Approach (NA), giving importance to productive language skills through situations and topics based on the learners' needs and interests, was developed by Terrell, a teacher of Spanish (Krashen & Terrell, 1983; Richards & Rodgers, 2014; Yeşilbursa, 2002).

In the NA, the language teachers provide the learners with comprehensible input using simple sentences, give the learners opportunities to express themselves in the target language making progress from simple to sentences that are more complex. In their classes, teachers make use of visual aids such as charts and pictures for creating situations to ask questions and elicit answers to help learners do the talking in the target language. Teachers take care of the learning atmosphere creating a friendly classroom environment by decreasing the learners' anxiety level paying less attention to their errors (Richards & Rodgers, 2014; Terrell, 1982).

The NA also stipulates that the target language should be taught similar to the native language, which can be possible communicating in L2 without using the mother tongue from the beginning, interacting in simple sentences without any grammatical explanation. The learners are expected to directly imitate what s/he hears, even if he or she does not know the meaning of the word. They must be active in learning the target language similar to the way learning their mother tongue. The teacher gives immediate corrective feedback to the mistakes made by the students.

Pronunciation is important; priority is given to frequently used words in the target language. Context is used to enable the students to understand the meaning of the text rather than looking up the dictionary. Read aloud techniques are also used. The NA adopted a procedure of language teaching similar to natural procedure of acquisition of mother tongue, using similar techniques to those of DM such as having learners perform social activities and conversations using English sentences (Richards, & Rodgers, 2014; Terrell, 1982).

On the other hand, as a more modified and up-to-date version of the SLT and a blend of other language teaching methods and approaches, CLT Approach with a wide variety of language teaching techniques emerged in 1980s. Being more flexible than the previous language teaching methods in terms of using any teaching materials containing tasks and activities enriching language teaching in terms of function and meaning that could motivate the learners congruent with their level and fields of interest, this approach gave the learners more opportunities to practice the language skills in meaningful contexts leading to interaction and communication through creative

dialogues, instead of memorized ones, in pair and groups works (Hinkel, 2005; Richards & Rodgers, 2001). That is, the main purpose of language learning was being able to use it communicatively rather than knowing about the rules of it. CLT allowed the use of mechanical drills and translation when the learners feel the need for them; it did not put strict limitations on the sequence of teaching the four skills such as listening should be taught before speaking or reading should be taught before writing or vice versa. It recommended teaching the learners to communicate in the target language by improving four skills in meaningful situations (Savignon, 1991).

In addition, the use of L1 was not prohibited as in the DM. CLT gave the learner a freedom to produce comprehensible pronunciation, rather than a native like one. It also considered the errors as an inevitable part of language learning process, suggesting more focus on positive language production and fluency in lieu of seeking mistakes and errors (Derwing & Munro, 2009).

In sum, the language teaching approach known as communicative approach, gives importance to the target language use rather than the memorization of the grammar rules. The emphasis is on meaningful verbal and written communication activities using student-centered instruction. Instructional activities are mostly based on dialogues, pair/group work, problem solving and language games. Authentic materials that contain everyday communication of the target language are used extensively. The role of the teacher is to help the students communicate (Mitchell, 1988; Yeşilbursa, 2002).

Despite blending multiple language teaching techniques of the previous methods and approaches with the communicative role of language, the applicability of CLT in EFL contexts was debated because it was hard to give up the previous traditional language teaching habits. The nonnative practitioners questioned how to have learners communicate in L2 before teaching them vocabulary, structure and the four language skills especially in the beginner levels in large sized classes.

Influenced by the CLT approach, of which goal was to focus on the use of communicative functions of the target language providing context and situations, in 1980s another language teaching method was put forward, but the new method made use of the contents on the topics in any other disciplines such as History, Geography,

Science, etc. as a means of teaching the target language. The method was named as Content-Based Instruction (CBI), which aimed at having learners use the information given in the content of the subject matter to learn to use the four skills accumulating the knowledge implicitly, that is, while learners concentrate on the content itself, they automatically perceive the target language through the linguistic input they are exposed to (Lyster & Ballinger, 2011; Stryker & Leaver, 1997).

Richards and Rodgers (2014) contend that CBI addresses the learners' needs and draws their attention to the functional and meaningful use of the target language integrating the language skills based on a rich source of vocabulary and structure provided in the authentic texts. In CBI, teachers play an important role in searching for authentic texts such as magazines, newspaper articles, scientific journals, movies, etc. suitable to the learners' level. However, as these authentic materials are prepared for the native speakers of the target language, the learners of the target language may have difficulty in understanding their content.

Similar to the CBI, in task-based language teaching (TBLT), most of the tasks and activities are borrowed from CLT to enable the learners to communicate in the target language. Task-based language teaching method put forward by Prabhu, aims at developing four language skills (speaking, listening, reading and writing) equally using real life tasks such as problem solving and personal experience with meaningful activities; the target language is taught for the purpose of communication. Grammar rules are not taught explicitly, learners are expected to discover them.

The proponents of TBLT believe that when learners are assigned meaningful tasks creating contexts such as asking for directions in a city, talking about favorite teams, music, events, lessons, and having conversations about likes and dislikes, they can practice both form and function of the target language interacting with each other. The target language is taught by associating the tasks and activities with students' past experience, needs, interests and adapting the dialogues to situations. In TBLT, the teacher observes the students learning from each other and helps to correct the tasks completed in verbal and written form. The pairs perform their presentation in front of the class (Ellis, 2003; Littlewood, 2004; Long, 1985).

Inspired by Kolb's (2014) claim that knowledge is the accumulation of individual experience through attributing meaning to abstract and concrete entities in the course of learning process, experiential learning approach in language teaching emerged as an alternative or a substitute. To facilitate language learning, experiential learning requires the active physical and mental participation of the learners doing meaningful tasks, associating their own experiences with both past and future experiences, rather than passive/perceptive tasks such as reading and listening. Experiential language learning gives the teacher a facilitator role, attributing learning responsibility in real life situations to the student in the class as a member interacting in the social classroom setting. Keeping diaries, journals, writing essays, stories, performing role-plays, painting, coloring, and drawing activities and telling stories are among the experiential language learning techniques (Knutson, 2003; Kolb, Boyatzis & Mainemelis, 2001).

Kumaravadivelu (2006b) put forward that it is not clear how many language-teaching methods there are, he states that overlapping features exist in theory and practicing of them, as they were developed to replace the void that the previous language teaching method/s had/left. The language teaching methods and approaches vary in terms of their focus, aim, learning activities and tasks practiced in the classrooms. While some focus on the explicit instruction of the language rules and accurate sentence formation, others focus on meaningful learning, using authentic materials, creating a collaborative learning environment through real life situations.

As indicated in Table 2.1. on the next page, Kumaravadivelu (2006b) grouped the language teaching methods under three headings with regards to their priorities, focus, aim, classroom tasks and activities; and described the language teaching methods prioritizing grammatical structures, aiming to raise consciousness about language forms and using mechanical drills, translation, repetition, vocabulary and rule memorization as the language-centered methods.

Kumaravadivelu (2006b) defined the language teaching methods giving priority to communicative language use, focusing on both language form and function by considering learners' needs and interests, using meaning focused classroom activities and authentic materials, integrating speaking, reading, listening and writing skills,

tolerating errors, using role plays, pair/group works by contextualizing learning as learner-centered methods. As the third method, he named those focusing on learning process through communicative practice, aiming at a meaning based learning providing real life situations in a collaborative and interactive learning environment as the learning centered one.

Table 2.1. Kumaravadivelu's Taxonomy of Language Teaching Methods

Methods	Language-centered	Learner-centered	Learning-centered
Priorities	Grammatical forms	Communicative language use	Learning process
Focus	Language forms and structures	Language forms and functions	Communicative practice
Aim	Raising consciousness about language use	Considering learners' needs and interests	Incidental and meaning-based learning
Classroom Activities	Explicit, form-focused instruction from simple to complex grammar structures	Meaning-focused activities, use of authentic materials, tolerating errors, emphasizing productive skills, integrating four skills,	Real life situations based on collaborative interaction via problem solving tasks
Learning and Teaching Tasks and Activities	Mechanical drills, memorization, translation, repetition, decontextualized drills	Scrambled sentences, language games, pair/group works, role plays, contextualized drills	Project works, information gap activities

Source: Kumaravadivelu, 2006b

Kumaravadivelu (2006b) argued that language-centered methods focus on the nitty-gritties, the tiny elements, building blocks of the language itself. The word formation is considered in depth, such as, how phonemes become morphemes, and how those morphemes take prefixes, suffixes and affixes, whether the inflectional morphemes are used to change the tense of the verb into past/present or to make the word plural. The part of speech that vocabulary items belong to are generally taught while explaining the rules, e.g. "An adjective describes a noun: S/he speaks good English, and an adverb describes a verb: S/he speaks English well." Besides the teaching of word formation and part of speech of the words, L1 based teaching of the meanings of the lexical items in L2 are organized in terms of frequency and level of difficulty. Then, the vocabulary items are used in phrases, clauses, or simple sentences to be practiced and reinforced.

According to the level of the students, complex sentences can be formed, as well. Word order, syntax, parts of speech, inflection, use of tenses, etc. are presented in a hierarchical order. Language centered teachers try to explain the rules of the language, how the words are positioned together to form meaningful sentences. In addition, emphasis is put on the error correction, the correct sentences are reinforced, and the incorrect ones corrected so as to build up a correct language formation habit.

The main language skills are listening and speaking and for a learner to be able to speak, the knowledge of language structure is the essential part because without the knowledge of grammar, s/he can neither generate sentences nor understand the sentences being told by the other party in the target language. The structure of a language can be ordered from simple to complex. As the number of structural patterns is limited, they can be classified into specific themes to be presented in the order of learning process.

The language-based methods rely on the simple stimulus response and reinforcement cycle. When learners are exposed to discrete language items and given the opportunity to repeat and practice them, they can make progress in learning the target language. Supporters of language-centered teaching believe that what is learned can be observed by the teacher as an outcome of teaching and can be assessed, as well. The source of the linguistic input such as vocabulary, reading passages, dialogues, questions, mechanical drills, etc. is the textbook. Through drilling, errors are eliminated and a desired habit formation of language can take place.

After a dominant existence of language-centered methods in the language teaching history for almost a century, learner-centered methods attempted to fill the void in terms of communicative language use. Learner-centered methods were assertive in teaching how to use the target language in meaningful situations rather than teaching about the rules of the target language. Humanistic side of the learner was also given more value.

Learner-centered methods prioritize students' motivational factors, anxiety level, individual needs, learning styles, individual differences, what they need to learn, why they should learn, etc. The aim is to eliminate undesired conditions inhibiting learners'

will to take part in language learning tasks and activities. Language-centered methods try to integrate form and function of the language through communicative use in appropriate situations extending the use of language outside the class addressing the students' communicative needs in social interactions in the target language to real life situations. Instead of a strict grammar and error correction based approach, meaningful use of language and fluent speaking are encouraged.

To accomplish this goal, the teacher should have learner-centered class to enable learners to practice communication skills providing them with pair/group work, role-play opportunities and necessary contexts in which they can exchange information using open-ended tasks and information gap activities. In learner-centered language teaching, it is the responsibility of the teacher to do needs assessment in accordance with the purpose of language learners', use authentic materials, consider errors as a natural consequence of learning, rather than teaching four language skills in isolation from one another, adopting an integrative approach towards teaching speaking, listening, reading and writing by using more comprehensive tasks and activities leading to efficient language production by activating the linguistic structures for a meaningful communication.

On the other hand, in learning-centered methods, Kumaravadivelu (2006b) argued that grammar does not have to be necessarily taught explicitly, it reveals itself in the course of time as learners accumulate knowledge being exposed to the communicative language learning activities in the target language. These methods give importance to receptive language skills such as listening and reading as these skills help learners receive plenty of meaningful input especially in the beginner levels. The advocates of learning centered methods, (Gass, 1997; Krashen, 1982) argue that L2 learners should first be able to understand L2 so that they can feel secure enough to speak with others to avoid undesired consequences such as fear of making errors.

When learners reach a specific level that they are able to comprehend the linguistic inputs, productive language skills such as speaking and writing emerge in simple words, phrases leading to sentences. Instead of a strictly ordered presentation of grammar rules, which raise learners' consciousness, sporadic, haphazard and implicit

grammar presentation embedded in the meaningful language learning activities can make contribution to the development of L2 subconsciously.

L2 is taught ahead of the learners' present level so that they can make an effort to reach a further level in L2 learning. In learning centered methods, teachers also use body language, mimes, and gestures, by integrating the four language skills. As the teaching is implicit as much as can be, so is the error correction, in that, since the learners are not expected to produce correct sentences in the initial stages of learning, teachers do not make error corrections overtly so as not to discourage learners from learning the target language, but they try to do implicit corrections.

2.1.2. Second language acquisition theories

There is a wide variety of theories considering second language acquisition from different perspectives linking it to behaviorism (Skinner, 1974), which contends that infants acquire their mother tongue through stimulus, response, and reinforcement/reward; innatism (Chomsky, 1992), which defends the view that humans are born with a language device equipped with the necessary properties of Universal Grammar adaptable to acquire any language that s/he is exposed to; cognitivism, which argues that language acquisition does not take place only via language acquisition device, but also social interaction with others is a must for the speech development in the natural course of physical and mental development of an individual; and connectionism (Ellis, 1998), holding the view that infants acquire the language forming associations between the objects and the sounds, the words and phrases within the contexts they experience the world.

In accordance with the different perspectives mentioned above, Gass and Mackey (2012); Norris and Ortega (2003) categorize the second language acquisition theories into different approaches: behaviorism, innatism/nativism, emergentism, cognitivism, interactionism, and connectionism in applied linguistics (McLaughlin, 1987; VanPatten, 2004). Within this framework, influenced by the view that language is a habit formation through stimulus-response and reinforcement as put forward by the leading behaviorist Skinner (1957), behaviorist theory considers second language acquisition as the

formation of four language skills of a learner being exposed to the L2 through repetition, practice and memorization, so the second language becomes a habit, similar to any other learning experience in the course of time. Audio Lingual Method (ALM) and Presentation Practice and Production Approach (PPP) are associated with behaviorism as these approaches contain repetition and practicing drills (Yeşilbursa, 2002).

As opposed to behaviorism, the proponent of innatist/nativist theory, Chomsky (1959) claimed that language acquisition cannot be simply a habit formation; it is an ability peculiar to humans. For instance, a dog can be taught to fetch the ball that is thrown in a river, but it cannot be taught how to fly as it does not have the inborn capacity to be able to perform it. Endowed with language acquisition capacity, children are born with a Universal Grammar that makes the acquisition of the language they are being spoken to possible. Lenneberg (1967) also argued that language acquisition requires a biological ability, which enables children to acquire their mother tongue and produce speech accordingly. White (2007) contends that Universal Grammar contains parameters that are adjustable to the phonological, semantic and syntactical features of the language that children are exposed to, adding that abstract and complex structures other than the concrete properties of a language justify the availability of an innate language acquisition device. O'Grady (2005) claims that pronunciation and interpretation mechanisms refer to their representations in UG, as well. Furthermore, Sorace (2005) states that UG puts limitation on the acquisition of a second language after a certain age around puberty as the adult learners, who already acquired a language, can never attain a native like level in the second language, while the children can have a perfect mastery of their mother tongue.

Krashen (1975) claims that there is a critical period at around puberty, a threshold in which the language acquisition gets more complex for the learners as they mature and become adolescents/adults. Abrahamson and Hyltenstam (2009) suggest that children acquire the direct input, but the biological clock in their brain cause them to become more analytical based on their first language about the second language they are exposed to after puberty when the maturational constraints begin. Bley-Vroman (2009)

pointed out that the most specific difference between the children and adult language learning is implicit vs. explicit learning arguing that a little language input proliferates in children's language capacity. While children acquire the language without feeling the need to understand the reasons for the formation of the complex structures that they acquire, adults inquire and analyze the underlying reasons why, for instance, Present Perfect Tense is used instead of Past Tense in a given sentence.

On the language learning differences between children and adolescents/adults, DeKeyser (2005) suggests that children can get to the ultimate attainment in language learning, but adults learn faster in structure-based language teaching school contexts. Hulstijn (2005) attracts attention to the incidental language learning through communicative tasks directing the learner's attention to pick up the meaning rather than the form of it and the intentional language learning, when the learner's attention is focused on grammar rule and vocabulary memorization on purpose.

Furthermore, Krashen (2002) makes a division between second language acquisition and second language learning. He defines acquisition as an unconscious learning process without becoming aware of the grammatical form of the target language when the learners are provided with comprehensible input.

On the other hand, second language learning takes place by learning the rules of the target language, learning about the language itself rather than the language itself. As the result of learning, the learners monitor the correctness of their language production thinking about the rules, grammar structures, and syntax when they form sentences. Krashen (2002) claims that children should be provided with comprehensible language input through visual aids with vocabulary items, repetitions and practical drills so that they can acquire the language, otherwise the incomprehensible language they hear may sound like a meaningless noise that cannot be coded in their language acquisition device.

In addition, Krashen (2002) contends that there is a natural sequence of learning words and chunks before phrases and sentences in the target language, the simple rules are learned before the more complex ones such as subject pronouns before the object pronouns. He adds that the linguistic input should neither too lower nor too higher than

the level of the learners, the input should be moderately higher than students' level without exceeding the threshold level in order to lead them to make desirable progress.

In this respect, Pienemann (1998) argues that learners make progress in learning the target language by processing the simple structures such as nouns and adjectives before the more complex function words and structures stage by stage from sounds to words, from words to phrases, from phrases to sentences in a natural order in a pace, which linguistic input is processed enabling the learner to understand and speak the language.

Supporting the Chomskian view, Gass and Mackey (2007) put forward that the abstract language input cannot be processed by the learner if there was not innate language learning capacity, which is called Universal Grammar, by referring to nature and nurture hypothesis arguing that communication with others stimulates the need for language acquisition. They claim that during acquisition process, children hear correctly formed sentences, which are defined as positive evidence, and when the learners form incorrect sentences, they are provided with explicit or implicit corrections such as recasts, grammatical repetitions, which are defined as negative evidence. Gass and Mackey (2007) considered conversational interaction along with negative evidence as an important practice for the development of second language acquisition; recommending that besides conversational interactions, second language learners should be exposed to listening to conversations, stories, news, etc., watching movies, cartoons, etc. and reading in second language to be able to receive positive evidence, as well.

While learning a second language, Long (1981) claims that oral interaction helps the learner receive implicit feedback as s/he negotiate the meaning, but in the classroom environment explicit feedback also directs the learner's attention to the language form. In the interaction second language acquisition hypothesis, Long (1981) suggests implicit feedback in the form of meaningful language use rather than the explicit one focusing on form especially in error corrections.

On the other hand, Segalowitz (2010) likens second language acquisition to acquiring other skills such as learning how to play a musical instrument, how to drive, how to solve a mathematical problem, etc. arguing that in the initial stages, the learner

pays more attention to each action making more effort to learn how to perform the skill. In the course of time, after necessary practice, the learned skill gains automaticity, then the learner does not feel the need to pay attention to what s/he is doing. In second language acquisition, the language production becomes faster, more fluent and precise within parallel processing.

From the cognitive point of view, Robinson (2005) puts emphasis on the importance of attention and memory. Through attention, the language input is transferred into the working and short-term memory with the help of phonological loop and visuospatial sketchpad, and then in the result of the repetitive use/parsing/rehearsal, the language item is stored in the long-term memory to be retrieved afterwards.

From the constructivist language acquisition point of view, similar to the mutual interaction among individuals in a society, there is a perceptual and cognitive system shaping the complex language usage in human mind enabling him/her to form and produce sentences linking and associating myriad number of words with different functions in a syntactical order (Ellis, 2003). For example, in the Verb Island hypothesis, Tomasello (1992) argues that the order of sentences are shaped by the verbs that a child acquires at the beginning stages of language acquisition process. Those acquired verbs are collocated with other words sequentially in an orderly pattern adjusting the morphological markers depending on the context of language usage with the help of abstract knowledge of grammar.

In the course of time, based on the frequency and saliency of the elements of the language input, depending on the description of an action or a state experienced by the speaker, word sequences are shaped by the collocations among words through the accumulation of syntactical knowledge. Ellis (2003) contends that frequency and repetitive use of words and phrases of various types leads to the formation of the grammatical patterns, suggesting that a similar language learning system in which repetitive use of verbs in simple chunks, phrases and sentences, then constructing complex ones accordingly can be applied in L2 development.

The second language acquisition theories have become influential on the language teaching methodology, as well. Kroll and Sunderman (2006) argue that among the

language teaching methods, Direct Method is influenced by the L1 acquisition of children and makes use of similar techniques that help learners form connections between the words and the objects they denote avoiding L1 use. Rather than translation from L2-L1 or vice versa, rephrasing or paraphrasing in L2 is used to describe new vocabulary items. Total Physical Response Method, Audio-lingual Method and Silent Way aim at forming connections between the oral commands and actions avoiding the L1 use in the language teaching applications.

2.2. The Curriculum Prepared by the Turkish Ministry of Education for the English Language Teaching Program in Primary, Secondary/Middle and High Schools

The eight-year compulsory education issued on August 16, 1997 in Turkey was abandoned as of April 11, 2012 and a 4-year Primary School + a 4-year Secondary School and a 4-year High School education, which is known as 4+4+4 compulsory education model, was put into effect (Gürsoy, Korkmaz & Damar, 2013).

2.2.1. The curriculum for the 2nd- 8th grades

According to Ministry of National Education [MoNE] (2017), the educational system in Turkey was 8+4 (1st – 8th grades as Primary School and 9th – 12th grades as High School) and students attended the Primary School beginning from the first grade and consecutively the Secondary/Middle School from the sixth to eighth grades. Both the primary and the secondary education were combined. However, in 2012, it was replaced with 4+4+4 educational model of Primary School (1-4 grades) + Secondary/Middle School (5-8 grades) + High School (9-12 grades).

The curriculum for English language teaching was redesigned in accordance with the recent change for a four-year Primary School education, a four-year Secondary/Middle School education and a four-year High School education (Gürsoy, et al., 2017; Kırkgöz, Çelik & Arikan, 2016). Thus, the implementation of the English language teaching program was put into effect as of the second grade in the Primary Schools in Turkey. The Turkish MoNE designed the new EFL teaching program within

the Common European Framework of Reference for Languages (CEFR), which is a standard framework describing what students can do at certain levels of learning.

The curriculum suggests that the focus of teaching English is communication; the young learners should use authentic materials. Activities like drama, role-plays are encouraged in a communicative and interactional teaching cycle. In the second and third grades, rather than form based instruction, the priority is given to the speaking and listening skills, using songs, games and interactive activities; however, in the following grades reading and writing skills are encouraged. The main aim of the curriculum is to consider learners' needs, provide an interesting class practice that motivates the students to develop communication in English. The children are expected to create and play games in the class instead of reading a list of words. The teachers of children are expected to use authentic teaching materials in which English is used in real life situations.

The infrastructure of the curriculum of English classes in Primary Schools was formed taking into account not only one, but also various language teaching methodologies, adopting an action oriented language teaching and giving learner autonomy to have students become self-confident proficient language users. The children in fifth and sixth grades are exposed to short reading texts and then encouraged to do controlled writing activities such as filling out the missing information in a written text. (MoNE, 2017).

In the seventh and eighth grades, as students become more literate, they begin to read simple texts and write short simple paragraphs. The MoNE argues that this curricular English teaching design provides the EFL teachers to make choices among the appropriate teaching practices that fit their students' needs and expectations. The themes of units in the instructional materials are interrelated with one another and they contain the themes that address to the young learners' needs and interests, such as family, friends, animals, etc.

As suggested by CEFR, examples from both English and Turkish cultures are also included in the themes/units to develop an intercultural awareness among the students. The MoNE notes that the applicability of the curricular design can be affected by

external factors such as school administrators, school resources, teachers, class size, parents and the students, so, the success of the curriculum also depends on the external factors, as well (MoNE, 2017).

For the application of the curriculum, the MoNE recommends that EFL teachers should use English to help students improve listening and reading skills, make use of audio-visual materials providing an enjoyable English learning environment through meaningful activities keeping students busy with arts and crafts. The curriculum is not strictly opposed to the use of mother tongue, EFL teachers can use L1 in their classes when necessary encouraging learners to develop communicative use of English giving opportunity to interaction via question-answer and repetitions rather than try and complete the curricular items within the given period of time. (MoNE, 2017)

2.2.2. English curriculum for the 9th to 12th grades in high schools

According to MoNE High School ninth, tenth, eleventh, and twelfth grades English Teaching Program, 2017, p. 4, English Curriculum for the ninth to twelfth grades in High Schools is the continuum of the English curriculum for the second - eighth grades and designed based on the Common European Framework of Reference for Languages (CEFR). The curriculum aims at helping learners integrate the four language skills and become communicative users of English to get into touch with the people of different cultures from different countries. The curriculum considers the real life experiences of the students.

The curriculum encourages more collaborative, task and project based learning activities based on mutual communication rather than competitive ones so that the adolescent students can interact with one another. Teacher guidance in tasks and supplementary materials is strongly suggested. However, the curriculum advises the teachers to consider the obstacles experienced in large sized classes for the implementation of authentic tasks and consolidation of vocabulary and structures for the students in lower levels of English. The curriculum recommends that teachers allocate more time to keep learners in upper levels with speaking and writing in English, do needs analysis frequently. It is stated that the syllabus is constructed by associating the

communicative functions of language with basic language skills and giving importance to pronunciation (MoNE, 2017). The curriculum for the ninth - twelfth grades suggest that students should be able to communicate in English and express themselves individually in communicative activities practicing all four language skills and becoming autonomous English learners in and outside the classrooms at school. EFL teachers should present a good role model for their students encouraging them to interact with each other in English through pair/group works, praising their positive performances rather than seeking mistakes by nurturing their motivation to improve English. The curriculum also recommends that the materials/tasks should be authentic both in design and context, integrating students' English learning experience with their real life language needs using multimedia technology (MoNE, 2017).

The MoNE designed the new English curriculum for the ninth - twelfth graders in 2017 surveying a sample of students in High Schools to identify their preferences for the most and least preferred themes within the students' levels and interests. The units in the textbooks were organized around the themes combining the four language skills and function giving priority to speaking and listening to enable the students to communicate in English in real life situations, allocating explicit pronunciation teaching activities and limiting the form focus instruction.

The 2017 curriculum also confined the number of the new vocabulary items to utmost seven tokens/words/expressions/utterances that have the widest and the most frequent use in daily lives to provide a meaningful learning within a situational context instead of having learners memorize a long list of vocabulary items that are disconnected from one another without a structural and meaningful part-whole relation.

The new curriculum suggests the use of authentic materials such as movies and documentaries providing cultural and nonverbal elements of language such as mimes and gestures, it encourages experiential learning through less controlled activities in lieu of language structure based ones. It also recommends that the teachers can make use of an eclectic approach blending various language teaching and learning techniques, tasks, activities, materials, etc. in cooperation with the teachers in other disciplines while teaching English to students in Primary, Secondary and High Schools (MoNE, 2017).

2.3. Stages of Cognitive Development

Cognitive development is a mental process taking place in an individual's mind in the course of learning process through cognitive activities when s/he is trying to find out about the people, events, facts, etc. in his/her social and physical environment (Piaget, 1977). An infant is born endowed with an innate capacity to be able to perform cognitive operations within the family and social environment through interaction with other individuals acquiring his/her mother tongue and begins producing sounds, words and sentences at some specific period of time when becoming biologically capable (Macnama, 1972).

The infant is exposed to motherese talk as of the time it is born into the world; it can develop listening and speaking skills by activating the innate capacity of language if it is given necessary attention by its parents and social environment. Mother tongue acquisition has a key role on social, emotional, and cognitive development of a child, contributing to his/her understanding and interpreting both himself/herself and the others (Kuhl, 2004).

Piaget grouped the cognitive development into four stages based on the five basic criteria. The first one of them is called schema, which is defined as a mental and physical framework that an individual uses to interpret the stimuli and gives meaning to them. Piaget (1964) argues that an infant makes use of reflexive schema and produces new ones as it develops both mentally and physically through perceptions by having interactional experiences with people and objects around it. The individual relates his/her past learning experience with the new ones assimilating it to the schema constructed previously (Flavell, 1982).

For instance, when a 0-1 year old child is given a mobile phone, s/he will probably put it in his/her mouth or try to bite it to know about it. On the other hand, when a 2-4 year old child is given a mobile phone, there are different possibilities that may take place with regards to the reactions of the child; s/he may look at it, throw it on the ground, or push the buttons on it. If the phone is on, she may be inquisitive and touch the pictures on the screen, etc. The level of cognitive development and the past learning experience of the child determine the new schema.

The second principle is maturation, which is described as the accumulation of learning experience in the result of the cognitive development through the interaction of the individual with his/her environment; as its nerves, bones, muscles, etc. develop, it can move its fingers, arms, legs, etc. It can also begin creeping on the floor (Hudspeth & Pribram, 1990).

The third principle is experience, formal and informal one. The formal one is gained at school, for instance, learning how to decode letters is a formal kind of experience, however, the informal one is gained through trial such as, if a child has tasted a candy, s/he will learn that it tastes sweet and will want it next time (Scribner & Cole, 1973).

The fourth one is equilibrium, which is described as forming a positive, regular and less ego-centric relationship with the social group in his/her environment. When in the early operational stages, a child is more egocentric, s/he becomes less egocentric and more objective in the later operational stages in the course of time (Block, 1982).

The fifth one is assimilation and accommodation, which have both biological and social aspects. Learning to speak a language, that is to assimilate speaking skill, requires biological endowment such as brain, innate language competence, memory, speech organs, etc. and accommodation is the performance of the assimilated behavior in the social setting in accordance with the situation/context (Block, 1982).

Based on the five criteria mentioned, Piaget (1977) groups the operational stages that every child in the world, no matter what color, race or nationality s/he is, apart from exceptions, goes through into four:

In the first stage, sensory motor (0-2 years), the infant uses its senses and motor skills to explore both oneself and its surrounding world. To be able to know about the objects, it puts them in its mouth and performs simple inquisitional behavior such as nibbling, biting, and grasping with hands etc. forming schema about many objects in its near environment. As the number and the type of the objects increase, the schema develops sequentially. When the infant becomes about five months old, it does not react when a toy of its is hidden out of sight. However, towards the tenth month, the infant shows the various signs of attention, perception and memorization, little though, by

looking for the object hidden away from it. It also produces simple voiced sounds and improves cognitive skills in line with the physical growth gradually.

In the second stage, preoperational stage (2-7 years), the toddler becomes egocentric and playful. Piaget (1964) argues that toddlers can produce speech with limited vocabulary, but cannot understand the cause-effect relationship. In the course of developmental process, children become proficient in speaking their mother tongue. They can group the objects based on one specific characteristic such as color, width, length, size, etc.

In the third stage, concrete operational (7-12 years), every child, but for exceptions, begins school as they perform a fast cognitive development. At this stage, children are unaware of the abstract concepts such as poverty or wealth, but they can discriminate the objects, acquire the conservation of the amount, mass and weights, reasoning the events taking place around them. Children at this stage do not only rely on the perceived appearances, for instance, they can also know that the amount/weight of milk will not change if it is poured into a plate or a glass. At this stage, children can group objects/animals/plants based on more than one feature. Children are playful as in the preoperational stage as they are going through physical and mental development (Huitt & Hummel, 2003, McLeod, 2010).

They like competing with one another. In this sense, games are beneficial for the development of the children cognitively. Children take pleasure at playing parts in the games, they also learn competition, sharing, cooperation, interacting with each other, and they get the opportunity to know about themselves. They want to spend time with their peers. Children leave egocentrism gradually. Thanks to the social interaction with their peers and others, they develop schemata that are more complex. They can view the events from others' perspective (Flavell, 1982).

In the fourth stage, formal operation (12-more years), a multidimensional and abstract thinking develops. Adolescents can solve problems in more than one way; they can reason as much as an adult. They can view the problem from multiple perspectives considering others' views. They care about others' point of views and reactions. They would be cautious about what others would say or do when they do something in the

social setting. Mental abilities such as linguistic capacity develop rapidly. The speech organs are both biologically and physically mature enabling adolescents to reason, compare, contrast, and make inductions and deductions. Adolescents can grasp abstract propositions forming reasonable relationships. They can adjust the style of their skills depending on the formal/informal context, people, etc. (McLeod, 2010).

Piaget (1964) claims that social factors can affect the development of cognitive stages either speeding up the process or slowing it down. The behavior emerging at one stage is different from the ones emerging at the other stages forming the basis for the consecutive one. Cognitively well-developed individuals can realize the illogical practices around them inquiring the reliability of a source and make reasonable suggestions.

2.4. Past Research Studies on Language Teaching Techniques Used for Children

In different contexts, both quantitative and qualitative empirical research studies were conducted to elicit data about the perceptions and attitudes of EFL/ESL teachers and EFL/ESL learners towards the ELT teaching methods consisted of different techniques.

Garton, Copland and Burns (2011) had a survey using Survey Monkey and hard copies to gather information about the perceptions of a global sample of English teachers teaching young learners in Primary education in five different continents (Africa, Europe, Middle East and South America) and then explored five teachers' teaching practices in those continents via pre and post observation interviews and observations in their local schools.

The survey items related to activities used for teaching English and teachers' perceptions about teaching English were prepared based on the relevant literature and piloted with ten respondents in ten different geographical places. The survey results showed that the most common techniques used by the participant teachers were having learners listen to the CD or tape-recorders, do repetition drills, conduct read aloud activities, fill in the gaps, do grammar exercises, memorize words or phrases, play games, sing songs and do role plays. Very few respondents reported they used

translation activities as language teaching techniques with the young learners in their English classes. Many of the survey participants expressed that they used the techniques associated with Total Physical Response activities like drawing, and coloring. Some respondents reported that they used activities like reading, listening comprehension, writing sentences and paragraphs.

The data collected through observations also indicated that the teachers used communicative language teaching techniques and controlled speaking and writing activities, matching sentences and pictures in their local school contexts. When the participant teachers were asked about the factors to improve English learning and teaching in their own context, they rated mostly the options for training in new language teaching techniques, smaller classes, and easier access to technology. The teachers claimed that mixed level classes are hard to cope with and young learners are deprived of the English-speaking environment opportunity. The teachers also found it hard to teach grammar to young learners.

Making use of a case study design, Prasongsook (2010) investigated how four EFL teachers in four Primary Schools in Thailand implemented the Communicative Language Teaching (CLT), Concentrated Language Encounters Method (CLE) and Computer-Based Language Activities (COBLA) into teaching English to children. The qualitative data were collected via unstructured interviews and observational field notes, the quantitative data were collected through an observation form, pre, and posttests given to the students in the classes of the each four EFL teachers of children.

The study revealed that the experienced and well-prepared EFL teachers were better at using the CLT, CLE and COBLA in their classes than those less experienced ones. The students taking part in the study expressed positive attitude towards learning English with CLE and COBLA. Although all the EFL teachers in the study accepted that the students find CLE and COBLA attractive, teachers' proficiency in English, their excessive class hours and lack of teaching materials were found to be impediment for the implementation of CLT, CLE and COBLA.

In a qualitative study, through semi-structured interviews to collect qualitative data from a sample of three Ukrainian and three Norwegian EFL teachers of children,

Dolzhykova (2014) explored how the participants used story-telling, what materials they used and their attitudes towards using story-telling technique as a language-teaching tool while teaching English to children in Ukraine and Norway. The study revealed that the participants use story-telling technique from time to time in their classes with children as story telling was not placed in the Primary School curriculum in either country; they stated that they made up their own short stories to motivate children, introduce the new vocabulary items and reinforce the vocabulary teaching. Although the EFL teachers expressed that story-telling technique was time consuming, they informed that it is an influential language teaching activity. The EFL teachers told that they have problems finding materials prepared for children to fulfill story-telling activities, adding that they tell the stories half in English and half in children's L1 because of lack of teaching materials.

In sum, each of the three studies presented in this section revealed the use of different language teaching techniques, among which, Garton, Copland and Burns (2011) revealed repetition drills, read aloud activities, fill in the gaps, word memorizations, game and singing songs; stating that it is hard to teach grammar to young learners. Prasongsook (2010) found that experienced and well-prepared EFL teachers were better at using the CLT, CLE and COBLA in their classes than those less experienced ones and Dolzhykova (2014) reported that story-telling technique is used from time to time to teach English to children. The following section will present the past research studies on language teaching techniques used for adolescents/adults.

2.5. Past Research on Language Teaching Techniques Used for Adolescents/Adults

There are several recent qualitative and quantitative studies conducted in different cultural EFL contexts with adolescents/adult learners on EFL teachers' language teaching applications and their attitudes towards the language teaching methods they use in their teaching practices in Secondary and High School settings.

Zheng and Borg (2013) studied the implementation of the English language-teaching curriculum putting more emphasis on the development of communicative language skills making use of task-based language teaching techniques in China. The

researchers argued that EFL teaching techniques in China were perceived to be teacher-centered, textbook-directed, grammar and memorization-based. In order to identify the impact of the new curriculum, they attempted to explore to what extent the EFL teachers abide by implementing the task-based language teaching techniques and learning activities in senior Secondary School level. They also collected information about the factors that form teachers' beliefs and actions within the classroom context following the new language-teaching curriculum.

To this end, they observed three EFL teachers' classes, one of them was teaching in an average resourced school, the other one was working in a less resourced school with lower student profiles, and the third one was teaching in a school providing excellent resources with higher learner profiles. Semi-structured pre lesson and post lesson interviews were conducted with the teachers whose classes were observed. The researchers also conducted non-participant observations in those teachers' classes taking field notes, collecting copies of teaching resources and lesson plans. Based on the observational data, they constructed post-lesson interviews with each teacher to identify the factors shaping their instructional beliefs and techniques with regards to form/function, accuracy/fluency, teacher-centeredness/learner-centeredness and language skills. The qualitative data was content analyzed.

The findings indicated that the teachers whose classes were observed perceived task based language-teaching techniques in association with communicative language teaching techniques such as pair and group work discussions. In the class observations, the study found that the two experienced teachers in English teaching, whose classes were, put more emphasis on grammar-based language teaching by explaining the grammar subject and having students practice the textbook exercises, which were typical techniques peculiar to Presentation Practice and Production approach. The researchers observed that the second observed teacher had the class do pre-reading, during-reading, and post-reading exercises. After that, he had the students have pair-work and group work activities based on the subjects in the reading text; however, this activity turned into a chaotic situation leading to classroom management problems because of the large number of students with diverse levels of English ability.

On the other hand, the least experienced teacher, whose classes were observed, performed English teaching practice more congruent with the requirements of the new curriculum- task based language teaching and learning- such as teaching the grammar within the context implicitly instead of teaching explicitly. All the three teachers complained about the large sized classes and the examination system, which prevented them from applying the task based language teaching and learning techniques and activities in their classes. The study suggested that more research is needed to understand the beliefs and contextual factors influencing English teachers' instructional techniques so that their findings can contribute to in-service teacher training programs and curriculum developments.

While teaching English in Chilean context, McKay (2003) put forward that the techniques of language teaching methods like CLT derive from the settings in which English is both spoken as a native language and taught as a second language in its natural environment. Inevitably, the techniques of CLT have an influence on the EFL teaching techniques, as well. However, the researcher contended that the techniques of EFL teaching methods are different from those of ESL teaching methods in nature and they should be kept separate from one another in accordance with the teaching context by providing a suitable pedagogy for the related socio-cultural setting/context.

In the light of this assumption, her study attempted to examine the cultural content of the ELT textbooks that teachers prefer and ELT teaching methodology adopted by the EFL teachers in Chilean schools, where English is taught as an EFL from grade seven to grade 12. The researcher hypothesized that Chilean EFL teachers would adopt the use of CLT techniques and the native English culture in their teaching practice. For the purpose of the study, 29 EFL teachers in public schools, 10 EFL teachers working in semi-public schools and 11 EFL teachers teaching in private schools were surveyed with regards to their opinions on cultural content choice and ELT teaching techniques.

The results showed that participant teachers preferred a blend of multicultural and Chilean local culture in their textbooks. The Chilean EFL teachers also expressed that from time to time they used communicative teaching techniques in their classes as large sized classes, inadequate space caused discipline problems and the learners became off

task in those tasks and activities assigned. The study suggested that contextually appropriate language teaching techniques should be developed accordingly.

Sanchez and Borg (2014) studied the relationship between teachers' cognitions and grammar teaching of two English teachers in a public Secondary/Middle School in Argentina using an exploratory-interpretive and embedded multiple case design collecting data through in-class observations, post-lesson stimulated recall interviews and semi-structured interviews by conducting two case studies. The aim of their research was to find out the instructional techniques used by the EFL teachers to explain the grammar content to the students and the influence of the cognitive and contextual factors on the selection of these techniques.

The study found that the two EFL teachers participated in the study used exemplification, translation from L1-L2/L2-L1 making comparisons, repetition, analogies, metaphors, images, elicitation, grouping, and visual support techniques. The two teachers expressed that they choose to use translation technique for grammar explanation, as it is economical and practical to monitor students' understanding. The teachers used the exemplification technique as they found it motivating for the students to learn the grammar.

The teachers stated that metaphors make grammar more concrete, elicitation, and summarizing the content of a previously taught class increase reflection and attention. The teachers have the students do group works as they enable the students to participate in the class more actively. The teachers reported that repetition reinforces the learning; the study also found that the teaching context has a deep impact on the teachers' choices to use these techniques to turn grammar teaching into a meaningful practice.

The findings of the study showed that teachers' cognitions are influenced by their perceptions of the students' misbehaviors and the scheduling of the English classes after lunchtime, which lead to differing choices for teaching techniques either up-to-date or traditional ones that are appropriate for the profiles and learning styles of the learners within the instructional context. The researchers suggested for further research the inclusion of contextual factors in the analysis of the interaction between the teacher cognitions and the instructional choices.

Nishimuro and Borg (2013) conducted a research study on the link between teachers' cognitions, the teaching context, and their practices in grammar teaching. They did pre-observation interviews, two in-class observations and post observational interviews with three experienced EFL teachers working in an urban private High School in Japan during 2010-2011 academic years. After analyzing the observational data, the researchers generated questions to be asked in the post observational interviews with the three experienced EFL teachers.

The data analysis revealed that the teachers considered explicit teacher presented grammar instruction in L1 as an important factor to enable students to learn to communicate accurately and fluently in English in an EFL context. The teachers stated that both time and space limitations prevent them from using communicative activities in their classes.

From the EFL learners' perspective, Hu (2005) attempted to explore the factors influential on the applicability of language teaching techniques in EFL classes in different parts of China. The aim of the study was to examine the similarities and differences in teaching techniques in secondary-level EFL classrooms, the degree of CLT implementation and the contextual factors obstructing the ELT teaching techniques suggested by the official curriculum. The participants were 252 secondary-level university graduates from the major cities in coastal and inland regions; also from other places in both coastal and inland regions, who attend six-month intensive English communication skills in a university in Singapore.

The researcher developed a questionnaire based on the language teaching techniques literature containing the mixture of instructional practices and techniques associated with Grammar-Translation, Audio-Lingual Method, and Communicative Approach, which are the mostly used ELT methods in China. In order to make distinctions between instructional techniques in the GT, ALM, and CLT methodologies, a Confirmatory Factor Analysis was run. Then, a MANOVA and post-hoc tests were conducted to identify the differences and similarities among the questionnaire responses of the participant secondary-level graduates from the major cities in coastal and inland regions of the country.

To support the quantitative data, four different groups of ten participants were focus interviewed and another group of 75 participants were asked to write an essay on the effects of traditional Chinese culture of learning on language teaching techniques. The results revealed that the participants from other less developed places in both coastal and inland regions responded that their teachers opted for the language-centered teaching techniques of GM and ALM. On the other hand, the participants from the more developed major cities in coastal and inland regions responded that their teachers opted for CLT techniques suggested by official curriculum.

The findings obtained from the interviews and response essays mostly indicated consistency in terms of differences and similarities in the questionnaire data. The study suggests that contextual factors play a crucial role on the use of language teaching techniques by EFL teachers, so contextually appropriate techniques should be developed accordingly.

Nishino (2012) attempted to study how Japanese High school EFL teachers' beliefs, their teaching efficacy, learning experiences, experience of teacher training and contextual factors affected their practicing of CLT techniques in their classes. After developing a 74-item teachers' beliefs questionnaire on ELT and piloting it twice, she surveyed 139 Japanese EFL teachers in High Schools, also observed four participants' classes. Following each observation, she conducted a 40-60 minute semi-structured interviews with the observed teachers on their learning experience, professional history, beliefs about language teaching, context and lesson procedures.

The data obtained through questionnaire showed that learning experiences, pre-service training and teacher related school conditions were not significant predictor for classroom practices. Student-related conditions, positive CLT beliefs and self-efficacy, exam related expectations for speaking and listening activities had a relatively strong effect on classroom practices with regards to teaching techniques used by the EFL teachers. The results also showed that Japanese High School EFL teachers feel that they are better at reading and grammar than listening, speaking, and writing skills. She wrote up the participants' learning and teaching experiences; had each participant read and check his/her narrative account and made necessary modifications and clarifications.

In the observation data, the researcher detected two recurring patterns from the course of the lesson and classroom activities that are traditionally oriented practices and classroom communication in English. The interviews revealed that the important experiences that affected the participant teachers' beliefs and practices were that they were taught English via traditional techniques, learning about teaching techniques after becoming a teacher and changing teaching approach when moved to a new school setting. Although the observed teachers were knowledgeable about CLT techniques and had in-service training about language teaching techniques interrelated with the methods, they were unable to apply it in their classes as the students were ineligible for learning in this approach or they feel the need to modify the teaching techniques in accordance with their students' needs. The researcher reported that observed teachers usually preferred traditional teacher-centered teaching techniques such as using explicit grammar instruction, using L1 explanation, and reading aloud.

In the class of an observee teacher, who studied in the US, it was observed that studying abroad positively influenced ELT technique use of the teacher in a more communicative way. All four observed teachers set their own educational goals within the school context with regards to their beliefs about teaching English. For future research, the author suggested that not only CLT but also other ELT teaching methods should be investigated in terms of a wider variety of influential factors on their use. The research also suggested that future research could survey larger number of participants in various EFL contexts to help teachers find context appropriate EFL teaching technique and contribute to EFL teacher education.

Using an exploratory mixed method design, Beaumont and Chang (2011) studied the ELT teaching techniques used by South Korean EFL teachers with regards to traditional and communicative dichotomy. To explore Korean teachers' practices and perceptions about the techniques of traditional and the communicative approaches, they observed three classes, one in middle, and the others in a High School in South Korea.

They categorized the observed classes into three types. The first one was an 'exam preparation' lesson in upper grades at Secondary School. The class was teacher centered in which the teacher used L1, explained the rules, gave the L2 meanings of the

vocabulary, read the texts aloud and had the students repeat what he read. The second one was a 'textbook lesson' in lower grades, in which the teacher used the activities in the textbook, had the students listen to recordings of native speakers and do the activities, answer the reading comprehension questions presented in the book. In the third type of class, the researchers observed a more student/learner centered class and mentioned that the observed teacher labeled the class a 'communicative' one. In this class, the teacher played a facilitating role giving situations and having the students do the speaking in pairs and groups.

The researcher also had both individual and focus group discussion interviews with the observed teachers after the in-class/during class observations. When the participant teachers were asked about their understanding of the traditional and communicative teaching techniques, they described the traditional way of teaching as using L1 and having translations; reading the texts aloud, doing repetitions and dictations, and language teaching techniques as small talk exchanges between the teacher and the students, having students memorize a dialogue or a poem, describe a picture, retell a story, write a diary and do role plays. Afterwards, the researchers prepared a questionnaire based on the observations and interviews. After piloting it, they surveyed 136 English teachers in a number of different Secondary/Middle and High Schools.

The findings showed that the participant teachers learned about CLT techniques more from the books than from in-service training courses or colleagues. 50 respondent teachers defined the teaching techniques they use as a blend of CLT and traditional ones, but 57 of them reported that they used mostly traditional language teaching techniques to make sure that the students understand the contents correctly. Most of the respondent teachers reported that the national exams, large sized classes, their proficiency level in speaking, and the design of the textbooks hinder them from applying CLT techniques in teaching English.

In sum, Zheng and Borg (2013) found that the least experienced teacher preferred task-based language teaching, experienced teachers preferred Presentation Practice and Production. McKay (2003) found out that the teachers in the study preferred a blend of

multicultural and Chilean local culture in their textbooks. Sanchez and Borg (2014) showed that teachers' cognitions are influenced by their perceptions of the students' misbehaviors and the scheduling of the English classes. Nishimuro and Borg (2013) study suggests that contextual factors play a crucial role on the use of language teaching techniques by EFL teachers, so contextually appropriate techniques should be developed accordingly. Nishino (2012) studied Japanese High school EFL teachers' beliefs, their teaching efficacy, learning experiences, experience of teacher training and contextual factors affected their practicing of CLT techniques in their classes. The important experiences that affected the participant teachers' beliefs and practices were that they were taught English via traditional techniques, learning about teaching techniques after becoming a teacher and changing teaching approach when moved to a new school setting. Beaumont and Chang (2011) studied the ELT teaching techniques used by South Korean EFL teachers with regards to traditional and communicative dichotomy. They categorized the observed classes into three types: 'exam preparation', 'textbook lesson' and 'communicative' one; finding out that the participant teachers learned about CLT techniques more from the books than from in-service training courses or colleagues.

Each of the research studies mentioned above suggested that it is necessary to conduct research on various language teaching methods and approaches with different age groups in other English teaching and learning contexts rather than the ones limited to the ESL teaching contexts. In the next part the past research on language teaching practices used with other groups composed of adult EFL learners attending adult learning centers, English preparatory classes at universities and their teachers' beliefs and cognitions on English teaching practices to those learners will be handled.

2.6. Past Research Studies on Language Teaching Techniques Used for Other Learner Groups

There are other learner groups than the children and adolescents that English is taught as a second/foreign language. In this section, first the teachers' practices teaching the adult EFL learners of English of the native speakers of different languages, and the

cognitions and pedagogical practices of a group of English teachers attending an in-service seminar in ELT will be presented. Then, the influence of L2 learning experiences on the knowledge and beliefs of the ESL teachers about language teaching, and the ESL teachers' methods use in adult language teaching centers will be discussed. Finally, the EFL teachers in a private university, the cognitions and pedagogical practices of the EFL teachers working in a university will be dealt with.

In Vietnam, as the result of the complaints among English teachers about their students' reticence and reluctance to take part in L2 discussions and interactions, Tomlinson and Dat (2004) conducted a two year longitudinal project to collect data from 319 intermediate-level adult EFL learners at a language center of the National University of Vietnam about their instructional views to contribute to language teaching techniques. The aim of their study was to reveal the factors causing problems in oral participation in the classroom activities and devise more suitable pedagogical procedures accordingly.

The researchers collected the data through questionnaires, observations, field notes, diaries, and interviews with the participant students and their 15 teachers, observations, field notes and diaries. The questionnaire was developed based on eight class observations. It was first written in English, then translated into Vietnamese, and administered in two sessions. Following the questionnaire survey, interviews were held with a number of learners and teachers to clarify their responses. The qualitative data analysis was done sequentially at each stage right after the data collection to be able to interpret the collected data and decide what data to collect next. The teachers also listened to their students concerns and interacted with them to have pedagogical implications.

The results showed that the learners want to socialize in the L2 classes, they expressed that teacher criticism, fear of making mistakes, lack of knowledge, low esteem, and peer pressure caused anxiety, which discouraged them from taking part in L2 discussion activities. The interview data supported that intolerance to mistakes made the learners feel anxious, as well. The learner also desired for more student-centered approach so that they can display their individual performance verbally. The findings

also showed that choral responses to teachers' questions helped the learners feel secure within the classroom atmosphere. The study suggested that L2 teachers listen to the voices from their students to be able to apply effective L2 teaching techniques in their local contexts.

Drawing on the argument in the past research that the language teaching can be negatively influenced because of the mismatch between the learners and teachers perceptions, Brown (2009) surveyed 49 teachers and their 1,600 students in 83 first and second year L2 classes learning nine different languages (Spanish, French, German, Japanese, Hebrew, Arabic, Italian, Turkish, and Greek) at the Arizona University to identify and compare the beliefs of university L2 students and those of their teachers about effective teaching techniques. The researcher developed a 24-item questionnaire survey instrument making use of Bell's (2005) questionnaire and piloted it three times with different groups.

The results showed that the participant L2 teachers gave more importance to communicative techniques of language teaching. They contend that language teaching should focus on meaning rather than form, grammar should be taught implicitly within real world contexts. Learners should communicate via pair and group tasks and activities, extend the use of L2 outside the classroom setting, and adopt the target culture. On the other hand, the student respondents tend to prefer being taught form rather than function and receiving immediate corrective feedback when they make an error. The study revealed that the teachers and students have different perceptions about ideal and effective language teaching.

The researcher contends that teachers should talk about the communicative value of language and inform the students about the benefits of using communicative tasks and activities to help them grasp the function and meaning of language. The study suggests that future research can benefit from additional qualitative research techniques such as individual or focus group interviews, open-ended or short-answer questionnaire items to elicit non-native teachers and students' perspectives on L2 teaching.

Baker (2014) attempted to explore the relationship between the cognitions and pedagogical practices of five English teachers with regards to pronunciation teaching

techniques collecting data through semi-structured interviews, classroom observations, in which each teacher was observed four times in one semester. In addition, stimulated recall interviews were conducted with five experienced English teachers in the intensive English program in North America on the pronunciation teaching activities. Moreover, the students were surveyed to identify the pronunciation teaching activities they find useful. The aim of the study was to reveal the experienced teachers' cognitions about the techniques for teaching L2 pronunciation and identify the teachers' knowledge and practices in terms of using L2 pronunciation teaching techniques.

The results identified four free, six guided and 15 controlled pronunciation-teaching techniques. Among them were explaining the pronunciation, giving examples and checking pronunciation, and giving students corrective feedback. The controlled techniques used by the teachers were kinesthetic/tactile production techniques such as stretching rubber bands, clapping hands and beating a rhythm on the desks. The other pronunciation teaching techniques were visual identification and audio recognition activities. In the lower leveled classes, pronunciation teaching games were played and in the higher-level classes, presentation of memorized poems and discussions were used.

The teachers stated that improving listening comprehension is important to form a comprehensible speech and the correct pronunciation must be heard to enable the correct production of the pronunciation of the sounds, listening comprehension helps the development of oral production in the beginner levels. The teachers believed that kinesthetic practice helps phonological improvement and speech comprehensibility. The teachers found the textbook beneficial in terms of pronunciation activities.

Inspired by Beaumont and Chang's (2011) research study, Griffiths (2011) attempted to examine the EFL teachers' use of traditional and communicative techniques in their classes. Using a teaching techniques' questionnaire, consisting of five items on CLT and five items on traditional methods (Grammar-Translation and Audio-lingual method) on a scale from 5 (always) to 1 (never), she surveyed 51 non-native teacher participants from Turkey. 13 of the participant teachers were MA students in a private university and had English teaching experience in both state and

private Primary Schools and universities. 38 of them were a group of English teachers attending an in-service seminar in ELT. The participant teachers were also asked to comment on the reasons for their use of the related techniques and add any techniques that they consider important in two open-ended questions at the end of the questionnaire.

The results indicated that the participant teachers rated the CLT techniques with an average of 4,3 more than the traditional ones with an average of 3,4. The most rated item was on listening, speaking and using tasks, however, the lowest rated item was having students do memorization and translation activities. The author argued that despite the higher ratings in favor of CLT, the participant teachers appeared to be more eclectic without any bias towards CLT and traditional language teaching techniques. The participants pointed out that class size, resources and curriculum are influential factors in their choice of ELT teaching techniques. The teachers complained about large sized classes with fixed desks as an obstacle for the application of CLT techniques in their classrooms.

In the meantime, they claimed that the school administration, parents, and students seek a passing grade rather than learning English, so this causes the English teachers to have their classes indexed to form, and structure based exams. They also reported that they were unable to follow up-to-date language teaching techniques because of excessive teaching load of weekly class hours. The teachers participated in the study complained about the students' behavioral problems and lack of motivation as an impediment for their creativity in using CLT techniques. For further research, the researcher suggested that the present study can be replicated with more participants in a larger context and the external factors influencing the use of ELT teaching techniques can be investigated, as well.

Following Block (2001), who studied the teaching methods of an EFL teacher and argued that language teaching methods should be examined not only from the view of theorists' but also from that of teachers', Bell (2007) attempted to explore teachers' beliefs about language teaching methods using interviews, discussion board postings, and language learning/teaching autobiographies and teaching journals. He collected the

data from four different groups of participants with different gender, experience, nationality, and first language. He interviewed 30 teachers on an MA program in applied linguistics before taking methodology course, 13 of them were native English speakers, and 17 of them were non-native English speaker EFL teachers. Giving prompts in advance, they were asked about their opinions on the concept of method. When the participants were asked how they described their teaching techniques, 21 of them replied that they used an eclectic approach blending ALM, GT, CLT and humanistic approach based on the learners, class hours and the context in which they teach.

On the other hand, six of the participants said they used CLT techniques while teaching English and the rest of the participant teachers said they used the method mandated by the school at which they work and the textbook that they use. He collected another source of data through electronic discussion board postings on the topic of post-method from 20 participant teachers who were also master students, 14 of them were native English speaker and the rest of them were non-native speaker English teachers. The main subject of the discussions was whether the post-method argument of Kumaravadivelu (1994) or the principles adopted by Brown (2000) constituted a method in their own rights.

The discussants expressed that post-method is a teaching method giving a freedom of combining different language teaching techniques in an eclectic cycle depending on the context. They also said teachers create a larger method incorporating the necessary techniques of different methods in their classes. He also examined 82 language learning/teaching autobiographies accumulated over a five-year period written as a self-reflection assignment on language learning/teaching experience for ELT methods and techniques course by 43 native English speaker teachers and 39 non-native EFL teachers. He found 74 terms about method/methodology that were associated with the techniques of some specific methods like Grammar Translation and Audio-Lingual Method; 63 terms used were about the techniques associated with approaches like CLT and the Natural Approach and the majority of the term “method” was related to eclecticism, teacher autonomy, and contextual factors.

The author also studied 29 randomly chosen teaching journals entered by 16 native English speaker teachers and 13 non-native English speaker teachers teaching general English to international students in a university setting and also 13 of them were on an M.A. program and 16 of them were on a pre-service certificate program. The researcher claimed that he hardly came up with the use of term method. The word 'method' was used only seven times in the sense of technique. Two teachers talked about using the tape recorder and human computer procedures from the ELT teaching method Community Language Learning, another used a visualization technique from Suggestopedia, while another used a Silent Way approach to error correction. The author noticed that teachers were more interested in classroom context, constructing and connecting teaching techniques and learning activities in their classes.

The overall findings showed that context plays an influential role on making use of different techniques of different methods. The researcher puts forward that ELT teachers are the practitioners and have the autonomy to apply the language teaching techniques related to different methods depending on the context in which they teach. Theoretical knowledge about the methods can help teachers to a large extent and also including a history of language teaching methods in English teacher education programs can contribute to their teaching experience.

The researcher argued that if teachers become knowledgeable about language teaching techniques of teaching methods, they could then decide what techniques to use appropriately. For further research, the study suggested that teachers' beliefs on methods should be elicited in different ELT teaching contexts beyond the teacher education institutions.

Ellis (2006) examined the influence of L2 learning experiences in formal/informal settings, and during childhood/adulthood on ESL teachers' knowledge and beliefs about language teaching by collecting data from a sample of 31 ESL teachers teaching English in adult language teaching centers in Australia using semi-structured interviews and in-class observations about the teaching approaches to grammar, vocabulary and pronunciation and also their beliefs about how to learn a second language best. The ESL teachers consisted of three groups in which the first group was native English speakers

who knew a second language, the second group was native English speakers who knew only English, and the third group was comprised of non-native speakers of English.

The researcher studied the prior second language learning background of the bilingual teachers on how, why and when they learned it. To find out the common points and categories of the qualitative data, the researcher conducted a domain analysis. The findings showed that during the post childhood L2 learning experience, the teacher learning French tried to visualize the word that she heard, the teacher that learnt Spanish expressed that she kept looking up the dictionary for the unfamiliar vocabulary often. The ESL teacher who knew French also stated that she was a risk taker in communicating in French and tried to use many paraphrases in communicating her ideas.

The study found out that the ESL teachers with a second language learning experience could understand by relating empathy to what their students go through and what they need while learning English. The study concluded that despite the influence of a second language learning experience on the ESL teachers' language teaching practice, professional training on how languages are learnt and taught played a vital role in language teaching to students.

2.7. Implications of the Past Research on the Present Study

As mentioned in the literature review, Garton, Copland & Burns (2011) investigated the Primary School English teachers' TPR use, Brown (2009), Beaumont & Chang (2011), Hu (2005), Sanchez & Borg (2013) and Zheng & Borg (2013) examined Secondary School English teachers' methodological practices; Nishino (2012) and Nishimuro & Borg (2013) studied the CLT and traditional methods use of the High School English teachers.

The past research studies mostly focus on specific language teaching methods; however, in his post method pedagogies claim, Kumaravadivelu (2006b) grouped the language teaching methods in three main headings: language-centered, learner-centered and learning-centered ones and argues that one language teaching method is not sufficient to teach on its own. Bell (2007) also added that method and post method

pedagogies can serve to ELT practitioners' language teaching practices. At the same time, there are language-teaching techniques under the umbrella terms "language teaching methods and the post method pedagogy". The use of different types of language teaching techniques has led to the formation of the language teaching methods, approaches and post method pedagogies, so the current study will deal with those tasks and activities in depth extensively.

CHAPTER 3

3. METHODOLOGY

In this chapter, the design of the study, participants, sampling for the survey, observations and post observational interviews, instruments, collection and analysis of the quantitative and qualitative are described in detail.

3.1. The Design of the Study

As shown in Appendix-II, to serve the aim of the research study, an explanatory sequential mixed methods design was adopted. In order to attempt to answer the first research question in the first phase, a sample of 213 EFL teachers of children in Primary Schools and those of adolescents in the Secondary/Middle and High Schools in Odunpazarı and Tepebaşı districts of Eskişehir province in Turkey were surveyed and the participant EFL teachers' preferences for the language teaching techniques were identified through the statistical analysis of the quantitative data obtained.

The quantitative data obtained through the survey questionnaire was also utilized both in an attempt to answer the second research question, and to identify 20 EFL teachers as a sample to conduct in-class observations and post observational interviews as part of the qualitative phase of the study to search for answer to the third research question.

3.1.1. Explanatory sequential mixed methods research design

Creswell, Plano Clark, Gutmann and Hanson (2003) argue that the assumption underlying the mixed methods research design is to clearly understand the research problem by collecting, analyzing and evaluating the quantitative and qualitative data simultaneously or sequentially in a single research study.

The present study was conducted by using an explanatory sequential mixed method design in two consecutive phases (Creswell, 2015). Considering the advantages of collecting both quantitative and qualitative data, making use of mixed methods research design in a single study rather than doing research based on either quantitative

or qualitative data alone, using both quantitative and qualitative data provided a deeper insight into the Turkish EFL teachers' preferences for language teaching techniques by collecting, analyzing and explaining the results of the quantitative data followed by the collection and analysis of the qualitative data and exploring the findings.

On the advantages of explanatory sequential mixed method design, Creswell (2015) claims that this is the most popular mixed methods design in educational research, which is helpful to understand the research problem from multiple perspectives. Morgan (1998); Tashokkori and Teddlie (1998) argued that explanatory sequential design enables the researcher to explain both the significant and non-significant quantitative results by exploring the views of the participants in their context. They also suggest that this research design is practical in detecting participants in the quantitative phase to collect data from them in the qualitative phase of the research study.

Although it took a long time to collect both quantitative and qualitative data, the explanatory sequential design (QUAN→Qual) was advantageous in terms of data collection at different times consecutively in two different phases of the present research study. In line with these characteristics of the explanatory sequential design, the research study was conducted gradually in two different stages rather than integrating the quantitative data with the qualitative one. The questionnaire items helped the surveyed participants become more knowledgeable and informed about the research problem being studied, as well.

The results of the quantitative data analysis guided the researcher about the participants to be sampled in the qualitative part of the study. The explanatory sequential design also enabled the results obtained in the quantitative phase of the research study to be scrutinized in a broader sense in depth in the qualitative phase. The collection, analysis, and explanation of the results of the quantitative data had the priority. The qualitative part of the study took the second turn, in which the verbal data collected to aid to search for answers to the research questions posed. Both the quantitative and the qualitative studies (QUAN→Qual) were presented in the research study separately and one after the other.

Using explanatory sequential mixed method research design was also helpful in seeking answers to the research questions making use of the strengths of both quantitative and qualitative data. The quantitative data guide the researcher to do an appropriate qualitative study based on the results of the statistical calculations leading to rational direction in the conduct of the research as a whole. In the present study, the questionnaire elicited a host of data from a large sample and the quantitative data were statistically analyzed to obtain frequency and general trends about the population. In addition to the quantitative data, collecting qualitative data via interviews enabled the study to delve into the reasons for EFL teachers' preferences for the language teaching techniques. Moreover, presenting both numbers and stories about the topic added more value to the research, revealing the mismatch between the results obtained in the quantitative phase and the findings obtained in the qualitative phase of the study. Creswell, (2015) and Tashakkori & Teddlie, (1998) argue that mixed method research studies are more scholar than purely quantitative or qualitative ones. Using only one research technique is not sufficient to contribute to the scientific implications as it may lack of reliable data.

All in all, taking both pros and cons into consideration, the study used an explanatory sequential mixed method design (Creswell, 2015; Hanson, Creswell, Clark, Petska & Creswell, 2005) to collect both quantitative and qualitative data using a questionnaire, interviews, and class observations. As Creswell (2015) suggested a survey is a good procedure to explain the propensities of a large population of individuals. In this regard, there is a large population of EFL teachers employed by the MoNE in Turkey. In the light of the features and the advantages of the research design mentioned above, the direction of the study was set based on suggestions for further research in the relevant literature.

Within the context of the flow of the research design as presented in Table 3.1. on the next page, the phases were composed of the quantitative data collection and their statistical analysis, qualitative data collection and their analysis via constant comparative method and integrating the quantitative results and qualitative findings following the procedures of both quantitative and qualitative research studies.

Table-3.1. The Flow of Explanatory Sequential Mixed Methods Design

Phase	Procedure	Product
Quantitative Data Collection ↓	Surveying the EFL teachers on their preferences for language teaching techniques through the questionnaire developed	Numerical data
Quantitative Data Analysis ↓	SPSS software 21 Descriptive analysis One-Way ANOVA test An independent-samples t-test	Means, standard deviations, frequencies and significant values
Connecting Quantitative and Qualitative Phases ↓	Systematic sampling of the 10 observee EFL teachers of children in Primary Schools, three EFL teachers of children/adolescents in Secondary/Middle Schools and seven observee EFL teachers of adolescents in High Schools	In-class observations of 10 EFL teachers of children
	Selecting every 3 rd participant among 34 EFL teachers in Primary Schools	In-class observations of 10 EFL teachers of adolescents
	Selecting every 20 th participant among 64 EFL teachers in Secondary/Middle Schools in the sampling of 3 EFL teachers of both children (5 th - 6 th graders) and adolescents (7 th – 8 th graders)	One on one post observational interviews with all 20 observee EFL teachers
	Selecting every 10 th participant among 115 EFL teachers in High Schools in the sampling of seven EFL teachers of adolescents	
Qualitative Data Collection ↓	Developing an observation checklist In-class observations and post observational interviews with the observee EFL teachers	Interview data transcripts
Qualitative Data Analysis ↓	Coding and categorizing the qualitative data using Constant Comparison Qualitative Data Analysis Technique	Codes and categories
Integration of the Results and Findings	Interpretation and of the quantitative results and the qualitative findings	Discussion Implications Future research

Adapted from Ivankova et al. (2006)

In the flow of the research study, as shown in Table 3.1., an instrument consisting of items with likert scale was developed to collect data from the sample chosen among EFL teachers working in primary, secondary/middle and High Schools in Eskişehir province, Turkey. The quantitative data collected was assigned numerical values and analyzed statistically to find out about the general trend of the population surveyed on

the language teaching techniques. The comparisons were made between/among groups to explain the interaction between the variables. In the quantitative phase of the present study, the EFL teachers' preferences for the language teaching techniques in terms of teaching experience, grades of the students, the number of students in a class, the hours of English classes taught per week, and academic degree were described and significant differences were explained.

3.2. Participants

3.2.1. Sampling for the survey

The researcher studies in Anadolu University, works as an English teacher in a state High School and lives in Eskişehir province, Turkey. There is a large number of Turkish EFL teachers teaching English in Primary, Secondary and High Schools in Eskişehir province, Turkey. These factors provided the researcher with an easy access to the research sites, where the EFL teachers work. Therefore, the sample for the research study was chosen among the EFL teachers' population in Eskişehir province, Turkey, as a convenience sampling.

The target population of the study was comprised of the Turkish EFL teachers in primary, secondary/middle and High Schools located in Odunpazarı and Tepebaşı towns of Eskişehir province, Turkey. There are 86 EFL teachers in 24 Anatolian High Schools, 80 EFL teachers in 32 Secondary/Middle Schools and 42 EFL teachers in 41 Primary Schools in Tepebaşı district. In Odunpazarı district, there are 53 EFL teachers in 15 Anatolian High Schools, 82 EFL teachers in 32 Secondary/Middle Schools and 50 EFL teachers in 47 Primary Schools. The total number of the EFL teachers in 192 schools both in Odunpazarı and Tepebaşı districts is about 393.

To collect quantitative data to be able to identify the EFL teachers' preferences for language teaching techniques, draw conclusions, and generalize about the target population, the representative sample group was formed using both probabilistic and non-probabilistic sampling approaches. Initially, the participants were chosen using stratified sampling, a probabilistic sampling approach among the quantitative sampling

strategies used for data collection, to be able to reach equal number of sample containing specific characteristics of the representative groups.

As shown in Table-3.2. on the next page, 34 EFL teachers in Primary schools, 64 EFL teachers working in Secondary/Middle, 74 EFL teachers working in Anatolian High Schools, four EFL teachers in High School for Science, 31 EFL teachers in Vocational/Technical High Schools and six EFL teachers working in High School for Social Studies participated in the survey, which enabled to do statistical calculations appropriately. Almost each primary, secondary/middle and High School located both in Odunpazarı and Tepebaşı towns of Eskişehir province, Turkey, was visited to deliver the questionnaire to collect the quantitative data needed for descriptive statistical analysis to explain the first and second research questions to reach the goal of the study.

The purpose of using the stratified sampling was to make sure to include equal number of sample from each subgroup of the target population surveyed and enable the EFL teachers working in each of the three main types of schools (Primary, Secondary and High) to be represented in the sample in line with their existence in the population (Creswell, 2015). Secondly, convenience sampling, a nonprobabilistic sampling approach among the quantitative sampling strategies, was used to collect the quantitative data from the volunteering EFL teachers that were available in the research sites who agreed to participate in the study. It was not possible to deliver the questionnaires to all of the EFL teachers working in the schools that were visited as some of them did not have classes at the time of the visit or they were not available at the research sites for some reasons.

Therefore, snowball sampling was also used to collect data asking the school principals, their assistants, and teachers' colleagues to forward the copies of the survey to the EFL teachers who were not available at the time of the visit for quantitative data collection in some schools. The EFL teachers were informed that they could fill out the questionnaires at a convenient time for them without putting them in a rush so that they could provide the necessary information that will be only be used for scientific research study. The schools were revisited in a week time to collect the questionnaires from the EFL teachers that agreed to participate in the survey.

Table-3.2. Demographic Information

Type of School	Number of EFL teachers	Percent	Department	Number of EFL teachers	Percent	English Test Score	Number of EFL teachers	Percent
Primary School	34	15.9	ELT Department	176	82.6	90-100	44	20.7
Secondary/Middle School	64	30.0	American Literature	2	.9	80-89	57	26.8
Anatolian High School	74	34.7	English Literature	26	12.2	70-79	17	8.0
High School for Science	4	1.9	Linguistics	7	3.3	Below 70	1	.5
Vocational/Technical High School	31	14.6	Interpreter/Translation	1	.5	Missing	94	44.1
High School for Social Sciences	6	2.8	Missing	1	.5			
Total	213	100	Total	213	100	Total	213	100
Years of Teaching Experience			Method of English Learnt			Grades		
1-5 years	12	5.6	Audio Lingual	1	.5	2-6	44	20.6
6-10 years	46	21.6	Grammar-Translation	31	14.6	7-12	169	79.4
11-15 years	65	30.5	Direct Method	11	5.2			
16-20 years	41	19.2	CLT	28	13.1			
21-more years	49	23.0	Eclectic	135	63.4			
			Missing	7	3.3			
Total	213	100	Total	213	100	Total	213	100
Graduated High School			English Test Taken			Teaching Load		
Regular High School	69	32.4	TOEFL	10	4.7	15-20	66	31
Vocational High School	12	5.6	KPDS	79	37.1	21-30	147	69
Anatolian High School	127	59.6	ÜDS	4	1.9			
High School for Science	2	.9	YDS	28	13.1			
Missing	3	1.4	Missing	92	43.2			
Total	213	100	Total	213	100	Total	213	100
Academic Degree			Number of Students					
BA	172	80.7	10-25	62	29.1			
MA/PhD	41	19.3	26 or more	161	70.9			
Total	213	100	Total	213	100			

Table 3.2. shows that the majority of the EFL teachers surveyed were those teaching in Anatolian High Schools with 34.7 % and then the second largest group of EFL teachers filling out the survey questionnaires were those working in Secondary/Middle Schools with 30 %. Totally, 213 EFL teachers filled out the survey questionnaire in Fall Term, 2016.

In Primary Schools, children have two hours, in Secondary Schools, fifth and sixth graders have three hours, seventh and eighth graders have four hours English classes per week; in High Schools, adolescents have four hours English classes per week. Most of the EFL teachers (30.5 %) in the study have 11-15 years of teaching experience. The number of the EFL teachers (59.6 %) graduated from Anatolian High Schools, which have intensive English based education,

Table 3.1 depicts that 80.7 % of the EFL teachers have Bachelor of Arts degree. It can be seen in Table 3.2. that the great majority of the EFL teachers (82.6 %) are ELT department graduates. 63.4 % of the participants claim that they learned English in an eclectic method, which means that their EFL teachers used a mix of different techniques of ELT methods and approaches while teaching English to them. More than half of the EFL teachers took English tests. Most of them (37.1 %) took KPDS (Language Proficiency Test for Civil Servants) test.

As can be seen in Table 3.2., 20.7 % of the participant teachers have a high level of English score between 90 and 100. 20.6 % of the EFL teachers teach 2-6 graders in Primary/Secondary Schools, and 79.4 % of them teach English to 7-12 graders in Secondary and High schools. Most of the EFL teachers (69 %) take 21-30 hours of English classes per week, and 31 % of them teach 15-20 hours English on week days. 29.1 % of the classes consist of between 10-25 students within an English class taught by the EFL teachers.

3.2.2. Sampling for the observations and post observational interviews

In the first phase of the study, based on the analysis of the quantitative data collected from a sample of 213 EFL teachers in Primary, Secondary and High Schools in Odunpazarı and Tepebaşı districts of Eskişehir, the EFL teachers were grouped into

two: as the ones teaching children in second, third, fourth, fifth and sixth grades and those teaching adolescents in seventh, eighth, ninth, tenth, eleventh and twelfth grades. The children vs. adolescents grouping was made according to critical period hypothesis (Bley-Vroman, 2009; Dekeyser, 2000; Hyltenstam & Abrahamson, 2003, Lenneberg, 1967; Piaget; 1977; Skehan, 1998). Thus, ten EFL teachers working in Primary Schools, three EFL teachers working in Secondary/Middle Schools and seven EFL teachers working in High Schools were chosen among EFL teachers participated in the quantitative phase of the study for the observations and post observational interviews, which were conducted in the qualitative phase of the study.

Systematic sampling procedures were followed in the sampling of the observee and interviewee EFL teachers. Creswell (2015) described the systematic sampling as a sort of random sampling until attaining the sample size needed for data collection. Systematic sampling was conducted based on the number of the EFL teachers in Primary, Secondary and High Schools. As mentioned above, the number of the EFL teachers is not equal, the highest number of EFL teachers work in High Schools, Table-3.2. shows that the survey participant 34 EFL teachers work in Primary Schools, 64 EFL teachers work in Secondary/Middle Schools and 115 EFL teachers work in High Schools.

The sampling for the in-class observations and post observational interviews was conducted in accordance with the number of the EFL teachers working in Primary, Secondary and High Schools in Odunpazarı and Tepebaşı towns of Eskişehir province in Turkey. In the sampling of 10 EFL teachers of children for the in-class observations and post observational interviews, every third participant was chosen among 34 EFL teachers in Primary Schools. In the sampling of three EFL teachers of both children in fifth-sixth grades and adolescents in seventh–eighth grades in Secondary/Middle Schools, every 20th participant was chosen among 64 EFL teachers in Secondary/Middle Schools for the in-class observations and post observational interviews to collect data. In the sampling of seven EFL teachers of adolescents, every 10th participant was chosen among 115 EFL teachers in High Schools for the in-class observations and post observational interviews.

3.3. Instruments

First, a questionnaire was developed to collect the quantitative data, second, an observation checklist was developed based on the questionnaire prepared for the survey, and then interview questions were developed based on the observation checklist to collect the qualitative data.

3.3.1. Language teaching techniques questionnaire

As the aim of the research was to collect data on Turkish EFL teachers' preferences for language teaching techniques, the sample of the study was determined as the EFL teachers in primary, secondary/middle and High Schools in Odunpazarı and Tepebaşı districts of Eskişehir province. In accordance with the procedures of the mixed methods explanatory sequential research design, the first phase of the study consisted of collecting the quantitative data needed from the sample to answer the first research question. For this purpose, a questionnaire was developed.

3.3.1.1. *Developing the language teaching techniques questionnaire*

To develop a valid and reliable questionnaire to be able to do a sound measure, mostly referenced books written on language teaching methods and approaches by Larsen-Freeman (2000) and Richards & Rodgers (2001) were examined thoroughly. In the preface of the *Approaches and Methods in Language Teaching*, Richards and Rodgers (2001) stated that the book objectively provides an extensive account of language teaching methods and approaches in terms of diverging and converging points describing them in accordance with the theories of language teaching, learning, syllabus models, the role of teachers and learners, materials, procedures and techniques from the beginning of the twentieth century to the present. The book also thoroughly describes the language teaching methods and approaches in terms of their overlapping and differing goals, teacher-learner roles, techniques and procedures used in classes.

In the preface of the *Techniques and Principles in Language Teaching*, Larsen-Freeman (2000) stated that the book is about various language-teaching methodologies aimed for teachers and trainee teachers. The book discusses the most specific properties

of traditional and modern language teaching techniques of the language teaching methods and approaches that have been practiced in classroom settings for decades.

Based on the suggestions of the authors, their books were selected and the items of the questionnaire were formed in accordance with the specific characteristics of the following language teaching methods and approaches discussed in Larsen-Freeman (2000) and Richards & Rodgers (2001): Audio-Lingual Method (ALM), Total Physical Response (TPR), Community Language Learning (CLL), Whole Language Teaching (WLT), Lexical Approach (LA), Communicative Language Teaching (CLT), Natural Approach (NA), Theme-Based Approaches (Theme-Based A), Activity based learning (Activity-based L), Grammar-Translation (GT), Direct Method (DM), Task-Based Language Teaching (TBLT), Cooperative/Collaborative Language Learning (CLL), Content-Based Instruction (CBI), Action-oriented approach (Action-oriented A), Experiential Language Learning, Activity Based Language Learning, The Silent Way, the Suggestopedia, Situational Language Teaching method and Whole Language Teaching Approach (WLT).

To determine the right questions to ask the respondents, the techniques that are associated with these language teaching methods and approaches were identified, then both the techniques that are used in only one method or approach and the techniques that are used in more than one method or approach were categorized and itemized one by one. To select only the relevant items to the research questions to be able to obtain the desired measurement and internal validity, the content of these items was analyzed using qualitative data analysis techniques.

The redundant items were eliminated and then specific items were coded and grouped under the language teaching method/s and/or approach/es and the number of the items were reduced through qualitative data reduction to form the questionnaire. The items were worded and simplified clearly to enable the EFL teachers to understand when they read the item. For some items, examples were given within parentheses to help the survey participants understand what the item questioned. The instructions were also placed before each chapter of the questionnaire to inform the EFL teachers agreed to participate in the study.

A five-point Likert scale was numbered as 1 for Never, 2 for Seldom, 3 for Sometimes, 4 for Often, and 5 for Always so that the survey participants could circle the number associated with the bottom-up scale from negative to positive without having a confusion. The itemized language teaching techniques associated with the same language teaching methods and approaches were not presented one after the other, the items were shuffled and interspersed in a random order from 1 to 57. It was not mentioned in the questionnaire with which method or approach the item is associated. In addition, to clarify the language teaching techniques, examples were given in parentheses beside some items.

A cover letter stated the aim of the study, the importance of the response of the survey participants, what the information they submit was going to be used for, an informed consent letting the respondents know that participating in the study was based on volition. It was also stated that the respondents could contact the researcher if any questions arise. A “Thank You” note was also put in the cover letter and the survey participants were informed about the time range that it might take them to do the questionnaire. On the top of the page at the right corner of the first page of the questionnaire, a case number was placed to identify the participant in the order of data collection in case s/he might be chosen for the sample of the qualitative phase (in-class observations and interviews) of the study. The first part of the questionnaire was about personal information, the method through which EFL teachers learnt English, years of teaching experience, academic degree, department of university graduation and level of English knowledge. In the second part of the questionnaire, the items questioned the school type, the grades taught, number of weekly teaching hours and class size.

In the third part of the questionnaire, the items pertaining to the language teaching techniques of Audio-Lingual Method (ALM), Total Physical Response (TPR), Community Language Learning (CLL), Whole Language Teaching (WLT), Lexical Approach (LA), Communicative Language Teaching (CLT), Natural Approach (NA), Theme-Based Approaches Theme-based A), Activity Based Learning Approach (Activity-Based A), Grammar-Translation (GT), Direct Method (DM), Task-Based Language Teaching (TBLT), Cooperative/Collaborative Language Learning CLL),

Content-Based Instruction (CBI), Action-Oriented Approach (Action-Oriented A), Experiential Language Learning, Activity based Language Learning, The Silent Way and the Suggestopedia were placed. The most specific features of the language teaching techniques of the relevant methods were itemized in the written survey based on Larsen-Freeman (2000) and Richards & Rodgers (2001). (See Appendices-III, IV and V)

3.3.1.1.1. *Expert opinion*

To test whether the data to be collected and the scores to be obtained through the developed questionnaire could measure the intended aim of the research study and lead suitable interpretations, the content and face validation forms (See Appendix-III & Appendix-VI) for the questionnaire were prepared and submitted to five experts (teacher trainers and applied linguists) in ELT departments both in Anadolu University and Uludağ University in Turkey. The experts rated each item according to how well it represents the domain being tested by indicating whether it is “essential”, “useful but not essential” or “not necessary.”

The wording and the content of the items were modified in the light of the comments by the experts. They also rated the feasibility, readability, ease of comprehensibility, layout, and style of the developed questionnaire. The responses collected from the experts and the ratings for each item indicating “essential” were determined. The content validity of the items rated by the experts was calculated using the formula for the content validity ratio (CVR) and the mean value of CVR index was computed as .99. The items that did not meet the necessary criteria for the appearance were modified based on the experts’ comments and suggestions (Appendix-IV).

3.3.1.1.2. *Piloting the questionnaire*

In order to be able to conduct the piloting of the survey in the schools of MoNE in Eskişehir province, Turkey, an application was made to the Ethical Board at Anadolu University and the research permit was taken from the Governorship (See Appendix-I). Afterwards, to see whether the instructions and the items were clearly understandable,

and how long it would take the respondents to do the survey, the instrument was piloted with 50 Turkish EFL teachers working in different Primary, Secondary/Middle and High Schools in Odunpazarı and Tepebaşı districts in Eskişehir province, Turkey.

To find out the stability and consistency of the scores to be obtained from the questionnaire at multiple applications, the mean rate of the Cronbach Alpha reliability analysis was computed in SPSS and was found as .90 for 57 items, which is above .70 showing a high level of reliability.

After receiving feedback from 50 Turkish EFL teachers working in different primary, secondary/middle and High Schools in Eskişehir province, the questionnaire was refined and revised based on reliability test (57 items; $\alpha = .90$) in the result of the pilot study.

3.3.1.1.3. Disseminating the questionnaires

After making necessary changes and modifications, the final version of the questionnaire (See Appendix-V) was disseminated by the researcher in a booklet format to the EFL teachers working in Primary, Secondary/Middle and High Schools in Eskişehir province, Turkey in December, 2016 Fall Term to explain the language teaching techniques they prefer and whether the EFL teachers' preferences for the language teaching techniques significantly differ in terms of the EFL teaching experience, teaching English to children or adolescents, class size (1-25 and 26 or more), the number of weekly class hours (15-20 and 21-30) and academic degree.

3.3.2. Observation checklist

For collecting observational data, an observation checklist was prepared based on the language teaching techniques questionnaire. To develop a practical observation rubric, each language-teaching item in the language teaching techniques questionnaire was shortened. The order of the items in the survey questionnaire was changed, the language teaching techniques that belong to the same/similar language teaching methods and approaches were grouped consecutively to make the observation process

practical and easier (See Appendix, VI). At the top of the observation checklist, the name of the school, the observee teacher's name, the grades being observed, time and the date of observation were put and beside each item, a three-point likert scale (None-Some-Most) was placed to mark the frequency of the use of each language teaching technique preferred by the observee teacher. The items in survey questionnaire were turned into past tense to make the observation more practical and faster. For instance, the item "I have students do painting/coloring/drawing activities", which is a language teaching technique related to Activity-based Approach, CLT and Experiential Learning was turned into "Had students do painting/coloring/drawing activities" to make the observation process smoother. The order of the items in the questionnaire was also changed to group the language teaching techniques in connection with the same/similar language teaching methods and approaches.

3.3.3. Post observational interview form

The post observational interview questions were formed based on the observation checklist (See Appendix-VI). Each item was turned into a "WHY" question to find out the reasons why EFL teachers used the language teaching techniques with regards to frequency (none-sometimes-mostly). Each observee teacher was interviewed based on the results of the in-class observations conducted in his/her classes and each of them was asked why s/he least/most preferred using the relevant language teaching technique during in-class observations to be able to reveal the reasons that make the EFL teachers least/most prefer the given technique.

3.4. Data Collection

The data were collected sequentially in three phases. First, the quantitative data were collected using the questionnaire, after the analysis of the data, the observee EFL teachers were identified to collect the observational data, followed by the collection of the databases of post observational interviews conducted with the observee teachers. Data collection steps will be presented in Table 3.3. on the next page.

Table 3.3. Data Collection Steps

Dates	Data Collection Steps
1 st week of December, 2016	Taking research permit ↓
3 rd -4 th weeks of December, 2016	Quantitative data collection and analysis ↓
1 st week of January, 2017	Determining the observee sample ↓
2 nd – 4 th weeks of February and 1 st – 3 rd weeks of March, 2017	Conducting in-class observations in the classes of 10 EFL teachers of children in 2 nd , 3 rd and 4 th grades ↓
2 nd – 4 th weeks of February and 1 st – 3 rd weeks of March, 2017	Having post observational interviews with the 10 observee EFL teachers of children in 2 nd , 3 rd and 4 th grades ↓
4 th week of March and 1 st – 2 nd weeks of April, 2017	Conducting in-class observations in the classes of three EFL teachers of children or adolescents in 5 th – 8 th grades ↓
4 th week of March and 1 st – 2 nd weeks of April, 2017	Having post observational interviews with the three observee EFL teachers of children or adolescents in 5 th – 8 th grades ↓
3 rd - 4 th weeks of April and 1 st – 2 nd weeks of May, 2017	Conducting in-class observations in the classes of seven EFL teachers of adolescents in 9 th – 11 th grades ↓
3 rd - 4 th weeks of April and 1 st – 2 nd weeks of May, 2017	Having post observational interviews with the observee seven EFL teachers of adolescents in 9 th – 11 th grades ↓
June, 2017	Qualitative analysis of the post observational interviews

3.4.1. Quantitative data collection

As shown in Table 3.3., an application was made to the Ethical Board at Anadolu University and the research permit was taken from the governorship to care for the ethical issues during data collection procedure of the study (Appendix-I). During the Fall Term, 2016, the EFL teachers in Primary, Secondary/Middle and High Schools in Eskişehir province were surveyed via the questionnaire developed based on Larsen-Freeman (2000) and Richards & Rodgers (2001).

Each school was visited and the questionnaires were delivered to 245 EFL teachers. They were informed about the aim of the research and the opportunity to have their voice heard as EFL teachers via the current research. The participation in the study was a voluntary act. The participants were also ensured that the information they submit

was going to be kept confidential. The ones volunteered to participate in the study were asked to do the questionnaire in the time convenient for them in a week time, then the schools were revisited one week later to collect the disseminated questionnaires. In total, 213 EFL teachers filled out the survey questionnaires handing them in.

3.4.2. Data collection in-class observations

After analyzing the survey results, 20 EFL teachers (10 of those teaching second–fourth graders, three of those teaching fifth–eighth graders and seven of those teaching ninth–eleventh graders) were detected among surveyed EFL teachers through systematic sampling choosing every third participant among the 34 EFL teachers in Primary Schools, every 20th participant among the 64 EFL teachers in Secondary/Middle Schools, and every 10th participant among the 115 EFL teachers in High Schools for the in-class observations.

Ten of the teachers taught the children in Primary Schools and each of the EFL teacher's three English classes in second, third, and fourth grades, three EFL teachers' classes in fifth, sixth and seventh grades in Secondary/Middle Schools and the other seven EFL teachers' classes in ninth, tenth and eleventh graders in High Schools were observed by the researcher in 40 minute classes in the hours appropriate for the EFL teachers in the Spring Term, 2017, to obtain data using the observation checklist developed based on the questionnaire items of the study so as to find out how often and why they make use of those language teaching techniques. However, the EFL teachers' classes were not observed in the twelfth graders in High Schools, as they were busy with studying for the YGS exam (Exam for Higher Education) and LYS exam (University Placement Exam for Graduate Studies).

A non-participatory role was adopted in the first observed classes of each observee teacher, observing the class from the back of the classroom sitting at a desk, and in the following two classes, a participatory observational role was adopted by the researcher to collect observational data. The frequency of the observee EFL teachers' use of each language teaching technique in the observation checklist was marked on a three-point Likert scale (None, Some and Many). At the end of the in-class

observations, each of the 20 EFL teachers, whose classes had been observed, were interviewed based on the results of the observations in terms of the use of frequency of the language teaching techniques in their classes, they were asked about the reasons for their preferences to use the language teaching techniques with regards to frequency.

3.4.3. Post observational interview data collection

The post observational interviews were held with each observee EFL teacher at a suitable time when they had no class in a suitable office in the schools they work to make them feel comfortable. Each interviewee teacher was informed about the aim and the time range of the interview. The permission of recording the interview was also taken from the interviewees. All the interviewees were asked the same standard open-ended questions developed based on the observation checklist, in which each item was turned into a “Why” question and asked one by one to collect data about their thoughts about the reasons why they never/sometimes/mostly used the relevant language teaching techniques.

During the interviews, notes were taken to make the interviewee teachers feel relaxed, emotionally comfortable and give them more time to think about the questions. Writing down what the interviewees said in the interview forms helped the interviewee EFL teachers feel more comfortable and save extra time to think thoroughly about the reasons why they never/sometimes/mostly used those language-teaching techniques in the items.

First, the EFL teachers of children in Primary Schools were interviewed in the order of observations, the observations were done in accordance with the order of sampling in the observee teachers’ three different classes (second, third and fourth graders in Primary Schools, fifth, sixth and seventh graders in Secondary/Middle schools and ninth, tenth and eleventh graders in High Schools) in the Spring Term of 2016-2017 educational years. The one on one post observational interviews with each EFL teacher was done based on the results of the observations conducted using the observation checklist developed according to the items in the survey questionnaire of the study. (See Appendix-VII)

The EFL teachers were asked questions pertaining to each 57 item in the observation rubric on why they preferred to use those techniques in the items less or more. The average time of each interview was about 60-70 minutes. The interviewees were informed that they could have a break whenever they wanted to prevent fatigue and boredom. The information submitted by the interviewees was in their mother tongue, Turkish. The notes were taken during data collection. Per week, about two teachers were both observed in their classes and interviewed afterwards beginning from the middle of February 2017.

Data collection continued until the saturation point, at which the new data began to add nothing to the previously collected data was reached in the qualitative data analysis. The interviews with each of the 10 EFL teachers of children in Primary Schools were completed by the end of March, 2017, and the interviews with each of the 10 EFL teachers of adolescents in Secondary/Middle and High Schools were completed by the end of May, 2017.

3.5. Data Analysis

The data analyses were conducted in three sequential phases. First, the quantitative data collected through the survey questionnaire, second the observational data and finally the data obtained through post observational interviews were analyzed.

3.5.1. Quantitative data analysis

As shown in Table 3.4. on the next page, the categorical variables: the years of experience of the EFL teachers participated in the study, the age/the developmental stage of the students that English is taught (children vs. adolescents), the number of the students in a class, the number of class hours taught a week and the academic degree of the EFL teachers, were assigned numeric values. The likert scale of each item pertaining to each ELT technique was scored as follows: 1= Never, 2= Seldom, 3= Sometimes, 4= Often, 5= Always. To be able to do the statistical analysis of the collected quantitative data in SPSS 21, both dependent and independent variables were coded.

Table 3.4. Codebook for Variables

Variable 1	→ Case number for each EFL teacher surveyed, from 1 through 213
Variable 2	→ Teaching experience 1= “1-5 years”, 2= “6-10 years”, 3= “11-15 years, 4= “16-20 years” and 5= “21-more years”
Variable 3	→ English taught groups 1= “children” and 2= “adolescents”
Variable 4	→ Number of students in a class 1= “10-25 students” and 2= “26 or more students”
Variable 5	→ Number of weekly class hours 1= “15-20 classes” and 2= “ 21-30 classes”
Variable 6	→ Academic degree of the EFL teachers 1= “BA” and 2= “MA and PhD”
Variable 7	→ Items pertaining to the language teaching techniques 1= Never, 2= Seldom, 3= Sometimes, 4= Often and 5= Always

The descriptive statistics (mean, mode, median) and the spread of scores (variance, standard deviation and range) were calculated based on the sample. Inferential statistics test, One-way ANOVA and post-hoc tests were run to detect the significant differences among the means of the five independent variables in order to explain whether the preferences of the EFL teachers for the language teaching techniques in the questionnaire significantly differ in terms of the years of EFL teaching experience, after making sure that the data meet the necessary assumptions such as the measurability of the dependent variables (items containing the language teaching techniques), having more than two independent groups consisted of different participants without extreme cases (1-5, 6-10, 11-15, 16-20 and 21 or more years of English teaching experience), normal distribution and homogeneity of variance.

On the other hand, to make a comparison between the means of the two independent groups of the EFL teachers, that is to explain whether teaching English to the 2-6 and 7-12 graders (children vs. adolescents), the number of the students in a class (10-25 and 26 or more), the number of weekly class hours taught (15-20 and 21-30) and the academic degree (BA and MA/PhD) have significant influence on the EFL teachers’

preferences for the language teaching techniques, the independent-samples t-test was run, after making sure that the data meet the necessary assumptions such as the measurability of the dependent variables (items containing the language teaching techniques), having two independent groups consisted of different participants without extreme cases, normal distribution and homogeneity of variance, as in One-way ANOVA statistical test.

Levene's Test for Equality of Variances has the key role in the identification of the results of the independent samples t-test. The results of the t-tests were presented according to the equal variances assumed line, which means that the equal variances are assumed to be met in the calculations, but if the assumption is not met then the values in the equal variances not assumed line are presented in the results. The values that show the equal variances assumed are placed in the top row and the values that show the equal variances not assumed are placed in the bottom row in the independent samples test box.

To decide whether to consider the values either in the upper row (equal variances assumed) or the lower row (equal variances not assumed) to deduce results, first the significance value in the Levene's Test for Equality of Variances column were looked at. When the Sig value in the Levene's Test for Equality of Variances was higher than .05, the first row (equal variances assumed) was considered, which showed that the variability in two groups did not differ significantly from each other. When the Sig value in the Levene's Test for Equality of Variances was less than or equal to .05, the scores in the bottom row (equal variances not assumed) were taken into consideration, this indicated that the variability in two groups was not the same, but differed significantly from each other.

After deciding in which row (either top or bottom row) to read based on the Sig value in the Levene's Test for Equality of Variances, the Sig (2-Tailed) value in the t-test for Equality of means column indicated whether the Means of the two independent groups differed statistically from one another. When the Sig (2-Tailed) value in the t-test for Equality of means column was higher than .05, it showed that there was not a statistically significant difference between the Means of the two independent groups.

On the other hand, when the Sig (2-Tailed) value was lower than or equal to .05, it showed that there was a statistically significant difference between the Means of the two independent sample groups.(See Appendices- VII, VIII, IX, X and XI)

Following the t-test and ANOVA results, to explain the degree of variance in a dependent variable through one or more independent variables in inferential statistics, American Psychological Association (APA) highly suggests the reporting of Cohen's *d* values to strengthen the practical interpretation of the statistical reports. So, the Cohen's *d* effect sizes of each statistically significant result that were found in the One-way ANOVA and independent-samples t-tests were reported to measure the impact of the significant association among the independent and dependent variables in the study, as well. Here, .2 stands for a small size effect, .5 stands for a moderate size effect and .8 stands for a large size effect. In reporting the results, the range of the Likert scale was categorized based on the Mean values as (1-1.4) for Never, (1.5-2.4) for Seldom, (2.5-3.4) for Sometimes, (3.5-4.4) for Often and (4.5-5.0) for Always.

3.5.2. Data analysis for observations

During Spring Term in 2017, each observee EFL teacher's three different classes were observed by the researcher. Before each observation, the EFL teachers were informed about the aim of the in-class observations, to keep the routine of the classes, the EFL teachers also let the students know about the aim of the in-class observations that were conducted by the researcher. The researcher adopted a non-participant observation role in the first in-class observations conducted in each observee EFL teacher's class, in the remaining two classes of each observe EFL teacher's in-class observations, a participant role was adopted by the researcher to minimize the Hawthorne Effect both on the observee teacher and the students in the classes.

As shown in Table-3.5. on the following page, the researcher observed 30 classes of the 10 EFL teachers in second, third and fourth grades in Primary Schools, nine classes of the three EFL teachers in fifth, sixth and seventh grades in Secondary/Middle Schools and 21 classes of the seven EFL teachers in ninth, tenth and eleventh grades in High Schools in Tepebaşı and Odunpazarı districts of Eskişehir province. After

collecting the data conducting totally 63 in-class observations in 20 EFL teachers' classes (10 of those teaching second – fourth graders, three of those teaching fifth–seventh graders and seven of those teaching ninth – eleventh graders) using the observational checklist with a three point Likert scale (None-Some-Many), the most and the least used language teaching techniques by the EFL teachers of children and adolescents were identified adding the number of each marked None, Some and Many in the Likert scale of the observational checklist.

Table-3.5. In-Class Observations

Observed Classes of Children	Number of In- Class Observations	Number of Observee Teachers	Observed Classes of Adolescents	Number of In- Class Observations	Number of Observee Teachers
2 nd graders	10	13 EFL teachers	7 th graders	3	10 EFL teachers
3 rd graders	10		8 th graders	3	
4 th graders	10		9 th graders	7	
5 th graders	3		10 th graders	7	
6 th graders	3		11 th graders	7	
Total:	36 hours		Total:	27 hours	

One point was given for each marked None, Some and Many in each item, then the number of the None, Some, and Many marked in the observational checklists used in the EFL teachers of children and the number of the None, Some, and Many marked in the observational checklists used in the EFL teachers of adolescents were added and the number of frequency of the None, Some and Many were calculated separately for each language teaching technique for the EFL teachers of the children and the adolescents. 36 hours in-class observations with 13 EFL teachers of children and 27 hours in-class observations with 10 EFL teachers of adolescents, a total of 63 hours in-class observations were conducted. The least and the most used ten language-teaching techniques by the EFL teachers were detected using the observational checklists marked in the in-class observations of the 20 EFL teachers in terms of the frequency of using the relevant language teaching technique.

3.5.3. Data analysis of the post observation interviews

To be able to answer the third research question “What reasons are influential on EFL teachers’ preferences for the language teaching techniques?”, the interview data collected from the EFL teachers of children and those of adolescents were analyzed separately using the Constant Comparative qualitative data analysis technique, which was introduced by Glasser and Strauss (1967) to reveal the codes and categories/themes grounded in the data. The Constant Comparative Analysis technique helps the researcher reveal important categories and their connection with other categories by grouping the qualitative data into codes to deduce the categories describing the participants’ experiences. To present the qualitative data to the reader as clear as can be, the qualitative analysis was done in five steps. (See Table-3.6.)

As shown in Table- 3.6., the preparation of the qualitative data for the analysis, coding the themes in the expressions of the interviewee EFL teachers, categorization of the revealed codes and fulfilling the reliability of the analysis.

Table-3.6. Qualitative Data Analysis.

-
1. Transcription of the qualitative data
 - 2. Organizing the data**
 3. Coding
 - 4. Categorizing**
 5. Interrater reliability check
-

Prior to the analysis of the qualitative data obtained via post observational interviews with the 20 EFL teachers on their most and least preferred language teaching techniques, the collected qualitative data were transcribed. Following the completion of the qualitative data collection in one on one interviews with each of the 10 interviewee EFL teachers of children and 10 interviewee EFL teachers of adolescents, the data were transcribed blow by blow, grouped under each least and most used language teaching techniques in Microsoft Word on the computer. During the transcription, which took about 50 hours, each interview form was coded based on the schools where the EFL teachers work case by case.

First, to be able to concentrate on the data and generate the codes, the interview transcripts were organized. The completely transcribed qualitative data were read through three times to have a general idea to decide how to code and categorize them before starting the in depth analysis. The reasons for the least and most preferred language teaching techniques were searched for in the interview data. The data were read through and divided into the related items of the most and least used language teaching techniques preferred by the EFL teachers of children and those of adolescents. As the aim of the study is to detect the reasons for least or most used language-teaching techniques, an inductive data analysis technique was utilized.

As the analysis of the qualitative data is not as precise and objective as the analysis of the quantitative data, special care was taken in the analysis of the interview data taking into consideration each and every single word collected from 20 EFL teachers. The reasons for EFL teachers' preferences for the least and most used language teaching techniques were gathered/compiled underneath the related item. The responses obtained from each EFL teacher of children and adolescents were separated in the chronological order of data collection in accordance with the relevant item listed in the questionnaire.

The interviews conducted to find out the reasons for the EFL teachers' most and least preferred language-teaching techniques were arranged to be able to do the coding. The interview transcripts obtained from the EFL teachers of children were organized by grouping the qualitative data collected from the 20 EFL teachers, three of whom teaching both children and adolescents, 10 of whom teaching children and seven of whom teaching adolescents. Each answer given to the relevant question on the least and most used language teaching techniques by the ten interviewee EFL teachers of children and adolescents was grouped under the relevant language teaching technique separately.

As shown in Table-3.7. on the next, the data were organized by giving a case number to each interviewee EFL teacher. PT3, PT6, PT9, PT12, PT15, PT18, PT21, PT24, PT27 and PT30 codes were given for the EFLteachers in Primary School. ST20, ST40 and ST60 codes were given for the ones in Secondary Schools and HT10, HT20, HT30, HT40, HT50, HT60, HT70 codes were given for those in High Schools.

Table- 3.7. Coding and Categorization of the Qualitative Data

Category	Code	Interview data obtained from the EFL teachers of Children on item 48. “Using simple English sentences” (NA), (one of the most preferred language teaching techniques).
Ensuring comprehension	Ensuring Comprehension	PT3: “I utter one word at a time slowly <u>making sure that the students understand me looking into their eyes to attract their full attention</u> , I use the familiar vocabulary and grammar structure, if I use a new word I write it on the board and let them know what it means, I repeat the sentence if I perceive that they have <u>difficulty in understanding</u> . <u>To make sure that children understand</u> the class, I use the words with high frequency use in short simple sentences, trying to have them become familiar with English.”
Ensuring comprehension	Ensuring Comprehension	PT6: “I try to be <u>as understandable as I can</u> . Children’s <u>English levels differ</u> ; some children are more proficient than others. While some of them understand quickly, it takes longer for others to understand what I say. <u>The spoken language is already simple</u> unlike the written language I try to make simple sentences <u>to be understood by the least proficient students</u> .” I try to choose the most frequently used words in spoken language.
Simplicity of spoken language	The nature of spoken language	
Simplicity of spoken language	The nature of spoken language	PT9: “ <u>The spoken language is already simpler than the written one</u> , The sentences that I form usually consist of the structure of Subject+Verb+Object, I add place adverbials, time adverbials when necessary. I utter one word at a time using intonations, stressing some morphemes, even spelling the words sometimes. I sometimes utter chunks consisting of a few words repeatedly. <u>I make sure that children understand the lesson</u> , I try to form short simple sentences simplifying my speech as much as I can <u>to enable the students to understand me</u> .”
Ensuring comprehension	Ensuring Comprehension	
Ensuring comprehension	Ensuring Comprehension	PT12: “As most of <u>the children start learning English from the scratch</u> , they are beginners, basic level learners, <u>I use the sentences that they can understand without having a confusion</u> . I simplify my speaking so that most of the children can understand me, even the least proficient one. “ <u>The spoken language is already simple</u> unlike the written language.”
Simplicity of spoken language	The nature of spoken language	
Ensuring comprehension	Ensuring Comprehension	PT15: “I always speak very simple English, even if I do not want to, I must confess that my English knowledge is getting backwards teaching the children in the beginning level, I forget most of my English knowledge. I simplify my speaking <u>so that the majority of the children can understand me</u> . Children’s English level is low, I pay attention to form the sentences that <u>even the least proficient student can understand</u> what I speak. “Unless students understand what I say, I can observe that they feel uneasy.

Table- 3.7. Continued

Category	Code	Interview data obtained from the EFL teachers of Children on item 48. "Using simple English sentences" (NA), (one of the most preferred language teaching techniques).
Increasing motivation	Motivating learners	PT18: "Children like changes in the class, otherwise problems arise as they feel bored. They do not like monotonous classes, some <u>simple sentences of English make the lesson more attractive and appealing to the students</u> . Some <u>children admire to speak in English</u> when they hear me speaking in English; this is <u>a motivating factor</u> to have them study harder. <u>To make sure that children understand the class</u> , I use daily high frequency words in short simple sentences."
Ensuring comprehension	Ensuring Comprehension	PT21: "The number of the words I use to form simple sentences is no more than four or five, I usually use three words in a sentence, and the words are the most frequently used ones. <u>To make sure that children understand the class</u> , I use words with high frequency in short simple sentences. Children's English levels differ, I use the sentences that <u>even the least proficient student can understand</u> what I mean. If the children cannot understand a subject, I use L1 to explain what I mean. <u>Some children admire to speak in English</u> , so I use simple and understandable to help them imitate the words that I use."
Increasing motivation	Motivating learners	PT24: "In elementary school, I cannot use complex ones even if I want to. Children's English needs developing, <u>I use the sentences that an average student can understand what I mean</u> . I adjust the choice of words in accordance with the feedback I get from the children. <u>To make the lesson interesting, I simplify my speaking</u> . I use simple sentences to raise my students' interest in the class."
Ensuring comprehension	Ensuring Comprehension	PT27 : "I am so used to making simple sentences <u>so that children can understand me</u> , I feel that I forget most of my English knowledge both teaching simple English and speaking simple English. There are over 26 students in a class, it is usually noisy, and both in Turkish and English <u>I simplify my speaking so that most of the children can understand me</u> . To be as understandable as I can be, I form simple sentences I also ask questions to keep children's attention, do a lot of pauses, rephrasing what I say."
Increasing motivation	Motivating learners	PT30: "I choose simple words and sentences <u>to make sure that children understand the class</u> , it is motivating to use simple English sentences Simple sentences help them to digest what they hear in their minds. <u>To be as understandable as I can be</u> , I form simple sentences. I do a lot of pauses during while speaking to give the students time to comprehend my words. I cannot use complex ones even if I want to as <u>spoken language is plain</u> ."
Ensuring comprehension	Ensuring Comprehension	
Simplicity of spoken language	The nature of spoken language	

Two separate tables were prepared to put the interview data obtained from the EFL teachers of children and the EFL teachers of adolescents.

The interview data pertaining to each participant in a descending order beginning from the first one to the last one was listed underneath the relevant language teaching technique preferred least or most. The codes revealed from the interview data were placed on the left column and the categories were placed next to the codes.

The qualitative data organized for analysis were read thoroughly line by line to get a general idea. The phrases, sentences or the paragraphs were underlined according to the summative meaning conveyed by their content and the codes extracted from the analyzed texts were put in bold letters on the left column next to the qualitative interview data being analyzed. In the light of the research question, meaningful data units and words/phrases that describe the phenomena were detected.

Within the framework of this qualitative analysis, each single word, sentence, and paragraph was read thoroughly and given a code representing the reason for using the relevant language teaching technique least/most. To do the appropriate coding, the reasons influential on EFL teachers' preferences for the least and most preferred language teaching techniques were searched for within the complex qualitative data. The coding process was done to reveal the meaningful units and concepts by comparing and contrasting with one another to discern the similarities and differences, cause-effect relations, recurring themes etc. Based on the similarity of the meaning units, the categories were formed through constant comparison qualitative data analysis technique.

To represent the themes based on their meanings as a whole, the codes were either extracted from the expressions of the interviewee teachers or the related terms in the relevant past research were used. The most suitable codes that describe the general meaning of the qualitative data were chosen to reveal the categories. That is, the codes were both generated from the data itself and the codes mentioned in the related research in the past were also used to name the general ideas conveyed in the expressions obtained from the interviewee EFL teachers when necessary. While coding the reasons for a category, the reasons were also compared with the previously coded ones within

the same category prior to keeping on the next coding. To make sure that the coding was done appropriately, the coding process was reviewed repeatedly. The interview data that the similar/same codes referred to were grouped and coded into the relevant categories.

In sum, based on the research questions and the interview questions, the words and their representation of the categories were grouped in terms of similarities and discrepancies dividing the data into distinctive meaning units. The key themes for the reasons for using language-teaching techniques were identified and categorized inductively. Powerful and interesting quotations that support the categories were quoted to support the findings.

To corroborate the validity of the qualitative findings emerging from the qualitative data analysis, the analysis of the 100 % of the qualitative data were analyzed both by the researcher and by the researcher's academic supervisor. The amount of agreements were divided by adding the number of agreements and disagreements multiplied by 100, a point by point Inter-rater reliability calculation put forward by Tawney and Gast in 1984, showing a .88 inter-rater reliability. The individual expressions of the interviewee EFL teachers' were also quoted to strengthen the external validity of the research.

In the following part, the results of the quantitative and qualitative phases of the research study will be explained.

CHAPTER 4

4. RESULTS

The results part contains three subparts. The first subpart presents the results of the analysis of the quantitative data obtained through the survey questionnaire; the second one presents results of the analysis of the quantitative data obtained through the observation in the classes of the ten English teachers teaching English to children and the ten teachers teaching adolescents. The third one presents the results of the analysis of the qualitative data obtained through interviews with the twenty EFL teachers following the in-class observations.

4.1. What Language Teaching Techniques Do Turkish EFL Teachers Prefer Using in Their Classes?

The EFL teachers working at Primary, Secondary and High Schools in both Odunpazarı and Tepebaşı towns of Eskişehir province in Turkey were surveyed on their preferences for the language teaching techniques in the quantitative phase of the explanatory sequential mixed method designed study. The data that the EFL teachers provided in their questionnaires were uploaded into SPSS 21 to do the statistical analysis. In order to answer the first research question “What language teaching techniques do Turkish EFL teachers prefer using in their classes?”, descriptive analysis of the quantitative data was conducted using SPSS 21; the mean values and standard deviations of the questionnaire items responded by the EFL teachers were calculated to be able to explain the ratings on their preferences for the language teaching techniques to determine the general tendency. The number of the respondents, Mean values and standard deviations were presented line by line in Table-4.1 beside each item. The method/s and approach/es with which each language teaching technique was associated with was/were also given in parenthesis for information. As shown in Table-4.1. on the following page, the number of the respondents for the items was between 205 and 213, which is an indication that most of the EFL teachers responded the majority of the 57 items on language teaching techniques.

Table-4.1. Descriptive Statistics

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
1. I encourage students to learn Turkish meanings of vocabulary. (GT)	210	3.90	.98
2. I have students read authentic texts to improve their reading skill. (WLT, CLT, CBI, TBLT)	212	3.59	.97
3. I translate the vocabulary items only when necessary. (CLT)	212	3.77	.88
4. I emphasize the practicing of structures verbally within a meaningful speech context. (CLT, CLL)	209	3.88	.85
5. I use simple English sentences. (NA)	210	4.36	.75
6. I teach listening and speaking skills as primary skills, reading and writing as the secondary ones. (ALM)	209	3.45	.96
7. I use English in the classes. (ALM)	210	3.32	1.07
8. I teach grammar and vocabulary to improve four language skills (listening, speaking, reading and writing). (SLT, NA)	213	3.73	.95
9. I sequence the tasks and activities in terms of linguistic and cognitive difficulty. (TBLT, SLT, NA)	210	3.83	.92
10. I have students write short paragraphs in English. (ALM)	205	3.43	1.10
11. I use student-produced texts as teaching materials. (WLT, CLL, CLT, NA, CBI)	209	2.66	1.15
12. I correct pronunciation errors immediately. (ALM)	211	3.36	1.17
13. I let students choose what they want to read among different themes. (Theme-Based A)	210	3.03	1.12
14. I have students memorize the grammar rules. (GT)	211	3.27	1.05
15. I use dialogues to contextualize the situations. (SLT)	213	4.03	.77
16. I slow the rate of my speech according to my students' level. (NA)	210	4.37	.71
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation. (ALM)	210	3.80	.92
18. I use Turkish to give instructions/explanations. (GT)	212	3.21	1.01
19. I try to integrate four skills (Reading, Speaking, Listening and Writing). (WLT,CLT)	213	4.09	.84

Table-4.1. Continued	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
20. I give instructions in L2 by adjusting to students' levels. (CLT)	211	3.78	.78
21. I sequence the lesson from controlled to freer practice of language structures. (CLT, SLT, CLL, WLT, LA, NA, TBLT, CBI)	209	3.75	.77
22. I have students write a summary/interpretation of what they read. (CBI)	213	2.67	1.03
23. I try to develop students' communicative competence via interactive activities. (CLL, CLT)	213	3.84	.87
24. I let students bring authentic learning materials to the class. (WLT,CLL, CLT)	213	3.28	1.01
25. I negotiate the lesson plan with the students. (WLT)	210	2.75	1.11
26. I encourage students to guess the meaning of the new vocabulary from the context. (CLT, SLT, WLT)	212	4.32	.77
27. I use texts integrating English with other school subjects such as Science, Math, etc. (CBI)	212	3.10	1.12
28. I pay attention to accurate grammatical sentence formation. (GT)	213	3.40	.88
29. I adapt the dialogues to students' interests. (CLT, TBLT)	210	3.90	.89
30. I use audio-visual equipment to provide native speaker models to improve listening. (ALM)	207	4.05	1.02
31. I teach slightly above students' present levels. (NA, TBLT)	211	3.34	1.05
32. I have students memorize tasks (e.g. dialogues, rhyming expressions, tongue twisters, songs). (ALM)	210	3.30	1.04
33. I have students perform social activities (e.g. conversations/role plays/improvisations/games/discussions). (CLT, NA, TBLT)	209	3.74	.89
34. I do needs analysis and counseling. (CLL, CLT)	207	3.38	.87
35. I teach the meaning of the vocabulary through concrete objects and pictures. (DM, TPR, NA)	210	3.75	.92
36. I have students translate the English reading texts in into Turkish. (GT)	212	2.90	1.10
37. I reinforce correct sentence formation. (GT)	210	3.44	.85
38. I expect students to produce comprehensible pronunciation. (CLT)	212	3.67	.90

Table-4.1. Continued	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
39. I have students engage in activities involving real meaningful communication. (TBLT, CLT, CLL)	212	3.82	.79
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guidebooks, etc.). (CBI, NA)	210	3.33	1.10
41. I try to lower students' anxiety. (CLL, CLT, NA, WLT, TPR)	212	4.33	.71
42. I conduct translation exercises. (GT)	212	3.02	1.02
43. I teach English focusing on form. (CLT, WLT)	212	3.21	.85
44. I have dictation drills. (ALM, GT)	211	2.84	1.00
45. I have students do tasks in pairs or small groups. (CLL, CLT, TBLT)	212	3.89	.85
46. I establish a competitive learning atmosphere. (TPR, CLL, WLT, CLT, CLL, NA, Experiential Learning)	212	3.43	.96
47. I present the grammatical content and then have it practiced. (ALM, CLT)	209	3.48	.94
48. I give students verbal commands in English to enable them to respond physically (e.g. sit down, stand up, etc.). (TPR)	210	4.11	.84
49. I have students do painting/coloring/drawing activities. (CLT, Activity-based A, Experiential Learning)	211	3.26	1.28
50. I encourage learner to learner/knower interaction. (CLL, CLT)	210	3.82	.82
51. I pay attention to fluency. (CLT)	212	3.49	.93
52. I clarify the meaning using body language. (e.g. mimes and gestures) (TPR)	211	4.36	.75
53. I associate the tasks and activities with students' past experience/interests. (CLT, NA, TBLT)	210	4.02	.80
54. I try to integrate the functional, grammatical and lexical aspects of English. (CLT, CLL)	212	3.87	.85
55. I use real meaningful and authentic communication activities. (CBI, TBLT, CLT, WLT)	211	3.86	.87
56. I use authentic tasks supported by newspapers, TV programs and internet. (WLT, CLT, TBLT, CBI)	211	3.58	.99
57. I try to establish a cooperative learning atmosphere. (CLT, CLL)	211	4.12	.78

Table-4.1. showed that the EFL teachers rated eleven of the language teaching techniques in the questionnaire above the Mean value of four, close to “Always”. These were using simple English sentences (Item-5), associated with the Communicative Language Teaching and Community Language Learning (CLT and CLL), using dialogues/stories to contextualize the situations (Item-15), identified with Situational Language Teaching (SLT), adjusting the rate of speech according to students’ level (Item-16), connected with Natural Approach (NA), trying to integrate four skills (Reading, Speaking, Listening and Writing) (Item-19), related to Whole Language Teaching and Communicative Language Teaching (WLT, CLT), encouraging students to guess the meaning of the new vocabulary from the context (Item-26), associated with Communicative Language Teaching, Situational Language Teaching and Whole Language Teaching (CLT, SLT, WLT), using audio-visual equipment to provide native speaker models to improve listening (Item-30), related to Audio Lingual Method (ALM), trying to lower students’ anxiety (Item-41), identified with Community Language Learning, Communicative Language Teaching, Natural Approach, Whole Language Teaching and Total Physical Response (CLL, CLT, NA, WLT, TPR), giving students verbal commands in English to enable them to respond physically (e.g. sit down, stand up, etc.) (Item-48), connected to Total Physical Response (TPR), clarifying the meaning using body language (e.g. mimes and gestures) (Item-52), in connection with Communicative Language Teaching (CLT), associating the tasks and activities with students’ past experience/interests (Item-53), associated with Communicative Language Teaching (CLT) and trying to establish a cooperative learning atmosphere (item 57), associated with Whole Language Teaching, Communicative Language Teaching, Task Based Language Teaching and Content Based Language Teaching (WLT, CLT, TBLT, CBI).

These results indicated that the surveyed EFL teacher respondents preferred using a combination of learner and learning centered language-teaching techniques in common. It is noteworthy that EFL teachers were supportive of their students in terms of social and psychological part of language teaching. The techniques given priority by the participant EFL teachers concentrated on the social and humanistic side more than

the language based language-teaching techniques that require cognitive effort focusing on the structures of the English. These survey results reflected EFL teachers' efforts to perform a desirable ideal language teaching procedure that encourage social interaction and communication using English.

Furthermore, the first three highest mean ratings indicated that the teachers nearly always slowed the rate of their speech according to students' level ($M=4.37$, $SD=.71$), and used simple English sentences to make the content comprehensible ($M=4.36$, $SD=.75$) clarifying what they mean using mimes, gestures and body language ($M=4.36$, $SD=.74$). These results exhibited that EFL teachers preferred using various techniques to adjust their teaching according to their students' level in order to make the English class more comprehensible.

The mean rating of the teachers encouraging students to guess the meaning of the new vocabulary from the context, ($M=4.32$, $SD=.77$) was higher than those teaching the Turkish meanings of English vocabulary items, ($M=3.90$, $SD=.98$) and teaching the meaning of the vocabulary via concrete objects and pictures ($M=3.75$, $SD=.92$). The teachers did not translate the vocabulary items unless it was necessary ($M=3.77$, $SD=.88$). These results indicated that the EFL teachers generally paid attention to use meaning based language teaching techniques in vocabulary teaching, trying to activate students' cognitive/mental skills rather than directing the students to L1 focused learning.

At the same time, among the language teaching techniques identified with Community Language Learning (CLL), Communicative Language Teaching (CLT), Natural Approach (NA), Experiential Learning, Total Physical Response (TPR) and Whole Language Teaching (WLT), more EFL teachers tried to create a warm classroom atmosphere in an attempt to reduce anxiety ($M=4.33$, $SD=.71$) by establishing a cooperative learning atmosphere ($M=4.12$, $SD=.783$) than those trying to establish a competitive learning atmosphere ($M=3.43$, $SD=.96$). The teachers claimed that they sometimes did needs analysis and counseling ($M=3.38$, $SD=.88$). These survey results indicated that the Turkish EFL teachers gave importance to the humanistic side of teaching more than the grammatical one empathizing with their students creating a more

positive collaborative language-learning environment rather than a competitive one.

Table-4.1. depicted that the teachers quite often preferred to give students verbal commands in English to enable them to respond physically ($M=4.11$, $SD=.84$), which is a language teaching technique related to TPR. The EFL teachers expressed that they utilized audio-visual equipment to provide native speaker models ($M=4.05$, $SD=1.02$) in their classes trying to integrate the four language skills (Reading, Speaking, Listening and Writing) ($M=4.09$, $SD=.84$) and there were those who often taught listening and speaking skills as primary skills, reading and writing as the secondary ones ($M=3.45$, $SD=.96$) and had students memorize dialogues, rhyming expressions, tongue twisters, songs ($M=3.30$, $SD=1.04$). However, the teachers reported that they rarely had dictation drills ($M=2.84$, $SD=1.04$). These quantitative results indicated that the EFL teachers tend to use the language teaching techniques mostly associated with ALM frequently.

The EFL teachers in the study also often used dialogues/stories to contextualize the situations ($M=4.03$, $SD=.77$), a language teaching technique related to Situational Language Teaching Approach (SLT), by associating the tasks and activities with students' past experience, needs and interests ($M=4.02$, $SD=.80$), a language teaching technique related to CLT, Task Based Language Teaching (TBLT) and Natural Approach (NA).

The EFL teachers rated 17 of the items higher than the Mean value of 3.50, which is close to "Often". By having students do tasks in pairs or small groups ($M=4.02$, $SD=.80$) and having them perform social activities like conversations, role plays, improvisations, games and discussions ($M=3.74$, $SD=.89$), they adapted the dialogues to students' interest or situation ($M=3.90$, $SD=.89$), provided them with the opportunity of practicing structures verbally within a meaningful speech context ($M=3.88$, $SD=.86$).

By integrating functional, grammatical and lexical aspects of English in a meaningful way with themes and situations such as role-plays and simulations ($M=3.87$, $SD=.85$), they often made an effort to develop students' communicative competence through interactive activities ($M=3.84$, $SD=.87$), and real, meaningful and authentic communication activities ($M=3.86$, $SD=.87$). The EFL teachers reported that they often preferred a student centered class to a teacher centered one by encouraging learner to

learner/knower interaction providing a supportive peer cooperation ($M=3.82$, $SD=.816$).

It is important to mention that the Mean ratings for the items 4, 15, 23, 33, 39, 45, 54, and 55 are very close to one another. These results demonstrated that the EFL teacher often utilized the combination of these language-teaching techniques identified with Community Language Learning (CLL), Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT) in similar frequencies in their classes.

In their lessons, making use of the techniques that are mostly related to Content Based Instruction (CBI), Community Language Learning (CLL), CLT, Lexical Approach, Natural Approach (NA), Situational Language Teaching (SLT), Task Based Language Teaching (TBLT) and Whole Language Teaching (WLT), the EFL teachers nearly often selected and sequenced the tasks and activities in terms of linguistic and cognitive difficulty ($M=3.83$, $SD=.92$) and seldom negotiated the lesson plan with the students ($M=2.75$, $SD=1.12$). The EFL teachers frequently sequenced the lesson from controlled to freer practice of language structures ($M=3.75$, $SD=.77$).

The teachers sometimes taught English focusing on form ($M=3.21$, $SD=.85$) and paid attention to fluency ($M=3.49$, $SD=.93$). There are also the ones who claimed that they taught grammar and vocabulary to improve four language skills (listening, speaking, reading and writing, close to often ($M=3.73$, $SD=.47$)). They preferred to present the grammatical content first and then have it practiced ($M=3.48$, $SD=.94$) sometimes having their students memorize the vocabulary and grammar rules ($M=3.27$, $SD=1.05$), paying attention to accurate grammatical sentence formation ($M=3.40$, $SD=.88$) and reinforcing correct sentence formation ($M=3.44$, $SD=.85$). The EFL teachers also reported that they sometimes taught slightly above students' present levels ($M=3.34$, $SD=1.05$).

From time to time, they also preferred utilizing the techniques which are characterized with CBI, CLT, TBLT and WLT such as selecting authentic materials (newspapers, magazines, etc.) for in-class use ($M=3.33$, $SD=1.10$) and having students read authentic texts to improve their reading skill ($M=3.59$, $SD=.98$). The English teachers sometimes used authentic tasks supported by newspapers, TV programs and

internet ($M=3.58$, $SD=.99$) and texts integrating English with other school subjects such as Science, Math, etc. ($M=3.10$, $SD=1.12$). They seldom let students bring authentic learning materials to the class ($M=3.28$, $SD=1.10$) and choose what they want to read among different themes ($M=3.03$, $SD=1.12$). The EFL teachers expressed that they rarely used student produced texts as teaching materials ($M=2.66$, $SD=1.15$), sometimes gave instructions and explanations in Turkish ($M=3.21$, $SD=1.01$) and used English in the classes ($M=3.32$, $SD=1.07$); however, they gave instructions in L2 by adjusting to their students' levels more frequently ($M=3.78$, $SD=.78$).

On the other hand, the EFL teachers nearly often emphasized native like accurate pronunciation, stress, rhythm and intonation (ALM) ($M=3.80$, $SD=.92$). They also expected students to produce comprehensible pronunciation frequently (CLT) ($M=3.67$, $SD=.90$) and sometimes gave immediate corrective feedback in mispronunciations (ALM) ($M=3.36$, $SD=1.17$) while teaching English to enable their students to form the desirable correct L2 production.

The teachers more frequently had students write short paragraphs in English ($M=3.43$, $SD=1.13$) than having them write a summary/interpretation of what they read ($M=2.67$, $SD=1.04$). It is considerable that the teachers seldom had students translate the reading texts into Turkish ($M=2.90$, $SD=1.11$) and sometimes conducted translation exercises ($M=3.02$, $SD=1.02$). The teachers also had students do painting, coloring, drawing activities from time to time ($M=3.26$, $SD=1.26$), a technique related to Activity Based and Experiential Learning.

In general, the EFL teachers preferred the language teaching technique “using simple English” in their classes. EFL teacher respondents surveyed put forward that they usually took students' past experience, interests and even anxiety into consideration by providing a cooperative language learning and teaching atmosphere.

On the whole, it is understandable from the survey results that respondent EFL teachers made use of oral commands in English to help students integrate with the target language to be able to attain some sort of familiarity with the target language to some extent in their classroom settings. From the results, it is evident that EFL teachers were more meaning focused as they expressed that they prefer trying to integrate four

language skills, encouraging students to guess the meaning of the new vocabulary from the context. The teachers also stated that they provided the students with audio-visual equipment to have them hear native English speaker models. The survey results in general made the impression that EFL teachers were in favor of using learner-based language teaching techniques identified with CLL, CLT and TBLT more than those focusing on form based language teaching techniques connected with more traditional language teaching methods.

The next section will explain the results related to the second research question.

4.1.2. Do the EFL teachers' preferences for the language teaching techniques significantly differ according to the factors/variables below?

- a. teaching experience,
- b. the age/developmental stage,
- c. the number of students in a class (10-25 and more than 26),
- d. total teaching load per week (15-20 hours and 21-30 hours),
- e. academic degree (BA and MA/PhD)

4.1.2.1. The significant differences according to EFL teachers' language teaching experience

In this part, to be able to answer the second research question the EFL teachers' preferences for language teaching techniques were compared in terms of their English teaching experience among the five groups of 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 or more years. Only the language teaching techniques that differed significantly with regards to the responds of the participants were tabulated in Table-4.2 on the following page. The number of the respondents within each group of experience, the mean values, standard deviations, F values and the value of significance were presented line by line in the table beside each item. The method/s and approach/es with which the language teaching technique was associated with was/were also given in parentheses.

Table-4.2. One way ANOVA Results for Experience

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>F</i>	<i>Sig</i>
1. I encourage students to learn Turkish meanings of vocabulary. (GT)	1-5	11	4.18	.98	3.83	.005
	6-10	45	4.22	.76		
	11-15	65	3.92	.85		
	16-20	40	3.95	.90		
	21-more	49	3.49	1.23		
	Total	210	3.90	.98		
2. I have students read authentic texts to improve their reading skill. (WLT, CLT, CBI, TBLT)	1-5	12	2.92	.79	4.49	.002
	6-10	46	3.37	1.06		
	11-15	64	3.61	.97		
	16-20	41	3.54	.95		
	21-more	49	4.00	.82		
	Total	212	3.59	.97		
7. I use English in the classes. (ALM)	1-5	12	2.75	1.06	3.95	.004
	6-10	46	2.96	1.13		
	11-15	64	3.33	1.07		
	16-20	40	3.50	1.01		
	21-more	48	3.67	.91		
	Total	210	3.32	1.07		
11. I use student-produced texts as teaching materials. (WLT, CLL, CLT, NA, CBI)	1-5	12	2.25	.87	4.15	.003
	6-10	45	2.40	1.03		
	11-15	65	2.63	1.20		
	16-20	40	2.48	1.26		
	21-more	47	3.21	1.02		
	Total	209	2.66	1.15		

Table-4.2. Continued

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>F</i>	<i>Sig</i>
18. I use Turkish to give instructions/explanations. (GT)	1-5	12	3.92	.900	4.67	.001
	6-10	46	3.26	1.04		
	11-15	64	3.45	.98		
	16-20	41	2.90	.99		
	21-more	49	2.92	.93		
	Total	212	3.21	1.01		
20. I give instructions in English by adjusting to students' levels. (CLT)	1-5	12	3.17	.72	2.61	.037
	6-10	46	3.67	.94		
	11-15	64	3.89	.69		
	16-20	41	3.80	.71		
	21-more	48	3.88	.76		
	Total	211	3.78	.78		
25. I negotiate the lesson plan with the students. (WLT)	1-5	12	2.08	1.00	2.58	.038
	6-10	45	2.69	1.00		
	11-15	64	3.03	1.22		
	16-20	41	2.54	1.03		
	21-more	48	2.77	1.10		
	Total	210	2.75	1.12		
30. I use audio-visual equipment to provide native speaker models to improve listening. (ALM)	1-5	12	3.42	1.24	2.57	.039
	6-10	45	3.80	1.24		
	11-15	64	4.13	.95		
	16-20	38	4.16	.79		
	21-more	48	4.25	.91		
	Total	207	4.05	1.02		

Table-4.2. Continued

		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>F</i>	<i>Sig</i>
36. I have students translate English reading texts into Turkish. (GT)	1-5	12	3.25	1.22	4.24	.003
	6-10	45	3.16	1.20		
	11-15	65	3.08	1.02		
	16-20	41	2.83	1.00		
	21-more	49	2.39	1.04		
	Total	212	2.90	1.10		
41. I try to lower students' anxiety. (CLL, CLT, NA,WLT, TPR)	1-5	12	3.75	.87	2.48	.045
	6-10	45	4.42	.66		
	11-15	65	4.34	.74		
	16-20	41	4.27	.71		
	21-more	49	4.41	.64		
	Total	212	4.33	.71		
45. I have students do tasks in pairs or small groups. (CLL, CLT, TBLT)	1-5	12	3.08	1.08	3.23	.013
	6-10	45	4.02	.90		
	11-15	65	3.88	.67		
	16-20	41	3.88	.84		
	21-more	49	3.98	.90		
	Total	212	3.89	.85		
50. I encourage learner to learner/knower interaction. (CLL, CLT)	1-5	11	3.91	.94	3.97	.004
	6-10	45	3.98	.75		
	11-15	65	3.77	.86		
	16-20	40	3.43	.64		
	21-more	49	4.04	.82		
	Total	210	3.82	.82		

As shown in Table-4.2, the EFL teachers' preferences differed significantly in terms of years of experience in twelve of the items (encouraging students to learn Turkish meanings of vocabulary (GT) (Item-1), having students read authentic texts to improve their reading skill (WLT, CLT, CBI, TBLT) (Item-2), using English in the classes (ALM) (Item-7), using student produced texts as teaching materials (WLT, CLL, CLT, NA, CBI) (Item-11), using Turkish to give instructions or make explanations (GT) (Item-18), giving instructions in English by adjusting to students' levels (CLT) (Item-20), negotiating the lesson plan with the students (WLT) (Item-25), using audio-visual equipment to provide native speaker models to improve listening (ALM) (Item-30), having students translate English reading texts into Turkish (GT) (Item-36), trying to lower students' anxiety. (CLL, CLT, NA, WLT, TPR) (Item-41), having students do tasks in pairs or small groups (CLL, CLT, TBLT) (Item-45) and encouraging learner to learner/knower interaction (CLL, CLT) (Item-50). (See also Appendix-VIII)

In terms of EFL teaching experience, a significant difference was found in encouraging students to learn Turkish meanings of vocabulary (Item-1) at the $p < .05$ level for the five different categories of experience [$F(4,205)=3.83, p=.05$]. Post hoc comparisons, using the Tukey HSD test, indicated that the mean score for the EFL teachers with 6-10 years ($M=4.22, SD=.76$) was significantly different from the mean score for those with 21 or more years of EFL teaching experience ($M=3.49, SD=1.23$).

These results suggested that the EFL teachers with 6-10 years of experience encouraged the students to learn the Turkish meanings of the English vocabulary items at a significantly higher level than those with 21 or more EFL teaching experience. Furthermore, Cohen's effect size value ($d=.26$) suggested a low level of significance. However, there was not a significant difference among the EFL teachers with 1-5, 11-15, and 16-20 years of experience.

On the language teaching technique in having students read authentic texts to improve their reading skill (Item-2), there was a significant influence of EFL teaching experience at the $p < .05$ level for the five different categories of experience [$F(4,207)=4.48, p=.002$]. Post hoc comparisons using the Tukey HSD test indicated that

the mean score for the EFL teachers with 21 or more years' experience ($M=4.0$, $SD=.82$) was significantly different than the mean score for those with 1-5 EFL teaching experience ($M=2.92$, $SD=.80$).

These results suggested that the EFL teachers with 21 or more years of experience had their students read authentic texts to improve their reading skill at a significantly higher level than those with 1-5 EFL teaching experience. Furthermore, Cohen's effect size value ($d=.29$) suggested a low level of significance. However, there was not a significant difference among the EFL teachers with 6-10, 11-15, and 16-20 years of experience.

There was also a significant difference in terms of EFL teaching experience in the language teaching technique "using English in the classes (ALM) (Item-7)" at the $p<.05$ level for the five different categories of experience [$F(4, 205)=3.95$, $p=.004$]. Post hoc comparisons using the Tukey HSD test indicated that the mean score for the EFL teachers with 21 or more years' experience ($M=3.67$, $SD=.91$) was significantly higher than the mean score for those with 6-10 EFL teaching experience ($M=2.96$, $SD=1.14$).

These results showed that the EFL teachers with 21 or more years of experience use English in the classes at a significantly higher level than those with 6-10 EFL teaching experience. Furthermore, Cohen's effect size value ($d=.27$) suggested a low level of significance. However, there was not a significant difference among the EFL teachers with 1-5, 11-15, and 16-20 years of experience.

On using student produced texts as teaching materials (WLT, CLL, CLT, NA, CBI) (Item-11), a statistically significant difference in terms of EFL teaching experience was found at the $p<.05$ level for the five different categories of experience [$F(4, 204)=4.15$, $p=.003$]. Post hoc comparisons, using the Tukey HSD test, displayed that the mean score for the EFL teachers with 21 or more years' experience ($M= 3.21$, $SD=1.02$) was significantly higher than the mean score for those with 6-10 EFL teaching experience ($M=2.40$, $SD=1.03$).

These results demonstrated that the EFL teachers with 21 or more years of experience use student produced texts as teaching materials at a significantly higher level than those with 6-10 EFL teaching experience. Furthermore, Cohen's effect size

value ($d=.28$) suggested a low level of significance. However, there was not a significant difference among the EFL teachers with 1-5, 11-15, and 16-20 years of experience.

A One-Way between subjects ANOVA identified a statistically significant difference in terms of EFL teaching experience in using Turkish to give instructions/explanations (GT) (Item -18), at the $p<.05$ level for the five different categories of experience [$F(4, 207)=4.66, p=.001$]. Post hoc comparisons, using the Tukey HSD test, exhibited that the mean score for the EFL teachers with 1-5 years' experience ($M=3.92, SD=.90$) was significantly different than both the mean score for those with 16-20 years EFL teaching experience ($M=2.90, SD=1.00$) and the mean score for those with 21 or more years of EFL teaching experience ($M=2.92, SD=.93$). Post hoc comparisons, using the Tukey HSD test, also revealed that the mean score for the EFL teachers with 11-15 years' experience ($M=3.45, SD=.98$) was significantly different than both the mean score for those with 16-20 years EFL teaching experience ($M=2.90, SD=1.00$) and the mean score for those with 21 or more years of EFL teaching experience ($M=2.92, SD=.93$).

These results suggested that both the EFL teachers with 1-5 years of experience and those with 11-15 years of experience used Turkish to give instructions and explanation sat a significantly higher level than those with 16-20 and 21 or more EFL teaching experience. Furthermore, Cohen's effect size value ($d=.29$) suggested a low level of significance.

Another item that the one-way ANOVA test detected a statistically significant difference across teaching experience categories was giving instructions in English by adjusting to students' levels (CLT) (Item-20), [$F(4, 206)=2.61, p=.04$]. A Tukey HSD test indicated that the mean score for the EFL teachers with 11-15 years of teaching experience ($M=3.89, SD=.70$) and the mean score for the EFL teachers with 21 or more experience ($M=3.88, SD=.76$) were significantly different than the mean score for those with 1-5 years teaching of teaching experience ($M=3.17, SD=.72$). These results suggested that the EFL teachers with 11-15 years of teaching experience and those with 21 or more years of experience gave instructions in L2 by adjusting to students' levels

at a significantly higher rate than the ones with 1-5 years of teaching experience. Furthermore, Cohen's effect size value ($d=.22$) suggested a low level of significance.

There was a statistically significant difference across teaching experience categories in negotiating the lesson plan with the students (WLT) (Item-25), [$F(4, 205)=2.58, p=.038$]. A Tukey HSD test indicated that the mean score for the EFL teachers with 11-15 years of teaching experience ($M=3.03, SD=1.22$) was significantly different than both the mean score for the EFL teachers with 16-20 years of experience ($M=2.54, SD=1.02$) and the mean score for those with 1-5 years teaching of teaching experience ($M=2.08, SD=1.00$).

These results suggested that the EFL teachers with 11-15 years of teaching experience negotiated the lesson plan with the students at a significantly higher rate than the ones with 1-5 and 16-20 years of teaching experience. Furthermore, Cohen's effect size value ($d=.22$) suggested a low level of significance.

In using audio-visual equipment to provide native speaker models to improve listening (ALM) (Item-30), the one-way ANOVA test showed a statistically significant difference across teaching experience categories, as well, [$F(4, 202)=2.57, p=.039$]. A Tukey HSD test demonstrated that the mean score for the EFL teachers with 21 or more years of teaching experience ($M=4.25, SD=.91$), the mean score for those with 11-15 years of teaching experience ($M=4.13, SD=.95$) and 16-20 years of teaching experience ($M=4.16, SD=.79$) were significantly different than both the mean score for those with 1-5 years of teaching experience ($M=3.42, SD=1.24$) and the mean score for the EFL teachers with 6-10 years of experience ($M=3.80, SD=1.23$).

These results suggested that the EFL teachers with 11-15, 16-20, and 21 or more years of teaching experience used audio-visual equipment to provide native speaker models to improve listening at a significantly higher rate than their less experienced colleagues with 1-5 and 6-10 years of teaching experience. Furthermore, Cohen's effect size value ($d=.22$) suggested a low level of significance.

A One-Way between subjects ANOVA on having students translate English reading texts into Turkish (GT) (Item-36), found a statistically significant difference at the $p<.05$ level for the five different categories of experience [$F(4, 207)=4.23, p=.003$].

Post hoc comparisons, using the Tukey HSD test, indicated that the mean score for the EFL teachers with 1-5 years' experience ($M=3.92$, $SD=.90$) was significantly different than both the mean score for those with 16-20 years EFL teaching experience ($M=2.90$, $SD=1.00$) and the mean score for those with 21 or more years of EFL teaching experience ($M=2.92$, $SD=.93$). Post hoc comparisons, using the Tukey HSD test, also indicated that the mean score for the EFL teachers with 11-15 years' experience ($M=3.45$, $SD=.97$) was significantly different than both the mean score for those with 16-20 years EFL teaching experience ($M=2.90$, $SD=1.00$) and the mean score for those with 21 or more years of EFL teaching experience ($M=2.92$, $SD=.93$).

These results suggested that both the EFL teachers with 1-5 years of experience and those with 11-15 years of experience had students translate the reading texts into Turkish at a significantly higher level than those with 16-20 and 21 or more EFL teaching experience. Furthermore, Cohen's effect size value ($d=.28$) suggested a low level of significance.

There was also a significant difference in terms of EFL teaching experience in the language teaching technique "trying to lower students' anxiety, which is associated with CLL, CLT, NA, WLT and TPR (Item-41)", at the $p<.05$ level for the five different categories of experience [$F(4, 207)=2.48$, $p=.045$]. Furthermore, the Post hoc comparisons using the Tukey HSD test indicated that the mean score for the EFL teachers with 21 or more years' experience ($M=4.41$, $SD=.64$) and the mean score for the EFL teachers with 6-10 years of teaching experience in EFL teaching ($M=4.41$, $SD=.65$) were significantly higher than the mean score for those with 1-5 years of EFL teaching experience ($M=3.75$, $SD=.87$).

These results showed that the EFL teachers with 21 or more years of experience and those with 6-10 years of teaching experience tried to create a warm atmosphere by being approachable and friendly at a significantly higher level than those with 1-5 years EFL teaching experience. Furthermore, Cohen's effect size value ($d=.27$) suggested a low level of significance. However, there was not a significant difference between the EFL teachers with 11-15, and 16-20 years of experience in trying to create a warm atmosphere of English teaching and learning.

A One-Way between subjects ANOVA identified a statistically significant difference in terms of EFL teaching experience in having students do tasks in pairs or small groups (CLL, CLT, TBLT) (Item-45) at the $p < .05$ level for the five different categories of experience [$F(4,207)=3.23, p=.013$]. Post hoc comparisons, using the Tukey HSD test, exhibited that the mean scores for the EFL teachers with 6-10 years of experience ($M=4.04, SD=.89$), those with 11-15 years of experience ($M=3.88, SD=.67$), the ones with 16-20 years of experience ($M=3.88, SD=.84$) and those with 21 or more years of teaching experience ($M=3.98, SD=.90$) were significantly higher than the mean score for those with 1-5 years EFL teaching experience ($M=3.08, SD=1.08$).

These results suggested that both the EFL teachers with more than six years of EFL teaching experience had students do tasks in pairs or small groups at a significantly higher level than those with 1-5 years of EFL teaching experience. Furthermore, Cohen's effect size value ($d=.29$) suggested a low level of significance.

Finally, the One-Way ANOVA test displayed a statistically significant difference in terms of experience among the EFL teachers' preferences for the language teaching technique encouraging learner to learner/knower interaction (CLL, CLT) (Item-50) at the $p < .05$ level [$F(4, 205)=3.97, p=.004$]. Post hoc comparisons, using the Tukey HSD test, revealed that the mean score for the EFL teachers with 6-10 years' experience ($M=3.93, SD=.80$) was significantly different than the mean score for those with 16-20 years of teaching experience ($M=3.43, SD=.64$).

These results suggested the EFL teachers with 6-10 years of experience encouraged learner to learner/knower interaction significantly more often than the EFL teachers with 16-20 years of teaching experience. However, there was not a significant difference among the EFL teachers with 1-5, 11-15, and 21 or more years of EFL teaching experience. Furthermore, Cohen's effect size value ($d=.26$) suggested a low level of significance.

In sum, the EFL teachers with 6-10 years of experience encouraged the students to learn the Turkish meanings of the English vocabulary items at a significantly higher level than those with 21 or more years of EFL teaching experience, and they also encouraged learner to learner/knower interaction significantly more often than the EFL

teachers with 16-20 years of teaching experience. On the other hand, the EFL teachers with 21 or more years of experience spoke English in their classes and used student produced texts as teaching materials at a significantly higher level than those with 6-10 EFL teaching experience.

Both the EFL teachers with 1-5 years of experience and those with 11-15 years of experience had students translate the reading texts into Turkish and use Turkish to give instructions and explanations at a significantly higher level than those with 16-20 and 21 or more EFL teaching experience.

However, the EFL teachers with 21 or more years of experience had their students read authentic texts to improve their reading skill at a significantly higher level than those with 1-5 EFL teaching experience.

The EFL teachers with 11-15 years of teaching experience and those with 21 or more years of experience gave instructions in L2 by adjusting to students' levels at a significantly higher rate than the ones with 1-5 years of teaching experience. They also negotiated the lesson plan with the students at a significantly higher rate than the ones with 1-5 and 16-20 years of teaching experience.

The EFL teachers with 11-15, 16-20, and 21 or more years of teaching experience used audio-visual equipment to provide native speaker models to improve listening at a significantly higher rate than their less experienced colleagues of 1-5 and 6-10 years of teaching experience. The EFL teachers with more than 6 years of EFL teaching experience had students do tasks in pairs or small groups at a significantly higher level than those with 1-5 years of EFL teaching experience.

The EFL teachers with 21 or more years of experience and those with 6-10 years of teaching experience tried to create a warm atmosphere at a significantly higher level than those with 1-5 years EFL teaching experience.

In addition, the EFL teachers with 21 or more years' experience and the ones with 6-10 years of teaching experience in EFL teaching preferred to lower students' anxiety at a significantly higher rate than their colleagues with 1-5 years of EFL teaching experience. In general, it is noteworthy stating that the more experienced EFL teachers prefer using learner-centered techniques more than the less experienced ones.

4.1.2.2. The significant differences in terms of the age/developmental stage of the EFL teachers' students

In terms of the age/developmental stage of the students, that is, teaching English to children in Primary/Secondary Schools vs. adolescents in Secondary/ High Schools, an independent-samples t-test was conducted to see whether teaching children or adolescents significantly differ the EFL teachers' preferences for the language teaching techniques. Each item, in which the grade taught differed EFL teachers' preferences significantly, was explained based on statistical calculations and their Cohen's effect size values were calculated, as well. The number of the respondents teaching either children or adolescents, Mean values, standard deviations, t-test values, degrees of freedom and the value of significance were presented beside each language teaching technique that differ significantly between the English teachers of children and adolescents. The method/s and approach/es with which the language teaching technique was associated with was/were also given in parentheses in Table-4.3 on the following page.

The EFL teachers' preferences differed significantly in eighteen items in Table-4.3. (See also Appendix-IX) For having students read authentic texts to improve their reading skill (WLT, CLT, CBI, TBLT) (Item-2), there was a statistically significant difference between the EFL teachers' preferences teaching children ($M=3.16$, $SD=1.09$) and adolescents ($M=3.69$, $SD=.92$); $t(206) = -3.05$, $p= 0.003$.

This result showed that EFL teachers teaching adolescents had their students read authentic texts more often than those teaching children do. Furthermore, Cohen's effect size value ($d=.21$) suggested a low level of significance.

In "translating the vocabulary items only when necessary (CLT)" (Item-3), a statistically significant difference was found between the preferences of the EFL teachers teaching children ($M=3.46$, $SD=.87$) and those teaching adolescent students ($M=3.82$, $SD=.87$); $t(206) = -2.27$, $p= .024$. This result indicated that the EFL teachers teaching adolescents translated the vocabulary items only when necessary more than their colleagues teaching children. Furthermore, Cohen's effect size value ($d=.17$) suggested a low level of significance.

Table 4.3. Independent Samples T-Test Results for Children vs. Adolescents

	<i>Children/Adolescents</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>df</i>	<i>Sig. (2- tailed)</i>
2. I have students read authentic texts to improve their reading skill. (WLT, CLT, CBI, TBLT)	Children	37	3.16	1.09	-3.05	206	.003
	Adolescents	171	3.69	.92			
3. I translate the vocabulary items only when necessary. (CLT)	Children	37	3.46	.87	-2.28	206	.024
	Adolescents	171	3.82	.87			
10. I have students write short paragraphs in English. (ALM)	Children	37	2.73	1.07	-4.41	199	.000
	Adolescents	164	3.58	1.06			
13. I let students choose what they want to read among different themes. (Theme-Based A)	Children	37	2.51	1.12	-3.20	204	.002
	Adolescents	169	3.15	1.10			
18. I use Turkish to give instructions/explanations. (GT)	Children	38	3.53	.98	2.09	206	.038
	Adolescents	170	3.15	1.02			
22. I have students write a summary/interpretation of what they read. (CBI)	Children	38	2.03	1.13	-4.49	207	.000
	Adolescents	171	2.82	.96			
24. I let students bring authentic learning materials to the class. (WLT,CLL, CLT)	Children	38	3.63	1.10	2.12	207	.035
	Adolescents	171	3.22	1.09			

Table-4.3. Continued

	<i>Children/Adolescents</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
32. I have students memorize dialogues, rhyming expressions, tongue twisters and songs. (ALM)	Children	38	3.71	1.04	2.55	204	.011
	Adolescents	168	3.24	1.03			
33. I have students perform social activities (e.g. conversations, role-plays, improvisations, games and discussions). (CLT, NA, TBLT)	Children	36	4.11	.89	2.76	203	.006
	Adolescents	169	3.67	.87			
35. I teach the meaning of the vocabulary using concrete objects/pictures. (DM, TPR, NA)	Children	37	4.14	.95	2.89	204	.004
	Adolescents	169	3.66	.91			
45. I have students do tasks in pairs/small groups. (CLL, CLT, TBLT)	Children	37	4.16	.96	2.10	206	.037
	Adolescents	171	3.84	.81			
47. I present the grammatical content and then have it practiced. (ALM, CLT)	Children	37	3.05	1.03	-3.12	203	.002
	Adolescents	168	3.57	.89			
48. I give students verbal commands in English to enable them to respond physically (e.g. sit down, stand up, etc.). (TPR)	Children	36	4.47	.70	2.99	204	.003
	Adolescents	170	4.02	.85			
49. I have students do painting/coloring/drawing activities. (CLT, Activity-based A, Experiential Learning)	Children	37	4.38	.90			
	Adolescents	170	2.98	1.23	8.00	69.254	.000
50. I encourage learner to learner/knower interaction. (CLL, CLT)	Children	37	4.05	.85	2.13	204	.034
	Adolescents	169	3.74	.80			

Table-4.3. Continued	Children/Adolescents	N	Mean	Std. Deviation	t	df	Sig. (2- tailed)
51. I pay attention to fluency. (CLT)	Children	37	3.78	.79	2.20	206	.029
	Adolescents	171	3.43	.91			
52. I clarify the meaning using body language (e.g. mimes and gestures). (TPR)	Children	36	4.58	.60			
	Adolescents	171	4.30	.77	2.45	61.321	.017
54. I try to integrate the functional, grammatical and lexical aspects of English. (CLT, CLL)	Children	37	4.14	.79	2.13	206	.035
	Adolescents	171	3.81	.86			

For having students write short paragraphs in English (ALM) (Item-10), there was a statistically significant difference between the EFL teachers' preferences teaching children ($M=2.73$, $SD=1.071$) and those teaching adolescents ($M=3.58$, $SD=1.06$); $t(199)=-4.41$, $p=.000$. This result exhibited that the EFL teachers teaching adolescents had students write short paragraphs in English at a higher rate than those teaching children. Furthermore, Cohen's effect size value ($d=.29$) suggested a low level of significance.

The ratings of the EFL teachers teaching children ($M=2.51$, $SD=1.12$) and those teaching adolescents ($M=3.15$, $SD=1.10$); $t(204)=-3.19$, $p=.002$ for letting students choose what they want to read among different themes (Theme-Based A) (Item-13) differed significantly. This result depicted that the EFL teachers teaching children let their students choose what they want to read among different themes less frequently than their colleagues teaching adolescents. Furthermore, Cohen's effect size value ($d=.24$) suggested a low level of significance.

The preferences of the EFL teachers teaching children ($M=3.53$, $SD=.98$) and those teaching adolescents ($M=3.15$, $SD=1.02$); $t(206)=2.09$, $p=.038$ differed significantly for using Turkish to give instructions or to make explanations. (GT) (Item-18). This result demonstrated that English teachers of the children more often used Turkish to give instructions and explanations than the teachers of adolescent students in Secondary/High Schools. Furthermore, Cohen's effect size value ($d=.14$) suggested a low level of significance.

Another language teaching technique, in which the teachers' preferences differed significantly, was having students write a summary/interpretation of what they read, a language teaching technique associated with CBI (Item-22). The EFL teachers teaching children ($M=2.03$, $SD=1.13$) and those teaching adolescents ($M=2.82$, $SD=.96$); $t(207)=-4.49$, $p=.000$ had statistically significant difference between their preferences for the language teaching technique in the item. This result displayed that the EFL teachers teaching adolescents had their students write a summary/interpretation of what they read more than those teaching children. Furthermore, Cohen's effect size value ($d=.31$) suggested a low level of significance.

For letting students bring authentic learning materials to the class (WLT, CLL, CLT) (Item-24), the EFL teachers teaching children ($M=3.63$, $SD=1.10$) and the ones teaching adolescents ($M=3.22$, $SD=1.09$); $t(207)=-2.12$, $p=.035$ significantly differed in their preferences, of which result demonstrated that the EFL teachers teaching children let their students bring authentic learning materials to the class more often than the ones teaching adolescents. Furthermore, Cohen's effect size value ($d=.16$) suggested a low level of significance.

For having students memorize dialogues, rhyming expressions, tongue twisters and songs (ALM) (Item-32), the preferences of the EFL teachers teaching children ($M=3.71$, $SD=1.04$) and adolescents ($M=3.24$, $SD=1.04$); $t(204)=2.55$, $p=.011$ differed significantly, which indicated that the EFL teachers teaching children had their students memorize dialogues, rhyming expressions, tongue twisters and songs more frequently than their colleagues teaching adolescents. Furthermore, Cohen's effect size value ($d=.26$) suggested a low level of significance.

The preferences of the EFL teachers teaching children, ($M=4.11$, $SD=.89$) and those teaching adolescents, ($M=3.67$, $SD=.87$); $t(203)=2.76$, $p=.006$ for the language teaching technique in having students perform social activities (e.g. conversations, role plays, improvisations, games and discussions) (CLT, NA, TBLT) (Item-33) differed significantly. This result showed that the EFL teachers teaching children had students perform social activities like conversations, role-plays, improvisations, games and discussions at a higher rate than those teaching adolescents. Furthermore, Cohen's effect size value ($d=.22$) suggested a low level of significance.

For teaching the meaning of the new vocabulary items that the students are not familiar with using concrete objects/pictures (DM, TPR, NA) (Item-35), there was a statistically significant difference between the preferences of the EFL teachers of children ($M=4.14$, $SD=.95$) and the ones teaching adolescents ($M=3.66$, $SD=.91$); $t(204)=2.89$, $p=.004$. This result demonstrated that the EFL teachers of children taught the meaning of the vocabulary via concrete objects and pictures at a higher rate than those teaching adolescents. Furthermore, Cohen's effect size value ($d=.20$) suggested a low level of significance.

Another language teaching technique in which the teachers' preferences differed significantly with regards to the age group (2nd– 6th and 7th– 12th graders) they teach was having students do tasks in pairs/small groups (CLL, CLT, TBLT) (Item-45). The EFL teachers teaching children ($M=4.16$, $SD=.96$) and those teaching adolescents ($M=3.84$, $SD=.81$); $t(206)=2.10$, $p=.037$ had significantly different preferences for it. This result displayed that the EFL teachers teaching adolescents had their students do tasks in pairs or small groups less than their colleagues teaching English to children and Cohen's effect size value ($d=.15$) suggested a low level of significance.

The ratings of the EFL teachers teaching children ($M=3.05$, $SD=1.03$) and adolescents ($M=3.57$, $SD=.89$); $t(203)=-3.12$, $p=.002$ in presenting the grammatical content and then have it practiced (ALM, CLT) (Item-47) differed at a statistically significant level. This result depicted that the EFL teachers teaching adolescents presented the grammatical content and then had it practiced at a higher rate than their colleagues teaching children. Furthermore, Cohen's effect size value ($d=.21$) suggested a low level of significance.

The preferences of the EFL teachers teaching children ($M=4.47$, $SD=.70$) and those teaching adolescents ($M=4.02$, $SD=.85$); $t(204)=3.00$, $p=.003$ for the language teaching technique in giving students oral commands in English to enable them to respond physically (e.g. sit down, stand up, etc.) (TPR) (Item-48) differed significantly. This result showed that the EFL teachers teaching children gave students oral commands in English to enable them to respond physically (sit down, stand up, etc.) more frequently than the adolescents' EFL teachers. Furthermore, Cohen's effect size value ($d=.21$) suggested a low level of significance.

For the language teaching technique in having students do painting/coloring/drawing activities (CLT, Activity-Based A, Experiential Learning) (Item-49), there was a statistically significant difference between the EFL teachers' preferences teaching children ($M=4.38$, $SD=.90$) and adolescents ($M=2.98$, $SD=1.23$); $t(69)=8.00$, $p=.000$. Levene's test indicated unequal variances ($F=5.53$, $p=.020$) so degrees of freedom were adjusted from 205 to 69. This result suggested that EFL teachers teaching children have students do painting, coloring, drawing activities more

often than those teaching adolescents. Furthermore, Cohen's effect size value ($d=.42$) suggested a level that is close to the level of moderate significance.

For encouraging learner to learner/knower interaction (CLL, CLT) (Item-50), the EFL teachers teaching children ($M=4.05$, $SD=.85$) and the ones teaching adolescents ($M=3.47$, $SD=.80$); $t(204)=2.13$, $p=.034$ significantly differed in their preferences, which demonstrated that the EFL teachers teaching children encouraged learner to learner/knower interaction at a higher rate than the those teaching adolescents and Cohen's effect size value ($d=.18$) suggested a low level of significance.

Another language teaching technique in which the teachers' preferences differed significantly with regards to the age group they teach was paying attention to fluency (CLT) (Item-51). The EFL teachers teaching children ($M=3.78$, $SD=.79$) and those teaching adolescents ($M=3.43$, $SD=.91$); $t(206)=2.20$, $p=.029$ had differing preferences for it. This result displayed that the EFL teachers teaching adolescents paid attention to fluency less than their colleagues teaching English to children and Cohen's effect size value ($d=.15$) suggested a low level of significance.

For the language teaching technique in clarifying the meaning using body language (e.g. mimes and gestures) (TPR) (Item-52), the preferences of the EFL teachers teaching children ($M=4.58$, $SD=.60$) and adolescents ($M=4.30$, $SD=.77$); $t(61)=2.45$, $p=.017$ significantly differed. Levene's test indicated unequal variances ($F=4.85$, $p=.029$) so degrees of freedom were adjusted from 205 to 61. The result indicated that the EFL teachers teaching children clarified the meaning using mimes, gestures and body language at a considerably higher rate than their colleagues teaching adolescents and Cohen's effect size value ($d=.17$) suggested a low level of significance.

Finally, in trying to integrate the functional, grammatical and lexical aspects of English (CLT, CLL) (Item-54), a statistically significant difference was found between the preferences of the EFL teachers teaching children ($M=4.14$, $SD=.79$) and those teaching adolescents ($M=3.81$, $SD=.87$); $t(206)=2.13$, $p = .035$. This result indicated that the EFL teachers teaching children tried to integrate the functional, grammatical, and lexical aspects of English in a meaningful way with themes and situations (role-plays and simulations) more often than their colleagues teaching adolescents and

Cohen's effect size value ($d=.15$) suggested a low level of significance, though.

In sum, the EFL teachers of adolescents translated the vocabulary items, presented the grammatical content and then had it practiced, had their students read authentic texts and write short paragraphs in English, let their students choose what they want to read among different themes and write a summary/interpretation of what they read at a significantly higher rate than those teaching children.

On the other hand, the EFL teachers of children paid attention to fluency, had their students do tasks in pairs or small groups, memorize dialogues, rhyming expressions, tongue twisters and songs, perform social activities like conversations, role plays, improvisations, games and discussions, do painting, coloring, drawing activities, let their students bring authentic learning materials to the class, taught the meaning of the vocabulary via concrete objects and pictures, used Turkish to give instructions and explanations, gave students oral commands in English to enable them to respond physically (sit down, stand up, etc.), encouraged learner to learner/knower interaction, clarified the meaning using mimes, gestures and body language, tried to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations (role plays and simulations) more often than their colleagues teaching adolescents.

4.1.2.3. The significant differences in terms of class size

An independent-samples t-test was conducted to compare the EFL teachers' preferences for the language teaching techniques with regards to the number of the students they have in their classes. The classes were divided into two groups of those with 10-25 students and those with 26-more students and presented in the class size column in Table-4.4. The number of the respondents teaching the classes with 10-25 students and 26-more students, Mean values, standard deviations, t-test values, degrees of freedom and the significance (p) value were also presented beside each language teaching technique that differed significantly between the English teachers teaching 10-25 students and those teaching 26 or more students in their classes. The method/s and approach/es with which the language teaching technique was associated with was/were

also given in parentheses next to the related items in Table-4.4 on the following page.

Table-4.4. (See Appendix-X, as well) showed the items for which the preferences of the EFL teachers, who had 1-25 students in their classes and more than 26, differed significantly. The EFL teachers who had less than 25 students in their classes ($M=3.10$, $SD=1.11$) and those who had more than 26 students in their classes ($M=3.56$, $SD=1.08$); $t(204)=-2.78$, $p=.006$ had differing preferences for having students write short paragraphs in English (ALM) (Item-10).

This result displayed that the EFL teachers who had more than 26 students in their classes had their students write short paragraphs in English more than their colleagues who had smaller sized classes of less than 25 students. Furthermore, Cohen's effect size value ($d=.10$) suggested a low level of significance.

In correcting pronunciation errors immediately (ALM) (Item-12), there was a statistically significant difference between the preferences of the EFL teachers who had less than 25 students in their classes ($M=3.67$, $SD=1.01$) and those who had more than 26 students in their classes ($M=3.23$, $SD=1.20$); $t(210)=-2.52$, $p=.012$ for the language teaching technique in item 12.

This result depicted that the EFL teachers who had more than 26 students in their classes gave immediate corrective feedback in pronunciation errors at a lower rate than their colleagues with classes less than 25 students. Furthermore, Cohen's effect size value ($d=.17$) suggested a low level of significance.

The EFL teachers who had less than 25 students in their classes ($M=4.21$, $SD=.72$) and those who had 26 or more than 26 students in their classes ($M=4.45$, $SD=.70$); $t(209)=-2.27$, $p=.024$ expressed statistically significant difference in their preferences for adjusting the rate of speech according to their students' level (NA) in item (16). This result demonstrated that the EFL teachers who had 26 or more than 26 students in their classes, which is a large sized class in terms of the number of students for an English class, make an effort to adjust the rate of their speech according to the students' level and progress more often than their colleagues who teach less than 25 students in their English classes. Furthermore, Cohen's effect size value ($d=.15$) suggested a low level of significance.

Table 4.4. Independent Samples T-Test Results for Class Size

	<i>Class size</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
10. I have students write short paragraphs in English. (ALM)	10-25	61	3.10	1.11	-2.78	204	.006
	26-more	145	3.56	1.08			
12. I correct pronunciation errors immediately. (ALM)	10-25	64	3.67	1.01	2.52	210	.012
	26-more	151	3.23	1.20			
16. I adjust the rate of my speech according to my students' level. (NA)	10-25	63	4.21	.72	-2.27	209	.024
	26-more	148	4.45	.70			
20. I give instructions in L2 by adjusting to students' levels. (CLT)	10-25	63	3.60	.77	-2.13	210	.035
	26-more	149	3.85	.78			
22. I have students write a summary/interpretation of what they read. (CBI)	10-25	63	3.77	.94	-2.61	212	.010
	26-more	151	2.38	1.06			
35. I teach the meaning of the vocabulary via concrete objects/pictures. (DM, TPR, NA)	10-25	63	3.46	.96	-2.10	209	.003
	26-more	148	3.86	.89			

The EFL teachers who had less than 25 students in their classes ($M=3.60$, $SD=.77$) and those who had more than 26 students in their classes ($M=3.85$, $SD=.78$); $t(210)=-2.13$, $p=.035$ rated the means that differed significantly in their preferences for giving instructions in L2 by adjusting to students' levels (CLT) (Item-20). This result showed that the EFL teachers who had more than 26 students in their classes gave instructions in L2 by adjusting to the students' levels more frequently than their colleagues who taught smaller sized classes of less than 25 students. Furthermore, Cohen's effect size value ($d=.14$) suggested a low level of significance.

In having students write a summary/interpretation of what they read (CBI) (Item-22), there was a statistically significant difference between the preferences of the EFL teachers who had less than 25 students in their classes ($M=2.38$, $SD=.94$) and those who had more than 26 students in their classes ($M=2.78$, $SD=1.06$); $t(212)=-2.60$, $p=.010$ for the language teaching technique. This result depicted that the EFL teachers who had more than 26 students in their classes had students write a summary/interpretation of what they read at a higher rate than their colleagues teaching English classes that had less than 25 students. However, Cohen's effect size value ($d=.17$) suggested a low level of significance.

Finally, the EFL teachers who had less than 25 students in their classes ($M=3.46$, $SD=.96$) and those who had more than 26 students in their classes ($M=3.86$, $SD=.89$); $t(209)=-3.00$, $p=.003$ had mean ratings that differed significantly in their preferences for teaching the meaning of the vocabulary via concrete objects/pictures (DM, TPR, NA) (Item-35). This result demonstrated that the EFL teachers who had more than 26 students in their classes taught the meaning of the vocabulary via concrete objects and pictures more often than their colleagues with less than 25 students in English classes. However, Cohen's effect size value ($d=.20$) suggested a low level of significance.

In sum, while the EFL teachers who taught more than 26 students in their classes had their students write short paragraphs in English, had the students write a summary/interpretation of what they read, adjusted the rate of their speech according to the students' level, gave instructions in L2, taught the meaning of the vocabulary via concrete objects and pictures significantly more than their colleagues who had smaller

sized classes of less than 25 students; the EFL teachers who had less than 25 students in their classes, gave immediate corrective feedback in pronunciation errors at a significantly higher rate than their colleagues with classes more than 26 students.

4.1.2.4. The significant differences in terms of the number of English classes EFL teachers teach per week

An independent-samples *t*-test was conducted to compare the EFL teachers' preferences for the language teaching techniques with regards to the number of English classes they had a week. The respondent EFL teachers' teaching load were divided into two groups of those with 15-20 hours per week and those with 21-30 hours per week and presented in the teaching load column in the Table 4.5. The number of the respondents teaching 15-20 hours per week and those teaching 21-30 hours per week, Mean values, standard deviations, *t*-test values, degrees of freedom and the significance (*p*) value were also presented beside each language teaching technique that differ significantly between the English teachers teaching 15-20 hours per week and those teaching 21-30 hours per week. The method/s and approach/es with which the language teaching technique was associated with was/were also given in parentheses in Table-4.5 on the next page.

As shown in Table-4.5 on the following page (See also Appendix-XI, as well), the EFL teachers' preferences differed significantly for encouraging students to learn Turkish meanings of vocabulary items (GT) (item 1), correcting pronunciation errors immediately (ALM) (item12) and teaching English focusing on form (CLT, WLT) (item43). In item 1, a statistically significant difference was found between the preferences of the EFL teachers who had 15-20 hours English classes ($M=4.14$, $SD=.89$) and those who had 21-30 hours English classes a week ($M=3.80$, $SD=1.00$); $t(209)=2.38$, $p=.018$ for the language teaching technique. This result exhibited that the EFL teachers who taught 15-20 hours English classes a week encouraged students to learn Turkish meanings of the vocabulary more often than their colleagues who had 21-30 hours English classes a week. However, Cohen's effect size value ($d=.16$) suggested a low level of significance.

Table 4.5. Independent Samples T-Test Results for Teaching Load (15-20 vs. 21-30 hours per week)

	<i>Teaching Load</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
1. I encourage students to learn Turkish meanings of vocabulary items. (GT)	15-20	64	4.14	.89	2.38	209	.018
	21-30	147	3.80	1.00			
12. I correct pronunciation errors immediately. (ALM)	15-20	66	3.71	1.08	3.03	210	.003
	21-30	146	3.20	1.17			
43. I teach English focusing on form. (CLT, WLT)	15-20	65	3.03	.79	-2.09	133.136	.039
	21-30	148	3.28	.87			

For correcting pronunciation errors immediately (ALM) (item12), there was a statistically significant difference between the preferences of the EFL teachers who had 15-20 hours English classes a week ($M=3.71$, $SD=1.08$) and those who had 21-30 hours English classes a week ($M=3.20$, $SD=1.17$); $t(210)=3.03$, $p=.003$. This result demonstrated that the EFL teachers who taught 15-20 hours English classes a week gave immediate corrective feedback in pronunciation errors more frequently than those with 21-30 hours English classes a week. Furthermore, Cohen's effect size value ($d=.20$) suggested a low level of significance.

The last one, in which there was a statistically significant difference between the preferences of the EFL teachers who had 15-20 hours English classes a week ($M=3.03$, $SD=.79$) and those who had 21-30 hours English classes a week ($M=3.28$, $SD=.87$); $t(133)=-2.09$, $p=.039$ for teaching English focusing on form (CLT, WLT) (item43). Levene's test indicated unequal variances ($F=6,474$, $p=.012$), so degrees of freedom were adjusted from 211 to 133. This result showed that the EFL teachers who had 21-30 hours English classes a week taught English focusing on form more than their colleagues who had 15-20 hours English classes a week. Furthermore, Cohen's effect size value ($d=.14$) suggested a low level of significance.

In sum, while the EFL teachers who taught 15-20 hours English classes a week encouraged students to learn Turkish meanings of the vocabulary and gave immediate corrective feedback in pronunciation errors at a significantly higher rate than those having 21-30 hours English classes a week, the EFL teachers who had 21-30 hours English classes a week taught English focusing on form significantly more than their colleagues who had 15-20 hours English classes a week.

4.1.2.5. The significant differences in terms of academic degree of the EFL teachers

With regards to the academic degree of BA (Bachelor of Arts), MA (Master of Arts) or PhD (Philosophy of Doctorate), an independent-samples t-test was conducted to compare the EFL teachers' preferences for the language teaching techniques in teaching English. The EFL teachers were divided into two groups of those with BA and those with MA/PhD degree and presented in the Academic Degree column in Table 4.6.

The number of the respondents with BA and those with MA/PhD degree, Mean values, standard deviations, t-test values, degrees of freedom and the significance (p) value were also presented beside each language teaching technique that differ significantly between the English teachers holding BA and those with MA/PhD degree. The method/s and approach/es with which the language teaching technique was associated with was/were also given in parentheses in Table 4.6 on the following page.

Table-4.6 on the next page (See also Appendix-XII) showed the items that EFL teachers' preferences differed significantly in terms of the academic degree they held. The EFL teachers with either MA or PhD degree rated statistically significant higher means for teaching grammar and vocabulary to improve four language skills (listening, speaking, reading and writing) (SLT, NA) (Item-8), sequencing the tasks and activities in terms of linguistic and cognitive difficulty (TBLT, SLT, NA) (Item-9), having students write short paragraphs in English (ALM) (Item-10), letting students choose what they want to read among different themes (Theme-Based A) (Item-13), having students write a summary/interpretation of what they read (CBI) (Item-22), negotiating the lesson plan with the students (WLT) (Item-25), having students perform social activities like conversations, role plays, improvisations, games and discussions (CLT, NA, TBLT) (Item-33), having students engage in activities involving real meaningful communication (TBLT, CLT, CLL) (Item-39) and selecting authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, etc.) (CBI, NA) (Item-40) than those with BA degree.

For teaching grammar and vocabulary to improve four language skills, both receptive and productive ones (listening, speaking, reading and writing) (SLT, NA) (Item-8), there was a statistically significant difference between the preferences of the EFL teachers who had BA degree ($M=3.80$, $SD=.92$) and those who have either MA or PhD degree ($M=3.46$, $SD=1.00$); $t(209)=2.07$, $p=.040$.

This result demonstrated that the EFL teachers holding BA degree taught grammar and vocabulary to improve four language skills (listening, speaking, reading, and writing) more frequently than those with MA/PhD degree. Furthermore, Cohen's effect size value ($d=.12$) suggested a low level of significance.

Table 4.6. Independent Samples T Test Results for BA vs. MA/PhD Degree

	<i>Academic Degree</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>df</i>	<i>Sig. (2- tailed)</i>
8. I teach grammar and vocabulary to improve four language skills (listening, speaking, reading and writing). (SLT, NA).	BA	170	3.80	.92	2.07	209	.040
	MA/PhD	41	3.46	1.00			
9. I sequence the tasks and activities in terms of linguistic and cognitive difficulty. (TBLT, SLT, NA)	BA	167	3.76	.95	-2.12	206	.036
	MA/PhD	41	4.10	.77			
10. I have students write short paragraphs in English. (ALM)	BA	164	3.34	1.10			
	MA/PhD	39	3.79	1.10	-2.34	57.020	.023
13. I let students choose what they want to read among different themes. (Theme-Based A)	BA	167	2.91	1.12	-3.12	206	.002
	MA/PhD	41	3.51	1.05			
22. I have students write a summary/interpretation of what they read. (CBI)	BA	170	2.57	1.03	-2.97	209	.003
	MA/PhD	41	3.10	.97			
25. I negotiate the lesson plan with the students. (WLT)	BA	167	2.66	1.10	-2.25	206	.025
	MA/PhD	41	3.10	1.14			
33. I have students perform social activities like conversations, role-plays, improvisations, games and discussions. (CLT, NA, TBLT)	BA	166	3.65	.91			
	MA/PhD	41	4.05	.77	-2.85	69.868	.006
39. I have students engage in activities involving real meaningful communication. (TBLT, CLT, CLL)	BA	169	3.75	.82			
	MA/PhD	41	4.02	.69	-2.24	70.004	.028
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, etc.). (CBI, NA)	BA	167	3.21	1.11	-2.89	206	.004
	MA/PhD	41	3.76	.94			

The preferences of the EFL teachers with BA degree ($M=3.76$, $SD=.95$) and those with either MA or PhD degree ($M=4.10$, $SD=.77$); $t(206)=-2.12$, $p=.036$ differed significantly for sequencing the tasks and activities in terms of linguistic and cognitive difficulty (TBLT, SLT, NA) (Item-9). This result indicated that when planning their lessons, the EFL teachers holding MA or PhD degree selected and sequenced the tasks and activities in terms of linguistic and cognitive difficulty at a higher rate than those with BA degree. Furthermore, Cohen's effect size value ($d=.14$) suggested a low level of significance.

The preferences of the EFL teachers with BA degree ($M=3.34$, $SD= 1.09$) and those with either MA or PhD degree ($M=3.79$, $SD=1.11$); $t(57)=-2.36$, $p=.023$ differed significantly for the language teaching technique "having students write short paragraphs in English (ALM) in item-10. This result exhibited that the EFL teachers holding MA or PhD degree had students write short paragraphs in English more often than those with BA degree. However, Cohen's effect size value ($d=.16$) suggested a low level of significance.

For letting students choose what they want to read among different themes (Theme-Based A) (Item-13), there was also a statistically significant difference between the preferences of the EFL teachers who had Bachelor of Arts (BA) degree ($M=2.91$, $SD= 1.118$) and those who had either Master of Arts (MA) or Doctorate (PhD) degree ($M=3.51$, $SD=1.05$); $t(64)=-3.13$, $p=.002$. This result demonstrated that the EFL teachers holding BA degree let students choose what they want to read among different themes more frequently than those with MA/PhD degree. Furthermore, Cohen's effect size value ($d=.21$) suggested a low level of significance.

In having students write a summary/interpretation of what they read (CBI) (Item-22), the preferences of the EFL teachers with BA degree ($M=2.57$, $SD= 1.031$) and those with either MA or PhD degree ($M=3.10$, $SD=.970$); $t(209)=-2.971$, $p=.003$ for the language teaching technique differed significantly. This result indicated that the EFL teachers holding MA or PhD degree had students write a summary/interpretation of what they read at a higher rate than those with BA degree. Furthermore, Cohen's effect size value ($d=.20$) suggested a low level of significance.

There was also statistically significant difference between the preferences of the EFL teachers with BA degree ($M=2.66$, $SD= 1.10$) and those with either MA or PhD degree ($M=3.10$, $SD=1.74$); $t(206)=-2.26$, $p=.025$ for negotiating the lesson plan with the students. (WLT) (Item-25). This result showed that the EFL teachers holding MA or PhD degree negotiated the lesson plan with the students more often than those with BA degree do. However, Cohen's effect size value ($d=.15$) suggested a low level of significance.

The preferences of the EFL teachers with BA degree ($M=3.65$, $SD=.91$) and those either with MA or PhD degree ($M=4.05$, $SD=.77$); $t(69)=-2.85$, $p=.006$, differed significantly for having students perform social activities like conversations, role plays, improvisations, games and discussions (CLT, NA, TBLT) (Item-33). Levene's test indicated unequal variances ($F=8,109$, $p=.005$) so degrees of freedom were adjusted from 205 to 69. This result indicated that the EFL teachers holding MA or PhD degree had students perform social activities like conversations, role-plays, improvisations, games and discussions at a higher rate than those with BA degree. Furthermore, Cohen's effect size value ($d=.18$) suggested a low level of significance.

For having students engage in activities involving real meaningful communication (TBLT, CLT, CLL) (Item-39), there was a statistically significant difference between the preferences of the EFL teachers who had Bachelor of Arts (BA) degree ($M=3.75$, $SD=.82$) and those who had either Master of Arts (MA) or Doctorate (PhD) degree ($M=4.02$, $SD=.689$); $t(70)=-2.018$, $p=.028$. Levene's test indicated unequal variances ($F=6,298$, $p=.013$) so degrees of freedom were adjusted from 208 to 70. This result exhibited that the EFL teachers holding MA/PhD degree had students engage in activities involving real meaningful communication more frequently than the ones with BA degree. Furthermore, Cohen's effect size value ($d=.14$) suggested a low level of significance.

Finally, the preferences of the EFL teachers with BA degree ($M=3.21$, $SD=1.11$) and those with either MA or PhD degree ($M=3.76$, $SD=.94$); $t(206)=-2.24$, $p=.004$ differed at a statistically significant level for selecting authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guidebooks, etc.) (CBI,

NA) (Item-40). This result indicated that the EFL teachers holding MA or PhD degree selected authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guidebooks, timetables, newspaper ads, etc. more often than those with BA degree. Furthermore, Cohen's effect size value ($d=.20$) suggested a low level of significance.

In sum, the EFL teachers holding BA degree taught grammar and vocabulary to improve four language skills (listening, speaking, reading, and writing), and let students choose what they want to read among different themes more frequently than those with MA/PhD degree do.

On the other hand, the EFL teachers holding MA or PhD degree selected and sequenced the tasks and activities in terms of linguistic and cognitive difficulty, had students write short paragraphs in English and write a summary/interpretation of what they read, negotiated the lesson plan with the students, had students perform social activities like conversations, role plays, improvisations, games and discussions, engage in activities involving real meaningful communication, they also selected authentic materials for in-class use such as newspapers, magazine articles, media materials, tourist guidebooks, timetables, newspaper ads, etc. more often than those with BA degree.

4.2. The Results of the Quantitative Data Analysis Collected Through In-Class Observations

This section consists of four subsections, the first subsection presented the results of the quantitative analysis of the in-class observations conducted in ten EFL teachers of children in second, third, and fourth grades in Primary Schools and three EFL teachers teaching the fifth and sixth graders in Secondary/Middle Schools in Odunpazarı and Tepebaşı districts of Eskişehir province, Turkey during the Spring-Term of 2016-2017. The second subsection presented the results of the quantitative analysis of the in-class observations conducted in three EFL teachers of adolescents in seventh and eighth grades in Secondary/Middle Schools and seven EFL teachers of adolescents in ninth, tenth, and eleventh grades in High Schools in Odunpazarı and Tepebaşı districts of Eskişehir province, Turkey during the Spring-Term of 2016-2017. The third subsection

presented. The comparison of the t-test results of the survey with those of the in-class observations conducted in the EFL teachers of children and the fourth section presented the comparison of the t-test results of the survey with those of the in-class observations conducted in the EFL teachers of adolescents.

4.2.1. The results of the in-class observations conducted in the EFL teachers of children

The results of the analysis of the quantitative data collected through in-class observations in the English classes taught by the ten EFL teachers of children in second, third, and fourth grades in Primary Schools and three EFL teachers teaching the fifth and sixth grades in Secondary/Middle Schools during the Spring-Term of 2016-2017 using the checklist prepared based on the language teaching techniques in the questionnaire of the study. The frequency of the use of each language teaching technique either by the EFL teachers of children or by the EFL teachers of adolescents in the observed classes were evaluated on a scale of “None-Some and Many” and presented in the columns in Table 4.7 on the following page.

The language teaching techniques that were least used by the EFL teachers of children were presented with a C* and the most used language teaching technique by the EFL teachers of children were presented with a C** beside the related technique. The language teaching techniques that were least used by the EFL teachers of adolescents were presented with an A* and the most used language teaching technique by the EFL teachers of adolescents were presented with an A** beside the related technique. The methods/approaches that are associated with each language teaching technique were also presented in parentheses beside them.

Table-4.7. showed the language teaching techniques that the 13 observee EFL teachers teaching children mostly preferred having repetition and dictation drills (Item-10), teaching the vocabulary via concrete objects/pictures (Item-38), giving instructions and explanations in L1 (Item-41), using simple English sentences (Item-48), giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (Item-55) and using physical actions for descriptions (Item-56).

Table 4.7. In-Class Observation Results

	Children			Adolescents		
	Number of EFL Teachers			Number of EFL Teachers		
	None	Some	Many	None	Some	Many
1. Had students do role plays/painting/coloring/drawing activities (Activity-based A, CLT, Experiential Learning)	3	11	22		25	2
2. Taught oral language earlier than the other skills (ALM)		25	10		27	
3. Used English (ALM)	7	29			27	
4. Had students write short paragraphs in English (ALM) C*	36			3	26	1
5. Corrected mispronunciations (ALM) C**, A**		2	34		15	12
6. Emphasized native like accurate pronunciation, stress, rhythm and intonation. (ALM)	4	2	30		23	4
7. Used audio-visual equipment to provide native speaker models to improve listening (ALM)		36			16	11
8. Had students memorize dialogues/rhyming expressions/ tongue twisters/songs (ALM)	2	34		4	15	4
9. Translated the vocabulary items into L1 (ALM, CLT)		27	12		15	12
10. Had repetition and dictation drills (ALM, GT) C**, A*			36	9	11	8
11. Had students write a summary/interpretation of what they read (CBI) C*	36			4	22	1
12. Used authentic materials (newspapers, magazines, etc.) (CBI, NA) C*, A*	36			12	15	
13. Used authentic tasks supported by newspapers, TV programs and internet (CBI,CLT, TBLT, WLT) C*, A*	36			12	15	
14. Used authentic communication activities (CBI, CLT, TBLT,WLT)	5	31		3	24	
15. Had students read authentic texts (CBI, CLT TBLT, WLT)	5	32			30	
16. Used student produced texts as teaching materials(CBI, CLL, CLT, NA, WLT) C*, A*	36			27		
17. Sequenced the class from controlled to freer practice of language structures. (CBI, CLL CLT, LA, NA, SLT, TBLT, WLT)	2	2	32		14	13
18. Had learner to learner/knower interaction (CLL, CLT)	2	34		3	22	2
19. Had the structures practiced in a speech context (CLL, CLT)	6	30			27	
20. Did needs analysis and counseling (CLL, CLT) A*		36		7	22	
21. Used interactive activities (CLL, CLT) A*	6	27	3	8	19	

Table-4.7. Continued

	None	Some	Many		None	Some	Many
22. Integrated the functional, grammatical and lexical aspects of English (role plays and simulations) (CLL, CLT)	16	18			2	25	
23. Had students do tasks in pairs or small groups (CLL, CLT, TBLT)	7	29				27	
24. Had students engage in real meaningful communication activities (CLL, CLT, TBLT)	24	12			2	25	
25. Lowered students' anxiety (CLL, CLT, NA, TPR, WLT)		36				25	2
26. Let students bring authentic learning materials to the class (CLL, CLT, WLT) A*	6	30			17	10	
27. Established a competitive atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT) A*		36			7	20	
28. Established a cooperative atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT)	1	35				27	
29. Taught Turkish meanings of the vocabulary only when necessary. (CLT) A**	2		34			11	16
30. Paid attention to fluency (CLT) C*	34	2			3	24	
31. Gave instructions in L2 (CLT)		4	32			16	11
32. Emphasized comprehensible pronunciation. (CLT) C**		2	34			20	7
33. Integrated the four skills (CLT, WLT)		35				23	4
34. Had students guess the meaning of the vocabulary from the context (CLT, SLT, WLT)	5	31				27	
35. Associated the tasks and activities with students' past experience/needs/interests (CLT, NA, TBLT)	1	35				27	
36. Adapted the dialogues to students' interests (CLT, TBLT)	3	33				27	
37. Had students perform social activities like conversations/role plays/improvisations/games/discussions (CLT, NA, TBLT)	5	31			2	25	
38. Taught the vocabulary via concrete objects/pictures (DM, NA, TPR) C**			36			22	5
39. Taught Turkish meanings of the vocabulary (GT) A**		6	30			9	18
40. Had students memorize the grammar rules (GT) C*	34	2			3	10	14
41. Gave instructions and explanations in L1 (GT) C**			36			19	8
42. Emphasized accurate grammatical sentence formation (GT)	32	4				12	15
43. Translated English reading texts into Turkish (GT)	31	5			2	20	5
44. Reinforced correct sentence formation (GT) C**		2	34			16	11
45. Conducted translation exercises (GT) C*	36				2	25	

Table-4.7. Continued

	None	Some	Many		None	Some	Many
46. Focused on form (GT) C*A**	33	3			10	17	
47. Presented the grammatical content and then have it practiced (GT, SLT) A**	2	34			11	16	
48. Used simple English sentences (NA) C**, A**			36				27
49. Slowed the rate of speech to be comprehensible (NA) A**	2		34		8	19	
50. Taught grammar and vocabulary to enable students to understand, speak, read and write in English. (NA, SLT) A**	1	33	2		2	25	
51. Taught slightly above students' levels (NA, TBLT) A**		36			12	15	
52. Sequenced the tasks and activities in terms of difficulty (NA, SLT, TBLT) C**		2	34		19	8	
53. Used dialogues to contextualize the situations (SLT)	23	13			27		
54. Let students choose what they want to read among different themes (Theme-Based A) A*	33	3		24	3		
55. Gave verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR) C**, A**			36		11	16	
56. Used physical actions for descriptions (TPR) C**			36	8	16	3	
57. Negotiated the lesson plan with students (WLT) C*, A*	36			27			

Note:

C*: Least used language-teaching technique by the EFL teachers of children,

C**: Most used language-teaching technique by the EFL teachers of children,

A*: Least used language-teaching technique by the EFL teachers of adolescents,

A**: Most used language-teaching technique by the EFL teachers of adolescents

Table-4.7. depicted that those 13 observee EFL teachers teaching children mostly preferred correcting mispronunciations (Item-5), emphasizing comprehensible pronunciation (Item-32), reinforcing correct sentence formation (Item-44) and sequencing the tasks and activities in terms of difficulty (Item-52) in 34 of the 36 observed classes.

Table-4.7. exhibited that the 13 observee EFL teachers teaching children sometimes preferred using audio-visual equipment to provide native speaker models to improve listening (Item-7), doing needs analysis and counseling (Item-20), lowering students' anxiety" (Item-25), establishing a competitive atmosphere (Item-27), and teaching slightly above students' levels (Item-51) in all of the 36 observed classes.

As shown in Table-4-7., the observee EFL teachers teaching children sometimes preferred to use in 34 of the 36 observed classes the techniques "having students memorize dialogues/rhyming expressions/tongue twisters/songs" (Item-8), "having learner to learner/knower interaction" (Item-18), "establishing a cooperative atmosphere (Item-28), "integrating the four skills" (Item-33) and "associating the tasks and activities with students' past experience/needs/interests" (Item-35).

Table-4.7. also indicated the least preferred language teaching techniques by the 13 observee EFL teachers teaching children in all of the 36 observed classes were "having students write short paragraphs in English" (Item-4), "having students write a summary/interpretation of what they read" (Item-11), "using authentic materials (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc.)" (Item-12), "using authentic tasks supported by newspapers, TV programs and internet" (Item-13), "using student produced texts as teaching materials" (Item-16), "conducting translation exercises" (Item-45), and "negotiating the lesson plan with students" (Item-57).

Table-4.7. demonstrated that, the observee EFL teachers teaching children never preferred focusing on form (Item-46), in 33 of the 36 observed classes and they never preferred paying attention to fluency (Item-30), and having students memorize the grammar rules (Item-40), in 34 of the 36 observed classes. The next section will explain the results of the in-class observations conducted in the EFL teachers of adolescents.

4.2.2. The results of the in-class observations conducted in the EFL teachers of adolescents

The results of the analysis of the quantitative data collected through in-class observations in the English classes taught by the seven EFL teachers of adolescents in ninth, tenth, and eleventh grades in High Schools and three EFL teachers of adolescents in seventh and eighth grades in Secondary/Middle Schools during the Spring-Term of 2016-2017 using the checklist prepared based on the language teaching techniques in the questionnaire of the study were presented in Table-4.7. on page 131, 132 and 133.

Table-4.7. showed that the observee EFL teachers of adolescents mostly preferred using simple English sentences (Item-48) in each 27 of the 27 observed classes, teaching grammar and vocabulary to enable students to understand, speak, read and write in English (Item-50) in 25 of the 27 observed classes, teaching the Turkish meanings of the English vocabulary items only when necessary (Item-29) and presenting the grammatical content of the English class and then have it practiced (Item-47) in 16 of the 27 observed classes, focusing on sentence formation (Item-46) and giving oral commands in English to enable students to respond physically (sit down, stand up, etc.) (Item-55) in 17 of the 27 observed classes, teaching Turkish meanings of the vocabulary (Item-39) and teaching slightly above students' levels (Item-51) in 18 of the 27 observed classes, slowing the rate of speech to be comprehensible (Item-49) in 19 of the 27 observed classes and correcting mispronunciations (Item-5) in 12 of the 27 observed classes.

Table-4.7 also indicated that the seven EFL teachers of adolescents sometimes preferred teaching oral language earlier than the other skills (Item-2), having students write short paragraphs in English (Item-4), having the structures practiced in a speech context (Item-19), having students do tasks in pairs or small groups (Item-23), establishing a cooperative atmosphere (Item-28), having students guess the meaning of the vocabulary from the context (Item-34) associating the tasks and activities with students' past experience/needs/interests (Item-35) adapting the dialogues to students' interest/situation (Item-36) and using dialogues to contextualize the situations (Item-53) in all of the 27 observed classes.

Table-4.7. exhibited that the observee EFL teachers of adolescents never preferred having repetition and dictation drills (Item-10) in 9 of the 27 observed classes, using authentic materials (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc.) (Item-12) and using authentic tasks supported by newspapers, TV programs and internet (Item-13) in 12 of the 27 observed classes, using student produced texts as teaching materials (Item-16) and negotiating the lesson plan with students (Item-57) in 27 of the 27 observed classes, doing needs analysis and counseling (Item-20) and establishing a competitive atmosphere (Item-27) in 7 of the 27 observed classes, using interactive activities (Item-21) in 8 of the 27 observed classes, letting students bring authentic learning materials to the class (Item-26) in 17 of the 27 observed classes and letting students choose what they want to read among different themes (Item-54) in 24 of the 27 observed classes.

4.2.3. The comparison of the t-test results of the survey with those of the in-class observations conducted in the EFL teachers of children

The t-test results of the survey obtained on language-teaching techniques' use of the EFL teachers of children and adolescents indicated significant differences in 18 items. The EFL teachers teaching children reported that they have their students memorize dialogues, rhyming expressions, tongue twisters and songs, have them do tasks in pairs or small groups, have them do painting, coloring, drawing activities, encourage learner to learner/knower interaction, try to integrate the functional, grammatical, and lexical aspects of English in a meaningful way with themes and situations in their classes while teaching English more frequently than their colleagues teaching adolescents.

However, only four of the language teaching techniques that the EFL teachers of children reported in the survey were among the most preferred language teaching techniques detected during the in-class observations. These are teaching the vocabulary via concrete objects/pictures, giving instructions and explanations in L1, giving oral commands to students in English to enable them to respond physically and using physical actions such as mimes, gestures and body language for descriptions.

On the other hand, during the in-class observations, correcting mispronunciations, having repetition drills, emphasizing comprehensible pronunciation, reinforcing correct sentence formation, using simple English sentences, and sequencing the tasks and activities in terms of difficulty were among the most preferred language teaching techniques. On the use of these language-teaching techniques, no significant difference was found in the t-test results between the EFL teachers of children and adolescents. The EFL teachers of children surveyed reported that they paid attention to fluency more than those teaching adolescents, but this technique was among the least preferred techniques detected during in-class observations.

Furthermore, no significant difference was found in the t-test results of the survey between the EFL teachers of children and those of adolescents on having students write a summary/interpretation of what they read, using authentic materials, using authentic tasks supported by newspapers, TV programs and internet, using student produced texts as teaching materials, having students memorize the grammar rules, conducting translation exercises, focusing on form and negotiating the lesson plan with students, which are the other least used language teaching techniques detected during in-class observations of the EFL teachers of children.

4.2.4. The comparison of the t-test results of the survey with those of the in-class observations conducted in the EFL teachers of adolescents

In the t-test results of the survey, the EFL teachers of adolescents reported that they translate the English vocabulary items into Turkish or vice versa only when necessary more than their colleagues teaching children, but the in-class observations revealed that teaching Turkish meanings of the vocabulary items in English was among the most preferred language-teaching techniques by them. During in-class observations, presenting the grammatical content and then having it practiced by the students was among the most preferred language teaching techniques by the teachers of adolescents. The survey results also showed that the EFL teachers of adolescents preferred this technique at a significantly higher rate than their colleagues teaching children.

The in-class observations indicated that letting students bring authentic learning materials to the class and letting students choose what they want to read among different themes were among the least preferred techniques by the EFL teachers of adolescents. In line with these findings, the t-test results also showed that the EFL teachers of adolescents let their students bring authentic learning materials to the class and let their students choose what they want to read among different themes at a significantly lower rate than their colleagues teaching children.

In the t-test results of the survey, the EFL teachers of adolescents did not report any significant difference from those of children on their preferences for correcting mispronunciations, emphasizing accurate grammatical sentence formation, focusing on form, using simple English sentences, slowing the rate of speech to be comprehensible, teaching grammar and vocabulary to enable students to understand, speak, read and write in English, teaching slightly above students' levels and giving verbal commands in English to enable students to respond physically, which were detected as the most preferred language teaching techniques during in-class observations.

The t-test results of the survey also showed that the EFL teachers of adolescents' preferences did not differ significantly from those of children for having dictation drills, using authentic materials, authentic tasks and student produced texts as teaching materials, doing needs analysis and counseling, using interactive activities, establishing a competitive atmosphere and negotiating the lesson plan with students, which were detected as the least preferred language teaching techniques during in-class observations.

Although the the t-test results of the survey indicated that EFL teachers of adolescents preferred having their students read authentic texts, having them write short paragraphs and a summary/interpretation of what they read in English more often than their colleagues teaching children, none of those language teaching techniques were detected either among the most or among the least preferred ones during in-class observations. Evidently, there is a mismatch between what EFL teachers reported in the survey and their in-class practices detected during the in-class observations in the qualitative phase of the present study.

4.3. What Are the Least and Most Preferred Language Teaching Techniques by the EFL Teachers of Children Detected During In-Class Observations?

Based on the results of the in-class observations, the most preferred language teaching techniques by the EFL teachers of children were listed in the left column and the least preferred ones were listed in the right column in Table-4.8 below.

Table-4.8. The most and the least preferred language teaching techniques by the EFL teachers of children

The most preferred techniques	The least preferred techniques
5. Correcting mispronunciations (ALM)	4. Having students write short paragraphs in English (ALM)
10. Having repetition and dictation drills (ALM,GT)	11. Having students write a summary/interpretation of what they read (CBI)
32. Emphasizing comprehensible pronunciation (CLT)	12. Using authentic materials (newspapers, magazines, etc.) (CBI, NA)
38. Teaching the vocabulary via concrete objects/picture (DM, NA,TPR)	13. Using authentic tasks supported by newspapers, TV programs and internet (CBI, CLT, TBLT, WLT)
41. Giving instructions and explanations in L1 (GT)	16. Using student produced texts as teaching materials (CBI, CLL, CLT, NA, WLT)
44. Reinforcing correct sentence formation (GT)	30. Paying attention to fluency (CLT)
48. Using simple English sentences (NA)	40. Having students memorize the grammar rules (GT)
52. Sequencing the tasks and activities in terms of difficulty (NA, SLT, TBLT)	45. Conducting translation exercises (GT)
55. Giving verbal commands in English to enable students to respond physically (TPR)	46. Focusing on form (GT)
56. Using physical actions for descriptions (TPR)	57. Negotiating the lesson plan with students (WLT)

As shown in Table-4.8, among the most preferred language teaching techniques, three of them are associated with GT, two of them are connected with TPR, two of them are related with ALM and two of them are identified with NA. Among the least preferred 10 language teaching techniques detected in the in-class observations of each EFL teacher of the children in the study, three of them are related with GT, one of them has to do with ALM, two of them are associated with CBI and the others are connected with other methods like CBI, CLL, CLT, etc.

First, the influential reasons for the most preferred 10 language teaching techniques and then the influential reasons for the least preferred 10 language teaching techniques which were detected during the in-class observations in the classes of the EFL teachers of children will be presented in the next sections.

4.3.1. The influential reasons for the most preferred 10 language teaching techniques by the EFL teachers of children

According to the in-class observation results, the mostly preferred 10 language teaching techniques by the EFL teachers of the children were “correcting mispronunciations, (ALM) (Item-5), having repetition and dictation drills (ALM, GT) (Item-10), emphasizing comprehensible pronunciation (CLT) (Item-32), teaching the vocabulary via concrete objects/pictures (DM, NA, TPR) (Item-38), giving instructions and explanations in L1 (GT) (Item-41), reinforcing correct sentence formation (GT) (Item-44), using simple English sentences (NA) (Item-48), sequencing the tasks and activities in terms of difficulty (NA, SLT, TBLT) (Item-52), giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR) (Item-55) and using physical actions for descriptions (TPR) (Item-56).

Each of the 10 EFL teachers of the children was interviewed one on one to find out why they preferred to use each of those ten language-teaching techniques mostly. The reasons influential on the preferences of the EFL teachers were explored through the post-observational interviews and presented item by item in Tables.

In Table-4.9 on the following page showed the categories, codes and example meaning units related to “Correcting mispronunciations”, which was found among the most preferred 10 language teaching techniques by the EFL teachers of children.

As indicated in Table-4.9., the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item five “correcting mispronunciations” revealed two different categories that were influential on their preferences for correcting the mispronounced sounds produced by the children learning English. The first category that affected the EFL teachers’ preferences was the “**Building Correct Pronunciation Habits**”. Within this category, EFL teachers argued that the children were at the early stages of English learning experience without background knowledge and they should become familiar with the sounds that are not available in L1. The sample quotes on building correct pronunciation habits were presented on the page following Table-4.9. Two EFL teacher teaching English in Primary schools explained why they gave importance to building correct pronunciation.

Table-4.9. Correcting mispronunciations (ALM) (Item-5)

Category	Code	Example Meaning Unit
Building Correct Pronunciation Habits	Lack of Knowledge	“Children have little English knowledge” (T3-T12-T15-T24)
	Error correction	“Children’s pronunciation errors should be corrected ” (T6-T9-T18-T24-T2)
	Avoiding incorrect use	“Children should learn correctly, otherwise they learn pronunciation incorrectly ” (T6-T15)
	L1/L2 difference	“Many sounds are not available in Turkish” (T27) “Children come up with new sounds for the first time.” (T3-T30)
	Coming up with new sounds	“2 nd and 3 rd graders get to know the sounds and words for the first time.” (T21) “Teaching the children how to pronounce the words and sounds that do not exist in Turkish is demanding.” (T9) “Correct pronunciation is easily teachable at an early age.” (T9-T15-T21- 24) “Once they grasp correct pronunciation, they can improve it” (T24)
	Advantage of age	“Early intervention is important.” (T12-T27)
		“Correct pronunciation development is essential.” (T15)
		“At an early age, the shaping of the sound production is important.” (T9)
		“If children learn correct pronunciation, they will not have problem pronouncing the sounds.” (T6)
	Mispronunciation	“The habit of pronouncing the sounds is easily gained at an early age.” (T3)
		“Children mix up pronunciation of the numbers.” (T12)
		L1 influence
		“Children are used to speaking and hearing the sounds in Turkish language.” (T15)
Skills Development	Fossilization	“Early intervention in mispronunciation may prevent fossilization.” (T30)
	Early intervention	If I do not intervene in time, the number of mispronounced words increases (T18)
	The influence of pronunciation on language skills development	“Pronunciation has a lot of influence development of reading, listening and speaking skills.” (T21-T30) “Correcting mispronunciation is useful for the development of language skills.” (T6)
	Importance of pronunciation	“Pronunciation possesses the same importance as vocabulary and grammar.” (T18-T21-T27)

In this regard, Teacher 12 (Primary School, 20 years of experience) expressed that:

As the students have no previous knowledge of English, I try to teach pronunciation of the sounds as correctly as possible having them repeat after me the words they have just learnt. I write the word on the board, have them spell each sound then have them read the whole word and have them repeat after me so that they can learn the correct pronunciation. I use read aloud techniques to get children into the habit of pronouncing the sounds that do not exist or that they have not heard in Turkish.

Similarly, Teacher 24 (Primary School, 16 years of experience) put forward that:

I do not know how much I manage to correct them, but I try. In the second and third graders, they get to know the sounds and words for the first time; they somehow learn the pronunciation of the basic words. I guess the intervention of Turkish language occurs a lot in the fourth graders, so I give the pronunciation of the new vocabulary items in parenthesis and have the students repeat them after me. I also read the sentences or texts aloud first, then have some students read them aloud and have the other students follow him/her. When s/he mispronounces a word or a sound, I correct it immediately. If I do not intervene in time, the number of mispronounced sounds/words increases.

The interviewee EFL teachers of children contended that their goal was to foresee the potential problem sounds that children have difficulty in pronouncing and teach the correct pronunciation before the number of the mispronounced sounds increase to prevent fossilization. In this regard, Teacher 30 (Primary School, 23 years of experience) reported that:

If children learn the pronunciation right, they will not have problem pronouncing the sounds that are not available in Turkish. Early intervention is important to prevent fossilization. I try to teach the correct pronunciation in advance writing on the board both the orthography and the pronunciation, but when they come up with a word of which pronunciation they have not learnt yet, I correct it immediately. There is a saying "Prevention is better than cure" If they learn it right, they will not have problem pronouncing the sounds that are not available in Turkish. Early intervention is important to prevent fossilization.

Similarly, Teacher 21 (Primary School, 12 years of experience) expressed that:

Before teaching how to pronounce the words I have children practice the words having them repeat after me a couple of times so as to lessen the amount of pronunciation errors I identify or guess the potential problem sounds that the children may have difficulty, write them on the board then have the children repeat after me loudly a couple of times. Thus,

children make less pronunciation errors. When they do, I correct them immediately to form a correct pronunciation development.

The EFL teachers of children insisted that they pay attention to correct production of English sounds because at an early age children are more inclined to be able to imitate what they hear, as the speech organs are more flexible to learn correct production of the sounds. In this respect, Teacher 15 (Primary School, 8 years of experience) said that:

At early ages, the shaping of the sound production is important. Once they grasp the correct pronunciation, they will learn the word correctly; otherwise, they will learn it wrong and think they know it right. I also have them listen to the pronunciation of the words using the voiced dictionary on the smart board. If they learn it correctly as beginners, then they will have fewer problems in pronunciation.

The EFL teachers of children considered that pronunciation was effective on the improvement of the receptive and productive language skills such as listening, reading, and speaking. Therefore, “**Skills Development**” was identified as the second category influential on teachers’ preferences. In this respect, Teacher 6 (Primary School, 15 years of experience) put forward that:

Pronunciation has the same importance as vocabulary and grammar, it has a lot of influence on the proper development of reading, listening and speaking skills. While presenting the vocabulary items, I write them on the board and I write the pronunciation of them within parenthesis beside each of them. I feel uncomfortable if I do not correct the mispronounced sound. Correct pronunciation is easily teachable at an early age because they come up with new sounds for the first time.

On the other hand, there were some interviewee EFL teachers that do not make any error correction and try to teach the students how to pronounce a sound correctly. In this respect, Teacher 9 (Primary School, 15 years of experience) explained that:

I do not do any error correction I just teach the students the alphabet and how to pronounce a sound correctly. The alphabet song is very useful. While teaching each single word, I write it on the board and have them repeat after me a couple of times. I have them write it in their notebooks a couple of times. I also have them listen to the pronunciation of the words using the voiced dictionary on the smart board. If they learn it correctly, then there is no need to correct it afterwards.

Similarly, Teacher 18 (Primary School, 9 years of experience) expressed that:

Rather than correcting mispronunciation, I take the precaution by teaching the children how

to pronounce the words and sounds that do not exist in Turkish. I have children a lot of read aloud repetitions, I write the word on the board and have them listen to its pronunciation on the voiced dictionary that I downloaded in the smart board. For example in the fourth graders, I have children listen to the native speaker model reading the text first and I also have the children read it loudly so that the class can hear his reading. When s/he makes any error, I take notes and wait until s/he finishes his reading then I write the mispronounced words on the board and have the children repeat the correct pronunciation after me.

In sum, the EFL teachers of children expressed that they correct mispronunciations to build correct pronunciation habits and to develop students' language skills. They claimed that if children acquire pronunciation of the English sounds correctly as beginners, then they will have fewer problems in pronunciation. They also stated that the mother tongue, Turkish, interference causes mispronunciation problems, so timely intervention may decrease the number of mispronounced sounds/words.

Next, the categories, codes and example meaning units related to "Having repetition and dictation drills", which was found among the most preferred 10 language teaching techniques by the EFL teachers of children, were presented in Table 4.10, on the next page.

As shown in Table-4.10., in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 10 "having repetition and dictation drills", the study explored that the EFL teachers seldom preferred to use dictation drills for teaching English to children. However, four different categories were explored to be influential on their preferences for having children perform repetition drills based on the codes such as joy of repetition, the role of imitation, the advantage of repetition, etc.

"Pleasure" was included in the first category because the EFL teachers stated that children enjoy repeating a sound/word in chorus and this technique enables them to develop pronunciation and listening skill. In this regard, Teacher 27 (Primary School, 21 years of experience) expressed that:

Having students repeat in chorus a newly learned vocabulary item a few times, but without exaggerating, is very useful, repetition is helpful for both pronunciation development and

listening skill. Repetition enables them to memorize the new vocabulary item. Sometimes I have my students dictate the words, not the sentences, they have just learnt so that they can become more familiar with those words.

Table-4.10. Having repetition and dictation drills (ALM, GT) (Item-10)

Category	Code	Example Meaning Unit
Pleasure	Joy of repetition	“Children take great pleasure at repeating the new words in chorus.” (T12-T21) “Having children repeat a word after me in chorus is so enjoyable.” (T27-T30) “Repetition is useful for improving the pronunciation of sounds and words.” (T12- T21-T27)
	The role of repetition on pronunciation and listening skill	“Repetition is helpful for both pronunciation development and listening skill.” (T24) “Repetition improves their listening skill and pronunciation.” (T6-T18-T30)
Practicality	The role of imitation	“Children tend to imitate what they hear more than once and pronounce it correctly.” (T3-T9) “Repetition is the fastest and easiest way of presenting a new vocabulary item and its pronunciation.”(T12)
	The advantage of repetition	“Repetition helps memorizing the meaning of the vocabulary.”(T24-T30)
Memorization	The effect of repetition on memorization	“The more they repeat an item, the easier for them to recall its meaning.” (T6-T18) “Repetition is effective in enabling students to retain the word in their memory”(T12) “Children forget easily if they do not repeat the vocabulary item.” (T12-T18-T27)

Teacher 21 (Primary School, 12 years of experience) stated that:

I have never had children do dictation; I have them repeat the newly learnt words loudly until they can pronounce it correctly. Children like doing repetition in chorus. They take great pleasure at repeating the new words in chorus. Repetition is my and children’s favorite. Having children repeat a word after me in chorus is so enjoyable and an effective way of teaching English.

“**Auditory improvement**” was included in the second category as an influential factor on EFL teachers’ preference for the repetition drills. The EFL teachers expressed that as the children are not in an English speaking environment, English class is the only

setting they can hear English in which they can improve their listening skill. This technique also gives the chance to teach the correct pronunciation, children tend to imitate better when they hear a word more than once. In this respect, Teacher 24 (Primary School, 16 years of experience) put forward that:

Repetition is helpful in teaching how to pronounce sounds, it also helps learners memorize the words easily by having them hear and utter the words more than once. Children have difficulty in keeping their attention for long, so I have repetition drills so that they can memorize the word meaning and learn its pronunciation. As they are not in an English-speaking environment, English class is the only setting they can hear English so I have them repeat the newly learnt vocabulary items and simple sentences after me so that they can improve their listening skill. If I do not have them repeat what I teach, I feel dissatisfied, as they may not remember the word the next day. I rarely have them perform dictations drills because it is too early.

Similarly, Teacher 3 (Primary School, 12 years of experience) stated that:

I have my students repeat the newly taught vocabulary chunks and the words that are hard to be pronounced aloud so that they can both learn how to say it and understand when they hear it. This technique also gives the chance to teach the correct pronunciation, children tend to imitate what they hear more than once.

The third category that was effective on the preferences of the EFL teachers of children for repetition drills was that their perception of this language teaching technique as a “**Practical Technique**”. The EFL teachers of children insisted that there is no need to prepare it before the class. It is applicable in any level either in small/large sized classes. In this regard, Teacher 15 (Primary School, 8 years of experience) explained that:

Repetition is a very practical technique; there is no need to prepare it before the class. It is doable at any level either in small/large sized classes. To make sure more than 25 students understand what is being taught, repetition is the fastest and easiest way of presenting a new vocabulary item and its pronunciation. Dictation is also a good activity to improve students’ accuracy but it requires a lot of time as it needs close monitoring of each student’s work.

The EFL teachers of children stated that repetition and dictation drills were effective on retention of the vocabulary items. In the fourth category “**Memorization**”, Teacher 6 (Primary School, 15 years of experience) put forward that:

Repetition is very necessary to have children learn both the pronunciation and the meaning of the vocabulary I teach. The more they repeat an item, the easier for them to remember it. I have children repeat the newly learnt vocabulary item a lot so that they can memorize both the meaning and grasp the pronunciation of it. Dictation drills are applicable using words and simple sentences.

Teacher 12 (Primary School, 20 years of experience) expressed that:

Repetition is effective in enabling students to retain the word in their memory. Children forget easily if they do not repeat the word a couple of times. Repetition provides more exposure to the newly taught word. I feel dissatisfied if I do not have children repeat after me those words.

In sum, the EFL teachers of children argued that for the reasons of pleasure the children receive, the practical use of the technique, auditory improvement and memorization of the vocabulary items, they use repetition drills. They reported that children find it enjoyable and repetition is helpful for both pronunciation development and listening skill as children tend to imitate what they hear more than once.

Next, the categories, codes and example meaning units related to “Emphasizing comprehensible pronunciation”, which was found among the most preferred 10 language teaching techniques by the EFL teachers of children, will be presented in Table 4.11, on the following page. Based on the codes such as developmental tendency, early intervention, flexibility, imitation, benefits of intelligible pronunciation, etc., four different categories were revealed from the interview findings.

As shown in Table-4.11., the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 32 “emphasizing comprehensible pronunciation” revealed four different categories that were influential on their preferences. The first category that affected the EFL teachers’ preferences was the “**Age of the Students**”. Within this category, EFL teachers contended that it is easier to teach them the correct pronunciation than try to correct the mispronunciation later on, it is very important to teach comprehensible pronunciation of the sounds by correcting mispronunciations that may lead miscommunication at the early stages of children learning English. In this regard, Teacher 18 (Primary School, 9 years of experience) said that:

It is easier to have children form the habit of producing comprehensible pronunciation, as they are more flexible at a younger age. There are not many words and they are simple ones, so if I can get them have a sound basis, they can easily build up on it. I have them listen to native model speakers from time to time to enable them to recognize and learn how to pronounce the sounds that do not exist in L1.

Table-4.11. Emphasizing comprehensible pronunciation (CLT) (Item-32)

Category	Code	Example Meaning Unit
Age of the Students	Flexibility	“Children’s speech organs are flexible at a younger age.” (T18-T21)
	Imitation	“Children’ speech organs are more inclined to imitate what they hear.” (T6-T30)
	Early stage	“Children are at the early stages of learning English.” (T12-T24)
Intelligible Pronunciation	Early intervention	“It is easier to teach them the correct pronunciation than try to correct the mispronunciation later on.” (T9-T15)
	Developmental tendency	“They can easily build up on correct pronunciation.” (T3-T12)
L1 Influence	Simple vocabulary	“Vocabulary items are limited with the simple ones, so it is easier to teach them how to pronounce.” (T15-T27)
	Unfamiliar sounds	“There are some sounds that children have never heard of in L1.” (T3-T27)
Communication	Miscommunication	“Mispronunciation may lead a big miscommunication.”(T9-T12)
	Misunderstanding	“Mispronunciation causes misunderstanding.” (T21-T30)
	Benefits of intelligible pronunciation	“Listening and speaking skills improve through intelligible pronunciation.” (T15-T18)

Similarly, Teacher 30 (Primary School, 23 years of experience) stated that:

Children’s speech organs are more inclined to imitate what they hear; it is easier to teach them the correct pronunciation than try to correct the mispronunciation later on. That is why I have children watch and listen to native speaker models as much as I can.

“**Intelligible Pronunciation**” was coded as the second category, which had an influence on EFL teachers’ preference for emphasizing comprehensible pronunciation. The EFL teachers expressed that the Primary School curriculum consisted of beginner level of English, so if the children have a sound basis from the beginning, they can

easily build up an intelligible pronunciation of English sounds. In this regard, Teacher 27 (Primary School, 21 years of experience) expressed that:

In Primary school curriculum, the vocabulary items are limited with the simple ones, so it is easier to teach them how to pronounce it, there are problem sounds like “th”, “sh”, “ing”, etc., I write the word on the board and have the students pronounce and repeat it after me a couple of times, I also use voice dictionaries on the smart board so that they can hear it from a native speaker. I also make use of songs; they hear native speaker models singing them.

“**L1 Influence**” was coded as the third category on EFL teachers’ preference for teaching intelligible pronunciation. In this respect, Teacher 3 (Primary School, 12 years of experience) stated that:

There are some sounds that they have never heard of in L1. It is impossible to change their Turkish accent, children already learnt to pronounce some sounds differently in L1, also there are some sounds that they have never heard of in L1. For example, if I tell the students that the “c” sound in “city “ is pronounced as “s” in English, they may over generalize the use of “c” to for example “car” and might pronounce the “c” in the initial position as “s” which may lead a big miscommunication, a word that never exists in English. In the beginner levels with children, the pronunciation of the sounds should closely be watched.

Among the reasons coded into the fourth category was “**Communication**”, which had an effective role on the preferences of the EFL teachers of children for emphasizing comprehensible pronunciation. They considered comprehensible pronunciation as important as the grammar and vocabulary of English. To avoid misunderstanding in speaking and listening, children should have comprehensible pronunciation. In this respect, Teacher 9 (Primary School, 15 years of experience) put forward that:

Both to understand and to be understood in English, having children pronounce a word comprehensibly is as important as the knowledge of vocabulary and grammar. Listening and speaking skills improve through intelligible pronunciation. I always have the pronunciation exercises in the textbook.

Similarly, Teacher 30 (Primary School, 23 years of experience) also reported that:

If they do not learn pronunciation appropriately, they cannot convey the message, mispronunciation causes misunderstanding both for the native speaker who is listening to them and for themselves while trying to understand what they listen to. Eskişehir is very far

away from the tourism resorts where native English speaker tourists come to visit Turkey. The only place they can learn English is a classroom setting, and the only person that can teach them English is me. If they do not learn pronunciation appropriately, they cannot convey the message, mispronunciation causes misunderstanding both for the native speaker who is listening to them and for themselves while trying to understand what they listen to. That is why; I have them listen to native speaker models as much as I can to have them recognize the sounds more efficiently.

In sum, the EFL teachers of children argued that age of the students is appropriate to help them develop intelligible pronunciation for communication in English. They added that L1 interference occurs in L2 pronunciation, so they have them listen to native model speakers from time to time to enable them to recognize and learn how to pronounce the sounds that do not exist in L1. They also reported that there are problem sounds like “th”, “sh”, “ing”, etc. and suggest that the pronunciation of the sounds should closely be watched it is easier to teach them the correct pronunciation in the beginner levels with children than try to correct the mispronunciation later on.

Next, the categories, codes and example meaning units related to “Teaching the vocabulary via concrete objects/pictures”, which was found among the most preferred 10 language teaching techniques by the EFL teachers of children, were presented in Table 4.12., on the following page. The table was described, and then the sample quotations were presented accordingly.

Table-4.12. indicated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 38 “teaching the vocabulary via concrete objects/pictures”, the influential reasons for the EFL teachers’ preferences for this item were coded into four different categories.

The first category that affected the EFL teachers’ preferences for teaching the vocabulary via concrete objects/pictures was “**Forming Association**”. Within this category, EFL teachers argued that children associate the meaning of the objects in their immediate environment with the words they hear from their teachers. Pictures/real objects are easily associated with the words. The EFL teachers of children reported that it is the easiest, fastest, and most influential technique to be used to teach children English. They do not feel the need to make clarification, or try to describe it, which is

the most economical way of teaching English. In this regard, Teacher 6 (Primary School, 15 years of experience) said that:

The basic level words such as nouns, the objects in their immediate environment are helpful in having them associate their meaning with the real objects. These objects are always available around them so I sometimes write their English equivalents and they see the words frequently.

Table-4.12. Teaching the vocabulary via concrete objects/pictures (DM, NA, TPR) (Item-38)

Category	Code	Example Meaning Unit
Forming Association	Associating meaning with objects	“The objects in their immediate environment are helpful in having them associate their meaning with the real objects.” (T6-T12-T24- T27)
		“Pictures/real objects are easily associated with the words.” (T6-T18-T24)
Reinforcing	Visual and auditory association	“It is easier to teach it showing them the object itself pointing to the “ruler.” (T3-T9)
		“Students can both see and hear the English word.” (T3-T12)
	Ease of teaching vocabulary	“The easiest, fastest and most influential technique as children’s almost audiovisual senses are activated.” (T3-T12)
Involvement of Senses	Activating senses	“This technique makes the teaching of the vocabulary items very easy because it gives a real life experience opportunity to the children enabling them to use their senses.” (T27-T30)
		“The more senses involved in learning the vocabulary, the easier to learn it and longer it can be retained in the memory.”(T15-T21)
Attention	Attracting attention	“The visuals attract children’s attention and they recognize the name of the object they learned through visuals quickly.” (T15-T21)

Similarly, Teacher 24 (Primary School, 16 years of experience) stated that:

Children recognize and remember the meaning of the words easily if I teach them using the concrete items. They easily give meaning to the word when they see what it denotes in their environment. I have children learn the objects they use in the classroom touch them while teaching their meanings, for example I say, “Hold your pens,” and so they hold it, touch it and see it.” For example, I say, “Touch the desk! I do it also showing them what to do; they touch the desk and see that it is a desk. This is a very enjoyable technique for children.

However, one of the teachers stated that the words that are taught through real objects should be used in a meaningful sentence forming a connection with other words in a context, which was more effective in vocabulary teaching. In this respect, Teacher 12 (Primary School, 20 years of experience) expressed that:

Showing a nail on the wall and telling students “This is a nail” and having them repeat “nail, nail, nail) is so easy that anybody who knows a little English without experience in English language teaching can do it, but it is not enough unless these words are used in a sentence creating a context. Children forget them easily if they do not read them in a context. Just showing the object and telling what it is in English without making any connection with other words is useless. Trying to teach vocabulary items independent of each other does not work out well because the words cannot be retained unless they are used in a meaningful sentence.

“**Reinforcing**” was included in the second category as an influential factor on EFL teachers of children preference for “teaching the vocabulary via concrete objects/pictures” (Item-38). The EFL teachers expressed that the objects/pictures reinforce the learning of the vocabulary items. In this respect, Teacher 9 (Primary School, 15 years of experience) said that:

The objects are limited with the ones in the classroom setting, children’s belongings, pens, backpacks, rubbers, etc. I also make use of visuals on the smart board to show children the meaning of the object in the pictures so that the students can both see and hear the English word. Besides, I have students draw the pictures of the objects they learn to enable them to reinforce what they learn.

The reason coded into the third category was “**Involvement of Senses**” which had an effective role on the preferences of the EFL teachers of children for “teaching the vocabulary via concrete objects/pictures” (Item-38). They expressed that children not only hear and see, they also touch the concrete object of which meaning they are taught. Learning the English meaning becomes more efficient. In this regard, Teacher 27 (Primary School, 21 years of experience) explained that:

I bet this is the most effective way of teaching vocabulary to children, this technique makes the learning of the vocabulary items very easy, they remember the English meaning of the object easily when they see it, if it is the object they see every time, I write the name of the object on it so that they can memorize its meaning in English. The more senses are involved in learning the vocabulary, the easier it gets to learn and the longer it can be

retained in the memory. It can be recalled when the relevant object is seen.

The reason coded into the fourth category was “**Attention**”, which affected the preferences of the EFL teachers of children for “teaching the vocabulary via concrete objects/pictures” in item 38. They expressed that real objects and pictures with their colors and shapes attract children’s attention and give them a real life experience in learning English. In this regard, Teacher 21 (Primary School, 12 years of experience) put forward that:

The number of real objects is limited in the classroom setting, children have clothes, school materials, classroom materials, etc. However; there are many visuals both in the textbook and on the smart board that I use. The visuals attract children’s attention and they recognize the name of the object they learned through visuals quickly. Pictures make the teaching of English quite authentic. The smart board is very helpful in showing the pictures of animals, objects, means of transportation, buildings, plants, rivers, seas, lakes, mountains, etc. There is an immense possibility of showing the picture of pretty much of everything. These pictures make the teaching of English quite authentic.

In brief, the EFL teachers of children stated that they preferred teaching the vocabulary via concrete objects/pictures to strengthen the association between the words and the items they denote and added that the objects in their immediate environment are helpful in having them associate their meaning with the real objects in English. They reported that making use of visuals on the smart board to show children the meaning of the object in the pictures reinforce what they see and hear in English and attract their attention. The EFL teachers of children also claimed that the more senses are involved in vocabulary learning, the easier it gets to learn and the longer it can be retained in the memory.

Next, the categories, codes and example meaning units related to “giving instructions and explanations in L1”, which was found among the most preferred 10 language teaching techniques by the EFL teachers of children, were presented in Table 4.13. on the next page. The table was described, and then the sample quotations were presented.

Table-4.13. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 41 “giving

instructions and explanations in L1”, the influential reasons for the EFL teachers’ preferences for this item were coded into two different categories.

Table-4.13. Giving instructions and explanations in L1 (GT) (Item-41)

Category	Code	Example Meaning Unit
Clarification	Pretending to understand	“Some children pretend to understand when I give instruction in English even if they do not, this is misleading.” (T15- T21)
	Helping children understand	“So that they can understand what I want to say properly.” (T3-T6-T9-T12-T15-T21-T27)
	Facilitating comprehension	“When children do not understand what/how to do a task, I make it clear in L1.” (T9-T15-T27) “To facilitate the understanding of the instructions and explanations, I often use L1.” (T9-T15-T18)
	Complexity of instructions	“I give the complex instructions in L1.” (T3-T24-T30)
	Restoring order in the class	“I give instructions to restore order and discipline.” (T9-T21-T15-T21)
Behavior Management	Controlling students’ behavior	“The classes are large sized, I use L1 to control students’ behavior.” (T6-T12-T15- T21) “To manage the behaviors of the students, I must use L1.”(T18-T24-T27)
	Incorporating discipline	“I use L1” to incorporate discipline.” (T9-T12-T15)
	Motivating children	“I use L1 to motivate children to pay attention.” (T6-T18-T21)

The first category that affected the EFL teachers’ preferences for giving instructions and explanations in L1 was “**Clarification**”. The EFL teachers of children preferred to use this technique to make sure that students understand the instructions and explanations so that they can do the tasks and activities properly. In this regard, Teacher 3 (Primary School, 12 years of experience) explained that:

I mostly use L1 to facilitate the understanding of the instructions and explanations, once they understand what to do I give the instruction in L2, then they associate the meaning with the task or the activity that they do, also they know what to do automatically when students hear or see similar instructions or explanation to the ones they learn.

Similarly, Teacher 15 (Primary School, 8 years of experience) said that:

I give the instructions in L2 first, and check if the students do the activities as I instructed.

If not, I give the instruction in L1. Some children pretend to understand even if they do not, this is misleading; that is why, I pay attention to them.

However, some EFL teachers preferred to encourage students to get accustomed to receiving instructions in L2. In this regard, Teacher 27 (Primary School, 21 years of experience) explained that:

To motivate children to pay attention to instructions and explanations, I give them in English in the exams so that they become more motivated to listen and understand them in L2. I also give L1 instructions and explanations when children do not understand what/how to do it.

Teacher 6 (Primary School, 15 years of experience) put forward that:

I give the complex instructions in L1, but the simple ones in L2. After children become familiar with the instruction in L2 a few times, I give them in L2.

“Behavior Management” of the children was coded as the second category, which had an influence on EFL teachers’ preference for giving instructions and explanations in L1. The EFL teachers expressed that there are many students in classrooms; they prefer to give instructions and explanations in L1 both to incorporate discipline when students do not concentrate and chitchat with each other and to have students take the class seriously. In this regard, Teacher 9 (Primary School, 15 years of experience) reported that:

Children get very naughty sometimes, they make noise, so I have to look serious and I raise my voice, I give the instructions and explanations in L1 to restore order and discipline.

Teacher 18 (Primary School, 9 years of experience) stated that:

Some classes are noisy; it is hard to incorporate discipline so I have to give the instructions in Turkish to have them listen to me. After instructions, I often ask them if they understand or not, when they understand what to do, I say the instructions in English again. After giving instructions, I walk around if the children do what I instructed.

In sum, the EFL teachers of children stated that they prefer giving instructions and explanations in L1 for making clarifications to facilitate the understanding of the instructions and managing the students’ behavior to incorporate discipline.

Next, the categories, codes and example meaning units related to “reinforcing correct sentence formation”, which was found among the most preferred 10 language teaching techniques by the EFL teachers of children, were presented in Table 4.14. The

table was described, and then the sample quotations were presented to support the claims of the EFL teachers.

Table-4.14. Reinforcing correct sentence formation (GT) (Item-44)

Category	Code	Example Meaning Unit
Praising	Joy of success	“Children like being successful.” (T9-T21-T27)
	Reinforcing performance	“Reinforcing correct sentence formation is important to reinforce their performance.” (T6-T18-T24)
	Expecting to hear praising words	“Children expect to hear praise.” (T12-T15-T18)
		“Children like praise and attention.” (T3-T27)
	Encouraging	“Reinforcing correct sentence formation is encouraging.” (T9-T18-T24) “To make them feel more confident and encourage fluency.” (T12-T15-T21) “Reinforcing correct sentence formation is rewarding.” (T6-T12-T15)
Sign of interest	Showing interest	“To show my interest in their progress, I usually reinforce correct sentences.” (T6-T12-T24-T27)
Being Conditioned	Forming a habit of correct use of English	“I often reinforce correct sentence formation so that children can get a habit of correct sentence formation from the early age on.” (T12-T18-T21)

Table-4.14. exhibited that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 44 “reinforcing correct sentence formation”, the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories revealed from the codes found in the example meaning units.

As seen in Table-4.14., the first category that affected the EFL teachers’ preferences for reinforcing correct sentence formation was “**Praising**”. The EFL teachers of children preferred to use this technique because children like being praised and attention; they experience the feeling of success when they manage to make a correct sentence. The teachers expressed that they can observe the happiness as children’s performance is reinforced, and also children are in an expectation of hearing

praising words such as “Well Done, Correct, Perfect.”, they also expect teachers to nod or repeat the sentence they make to show approval. In this regard, Teacher 24 (Primary School, 16 years of experience) stated that:

Reinforcing students’ correct sentence is quite encouraging for the learners, through reinforcing I show them that I approve their performance so they get accustomed to using the correct form of the grammar structure. Instead of discouraging incorrect use, it is easier to adopt a positive approach by reinforcing the correct usage.

Similarly, Teacher 30 (Primary School, 23 years of experience) expressed that:

It is an essential part of English teaching, reinforcing is like rewarding a student for performing a desired sentence formation. It is encouraging to reinforce correct sentences; children experience a feeling of success.

“**Being Conditioned**” was included in the second category as an influential factor on EFL teachers' of children preferences for “reinforcing correct sentence formation” (Item-44). The EFL teachers expressed that the children are shown approval of their performance, so they get conditioned and have a habit of correct sentence formation from the early age on to use the correct form of the grammar structure. In this respect, Teacher 3 (Primary School, 12 years of experience) stated that:

They get conditioned to use the correct form of the grammar structure. Reinforcing students’ correct sentence is quite encouraging for the learners, through reinforcing I show them that I approve their performance so they become conditioned to use the correct form of the grammar structure. Instead of discouraging incorrect use, it is easier to adopt a positive approach by reinforcing the correct usage.

Teacher 12 (Primary School, 20 years of experience) said that:

I simply repeat the correct sentence if a student answers my question correctly, for example while teaching how to express time, I ask, “What time is it? Then s/he says: It is nine o’clock, and then I say, “Yes, it is nine o’clock.” I also give corrective feedback if a student says “There is two windows in the classroom, I say -writing on the board- there are two windows” I always monitor children’s sentences in terms of correct formation so that they can get a habit of correct sentence formation from the early age on.

Among the reasons coded into the third category was “**Sign of interest**”, which had an effective role on the preferences of the EFL teachers of children for reinforcing correct sentence formation. They considered the item 44 as an important technique to show children that they take care of their progress to encourage them to form desired

sentences. In this respect, Teacher 21 (Primary School, 12 years of experience) put forward that:

I draw a star in their notebooks if they form correct sentences, I put stickers on that page with smiley faces When I ask a question and the student answers it correctly, I say “Well Done”, “Good”, “Yes” etc. It might seem simple, but very important for their progress.

In sum, the EFL teachers of children stated that they prefer reinforcing correct sentence formation as they are conditioned to do so and for praising students to have them experience the feeling of success when they manage to make a correct sentence. The teachers expressed that they can observe the happiness when children’s performance is reinforced and consider it as an essential part of English teaching.

Next, Table 4.15. were described below, and then the sample quotations were presented on “using simple English sentences”.

Table-4.15. Using simple English sentences (NA) (Item-48)

Category	Code	Example Meaning Unit
Ensuring comprehension	Ensuring Comprehension	“I try to simplify my speech to make sure that the students understand me.” (T9-T12-T18-T24)
		“To be as understandable as I can be, I form simple sentences” (T27-T30)
		“I simplify my speaking so that most of the children can understand me.” (T12-T15-T24)
Simplicity of spoken language	The nature of spoken language	“To make sure that children understand the class, I use words with high frequency in short simple sentences.” (T3-T9-T18-T21)
		“Children’s English levels differ, I use the sentences that even the least proficient student can understand what I mean.” (T15-T21-T24)
		““The spoken language is already simple unlike the written language.” ” (T6-T9-T12)
Increasing motivation	Motivating learners	“I cannot use complex ones even if I want to as spoken language is plain.” (T18-T24-T30)
		“Some children admire to speak in English, so I use simple and understandable to help them imitate the words that I use.” (T18-T21)
		“To enliven the lesson, I use simple sentences as a motivating factor.” (T12-T18-T24)

Table-4.15. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 48 “using simple English sentences”, the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for using simple English sentences was “**Ensuring comprehension**”. The EFL teachers of children preferred to use this technique to be as understandable as they can; using simple words and sentences, adjusting the choice of words in accordance with the feedback they get from the children to make sure that even the least proficient learners understand the class. In this regard, Teacher 30 (Primary School, 23 years of experience) said that:

I utter one word at a time slowly making sure that the students understand me, I use the familiar vocabulary and grammar structure, if I use a new word I write it on the board and let them know what it means, I repeat the sentence if I perceive that they have difficulty in understanding.

Teacher 27 (Primary School, 21 years of experience) expressed that:

I am so used to making simple sentences so that children can understand me, I feel that I forget most of my English knowledge both teaching simple English and speaking simple English. There are over 26 students in a class, it is usually noisy, and both in Turkish and in English I simplify my speaking so that most of the children can understand me. I also ask questions to keep children’s attention, do many pauses, rephrasing what I say.

“**Simplicity of spoken language**” was coded as the second category, which had an influence on EFL teachers’ preference for using simple English sentences. The EFL teachers expressed that normally the spoken language is simpler than the written language, so it is natural to produce simple sentences. In this regard, Teacher 6 (Primary School, 15 years of experience) stated that:

The spoken language is already simple, the sentences that I form usually consist of the structure of Subject+Verb+Object, and I add place adverbials, time adverbials when necessary.

Among the reasons coded into the third category was “**Increasing motivation**” which had an effective role on the preferences of the EFL teachers of children for using simple English sentences. They expressed that use of English in a simple level change the classroom atmosphere adding variety to the class. The EFL teachers also put

forward that children like changes in the class and they develop an admiration to speak English when they hear some simple understandable sentences of English. In this respect, Teacher 18 (Primary School, 9 years of experience) said that:

I mostly use Turkish, very rarely simple sentences in English to change the classroom atmosphere. Children like changes in the class, they do not like monotonous classes, some simple sentences of English enliven the lesson, and the lesson becomes more colorful. Some children admire to speak in English when they hear me speaking in English; this is a motivating factor to have them study harder.

In sum, the EFL teachers of children reported that they preferred using simple English sentences to make sure comprehension uttering a word at a time slowly, using the familiar vocabulary and simple grammar structures. They added that they repeat the sentence if they perceive that students have difficulty in understanding and the simplicity of spoken language form usually consist of the structure of Subject+Verb+Object. The EFL teachers also expressed that some simple sentences of English enliven the lesson and the lesson becomes more motivating.

Next, “sequencing the tasks and activities in terms of difficulty”, was presented in Table 4.16. below.

Table-4.16. Sequencing the tasks and activities in terms of difficulty (NA, SLT, and TBLT) (Item-52)

Category	Code	Example Meaning Unit
Level of English	Sequencing tasks from simple to complex	“Sometimes the tasks and activities are not well-sequenced in terms of difficulty, so I try to sequence them from simple to complex ones.” (T6-T12-T18-T21) “There is not a specific order in the sequencing of the tasks and activities in terms of difficulty.” (T9-T12-T30)
	Losing interest in the class	“When children find tasks or activities too difficult, they lose interest in the class.” (T3-T9-T18-T21)
Comprehensibility	Management problems arising from task difficulty	“When children do not understand the tasks, they cause problems in the class; they do not follow the class.” (T12-T24-T27) “If the tasks and activities are not sequenced appropriately, children cannot do them correctly leading undesirable problems.” (T3-T15-T21)

Table-4.16. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 52 “sequencing the tasks and activities in terms of difficulty”, the influential reasons for the EFL teachers’ preferences for this item were coded into two different categories found in the qualitative analysis. The first category that affected the EFL teachers’ preferences for sequencing the tasks and activities in terms of difficulty was the students’ “**Level of English**”. The EFL teachers of children preferred to use this technique because the children normally understand the simple tasks and activities before the complex ones, so they try to balance the sequence of the task and activities in terms of difficulty level of the themes or subjects being taught. The quotations from the interviewee teachers were presented as the following. In this regard, Teacher 27 (Primary School, 21 years of experience) stated that:

There is not a specific order in the sequencing of the tasks and activities in terms of difficulty. I try to sequence them in terms of simplicity and complexity. For example, teaching children irregular plurals such as ”mouse-mice, foot-feet, man-men, etc.” before teaching them the regular plurals such as “pen-pens, desk-desks, etc.” makes my job more difficult, because the number of the nouns that are regular plurals is higher than the number of the irregular ones and also regular plurals are easier to make than the irregular ones.

Teacher 21 (Primary School, 12 years of experience) expressed that:

I do not proceed to another subject unless the children understand the present tasks and activities. I often teach the simple ones before the complex ones, I try to balance the class in accordance with the least proficient learner in the class, because those more successful ones take care of themselves.

“**Comprehensibility**” was coded as the second category, which had influence on EFL teachers’ preferences for sequencing the tasks and activities in terms of difficulty. The EFL teachers expressed that when the tasks and activities are not well sequenced, the children have difficulty in understanding the class; so, they find the class uninteresting. In this respect, Teacher 12 (Primary School, 20 years of experience) put forward that:

I follow the book from simple to complex words and from simple to complex structures. When children find it too difficult, they lose interest in the class. They cause problems in the class; they do not follow the class.

Teacher 3 (Primary School, 12 years of experience) said that:

The textbook already presents them in a certain order. If the tasks and activities are not sequenced appropriately, children cannot do them correctly, the children cannot follow the instructions. It is a very sensitive issue, which I care a lot.

In sum, the EFL teachers of children expressed that they preferred sequencing the tasks and activities in terms of their difficulty in accordance with the students' English level. They explained that they do not proceed to another subject unless the children understand the given tasks and activities and often teach the simple ones before the complex ones, balancing the class in accordance with the least proficient learner in the class. They also stated that when children find tasks or activities too difficult. If children cannot do them correctly, they lose interest in the class.

Next, Table 4.17. below was described on the item "giving oral commands in English to enable students to respond physically".

Table-4.17. Giving oral commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR) (Item-55)

Category	Code	Example Meaning Unit
Physical Development	Kinesthetic	"Children like action, moving and playing." (T9-T15-T18) "The children in the urban schools are full of energy they have to stay inside during the class sitting at the desk." (T9)
	Controlling movements	"I give oral commands in English to control children's body movements." (T12-T30)
	Connecting English with physical activities	"Giving oral commands in English help children connect their physical activities with English." (T3-T9-T18-T21)
Command Verbs	Experiential Learning	"Giving oral commands in English help children learn English by experiencing it." (T12-T24-T27)
	Use of imperatives	"Children learn L1 through the imperatives and they also learn to speak by listening." (T3-T15- T21)
	Similarity between L1 acquisition and L2 learning	"Giving oral commands in L2 is similar to the way children learn their mother tongue." (T12-T15- T18) "This is the easiest way to teach the English words." (T15-T21-T30)
Simplicity	Ease of teaching	"Giving oral commands in English is the simplest way of teaching English." (T24-T27)

Table-4.17. indicated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 55 “giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.)”, the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) was “**Physical Development**”. The EFL teachers of children preferred to use this technique because children are animated and like physical activities. The EFL teachers often warn the children to perform the desired behavior telling them what to do or what not to do using imperative verbs such as “Come, Don’t talk, Be quiet, Write, Read, etc.

The EFL teachers also expressed that this technique enables the learners tolerate the English verb they hear from their teacher to the physical movements they perform. In this regard, Teacher 9 (Primary School, 15 years of experience) stated that:

Children like action, moving around, that is why I feel the need to warn them not to do or to do some things, I use the verbs that can control their body movements such as “Sit down, do not stand up, look at me, turn around, do not look outside, do not move, listen, be quiet, do not speak, open your books, close the door, come here, do not go there, etc. This technique helps the learner relate what they hear from me to their physical movements, thus learning the meaning automatically and implicitly.

Teacher 18 (Primary School, 9 years of experience) explained that:

Children have lots of fun in games, I can tell that they take great pleasure at playing games with their friends. I try to have children connect their physical activities with English. In the second graders, I have children play sit down and stand up, night-day games they have lots of fun. I mostly use verbal commands to have them act physically. Turning English teaching into fun is quite demanding.

“**Command Verbs**” were coded as the second category, which had an influence on EFL teachers’ preference for giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.). The EFL teachers likened this language teaching technique to the way that children acquire L1 from their parents through the imperative verbs they hear and stated that children perceive verbal imperatives in L2 as the continuation of L1. The EFL teachers also stated that children react to the verb they

hear without making a cognitive effort such as forming a sentence or memorizing a word, they are told a command verb, and then they perform an action by experiencing the English language physically in this technique. In this respect, Teacher 30 (Primary School, 23 years of experience) said that:

Children learn L1 through the imperatives they hear from their parent, it is the most natural way of teaching a language from the beginning, I guess children perceive imperatives in L2 as the continuation of L1. They just listen and do; they do not form a sentence, memorize a word, or solve a problem cognitively.

Teacher 9 (Primary School, 15 years of experience) explained that:

Verbal commands provide us English teachers an opportunity to teach English similar to the way children learn their mother tongue, Turkish. I do not have to worry about structure or teaching a vocabulary item, I just say one or two words then children react to it. Using verbal commands is very helpful in warming up the second and third graders for English class.

Among the reasons coded into the third category was “**Simplicity**” which had an effective role on the preferences of the EFL teachers of children for giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.). They considered this technique as the easiest way of teaching the English vocabulary saying that they do not make long explanations, or have students read or write. The EFL teachers also expressed that this language teaching technique enables children to associate the English language with real life physical and mental activities. So, Teacher 24 (Primary School, 16 years of experience) stated that:

This technique is the easiest way to teach the English words. There is not much mental process going on, I say the word like “Open your books!” then they do it, there is no need for long explanations, it has nothing to do with reading and writing. Not much effort is made. If the students cannot understand what I mean for example if I say, “Don’t look out the window,” I can describe it with my gestures and mimes.

Teacher 15 (Primary School, 8 years of experience) expressed that:

Without using a book or having students write a word in their notebooks, giving verbal commands is the simplest way of teaching English. It is very similar to a child learning his/her mother tongue. This technique is helpful in enabling children to associate the English word with their real life physical and mental activities.

In sum, the EFL teachers of children expressed that they preferred giving verbal commands in English to enable students to respond physically as they are at a physical development stage and this technique helps the learner relate what they hear from the teachers to their physical movements. They stated that children perceive imperatives in L2 as the continuation of L1 via command verbs, they just listen to the teachers and do what is told and also using verbal commands is very helpful in warming up the second and third graders for English class. The EFL teachers found this language teaching technique a simple practice as there is no need for long explanations, no need for either a book or a notebook.

Next, the categories, codes and example meaning units related to “using physical actions for descriptions”, which was found among the most preferred 10 language teaching techniques by the EFL teachers of children, were presented in Table 4.18. The table was described, and then the sample quotations were presented.

Table-4.18. Using physical actions for descriptions (TPR) (Item-56)

Category	Code	Example Meaning Unit
Physical and Mental Association	Describing action verbs	“I use mimes and gestures to describe some action verbs.” (T6-T12-T18-T21)
	Avoiding L1	“I use mimes and gestures for describing the meaning of verbs especially to avoid using Turkish.” (T3-T6-T9-T15-T21-T30)
	Complementary role of using physical actions	“Children easily make connections between the movements and the words they hear.” (T12-T30) “Using physical actions is complementary and facilitative to enable understanding.” (T15-T24)
Physical and Mental Association	Taking advantage of children’s potential energy	“The children in the urban schools are full of energy they have to stay inside during the class sitting at the desk.” (T9) “I use mimes and gestures for keeping children’s attention.” (T12-T27)
	Motivation	“Children pay attention to physical description more than verbal explanations.” (T3-T6-T12-T18-T27) “Physical actions help children find the English learning interesting and motivating.” (T9-T15-30)
Behavior Management	Orchestrating children’s behaviors	“I use physical actions to orchestrate the behaviors of the children with mimes and gestures.” (T3-T6-T9-T12-T21-T30)
	The role of mimes	“Children read faces and act likewise.” (T3 T21 T24 T27)

Table-4.18. exhibited that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 56 “using physical actions for descriptions“, the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for reinforcing correct sentence formation was “**Physical and Mental Association**”. According to the EFL teachers of children, this language teaching technique enables the children to make connections between their physical movements and the verbs they hear, thus facilitating understanding of the meaning. Teachers make use of the physical actions to give the implicit linguistic input.

In this regard, Teacher 6 (Primary School, 15 years of experience) stated that:

I use this technique to describe some movements that we perform using our body parts, for example I move my legs and walk on the floor telling the students “I am walking” moving my arms back and forth “I am swimming”, etc. They easily make connections between the movements and the words they hear.

Teacher 15 (Primary School, 8 years of experience) said that:

Physical actions are inevitable part of description, and they are complementary and facilitative to enable understanding. Children internalize L2 with their daily lives. I simply perform and say or say and perform an action so that they can associate English language with their life experiencing it.

“**Attention**” was coded as the second category, which had an influence on EFL teachers’ preference for using physical actions for descriptions. The EFL teachers expressed that children have a short span of attention and to be able to keep it using physical actions for description is necessary. Physical actions for description make both the teaching and the learning of English more concrete rather than abstract. The EFL teachers also stated that physical actions for description make the class more interesting and the teaching and learning more effective as children form connection between the physical descriptions and verbal explanations in English. In this regard, Teacher 27 (Primary School, 21 years of experience) said that:

I inevitably use my arms, my hands, and my face to describe the verbs in particular. It is very hard to just trying to teach sitting at the teacher’s table, and keeping children’s attention is not easy, children believe what they see, it is essential to make the lesson more concrete based on the actions, so instead of simply telling the L1 meaning of “walking”, it

is more effective to teach them what walking is by walking before them and saying “I am walking”.

Teacher 12 (Primary School, 20 years of experience) explained that:

When speaking we humans use intonations, pauses, stress some words, ask questions, etc., using the physical actions for description is very similar to that. Describing for example what “climbing” is using hands and arms, physical actions help children find the English learning interesting and motivating.

Among the reasons coded into the third category was “**Behavior Management**” which had an effective role on the preferences of the EFL teachers of children for using physical actions for descriptions. They put forward that they manage the class using their mimes and gestures. In this respect, Teacher 3 (Primary School, 12 years of experience) stated that:

Facial expressions are very effective in the orchestration the behaviors of the children in a class with mimes and gestures. Children read the faces, facial expressions tell them my feelings and thoughts, what I want them to do. Children should perform a desired behavior in the class so that I can teach them English. I cannot teach unless they behave well.

In sum, the EFL teachers of children acknowledged that they prefer this technique to describe some movements to complete and facilitate understanding so that children can internalize L2. They also claimed that description through hands and arms helps children find learning English interesting and motivating. The EFL teachers expressed that facial expressions, mimes and gestures are very effective in the orchestration of the behaviors of the children.

On the whole, as the influential reasons for the most preferred 10 language teaching techniques, the EFL teachers of children expressed that they correct mispronunciations to help students gain correct pronunciation habits so as to develop language skills, had repetition and dictation drills to help students improve their auditory skill, they also stated that repetition in chorus is enjoyable and a practical technique for memorization. They put forward that children are at an appropriate age for developing a comprehensible pronunciation in English, which plays an important role on establishing communication. The EFL teachers of children preferred teaching the vocabulary via concrete objects/picture to enable children to form association between

the words and the objects, reinforcing acquisition, involving more than one sense in learning attentively. The language teaching technique “giving instructions and explanations in L1” was preferred to make clarification and behavior management.

The EFL teachers of children argued that they are conditioned to reinforce the correct sentence formation to praise and show interest in children’s progress, they stated that they use simple English sentences to motivate the children and make sure they understand the class. They said that using physical actions for descriptions helped the children form physical and mental association between the linguistic properties and the meaning the words/sentences possess. They also added that sequencing the tasks and activities in terms of difficulty increases the comprehensibility of the class in accordance with the level of the students.

The next section will deal with the influential reasons for the least preferred 10 language teaching techniques by the EFL teachers of children.

4.3.2. The influential reasons for the least preferred 10 language teaching techniques by the EFL teachers of children

According to the in-class observation results, “having students write short paragraphs in English” was among the least preferred 10 language teaching techniques by the EFL teachers of the children. As shown in Table-4.19., on the next page, EFL teachers least prefer to have students write short paragraphs in English as the children are not ready for it.

Table-4.19. shows that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 4 “having students write short paragraphs in English “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer having students write short paragraphs in English the least was “**Level of English**”. The EFL teachers of children least preferred to use this technique because they thought that is it not applicable with children as it is too early without the knowledge of English in Primary School. They also argued that children should be at least in pre-intermediate level to be able to

express their thoughts and ideas in writing. In this regard, Teacher 30 (Primary School, 23 years of experience) said that:

It is too early to have them write short paragraphs in English. second graders and fourth graders cannot perform even short sentences yet. They need to develop the English language knowledge first. Sometimes I think about having them write about a subject such as their family, friends, etc., but then I change my mind as they are not ready for it.

Table-4.19. Having students write short paragraphs in English (ALM) (Item-4)

Category	Code	Example Meaning Unit
Level of English	Inapplicable with children	“Having students write short paragraphs in English is not applicable in Primary School.” (T3-T9-T12)
	Inappropriate for children	“Having students write short paragraphs in English is not appropriate for children.” (T21-24)
	Beginner level	“Having children write compositions is too early for them.” (T3-T9-T18-T21-T27)
		“Children need to develop the English language knowledge first.” (T6-T15-T27-T30)
	Limited English knowledge	“They cannot form sentences to express their ideas.” (T15-T18-T21-T30)
		“Children are at the beginner level.” (T3-T9-T18)
		Children need to develop their knowledge of English (T6-T27)

Similarly, Teacher 9 (Primary School, 15 years of experience) stated that:

They should develop their writing skill more to be able to express their ideas. It is too early to have them write short paragraphs even if I give them the topic. They cannot form sentences to express their ideas, yet. In the fourth graders, I have children perform simple sentence completion activities giving them small paragraphs and leaving blanks for the vocabulary items that are above the paragraphs. I collect them to check and deliver afterwards so that they can see what they did wrong or right. It is too early to have them write short paragraphs even if I give them the topic.

In sum, the EFL teachers put forward that it is too early to children write short paragraphs in English because of their English level.

Next, “Having students write a summary/interpretation of what they read”, will be presented in Table 4.20. on the following page.

Table-4.20. Having students write a summary/interpretation of what they read (CBI) (Item11)

Category	Code	Example Meaning Unit
Level of English	Inapplicable with children	“Having students write a summary/interpretation of what they read is not applicable in Primary School.” (T3-T6-T9-T12-T15-21-T27-T30)
	Beginner level	“It is hard to have the children do it at the beginner level.” (T6-T9-T18-T21-T24)
		“Having students write a summary/interpretation of what they read is too early in the Primary School.” (T6-T15-T27-T30)

Table-4.20. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 11 “having students write a summary/interpretation of what they read“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into two different categories. The first category that caused the EFL teachers to prefer having students write a summary/interpretation of what they read the least was “**Inapplicability**”. The EFL teachers of children find this technique not applicable with kids in Primary School. In this regard, Teacher 15 (Primary School, 8 years of experience) expressed that:

This technique is not applicable with kids in Primary School. Children are not able to form sentences using function words, they just name the objects in English; they are not ready to form sentences using auxiliaries. They cannot form sentences, they can use nouns, pronouns and adjectives in very short and simple sentences with “to be” auxiliaries, “there is/are”, etc.

“**Level of English**”, was coded as the second category, which had an influence on the reason why the EFL teachers least preferred having students write a summary/interpretation of what they read. The EFL teachers expressed that the children are beginners in learning English, so it is too early for them to summarize of what they read even if they comprehend it. In this regard, Teacher 21 (Primary School, 12 years of experience) stated that:

It is hard to have the children do it in the beginner level. If I write a sentence on the board, they can write it in their notebooks, but it is not an easy task for children to write a summary of what they read in English even if they understand the content of what they

read. It is too early for the beginner level children to write. The other language skills reading and listening skills should develop first and then writing skill can improve gradually.

In sum, the EFL teachers acknowledged that this technique is inapplicable with kids in Primary School. Children should improve the other language skills such as reading and listening first and then writing skill can improve gradually.

Next, “using authentic materials (newspapers, magazines, etc.)”, will be presented in Table 4.21.

Table-4.21. Using authentic materials (newspapers, magazines, etc.) (CBI, NA) (Item12)

Category	Code	Example Meaning Unit
Level		“It is too early to use newspapers and magazines.” (T6-T9-T18-T21-24)
	Beginner level	“These authentic materials have difficult level of lexical items and structures, children in the beginner level cannot understand them.” (T12-T18-T27-T30)
	Difficulty of level of content	“Children cannot understand the content of authentic materials.” (T3- 6- 9-T12- 15-T18- T21-T27-T30)

Table-4.21. indicated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 12 “using authentic materials (newspapers, magazines, etc.) “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer using authentic materials (newspapers, magazines, etc.) the least was “**Level**”. The EFL teachers of children least preferred this technique because these authentic materials contain upper level lexical items and structures, the children could not understand the content of those authentic materials. The EFL teachers explained that they teach what they are by showing the pictures of newspapers, magazine articles, media materials, tourist guidebooks, timetables on the smart board, they also stated that they use the colorful pictures in the authentic materials to attract children’s attention. In this regard, Teacher 6 (Primary School, 15 years of experience) stated that:

I do not do them much, but I show children what they are on the smart board, they cannot understand the content. It is too early to use them for children. The colorful pages and pictures attract students' attention quite a lot. They cannot read their content yet. I use the pictures of those authentic materials on the smart board while teaching what they are, the colorful pages, and pictures attract students' attention quite a lot.

In sum, the EFL teachers expressed that children are at the beginner level, and authentic materials contain upper level of lexical items and structures. Up next, “using authentic tasks supported by newspapers, TV programs and internet” will be presented in Table 4.22.

Table-4.22. Using authentic tasks supported by newspapers, TV programs and internet (CBI, CLT, TBLT, WLT) (Item-13)

Category	Code	Example Meaning Unit
Limited English Level	Beginner level	“Children are not ready to understand authentic tasks supported by newspapers, TV programs and internet, yet.” (T18-T21-T24-T27-30)
		“It is too early to use authentic tasks supported by newspapers, TV programs and internet with children.” (T3-T6-T9-T12-T15-T18-T21-T24-T27-30)

Table-4.22. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 13 “using authentic tasks supported by newspapers, TV programs and internet “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The reasons why the EFL teachers least preferred using authentic tasks supported by newspapers, TV programs and internet was the children’s “**English Level**”. The EFL teachers of children consider that these tasks are too difficult for the children in the beginner level. In this regard, Teacher 12 (Primary School, 20 years of experience) expressed that:

This technique is not applicable with kids in Primary School because authentic tasks are prepared by the native speakers of English for the native speakers. They contain advanced level of English; children are in the beginner level, so it is too early to use them in the classes.

In sum, the EFL teachers argued that children are at the beginner level and the

authentic tasks supported by newspapers, TV programs and internet have advanced level of English. Up next, “using student produced texts as teaching materials” will be presented in Table 4.23.

Table-4.23. Using student produced texts as teaching materials (CBI, CLL, CLT, NA, WLT) (Item-16)

Category	Code	Example Meaning Unit
Limited English Level	Beginner level	“It is too early for children to produce texts.” (T3-T6-T9-T12-T15-T18- T21-T24-T27-T30)
		“The children are not proficient enough to produce.” (T9-T15-T18-T21-T30)
	Inapplicability with children	“This technique is not applicable with kids in Primary School.” (T3-T12-T15-T18-T21)

Table-4.23. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 16 “using student produced texts as teaching materials” the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer using student produced texts as teaching materials the least was “**English Level**”. The EFL teachers of children argued that the children are not proficient enough to produce texts to be used as teaching materials.

Teacher 27 (Primary School, 21 years of experience) said that:

Children cannot produce texts yet, because they are not proficient enough to produce texts as teaching materials. Rather than texts, they can only prepare the pictures of their favorite singers, footballers, etc. and bring to school for use in activities to be used in the classes.

In sum, the EFL teachers expressed that children are not proficient enough to produce texts to be used as teaching materials.

The next item, “paying attention to fluency” was presented in Table 4.24., on the following page.

Table-4.24. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 30 “paying attention to fluency” the influential reasons why the EFL teachers least preferred using

the technique in this item were coded into two different categories.

Table-4.24. Paying attention to fluency (CLT) (Item30):

Category	Code	Example Meaning Unit
Level of English	Beginner level	“Children should have some knowledge to be fluent. It takes time.” (T3-T6-T9-T12-T15-T18-T21-T24-T27-T30)
		“At the beginner level, children cannot produce long, complex sentences; they need to learn more vocabulary and structures to be able to generate sentences.” (T6-T9-T15)
		“Paying attention to fluency is too early in this level because children can only form one or two word phrases.” (T3-T9-T12-T15-T21-T30)
		“Children are just at the early stages of learning English.” (T12-T18-T24)
	Insufficient knowledge of vocabulary	“It is too early to pay attention to fluency as they are in the beginning level of English, they are learning basic grammar and vocabulary items.” (T3-T24-T27-T18)
		“Children have a very little vocabulary knowledge.” (T9-T12-T15-T21-T27)
Insufficient Teaching Hours	Fluency in reading	“If they become fluent in reading then they can develop the other skills automatically.” (T3-T9-T27-T30)
	Insufficient level of English knowledge	“Children need to accumulate more knowledge.” (T12-T15-18-T21)
	Fluency in reading	“Their fluency in other skills (speaking and listening) depends on the reading fluency.” (T3-T9-T27-T30)
		“I try to have children become fluent in reading first.” (T12-T18-T27-T30)
	Need for input	“Children have no chance of speaking or hearing English outside the class, they do not converse with a native speaker in the street, they do not watch English channels, and they have nobody teaching English but me.” (T3-T18)
		“If they do not get enough input, they cannot produce grammatically correct sentences at a normal speed.” (T6- T15)

The first category that caused the EFL teachers to prefer paying attention to fluency the least was “**Level of English**”. The EFL teachers of children stated that fluency is not a sure sign of successful language learning in the beginner level, it takes time for children to develop language skills to produce long, complex sentences; they also need to learn more vocabulary and structures to be able to generate sentences. The

EFL teachers also argued that children should become fluent in reading first to produce grammatically correct sentences at a normal speed. In this regard, Teacher 24 (Primary School, 16 years of experience) stated that:

Children are just at the early stages of learning English, they are learning to read and write and try to understand what they hear. In the beginner level, fluency is not a sign of successful language learning, I guess. I try to have the students love learning English and the fluency comes naturally afterwards. Children should have some knowledge to be fluent, which takes time.

Teacher 21 (Primary School, 12 years of experience) expressed that:

It is too early to pay attention to fluency as children are in the beginning level of English. They are learning the basic grammar and vocabulary items, I do not expect them to produce fluent sentences, I just try to have them develop a fluent reading and this is possible with repetition, increasing vocabulary knowledge and having them listen to native speaker models with subtitles on the smart board screen. Fluency takes a long time, I know from my own experience of language learning, I am not a native speaker of English and I cannot say that I am fluent in English. When I speak, my mind goes back and forth to check the grammatical conformity of the sentence that I make, to recall the vocabulary item through which I convey the meaningful message. I am always after correcting the mistakes that students make during speaking, reading or writing so that correct use of English can take place from the early ages on. Besides, the children in elementary school cannot even talk fluently in Turkish. I do not have a high expectation about fluency.

“Insufficient Teaching Hours” was coded as the second category, which had an influence on the reason why the EFL teachers least preferred paying attention to fluency. The EFL teachers expressed that the children in their classes do not have opportunity to interact with native English speakers outside the class, the only person from whom they can learn English is the English teacher at school and two hours English class a week is not enough to have children become fluent in four skills. In this regard, Teacher 18 (Primary School, 9 years of experience) stated that:

Children have a little vocabulary knowledge, they can form only very simple sentences with my help, and paying attention to fluency is too early. Children in my classes have no chance of speaking or hearing English outside the class, they do not converse with a native speaker in the street, they do not watch English channels, and they have nobody teaching English but me. Two hours a week is not enough to have children become fluent in four

skills, they still learn the words and try to associate them with the real world, and I cannot expect them to produce English sentences automatically without thinking how to make a sentence and which word to use. The only skill I can pay attention about fluency is reading. I try to have them attain fluency in reading.

Similarly, Teacher 3 (Primary School, 12 years of experience) said that:

Their fluency in other skills (speaking and listening) depends on the reading fluency. I just try to have them develop a fluent reading and this is possible with repetition, increasing vocabulary knowledge and having them listen to native speaker models with subtitles on the smart board screen.

In sum, the EFL teachers contended that children should have some knowledge of English to be fluent, which takes time, beside children cannot even talk fluently in Turkish. They also stated that the development in fluency in other skills (speaking and listening) depends on the reading fluency.

Up next, “having students memorize the grammar rules” will be presented in Table 4.25. in addition, the sample quotations will be presented, as well.

Table-4.25. Having students memorize the grammar rules (GT) (Item-40)

Category	Code	Example Meaning Unit
Lack of Grammatical Awareness	Difficulty of rule memorization	“It is very hard to have children memorize the rules as they do not what those rules refer to.” (T18-T27)
	Difficulty of chunk memorization	“Children have difficulty in memorizing the chunks. For example, if I try to have them memorize S+have/has got+noun, they will ask me what “S” is or what a “noun” stands for.” (T9-T12)
	Being unaware of grammar	“Children are not aware of grammatical elements.” (T15-T18)
	Self-discovery of grammar rules	“If students can discover a rule by themselves, they can learn it instead of memorizing it.” (T3-T12)
Abstractness of Grammar	Unnecessary task	“There is no need to have students memorize the grammar rules as they cannot figure out the abstract entities. Besides, it is hard to make a description of the grammar rules.” (T3-T6-T21)
	Abstract rules	“Grammar rules are too abstract for them to memorize.” (T3-T30-T18)
	Meaningless task	“It is nonsense to have them memorize a grammar rule, which they know nothing about.” (T24-T27)

Table-4.24. illustrated that, in the qualitative analysis of the post-observational

interview data obtained from the ten EFL teachers of children on item 40 “having students memorize the grammar rules” the influential reasons why the EFL teachers least preferred using the technique in this item were coded into two different categories.

The first category that caused the EFL teachers to prefer having students memorize the grammar rules the least was “**Lack of Grammatical Awareness**”. The EFL teachers stated that it is hard to explain the grammar rules to children, as they are not aware of the grammar knowledge of L1. The EFL teachers said that instead of having children memorize the rules, it is more important to encourage them to adopt the practical usage to communicate in English. In this regard, Teacher 27 (Primary School, 21 years of experience) expressed that:

It is very hard to have them memorize the rules, they memorize the rhyming expressions easily but not the grammar rules. I never go into grammatical explanation because they do not know the grammar of L1 yet, the fourth graders are a bit knowledgeable in Turkish classes, but it is hard to explain the rules to them.

Teacher 3 (Primary School, 12 years of experience) stated that:

If students can discover a rule by themselves, they can learn it instead of memorizing it. If I tell them, they can memorize the grammar rules, but this may divert them from the real purpose of learning English, memorizing a rule without being able to turn it into practice is like knowing the formula in Math class but not being able to solve the problem. Children are not going to be linguists, what they need is practical knowledge of English to form sentences. Children are not aware of grammar; they just perceive the structure the same way as they perceive the vocabulary. As they do not know what grammar is, even if I have them memorize the rule for example “S+Can+V1”, this is going to mean nothing to them. It is not wise to attempt to have them memorize a grammar rule for no reason.

“**Abstractness of grammar**” was coded as the second category, which had an influence on the reason why the EFL teachers least preferred having students memorize the grammar rules. The EFL teachers expressed that Grammar is too abstract for children adding that if they knew about the structure of Turkish, the EFL teachers could explain the grammatical differences in L1 and L2, so it is meaningless to have children memorize a grammar rule without knowing why it is used. In this regard, Teacher 30 (Primary School, 23 years of experience) said that:

Grammar is too abstract for them, if they were taught the structure of Turkish, I could

explain the reason for the use of e.g. “s, es, or ies” with the third singular pronoun in present tense and have them memorize it. If the L1 and L2 grammars are mutually explicable, children can understand its use and memorize it; otherwise, it seems impossible.

Teacher 18 (Primary School, 9 years of experience) expressed that:

Grammar rules are too abstract for them to memorize, even if I attempt to have them memorize the grammar rules, they will memorize it like a parrot without knowing what they are for. In the fourth graders there are some children who are good at Turkish class, they learn Turkish grammar, they know what a noun is, what an object is, they know what a verb is, etc. in a sentence, they know parts of a speech in short. These students can understand grammatical explanation, I can teach English grammar by associating it with its Turkish counter parts, but most children do not know Turkish grammar, so I do not go into presenting/explaining grammar structure. That is why I never attempt to have children memorize grammar rules; they will not know what to do with it.

In sum, the EFL teachers put forward that children are not aware of grammar as is too abstract for them; they just perceive the structure the same way as they perceive the vocabulary.

Next, “conducting translation exercises” will be presented in Table 4.26.

Table-4.26. Conducting translation exercises (GT) (Item-45)

Category	Code	Example Meaning Unit
English Level	Ineligibility	“Conducting translation exercises is not eligible for children.” (T3-T6-T9-T12-T15-T18-T21-T24-T27-T30) “Conducting translation exercises is not applicable with children at the beginner level.” (T15-T18-T2-T9-T15)
	Difficulty of the task	“Conducting translation exercises is too difficult for children especially from L1 into L2.” (T24-T27-T30)

Table-4.26. depicted that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 45 “conducting translation exercises “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer conducting translation exercises the least was “**Level of English**”. The EFL teachers of children pointed out that children should know about the grammatical rules of English. They should also understand grammar points when

clarification is needed for the errors they make.

Teacher 9 (Primary School, 15 years of experience) put forward that:

It is not applicable with children at the beginner level. If I have them do translation either from L1 into L2 or from L2 into L1, children cannot understand grammar points when clarification is needed for the errors they make.

Teacher 15 (Primary School, 8 years of experience) said that:

Never, they are too difficult for them especially from L1 into L2. Not in the sentence level but in the vocabulary level I do it, I say the word and expect them to say the English meaning or vice versa. Children like it very much. They race with each other.

In sum, the EFL teachers expressed that conducting translation exercises is not eligible for children, as they cannot understand grammar points. They added that children could translate not the sentences, but the vocabulary.

Up next, the language teaching technique “focusing on form”, which was among the least preferred by the EFL teachers of children, will be given in Table 4.27. in addition, the sample quotations will be presented, as well.

Table-4.27. Focusing on form (GT) (Item-46)

Category	Code	Example Meaning Unit
Lack of Need for Structures	Simplicity of the curriculum	“The curriculum of the Primary Education consists of simple forms that is why there is no need to focus on form.” (T6-T12-T18-T21-T27-T30) “Grammatical forms are simple in beginners’ level; that is why there is no need to teach form of English language.” (T15- T24)
	Implicit learning	“Children learn the form of the English language by using it. After giving a few example sentences, they make sentences by themselves.” (T3-T27)
	Beginner Level	“Children are not ready for focusing on form.” (T18-T21)
Meaning-Based Teaching	Focusing on meaning	“I do focus on the use.” (T15) “I focus on meaning rather than form.” (T24-T30)
	Grammatical sentence formation habit	“If children can have the habit of forming grammatical sentences at an early age, they can form the complex sentences correctly in the upper levels.” (T12)
Developing a Grammatically Correct Sentence Formation Habit		

Table-4.27. exhibited that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 46 “focusing on form “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into three different categories. The first category that caused the EFL teachers to prefer focusing on form the least was “**Lack of Need for Structures**” The EFL teachers said that as the grammar content is simple in Primary School level, they have the children use the newly taught structure in a sentences, repeat and practice it, instead of focusing on form. In this regard, Teacher 6 (Primary School, 15 years of experience) put forward that:

The curriculum of the Primary Education consists of simple forms such as am, is, are, have/has got, can, must, WH questions like where, what, how, what time. These are simple structures, that is why there is no need to focus on form, once they use them in a couple of sentences, repeat, and practice them, then they can understand and use the language structures.

Teacher 21 (Primary School, 12 years of experience) stated that:

There is not much grammar content in the Primary School curriculum, so vocabulary has the priority, not the form of English.

“**Meaning-Based Teaching**” was coded as the second category. The EFL teachers reported that they focus on meaning and language use rather than form as children do not understand the sentence formation rules. In this respect, Teacher 24 (Primary School, 16 years of experience) stated that:

Focusing on form is a waste of time with children. Once I tried to teach Simple Present Tense (Do/Does) to the fifth graders, I noticed that I made a very big mistake because the children were not able to grasp why “Do and Does” were put in the initial position while forming question and why “s, es or ies” were added to the verb in the affirmative sentences.

“**Developing a Grammatically Correct Sentence Formation Habit**” was coded as the third category, which had an influence on the reason why the EFL teachers least preferred focusing on form. The EFL teachers expressed that children do not learn the form of the English language; they just pick it up. The teachers argue that if children develop habit of forming grammatical sentences at an early age, they can form the complex sentences correctly in the upper levels. In this regard, Teacher 27 (Primary School, 21 years of experience) pointed out that:

I show the children how to make affirmative, negative and question, otherwise they develop one sided in grammar. I write on the board giving example situations. Children learn the form of the English language by using it. After giving a few example sentences, they make sentences themselves. Instead of explaining the grammar rules, I prefer to encourage them to use the form in sentences giving situations.

Teacher 12 (Primary School, 20 years of experience) put forward that:

At university, we were taught that language learning is a habit formation. If children can have the habit of forming grammatical sentences at an early age, they can form the complex sentences correctly in the upper levels without having much problem with grammar.

In sum, the EFL teachers pointed out that the curriculum of the Primary Education consists of simple forms and there is no need to teach form of English language as children are not ready for focusing on form.

Next, the reasons for the language teaching technique “negotiating the lesson plan with students”, which was among the least preferred by the EFL teachers of children, will be given in Table 4.28., the sample quotations will be presented, as well.

Table-4.28. Negotiating the lesson plan with students (WLT) (Item-57)

Category	Code	Example Meaning Unit
Standardized Curriculum	No negotiation on lesson plans	“I never negotiate the lesson plan with students.” (T3-T6-T9-T12-T15-T18-T21-T24-T27-T30)
	Standard lesson plans	“Lesson plans are standard.” (T3-T6-T9-T12-T15-T18-T21-T24-T27-T30)

Table-4.28. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of children on item 57 “negotiating the lesson plan with students “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The reason that caused the EFL teachers to prefer negotiating the lesson plan with students the least was “**Standardized Curriculum**”. The EFL teachers of children stated that lesson plans are standard in the formal educational system. In this regard, Teacher 24 (Primary School, 16 years of experience) said that:

Lesson plans are standard. They do not change. Although the lesson plan is standard, I apply it in accordance with my students’ progress in the class.

In sum, as the influential reasons for the least preferred 10 language teaching techniques, the EFL teachers of children expressed that as children are in the beginner level in English, they least preferred using student produced texts as teaching materials, conducting translation exercises, paying attention to fluency, having students write short paragraphs in English, using authentic materials (newspapers, magazines, etc.) and tasks supported by newspapers, TV programs and internet. They also put forward that because of the abstractness of grammar, they least preferred having students memorize the grammar rules and focusing on form.

The following section will deal with the least and most preferred language teaching techniques by the EFL teachers of adolescents detected during in-class observations.

4.4. What Are the Least and Most Preferred Language Teaching Techniques by the EFL Teachers of Adolescents Detected During In-Class Observations?

Based on the results of the in-class observations, the most preferred language teaching techniques by the EFL teachers of adolescents were listed in the left column and the least preferred ones were listed in the right column in Table-4.29 on the next page. The most preferred techniques by the EFL teachers of adolescents were “correcting mispronunciations (ALM), teaching Turkish meanings of the vocabulary (GT), emphasizing accurate grammatical sentence formation (GT), focusing on form (GT), presenting the grammatical content and then have it practiced (GT, SLT), using simple English sentences (NA), slowing the rate of speech to be comprehensible (NA), teaching grammar and vocabulary to enable students to understand, speak, read and write in English (NA, SLT), teaching slightly above students’ levels (NA, TBLT) and giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR)”.

Having dictation drills (ALM, GT), using authentic materials (newspapers, magazines, etc.) (CBI, NA), using authentic tasks supported by newspapers, TV programs, and internet (CBI, CLT, TBLT, WLT), using student produced texts as

teaching materials (CBI, CLL, CLT, NA, WLT), doing needs analysis and counseling (CLL, CLT), interactive activities (CLL, CLT), letting students bring authentic learning materials (CLL, CLT, WLT), establishing a competitive atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT), letting students choose what they want to read among different themes (Theme-Based A), negotiating the lesson plan with students (WLT) were among the least preferred language teaching techniques by the EFL teachers of adolescents.

Table 4.29. The most and the least preferred language-teaching techniques by the EFL teachers of adolescents

The most preferred techniques	The least preferred techniques
5. Correcting mispronunciations (ALM)	10. Having dictation drills (ALM, GT)
39. Teaching Turkish meanings of the vocabulary (GT)	12. Using authentic materials (newspapers, magazines, etc.)(CBI, NA)
42. Emphasizing accurate grammatical sentence formation (GT)	13. Using authentic tasks supported by newspapers, TV programs, and internet (CBI, CLT, TBLT, WLT)
46. Focusing on form (GT)	16. Using student produced texts as teaching materials (CBI, CLL, CLT, NA, WLT)
47. Presenting the grammatical content and then have it practiced (GT, SLT)	20. Doing needs analysis and counseling (CLL, CLT)
48. Using simple English sentences (NA)	21. Using interactive activities (CLL, CLT)
49. Slowing the rate of speech to be comprehensible (NA)	26. Letting students bring authentic learning materials (CLL, CLT, WLT)
50. Teaching grammar and vocabulary to enable students to understand, speak, read and write in English (NA, SLT)	27. Establishing a competitive atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT)
51. Teaching slightly above students' levels (NA, TBLT)	54. Letting students choose what they want to read among different themes (Theme-Based A)
55. Giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR)	57. Negotiating the lesson plan with students (WLT)

As shown in Table-4.29., the most and least preferred language teaching techniques by the EFL teachers of adolescents are mostly associated with language-based methods with regards to their priorities, focus, aim, classroom tasks and activities; giving importance to grammatical structures, aiming to raise consciousness about language forms and using mechanical drills, translation, repetition, vocabulary and rule memorization.

The next section will explain the influential reasons for the most preferred language teaching techniques by the EFL teachers of adolescents.

4.4.1. The influential reasons for the most preferred 10 language teaching techniques by the EFL teachers of adolescents

First, each of the most preferred language teaching techniques and the reasons why EFL teachers of adolescents preferred using them will be explained one by one. As shown in Table-4.30, “correcting mispronunciation” is among the most preferred ones.

Table-4.30. Correcting mispronunciations (ALM) (Item-5)

Category	Code	Example Meaning Unit
Correction During Reading	Proper pronunciation	“I correct mispronunciations while they read a sentence or a passage so that the students can get a habit of proper pronunciation of the English sounds.” (T20-T60)
	Feeling uncomfortable with mispronunciation	“I feel uncomfortable when I do not correct the pronunciation errors during reading.” (T10-T30)
L1 Influence	Sounds that are difficult to pronounce for Turkish students	“Some sounds cause difficulty in the pronunciation of the words.” (T20-T60)
	Miscommunication	“Incorrect pronunciation may lead to miscommunication.” (T30-T40)
Fossilization	Early intervention	“I suffer from the fossilized mispronunciations that were not intervened earlier.” (T20-T50)
	Prevention	“To prevent the fossilization as it is harder to change it for better once it is learnt wrong.” (T10-T40)

Table-4.30. illustrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 5 “correcting mispronunciations”, the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for correcting mispronunciations was “**Correction during Reading**”. The EFL teachers of adolescents preferred to use this technique because they said that they do not correct mispronunciation while the students talk, as they do not want to talk when they are interrupted. The EFL teachers expressed that they feel uncomfortable if they do not correct their students’ mispronunciations while students are reading a passage. The EFL teachers also stated that a native speaker could

somehow understand an ungrammatical sentence; however, incorrect pronunciation may lead to miscommunication. In this regard, Teacher 60 (High School, 22 years of experience) expressed that:

While practicing speaking, I do not correct mispronunciation because the students do not want to talk when they are interrupted, I guess they lose self-confidence, feel ashamed and discouraged before their peers. I do not want to demotivate them. However, while having them read a passage or teaching them a new vocabulary, I correct the sounds they mispronounce often; I emphasize the correct pronunciation firmly so that they can get a habit of proper pronunciation of the English sounds.

Teacher 30 (High School, 20 years of experience) stated that:

To me correct pronunciation means correct language. An ungrammatical sentence can be somehow understood by a native speaker, but incorrect pronunciation may lead to miscommunication. There are as many differences in pronunciation of the English sounds as the differences in grammar structure between Turkish and English. I feel uncomfortable when I do not correct the wrongly pronounced sounds while reading, but I tolerate the mispronunciation while speaking by recasting.

However, there are EFL teachers who ignore the mispronounced sounds, as they cannot cope with correcting each mispronounced sound. In this respect, Teacher 10 (High School, 17 years of experience) expressed that:

In the High School level, I suffer from the fossilized mispronunciations that were not intervened earlier. I want to correct them all, but then it gets exasperating, I mostly ignore them because it is nerve wrecking to attempt to correct each mispronounced sound.

“L1 Influence” was coded as the second category, which had an influence on EFL teachers’ preferences for correcting mispronunciations. The EFL teachers expressed that the teenage students have formed a habit of pronouncing the sounds that do not exist in Turkish wrongly; it is hard to have them change their habits, if a student makes too many spoken errors, they feel the need to correct them, but if s/he makes a few errors, they do not intervene much. In this regard, Teacher 20 (High School, 9 years of experience) said that:

Some sounds cause difficulty in the pronunciation of the words. The teenage students have formed a habit of pronouncing the sounds that do not exist in Turkish wrong; it is hard to have them change their habits, so I write the pronunciation of the words in parentheses so that I will not have to correct them often.

Teacher 40 (High School, 10 years of experience) put forward that:

If a student makes too many spoken errors, I feel the need to correct them, but if s/he makes a few errors, I do not intervene much. As a precaution, I have my students listen to native speaker models on the smart board so that they can hear the sounds and notice how they are pronounced.

Among the reasons coded into the third category was “**Fossilization**” which had an effective role on the preferences of the EFL teachers of adolescents for correcting mispronunciations. They put forward that immediate intervention is important, as it gets harder to correct the mispronounced sounds when they are learned inappropriately becoming fossilized. In this respect, Teacher 50 (High School, 16 years of experience) pointed out that:

If it is necessary, I correct the mispronounced sounds/words by repeating the correct one (recasting) after the student made an error. I do it to prevent the fossilization, as it is harder to change it for better once it is learnt wrongly.

In sum, the EFL teachers of adolescents put forward that some sounds cause difficulty in the pronunciation of the words, so they feel uncomfortable when they do not correct the pronunciation errors; claiming that incorrect pronunciation may lead to miscommunication.

Next, the reasons put forward by the EFL teachers of adolescents for teaching Turkish meaning of the vocabulary will be explained through Table-4.31. on the following page.

As Table-4.31. indicated, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 39 “teaching Turkish meanings of the vocabulary” the influential reasons for the EFL teachers’ preferences for this item were coded into four different categories based on the interview data obtained after in-class observations conducted in the classes of the EFL teachers of adolescents in different classes. The EFL teachers reported various reasons that lead them to teach the Turkish meaning of the English vocabulary items that the students are not familiar with. The first category that affected the EFL teachers’ preferences for reinforcing correct sentence formation was “**Ease of Comprehension**”.

Table-4.31. Teaching Turkish meaning of the vocabulary (GT) (Item-39)

Category	Code	Example Meaning Unit
Ease of Comprehension	L1 influence	“L1 is already available in their minds.” (T10-T20-T40)
Washback Effect	Standard exams	“I teach the meaning of L1 meanings as the students are tested with regards to translation and vocabulary knowledge in YDS.” (T60)
Ease of Teaching	Practical way of vocabulary teaching	“Teaching Turkish meanings of the vocabulary is the shortest cut to teach the vocabulary items.” (T10-T20-T70)
	Lack of clue in context	“It is easy to tell the L1 meaning quickly.” (T30-T40-T50-T60)
Level of English	Low Level	When there is no clue in the context I teach the L1 meanings.” (T30-T40)
		“In the lower levels, I more often teach the Turkish meanings.” (T10-T20-T50)

The EFL teachers of adolescents put forward that they preferred to use this technique because L1 is already present in students’ minds and they find this technique as the shortest cut and easiest way to teach the meaning of vocabulary. So, Teacher 10 (High School, 17 years of experience) stated that:

It is necessary; L1 is already available in their minds. So why should I discover America again? This technique is the shortest cut to teach the vocabulary meanings. I do it lot because it is necessary, L1 is already available in their minds.

Teacher 40 (High School, 10 years of experience) said that:

If it is really necessary, I give the Turkish meaning because it is easier to get them familiar with the word by having them use it in a sentence relating to their native tongue, which they learnt both the real world and the language itself.

However, some teachers confessed that teaching L1 meaning of English vocabulary items slows the students down in language skills. In this regard, Teacher 20 (High School, 9 years of experience) told that:

When there is no clue in the context, I teach the L1 meanings, but students become very L1 meaning bound and this habit slows them down while reading, writing, and speaking. In writing, it is helpful because they write thinking in L1 and write down their thoughts transforming into L2.

“**Washback Effect**”, a term coined by Cheng (1997; Cheng & Watanabe, 2004;

Wall & Alderson, 1993), known as the influence of exams on the implementation of teaching, was coded as the second category, which had an influence on EFL teachers' preference for teaching Turkish meanings of the vocabulary. The EFL teachers expressed that it is necessary to encourage the students to learn the Turkish equivalents of the vocabulary items as they are tested with regards to translation and vocabulary knowledge. They also stated that they teach the L1 meaning when the words of which meaning is not guessable from the context or from its morphemes/prefixes/suffixes. In this regard, Teacher 60 (High School, 22 years of experience) stated that:

In YDS classes, it is necessary to encourage the students to learn the Turkish equivalents of the vocabulary items as they are tested about translation and vocabulary knowledge. Most students have bilingual dictionaries in their mobile phones; they look up the L1 meaning when they want to. I usually teach the L1 meaning when the words of which meaning is not guessable from the context or from its morphemes/prefixes/suffixes them to use L1-L2/L2-L1 dictionary/mobile phone dictionaries/internet dictionaries.

Among the reasons coded into the third category was “**Ease of Teaching**”, which had an effective role on the preferences of the EFL teachers of adolescents for teaching Turkish meanings of the vocabulary. They argued that majority of the students have mobile phones with English-Turkish, Turkish-English dictionaries in them, which make it more practical for the students to look up the meaning of the new vocabulary items. In this respect, Teacher 70 (High School, 19 years of experience) expressed that:

I advise my student to look up the dictionary for the Turkish meanings. I sometimes tell them the Turkish meanings to spare time, I want the students to get used to looking up the dictionary whenever they come up with a vocabulary of which meaning they do not know. Most of the students have mobile phones with English-Turkish, Turkish-English dictionaries.

However, some teachers contended that newly learnt vocabulary items should be used in meaningful sentence to be retained by the students. In this respect, Teacher 30 (High School, 20 years of experience) stated that:

Unless given in a context, giving the Turkish meaning of the English words is not enough although it is easy to tell the meaning quickly. Students should use the word in a sentence or hear it in a sentence. Teaching the meaning of the words one by one will not help learners form sentences alone. They must consolidate its use.

The fourth category was “**Level of English**”, which had an effective role on the preferences of the EFL teachers of adolescents. They said they teach the Turkish meanings in the lower level classes more often than in the upper levels. In this respect, Teacher 50 (High School, 16 years of experience) put forward that:

In the lower levels, I more often teach the Turkish meanings than in the upper levels. Once students accumulate vocabulary knowledge, they easily learn the meaning of the unknown vocabulary based on the knowledge of vocabulary they accumulated in their learning experience.

In sum, the EFL teachers of adolescents acknowledged that L1 is already available in students’ minds and teaching Turkish meanings of the vocabulary is the shortest cut to teach the vocabulary items.

Next, the reasons put forward by the EFL teachers of adolescents for teaching Turkish meaning of the vocabulary will be explained in accordance with Table-4.32.

Table-4.32. Emphasizing accurate grammatical sentence formation (GT) (Item-42)

Category	Code	Example Meaning Unit
Avoiding Incorrect Habits	Dissatisfaction with ungrammatical sentences	“I was taught English this way, I feel dissatisfied if I do not correct ungrammatical sentences.” (T10-T20-T40-T50)
	Showing off knowledge	“I get satisfaction when I have them form grammatically correct sentences. I also get pleasure at showing off my knowledge of grammar.” (T30-T40) “I urge accuracy in the exams, but not so strictly in the classes.” (T10-T20)
	Exam influence	“I seek accuracy in the evaluation exams so that they can form a habit of producing grammatical sentences in English.” (T30-T50) “In YDS classes I have pay attention to accurate grammatical sentence formation because they are being tested in grammar knowledge.” (T40)
Washback Effect	Linguistic aptitude	“I put more emphasis on accurate grammatical sentence formation with the students that have less linguistic aptitude.” (T20-T30-70)
		“Linguistically competent students are better at accurate sentence formation.” (T10-T20)
Linguistic Competence		

Table-4.32. exhibited that, in the qualitative analysis of the post-observational interview, data obtained from the ten EFL teachers of adolescents on item 42 “emphasizing accurate grammatical sentence formation” the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for emphasizing correct sentence formation was “**Avoiding Incorrect Habits**”. The EFL teachers of adolescents preferred to use this technique because they feel dissatisfied when they do not correct the ungrammatical sentences formed by the students as students have a habit of forming grammatical sentences in the early stages of learning.

The EFL teachers put forward that referring to L1 grammar knowledge, they try to make corrections and explanations in the errors students make in sentence formation, plurals, possessives, determiners, word order, use of inappropriate tenses, etc. They also expressed that they were taught English this way, their teachers always intervened when they made errors; they feel dissatisfied and uncomfortable if they do not correct ungrammatical sentences. In this regard, Teacher 30 (High School, 20 years of experience) said that:

I often emphasize accurate grammatical sentence formation. I give many quizzes on it to enable them to learn tenses. I get satisfaction when I have them form grammatically correct sentence formation I also get pleasure at showing off my knowledge of grammar.

“**Washback Effect**” was coded as the second category, which had an influence on EFL teachers’ preference for emphasizing accurate grammatical sentence formation. The EFL teachers expressed in examinations, they have to pay attention to accurate grammatical sentence formation because students are being tested in terms of grammar knowledge. They seek accuracy in the evaluation exams so that students can form a habit of producing grammatical sentences in English. In this regard, Teacher 50 (High School, 16 years of experience) expressed that:

I urge accuracy in pop quizzes and exams, but not so strictly in the classes. I try to give the message that accuracy is essential. There must be a criterion to form comprehensible sentences. Unless a sentence is grammatically accurate, this means that it needs intervention and correction. I often warn students to pay attention to grammatical sentence formation and remind them that I give credit to correct sentences.

Among the reasons coded into the third category was “**Linguistic Competence**” which had an effective role on the preferences of the EFL teachers of adolescents for emphasizing accurate grammatical sentence formation. The EFL teachers stated that they feel the need to make clarifications in grammar points to the students with less linguistic competence than those with more linguistic competence. In this respect, Teacher 70 (High School, 19 years of experience) said that:

Some students are better at grasping grammatical knowledge and doing grammar exercises, they understand the grammar subject in just one example and do the exercises related to the given subject easily. They are good at written language, they try to speak forming grammatically correct sentences continuously monitoring themselves, thinking before putting the words in a syntactical order, but some students do not have linguistic aptitude, it takes longer for them to get the grip of the grammar subject. They ask for explanation repeatedly asking a lot of “why” questions. They are unable to comprehend especially the grammar rules that do not exist in Turkish. I have difficulty in explaining them, as there is no equivalent in Turkish. Those with linguistic aptitude understand easier without explicit clarification about the rule. Therefore, I put more emphasis on grammar while teaching English to those with less linguistic aptitude.

In sum, the EFL teachers of adolescents stated that they were taught grammar-focused English, they also get satisfaction when they have students form grammatically correct sentence. Some them also expressed that they get pleasure at showing off their knowledge of grammar. The reasons put forward by the EFL teachers of adolescents for focusing on form will be explained through Table-4.33. on the following page.

Table-4.33. depicted that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 46 “focusing on form “the influential reasons for the EFL teachers’ preferences for this item were coded into four different categories. The first category that affected the EFL teachers’ preferences for focusing on form was “**Previous English Learning Experience**”. The EFL teachers of adolescents preferred to use this technique because they were taught a form focused English class by their English teachers, which caused them to focus on form while teaching English to their students. They also expressed that they feel satisfied when I teach or reinforce the correct form. In this regard, Teacher 20 (Secondary/Middle School, 6 years of experience) told that:

I feel it is essential and I was taught structure-based English by my English teachers. Without forming an understandable sentence, communicating what the meaning is impossible. I know from my English learning experience that form focused teaching of English is the right thing to do.

Table-4.33. Focusing on form (GT) (Item-46)

Category	Code	Example Meaning Unit
Previous English Learning Experience	Influence of English learning experience	“The way I was taught English leads me to focus on form even if I do not want to. I feel satisfied when I teach or reinforce the correct form.” (T20) “I was taught English that way.” (T30)
	Importance of form	“Form is like the skeleton of English.” (T60) “Teenager students want to be aware of the form.” (T10)
	The desire for explicit learning	“Students ask a lot of “why” questions about grammar forms that are mutually exclusive/different in both L1 and L2.” (T10-T40) “Form and meaning go hand in hand, they are essential.” (T20)
	Form-meaning connection	“Without forming an understandable sentence, communicating what they mean is impossible.” (T50) “If I do not teach them how to structure a sentence, how can they express what they want to communicate?” (T60) “Unless they know about the form, how can they form a sentence? Form go hand in hand with vocabulary.” (T70)
Form-Meaning Mapping	Sentence formation	“So that my students can have a good command of English sentence formation.” (T30)
	Passing grade	“I have to do it as it is a school subject and most students consider English as a class to get a passing grade.” (T40-T70)
English as a School Subject		
Immediate Corrective Feedback	Error correction	“Students make a lot of grammatical errors, so I feel the need to correct them.” (T10-T20-T30-T60)

Similarly, Teacher 30 (High School, 20 years of experience) also stated that:

In the soul of teaching English as a foreign language there is structure, and the way I was taught English leads me to focus on form even if I do not want to. By all means, students can learn English if I had learned it from the way my English teachers taught me, there is no need to be afraid of focusing on form. I feel satisfied when I reinforce the correct form.

“Form-Meaning Mapping” was coded as the second category, which had an influence on EFL teachers’ preference for focusing on form. The EFL teachers expressed that form goes hand in hand with meaning and teenager students want to be aware of the form. In this regard, Teacher 60 (High School, 22 years of experience) said that:

I sometimes focus on the formation of words with regards to prefixes, affixes, and suffixes. I am more focused on sentence formation so that my students can have a good command of English sentence formation. Unless they know about the form, how can they form a sentence? Form goes hand in hand with vocabulary.

Teacher 10 (Secondary/Middle School, 7 years of experience) told that:

Form is like the skeleton of English, teenager students want to be aware of the form. They want to know what form of the verb comes after” have”, they want to know where to put the auxiliary verbs in the question form. They ask a lot of “why” questions.

Among the reasons coded into the third category was **“English as a School Subject”** which had an effective role on the preferences of the EFL teachers of adolescents for focusing on form. They said that English class is a compulsory school subject like Math, Science, etc. and students must learn to monitor themselves to minimize the errors arising from sentence formation to be able to get a passing grade. In this respect, Teacher 40 (High School, 10 years of experience) put forward that:

Willingly or unwillingly, I have to focus on form because English class is compulsory school subject like Math, Science, etc. The students must learn to monitor themselves to minimize the errors arising from sentence formation.

Teacher 70 (High School, 19 years of experience) expressed that:

I have to do it as it is a school subject and most students consider English as a class to get a passing grade. While raising students’ conscious about the use of a grammar structure, I explicitly formulize the structure like “S+V2+O”. I have to do it as it is a school subject and most students consider English as a class to get a passing grade.

“Immediate Corrective Feedback” was coded as the fourth category, which had an influence on EFL teachers’ preference for focusing on form. The EFL teachers expressed that students make many grammatical errors, correcting them afterwards or immediately enable the learners to learn to use the correct ones. In this regard, Teacher 50 (High School, 16 years of experience) said that:

As the grammatical structure of English and Turkish is quite different from one another, students usually make grammatical errors, correcting them afterwards or immediately enable the learners to learn to use the correct ones. Ungrammatical sentences must be corrected without a delay as the structures are connected to each other like a string.

In sum, the EFL teachers of adolescents expressed that form is like the skeleton of English and teenager students want to be aware of the grammar forms asking a lot of “Why” questions about mutually exclusive/differences in both L1 and L2. They added that without forming an understandable sentence, communicating what they mean is impossible, so they have to do it, and since it is a school subject as most students consider English as a class to get a passing grade.

Next, the reasons put forward by the EFL teachers of adolescents for presenting the grammatical content and then have it practiced will be explained through Table-3.34.

Table-4.34. Presenting the grammatical content and then have it practiced (GT, SLT) (Item-47)

Category	Code	Example Meaning Unit
Presentation of Rules in Textbooks	Textbook design	“The design of the textbook leads me to present the grammatical content first.” (T50-T70) “The textbook presents the exercises usually in the end of the unit.” (T10-T20-T30-T40-T50-T60-T70)
	Clarification of grammar points	“I present the grammatical content especially the grammar points that need clarification first.” (T20-T60)
Level of English	English level of the class	“According to the level of the class, I either present the grammatical content and then have it practiced or I skip presentation of the grammatical content.” (T30-T40-T50-T60)

Table-4.34. exhibited that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 47 “presenting the grammatical content and then having it practiced” the influential reasons for the EFL teachers’ preferences for this item were coded into two different categories. The first category that affected the EFL teachers’ preferences for presenting the grammatical content and then having it practiced was “**Presentation of Rules in Textbooks**”, which

had an influence on EFL teachers' preferences for presenting the grammatical content and then having it practiced. The EFL teachers expressed that the design of the textbook leads them to present the grammatical content first and have it practiced in the exercises. They said that when they see the grammar subject at the top of the unit, they feel the need to clarify the grammar subject to their students. In this regard, Teacher 50 (High School, 16 years of experience) expressed that:

The design of the textbook leads me to present the grammatical content first and have it practiced in the exercises that follow. At the top of the page of a unit the grammar subject is written, for example "Can". When I see the grammar subject, I explain the class when it is used telling the students that the infinitive form of the verbs follow "can", then I give a few examples on its use, the question, affirmative and negative forms. e.g., can you swim? Yes, I can/No, I cannot. The textbook presents the exercises usually in the end of the unit.

Among the reasons coded into the second category was "**Level of English**" which had an effective role on the preferences of the EFL teachers of adolescents for presenting the grammatical content and then have it practiced. They argued that depending on the level of the class, they show them how to make a sentence then ask them to form dialogues using it, or have them read a dialogue then have them elicit the rules. In this respect, Teacher 30 (High School, 20 years of experience) put forward that:

Depending on my mood or the level of the class, I sometimes present the grammatical content first then have it practiced or without raising students' consciousness about grammar I just have students practice a structure.

Teacher 40 (Secondary/Middle School, 12 years of experience) stated that:

I sometimes first give the rules, giving examples showing them how to make a sentence then ask them to form dialogues using it, or I have them read a dialogue then I try to have them elicit the rules or show them the rules explicitly. It is up to the level of the class.

In sum, the EFL teachers of adolescents pointed out that the design of the textbook presenting the exercises usually in the end of the unit leads them to present the grammatical content first.

Next, the reasons claimed by the EFL teachers of adolescents for using simple English sentences will be explained through Table-4.35. on the following page by presenting the categories, codes and example units; then the quotations will be

submitted.

Table-4.35. Using simple English sentences (NA) (Item-48)

Category	Code	Example Meaning Unit
Level of English	Low level	“I use simple English sentences as the students’ levels are low” (T10-T60-T70)
	Differing level	“There are more than 30 students in the classes. They are not all in the same level. The level of their English differ a lot. (T20-T30-T40-T50)
	Keeping students’ interest	“I use simple English sentences to keep students’ interests.”(T30-T60)
Ensuring understanding	Enhancing understandability	“I use simple English sentences to make sure that each student understands what I say, if they do not understand my sentences, and then problems arise.” (T10-T30)
	For improving listening skill	“Through simple sentences, students’ listening skill improves.” (T30-T40-T50)
	Role model	“I use simple English so that they can follow me and take me as a model for themselves.” (T30)
		“I use simple English sentences so that the students can follow me and take me as a model for themselves.” (T70)
Simplicity of the spoken language	Complex sentences are distractive	“Long complex sentences are distracting for the students.” (T70)
	Teachers’ ability to use L2	“I am not a native speaker of English, so I am able to use simple English sentences.” (T20-T30-T60)
	High frequency words	“The spoken language is normally short and simple, high frequency words are normally used in the classroom setting.” (T30-T40)
	The simple feature of spoken language	“Spoken English is simpler than the written one.” (T40)
	Repetitive use of the same sentences	“Spoken language is usually simple, mostly the same words or sentences are repeated over and over in the class.” (T20-T30-T60)

Table-4.35. illustrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 48 “using simple English sentences“ the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for using simple English sentences was “**Level of English**”. The EFL teachers of adolescents preferred to use this technique because there are more than 30 students with differing levels of English in their classes. In this regard, Teacher 70 (High School, 19 years of experience) expressed that:

I have to use simple English words and sentences usually as students' levels are not the same, there are more than 30 students in the classes, some are more proficient and some are less proficient. They are not all in the same level. I adjust the simplicity of the sentences that I make in accordance with the less proficient learners to balance the level of the class and close the gap between them.

“Ensuring understanding” was coded as the second category, which had an influence on EFL teachers' preference for using simple English sentences. The EFL teachers expressed that they make sure that each student understands what they say and unless students understand the sentences, undesired problems arise. They also said that simple sentences help improve students' listening skill. In this regard, Teacher 10 (High School, 17 years of experience) said that:

I make sure that each student understands what I say, if they do not understand my sentences, then problems arise, I have to repeat again. Through simple sentences, students' listening skill also improves. Long complex sentences are distracting for the students. I try to be as natural as can be. I sometimes rephrase what I say to make sure they understand me.

Teacher 30 (High School, 20 years of experience) told that:

When I notice they have problem in understanding, I emphasize the words putting stress on the syllables, repeating them a couple of times saying a sentence twice, looking into their eyes. I give them some time to think and understand what I am saying, I also ask questions to keep their attention and their approval by posing simple questions.

Among the reasons coded into the third category was **“Simplicity of the spoken language”** which had an effective role on the preferences of the EFL teachers of adolescents for using simple English sentences. They stated that spoken English is simpler than the written one. In this respect, Teacher 60 (High School, 22 years of experience) said that:

The spoken language is normally short and simple. It is not like the written language. From time to time, I speak English using the words high in frequency, I ask simple questions to keep students' interests, and I pause my speech to give them time to understand what I am saying.

In sum, the EFL teachers of adolescents argued that they use simple English sentences to make sure that each students as their English level is low and there are more than 30 students in their classes. They also stated that long complex sentences are

distracting for the students and the spoken language is normally short and simple, thus high frequency words are normally used in the classroom setting.

Next, the reasons claimed by the EFL teachers of adolescents for slowing the rate of their speech to be comprehensible will be explained through Table-4.36.

Table-4.36. Slowing the rate of speech to be comprehensible (NA) (Item49)

Category	Code	Example Meaning Unit
Ensuring understanding	Enabling the students to follow the speech	“I slow the rate of my speech so that the students can follow me.” (T10-T20-T40)
	Increasing the rate of comprehension	“I have to speak slowly so that the students can follow me. There are more than 30 students in the class; I want the majority of them to understand the class.” (T10- T30)
	Complementary role of using physical actions	“Children easily make connections between the movements and the words they hear.” (T12-T30) “I slow the rate of my speech so that they can hear me and understand the words clearly.” (T50) “If I keep on speaking before students try to understand the meaning of the words in a sentence that I say, they will miss the following sentence that I say.” (T10-T30-T40)
Ensuring understanding	Enabling understanding	“They miss the previously told sentence while trying to understand what is told or will be told afterwards.” (T40-T70) “Speaking and listening English sound faster to the students, so I slow my speech as much as I can.” (T10-T30-T50)
Keeping Order	Silencing the students	“I slow the rate of my speech to make the students listen to me unless they are quiet.” (T20-T30-T40-T50-T70)
Students’ Demands	New vocabulary items	“Students demand a slow rate of speech when they hear new vocabulary or the sounds that are not used to hearing for the first time.” (T30-T40)

Table-4.36. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 49 “slowing the rate of speech to be comprehensible“ the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for slowing the rate of speech to be comprehensible was “**Ensuring understanding**”. The EFL teachers of adolescents preferred to use this technique so that students can hear and understand the words clearly, otherwise the students cannot follow them. The EFL teachers also said that if

they keep on speaking before students try to understand the meaning of the words in a sentence, they would miss the following sentence. In this regard, Teacher 20 (High School, 9 years of experience) stated that:

Using a slow rated speech continuously makes students feel bored. I change the tone from time to time, I speak louder sometimes, and I stress each word if I think it is important for the students to understand.

Teacher 50 (High School, 16 years of experience) told that:

I slow the rate of my speech mostly because if I keep on speaking before students try to understand the meaning of the words in a sentence, they will miss the following sentence that I say.

“Keeping Order” was coded as the second category, which had an influence on EFL teachers’ preference for slowing the rate of speech to be comprehensible. The EFL teachers expressed that they slow the rate of their speech to make the students listen unless they are quiet. In this regard, Teacher 70 (High School, 19 years of experience) put forward that:

It is hard to cope with many students in a classroom. I want to make sure students can hear me. They search for opportunity to chitchat with each other, once they find a void they want to fill it immediately by talking. To make the students listen to me unless they are quiet, I slow my rate of speech both in L1/L2.

Among the reasons coded into the third category was **“Students’ Demands”** which had an effective role on the preferences of the EFL teachers of adolescents for slowing the rate of speech to be comprehensible. They noticed that students demand a slow rate of speech when they hear new vocabulary or the sounds for the first time to be able to understand it claiming that the students miss the previously told sentence while trying to understand what is told or going to be told afterwards. The EFL teachers also expressed that listening to spoken English sounds faster to the students, as they are not accustomed to hearing English sounds, so the EFL teachers are careful about it and speak stressing on each word one by one in their classes. In this respect, Teacher 40 (High School, 10 years of experience) said that:

When I am speaking, it is easy to set the rate of my speech, but when I have the students listen to recordings of native speaker models, it is impossible to slow their rate of speech, so I stop the recording and rewind it and have students listen repeatedly. Students demand a

slow rate of speech when they hear new vocabulary or the sounds that are not used to hearing for the first time. They say that they miss the previously told sentence while trying to understand what is told or going to be told afterwards.

Teacher 30 (High School, 20 years of experience) told that:

Speaking and listening English sound faster to the students. To avoid that perception I am trying to be careful about it and speak stressing on each word one by one most of the time. There are many students and also some level of noise suppresses my voice, I speak both aloud and slowly to make sure students listen to me.

In sum, the EFL teachers of adolescents put forward that they speak English slowly so that the students can follow them and they want the majority of them to understand the class. They stated that students miss the previously told sentence while trying to understand what is told or will be told afterwards as speaking and listening English sound faster to the students. The EFL teachers also added that students demand a slow rate of speech when they hear new vocabulary or the sounds that are not used to hearing for the first time.

On the following page, the reasons expressed by the EFL teachers of adolescents for teaching grammar and vocabulary to enable students to understand, speak, read and write in English were explained through Table-4.37.

Table-4.37. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 50 “teaching grammar and vocabulary to enable students to understand, speak, read and write in English” the influential reasons for the EFL teachers’ preferences for this item were coded into two different categories. The first category that affected the EFL teachers’ preferences for teaching grammar and vocabulary to enable students to understand, speak, read and write in English was “**Vocabulary and Grammar Connection**”. The EFL teachers of adolescents preferred to use this technique because they perceived language as a whole and said that vocabulary is like the bricks and grammar is like the skeleton of a building block.

They argued that without grammar and vocabulary knowledge, the four language skills cannot be learned, without the knowledge of grammar students can somehow read or understand with a little knowledge of vocabulary what they listen to some extent, but

they cannot speak or write without the knowledge of vocabulary and grammar.

Table-4.37. Teaching grammar and vocabulary to enable students to understand, speak, read and write in English. (NA, SLT) (Item-50)

Category	Code	Example Meaning Unit
Vocabulary – Grammar Connection	The role of vocabulary and grammar	“Language is a whole; grammar and vocabulary go hand in hand.” (T20)
		“Vocabulary is the brick and grammar is the skeleton of a building block. Without either of them, four skills cannot be taught.” (T40)
		“Grammar and vocabulary are in mutual interaction, without one, the other is nonsense. To me they are like skin and bones.” (T70)
		“Without grammar and vocabulary knowledge none of the four skills can be done. The students will perceive the sounds like a meaningless noise, as they cannot recognize them.” (T10- T60)
		“They cannot speak or write without the knowledge of vocabulary and grammar.” (T30-T50)
		“Grammatical knowledge and vocabulary knowledge are necessary for students to form meaningful sentences so as to speak and write.” (T10)
The Reasons for Explaining L2 Grammar	Similarities and differences between the grammar of L1 and L2	“Some level of knowledge of grammar and vocabulary is necessary to enable the students to understand what they read.” (T40)
		“Although there are similarities between the grammar of Turkish and English, there are a lot of differences, which is why grammatical differences need explaining.” (T20)

The EFL teachers expressed that without knowing grammar and vocabulary, students cannot generate sentences to speak and write they cannot understand what they read and listen to, either. In this regard, Teacher 20 (Secondary/Middle School, 6 years of experience) stated that:

Language is a whole; they go hand in hand like building blocks. To me, vocabulary is the bricks and grammar is the skeleton of a building block. Without either of them, four skills cannot be taught.

Teacher 40 (High School, 10 years of experience) said that:

The bricks of the wall are vocabulary and the iron skeleton is the grammar. Without grammar and vocabulary knowledge none of the four skills can be done. The students will perceive the sounds like a meaningless noise, as they cannot recognize them.

Teacher 60 (High School, 22 years of experience) expressed that:

Without knowing grammar and vocabulary, students cannot generate sentences to speak and write, they cannot understand what they read and listen to. I think grammar is like the cement and the vocabulary is like the bricks of a wall.

“**The Reasons for Explaining L2 Grammar**” was coded as the second category, which had an influence on EFL teachers’ preference for teaching grammar and vocabulary to enable students to understand, speak, read, and write in English. They stated that there are differences between the grammar of Turkish and English that require clarification. They reported that some level of knowledge of grammar and vocabulary is necessary to enable the students to comprehend what they read. In this regard, Teacher 20 (High School, 9 years of experience) said that:

Although there are similarities between the grammar of Turkish and English, there are many differences, as well. I spend most of the class time explaining grammar points, grammatical knowledge and vocabulary knowledge are necessary to form meaningful sentences to speak and write. In reading grammar may have no primary importance, but vocabulary knowledge is important to comprehend the reading passage.

In sum, the EFL teachers of adolescents claimed that grammar and vocabulary go hand in hand, and likened vocabulary to the bricks and grammar to the skeleton of a building block, claiming that without either of them, four skills cannot be taught.

They also added that grammar and vocabulary are in mutual interaction, without one, the other is nonsense and none of the four skills can be learnt. The EFL teachers asserted that there are similarities between the grammar of Turkish and English, but there are also many differences, which is why grammatical differences need explaining. They reported that the structural differences between English and Turkish lead the students to ask for explanation about grammar subjects.

On the following page, the reasons expressed by the EFL teachers of adolescents for teaching slightly above students’ levels will be explained through Table-4.38.

Table-4.38. exhibited that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 51 “teaching slightly above students’ levels” “the influential reasons for the EFL teachers’ preferences for this item were coded into three different categories. The first category that affected the EFL teachers’ preferences for teaching slightly above students’ levels was “**Making**

Progress”, which can be considered as a crucial reason for practicing the technique.

The EFL teachers of adolescents expressed that they preferred to use this technique because if they teach below their students’ level or in the same level, the students will not make an effort to learn more and feel bored with the same subjects, so, no progress can be made. In this regard, Teacher 40 (High School, 10 years of experience) expressed that:

We were taught i+1 at university. If I taught in the same level, students will get bored. The design of the textbook is sometimes unstable, it begins with a high level, and then it gets easier. There should be a more balanced transition between the levels of difficulty of the subjects.

Teacher 10 (High School, 17 years of experience) said that:

When the subject is too easy, they do not follow the class, when it is too difficult they lose motivation. A little above their level is facilitating them to catch up with the class.

Table-4.38. Teaching slightly above students’ levels (NA, TBLT) (Item-51)

Category	Code	Example Meaning Unit
Making progress	Progressive learning	“If I teach in the same level, no progress is made. They should make an effort to learn more.”(T20-T60) “At university we were taught i+1. It is necessary to be able to make progress in learning English.” (T40-T50)
	Facilitative role of teaching above students’ present level	“A little above students’ present level is facilitative in helping them catch up with the class.” (T10) “Students will not be able to make progress unless they are taught above their level. They should struggle to learn more.” (T20-T50-T30)
Unity of Content	The connection between the subject in English	The subjects are intertwined with each other in English which enable me to teach each time a little more than the previous one.” (T30- T40-T70)
Motivation	Threshold line between simple and difficult level	“When the difficulty level of the subject is much higher than students’ present level, they get discouraged, when it is much lower than their present level, they find it easy and get bored.” (T30)
		“When I teach a little above their levels, but not too much, I observe that they struggle to learn it, otherwise they get bored once they grip a subject.” (T60)

“**Unity of Content**” was coded as the second category, which had an influence on EFL teachers’ preference for teaching slightly above students’ levels. The EFL teachers expressed that unlike the subjects in other classes like Math, Biology, or Literature,

which are mostly independent from each other, the subjects are intertwined with each other in English and they consider it as an advantage to be able to teach above students' level. In this regard, Teacher 70 (High School, 19 years of experience) stated that:

The subjects are related with each other in English. The subjects in other classes like Math, Biology, or Literature are mostly independent from each other. English is advantageous in this regard, the subjects are connected, which enables me to teach each time a little more than the previous one, it is teachable each time a little more than the previous one by relating to the previous subject.

Among the reasons coded into the third category was “**Motivation**” which had an effective role on the preferences of the EFL teachers of adolescents for teaching slightly above students' levels. They expressed that students find the class boring when they find the subject too difficult or too easy. In this respect, Teacher 30 (High School, 20 years of experience) put forward that:

When the difficulty level of the subject is much higher than students' present level, they get discouraged, when it is much lower than their present level, they find it easy and get bored. I try to keep a moderately higher teaching pace above students' level.

Teacher 60 (Secondary/Middle School, 7 years of experience) said that:

When I teach a little above their levels, but not too much, I observe that they struggle to learn it, otherwise they get bored once they grip a subject. They want change.

In sum, the EFL teachers of adolescents claimed that at university they were taught $i+1$, so it is necessary for students to be able to make progress in learning English. They stated that students will not be able to make progress unless they are taught above their level, therefore they should make an effort to learn more.

Next, the reasons expressed by the EFL teachers of adolescents for giving verbal commands in English to enable students to respond physically were explained through Table-4.39. on the following page.

Table-4.39. depicted that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 55 “giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.), “the influential reasons for the EFL teachers' preferences for this item were coded into one category. The category that affected the EFL teachers' preferences for

giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) was “**Forming Association**”. The EFL teachers of adolescents expressed that giving verbal commands to the students enables the students to associate the words with their physical movements so that they can become more familiar with English. In this regard, Teacher 10 (High School, 17 years of experience) said that:

Oral commands are easier to perform and effective in having students do what I want them to do. I usually say “read, write, don’t speak, you can come, you can go, listen, etc.

Similarly, Teacher 20 (High School, 9 years of experience) stated that:

To enable my students to associate the words with students’ physical movements, I often use them in all levels and classes I take.

Table-4.39. Giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR) (Item-55)

Category	Code	Example Meaning Unit
Forming Association	Associating words with physical actions	“I give oral commands in English to enable my students to associate the words with their physical movements.” (T20-T30-T40-T50)
	Practicality of oral commands	“Oral commands are easier to say and effective in having students do what I want them to do.” (T10-T20) “I mostly use one-word imperatives to have students become familiar with English.” (T30-T50-T70)
	Improving students’ comprehension	“I give oral commands in English to improve students’ comprehension skill.”(T40-T60)

In sum, among the influential reasons for the most preferred 10 language teaching techniques stated by the EFL teachers of adolescents were correcting mispronunciations during-reading to eliminate L1 influence and prevent fossilization, teaching Turkish meanings of the vocabulary to ease the comprehension based on the English level of the students, emphasizing accurate grammatical sentence formation to eradicate ungrammatical habit formation. The EFL teachers of adolescents also preferred focusing on form under the influence of their previous English learning experience and considering English as a school subject.

They also argued that because of the design of the textbooks and the students’ level of English; they present the grammatical content and then have it practiced

afterwards. To make sure that students understand the class and to keep order in the class, they expressed that they prefer using simple English sentences slowing their rate of speech. Because of vocabulary and grammar connection and the crucial role of vocabulary and grammar, they prefer teaching grammar and vocabulary to enable students to understand, speak, read and write in English. Similar to the EFL teachers of children, those of adolescents also prefer giving verbal commands in English to enable students to respond physically (sit down, stand up, etc.) to enable them to form association between the kinesthetic movements and linguistic forms. They also mostly preferred teaching slightly above students' levels to motivate students to make progress in learning English.

The next section will deal with the influential reasons for the least preferred 10 language teaching techniques by the EFL teachers of adolescents.

4.4.2. The influential reasons for the least preferred 10 language teaching techniques by the EFL teachers of adolescents

During the in-class observations of the EFL teachers of adolescents, learner-based methods such as using authentic materials (newspapers, magazines, etc.), using authentic tasks supported by newspapers, TV programs, and internet, using student produced texts as teaching materials, doing needs analysis and counseling, interactive activities, letting students bring authentic learning materials, establishing a competitive atmosphere, letting students choose what they want to read among different themes and negotiating the lesson plan with students were detected among the least preferred language teaching techniques.

The reasons why the EFL teachers of adolescents least preferred using the language teaching techniques above will be handled one by one adding the sample quotations obtained during the post observational interviews.

The tables related to the language teaching techniques will be presented in the following order: "having dictation drills, using authentic materials (newspapers, magazines, etc.), using authentic tasks supported by newspapers, TV programs, and internet, student produced texts as teaching materials, doing needs analysis and

counseling, using interactive activities, letting students bring authentic learning materials to the class, establishing a competitive atmosphere, letting students choose what they want to read among different themes and negotiating the lesson plan with students.

Table-4.40. below showed that three different reasons were put forward by the EFL teachers of adolescents, who have problems in the application of dictation drills, which necessitate a lot of time. They stated that they have problem in keeping students quiet, the students do not do this activity properly, the number of students is high in large sized classes, and students are unwilling to do dictations. They added that dictation drills require a lot of time and supervision; they are also teacher-centered and meaningless tasks that do not give the students much opportunity to think what they write about and have no contribution to meaningful learning.

Table-4.40. Having dictation drills (ALM, GT) (Item10)

Category	Code	Example Meaning Unit
Application Problems	The problem of keeping quiet	“Students must be very quiet for dictation drills.” (T20-T30)
	Large sized classes	“Students say words like “what, what did you say, what did s/he say, etc.” It is hard to get dictation drills done in large sized low-leveled English classes.” (T10-T40)
	Students’ unwillingness to do the activity	“The students do not do this activity properly.” (T10-T40)
Shortage of Time	Time and supervision requirement	“Dictation drills require a lot of time and "supervision.” (T30-T50)
		“Dictation is time wasting for the High School students.” (T40-T70)
	Monitoring requirement	“Dictation requires close monitoring of each student’s work.” (T20)
Lack of Meaning	Teacher centeredness	“Dictations are too teacher-centered. It is a nonproductive activity, as it does not give the students much opportunity to think what they write about.” (T30-T50-T60)
	Meaningless task	“Dictation has no contribution to meaningful learning.” (T10-T50)

Table-4.40. indicated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 10 “having

repetition and dictation drills “ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into three different categories. The first category that caused the EFL teachers to prefer having students do repetition and dictation drills the least was “**Application Problems** “To be able to do dictation drills, the EFL teachers expressed that there are behavioral and acoustical problems in large sized low-leveled classes. In this regard, Teacher 40 (High School, 10 years of experience) expressed that:

I would like to have the dictation drills, but the students do not do this activity properly. Once I tried to do it, some students were not able to understand what I said, they tried to look at the others’ notebooks, they also had problem in hearing what I said and asked me to repeat again and some said rude words like ”what, what did you say, what did she say, etc.” It is hard to get dictation drills done in large sized low-leveled classes.

Among the reasons coded into the third category was “**Shortage of Time**”, which had an effective role on why the EFL teachers of adolescents least preferred having students do repetition and dictation drills. They argued that adolescent students do not take repetition drills seriously, they also stated that dictation drills requires both time and close monitoring, so it is hard to do with large sized classes. In this respect, Teacher 50 (High School, 16 years of experience) told that:

Dictation is a good activity to improve students’ pronunciation, but it requires a lot of time as it needs close monitoring of each student’s work. In addition, students feel bored with dictating what I read. Repetition is a very practical technique; there is no need to prepare it before the class. It is doable in any level either in small/large sized classes, but adolescent students find it funny. Dictation drills require a lot of time and close monitoring of each student’s work. Dictation has not contribution to meaningful learning.

The third category, which the reasons were coded into, was “**Lack of Meaning**”. The EFL teachers of adolescents least preferred having students perform repetition and dictation drills as they have no contribution to meaningful learning. The EFL teachers find these drills teacher-centered claiming that dictation drills do not give students much opportunity to think what they write about.

Teacher 60 (High School, 22 years of experience) said that:

Dictation drills are too teacher centered. It is a nonproductive activity, as it does not give

the students much opportunity to think what they write about. Repetition is helpful in teaching how to pronounce sounds, it also helps learners memorize the words easily by having them hear and utter the words more than once, but adolescent students exaggerate repetition by shouting aloud. I never have them do dictations as I find it too teacher centered. It is a nonproductive activity, as it does not give the students much opportunity to think what they write about. After writing a few lines, students lose comprehension; they just write what they hear like a robot without knowing or thinking what they write about.

In sum, the EFL teachers of adolescents claimed that dictation is too teacher-centered and has no contribution to meaningful learning, which is a nonproductive activity, as it does not give the students much opportunity to think what they write about, either. They added that it is hard to get dictation drills done by the students in large sized and low-leveled English classes because they require a lot of time and supervision.

Next, “using authentic materials (newspapers, magazines, etc.)”, will be presented in Table 4.41. in addition, the reasons will be explained.

Table-4.41. Using authentic materials (newspapers, magazines, etc.) (CBI, NA) (Item12)

Category	Code	Example Meaning Unit
Shortage of Time	Insufficient class time	“I do not use authentic materials (newspapers, magazines, etc.) because of the shortage of time.” (T20-T30-T60) “I do not have time in the class to use authentic materials (newspapers, magazines, etc.).” (T10-T50)

Table-4.41. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 12 “using authentic materials (newspapers, magazines, etc.)“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer using authentic materials (newspapers, magazines, etc.) the least was “**Shortage of Time**”. The EFL teachers of adolescents claimed that the class time is not enough to use these authentic materials. In this regard, Teacher 30 (High School, 20 years of experience) said that:

Students may have difficulty understanding these authentic materials prepared by the native speakers for the native speakers. If I attempt to use these materials in my classes, I may have to fall behind the curriculum, I have to teach the content that the students are responsible for answering the exam questions to get a passing grade.

In sum, the EFL teachers of adolescents stated that they do not use authentic materials (newspapers, magazines, etc.) because of the shortage of time and students have difficulty understanding the authentic materials prepared by the native speakers for the native speakers.

Next, “using authentic tasks supported by newspapers, TV programs, and internet”, will be presented in Table 4.42. in addition, the reasons will be explained.

Table-4.42. Using authentic tasks supported by newspapers, TV programs, and internet (CBI, CLT, TBLT, and WLT) (Item-13)

Category	Code	Example Meaning Unit
Technical Problems	Internet connection problem	“The smart boards have no connection to the internet.”(T20-T30-T60)
Lack of Time	Insufficient class time	“I do not have much time to allocate for these tasks.” (T10-T30-T50-T60)
Level of English	Redundant vocabulary and structures	“There are a lot of redundant vocabulary and structures, so students’ level is not eligible for them.” (T10-T20-T30-T40-T70)

Table-4.42. depicted that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 13 “using authentic tasks supported by newspapers, TV programs, and internet“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into three categories. The first category that caused the EFL teachers to prefer “using authentic tasks supported by newspapers, TV programs, and internet the least was “**Technical Problems**” the second category was “**Lack of Time**” and the third category was “**Level of English**”. The EFL teachers of adolescents expressed that the smart boards in the classrooms have no internet connection and the level of English that is used in newspapers is above the students’ level as there are a lot of unknown vocabulary items and grammar structures in them. In this regard, Teacher 40 (High

School, 10 years of experience) stated that:

The smart boards have no connection to the web. If they had connection to internet, I would have students watch TV programs in English. Newspapers in English contain advanced level of English, which is not appropriate for the students' level. There are a lot of redundant vocabulary and structures in them. I seldom have them watch animation films that I download in my personal computer, they like them and they get the opportunity to watch and listen to native English speakers.

In sum, the EFL teachers of adolescents acknowledged that the smart boards have no connection to the internet, they do not have much time to allocate for these tasks and there are a lot of redundant vocabulary and structures, so students' level is not eligible for using authentic tasks supported by newspapers, TV programs and internet.

Next, "using student produced texts as teaching materials", will be presented in Table 4.43 and the reasons will be explained.

Table-4.43. Using student produced texts as teaching materials (CBI, CLL, CLT, NA, and WLT) (Item16)

Category	Code	Example Meaning Unit
Level of English	Low level	"I never use student produced texts as teaching materials as I do not have students in a sufficient level of English." (T10-T30-T40-T70)
Cheating/ Plagiarism	Distrust	"I never use student-produced texts, as they are not proficient enough to be able to produce texts." (T30-T40-T60) "My students are not proficient enough to produce the texts to be used as teaching material." (T20-T40) "Even if I assign them to produce texts, they will not be theirs because they will download other people's texts on the web, besides they have other classes, not only English." (T40-T70) "If I ask them to prepare a text for in-class use, I am sure that they will copy on the web and bring it to the class as if they made it." (T10-T30-T50)
Heavy Load of School Subjects	Influence of other school subjects	"The students have many other classes other than English. They are very busy with the homework assignments given by the teachers of the other classes like Math, Science, Literature, etc." (T10-T30-T60-T70) "They have many other classes like 10-15 different lessons, besides English." (T20-T30)
Large sized classes	Excessive number of students	"There are too many students." (T30-T40-T50)
	Monitoring problem	"If I ask them to do it, they need to be monitored closely." (T30)

Table-4.43. illustrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 16 “using student produced texts as teaching materials“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into four different categories. The first category that caused the EFL teachers to prefer having students do repetition and dictation drills the least was “**Level of English**”. The EFL teachers of adolescents stated that very few students are proficient enough to be able to produce the texts to be used as teaching material. In this regard, Teacher 20 (High School, 9 years of experience) expressed that:

I have never done that because there are too many students. If I ask them to do it, they need to be monitored closely. The appropriateness of the text should be examined, as well. They are not proficient enough to produce the texts to be used as teaching material.

“**Cheating/Plagiarism**” was coded as the second category, which had an influence on the reason why the EFL teachers least preferred using student produced texts as teaching materials. The EFL teachers expressed that even if they ask the students to write a text of their own, they may copy it on a web page and bring it to the class as if it was their own produced text. In this regard, Teacher 40 (High School, 10 years of experience) stated that:

I have never done it. Even if I assign them to produce texts, they will not be theirs because they will download other people’s texts on the web, besides they have other classes, not only English.

Teacher 70 (High School, 19 years of experience) expressed that:

Even if I ask them to prepare a text by themselves, I am sure that they will download it on the web and bring it to the class as if theirs. The students have many other classes other than English. They are very busy with the homework assignments given by the teachers of the other classes like Math, Science, Literature, etc. Even if I ask them to prepare a text by themselves, I am sure that they will download it on the web and bring it to the class as if theirs.

Among the reasons coded into the third category was “**Heavy Load of School Subjects**”, which had an effective role on why the EFL teachers of adolescents least preferred using student produced texts as teaching materials. They put forward that there is not only English class in the class, there are also many different classes other

than English. The students are very busy with the homework assignments given by the teachers of the other classes like Math, Science, Literature, etc. In this respect, Teacher 10 (High School, 17 years of experience) said that:

The students have many other classes other than English. They are very busy with the homework assignments given by the teachers of the other classes like Math, Science, Literature, etc. Students cannot allocate enough time to produce the texts worth using as teaching materials. They have many other classes like 10-15 different lessons, beside English.

“Large sized classes” was coded into the fourth category, which was an influential reason why the EFL teachers least preferred using student produced texts as teaching materials. The EFL teachers said that there are too many students to use this technique in an English class. In this regard, Teacher 30 (High School, 20 years of experience) put forward that:

I have never done that because there are too many students. If I ask them to do it, they need to be monitored closely. The appropriateness of the text should be examined, as well. They are not proficient enough to produce the texts to be used as teaching material.

In sum, the EFL teachers of adolescents claimed that their students are not proficient enough to be able to produce texts and even if they assign them to produce texts, they will not be theirs because they will download other people’s texts on the web. The EFL teachers of adolescents added that the students have many other classes other than English, so they are very busy with the homework assignments given by the teachers of the other classes.

Next, “doing needs analysis and counseling”, was presented in Table 4.44. on the following page and the reasons were explained.

Table-4.44. demonstrated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 20 “doing needs analysis and counseling“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into four different categories. The first category that caused the EFL teachers to prefer doing needs analysis and counseling the least was **“English as a Mandatory School Subject”**.

The EFL teachers of adolescents expressed that English class is already

compulsory subject in school curriculum in the formal education; students have to learn English to pass the class. In this regard, Teacher 20 (High School, 9 years of experience) said that:

As English is a compulsory subject, I am sure most of the students would say that they do not need English if it was not in the school curriculum. However, I tell them they will need it in the future, English will be a key to open the doors for them. There are some students, who want to learn English more. They ask me how I learnt English and how they can learn it. Therefore, I advise them to read a lot, watch movies in English, listen to songs in English, have pen friends, etc.

Table-4.44. Doing needs analysis and counseling (CLL, CLT) (Item-20)

Category	Code	Example Meaning Unit
English as a Mandatory School Subject	Being a compulsory school subject	“I do not do needs analysis and counseling as English class is already compulsory subject.” (T10-T20-T30-T40-T50-T60-T70) “The exam results already show me what subjects they need to improve in English.” (T40)
Exam Results	Exam assessments	“Depending on the exam results, I try to detect their weaknesses and strengths then do the classes accordingly.” (T30) “Depending on the exam results, I decide what subjects they should care for more.” (T20-T30- T50 T60)
Other Factors	Differences among classes	“Each class is different. The mood of a class, the students’ readiness, etc. differ from each other .” (T70)
	Lack of need for English	“In the 12 th graders, I never have English class as they prepare for university exam. Students do not need English as there is no question in English.” (T40)
Predicting the Needs	Familiarity with students	“I am with my students at school in their classes for five days a week, I know each of them very well what they want and need.” (T60)

“**Exam results**” was coded as the second category, which had an influence on the reason why the EFL teachers least preferred doing needs analysis and counseling. The EFL teachers expressed that the exam results already indicate what structures should be practiced more, what skill should be developed more, which students should study more to be able to reach the desired level in the class, the teachers also pointed out that they sometimes tell students to read books, watch English movies, make friends with native speakers to talk online, etc. so as to improve their English level. In this regard, Teacher

40 (High School, 10 years of experience) stated that:

The exam results already show me what they need to improve, depending on the results I focus on the subjects they lack. I sometimes advise them to read books in English, to watch movies in English, to have email friends who are native speakers of English, listen to English songs, speak to the native English speaker tourist when they go on holiday, etc.

Similarly, Teacher 30 (High School, 20 years of experience) put forward that:

Depending on the exam results, I try to detect their weaknesses and strengths then do the classes accordingly. Some students come up to me from time to time and ask about the things they should do to improve their English, so I advise them to read, to watch movies, documentaries, etc. in English.

Among the reasons coded into the third category was “**Other Factors**”, which had an effective role on why the EFL teachers of adolescents least preferred doing needs analysis and counseling. They said that depending on the individual differences, general mood of the students, the time of the exams in other school subjects, the EFL teachers adjust their teaching. In this respect, Teacher 70 (High School, 19 years of experience) said that:

Each class is different and so depending on the feedback from my students I decide to how to teach, what to teach accordingly. The mood of a class differs with regards to the season, the students’ fitness, their exam load in the other classes, so I always monitor their readiness and progress.

“**Predicting the needs**” was coded as the fourth category, which had an influence on the reason why the EFL teachers least preferred doing needs analysis and counseling. The EFL teachers expressed that they guess the vocabulary items that students are not familiar with and teach them before they begin to read a passage. They also stated that they spend a lot of time with student in their classes at school for five days a week, so they know about their students’ needs and expectations. In this regard,

Teacher 60 (High School, 22 years of experience) stated that

I usually guess what structures and vocabulary they do not know and I tell them beforehand. I am with my students at school in their classes for five days a week, I know each of them very well what they want and need. Some are curious and some are uninterested. In the course of time, some of them change, but some never.

In sum, the EFL teachers of adolescents put forward that English class is already a

compulsory school subject, the exam results already show them what subjects students need to improve in English and they are with the students at school in their classes for five days a week, so they know each of them very well.

Next, “using interactive activities”, will be presented in Table 4.45. in addition, the reasons will be explained.

Table-4.45. Using interactive activities (CLL, CLT) (Item-21)

Category	Code	Example Meaning Unit
Various Factors	Obstacles	“Lack of materials, space, time, curriculum, exams and number of students do not allow me to use interactive activities.” (T30-T50-T60)
	Class size	“Interactive activities require a close monitoring, what students do, what they talk about, how much L1/L2 they use. They can be applied in small sized classes, but in large classes, problems may arise.” (T20-T40)

Table-4.45. indicated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 21 “using interactive activities“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer using interactive activities the least was “**Various Factors**”. The EFL teachers of adolescents pointed out the curriculum, exams, time, space, a high number of students and their behavioral problems are impediments for using interactive activities in English classes. In this regard, Teacher 20 (Secondary/Middle School, 9 years of experience) stated that:

These activities require a close monitoring, what students do, what they talk about, how much L1/L2 they use. In small sized classes, they can be applied, but in large classes, problems arise.

Teacher 40 (High School, 10 years of experience) stated that:

I feel that students get tired of reading activities, structural drills and pronunciation practice, but the spatial organization of the classroom, class time, curriculum, exams and high number of students do not allow me to use interactive activities.

In sum, the EFL teachers of adolescents claimed that lack of materials, space, time, curriculum, exams and number of students are impediments for using interactive

activities and they require a close monitoring, what students do, what they talk about, how much L1/L2 they use. They also added that interactive activities can be applied in small sized classes, but in large classes, problems may arise.

Next, “letting students bring authentic learning materials to the class”, will be presented in Table 4.46. in addition, the reasons will be explained.

Table-4.46. Letting students bring authentic learning materials to the class (CLL, CLT, WLT) (Item-26)

Category	Code	Example Meaning Unit
Unwillingness	Involution	“If I ask students to bring authentic learning materials to the class, they will not do it voluntarily.” (T20-T30-T40-T50)
	Involution	“The students are not eager to bring authentic learning materials to the class in public schools. All they want is a passing grade.” (T30-T60)
Administrative Limitations	School rules	“It is forbidden in the state schools to let students bring authentic learning materials to the class unless authorized by the school management.” (T20-T60)
	Checking the suitability of the content	“If I let students bring authentic learning materials to the class, very few of them would bring them and I have to check the content beforehand to see whether it is suitable or not.” (T10-T30-T40-T50)

Table-4.46. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 26 “letting students bring authentic learning materials to the class“ the influential reasons why the EFL teachers least preferred using the technique in this item were coded into two different categories. The first category that caused the EFL teachers to prefer letting students bring authentic learning materials to the class the least was “**Unwillingness**”. The EFL teachers of adolescents least preferred to use this technique because English class is not an elective class and most students are not eager to learn English in public schools. The EFL teachers said that there are very few students that would bring authentic materials to the class voluntarily if they were told to bring authentic learning materials to the class. In this regard, Teacher 30 (High School, 20 years of experience) put forward that:

The students are not eager to do that, in public schools there are very few students that can bring authentic materials to the class voluntarily. Most of the time, they do not do even the homework I assign them.

The second category, which the reasons were coded into, was “**Administrative Limitations**”. The EFL teachers of adolescents least preferred letting students bring authentic learning materials to the class claiming that it is not allowed in the state school to let students bring authentic learning materials to the class unless authorized by the school administration. In this regard, Teacher 60 (High School, 22 years of experience) stated that:

It is forbidden in the state school to let students bring authentic learning materials such as newspapers and films to the class unless authorized by the school management. Even if I do it, I have to check the content beforehand to see whether it is suitable or not. I advise my students to read books in English and watch videos, TV channels broadcasting in English.

In sum, the EFL teachers of adolescents stated that the students are not eager to bring authentic learning materials to the class in public schools, all they want is a passing grade and it is forbidden in the state schools to let students bring authentic learning materials to the class unless authorized by the school administration.

Next, “establishing a competitive atmosphere”, were presented in Table 4.47. on the following page and the reasons were explained.

Table-4.47. showed that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 27 “establishing a competitive atmosphere” the influential reasons why the EFL teachers least preferred using the technique in this item were coded into three different categories. The first category that caused the EFL teachers to prefer establishing a competitive atmosphere the least was “**Mixed Ability Classes**”. The EFL teachers of adolescents least preferred to use this technique claiming that the students’ levels are not stable in a class; there is a lot of gap among their levels.

They also stated that students have different personalities and linguistic talents, while some tend to be more competitive, others are less competitive; there are students that do not care about who are good or not good at English. In this regard, Teacher 60 (High School, 22 years of experience) stated that:

It is impossible create a competitive atmosphere, the students' levels are not appropriate for that, there is a lot of gap among them in terms of ability, motivation and knowledge. If I apply a competitive class atmosphere, many students may get discouraged.

Similarly, Teacher 40 (High School, 10 years of experience) said that:

From class to class, it is changeable. The students in some classes tend to be more competitive depending on their purpose, skills, and personality. Nevertheless, I feel some students compete with each other seeing each other as a rival. A competitive atmosphere does not fit language teaching class, knowledge builds up through interaction.

Table-4.47. Establishing a competitive atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT) (Item-27)

Category	Code	Example Meaning Unit
Mixed Ability Classes	Diverse levels	"The students' levels are not appropriate. Some are less proficient, some are more." (T10-T30-T60)
	Influence of student profile	"From class to class, establishing a competitive atmosphere is changeable. The students in some classes tend to be more competitive depending on their purpose, skills, and personality." (T40)
	Carelessness	"The students do not care about who is successful, who is better, or who is not good at English. This technique may not work in my class." (T70)
Negative Influence	Diverse student profile	"A race like atmosphere may work out well for some students, but some may be negatively affected." (T20)
	Undesirable behaviors	"Creating a competitive atmosphere may cause undesirable results." (T10)
	The role of collaborative learning	"Actual learning can take place in a more collaborative atmosphere rather than a competitive one. Language learning necessitates cooperation in its nature." (T30)
Existing Competence in the Class	The role of examinations	"Tests, oral and written exams and quizzes already provide a competitive atmosphere." (T10-T20)

"**Negative Influence**" was coded as the second category, which had an influence on the reason why the EFL teachers least preferred establishing a competitive atmosphere. The EFL teachers expressed that adopting a competitive teaching and learning atmosphere in an English class may yield undesirable consequences, rather than a competitive atmosphere, a collaborative teaching, and learning environment can work out better in English classes. In this regard, Teacher 20 (High School, 9 years of experience) stated that:

Some students like competition, some like cooperation, there are parents also who want their children to compete with their peers thinking that they can learn better this way. A race like atmosphere may work out well for some students, but some may be negatively affected.

Teacher 30 (High School, 20 years of experience) said that:

Most students are after high grades, they pretend as if they are working hard to get my approval. I try to prevent it. Actual learning can take place in a more collaborative atmosphere rather than a competitive one. Language learning necessitates cooperation in its nature.

Among the reasons coded into the third category was “**Existing Competence in the Class**”, which had an effective role on why the EFL teachers of adolescents least preferred establishing a competitive atmosphere. The EFL teachers think that as the English class is a compulsory school subject, examinations already cause a competitive atmosphere to occur among the students. In this respect, Teacher 10 (High School, 17 years of experience) told that:

The exams, tests, quizzes already establish a competitive atmosphere; the written exams lead to a competitive atmosphere, but I try to ease the competition by telling the students that when they learn English well, they will be the winner.

Teacher 20 (Secondary/Middle School, 6 years of experience) said that:

Tests, oral and written exams and quizzes already provide a competitive atmosphere. I overhear students talking to each other saying “Oh this boy got the highest mark, that girl did not get what she was expecting in the exam” Creating a competitive atmosphere is inevitable as the English class is compulsory in the school curriculum.

In sum, the EFL teachers of adolescents acknowledged that the students’ levels are not appropriate, some are less proficient, some are more and the students in some classes tend to be more competitive depending on their purpose, skills, and personality. They also expressed that a race like atmosphere may work out well for some students, but some may be negatively affected and language learning necessitates cooperation in its nature, so actual learning can take place in a more collaborative atmosphere rather than a competitive one.

Next, “letting students choose what they want to read among different themes” was presented in Table 4.48. on the next page and the reasons were explained.

Table-4.48. exhibited that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 54 “letting students choose what they want to read among different themes” the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category.

Table-4.48. Letting students choose what they want to read among different themes (Theme-Based A) (Item-54)

Category	Code	Example Meaning Unit
Curricular Limitations	English as a compulsory school subject	“English class is compulsory so I do not let students choose what they want to read among different themes.” (T10-T20-T40-T50-T60-T70)
	Time and space limitation	“The school English is limited with time and space. If I attempt to let students choose what they want to read among different themes, they may not reach a consensus.”(T30)
	Worrying about the suitability of students’ choices	“Students do not have much information about what to read. They may choose the ones that are not suitable for their level.” (T20-T40)

The category that caused the EFL teachers to prefer letting students choose what they want to read among different themes the least was “**Curricular Limitations**”. The EFL teachers of adolescents stated that English class is limited with time and space at school, so they have to follow the curriculum. In this regard, Teacher 60 (Secondary/Middle School, 7 years of experience) expressed that:

As the English class is compulsory, I decide the theme they should read in accordance with their levels. I have my students read the themes given in textbook.

Teacher 30 (High School, 20 years of experience) said that:

Students can choose what they want to read among different themes when they become proficient learners by themselves. The school English is limited with time and space. There are not many options.

In sum, the EFL teachers of adolescents argued that English class is already a compulsory school subject, even if they attempt to let students choose what they want to read among different themes, a consensus may not be reached as students do not have much information about what to read. Besides, students may not choose the ones that

are suitable for their level, as they are not knowledgeable enough.

Next, “negotiating the lesson plan with students”, will be presented in Table 4.49. in addition, the reasons will be explained.

Table-4.49. Negotiating the lesson plan with students (WLT) (Item-57)

Category	Code	Example Meaning Unit
Standardized Curriculum	Standard lesson plans	“The lesson plans are mandated by the curriculum it is mandated by the MoNE.” (T20-T40-T50-T60-T70)
	Fixed lesson plans	“The lesson plan is fixed in state schools.” (T10)

Table-4.49. indicated that, in the qualitative analysis of the post-observational interview data obtained from the ten EFL teachers of adolescents on item 57 “negotiating the lesson plan with students” the influential reasons why the EFL teachers least preferred using the technique in this item were coded into one category. The category that caused the EFL teachers to prefer negotiating the lesson plan with students the least was “**Standardized Curriculum**”. The EFL teachers of adolescents expressed that the lesson plans are mandated by the curriculum of the MoNE in accordance with the textbook, so it is not possible to negotiate the lesson plans with the students, but teachers stated that they are not strict with the lesson plans, they have the classes based on the students’ progress in the class. In this regard, Teacher 60 (High School, 22 years of experience) stated that:

I let them know about the subjects that I am going to teach in the class. The lesson plans are mandated by the curriculum in accordance with the textbook.

Teacher 10 (High School, 17 years of experience) expressed that:

The lesson plans are fixed in state schools, but I try to make it as flexible as I can in accordance with the progress of the class.

In sum, the EFL teachers of adolescents put forward that the lesson plans are mandated by the curriculum it is mandated by the MoNE, so the lesson plans are fixed in state schools. Overall findings showed that, the EFL teachers of adolescents least preferred having dictation drills as they do not have sufficient class hours and they

consider dictation as a meaningless drill. They also stated that the students proficiency level, technical problems and insufficient class hours impede them from using authentic materials and tasks supported by newspapers, TV programs, and internet. The EFL teachers do not prefer using student produced texts as teaching materials as the students' level of English is not proficient enough and there is a heavy load of other school subjects, as well.

The EFL teachers consider English as a mandatory school subject, so they express that exam results show what students need to learn more. The EFL teachers said that as the students do not volunteer and school administrations do not permit, they do not prefer letting students bring authentic learning materials to the class. Because of mixed ability classes and negative influence of competence, they least prefer establishing a competitive atmosphere in their classes.

The next part will discuss the results of the quantitative phase and the findings obtained in the qualitative phase of the study.

CHAPTER 5

5. DISCUSSION

In this section, the results of the quantitative phase and the findings revealed in the qualitative phase of the study are discussed based on the research questions, and interpretations are made referring to the past research studies, second language acquisition theories and the curriculum prepared by the MoNE in Turkey.

Triangulating the quantitative data collected through survey and in-class observations with the post-observational interview data, the present study aimed to examine EFL teaching techniques preferred by the EFL teachers in Turkey. The results obtained in the quantitative phase and the findings obtained in the qualitative phase of the study were discussed by comparing and contrasting with one another referring to the past research, so, the interpretations were made accordingly.

The results of the quantitative data analysis attempted to answer the first research question “What language teaching techniques do Turkish EFL teachers prefer using in their classes?” and the second research question “Do the EFL teachers’ preferences for the language teaching techniques significantly differ according to the factors/variables below?

- a. teaching experience,
- b. the age/developmental stage of their students,
- c. the number of students in a class (10-25 and more than 26),
- d. total teaching load per week (15-20 hours and 21-30 hours),
- e. academic degree (B.A. and M.A/PhD),

Then the study found out answer to the third research question “What are the least and most preferred language teaching techniques preferred by the EFL teachers of children detected during in-class observations?, the fourth research question “What are the least and most preferred language teaching techniques by the EFL teachers of adolescents detected during in-class observations?”. In addition, the reasons for the EFL teachers’ least and most preferred language teaching techniques were discussed by comparing the qualitative findings obtained from the EFL teachers of children and

adolescents in the light of the fifth research question “What reasons are influential on EFL teachers’ preferences for the language teaching techniques?” The findings were also compared with the past research and presented in manageable paragraphs under the subheadings of the relevant contents.

5.1. Using Simple English Sentences and Adjusting the Speech Rate

The survey results showed that the EFL teachers always preferred using simple English sentences to make the content comprehensible. The findings of the in-class observations conducted both in the classes of EFL teachers of children and those of adolescents showed that using simple English sentences were among the 10 most preferred language-teaching techniques.

In the natural course of time, the learners process the knowledge gradually from simple to complex sentences. Segalowitz (2010) claimed that at the initial stages of learning a language, the learner is more attentive to the process of learning, making a cognitive effort and gaining automaticity gradually. In second language acquisition, the language production becomes faster, more fluent and precise within parallel processing. As both the EFL teachers of children and those of adolescents acknowledged, using simple English sentences help comprehension making sure even the least proficient learners understand what is said in a class with more than 26 students in a class, which is usually noisy.

Likewise, the EFL teachers of adolescents expressed that there are more than 30 students in their classes with differing levels of English, some of whom are more proficient and some are less. To make sure that each student understand what is told, prevent undesired behavioral problems in the class and improve students’ listening skill, the EFL teachers prefer using simple English sentences. They also added that the spoken language is usually simpler than the written one and children like hearing English in the class, developing an admiration to speak English when they hear some simple understandable sentences of English.

On the intelligibility of the second language input, Krashen (1985) pointed out that learners should be provided with comprehensible language input/through visual

aids with linguistic input substituted by repetitions so that they can acquire the language. The curriculum [MoNE] (2017) also suggests that communication should be carried out in English as much as possible. Pienemann (1998) holds the view learners make progress in learning the target language by processing the simple structures before the more complex function words and structures stage by stage from sounds to words, from words to phrases, from phrases to sentences in a natural order. Using the familiar vocabulary and grammar structure, repeating the sentences a couple of times, making sure understanding can positively facilitate learning English and fend away the undesired potential misbehavior, as well.

Another technique, adjusting the rate of speech according to students' level was among the highly rated one among the surveyed EFL teachers. The results also indicated that the EFL teachers who teach more than 26 students in their classes adjust the rate of their speech according to the students' level significantly more than their colleagues, who have smaller sized classes of less than 25 students. During in-class observations, this technique was detected among the most preferred ones by the EFL teachers of adolescents.

In post observational interviews, the observee EFL teachers expressed that their students demand that the rate of speech should be adjusted according to their level to make sure understanding, the teachers also argued that this language teaching technique is useful to keep the order in the class. Likewise, Kim (1995) found that slowing the rate of speech has a positive effect on better comprehension and help the learners develop a phonological awareness in the course of the speech.

The rate of the speech that teachers use has an important influence on keeping students attention to the class. If a teacher talks too fast, students may have difficulty in following his/her speech. While trying to understand what the teacher has said, they may lose the track of his/her speech, which may result in non-comprehension. Considering the number and the level of the students in a class, speech rate is influential on helping students keep up the pace with the progress of the class. On this, Robinson (2005) claimed that attention and memory play the key role, the language input is transmitted into the working and short-term memory with the help of phonological loop,

the linguistic input is retained and stored in the long-term memory to be retrieved afterwards. Therefore, giving students enough opportunity to process the submitted knowledge to be able to practice it afterwards is an essential element of L2 teaching practice.

5.2. The Use of Body Language for Clarification

In the following language teaching technique, the survey results depicted that the EFL teachers of children preferred clarifying the meaning using mimes, gestures and body language significantly more often than their colleagues teaching adolescents. During in-class observations, this technique was also detected among the most preferred 10 language teaching techniques by the EFL teachers of children, who put forward that non-verbal behaviors help the students form physical and mental association, along with keeping students' attention and managing their behavior.

On non-linguistic acts, Macedonia and Knösche (2011); Tellier (2008) enunciated that gesturing increases attention boosts comprehension and the dynamicity of the class, thus conveying what is meant by the speaker more effectively in L2. Evidently, using body language enhances the understanding as students can deduce the meaning of what the teachers say by associating the sounds and words with their mimes and gestures, body language. Lazaraton (2004) also acknowledged that mimes and gestures play an important role in increasing the understandability of verbal inputs that enable students to perceive the message conveyed through the body language and associate the non-linguistic behavior with the linguistic input.

Eye contacts, facial expressions, using hands and arms to describe an object, a verb or an adjective may also lessen the use of L1, facilitating meaning deduction in the target language. This technique can help learners internalize the target language with the real acts of the teachers. Actions speak louder than words; children pay attention to physical description as well as verbal explanation, using body language can turn the abstract concepts into more concrete understandable knowledge, as well. Using body language is an effective way of keeping students' attentive to the class, the students can figure out what the teacher will say reading his/her facial expressions.

5.3. The Use of Contexts

In the survey, the EFL teachers reported they preferred using dialogues/stories to contextualize the situations at a high rate; however, the use of this technique was not among the most preferred language teaching techniques in the in-class observations. Here, what the EFL teachers expressed in the survey does not match with what they do in their classes. However, Gass and Mackey (2007) put forward that, referring to nature and nurture hypothesis, communication with others stimulates the need for language acquisition in a meaningful context. On the importance of contextualization, Korkmaz and Korkmaz (2013) argued that it makes the learning of English meaningful and reasonable providing it with a realistic ground.

Kuru (2012) acknowledged that learning takes place through social interactions among individuals in a natural context; using dialogues provides learners with the opportunity to practice social and communicative aspect of language. Contextualizing a situation using dialogues or stories can enrich the language learning process, the students can find the opportunity to practice their knowledge of English by interacting with each other through dialogues; they can also read stories to make the learning process more meaningful. On the importance of using dialogues, Long (1981) claims that oral interaction helps the learner receive implicit feedback as s/he negotiates the meaning while learning a second language.

The EFL teachers reported in the survey that they always preferred encouraging students to guess the meaning of the new vocabulary from the context avoiding the L1 meaning of the vocabulary items that students do not know about. Nagy (1997) claimed that it is difficult for L2 learners to guess the meaning of the unfamiliar vocabulary items from the context, which requires a specific level of world knowledge and linguistic knowledge. At this point, the EFL teachers of children may have difficulty in teaching children how to guess the meaning of the abstract words from the context as they are in the concrete stage of learning, they can be given clues using picture stories. There may also be EFL teachers teaching L1 meaning directly without encouraging students to make guesses about the meaning of an unknown vocabulary.

In an experimental study, Prince (1996) tested the effect of contextual learning vs. translation learning of the vocabulary items and found that translation is more influential on the number of vocabulary retained in memory, but the learners had difficulty in using the words in English sentences. Here, it is noteworthy to mention that knowing the meaning of a word does not guarantee the usage of it. Rather than translation from L2-L1 or vice versa, rephrasing or paraphrasing in L2 can be used to describe new vocabulary items.

5.4. The Use of Audio-Visual Equipment

In survey results, the EFL teachers with 11-15, 16-20, and 21 or more years of teaching experience expressed that they preferred using audio-visual equipment to provide native speaker models to improve students' listening skill at significantly higher rate than their less experienced colleagues of 1-5 and 6-10 years. It is interesting to see that more experienced teachers prefer using audio-visual equipment more than their less experienced colleagues. The reasons for this result may be attributed to either individual preference or lack of technological equipment. In Public Schools, the EFL teachers with less teaching experience usually have to work in underprivileged schools in the suburban regions of the cities, so they may lack of technological equipment in their classes.

In this regard, Merç (2015b) claimed that there is insufficient technological equipment at practicum schools where trainee teachers gain practice and the cooperating teachers are unfamiliar with the available technological devices for using them to teach English. Korkmazgil (2015) also stated that EFL teachers urge technology to be incorporated into EFL classes. Without technological devices, students cannot develop the language skills, especially listening and speaking.

Audio-visual equipment can provide learners with a natural context in which they can hear and see the native English speaker models so that they can have the opportunity to improve speaking and listening skills in a nonnative English-speaking environment. Smart board is very practical to play the videos with different speakers of English. Wall, Higgins and Smith, (2005) found that interactive boards increase

students' attention and concentration on the class. The curriculum prepared by the MoNE (2017) supports the teaching of English using multimedia and instructional technology tools as much as possible to immerse students in authentic use of language.

Lialikhova (2014) studied the effect of using videos with English subtitles in ELT classes and found that they contributed to the improvement of the vocabulary and four language skills of the students. She also claimed that having students watch videos helped them become aware of the communicative aspect of the language by providing contexts, as well. Using audio-visual equipment can make English classes more appealing to the students. An enjoyable class enriched with the use of audio-visual equipment can also make the class less teacher-centered.

However, both the level and the suitability of the audio-visual materials, films, videos, etc. should be checked by the EFL teachers as they may contain disturbing scenes and language that may insult the students.

5.5. The Use of Oral Commands

In the survey, the EFL teachers reported that they prefer giving students oral commands in English to have them respond physically, using verbs such as sit down, stand up, etc. This language teaching technique was also observed among the most preferred ten techniques both by the EFL teachers of children and those of adolescents. In the interviews, the EFL teachers of children expressed that this technique is simple to use and the EFL teachers of adolescents stated that it helps the students form association with what they do and what they hear. These findings indicated that the EFL teachers of children feel the need to give oral commands to children, as they are physically in a more active developmental stage. Similar to this finding, Garton, Copland and Burns (2011) also found that teachers of children often used the techniques associated with Total Physical Response.

The interviewee EFL teachers of children expressed that this technique gives the students an opportunity to get them conditioned to understand what they hear by improving their listening skill, relate the English verb they hear from their teacher to the physical movements they perform. In this regard, Piaget (1977) claimed that children

are playful at the preoperational stage as they are going through physical and mental development. Children are animated and like physical activities, so they need to be told imperative verbs to perform the desired behaviors. The EFL teachers reported that oral commands such as “Come here! Do not make noise! Be quiet! etc. are similar to the way children acquire L1 from their parents and stated that children perceive verbal/oral imperatives in L2 as the continuation of L1.

The EFL teachers also stated that children just react to the verb they hear without making a cognitive effort such as forming a sentence or memorizing a word. Oral commands give the students opportunity to learn English experientially performing an action physically. Asher (1969) put forward that through imperatives; acquisition of the language is achieved strengthening the bond between the kinesthetic-sensory system and the linguistic system. The EFL teachers added that this is an easy way of teaching the English vocabulary without feeling the need to make long explanations, or have students read or write. They also expressed that this technique enables children to associate the English language with real life physical and mental activities justifying the suggestion put forward in the curriculum that students develop communicative skills in English by “doing things with the language” rather than by “learning about the language”. Furthermore, it can be appealing to incorporate some games into English classes; children can play sit down and stand up, night/day games. When children enjoy English class, they can be more motivated to learn English.

Oral commands in English can be told to have positive effect on developing speaking and listening skills, which the curriculum prioritize the use of English in real and daily life situation instead of having students memorize a long list of vocabulary items. Kroll and Sunderman (2006) suggest that among the language teaching methods, Direct Method is influenced by the L1 acquisition of children and makes use of similar techniques that help learners form connections between the words and the objects they denote, adding that Total Physical Response Method, Audio-lingual Method and Silent Way aim at forming connections between the oral commands and actions avoiding the L1 use in the language teaching applications. EFL teachers can cooperate with the teachers of Physical Education class and make use of the language teaching techniques

associated with Total Physical Response method. Students can be told to do the physical movements in the Sports classes in English, using the oral commands such as “Line up, Run, Walk, Turn left, Turn right, Move your hands, Move your fingers, toes, etc.

5.6. Vocabulary Teaching Techniques

In the following survey item, the EFL teachers expressed they sometimes preferred teaching the Turkish meanings of English vocabulary items. The use of this technique was also significantly differed among the EFL teachers with regards to teaching experience, in which, those with 6-10 years of experience encourage the students to learn the Turkish meanings of the English vocabulary items at a significantly higher level than those with 21 or more years of EFL teaching experience. The use of this language teaching technique was also significantly differed among the EFL teachers with regards to teaching load per week, in which the EFL teachers who teach 15-20 hours English classes a week encourage students to learn Turkish meanings of the vocabulary at a significantly higher rate than those having 21-30 hours English classes a week.

However, during in-class observations, this technique was detected among the most preferred ones by the EFL teachers of adolescents for the reasons such as ease of comprehension, washback effect, ease of teaching and level of English. The EFL teachers of adolescents argued that because L1 is already present in students’ minds, they favor teaching Turkish meanings of the vocabulary considering it as the shortest cut and easiest way to teach the meaning of vocabulary.

On the other hand, the EFL teachers reported that students are tested with regards to translation and vocabulary knowledge, so they prefer teaching the Turkish meanings in lower level English classes more than in the upper level ones. Similarly, Çalışkan & Kuru-Gönen (2018) found that EFL teachers make use of example sentences, teaching the meaning of the English vocabulary items either using L1 or L2, based on the difficulty of the lexical item or the level of the students.

Izquierdo, Martinez, Pulido & Zuniga (2016) also found that although the national curriculum suggests the communicative language teaching in English classes in

elementary schools in Mexico, EFL classes are characterized with L1 use rather than L2 as the EFL teachers try to ensure comprehension. Interestingly, in an experimental study, Miles (2004) tested the role of L1 in teaching English, finding that L1 use positively contributed to the development of speaking skill as it boosted students' self-confidence. Scheweers (1999) also found that using L1 in L2 classes is encouraging for the learners leading positive attitude towards learning, the students feel themselves more confident when they become aware of the L2 via L1.

On the other hand, translation may divert English teaching from its real communicative purpose, the EFL teachers can convey the meaning of the unknown vocabulary items by rephrasing/paraphrasing in English and encouraging students to guess the meaning from the context. The curriculum prepared by the MoNE in 2017 is in favor of encouraging learners to discover the meaning from the context and other clues, but reality is different, the practitioners prefer the easy practice. Focusing students' attention on the L1 meaning of the vocabulary items may divert the learning of English into a translation habit, then slowing the learners' practical language use. On the other hand, if the EFL teachers tell the students L1 meaning of each English vocabulary item, then the students may begin to get accustomed to asking the meaning of each word they do not know. Also, there are not always direct equivalents in L1+L2 lexical items.

A teacher cannot cope with each student's asking the question "What does it mean?" instead, s/he can have them look up to English-English dictionaries for the meanings of the new vocabulary items. If students can get the habit of looking up the dictionary, they can also gain autonomy in their own learning. They can use voiced online dictionaries on their mobile phones. There is no gain without pain, dictionaries are the main source of improving vocabulary knowledge.

In English, there are also two or even three word verbs, phrasal verbs and idioms, the EFL teachers should avoid using L1 even while teaching the meaning of the phrasal verbs, using synonymous words for description can be more effective than L1 description. In addition, a word can possess multiple meanings depending on the contextual use of it. Providing students with tasks and activities containing repetitive

use of the new vocabulary items in four skills can have a lot of contribution to the development of vocabulary building skill (Bromley, 2007; Gardner & Davies, 2007; Siyanova & Schmitt, 2007).

Matsuoka and Hirsh (2010) asserted that reading has a positive impact on vocabulary improvement. Reading helps the students come up with the same vocabulary item repeated in different meanings, it also contributes the development of the vocabulary knowledge. While reading in L2, students form the parameters of the syntax of the target language in their minds. Kuru-Gönen (2015) found that students make use of strategies in reading by visualizing the content of the text, using the context clues, making predictions about the upcoming content, sometimes taking notes by rephrasing the important sentences.

The EFL teachers can also use mnemonics for some change to improve students' vocabulary knowledge, which is a key element of L2 learning. In English, unlike what Turkish students are used to in their mother tongue, both the order and pronunciation of the sounds/letters change to form a vocabulary item. The EFL teachers can take the advantage of the similar or the same letters/sounds embedded in the English word; because both Turkish and English use the Latin alphabet. For instance, in English the verb "give" means "ver" in Turkish, it is apparent that both the consonant "v" and the vowel "e" are available in "ver" in Turkish. The EFL teachers can take the advantage of decoding letters using the similar sounds both in English and in Turkish to help students recall the meaning of the English vocabulary items in many other words. This technique can be influential especially teaching English to children as they are at the decoding stage of the discrete language input. Letter/sound similarities in both L1 and L2 help students perform positive transfer from the mother tongue into the target language. It is possible for the EFL teachers to develop new techniques to teach the vocabulary items based on their knowledge, experience and students' levels (Cohen, 1987; Ehri, 2014).

Drawing attention to the issues of cognitive development among children, Copland and Garton (2014) pointed out that learning a language at school is not like learning it in informal environments such as homes, streets, playgrounds, shopping centers, etc. Schools are formal contexts, the students are provided with limited class

hours and learning has to take place within a group instead of being individually cared for. They suggest the extension of language learning outside the school using computer games that attract students' attention. Here, Alyaz, Spaniel-Weise and Gürsoy (2017) found that digital games help improve vocabulary knowledge of the child and adolescent language learners. In the digital era, most students have mobiles, vocabulary games can be encouraged to be played online, turning vocabulary learning into fun.

While encouraging the students to guess the meaning from the context, the EFL teachers may also teach the adolescents about the prefixes, affixes and suffixes of the English words. These features make the learning of the vocabulary items in English easier for them. As Turkish is an agglutinating language, students may be used to seeing vocabulary with suffixes, so it may be an easier strategy to teach the students the formation of words as a clue. The EFL teachers of children can trigger their students' cognitive abilities to guess the meaning of the unknown English vocabulary items by using non-linguistic clues such as gestures and mimicry, they can also use concrete objects so that they can make progress in vocabulary learning, which is never complete for L2 learners (Oxford & Scarcella, 1994).

In the next survey item, EFL teachers stated they sometimes preferred teaching the meaning of the vocabulary via concrete objects and pictures. However, children vs. adolescents wise, the EFL teachers of children preferred teaching the meaning of the vocabulary via concrete objects and pictures significantly more often than their colleagues teaching adolescents. On the other hand, in terms of class size, the EFL teachers who teach more than 26 students in their classes prefer teaching the meaning of the vocabulary via concrete objects and pictures significantly more than their colleagues who have smaller sized classes with less than 25 students.

During in-class observations, this technique was detected among the most preferred 10 language teaching techniques by the EFL teachers of children. In the interviews, the EFL teachers of children stated that teaching the meaning of the vocabulary via concrete objects and pictures attract students' attention helping them form association between the words they hear and the objects they see/touch involving more senses in learning process by reinforcing the meaning of the object. At this stage,

Piaget (1964) also claimed, children are unaware of the abstract concepts, but they are better at concrete items and able to discriminate the objects, can work out the amount, mass and weight. Children do not only rely on the perceived appearances, they can also know about the amount and size, can group objects/animals/plants based on more than one feature. Showing the object or pointing at it and telling what it is in English sounds like a practical technique.

In line with this finding, Abrahamson and Hyltenstam (2009) also express that children acquire the direct input and Bley-Vroman (2009) stated that the most specific difference between the children and adult language learning is implicit vs. explicit learning. On the other hand, Augustyn (2013) claims that teaching the vocabulary through concrete items is easy, but it is confined with the objects visible around. Augustyn (2013) suggests that in bilingual classes learners' L1 can be made use of through translation techniques and reading in beginners and intermediate levels to help learners gain autonomy in vocabulary improvement. However, Garton, Copland and Burns (2011) reported that very few English teachers used translation activities as a language teaching technique with the young learners in their English classes in their study.

Furthermore, Cornu (1979) points out that instead of presenting in a list of words, the vocabulary items should be taught to the learners in relation to their generic connections systematically in an orderly way within meaningful contexts to enable learners to do cognitive processing. Trying to teach vocabulary items independent of each other may not be effective on its own, as the words cannot be retained unless they are used in a meaningful context.

Oxford and Crookall (1990) put forward that looking up the dictionary for meaning, making list of words and using flash cards do not create any context. On the other hand, forming word associations, using physical response, semantic mappings and keywords help semi-contextualization; however, the practicing of the four language skills (listening, speaking, reading and writing) yield a full context giving the learners opportunity to use L2 vocabulary to a large extent. They also suggest that learners should practice the vocabulary items within contexts in different time intervals to be

able to use them automatically. The EFL teachers can encourage students to use those vocabulary items in meaningful sentences by creating situations

Rule, Baldwin and Schell (2008) offer analogical activities turning abstract concepts into concrete ones, drawing figures and graphics, using cards, and objects so that students can form a part and whole relationship. They also argue that students have pleasure at touching and feeling the objects, stimulating their attention, the names of the objects written on the cards help students associate the written linguistic input with the object through the visual senses mapping analogical relations. In this regard, Merç (2013) stated that providing visuals along with reading texts help learners comprehend and recall them more efficiently.

McCarten (2007) also argues that vocabulary learning is not just learning the meaning of the word, it involves learning about the orthography and the pronunciation, the place of the vocabulary item in the syntactical order of a sentence, the part of speech, etc.; drawing attention to repetitive use of the learned vocabulary items in different types of exercises.

The EFL teacher can develop/invent new techniques to teach the vocabulary items based on their knowledge, experience and students' levels. Attempts to teach the meaning of the vocabulary items to students through repetition can only be knowledge transfer; however, students should also be able to grasp the use of the vocabulary in meaningful sentences making analysis and synthesizing the knowledge cognitively. When teaching vocabulary items, EFL teachers can have students read the passages that contain the repeated use of the vocabulary items to the learners so that they can grasp the use and the meaning of them in a recycled mode.

As English has tremendously rich vocabulary and most vocabulary items have more than one meaning, students can comprehend the different meanings of the vocabulary and have a better command in their use. A new vocabulary may sound very strange to the students at first sight, they may have anxiety as if they could never learn it or would forget it even if they learn it, so EFL teachers can provide the necessary tasks and activities that make it possible to present the vocabulary use in the four language skills.

Students can also watch videos with subtitles providing a rich source of vocabulary items. They can practice their use from controlled to free written and spoken activities. McCarten (2007) suggests that there should be a gradual teaching from the most frequent used vocabulary items to the least frequently used ones. Children can be taught abstract concepts gradually embodying the language to have them make a desirable transition through the critical age to the adolescence so that they can develop abstract reasoning.

5.7. Learning Atmosphere

In the following questionnaire item, the EFL teachers with 21 or more years of experience and those with 6-10 years reported that they preferred trying to establish a competitive learning atmosphere while teaching English at a significantly higher level than those with 1-5 years EFL teaching experience. It can be interpreted that experience has an important effect on the creation of a competitive learning atmosphere.

However, during in-class observations, this technique was detected among the least preferred language-teaching techniques by the EFL teachers of adolescents. They expressed that their classes are composed of students with mixed abilities who are not at the same level; a competitive atmosphere may create negative influence on learners' motivation. They also reported that the exams they give already cause a sort of competition among the students in English classes. Similar to this finding, Gürsoy and Karatepe (2006) acknowledged that ELT student teachers possess positive attitudes towards collaborative learning activities finding them more motivating than teacher-centered ones.

Collaborative learning activities incorporate a humanistic approach encouraging counseling to lower students' anxiety using techniques such as having learner to learner/knower interaction, creating speech contexts using interactive activities and having students do tasks in pairs or small groups engaging in real meaningful communication activities. Developed by the American psychiatrist Charles Curran and his colleagues in the 1970s, CLL targets diminishing fear of making mistakes and anxiety in language learning.

Inevitably, there may be individual differences among the students in terms of linguistic competence, EFL teachers should create a cooperative teaching and learning atmosphere. EFL teachers should also know about the strengths and weaknesses, and even socio-economic traits of their students. Furthermore, It can be told that the atmosphere of an English class is different from the atmosphere in other classes such as Geography, Physics, Math or Literature class as these classes have very little to do with interaction and communication.

Adopting a competitive teaching and learning atmosphere in an English class may yield undesirable consequences as students have different personalities and linguistic talents, while some tend to be more competitive, others are less competitive. There may also be students that like competition, which is a motivating factor that forces them to work harder to outdo their peers. Children may find a reason to work hard. Creating a competitive atmosphere at a moderate level by telling students words like whoever finishes the task/activity, s/he is going to get a high mark in the performance assignment or s/he is going to take a “plus”, or “star”, etc. The EFL teachers can also reduce the negative effects of competition by having students do tasks or activities racing against time, play language games in pair/group competitions so that the negative outcomes of individualized competition can be channeled into a group of students.

In this context, Piaget (1977) argues that children want to spend time with their peers, so games can be beneficial for their cognitive development; as they take pleasure at playing parts in the games, they also learn competition, sharing, cooperation, interacting with each other, and they get the opportunity to know about themselves. Children leave egocentrism gradually. Thanks to the social interaction with their peers and others, they develop schemata that are more complex. They can view the events from others’ perspective.

The curriculum of the MoNE suggests more collaborative, task and project based learning activities rather than competitive ones so that the students can interact with one another. The curriculum also recommends that the EFL teachers should use praise and positive reinforcement in-class to nurture the willingness and motivation for language learning. A competitive atmosphere may create a strain on students, which may increase

debilitative motivation towards learning English; discouraging students' cooperation with each other. Each student can never be in the same level in a class.

5.8. The Use of Needs Analysis

In another language teaching technique, the survey results displayed that EFL teachers sometimes prefer doing needs analysis and counseling, the in-class observations also revealed that doing needs analysis and counseling was among the least preferred language-teaching techniques by the EFL teachers of adolescents. The EFL teachers of adolescents put forward that English class is already a mandatory school subject; they can identify what their students need via the exam results. The EFL teachers confide in their teaching experience in making guesses about what students need to learn.

On the other hand, the curriculum emphasizes the needs analysis and guidance to be done by the EFL teachers in accordance with the requirement of the Common European Framework of Reference for Languages (CEFR). Need analysis and counseling has an important role on the students' progress, EFL teachers can make use of needs analysis as a tool to detect their students' linguistic competence, interests, learning needs and learning styles. English is taught as a foreign language in state schools from second grade in Primary School until twelfth grade in High Schools, to provide a sustainable English learning, the students should be given advice on what books to read, what English channels to watch on TV, what sort of music to listen to in English to develop themselves.

As the EFL teachers went through the same/similar learning stages while learning English, they can give advice their students based on their past learning experience. EFL teachers can do exam analysis, process/ongoing assessments, identify the questions students did wrong, they can review the subjects that should be learned better. The students' progress can be assessed in an ongoing process assessment by giving pop quizzes in regular intervals to let the students know that they will be assessed continuously rather than in one or two final examinations. The needs change from class to class, from learner to learner. The teachers can also keep in touch with the parents to

inform them about the importance of learning English at an early age. Parental cooperation can help teachers to motivate students study harder for English classes as they spend most of their time with their parents outside the school. The support students get from their family plays an encouraging role motivating them to volunteer in learning English.

5.9. Memorization of Rhyming Expressions, Tongue Twisters and Songs

For the next language teaching technique, the survey results showed that the EFL teachers sometimes preferred having students memorize dialogues, rhyming expressions, tongue twisters, songs. Children vs. adolescents wise, the EFL teachers of children have their students memorize dialogues, rhyming expressions, tongue twisters and songs more often than their colleagues of adolescents. This can be attributed to the fact that children are more eligible to memorize dialogues, rhyming expressions, tongue twisters and songs as they find these activities enjoyable.

As a part of children's lives based on here and now principle, these activities function like a context to teach English, learning in this way helps students retain the knowledge in their memory more efficiently as they may be repeated and echoed in their memories in a fun and memorable way. The curriculum designed by the Turkish MoNE (2017) suggests the priority should be given to the speaking and listening skills, using songs, games and interactive activities rather than a form based instruction approach. Gürsoy & Eken (2018) reported that the traditional teaching and learning techniques are replaced with action-oriented and activity-based ones to improve children's L2 use, suggesting that EFL teachers can do more than just having students use just a pen and a piece of paper to copy what is written on the board.

To activate children's audiovisual senses, which are more active in perceiving the knowledge, EFL teachers can put more emphasis on listening and speaking skills embracing dialogues, rhyming expressions, tongue twisters and songs rather than keeping them busy with writing lists of words without a context. Rhyming expressions and tongue twisters can also help pronunciation improvement, as there are many differences between the orthography and the pronunciation of the English words.

Having students memorize small dialogues can help the students form the basis for generating their own conversations using the chunks and sentences they have already learnt.

5.10. The Use of Dictation and Repetition Drills

In the following technique, the survey results depicted that the EFL teachers rarely prefer having dictation drills. Although having dictation drills were detected among the least preferred language teaching techniques by the EFL teachers of adolescents, having repetition drills were among the most preferred ones by the EFL teachers of children. They argued repetition helps the students acquire the newly learnt vocabulary items and aids in auditory improvement in a practical way; they also added that students take great joy at having repetitions in chorus. On the other hand, the EFL teachers of both children and adolescents reported that they do not prefer having dictation drills as they experience problems in the application of dictation drills and do not have enough time to allocate for checking the dictations to give corrective feedback to the students.

The EFL teachers of children contended that as the children are not in an English speaking environment, their class is the only setting they could hear English. Therefore, meaningful repetition drills help them memorize the word meaning and learn its pronunciation repeating it aloud so that they can both learn how to say it and understand when they hear it. Repetition is children's favorite and this technique helps develop pronunciation and listening skill. The EFL teachers of both children and adolescents also expressed that repetition technique is the fastest and easiest way of teaching the meaning and pronunciation of a new vocabulary, which is applicable in any level either in small/large sized classes, as there is no need to prepare it before the class.

In line with the findings, Sanchez and Borg (2014) also found that repetition has a reinforcing influence on learning and teachers find repetition useful in reinforcing learning. Larsen-Freeman (2012) acknowledged that repetition enables learners to understand and adopt the differences to make meaning out of the repeated vocabulary/phrase/sentence, and transfer the repeated item into the long-term memory

strengthening the degree of retain and recall by sustaining the input in short term memory. Ellis (2003) contends that frequency and repetitive use of words and phrases of various types leads to the formation of the grammatical patterns, suggesting that a similar language learning system in which repetitive use of verbs in simple chunks, phrases and sentences, In the course of time, based on the frequency and saliency of the elements of the language input, depending on the description of an action or a state experienced by the speaker, word sequences are shaped by the collocations among words through the accumulation of syntactical knowledge. then constructing complex ones accordingly can be applied in L2 development.

On the other hand, Krashen (2002) suggests that children should be provided with comprehensible language input through visual aids along with vocabulary items and practical drills along with repetitions so that they can acquire the language. Likewise, Trofimovich and Gatbonton (2006) stated that repetition in a communicative context has a stronger effect than a meaningless rote repetition on teaching pronunciation.

Repetition is effective in retaining the word in memory and meaning connection Children learn quickly and forget quickly, they have limited cognitive abilities. Children forget unless they repeat the vocabulary. Robinson (2005) stresses the importance of attention and memory. Through attention, the language input is transferred into the working and short-term memory with the help of phonological loop and visuospatial sketchpad, and then in the result of the repetitive use/parsing/rehearsal, the language item is stored in the long-term memory to be retrieved afterwards.

The interviewee EFL teachers of children put forward that children enjoy repeating a sound/word in chorus. Tomlinson and Dat (2004) also contend that choral responses to teachers' questions make students feel more secure within the classroom atmosphere. On the other hand, children have a short span of memory and they do not keep their attention for long,

It can be interpreted that repetition is considered as an effective way of teaching new vocabulary items and their pronunciations as long as an appropriate context is created. Having students repeat a word like a parrot may not lead a desirable learning to take place. Providing learners reading texts with the vocabulary items that are

repeatedly used, presenting the vocabulary during pre-reading activities, having them read the texts and asking them comprehension questions about it, encouraging them to have pair/group conversations using the newly taught vocabulary items, having students watch videos containing the repetitive use of the new vocabulary can make contribution to have students become familiar with multiple aspects such as the use, meaning and the pronunciation, thus contributing to the development of four language skills.

Moreover, the EFL teachers can present the students the tasks and activities, audio-visual materials, videos, stories, etc. that they find enjoyable so that they can have fun by watching the same cartoon movie repeatedly and hear the newly taught vocabulary items over and over without feeling bored.

5.11. The Use of Pair or Group Works

The survey results demonstrated that the EFL teachers often prefer having students do tasks in pairs or small groups. In terms of English teaching experience, the EFL teachers with more than 6 years of EFL teaching experience have students do tasks in pairs or small groups at a significantly higher level than those with 1-5 years of EFL teaching experience. In terms of children vs. adolescents, EFL teachers of children have their students do tasks in pairs or small groups more often than their colleagues teaching adolescents.

However; during the in-class observations, it was detected that EFL teachers of neither children nor adolescents did prefer using this language teaching technique in their classes. This result is similar to the finding obtained by Gürsoy and Korkmaz (2013), who also found that the EFL teachers of young learners have negative attitudes toward using pair and group works because of class size and behavioral problems. At the same time, Nishimuro and Borg (2013) revealed that both time and space limitations prevent English teachers from using communicative activities in their classes.

Furthermore, McKay (2003) stated that EFL teachers have difficulty in using communicative teaching techniques because of large sized classes, inadequate space caused discipline problems and the learners became off task in those activities. It sounds like that EFL teachers do not benefit from the pros of group works, but insist on

teacher-centered PPP approach. However, teachers should put themselves in students' shoes. Expecting students to listen to the teacher presenting the grammar forms, writing down what the teacher writes on the board, doing grammar exercises, etc. in almost every class may not motivate students to learn English. They may feel in isolation from the rest of the class, of which aim is to communicate in the target language.

Tomlinson and Dat (2004) contend that the learners want to socialize in the L2 classes. Moreover, Brown (2009) argues that learners should communicate via pair and group tasks and activities, extend the use of L2 outside the classroom setting, and adopt the target culture.

Doing necessary preparations for pair works may lessen the rate of potential problems. When the students get used to doing pair works, they can find the class more enjoyable and the pair works can be turned into group works in the course of time according to the students' progress. Thanks to pair/group works, students can become socially organized, transfer the socio-cultural aspect of L1 in to L2 using it in an appropriate context, making use of the group dynamicity emerging from their peer collaboration and interaction. In this regard, Long (1981) claims that oral interaction in second language learning helps students receive implicit feedback as they negotiate the meaning.

McDonough (2004) studied the effect of pair and group work on the production of the target forms in English and found that participation in the pair and group work improved speaking skill. Watson-Gegeo and Nielsen (2003) argue that through the interaction in peer pair/group works, the learners participate more in the English class.

In large sized classes, it is normal that it may be noisy to apply this technique; the students can be grouped into pair works. To prevent noise, students can be told to do silent thinking, forming sentences in their minds, keeping notes on what to say, they should be taught to listen to the others first.

Gürsoy and Bağ (2018) suggest that the students in the secondary school should be encouraged and trained to perform creative thinking giving them the necessary stimuli via audio-visual means with tasks and activities. Pair work/group work help students learn from each other, which leads students to find the opportunity to socialize

and interact with each other. L2 knowledge increases through interaction; students can develop the skill of thinking in English and express their thoughts in it, as well.

5.12. The Use of Real Meaningful Activities

In another technique, it was found that the EFL teachers holding an MA or PhD degree have students, engage in activities involving real meaningful communication more often than those with BA degree. In line with this result, Nishino (2012) also observed an English teacher, who studied in the US, and found that studying abroad positively influenced ELT technique use of the teacher in a more communicative way. The EFL teachers can have the students perform any authentic communication activities that make them talk in any subject in English or listen to, English class is advantageous in this respect, it is not limited to specific subjects like in any other classes such as Math, Science, etc. English has no boundaries, so the EFL teachers can make use of authentic communication activities as much as they can.

Real meaningful activities make the EFL teachers' job easier; they can make the use of English sentences meaningful via presenting situations. For instance, by showing the weather outside they can ask the students to describe it, however, caution is necessary, having students say "it is cloudy" when the weather is sunny, may cause a bit difficulty of understanding as what the students see is the sunny weather outside. EFL teachers can make use of exemplification technique by making connections with various subjects in social/real life. The EFL teachers can also have children read the dialogues, with limited words up to 10, in the textbook, and as an extra communication activity.

For the following technique, the survey results showed that the EFL teachers often prefer integrating functional, grammatical and lexical aspects of English in a meaningful way with themes and situations such as role-plays and simulations. However, the EFL teachers of children, try to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations more often than their colleagues teaching adolescents. As grammar sounds abstract to children, the EFL teachers of children may prefer to integrate form and meaning. It can be more understandable and learnable for the children to be taught English integrating

functional, grammatical and lexical aspects in a meaningful way with themes and situations such as role-plays and simulations.

From the constructivists' language acquisition point of view, Ellis (2003) argues that there is a perceptual and cognitive system shaping the complex language usage in human mind enabling him/her to form and produce sentences linking and associating myriad number of words with different functions in a syntactical order. She adds that frequency and repetitive use of words and phrases of various types leads to the formation of the grammatical patterns, so a similar language learning system in which repetitive use of verbs in simple chunks, phrases and sentences, then constructing complex ones accordingly can be applied in L2 development, as well.

For example, in the Verb Island hypothesis, Tomasello (1992) argues that the order of sentences are shaped by the verbs that a child acquires at the beginning stages of language acquisition process. Those acquired verbs are collocated with other words sequentially in an orderly pattern adjusting the morphological markers depending on the context of language usage with the help of abstract knowledge of grammar. Students can understand simple one word or small chunks like "Hi, Hello, Good morning, Good afternoon, Thanks, etc. to make conversations. In this respect, they can be taught to form small phrases with one verb, and then simple sentences. Exposure to the L2 speech helps students build up their command of English gradually.

5.13. The Sequencing of the Tasks and Activities

For the next technique, the survey results illustrated that the EFL teachers nearly often prefer selecting and sequencing the tasks and activities in terms of linguistic and cognitive difficulty; with regards to academic degree, the EFL teachers holding MA or PhD degree select and sequence the tasks and activities in terms of linguistic and cognitive difficulty more often than those with BA degree.

During in-class observation it was detected that this technique was among the most preferred language teaching techniques by the EFL teachers of children. The EFL teachers expressed that the students' English level requires them to sequence the tasks and activities in terms of difficulty to facilitate comprehension. Sequencing the

activities from controlled to free ones works out well for the learners giving them the opportunity for practice. They added that comprehensibility plays an important role, as children normally understand the simple tasks and activities before the complex ones. They argue that when the tasks and activities are not well sequenced, the children have difficulty in understanding the class; so, they find it uninteresting and cause behavioral problems in the lesson. In this context, Robinson (2001) examined the cognitive complexity of tasks on language production and found that sequencing tasks is influential on accuracy and fluency of the speaker's language production.

Furthermore, Krashen (1985) holds the view that there is a natural sequence of learning the target language, the simple rules are learned before the more complex ones such as subject pronouns before the object pronouns. He adds that the input should neither too lower nor too higher than the level of the learners; the input should be moderately higher than students' level in order to lead them to make progress.

In this respect, Pienemann (1998) argues that learners make progress by processing the simple structures of the target language such as nouns and adjectives before the more complex function words and structures stage by stage from sounds to words, from words to phrases, from phrases to sentences in a natural order in a pace that linguistic input is processed enabling the learner to understand and speak the language.

5.14. Focusing on Form

The survey results demonstrated that the EFL teachers sometimes prefer teaching English focusing on form; with regards to teaching load, the EFL teachers who have 21-30 hours English classes a week teach English focusing on form significantly more than their colleagues who have 15-20 hours English classes a week. During in-class observation, this technique was detected among the least preferred techniques by the EFL teachers of children; while it was among the most preferred language-teaching techniques by the EFL teachers of adolescents.

The EFL teachers of children stated that they do not feel the need to teach the structures, they just try to have the children gain a habit of forming sentences implicitly. Abrahamson and Hyltenstam (2009) also claimed that the biological clock in learners'

brains cause them to become more analytical based on their first language about the second language they are exposed to after puberty when the maturational constraints begin. Bley-Vroman (2009) argued that the most specific difference between the children and adult language learning is implicit vs. explicit learning. While children acquire the language without feeling the need to understand the reasons for the formation of the complex structures that they acquire, adults inquire and analyze the underlying reasons why for instance Present Perfect Tense is used instead of Past Tense in a given sentence.

Furthermore, the EFL teachers of adolescents expressed that their previous English learning experience leads them to adopt a form-focused language teaching. However, Ellis (2006) argues that despite the influence of a second language learning experience on the ESL teachers' language teaching practice, professional training on how languages are learnt and taught can play a vital role in language teaching to students.

On the other hand, some past research studies mentioned that form-focused L2 instruction is useful in some respects. Ollerhead and Oosthuizen (2005) acknowledged that form-focused educational materials can guide both learners and English teachers to become wary of the errors they produce; so they lead them to form language production. Similarly, Andringa (2005) claimed that if the L1 and L2 have similar structures, explicit L2 instruction can improve learners' use of simple morphological structures in the target language.

There are more structural differences than similarities between Turkish and English, as they do not belong to the same/similar language families. If the grammatical structures were the same in both languages, students would not demand an explicit instruction and the EFL teachers would not have to make explanations about the grammatical usage. Inevitably, the structural differences between the two languages lead both EFL teachers and students to pay attention to form more than meaning. In this context, Nishino (2012) found that Japanese High School EFL teachers feel that they are better at reading and grammar than listening, speaking, and writing skills and their past learning experiences via traditional techniques affected their beliefs and practices.

It can be interpreted that the EFL teachers learnt English after the age of puberty, which may have an influence on their preferences for focusing on structures and forms while teaching English. In line with this finding, Nishino (2012) revealed that the important experiences that affected the EFL teachers' beliefs and practices were that they were taught English via traditional language teaching techniques. The EFL teachers feel the need to correct the errors produced by the students immediately. They also attribute their form focused teaching to English as a school subject like Math, Science, etc. and students must be able to form correct sentences to be able to get a passing grade. They feel job satisfaction when they teach or reinforce the correct form.

The EFL teachers expressed that form goes hand in hand with meaning, ungrammatical sentences must be corrected without a delay as the structures are connected to each other like a string and also teenager students want to be aware of the formation of the English language asking "Why " questions on grammar subjects. Brown (2009) found that students tend to prefer being taught form rather than function and receiving immediate corrective feedback when they make an error. In his research review, Ellis (2002) also came up with the argument that form focused instruction in simple structures can contribute to the improvement of the complex structures in the upper levels.

On the other hand, Bell (2005) suggests that language teaching should primarily focus on meaning rather than form, grammar should be taught implicitly within real world contexts. Likewise, Murano (2000) put forward that integrating form and meaning in interactive instructional techniques can improve L2 output by enriching the linguistic input and combining explicit grammar instruction to some extent with interactive problem-solving tasks enabling interlanguage development accordingly.

Rather than neither too much nor little focusing on form, making students aware of simple structures of English at a moderate level can help learners build up on their knowledge of English gradually. Spada and Lightbown (2008) put forward that form focused instruction should not be in isolation from the meaning based one, a combination of form and meaning within the context of communicative activities enables learners to develop automaticity and fluency as foreign language learners of

English. In this respect, what can benefit the EFL teachers most is to follow the up to date language teaching practices to balance the weight of structure vs. meaning based instruction to be able to decide how to teach efficiently.

The curriculum prepared by the MoNE (2017) also stipulates a limited use of form focused instruction, which overlooks mistakes during speaking activities, supporting an English class, in which teachers communicate in English and act as a good role model for students enabling interactions through pair work and group work. On the other hand, Gürsoy (2004) claims that the Turkish education system is exam-oriented and even the students at Primary Schools take standardized tests, which is a controversial issue.

5.15. Paying Attention to Fluency

On the language teaching technique “paying attention to fluency”, the surveyed EFL teachers reported that they often preferred using it in their classes. In terms of children vs. adolescents, the EFL teachers of children stated that they pay attention to fluency more often than their colleagues teaching adolescents do. Interestingly, during in-class observations it was detected that this technique was among the least preferred language teaching techniques by the EFL teachers of children because of English level of the children and insufficient teaching hours. The interviewee EFL teachers of children argued that children do not have opportunity to interact with native English speakers outside the class. The only person from whom they can learn English is the EFL teacher at school and two hours English class a week is not enough to have children become fluent in listening and speaking.

They also added that children need to learn more vocabulary and chunks to be able to generate sentences and should become fluent in reading first to produce grammatically correct sentences at a normal speed. The reasons put forward by the EFL teachers of children seem to be impediment to the improvement of fluency in children in Primary Schools. These findings show that EFL teachers do not have high expectations from their students, who are children in terms of fluency, they can confine their expectation within small chunks and simple sentence formations, and they can tolerate

repetitions and pauses, giving the students opportunity to develop their fluency in speaking English assigning them communicative tasks, as well.

Similar to the finding obtained in the post observational interviews with the EFL teachers in the study, who expressed that students need to develop their English knowledge first to be able to become fluent speakers of English, Steinel, Florijn, Schoonen and Hulstijn (2011) also found a strong correlation between the speed of the syllable duration in the utterances and the grammar and vocabulary knowledge of the L2 speakers of Dutch. Segalowitz (2007) claims that fluency in speaking depends on forming associations between the words/expressions and their meanings by controlling the flow of speech.

On the other hand, fluency was studied by Derwing, Munro, Thomson and Rossiter (2009) to see if there was a link between the L1 and L2 fluency; however, they did not find a strong correlation; claiming that L2 teaching should be more focused on improving oral and listening skills rather than the written and formal English.

In the Verb Island hypothesis, Tomasello (1992) argues that the order of sentences are shaped by the verbs that a child acquires at the beginning stages of language acquisition process. Those acquired verbs are collocated with other words sequentially with the help of abstract knowledge of grammar. In the course of time, based on the frequency and saliency of the elements of the language input, depending on the description of an action or a state experienced by the speaker, word sequences are shaped by the collocations among words through the accumulation of syntactical knowledge.

Ellis (2003) also claims that frequency and repetitive use of words and phrases of various types leads to the formation of the grammatical patterns with repetitive use of verbs in simple chunks, phrases and sentences. Rome was not built in a day; students should attain to a certain level in grammar and vocabulary knowledge to be able to produce the utterances in English making smooth transitions between the words forming meaningful sentences at an intelligible speed close to native speakers. Listening to native speakers conversing in English, watching news, movies, cartoons, etc. will help learners grasp the intonation, stress, pauses, etc. taking place during speech.

5.16. Teaching Grammar and Vocabulary to Improve the Four Language Skills

In the following questionnaire item “teaching grammar and vocabulary to improve four language skills (listening, speaking, reading and writing)”, the survey results depicted that the EFL teachers often preferred using it. In terms of academic degree, the EFL teachers holding BA degree teach grammar and vocabulary to improve four-language skills more frequently than those with MA/PhD degree. During in-class observations, this technique was detected among the most preferred ones by the EFL teachers of adolescents because of the connection between vocabulary and grammar.

The EFL teachers of adolescents consider that it is necessary to improve adolescents’ grammar and vocabulary knowledge to enable them to produce meaningful sentences using a variety of vocabulary items abiding by the grammatical forms. In this respect, by referring to nature and nurture hypothesis, Gass and Mackey (2007) claim that communication with others stimulates the need for language acquisition adding that during acquisition process children hear correctly formed sentences, which she defined them as positive evidence and when the learners form incorrect sentences, they are provided with explicit or implicit corrections such as recasts, grammatical repetitions, which she defined them as negative evidence.

Conversational interaction is considered along with negative evidence as an important practice for the development of second language acquisition. Besides conversational interactions, second language learners should be exposed to listening to conversations, stories, news, etc., watching movies, cartoons, etc. and reading in second language to be able to receive positive evidence to improve their language skills.

The survey results indicated that the EFL teachers often prefer a PPP (Presentation, Practice and Production) approach by presenting the grammatical content first and then having it practiced. In terms of children vs. adolescents, the EFL teachers of adolescents present the grammatical content and then have it practiced at a significantly higher rate than those teaching children.

A similar finding was also detected in the past research, Zheng and Borg (2014) observed that the less experienced teachers teach grammar within a context implicitly instead of teaching it explicitly making use of task-based language teaching techniques;

however, experienced teachers have a grammar-based language teaching Presentation Practice and Production class. The past research, conducted by Nishimuro and Borg (2013), also revealed that the teachers considered explicit teacher presented grammar instruction in L1 as an important factor to enable students to learn to communicate accurately and fluently in English in an EFL context.

During in-class observations, PPP approach was detected among the most preferred ones by the EFL teachers of adolescents. They stated that the design of the textbooks lead them to present the rules first and to the practicing of those rules afterwards. It seems that textbook authors and designers have an important role to play to determine the flow of the English class.

Teacher centered approach may be useful in reminding students of the previous subjects to review the themes/structures even to give loads of information in a short time and explain the new subjects/concepts to students, but it may help very few students attain a cognitive level that they can perform autonomous learning as the students are in a receptive mood.

5.17. The Memorization of the Vocabulary and Grammar Rules

In the following technique, it was found that the EFL teachers sometimes preferred having their students memorize the vocabulary and grammar rules. During in-class observation, it was detected that this technique was among the least preferred techniques by the EFL teachers of children. The EFL teachers of children stated that grammar sounds too abstract for children, they found it very hard to explain abstract grammar rules to children, who are not aware of the grammar knowledge of their L1. They also reported that it is meaningless to have children memorize a grammar rule, as they do not know why it is used.

This finding is consistent with Piaget's (1977) argument claiming that there is a concrete operational stage from seven to 11/12 years old, when children can process the concrete information; following with a formal operational stage as of 12 years old, when they can perform abstract reasoning. Lenneberg (1967) argued that because of the biological factors, language acquisition during the critical period is subconscious;

children learn to speak and understand the language without noticing the structure of the it. After puberty, language learning becomes more complicated and different from the critical period, in which language is acquired. Bley-Vroman (1988), Skehan (1998) and Dekeyser (2000) put forward that children learn the language implicitly and adolescents learn it explicitly, in fundamentally different ways. In this regard, Sorace (2005) stated that UG puts limitation on the acquisition of a second language after a certain age around puberty.

The quantitative phase of the study demonstrated that EFL teachers often prefer paying attention to accurate grammatical sentence formation during in-class observations, this language teaching technique was detected among the most preferred ones by the EFL teachers of adolescents. The EFL teachers of adolescents expressed that they preferred to use this technique because they feel dissatisfied when they do not correct the ungrammatical sentences formed by the students arguing that students should have a habit of forming grammatical sentences in the early stages of learning. The EFL teachers put forward that referring to L1 grammar knowledge, they try to make corrections in the errors students make in sentence formation, such as plurals, possessives, determiners, word order, use of inappropriate tenses, etc. They also expressed that they were taught English in a traditional way; their teachers always intervened when they made errors.

In this respect, Burgess and Etherington (2002) found that teachers considered explicit grammar instruction as an important component of language teaching and opted for form-focused instruction using consciousness-raising exercises, comparing and contrasting grammatical structures, performing problem-solving activities. Sawir (2005) also claimed that EFL learners do not have enough opportunity to hear English conversations either at school or outside the school in their own contexts, lacking the communicative aspect of the language. What they are exposed is the grammar-based language teaching preventing them from developing conversational skills of the language appropriately.

Furthermore, Brown (2009) revealed that teachers and students have different perceptions about ideal and effective language teaching, the students tend to prefer

being taught form rather than function and receiving immediate corrective feedback when they make an error. Rethinking the role of corrective feedback in CLT, Han (2002) enunciated that meaning-based practice between students is insufficient for language development; therefore, there is a need for pedagogical intervention through form-focused instruction and correction in the formal classroom-learning context.

On the other hand, Tomlinson and Dat (2004) claimed that intolerance to mistakes, teacher criticism, fear of making mistakes, made the learners feel anxious and discouraged, causing anxiety. Krashen (1985) pointed out that there is a critical period at around puberty, a threshold in which the language acquisition gets more complex for the learners as they mature and become adolescents/adults, so teachers have an important duty to balance form-function weight in their classes.

In this context, especially in lower levels, grammar can be presented as “snacks” rather than “main course” on the teaching menu. EFL teachers can assign grammar exercises as homework to develop students mental/cognitive capacities.

The quantitative phase of the study indicated that EFL teachers often prefer reinforcing correct sentence formation. During in-class observations, this technique was detected among the most preferred ones by the EFL teachers of children. They expressed that they are conditioned to reinforce the correct sentences and use this technique for praising students’ correct language production performance, to show interest, approval of children’s positive performance and their progress so that they can be conditioned to speak in chunks leading to the development of fluency.

The EFL teachers can put stars, smiley faces in students’ notebooks pages, praising is crucial to win them over. Children like being praised, they expect to hear praising words from the teachers such as “Well Done, Correct, Perfect”. In this regard, Hattie and Timperley (2007) contend that giving feedback to the learners improves their efficiency making them feel that they are given importance in terms of their progress. Children like succeeding, when EFL teachers let them know that they manage to form a correct sentence, they can notice the happiness in their eyes. Gürsoy & Eken (2017) stated that children possess enthusiasm, so they need encouragement. Winning children over will make them more eager and motivated to learn English.

5.18. Teaching above Students' Present Level of English

The analysis of the quantitative data depicted that the EFL teachers sometimes prefer teaching slightly above students' present levels. During in-class observations, this technique was detected among the most preferred ones by the EFL teachers of adolescents. The teachers stated that the content of English classes is related to one another unlike the subjects in other classes like Math, Biology, or Literature; each unit/theme of English language has connection to each other, the subjects are interrelated. When the EFL teachers teach above students' levels, they make an effort to reach a further level being motivated.

If the EFL teachers teach below or in the same level of their students' present level, the students will not make an effort to learn more and will feel bored with the same subjects; therefore, no progress will be made. Krashen (1985) claims that the language input should be neither too lower nor too higher than the level of the learners, it should be balanced at a moderately higher level than learners' present level to have them make progress in second language acquisition.

5.19. The Use of Authentic Materials

In the quantitative phase of the study, it was found that selecting authentic materials (newspapers, magazines, etc.) for in-class use is sometimes preferred by the EFL teachers. With regards to academic degree, the EFL teachers holding MA or PhD degree select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guidebooks, timetables, newspaper ads, etc.) more often than those with BA degree.

During in-class observations, this technique was detected among the least preferred language teaching practices by both the EFL teachers of children and those of adolescents. They put forward that the level of the students is not appropriate to be able to understand the language in newspapers or magazines as the level of English used in them is above the students' level. There are a lot of unknown vocabulary items and grammar structures in them and class time is barely enough to teach the subjects in the curriculum. Furthermore, they stated that the smart boards in the classrooms have no

internet connection. The reasons expressed by the EFL teachers show that the curriculum is designed for ideal classes in general; the technical obstacles in classroom contexts can be influential on the EFL teachers' preferences for using the relevant language teaching technique either less or more.

Gedik (2015) suggests that the authentic materials can be a restaurant menu, a greeting card, a newspaper article or an entry on the social media, TV programs, songs, photos, realia such as objects like umbrellas, rings, dolls, etc. can be considered as authentic materials for the real purposes they possess, so they can be used for teaching English in the classroom environment. It may not be difficult to obtain these authentic materials for in-class use. Almost every student has one of them, so teachers can ask students to bring one to school.

On the authentic material use, the survey results displayed that the EFL teachers often prefer having students read authentic texts to improve their reading skill. With regards to experience, the EFL teachers with 21 or more years of experience have their students read authentic texts to improve their reading skill at a significantly higher rate than those with 1-5 EFL teaching experience, with regards to children vs. adolescents. The EFL teachers of adolescents expressed that they have their students read authentic texts at a significantly higher rate than those teaching children. During the in-class observations, it was detected that teachers only use the reading texts that are available in the textbooks. It can be interpreted that EFL teachers should allocate more time to authentic reading texts that contain a rich variety of vocabulary and structural use.

The authentic texts may contain unknown vocabulary items and structures, the teachers can choose the ones that are convenient for their students' level. For instance, having children read fairy tales like Red riding Hood, The Lion and the mouse, Hansel and Grettel, Snow White and Seven Dwarfs, etc., can benefit the learners as they must have heard these fairy tales, which they are familiar with in their mother tongue. They may find reading them enjoyable. Hibbing and Rankin-Erickson (2003) argue that pictures facilitate the improvement of reading skill, as they help creating images in students' minds. They also claim that illustrations and films can trigger background knowledge of the learners leading them to understand the content through visuals.

Harmer (2007) claims that authentic texts contain the natural linguistic input used in daily life of the native speakers. Newspapers, magazines, articles, novels, stories, fairy tales, internet websites, cookbooks, advertisements, news, films/movies, songs, etc. have examples of authentic texts. As there is not stability in the level of the language, they may include elementary, pre-intermediate, intermediate, upper intermediate, advanced and post advanced English (Guariento & Morley, 2001).

There may also be cultural differences in the content of those authentic texts. EFL teachers of children should choose the authentic texts suitable to the level of their students. Authentic texts help students expand their horizons contextualizing the language use in a meaningful way without confining the students' language learning within the limits of grammatical structures and vocabulary items. There is a rich source of colorful authentic materials that can help students relate the language input they get from them with the real world outside the classroom setting.

Beside authentic texts and materials, EFL teachers can also make use of the realia (real world objects). According to Oura (2001) coins, banknotes, watches, clocks, dolls, toys, pictures, etc. are examples of realia. Although they do not contain linguistic input, they can be used to have students talk about them by describing their appearances, their parts and uses, etc. in a question-answer and pair work technique. Realia can help students strengthen the bond between the language and the concrete objects in the real world through their senses.

The EFL teachers of adolescents can also have their students do audio reading, which children can both read and hear the native speaker models' pronunciation. When they both listen to and read them, they can improve their reading comprehension skills along with listening skill. Use of authentic materials makes the abstract concepts more concrete. Through visuals and linguistic input, learning becomes more attractive and enjoyable.

Jose and Raja (2011) suggest that newspapers, as an important source of authentic material, can be used to teach reading, making it appealing to the students, sparking curiosity through real life events containing interesting topics. They also added that as long as teachers organize the content of newspapers and make it comprehensible and

manageable in accordance with the difficulty level, students can develop proficiency in grammar and writing skill, as well. Authentic texts also contain texts that are helpful in improving reading skill, proliferating the English knowledge, provide students with complex sentence structures and a rich vocabulary that they cannot have in speech.

On authentic materials, the survey results indicated that the EFL teachers rarely prefer letting students bring authentic learning materials to the class and choose what they want to read among different themes. Children vs. adolescents wise, the EFL teachers of adolescents let their students choose what they want to read among different themes at a significantly higher rate than those teaching children.

During in-class observations, this technique was detected among the least preferred language-teaching practices by the EFL teachers of adolescents. Although the curriculum suggests the use of authentic materials such as movies and documentaries that provide cultural and nonverbal elements of language, the EFL teachers of adolescents do not prefer letting students bring authentic learning materials to the class, arguing that English class is not an elective one and most students are not eager to learn English in public schools. The EFL teachers said that there are very few students that would bring authentic materials to the class voluntarily and it is not allowed in the state school to let students bring authentic learning materials to the class unless authorized by the school administration.

EFL teachers can have their students watch films on daily subjects, documentaries, scientific discoveries, etc. and pause the film at a very interesting stage when students' attention was at the peak so as to ask questions like "What may happen next?, Why may that happen?, etc. The questions can encourage students to participate in-group discussions and improve their speaking skill, as well. EFL teachers can have students listen to English conversations giving pauses between the sentences to give them time to think and understand the whole sentence reinforcing in their minds.

Within the context of activity-based learning EFL teachers can have students bring their toys at home to the English class, for the purpose of teaching and practicing the linguistic input. Students like showing off what they have and learn to share them with their friends, which lead to pair and group work conversations.

EFL teachers of children can use the two-hour classes a week efficiently by addressing to the children's auditory and visual senses. Piaget (1964) suggests children are at the stage of maturation so they are making progress in using their fingers and hands practically. Having children perform excessive writing in the notebooks can take them a long time in a class limited with two hours a week. EFL teachers can assign written tasks and activities as homework outside the class.

5.20. The Use of Student Produced Texts as Teaching Materials

For the next item "using student produced texts as teaching materials", the survey results illustrated that the EFL teachers rarely prefer using this technique. With regards to experience, the EFL teachers with 21 or more years of experience expressed that they use student-produced texts as teaching materials at a significantly higher level than those with 6-10 EFL teaching experience. During in-class observations, it was detected that this technique was among the least preferred language teaching techniques by the EFL teachers of children for the reasons such as English Level, plagiarism, heavy load of other school subjects.

The EFL teachers of adolescents stated that very few students are proficient enough to be able to produce the texts to be used as teaching material. They expressed that, even if they ask the students to write a text of their own, they may copy it on a web site and bring it to the class as if it was their own produced text. They put forward that there is not only English class; there are also many different classes other than English. The students are very busy with the homework assignments given by the teachers of the other classes like Math, Science, Literature; etc. EFL teachers said that there are too many students to use this technique in an English class. However; the curriculum views the students as creative individuals who can produce language materials and tasks with the guidance of their teachers, but the conditions in which the EFL teachers work make it harder for them to apply this technique. On the other hand, the EFL teachers can assign their students to prepare project works in other disciplines such as their favourite school subjects using English. For instance, they can be asked to write their project on an experiment that they do in Science class, there may be other subjects as well.

5.21. The Use of L1 in L2 Classes

The survey results exhibited that the EFL teachers sometimes prefer giving instructions and explanations in Turkish and in terms of teaching experience, both the EFL teachers with 1-5 years of experience and those with 11-15 years of experience use Turkish to give instructions and explanations at a significantly higher level than those with 16-20 and 21 years. With regards to children vs. adolescents, the EFL teachers of children use Turkish to give instructions and explanations more often than their colleagues teaching adolescents. During in-class observation, it was detected that this technique was among the most preferred language teaching techniques by the EFL teachers of children. They put forward that they use L1 to make clarifications to make sure that students do the tasks and activities properly and for behavior management to incorporate discipline to have students take the class seriously when they do not concentrate on the lesson. Littlewood and Yu (2011) found that L1 is extensively used in English classes suggesting a balance between the target language and L1 use.

The past research by Macaro, (2000) and Prabhu, (1987) reported that L1 is mostly used to clarify the complex grammar subjects, to deal with class management problems, to accelerate the teaching and learning practices, to give instructions and to explain the meaning of the lexical items. On the other hand, Mcmillan & Rivers (2011) also found that less proficient EFL teachers in English tend to use more L1 in their classes, using it to converse with the students and make comparison between L1 and the target language.

In another study, Kang (2013) observed that the Korean elementary school EFL teachers' years of experience, proficiency level in English, their students' socio-economic status and incorporating discipline play a significant role in L1 use in their classes. Sali (2014) also acknowledged that based on the students' level of English, Turkish EFL teachers use L1 for managing the class, establishing communication with students, describing grammatical structures in English, giving instructions to help students make smooth transitions between the tasks. The more proficient their students become in English, EFL teachers can feel the need to speak English more often. Furthermore, Ford (2009) found that learners' English level and motivation, the content

of the lesson, English teachers' individual characteristics, teaching experiences and cognitions on English teaching rather than external factors such as school regulations and teaching methodologies determine the L1 use in English classes. Jingxia (2010) observed that EFL teachers code switch into L1 either intentionally or not intentionally to describe the meaning of the unfamiliar vocabulary items, to explain grammar subjects, to make modifications in sentences and transit from one sentence to another in English to make sure that students understand what is told.

The curriculum designed for the English classes in Primary Schools by the MoNE (2017) advises that communication should be carried out in English as much as possible. It also points out that L1 usage is not prohibited or discouraged, but it should be employed only as necessary (i.e. for giving complex instructions or explaining difficult concepts).

In terms of teaching experience, the survey results indicated that both the EFL teachers with 1-5 years of experience and those with 11-15 years of experience had students translate the reading texts into Turkish and the EFL teachers with 21 or more years of experience spoke English in their classes at a significantly higher level than those with 6-10 EFL teaching experience.

Similar to the finding of the study, Blackman (2014) found that the teachers with less experience used L1 significantly more than their more experienced colleagues in explaining grammar subjects, describing the meaning of the vocabulary, giving feedback, and establishing communication with their students. In the course of teaching experience, EFL teachers can increase the rate of L2 use by developing their mastery in-class management.

However, unlike the finding of the present study, Zheng and Borg (2013) observed that the least experienced teacher performed English teaching practice teaching the grammar within the context implicitly; however, experienced teachers had grammar-based language teaching. On the other hand, Macaro (2001) attributed high frequency of L1 use by the teachers with less experience to class management problems; arguing that the teachers with more experience are better at managing their classes without using L1 thanks to the teaching skills gained within years.

Apparently, L1 use is inevitable in L2 teaching classes for various reasons as put forward in the past research studies. EFL teachers can benefit from the advantages of their L1 as it is their and their students' mother tongue to find time saving immediate practical solutions to the administrative problems, teaching of the complex structures and explaining the meaning of some vocabulary items with abstract connotations. Inbar-Lorie (2010) recommends that EFL teachers should follow the research studies in applied linguistics and evaluate theirs and their colleagues' teaching practices to use the appropriate L2 teaching for young learners in their own school contexts.

The survey results displayed that the EFL teachers of both children and adolescents sometimes prefer conducting translation exercises. During in-class observation it was detected that this technique was among the least preferred techniques among the EFL teachers of children. They stated that it is not suitable to use this language teaching technique as children know nothing about the grammatical rules of English, besides the curriculum of the Primary Education consists of simple forms such as am, is, are, have/has got, can, etc. and these simple structures are taught implicitly. Similar to these findings, Garton, Copland and Burns (2011) also reported that very few English teachers used translation activities as language teaching techniques with the young learners in their English classes; instead, they used the techniques associated with Total Physical Response activities like drawing, and coloring.

5.22. Intelligible Pronunciation

The survey results showed that the EFL teachers often expect students to produce intelligible pronunciation frequently. During in-class observations, this technique was detected among the most preferred ones by the EFL teachers of children. The influential factors on their emphasis on the comprehensible pronunciation was the age of the students, as the students have flexible speech organs, the EFL teachers were giving importance to form a habit of comprehensible pronunciation production in children.

It can be interpreted that EFL teachers put emphasis on this language teaching technique because the children are at the early stage of English learning experience, they should become familiar with the sounds that are not available in Turkish to form a

proper pronunciation development. As Turkish students are used to pronouncing the sounds in their mother tongue uttering the sound of each letter in the word, Gürsoy (2017) revealed that children try to improve their pronunciation skill in English by alphabetizing/transcribing the English sounds as they hear them in their native language, Turkish. It is easier to teach children the correct pronunciation than try to correct the mispronunciation later on.

Another reason for the EFL teachers to correct mispronunciation can be told that children are more inclined to be able to imitate what they hear at an early age as the speech organs are more flexible, which makes it easier to teach correct production of the sounds. The Primary School curriculum consisted of beginner level of English, so if the children have a sound basis from the beginning, they can easily build up an intelligible pronunciation of English sounds. Pronunciation has an influence on the improvement of the receptive and productive language skills. Both to understand and to be understood in English, having children pronounce a word comprehensibly is as important as the knowledge of vocabulary and grammar.

A study by Baker (2014) showed that students find pronunciation teaching activities very useful and suggested kinesthetic/tactile production techniques, visual identification and audio recognition activities, and pronunciation teaching games. Teaching correct pronunciation helps improving listening comprehension, which is important to form a comprehensible speech, correct pronunciation must be heard to enable the correct production of the pronunciation of the sounds, phonological improvement and speech comprehensibility. Saito (2011) also found that explicit instruction of pronunciation had a significant influence on the intelligibility of reading.

In a longitudinal study, Sparks, Patton, Ganschow & Humbach (2009) found a strong positive correlation between word decoding skill in L1 and L2 word decoding skill, leading to proficiency in verbal and written aspects of L2. They also concluded that Modern Language Aptitude Test is the right predictor of L2 proficiency. However, they did not find a strong correlation between affective factors (motivation and anxiety) and L2 proficiency. Major, Fitzmaurice, Bunta & Balasubramanian (2002) tested the listening comprehension skill of the Chinese, Japanese and Spanish nonnative speakers

of English and the native speakers of English, having them listen to nonnative speakers of English. They found that native speakers of Spanish outscored the others while listening to the nonnative speaker with Spanish accent, but the Chinese scored significantly lower than the other nonnative speakers while listening to Chinese accented speaker, who spoke the same language as themselves.

Major et al. (2002) claimed that English is a stress timed language while Chinese is a syllable timed one, so the Chinese nonnative speakers of English must have difficulty in understanding the English speaking native Chinese speaker because s/he made a transition from a syllable timed language, Chinese, to a stress timed language, English.

5.23. The Use of Writing

The survey results indicated that the EFL teachers often prefer having students write short paragraphs in English. With respect to children vs. adolescents, the EFL teachers of adolescents have students write short paragraphs in English at a significantly higher rate than those teaching children. With respect to English teaching experience, the EFL teachers who teach more than 26 students in their classes have their students write short paragraphs in English significantly more than their colleagues who have smaller sized classes of less than 25 students.

In terms of academic degree, the EFL teachers holding MA or PhD degree have students write short paragraphs in English more often than those with BA degree. During in-class observations, it was detected that this technique was among the least preferred language teaching techniques by the EFL teachers of children. They stated that children are not in a proficient level of English and knowledgeable enough to form sentences using auxiliaries and function words to write down their thoughts in English. The EFL teachers expressed that children are just beginner learners of English, reading skill should develop first and then writing skill can improve gradually.

According to the curriculum, students do not keep notebooks in second and third grade levels. The teaching of speaking and listening skills are encouraged in the second third and fourth grades, and in the following grades reading and writing skills should be

encouraged. Students can be encouraged to keep diaries and journals to improve their writing skills. If they can have a habit of keeping a diary on what they do daily, they will gain autonomy in their own learning in a short time.

5.24. Incorporating Experiential Learning

EFL teachers can take students to field trips to the parks, museums, zoos, etc. and speak in English to their students introducing the objects and context of the place that is being visited. The field trips can provide the students with real life experiences associating the language with their experiences. EFL teachers can introduce the necessary linguistic input such as the related vocabulary items, chunks and sentences associated with the places to the students via visual aids before taking them to the field trips to make them familiar with what they will see. Following the field trips, EFL teachers can review what has been done through pair and group work, having students write a summary or a short paragraph about what they have seen and done.

The seasons can also be good reasons for using experiential learning, students will be happier in the schoolyard playing snowballs and making a snowman on a snowy day, the students can learn many vocabulary items related to the winter by experiencing real world outside the four walls. Teaching the plants, flowers, trees, singing birds, sunny sky, etc. on a spring day makes the English class the most favorite among the other school subjects.

Students may feel bored with traditional teacher-centered language teaching techniques. At this point, activity based learning can be used to make English class more appealing. The activities that students do can lengthen their attention span giving them a joyful interest and opportunity to improve physical and mental capacities using more senses experientially, connecting L2 with the activities performed. Superfine (2002) suggests the use of materials such as glue, sticky paper, cards, pictures, clothe, scissors, etc. that students can produce some items like toy clocks, cars, planes, houses, etc. so that the teachers can have them describe what they do using the vocabulary items and simple sentences in connection with the tasks they perform, giving them a real life experience.

Keeping students busy with drawing and coloring is an effective means of teaching English, as well. EFL teachers can give students instructions telling them to draw shapes such as a circle, triangle, square, etc. so that they can relate the L2 input with what they do. Meanwhile, having students color the drawings can provide appropriate situations to form small talks such as “If you color the house in red, it will look good under the blue sky, If you draw a garage, you can park the car in it, etc.” Students are encouraged to implicit learning of English via drawing and coloring activities within the situations created for L2 use. Cooperating with Music teachers and choosing songs that are suitable for the students’ level can be helpful in improving listening and pronunciation skills while dancing and having fun. Songs will echo and linger in students’ minds and they will sing them even after the class once they learn the lyrics and the tune.

Finally, taking into account all the quantitative results and qualitative findings, within the context of the reasons put forwards by the EFL teachers, while some quantitative results coincide with qualitative findings, there are also contrasting results, as well. Although the quantitative results showed that the EFL teachers participated in the study prefer to use the techniques identified with meaning and function based methods and approaches more than the structure based ones, the findings of the in-class observations and the post observational interviews revealed that the EFL teachers prefer both language focused and teacher-centered language teaching techniques.

The discussion of the results of the quantitative phase and the findings revealed in the qualitative phase of the study has been presented above; the next chapter will present the implications for the teacher trainers, curriculum designers, material designers, EFL teachers, and researchers in ELT.

CHAPTER 6

6. CONCLUSION

In this chapter, the purpose of the study, the participants, data collection process, data analysis conducted to answer the research questions, the results obtained in the quantitative phase and the findings revealed in the qualitative phase of the study will be summarized. Afterwards, the implications and the limitations will be discussed. Finally, suggestions will be made for further research studies.

6.1. Summary of the Study

The review of the literature for the present study revealed that the past research studies mostly handled the methods like TPR, GT, ALM, CLT, CLL, etc. in isolation from one another and the majority of the research was on traditional versus CLT approaches. Very few research studies embraced the multiple language teaching techniques associated with a more comprehensive various language teaching methods and approaches.

Using a mixed methods explanatory sequential design, the aim of the present study was to examine Turkish EFL teachers' preferences for the language teaching techniques and find out whether EFL teaching experience, school type (Primary, Secondary, and High School), class size, grades of the students and the amount of teaching hours, degree held, and level of English proficiency have significant influence on their preferences for the language teaching techniques.

Quantitative data were collected from a sample of 213 Turkish EFL teachers working in Primary, Secondary and High Schools in Eskişehir province, Turkey, via the questionnaire survey developed based on Larsen-Freeman (2000) and Richards & Rodgers (2001).

Thereafter, to find out about the least and the most preferred language-teaching techniques, in-class observations were conducted and to explore why the Turkish EFL teachers prefer these language-teaching techniques least or most, post observational interviews were held with the 10 observee EFL teachers of children and 10 of them teaching adolescents. The quantitative data were analyzed through SPSS software 21

and the qualitative data were analyzed using Constant Comparative Method. The analysis of the quantitative data indicated that EFL teachers prefer using a wide variety of language teaching techniques associated with meaning and function based methods and approaches such as Community Language Learning, Communicative Language Teaching, Natural Approach, Whole Language Teaching, and Total Physical Response more than structure based ones associated with Grammar Translation method. From the results of the statistical analysis of the data collected from the EFL teachers in relation to the first research question, it can be told that the EFL teachers tend to prefer to use various learner and learning-centered language-teaching techniques more often than the language-centered ones.

In the second research question, whether the EFL teachers' teaching experience and academic degree (B.A. and M.A/PhD), teaching English to children or adolescents, the number of students in a class (10-25 and more than 26), and total teaching load per week (15-20 hours and 21-30 hours) have significant influence on EFL teacher's preferences for the language teaching techniques were also explained. It was found that the less experienced EFL teachers and the EFL teachers with B.A. tend to prefer using language-centered teaching techniques more than the experienced ones and the EFL teachers with MA/PhD, the EFL teachers of children prefer to use more implicit language teaching techniques associated with Total Physical Response and CLT than their colleagues teaching adolescents, who prefer to use explicit form based instructional techniques; the EFL teachers who have more than 26 students in their classes tend to prefer to use more practical language teaching techniques to make the learning of English easier, the EFL teachers who take 15-20 classes per week prefer to teach L1 meaning of the vocabulary items in English and put more emphasis on correct pronunciation than their colleagues taking 21-30 classes a week.

The results of the in-class observations detected the least and most preferred language-teaching techniques by the EFL teachers of children and adolescents. Both the EFL teachers of children and those of adolescents correct mispronunciations and use simple English giving short verbal commands in their classes. It was observed that neither the EFL teachers of children nor those of adolescents prefer using authentic

tasks and student-centered language-teaching techniques in their classes. Contrary to the tendency to use more learner and learning based teaching techniques reported by the surveyed EFL teachers in the first quantitative phase of the study, the results of the in-class observations showed a more traditional language based approach adopted by the EFL teachers in the study.

The findings obtained in the post observational interviews with the observee EFL teachers on the reasons for the use of frequency of the least and most preferred language teaching techniques revealed the factors, some of which have positive and some of which have negative influence on EFL teachers' preferences. English level of the students, class size, behavioral problems, and shortage of English class hours, students' motivation, practicality and applicability of the language teaching techniques were reported to be influential on the extent of EFL teachers' preferences for the language teaching techniques depending on the learner group (children vs. adolescents).

In sum, what the EFL teachers hope to do does not match what they practice in their classes depending on the reasons for the applicability of the related language teaching techniques in the teaching contexts of both children and adolescents. So, based on the findings, the implications of the study for the policy makers, program designers, teacher trainers, curricular designers, material designers, EFL teachers, and researchers in ELT will be discussed in the following section.

6.2. Implications

The results obtained in the quantitative phase and the findings revealed in the qualitative phase of the study attempted to answer the research questions have important implications for the policy makers, program designers, teacher trainers, curriculum and material designers, EFL teachers, and researchers in ELT.

The present study, which does not aim at proving the best language teaching technique, can also provide particularly the EFL teachers employed by the Turkish MoNE with an opportunity to compare and contrast the language teaching techniques they use in their classes in Primary, Secondary and High Schools and inform them about the past research which are either “for” or “against” the reasons for their preferences.

The study reported how often the EFL teachers preferred using the language teaching techniques in the questionnaire of the present study and the reasons for their preferences in their classes while teaching either children or adolescents. In the light of the research findings, some useful implications can be deduced for practice.

First of all, instead of beginning to teach English right from the first class of the Fall Semester, it can be better to warm up students by briefing them about the rules of the class, the reasons why they need to learn English, what is expected of them, how they should behave in the classes, what they should do, what they should be careful about, the importance of English in the technological era, etc.

Although English is easier to teach as a foreign or second language than other languages, it is mentally more demanding to teach it than the other school subjects such as Literature, History, Geography, etc. as these lessons are taught in students' mother tongue and do not require such a wide range of teaching techniques as teaching English does.

Students have various interests, abilities and learning styles, EFL teachers can do needs analysis to identify their students' priorities and expectations to use the necessary language teaching techniques to help them develop their English knowledge. Evaluation of the students' progress can be effective; it is also beneficial to let the students know what they should focus on while being taught English by the EFL teachers.

In public schools, the EFL teachers should socialize with the students as language is for communication, keeping the distance at a certain level lowering the anxiety students may feel; being approachable can make students feel more confident and less stressed. Less anxious students can feel comfortable and cope with the difficulties of L2 learning.

In this context, Berber & Kuru-Gönen (2017) found that the learners who have lower anxiety level use selective listening strategies paying more attention to the listening input, and less to translating from L2 to L1. The study shows the importance of respect, reward, mutual understanding and confidence in the classroom atmosphere for an effective teaching and learning experience to take place. Richards & Rodgers, 2014; Terrell, 1982 claim that teachers have a crucial role in taking care of the learning

atmosphere, creating a friendly classroom environment by decreasing the learners' anxiety level paying less attention to their errors. During the interviews, the EFL teachers expressed that their students like them speaking English in the class. Therefore, teachers can allocate more time to use English by presenting a model and creating an English-speaking environment in the class to have students get involved in a learning process enriched with English sounds, words, phrases and sentences.

To be able to keep students' attention in the class, the rate of the speech that teachers use has an important influence. The EFL teachers can balance their speech rate while speaking English in the class in accordance with the students' level to increase the rate of intelligibility of the utterances.

The EFL teachers can converse with their students in English during the break time both in and outside the school, in the school yard, in the school canteen, in school corridors saying "Hi, Good Morning, Good Afternoon, How are you?, What is the weather like? etc." they can create a situation for conversation to talk about from this and that, which brings a different enjoyable atmosphere in a formal school setting.

EFL teachers can extend their conversations with students outside the classes and converse with them in English asking questions about daily events, weather, friends, etc. Speaking and thinking is in mutual interaction and develop harmoniously, what students think can be reflected in spoken and written language. EFL teachers can organize discussions on solving a problem, expressing opinions on various topics between groups of students.

The study revealed that using oral commands are quite common among EFL teachers' preferences, so making use of short oral commands, though not long complex sentences, can keep students' mind busy with English even outside the classes. This technique can also help improve students' listening skill enabling them to associate the English verb they hear from their teacher to the physical movements they perform.

By providing the necessary conditions and giving appropriate situations, the EFL teachers can also encourage learner to learner interactions in English via pair and group works, the students can practice and improve English by interacting with each other through dialogues used in real life communication. Storch (2007) argues that pair work

contributes to language learning in its functional use. To contribute the students active involvement in learning English, the EFL teachers can increase the implementation of pair or group works in their classes using tasks and activities providing opportunities for discussions, role plays and problem solving that are appropriate to students' level; social interaction and group dynamicity make the learning more enjoyable and sustainable for the students.

EFL teachers can facilitate learner-to-learner interaction by having less proficient students do the class activities and tasks cooperating with more proficient ones; keeping in touch with their parents and assigning extra homework can help them keep the pace up with the average level of the class.

EFL teachers can use the language teaching techniques that help students associate English language with real life physical and mental activities having them play games sing songs, do karaoke and watch films in English. These activities can lead students to learn English itself rather than about its rules, encouraging students to internalize English. According to Paquette and Rieg (2008) using music provides a positive learning atmosphere where students can socially, emotionally and academically become more creative.

Via smart board, the EFL teachers can make use of audiovisual equipment that contain videos of native speaker models with various accents to improve students listening comprehension skills. Philominraj, Jeyabalan and Vidal-Silva (2017) attract attention to the vital role of visual learning arguing that learners are involved in genuine language learning through input and interaction. The smart board can also be used to teach the meaning of the concrete vocabulary items by showing the pictures of the items of the vocabulary it denotes creating appropriate context, as the classroom setting is confined with only the available objects.

The study revealed that EFL teachers consider pronunciation as an important element in the development of reading, listening and speaking skills, EFL teachers can benefit from the authentic material use more often to present native speaker models that provide the learners with an extensive variety of auditory and visual opportunities. The study also indicated that EFL teachers expect their students to learn more vocabulary

and structures to be able to generate sentences and become fluent in reading first to produce grammatically correct sentences at a normal speed. While teaching English, EFL teachers should balance the fine line between form and meaning based learning, they can be cautious just in case diverting from the primary aim of language learning, which is communication.

To enable students to improve their vocabulary knowledge, EFL teachers can use the language teaching techniques that have students use the new vocabulary item in a meaningful sentence or situation contributing to the practical use of English. Instead of teaching the vocabulary items in isolation from each other, the students can be given the opportunity to use the newly learned/taught one/s by recycling it in various situations. Having students use the newly taught one/s repeatedly enhances the retaining rate of it. Webb (2007) contends that frequent use of the vocabulary in meaningful sentences increases the vocabulary knowledge as learners encounter it repeatedly.

English is a modern language and has a rich vocabulary treasure, students can be encouraged to use dictionaries from L2 into L2 as those dictionaries were not written just for the sake of writing dictionaries; effective use of dictionary must become a habit, students should not refrain from looking up the dictionaries. EFL teachers should also teach the students how to use the dictionaries, especially the ones on the internet; the voiced ones can be quite beneficial in terms of teaching how to pronounce those newly learnt vocabulary items.

English to Turkish, Turkish to English and English to English dictionaries are available both in hardcopy and online, so students should be encouraged to get used to looking up the dictionaries English to English dictionaries, online dictionaries and voiced dictionaries. In English, most vocabulary items have multiple meanings; students should have dictionaries with example sentences in which they are used in different situations with different meanings. They can also learn multiple meanings of the vocabulary items and their use in example sentences. Students may improve their vocabulary knowledge learning more vocabulary beside the one, of which meaning they search for. A stitch in time saves nine; students must develop their vocabulary knowledge without neglecting. They should learn to look up the dictionary when they

come up with a new vocabulary item of which meaning they are not familiar with; otherwise, the number of the unknown vocabulary items will accumulate, which will impede students from learning English.

In public schools, classes are composed of students with mixed abilities; some are linguistically more talented than others are. Each individual learner cannot be expected to perform the same linguistic performance. While some students are more inclined to competitive learning others tend to be cooperative in learning English. EFL teachers can adjust the classroom atmosphere based on the general tendency of the students' characteristics as each class may differ from one another in terms of their attitudes towards English. Yeşilbursa (2004) suggests learners should be cared for from the emotional/affective perspectives to encourage learning English. The progress of the students can be evaluated doing counseling and needs analysis besides formative assessments like pop quizzes and examinations testing four language skills equally. EFL teachers should also observe the psychological mood of the students, there may be the ones who have problems with friends or they may have familial problems.

EFL teachers can adopt a positive approach towards errors; they can concentrate on positive performance of the learners by praising good performance rather than seeking errors in students' oral or written performances.

Students can learn English better if the EFL teachers assign homework so that they can allocate more time to study English extending the class time limitations outside the school. EFL teachers can have process assessments. Only performance based assessments about the outcomes of the students' homework assignments or exams may not be sufficient to evaluate students' performance and progress objectively. Merç (2015a) stated that helping students gain autonomy makes them feel self-confident in dealing with assignments and project works.

The study showed that EFL teachers use standard plans. Merç (2013) also stated that pre-service teachers have problems in coping with anxiety, selecting teaching materials, making plans in accordance with the students' needs and expectations. However, teachers have the freedom and autonomy to make their own classes' plans, as they are the only implementers of their own classes. Lesson plans give direction to the

goal of teaching and learning, helping reduce the classroom management problems. EFL teachers can have flexible plans in accordance with the levels of the classes. Aydın & Kuru (2012) suggest student involvement in decision making process on what to teach and learn, which acts as a positive motivator by reducing anxiety and increasing confidence.

In Primary schools, EFL teachers have the chance to have children gain positive attitudes towards English by shaping their cognitive abilities. taking advantage of the mental and physical development. Gönen & Sağlam (2012) put forward that the integration of intercultural awareness into EFL classes is an important component of the target language for students to succeed in. At early ages, children can have cultural awareness and get rid of debilitating prejudices easily; thus, facilitating the target language acquisition. Having students become aware of the importance of English as the common language of the whole world will also help them gain awareness about the intercultural role that it plays in uniting the people of the world opening the communication lines among the people speaking different languages.

Using a lecturing technique does not raise students' interest in the class, but results in decrease in the cognitive effort they may make. Teacher-centered techniques aim at reminding students of the themes, subjects peripherally, giving a lot of information in a short time, to explain the concepts, but not target improving their cognitive abilities. Without considering the cognitive development stage, as put forward by Piaget (1977), using the same language teaching techniques both for adolescents and children, treating the children as if they were adolescents or vice versa, may result in undesired consequences with regards to efficient teaching and learning to take place. For instance, Gürsoy & Eken (2017) stated that children possess enthusiasm and curiosity about the events around them; however, they are distracted easily, not being able to keep their attention for long periods. On the other hand, adolescents are able to deal with abstract notions of language.

Vygotsky (1978) claimed that there is a developmental stage between level of a child's ability to do a task or activity by him/herself and the level that s/he needs assistance of others. At this point, EFL teachers are assumed to play an important role to

guide children in L2 learning experience. Considering Piaget's developmental periods, EFL teachers can teach from more concrete to abstract notions. Piaget (1977) argues that children can organize knowledge at the concrete stage; they can know familial connections such as their father's father is their grandfather, and their uncle is their father's brother, so they can use family tree for teaching vocabulary, as well.

During the concrete stage, children are in a transitional period to the formal stage. Teaching children requires that teachers should make use of more audio-visual aids to make them become aware of what they learn by having them perform practical activities. Through practice, turning abstract concepts into concrete ones, they should have children wonder, enable them to find answer to "what, why, how, how many, how much, where, who etc." questions helping them form association with the reasons for the results of given events.

The more experiential learning the children are engaged in, the better they can reinforce what they acquire so that they can make a smooth transition to the formal abstract period. Children's five senses are sensitive to the outside world and ready to receive what is happening around them. They can group the objects, people, animals, etc. and can classify the objects with regards to their size, weight, volume, length, width, etc. Children in the concrete stage are able to make simple calculations when they are provided with concrete examples using objects that they are familiar with. They are also good at manipulating their mother tongue at this stage. They learn how to decode the discrete letters, read and write. Meeting children's needs and interests make the teaching and learning easier and fun. Teachers should enrich the teaching process using games, songs, etc.

Teaching English especially to children in accordance with the "here and now" principle can help EFL teachers prevent the learning difficulties they may have. Teaching above students' level can be encouraging in having them attain a higher level of English and a reason for struggling to learn more of it. While teaching kids, EFL teachers should consider sequencing their tasks and activities from concrete to abstract concepts, from the known to unknown, from simple to complex and from near to farther.

A language teaching class has a multi-dimensional characteristic. More than one activity can be done in some classes; while some students do reading tasks, others can do writing; some others can have group discussions. EFL teachers can adjust their teaching in accordance with the seasons by creating situations suitable to the weather conditions, talking about snow in springtime may not mean much to the students. Extending learning experience outside the class time, teachers can take the children outside; have them play games suitable to the seasons in the schoolyard to teach the vocabulary related to winter time.

EFL teachers can talk to the children in English using the words denoting the objects that children see and touch, e.g. related to the snow making children familiar with the linguistic input experientially without feeling the need to explain what a snowman, snowball, sliding, etc., stand for while having children play snowball on a snowy day and having them build a snowman. The EFL teachers can take students out in different seasons to make students familiar with the outside world helping them gain real life experience associating it with the linguistic input.

The EFL teachers can take students to school trips to museums, parks if available in their towns, etc., they can take them outside on a warm day to teach the vocabulary related to the plants trees, the sky, colors, birds so that students can have both real life experience and hear the English vocabulary in a given situation or context. The EFL teachers can also invite native English speakers, if available where they live, to their schools and give the students opportunity to meet and converse with them from time to time.

Having children draw pictures in their notebooks by giving them directions such as draw two ears, a mouth, a nose, two eyes, etc. can facilitate a better comprehension through concrete experience they can have. Oral commands are efficient in teaching children a new vocabulary item creating a context for learning, as well.

There may be students, who have never seen their parents reading, even a newspaper at home; therefore, the EFL teachers can assign these students plenty of reading tasks so that they can improve cognitively. They can use reading tasks by encouraging students to think, examine and learn while reading; asking them pre-

reading questions, during reading and post reading comprehension questions so that they can repeatedly see the new vocabulary items they have learnt.

EFL teachers should consistently assess the outcomes of the language teaching techniques they use so that the students know what their teachers expect them to learn. Considering the cognitive development stages, EFL teachers should use the language teaching techniques that will help students analyze, synthesize, practice and evaluate what they learn. To encourage a gradual transition between the learning stages, EFL teachers can give True/False tasks, matching activities, multiple choice tests, short answer questions and open-ended questions in the pop quizzes and evaluation exams.

This study may help the curriculum designers understand the classroom realities from the EFL teachers' point of view and see what language teaching techniques are more applicable in classroom setting where children or adolescents learn English. By considering the reasons in terms of applicability of different language teaching techniques associated with ELT methods and approaches, the curriculum designers can become more knowledgeable about what techniques have common use among EFL teachers in Primary, Secondary/Middle and High Schools.

The study can inform the material designers so that they can become wary of preparing the content of the textbooks giving priority to the tasks and activities eligible for the language teaching techniques preferred by the practitioners in the compulsory Turkish Educational context thanks to the findings of the analysis of the rich quantitative and qualitative data. The study can also help the material designers take particularly the differences between the preferences of the EFL teachers of children and those of adolescents into consideration while designing themes.

The material designers are supposed to prepare textbooks eligible to both children and adolescents. The books for children should contain more visuals with interesting large pictures depicting real world contexts; scripts should be larger, as well. Concrete stage is very important in terms of social development. Along with the physical development, mental development takes place in a fast pace. Since children cannot perform abstract thinking/reasoning yet, they acquire the language implicitly. Pictures/audio stories accompanying with simple linguistic input such as words,

phrases, chunks and simple sentences describing the course of events can help children associate the meaning of the vocabulary items with the pictures they see implicitly.

The study reports a wide variety of language teaching techniques, showing that teaching English is not just a matter of using a few prescriptive methods. It also indicates the role that teaching experience and academic degree of the EFL teachers', the age of the students, the number of students in a class, and total teaching load per week play on the choice of using language-teaching techniques. The student teachers at English Language Teaching Departments at universities can be aware of the potential uses of the language teaching techniques by the less or more experienced practitioners and make their decisions on teaching English either to children or to adolescents weighing their own strengths and weaknesses.

Yeşilbursa (2011) claims that EFL teachers have problems implementing the theoretical knowledge of methodology courses in their school contexts, suggesting a more reflective solidarity between the ELT training courses and the courses in school settings, which can contribute to the smooth transition from student teachers' education to their teaching practices. Teacher trainers/mentors are assumed to have accountability for training the student teachers on the theoretical knowledge on language teaching methods and approaches to help them use the appropriate language teaching techniques in accordance with the context they teach English.

In their study, Gürsoy et al. (2016) found that student teachers find their supervisors' in-class observations and the feedbacks given on their teaching performance useful as they benefit from the knowledge and experience of their mentors', suggesting a Clinical Supervision Model to help student teachers professional development in teaching practice. Kuru-Gönen (2016) suggested that pre-service teachers can make use of reflective reciprocal peer coaching, too.

Kumaradivelu (1994) also contends in his post method claim, it is necessary to train the language teachers in terms of language teaching methods and approaches to enable them to use the necessary language teaching techniques in the teaching and learning contexts they work. The undergraduate students/preservice teachers at ELT departments are usually trained for teaching in ideal classes for language teaching in

small groups, but the present study showed that there are more than 20-30 students, which is above the standard language teaching class. Rather than being an outsider, teacher trainers should have at least two years of teaching experience especially in public Primary and Secondary schools with children and adolescents to share their teaching experiences with adult students at universities. Beside theoretical knowledge, they can have practical knowledge gained through experience, which can contribute to training of the future EFL teachers.

As part of language methodology classes, teacher trainers/mentors can make recommendations to their students, who will be teachers in the future, about the contextual language teaching factors using the findings of the study. Based on the knowledge of English and personal characteristics of their students, teacher trainers/mentors can suggest them to choose to teach children or adolescents.

Teacher trainers/mentors should keep in mind that in the educational curriculum of Primary, Secondary and High schools, beside English class, there are many different classes such as Math, Literature, Social Studies, etc. that the students have to take, as well. They can advise their undergraduate students to have understanding towards the students and recommend them that they should adopt a suitable role to the context they will teach.

ELT teacher trainers/mentors can concentrate more on teaching in undergraduate classes how to teach English rather than trying to advance their undergraduate students' knowledge of English as they have already gained a certain amount of proficiency level to be able pass the university placement exam. How much of the English knowledge the undergraduate students will use when they begin teaching English in schools is open to discussion, considering the level of the students they will teach. During the interviews, some EFL teachers in Primary schools confessed that they forget most of their English knowledge while teaching children English in lower levels.

Although teachability of English is easier than other languages, it is more demanding to teach it than the other school subjects such as Literature, Geography, Science, etc. as these subjects do not require such a wide variety of teaching techniques as English teaching does.

The undergraduate students are more advantageous in doing their jobs as they use the same knowledge they have to teach English. They also have a long experience of learning the job that they will teach to their students, which is very relevant to what they will do after graduation. In other branches such as medicine, dentistry, engineering, etc. the students are trained at university without a previous professional knowledge; however, English teachers are learners of English, experienced in English learning and teaching. This advantage can be directed into an EFL teaching accordingly.

Policy makers can make the necessary regulations to have undergraduate students in ELT departments start to practice the theoretical knowledge of the ELT techniques in their practicum as student teachers at the Primary, Secondary or High Schools of MoNE as of the second grade. Thus, they can easily gain and manipulate the teaching skills by practicing the theory they learn at the same time when they start early.

Teacher trainers can inquire how their undergraduate students learned English, what language teaching techniques their teachers used while teaching them English. Teacher trainers may study the effect of their English teachers' use of language teaching techniques on their students' proficiency level as undergraduate students. In this context, Yeşilbursa (2011) suggests that student EFL teachers should be encouraged to reflect back on their language learning experiences, keep a reflective writing during pre-service EFL teaching for the professional development to strengthen the bond between theory and practice.

Teacher trainers can advise their undergraduate students to use the language teaching techniques eligible for their students' profiles in the school contexts they will teach. Considering the limited technological conditions in those times, it may not be acceptable to speak to the student EFL teachers ill of the previous language teaching methods and approaches as they contributed to the development of language teaching techniques and people have learnt languages through them. For instance, had Graham Bell not invented the telephone, there would not be mobile phones now.

During interviews, the EFL teachers complained about being less proficient in English by teaching low level English classes in Primary Schools. EFL teachers can enhance their knowledge by reading on various disciplines in English, they can keep

diaries to improve their writing skills, watch and listen to English native speaker talks on foreign TV channels such as BBC, discovery channel, CNN, etc. If EFL teachers attempt to learn other languages, they can appreciate the value of English and realize the ease of teaching and learning English among other languages with more complex structures.

Applicability of EFL teaching techniques depends not only on the EFL teachers/practitioners, but also policy makers, teacher trainers, material designers, students and even parents. The whole system is accountable for the effective implementation of the language teaching techniques.

In a short period of time, the system of education went through some major changes in Turkey. On August 16, 1997, the eight-year compulsory education, which had been discussed since 1946, was put into effect. According to the eight-year compulsory education, children were supposed to start Primary Education when they were 69-80 months old. However, as of April 11, 2012, Primary Education Law was issued stipulating a 4-year Primary School + 4-year Secondary School and 4-year High School education, which is known as 4+4+4 compulsory education model. According to the 4+4+4 model of education, children are supposed to start Primary Education when they are 60-66 months old (Gürsoy, Korkmaz & Damar, 2016).

Gürsoy et. al. (2016) noted that as the result of the new education policy, EFL classes were introduced to the curriculum of the Primary School program as of the second grade and this brought about the issue of necessary qualification for teaching English to children. Gürsoy et. al. (2013, 2016) suggested an in-service preparation for the new English Language Teaching Program (ELTP).

Although the new 4+4+4 education system gives the opportunity to the children to start learning English as of the second grade, it is controversial in terms of Piaget's (1977) argument that there is a concrete operational stage between 7-12 years of age, when children are not able to reason abstract notions and formal operational stage (12-more years), when multidimensional and abstract thinking begin to develop. Before children complete the cognitive development stage between 7-12 years of age and

become adolescents, they begin the fifth grade (at the age of 10) as secondary school students two years earlier than puberty and treated as if they were adolescents.

Piaget (1964) contended that abstract thinking begins to develop at the formal operational stage as of 12 years old. Lenneberg (1967) argued that because of the biological factors, there is a critical period during puberty beginning at around the age of 12. Language acquisition during the critical period is subconscious, children learn to speak and understand the language without noticing the structure of it. After puberty, language learning becomes more complicated and different from the critical period, in which language is acquired. Bley-Vroman (1988), Skehan (1998) and Dekeyser (2000) put forward that children learn the language implicitly and adolescents learn it explicitly, in fundamentally different ways. Krashen (1985) put forward that children acquire the language without being aware of the grammatical form of the target language, but adolescents learn it by performing abstract thinking.

The policy and lawmakers have the power to make the necessary changes by considering the differences between children and adolescent learners. The study indicated that the EFL teachers of children use simpler language teaching techniques, while those of adolescents use more complex ones. A classification that can be made in accordance with Bley-Vroman (1988), Dekeyser (2000), Krashen (1985), Piaget (1977) and Skehan's (1998) arguments and the results of the present study can benefit both the learners and the teachers.

Although the new 4+4+4 educational model offered an early start for teaching English for the second graders in Primary School, there are inconsistent applications in the twelfth grades in High Schools. During the in-class observations, the classes of the EFL teachers teaching the twelfth graders were not conducted as they expressed that they did not have English classes since the students work on the preparation tests such as Mathematic, Physics, Biology, Chemistry, Literature, History, Geography, History, Psychology and Philosophy to pass the university entrance and placement exam.

There are very few High Schools where twelfth graders have English classes only to pass the English proficiency test in the university exam to study ELT, English

Literature, American Culture, Linguistic, etc. The program designers in the university placement center should put at least 5-10 English questions in the university exam so that all of the twelfth grade students can take English classes seriously and have a purpose to study English to pass the university exam. Some questions testing the English proficiency in the university exam will have a facilitative motivating force to get students to learn English.

Finally, The MoNE, as a democratic institution, is doing its best to provide the EFL teachers with good working conditions, employment assurance and wages above the standard living conditions. Teachers have long holidays that they can go to English speaking countries to become proficient English speakers and experience the intercultural interaction that English creates. EFL teachers' conscience also plays a vital role in dedication to use the efficient up-to-date language teaching techniques.

6.3. Limitation of the study

Using a mixed methods explanatory sequential research design, the study attempted to first identify Turkish EFL teachers' preferences for language teaching techniques through the survey questionnaire, detect the least and most preferred language teaching techniques through the observation form and explore the reasons why they preferred to use those language teaching techniques via post observational interviews. First, the study is limited to the quantitative data collected from only 213 Turkish EFL teachers in the first phase, the observational data, and the post-observational interview data collected from 20 EFL teachers of the surveyed 213 EFL teachers in Primary, Secondary/Middle, and High Schools in Odunpazarı and Tepebaşı districts of Eskişehir province, Turkey.

The results may not reflect the general tendency as the study was conducted in only one province of Turkey. Second, the data collection instrument is limited with the items containing 57 language teaching techniques associated with language teaching methods and approaches developed based on Larsen-Freeman (2000) and Richards & Rodgers (2001). There may be other language teaching techniques used by EFL teachers, but they are not include in the study. Quantitative data collection phase of the

study was limited to the Fall Term of 2016-2017, while the observational and post observational-interview data collection phases were limited to the Spring Term of 2016-2017. The results can only be generalized to similar contexts in public schools in Turkey. There may be EFL teachers having students with learning handicaps, speech deficiency, mental or emotional disorders, these factors are beyond the context of the present study.

6.4. Recommendations for further research

The study employed a mixed methods explanatory sequential design through survey, in-class observations, and post observational interviews. The future research studies can make use of other research designs, as well. Using a mixed methods exploratory design, the researchers can conduct in-class observations, after detecting the language teaching techniques, they can develop a questionnaire based on the observations. There may be other language teaching techniques explored in addition to the ones presented in the present study and questionnaire items can be developed to survey the EFL teachers. Furthermore, focus group discussions or one on one interviews with the chosen sample can be held, as well.

The study attempted to explore why EFL teachers used less/more the language teaching techniques in their classes; however, the future research can also explore how the EFL teachers use the language teaching techniques. This study can also be replicated in private Primary, Secondary/Middle and High Schools. The language teaching preferences of the EFL teachers teaching adults at university prep classes and the schools in remote districts and towns, under-explored contexts can be studied, as well. The language teaching techniques used by the native speaker ESL teachers and nonnative EFL teachers can be compared in the future research.

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APPENDICES

Appendix-I Research Permit

Ana. Üni. Evrak Tarih ve Sayısı: 08/12/2016-E.100172



T.C.
ESKİŞEHİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : 88074293/605.01/13656993
Konu: Araştırma Projesi

04.12.2016

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
(Genel Sekreterlik)

İlgi : a) 30/11/2016 tarih ve 13508918 sayılı olur.
b) 22/11/2016 tarih ve E.140138 sayılı yazınız.

İlgi (b) yazı ile istemiş olduğunuz "Araştırma Projesi" incelenmiş ve uygun görülmüş olup, ilgi (a) Olur ekte sunulmuştur.
Bilgilerinize rica ederim.

Necmi ÖZEN
Vali a.
İl Millî Eğitim Müdürü

EKLER :
1-İlgi (a) Olur (1 sayfa)
2-Araştırma Değerlendirme Formu (1 sayfa)

Adres :
Anadolu Üniversitesi
Yunus Emre Kampüsü
PK.260470 ESKİŞEHİR

Aslı ile Aynadır
5070 Sayılı Yasa ile
elektronik olarak
imzalanmıştır.
05-12-2016
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Memur

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Elektronik Ağ: www.eskisehir.meb.gov.tr
e-posta: strateji26@meb.gov.tr

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Appendix-II Flow of the Research Process

Timeline	Procedures
	Developing the questionnaire
2014 Fall Term	↓
2015 Spring Term	Submitting the questionnaire for expert opinion
	↓
1 st week of December, 2016	Taking research permit
	↓
2 nd week of December, 2016	Piloting the questionnaire
	↓
3 rd -4 th weeks of December, 2016	Quantitative data collection and analysis
	↓
1 st week of January, 2017	Determining the observee sample
	↓
2 nd – 4 th weeks of February and 1 st – 3 rd weeks of March, 2017	Conducting in-class observations in the classes of 10EFL teachers of children in 2 nd , 3 rd and 4 th grades
	↓
2 nd – 4 th weeks of February and 1 st – 3 rd weeks of March, 2017	Having post observational interviews with the 10observee EFL teachers of children in 2 nd , 3 rd and 4 th grades
	↓
4 th week of March and 1 st – 2 nd weeks of April, 2017	Conducting in-class observations in the classes of 3EFL teachers of children in 5 th and 6 th grades and adolescents in 7 th and 8 th grades
	↓
4 th week of March and 1 st – 2 nd weeks of April, 2017	Having post observational interviews with the 3observee EFL teachers of children in 5 th and 6 th grades and adolescents in 7 th –8 th grades
	↓
3 rd - 4 th weeks of April and 1 st – 2 nd weeks of May, 2017	Conducting in-class observations in the classes of 7 EFL teachers of adolescents in 9 th –11 th grades
	↓
3 rd - 4 th weeks of April and 1 st – 2 nd weeks of May, 2017	Having post observational interviews with the observee 7 EFL teachers of adolescents in 9 th –11 th grades
	↓
1 st – 4 th weeks of June, 2017	Qualitative analysis of the post observational interviews

Appendix-III Content Validation Instrument for Questionnaire

Dear Expert,

This questionnaire was prepared to identify Turkish EFL teachers' preferences for the language teaching techniques.

Please, ✓ rate each item according to how well it represents the domain being tested by indicating whether it is “essential”, “useful but not essential” or “not necessary”.

Domain Ratings: *Expert opinion about Turkish EFL teachers' preferences for the language teaching techniques measured by the items:*

(1) *Essential* (2) *Useful but not essential* (3) *Not necessary*

Section I – Personal Information:

1. Years of English teaching experience:

1 - 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 - 20 ☐ 21 or more ☐

2. Which High School did you graduate from?

Regular ☐ Vocational ☐ Anatolian ☐ Science ☐

3. Academic degree:

Bachelor of Arts (BA) ☐ Master of Arts (MA) ☐ PhD ☐ Other

4. Department of graduation:

ELT department ☐ American Literature ☐ English Literature ☐ Linguistics ☐

Interpreter-Translation ☐ Other:

5. If not ELT, have you ever attended a course on language teaching techniques, methods and approaches?

Yes ☐ No ☐

6. Can you identify the method that your English teacher used to teach you English?

Audio Lingual ☐ Grammar Translation ☐ Direct Method ☐

Total Physical Response ☐ Communicative Language Teaching ☐

Eclectic (Mixed) ☐

7. Been to an English-speaking country?

Yes ☐ No ☐

8. If yes, where, when, and how long? (If your answer is NO to the previous question, skip this question!.)

9. Have you ever taken a test of English (such as TOEFL, KPDS, ÜDS, YDS)?

.....

10. If yes, which test was it and what was your score?

.....

Section II – School Information:

11. Type of school you teach at?

Primary School ☐ Secondary School ☐ Anatolian High School ☐

High School for Science ☐ Vocational and/or Technical High School ☐

Other:

12. Grade(s) of the students you teach:

2-4 ☐ 5-6 ☐ 7-8 ☐ 9-12 ☐

13. Total amount of hours of English class you teach a week

15-20 ☐ 21-25 ☐ 26-30 ☐

14. Average number of students in the classes you teach:

10 – 15 ☐ 16 – 20 ☐ 21 – 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐

41 or more ☐

Part III – Items pertaining to EFL teaching techniques:

Questionnaire Statements

	<i>Essential</i>	<i>Useful but not essential</i>	<i>Not necessary</i>
1. I encourage students to learn Turkish meanings of the vocabulary (GT)	1 ☐	2 ☐	3 ☐
2. I have students read authentic texts to improve reading their skill (WLT, CLT, CBI, TBLT)	1 ☐	2 ☐	3 ☐
3. I translate the vocabulary items only when necessary. (CLT)	1 ☐	2 ☐	3 ☐
4. I emphasize the practicing of structures verbally within a meaningful speech context (CLT, CLL)	1 ☐	2 ☐	3 ☐
5. I make simplifications in English to make the content comprehensible (NA)	1 ☐	2 ☐	3 ☐
6. I teach oral language earlier than the other skills such as reading and writing (ALM)	1 ☐	2 ☐	3 ☐
7. I use English in the classes (ALM)	1 ☐	2 ☐	3 ☐
8. I teach grammar and vocabulary to enable students to understand, speak, read and write in English. (SLT, NA)	1 ☐	2 ☐	3 ☐
9. I sequence the tasks and activities in terms of difficulty (TBLT, SLT, NA)	1 ☐	2 ☐	3 ☐
10. I have students write short paragraphs in English (ALM)	1 ☐	2 ☐	3 ☐
11. I use student produced texts as teaching materials (WLT, CLL, CLT, NA, CBI)	1 ☐	2 ☐	3 ☐
12. I give corrective feedback in mispronunciation (ALM)	1 ☐	2 ☐	3 ☐

13. I let students choose what they want to read among different themes (Theme-Based A)	1 ☐	2 ☐	3 ☐
14. I have students memorize the grammar rules (GT)	1 ☐	2 ☐	3 ☐
15. I use dialogues to contextualize the situations (SLT)	1 ☐	2 ☐	3 ☐
16. I slow the rate of speech to make the message more comprehensible (NA)	1 ☐	2 ☐	3 ☐
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation. (ALM)	1 ☐	2 ☐	3 ☐
18. I use Turkish to give instructions and explanations (GT)	1 ☐	2 ☐	3 ☐
19. I try to integrate four skills (WLT,CLT)	1 ☐	2 ☐	3 ☐
20. I give instructions in L2 by adjusting to students' levels. (CLT)	1 ☐	2 ☐	3 ☐
21. I sequence the class from controlled to freer practice of language structures. (CLT, SLT, CLL, WLT, LA, NA, TBLT, CBI)	1 ☐	2 ☐	3 ☐
22. I have students write a summary/interpretation of what they read (CBI)	1 ☐	2 ☐	3 ☐
23. I try to develop students' communicative competence via interactive activities (CLL, CLT)	1 ☐	2 ☐	3 ☐
24. 24. I let students bring authentic learning materials to the class (WLT,CLL, CLT)	1 ☐	2 ☐	3 ☐
25. I negotiate the lesson plan with the students (WLT)	1 ☐	2 ☐	3 ☐
26. I encourage students to guess the meaning of the new vocabulary from the context (CLT, SLT, WLT)	1 ☐	2 ☐	3 ☐
27. I use texts integrating English with other school subjects such as Science, Math, etc. (CBI)	1 ☐	2 ☐	3 ☐

28. I pay attention to accurate grammatical sentence formation (GT)	1 ☐	2 ☐	3 ☐
29. I adapt the dialogues to students' interest or situation (CLT, TBLT)	1 ☐	2 ☐	3 ☐
30. I use audio-visual equipment to provide native speaker models to improve listening (ALM)	1 ☐	2 ☐	3 ☐
31. I teach slightly above students' present levels (NA, TBLT)	1 ☐	2 ☐	3 ☐
32. I have students memorize dialogues, rhyming expressions, tongue twisters, songs (ALM)	1 ☐	2 ☐	3 ☐
33. I have students perform social activities like conversations, role plays, improvisations, games and discussions (CLT, NA, TBLT)	1 ☐	2 ☐	3 ☐
34. I do needs analysis and counseling (CLL, CLT)	1 ☐	2 ☐	3 ☐
35. I teach the meaning of the vocabulary through concrete objects/pictures (DM, TPR, NA)	1 ☐	2 ☐	3 ☐
36. I have students translate English reading texts into Turkish (GT)	1 ☐	2 ☐	3 ☐
37. I reinforce correct sentence formation (GT)	1 ☐	2 ☐	3 ☐
38. I expect students to produce comprehensible pronunciation. (CLT)	1 ☐	2 ☐	3 ☐
39. I have students engage in activities involving real meaningful communication (TBLT, CLT, CLL)	1 ☐	2 ☐	3 ☐
40. I select authentic materials for in-class use (e.g. newspapers, magazine articles, media materials, tourist guide books, etc.) (CBI, NA)	1 ☐	2 ☐	3 ☐
41. I try to lower students' anxiety (CLL, CLT, NA, WLT, TPR)	1 ☐	2 ☐	3 ☐

42. I conduct translation exercises (GT)	1	2	3
	☐	☐	☐
43. I teach English focusing on form (GT)	1	2	3
	☐	☐	☐
44. I have repetition and dictation drills (ALM, GT)	1	2	3
	☐	☐	☐
45. I have students do tasks in pairs or small groups (CLL, CLT, TBLT)	1	2	3
	☐	☐	☐
46. I establish a competitive learning atmosphere (CLL)	1	2	3
	☐	☐	☐
47. I translate the vocabulary items only when necessary (CLT)	1	2	3
	☐	☐	☐
48. I present the grammatical content and then have it practiced (SLT, GT)	1	2	3
	☐	☐	☐
49. I give students verbal commands in English to enable them to respond physically (e.g. sit down, stand up, etc.) (TPR)	1	2	3
	☐	☐	☐
50. I have students do painting/coloring/drawing activities (CLT, Activity-based A, Experiential Learning)	1	2	3
	☐	☐	☐
51. I encourage learner to learner/knower interaction (CLL, CLT)	1	2	3
	☐	☐	☐
52. I pay attention to fluency (CLT)	1	2	3
	☐	☐	☐
53. I use physical actions for descriptions (TPR)	1	2	3
	☐	☐	☐
54. I associate the tasks and activities with students' past experience/interests (CLT, NA, TBLT)	1	2	3
	☐	☐	☐
55. I try to integrate the functional, grammatical and lexical aspects of English (CLT, CLL)	1	2	3
	☐	☐	☐
56. I use real meaningful and authentic communication activities (CBI, TBLT, CLT, WLT)	1	2	3
	☐	☐	☐
57. I use authentic tasks supported by newspapers, TV programs and internet (WLT, CLT, TBLT, CBI)	1	2	3
	☐	☐	☐

Appendix-IV Face Validation Form for Questionnaire

Dear Expert,

This questionnaire was prepared to identify Turkish EFL teachers' preferences for the language teaching techniques.

Please, ✓ rate the face validity of the questionnaire as it appears to you.

Ratings for FEASIBILITY, READIBILITY, EASE OF COMPREHENSIBILITY, LAYOUT AND STYLE

(1) Not Acceptable (major modifications needed)

(2) Below Expectations (some modifications needed)

(3) Meets Expectations (no modifications needed)

Criteria for the appearance of the questionnaire	Score			Comments and suggestions to recommend revisions
	(1) Not Acceptable			
	(2) <i>Below Expectations</i> (some modifications needed)			
	(3) <i>Meets Expectations</i> (no modifications needed)			
	1	2	3	
<i>FEASIBILITY</i>	☐	☐	☐	
<i>READIBILITY</i>	☐	☐	☐	
<i>LAYOUT AND STYLE</i>	☐	☐	☐	

Please use the comments and suggestions section to recommend revisions for the statements NOT meeting standards and needed to be revised

Questionnaire Statements

1. I encourage students to learn Turkish meanings of the vocabulary (GT)

Ease of Comprehensibility

1	2	3
☐	☐	☐

2. I have students read authentic texts to improve reading their skill (WLT, CLT, CBI, TBLT)	1 ☐	2 ☐	3 ☐
3. I translate the vocabulary items only when necessary (CLT)	1 ☐	2 ☐	3 ☐
4. I emphasize the practicing of structures verbally within a meaningful speech context (CLT, CLL)	1 ☐	2 ☐	3 ☐
5. I make simplifications in English to make the content comprehensible (NA)	1 ☐	2 ☐	3 ☐
6. I teach oral language earlier than the other skills such as reading and writing (ALM)	1 ☐	2 ☐	3 ☐
7. I use English in the classes (ALM)	1 ☐	2 ☐	3 ☐
8. I teach grammar and vocabulary to enable students to understand, speak, read and write in English. (SLT, NA)	1 ☐	2 ☐	3 ☐
9. I sequence the tasks and activities in terms of difficulty (TBLT, SLT, NA)	1 ☐	2 ☐	3 ☐
10. I have students write short paragraphs in English (ALM)	1 ☐	2 ☐	3 ☐
11. I use student produced texts as teaching materials (WLT, CLL, CLT, NA, CBI)	1 ☐	2 ☐	3 ☐
12. I give corrective feedback in mispronunciation (ALM)	1 ☐	2 ☐	3 ☐
13. I let students choose what they want to read among different themes (Theme-Based A)	1 ☐	2 ☐	3 ☐
14. I have students memorize the grammar rules (GT)	1 ☐	2 ☐	3 ☐
15. I use dialogues to contextualize the situations (SLT)	1 ☐	2 ☐	3 ☐
16. I slow the rate of speech to make the message more comprehensible (NA)	1 ☐	2 ☐	3 ☐
17. I emphasize native like accurate pronunciation, stress,	1	2	3

rhythm and intonation. (ALM)	☐	☐	☐
18. I use Turkish to give instructions and explanations (GT)	1	2	3
	☐	☐	☐
19. I try to integrate four skills (WLT,CLT)	1	2	3
	☐	☐	☐
20. I give instructions in L2 by adjusting to students' levels. (CLT)	1	2	3
	☐	☐	☐
21. I sequence the class from controlled to freer practice of language structures. (CLT, SLT, CLL, WLT, LA, NA, TBLT, CBI)	1	2	3
	☐	☐	☐
22. I have students write a summary/interpretation of what they read (CBI)	1	2	3
	☐	☐	☐
23. I try to develop students' communicative competence via interactive activities (CLL, CLT)	1	2	3
	☐	☐	☐
24. I let students bring authentic learning materials to the class (WLT,CLL, CLT)	1	2	3
	☐	☐	☐
25. I negotiate the lesson plan with the students (WLT)	1	2	3
	☐	☐	☐
26. I encourage students to guess the meaning of the new vocabulary from the context (CLT, SLT, WLT)	1	2	3
	☐	☐	☐
27. I use texts integrating English with other school subjects such as Science, Math, etc. (CBI)	1	2	3
	☐	☐	☐
28. I pay attention to accurate grammatical sentence formation (GT)	1	2	3
	☐	☐	☐
29. I adapt the dialogues to students' interest or situation (CLT, TBLT)	1	2	3
	☐	☐	☐
30. I use audio-visual equipment to provide native speaker models to improve listening (ALM)	1	2	3
	☐	☐	☐
31. I teach slightly above students' present levels (NA, TBLT)	1	2	3
	☐	☐	☐

32. I have students memorize dialogues, rhyming expressions, tongue twisters, songs (ALM)	1 ☐	2 ☐	3 ☐
33. I have students perform social activities like conversations, role plays, improvisations, games and discussions (CLT, NA, TBLT)	1 ☐	2 ☐	3 ☐
34. I do needs analysis and counseling (CLL, CLT)	1 ☐	2 ☐	3 ☐
35. I teach the meaning of the vocabulary through concrete objects/pictures (DM, TPR, NA)	1 ☐	2 ☐	3 ☐
36. I have students translate English reading texts into Turkish (GT)	1 ☐	2 ☐	3 ☐
37. I reinforce correct sentence formation (GT)	1 ☐	2 ☐	3 ☐
38. I expect students to produce comprehensible pronunciation. (CLT)	1 ☐	2 ☐	3 ☐
39. I have students engage in activities involving real meaningful communication (TBLT, CLT, CLL)	1 ☐	2 ☐	3 ☐
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guidebooks, etc. (CBI, NA)	1 ☐	2 ☐	3 ☐
41. I try to lower students' anxiety (CLL, CLT, NA, WLT, TPR)	1 ☐	2 ☐	3 ☐
42. I conduct translation exercises (GT)	1 ☐	2 ☐	3 ☐
43. I teach English focusing on form (GT)	1 ☐	2 ☐	3 ☐
44. I have repetition and dictation drills (ALM, GT)	1 ☐	2 ☐	3 ☐
45. I have students do tasks in pairs or small groups (CLL, CLT, TBLT)	1 ☐	2 ☐	3 ☐
46. I establish a competitive learning atmosphere (TPR, CLL,	1	2	3

WLT, CLT, CLL, NA, Experiential Learning)	☐	☐	☐
47. I translate the vocabulary items only when necessary (ALM, CLT)	1 ☐	2 ☐	3 ☐
48. I present the grammatical content and then have it practiced (SLT, GT)	1 ☐	2 ☐	3 ☐
49. I give students verbal commands in English to enable them to respond physically (e.g. sit down, stand up, etc.) (TPR)	1 ☐	2 ☐	3 ☐
50. I have students do painting/coloring/drawing activities (CLT, Activity-based A, Experiential Learning)	1 ☐	2 ☐	3 ☐
51. I encourage learner to learner/knower interaction (CLL, CLT)	1 ☐	2 ☐	3 ☐
52. I pay attention to fluency (CLT)	1 ☐	2 ☐	3 ☐
53. I use physical actions for descriptions (TPR)	1 ☐	2 ☐	3 ☐
54. I associate the tasks and activities with students' past experience/interests (CLT, NA, TBLT)	1 ☐	2 ☐	3 ☐
55. I try to integrate the functional, grammatical and lexical aspects of English (CLT, CLL)	1 ☐	2 ☐	3 ☐
56. I use real meaningful and authentic communication activities (CBI, TBLT, CLT, WLT)	1 ☐	2 ☐	3 ☐
57. I use authentic tasks supported by newspapers, TV programs and internet (WLT, CLT, TBLT, CBI)	1 ☐	2 ☐	3 ☐

Appendix-V Final Form of the Questionnaire

Case Number

Consent Statement

The aim of the study is to examine the preferences for the language teaching techniques of EFL teachers employed by the MoNE. The questionnaire consists of three sections. The first section is about personal information, the second section contains items about school information, and the third part of the questionnaire contains items about language teaching techniques. You are invited to participate in the present research study conducted by Cumhur Şaktanlı from Ph.D. Program on ELT at Anadolu University.

I would like to thank you for your participation. It may take you 15-30 minutes to respond to the questionnaire items.

Please fill out the personal information and sign your name below!

I have read the consent statement and I voluntarily admit to participate in the study conducted by English teacher Cumhur ŞAKTANLI.

Name: _____

Section I – Please tick the box pertaining to you for each item on personal information!

1. Years of English teaching experience:

1 - 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 - 20 ☐ 21 or more ☐

2. Which High School did you graduate from?

Regular ☐ Vocational ☐ Anatolian ☐ Science ☐

3. Academic degree:

Bachelor of Arts (BA) ☐ Master of Arts (MA) ☐ PhD ☐ Other.....

4. Department of graduation:

ELT department ☐ American Literature ☐ English Literature ☐

Linguistics ☐ Interpreter-Translation ☐ Other:

5. Can you identify the method that your English teacher used to teach you English?

Audio Lingual ☐ Grammar Translation ☐ Direct Method ☐

Total Physical Response ☐ Communicative Language Teaching ☐

Eclectic (Mixed) ☐ Other

6. If you have taken any of the tests of English below, please write your score beside it?

TOEFL..... KPDS..... ÜDS..... YDS.....

Sections II – Please tick the box for each item on school information!

7. Type of school you teach at?

Primary School ☐ Secondary/Middle School ☐ Anatolian High School ☐

High School for Science ☐ Vocational and/or Technical High School ☐

Other:

8. Grade(s) of the students you teach: 2-4 ☐ 5-6 ☐ 7-8 ☐ 9-12 ☐

9. Total number of hours of English class you teach a week: 15-20 ☐ 21-25 ☐ 26-30 ☐

10. Average number of students in the classes you teach:

10 – 15	16 – 20	21 – 25	26–30	31–35	36–40	41 or more
☐	☐	☐	☐	☐	☐	☐

Section III – Please circle the number for each item that applies to you in EFL teaching techniques!

Questionnaire Statements	Never	Seldom	Sometimes	Often	Always
1. I encourage students to learn Turkish meanings of the vocabulary	1	2	3	4	5
2. I have students read authentic texts to improve their reading skill	1	2	3	4	5
3. I translate the vocabulary items only when necessary.	1	2	3	4	5
4. I emphasize the practicing of structures verbally within a meaningful speech context	1	2	3	4	5
5. I use simple English sentences	1	2	3	4	5
6. I teach listening and speaking skills (receptive skills) as primary skills, reading and writing (productive skills) as the secondary ones	1	2	3	4	5
7. I use English in the classes	1	2	3	4	5
8. I teach grammar and vocabulary to improve four language skills (listening, speaking, reading and writing)	1	2	3	4	5
9. I sequence the tasks and activities in terms of linguistic and cognitive difficulty	1	2	3	4	5
10. I have students write short paragraphs in English	1	2	3	4	5

11. I use student produced texts as teaching materials	1	2	3	4	5
12. I correct pronunciation errors immediately	1	2	3	4	5
13. I let students choose what they want to read among different themes	1	2	3	4	5
14. I have students memorize the vocabulary items and grammar rules	1	2	3	4	5
15. I use dialogues to contextualize the situations	1	2	3	4	5
16. I adjust the rate of my speech according to my students' level	1	2	3	4	5
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation	1	2	3	4	5
18. I use Turkish to give instructions and explanations	1	2	3	4	5
19. I try to integrate four skills (Reading, Speaking, Listening and Writing)	1	2	3	4	5
20. I give instructions in L2 by adjusting to students' levels	1	2	3	4	5
21. I sequence the lesson from controlled to freer practice of language structures	1	2	3	4	5
22. I have students write a summary/interpretation of what they read	1	2	3	4	5
23. I try to develop students' communicative competence via interactive activities	1	2	3	4	5
24. I let students bring authentic learning materials to the class	1	2	3	4	5
25. I negotiate the lesson plan with the students	1	2	3	4	5
26. I encourage students to guess the meaning of the new vocabulary from the context	1	2	3	4	5
27. I use texts integrating English with other school	1	2	3	4	5

subjects such as Science, Math, etc.

28. I pay attention to accurate grammatical sentence formation	1	2	3	4	5
29. I adapt the dialogues to students' interest or situation	1	2	3	4	5
30. I use audio-visual equipment to provide native speaker models to improve listening	1	2	3	4	5
31. I teach slightly above students' present levels	1	2	3	4	5
32. I have students memorize tasks (e.g. dialogues, rhyming expressions, tongue twisters, songs)	1	2	3	4	5
33. I have students perform social activities (eg.) conversations, role plays, improvisations, games and discussions)	1	2	3	4	5
34. I do needs analysis and counseling	1	2	3	4	5
35. I teach the meaning of the vocabulary through concrete objects/pictures	1	2	3	4	5
36. I have students translate English reading texts into Turkish	1	2	3	4	5
37. I reinforce correct sentence formation	1	2	3	4	5
38. I expect students to produce comprehensible pronunciation	1	2	3	4	5
39. I have students engage in activities involving real meaningful communication	1	2	3	4	5
40. I select authentic materials for in-class use (e.g. newspapers, magazine articles, media materials, tourist guidebooks, etc.)	1	2	3	4	5
41. I try to lower students' anxiety	1	2	3	4	5
42. I conduct translation exercises	1	2	3	4	5
43. I teach English focusing on form	1	2	3	4	5

44. I have dictation drills	1	2	3	4	5
45. I have students do tasks in pairs or small groups	1	2	3	4	5
46. I establish a competitive learning atmosphere	1	2	3	4	5
47. I present the grammatical content and then have it practiced	1	2	3	4	5
48. I give students verbal commands in English to enable them to respond physically (e.g. sit down, stand up, etc.)	1	2	3	4	5
49. I have students do painting/coloring/drawing activities	1	2	3	4	5
50. I encourage learner to learner/knower interaction	1	2	3	4	5
51. I pay attention to fluency	1	2	3	4	5
52. I clarify the meaning via mimes, gestures and body language	1	2	3	4	5
53. I associate the tasks and activities with students' past experience, needs and interests	1	2	3	4	5
54. I try to integrate the functional, grammatical and lexical aspects of English	1	2	3	4	5
55. I use real meaningful and authentic communication activities	1	2	3	4	5
56. I use authentic tasks supported by newspapers, TV programs and internet	1	2	3	4	5
57. I try to establish a cooperative learning	1	2	3	4	5

Appendix-VI In-Class Observation Checklist

School: **Teacher's Name:** **Grade Observed:** **Date:** **Time:**

Language Teaching Techniques	None	Some	Most
1. Had students do painting/coloring/drawing activities (Activity-based A, CLT, Experiential Learning)	☐	☐	☐
2. Taught oral language earlier than the other skills (ALM)	☐	☐	☐
3. Used English (ALM)	☐	☐	☐
4. Had students write short paragraphs in English (ALM)	☐	☐	☐
5. Corrected mispronunciations (ALM)	☐	☐	☐
6. Emphasized native like accurate pronunciation, stress, rhythm and intonation. (ALM)	☐	☐	☐
7. Used audio-visual equipment to provide native speaker models to improve listening (ALM)	☐	☐	☐
8. Had students memorize dialogues/rhyming expressions/ tongue twisters/ songs (ALM)	☐	☐	☐
9. Translated the vocabulary items into L1 (ALM, CLT)	☐	☐	☐
10. Had repetition/dictation drills (ALM, GT)	☐	☐	☐
11. Had students write a summary/interpretation of what they read (CBI)	☐	☐	☐
12. Used authentic materials (newspapers, magazines, etc.) (CBI, NA)	☐	☐	☐
13. Used authentic tasks supported by newspapers, TV programs and internet (CBI, CLT, TBLT, WLT)	☐	☐	☐
14. Used authentic communication activities (CBI, CLT, TBLT, WLT)	☐	☐	☐
15. Had students read authentic texts (CBI, CLT TBLT, WLT)	☐	☐	☐

16. Used student produced texts as teaching materials (CBI, CLL, CLT, NA, WLT)	☐	☐	☐
17. Sequenced the class from controlled to freer practice of language structures. (CBI, CLL CLT, LA, NA, SLT, TBLT, WLT)	☐	☐	☐
18. Had learner to learner/knower interaction (CLL, CLT)	☐	☐	☐
19. Had the structures practiced in a speech context (CLL, CLT)	☐	☐	☐
20. Did needs analysis and counseling (CLL, CLT)	☐	☐	☐
21. Used interactive activities (CLL, CLT)	☐	☐	☐
22. Integrated the functional, grammatical and lexical aspects of English (role plays and simulations) (CLL, CLT)	☐	☐	☐
23. Had students do tasks in pairs or small groups (CLL, CLT, TBLT)	☐	☐	☐
24. Had students engage in real meaningful communication activities (CLL, CLT, TBLT)	☐	☐	☐
25. Lowered students' anxiety (CLL, CLT, NA, TPR, WLT)	☐	☐	☐
26. Let students bring authentic learning materials to the class (CLL, CLT, WLT)	☐	☐	☐
27. Established a competitive atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT)	☐	☐	☐
28. Established a cooperative atmosphere (CLL, CLT, NA, Experiential Learning, TPR, WLT)	☐	☐	☐
29. Taught Turkish meanings of the vocabulary only when necessary. (CLT)	☐	☐	☐
30. Paid attention to fluency (CLT)	☐	☐	☐
31. Gave instructions in L2 (CLT)	☐	☐	☐
32. Emphasized comprehensible pronunciation. (CLT)	☐	☐	☐

33. Integrated the four skills (CLT, WLT)	☐	☐	☐
34. Had students guess the meaning of the vocabulary from the context (CLT, SLT, WLT)	☐	☐	☐
35. Associated the tasks and activities with students' past experience /needs/interests (CLT, NA, TBLT)	☐	☐	☐
36. Adapted the dialogues to students' interest/situation (CLT, TBLT)	☐	☐	☐
37. Had students perform social activities like conversations/role plays/ improvisations/games/discussions (CLT, NA, TBLT)	☐	☐	☐
38. Taught the vocabulary via concrete objects/pictures (DM, NA, TPR)	☐	☐	☐
39. Taught Turkish meanings of the vocabulary (GT)	☐	☐	☐
40. Had students memorize the grammar rules (GT)	☐	☐	☐
41. Gave instructions and explanations in L1 (GT)	☐	☐	☐
42. Emphasized accurate grammatical sentence formation (GT)	☐	☐	☐
43. Translated the reading texts into Turkish (GT)	☐	☐	☐
44. Reinforced correct sentence formation (GT)	☐	☐	☐
45. Conducted translation exercises (GT)	☐	☐	☐
46. Focused on form (GT)	☐	☐	☐
47. Presented the grammatical content and then have it practiced (GT, SLT)	☐	☐	☐
48. Used simple English sentences (NA)	☐	☐	☐
49. Slowed the rate of speech to be comprehensible (NA)	☐	☐	☐
50. Taught grammar and vocabulary to enable students to understand, speak, read and write in English. (NA, SLT)	☐	☐	☐
51. Taught slightly above students' levels (NA, TBLT)	☐	☐	☐

52. Sequenced the tasks and activities in terms of difficulty (NA, SLT, TBLT)	☐	☐	☐
53. Used dialogues to contextualize the situations (SLT)	☐	☐	☐
54. Let students choose what they want to read among different themes (Theme-Based A)	☐	☐	☐
55. Gave verbal commands in English to enable students to respond physically (sit down, stand up, etc.) (TPR)	☐	☐	☐
56. Used physical actions for descriptions (TPR)	☐	☐	☐
57. Negotiated the lesson plan with students (WLT)	☐	☐	☐

Appendix-VII Interview Questions

Post Observational Interview Questions on Language Teaching Techniques

School:

Teacher's Name:

Observed Grades:

-
1. Why did you (never/sometimes/mostly) have students do role plays/painting/coloring/drawing activities?
 2. Why did you (never/sometimes/mostly) teach oral language earlier than the other skills?
 3. Why did you (never/sometimes/mostly) use only English?
 4. Why did you (never/sometimes/mostly) have students write short paragraphs in English?
 5. Why did you (never/sometimes/mostly) correct mispronunciations?
 6. Why did you (never/sometimes/mostly) emphasize native like accurate pronunciation, stress, rhythm and intonation?
 7. Why did you (never/sometimes/mostly) use audio-visual equipment to provide native speaker models to improve listening?
 8. Why did you (never/sometimes/mostly) have students memorize dialogues/rhyming expressions/tongue twisters/ songs?
 9. Why did you (never/sometimes/mostly) translate the vocabulary items into L1?
 10. Why did you (never/sometimes/mostly) have repetition and dictation drills?
 11. Why did you (never/sometimes/mostly) have students write a summary/ interpretation of what they read?
 12. Why did you (never/sometimes/mostly) use authentic materials (newspapers, magazines, etc.) in English?
 13. Why did you (never/sometimes/mostly) use authentic tasks supported by newspapers, TV programs and internet?
 14. Why did you (never/sometimes/mostly) use authentic communication activities?
 15. Why did you (never/sometimes/mostly) have students read authentic texts?
 16. Why did you (never/sometimes/mostly) use student-produced texts as teaching materials?
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17. Why did you (never/sometimes/mostly) sequence the class from controlled to freer practice of language structures?
 18. Why did you (never/sometimes/mostly) have learner to learner/knower interaction?
 19. Why did you (never/sometimes/mostly) have the structures practiced in a speech context?
 20. Why did you (never/sometimes/mostly) do needs analysis and counseling?
 21. Why did you (never/sometimes/mostly) use interactive activities?
 22. Why did you (never/sometimes/mostly) integrate the functional, grammatical and lexical aspects of English?
 23. Why did you (never/sometimes/mostly) have students do tasks in pairs or small groups?
 24. Why did you (never/sometimes/mostly) have students engage in real meaningful communication activities
 25. Why did you (never/sometimes/mostly) lower students' anxiety
 26. Why did you (never/sometimes/mostly) let students bring authentic learning materials to the class?
 27. Why did you (never/sometimes/mostly) establish a competitive atmosphere?
 28. Why did you (never/sometimes/mostly) established a cooperative atmosphere?
 29. Why did you (never/sometimes/mostly) teach Turkish meanings of the vocabulary only when necessary?
 30. Why did you (never/sometimes/mostly) pay attention to fluency?
 31. Why did you (never/sometimes/mostly) give instructions in L2?
 32. Why did you (never/sometimes/mostly) emphasize comprehensible pronunciation?
 33. Why did you (never/sometimes/mostly) integrate the four skills?
 34. Why did you (never/sometimes/mostly) have students guess the meaning of the vocabulary from the context?
 35. Why did you (never/sometimes/mostly) associate the tasks and activities with students' past experience/needs/interests?
 36. Why did you (never/sometimes/mostly) adapt the dialogues to students' interest/
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situation?

37. Why did you (never/sometimes/mostly) have students perform social activities like conversations /role plays/improvisations/games/discussions?
 38. Why did you (never/sometimes/mostly) teach the vocabulary via concrete objects/pictures?
 39. Why did you (never/sometimes/mostly) teach Turkish meanings of the vocabulary?
 40. Why did you (never/sometimes/mostly) have students memorize the grammar rules?
 41. Why did you (never/sometimes/mostly) give instructions and explanations in L1?
 42. Why did you (never/sometimes/mostly) emphasize accurate grammatical sentence formation?
 43. Why did you (never/sometimes/mostly) translate the reading texts into Turkish?
 44. Why did you (never/sometimes/mostly) reinforce correct sentence formation?
 45. Why did you (never/sometimes/mostly) conduct translation exercises?
 46. Why did you (never/sometimes/mostly) focus on form?
 47. Why did you (never/sometimes/mostly) present the grammatical content and then have it practiced?
 48. Why did you (never/sometimes/mostly) use simple English sentences?
 49. Why did you (never/sometimes/mostly) slow the rate of speech to be comprehensible?
 50. Why did you (never/sometimes/mostly) teach grammar and vocabulary to enable students to understand, speak, read and write in English?
 51. Why did you (never/sometimes/mostly) teach slightly above students' levels?
 52. Why did you (never/sometimes/mostly) sequence the tasks and activities in terms of difficulty?
 53. Why did you (never/sometimes/mostly) use dialogues to contextualize the situations?
 54. Why did you (never/sometimes/mostly) let students choose what they want to read among different themes?
 55. Why did you (never/sometimes/mostly) give verbal commands in English to enable
-

students to respond physically (sit down, stand up, etc.)?

56. Why did you (never/sometimes/mostly) use physical actions for descriptions?

57. Why did you (never/sometimes/mostly) negotiate the lesson plan with students?

Appendix-VIII One Way ANOVAs Results of English Teaching Experience

		Sum of Squares	df	Mean Square	F	Sig.
1. I encourage students to learn Turkish meanings of vocabulary.	Between Groups	13.92	4	3.48	3.83	.005
	Within Groups	186.17	205	.91		
	Total	200.10	209			
2. I have students read authentic texts to improve their reading skill.	Between Groups	16.05	4	4.01	4.49	.002
	Within Groups	185.06	207	.90		
	Total	201.11	211			
3. I translate the vocabulary items/sentences only when necessary.	Between Groups	2.060	4	.51	.66	.622
	Within Groups	161.62	207	.79		
	Total	163.68	211			
4. I emphasize the practicing of structures verbally within a meaningful speech context.	Between Groups	1.68	4	.42	.57	.686
	Within Groups	150.34	204	.74		
	Total	152.01	208			
5. I use simple English sentences to make the content comprehensible.	Between Groups	1.37	4	.34	.60	.665
	Within Groups	117.13	205	.57		
	Total	118.50	209			
6. I teach listening and speaking as primary skills, reading and writing as secondary ones.	Between Groups	5.80	4	1.45	1.58	.182
	Within Groups	187.92	204	.92		
	Total	193.72	208			
7. I use English in the classes.	Between Groups	17.04	4	4.26	3.95	.004
	Within Groups	220.94	205	1.08		
	Total	237.98	209			
8. I teach grammar and vocabulary mostly to improve four language skills (listening, speaking, reading and writing).	Between Groups	5.00	4	1.25	1.40	.234
	Within Groups	185.21	208	.89		
	Total	190.20	212			
9. I select and sequence the tasks and activities in terms of linguistic and cognitive difficulty when planning my lessons.	Between Groups	4.08	4	1.02	1.22	.304
	Within Groups	171.75	205	.84		
	Total	175.83	209			
10. I have students write short paragraphs in English.	Between Groups	7.76	4	1.94	1.61	.172
	Within Groups	240.47	200	1.20		
	Total	248.22	204			

Appendix-VIII Continued		Sum of Squares	df	Mean Square	F	Sig.
11. I use student-produced texts as teaching materials.	Between Groups	20.85	4	5.21	4.15	.003
	Within Groups	256.04	204	1.26		
	Total	276.88	208			
12. I correct pronunciation errors immediately.	Between Groups	7.05	4	1.76	1.30	.272
	Within Groups	279.30	206	1.36		
	Total	286.34	210			
13. I let students choose what they want to read among different themes.	Between Groups	8.06	4	2.01	1.63	.169
	Within Groups	253.77	205	1.24		
	Total	261.83	209			
14. I have students memorize the vocabulary items and grammar rules.	Between Groups	6.82	4	1.71	1.56	.187
	Within Groups	225.24	206	1.09		
	Total	232.06	210			
15. I use dialogues/stories to contextualize the situations.	Between Groups	2.90	4	.73	1.24	.296
	Within Groups	121.87	208	.59		
	Total	124.77	212			
16. I adjust the rate of my speech according to my students' level.	Between Groups	1.25	4	.31	.62	.651
	Within Groups	103.78	205	.51		
	Total	105.03	209			
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation.	Between Groups	7.33	4	1.83	2.20	.070
	Within Groups	170.27	205	.83		
	Total	177.60	209			
18. I use Turkish to give instructions and explanations.	Between Groups	17.94	4	4.49	4.67	.001
	Within Groups	198.93	207	.96		
	Total	216.87	211			
19. I try to integrate four skills (Reading, Speaking, Listening and Writing).	Between Groups	5.95	4	1.48	2.18	.073
	Within Groups	142.18	208	.68		
	Total	148.12	212			
20. I give instructions in English by adjusting to students' levels.	Between Groups	6.27	4	1.57	2.61	.037
	Within Groups	123.70	206	.60		
	Total	129.97	210			

Appendix-VIII Continued		Sum of Squares	df	Mean Square	F	Sig.
21. I sequence the lesson from controlled to freer practice of language structures.	Between Groups	3.94	4	.99	1.67	.155
	Within Groups	119.12	204	.58		
	Total	123.06	208			
22. I have students write a summary/interpretation of what they read.	Between Groups	7.76	4	1.94	1.84	.122
	Within Groups	219.24	208	1.05		
	Total	227.00	212			
23. I try to develop students' communicative competence via interactive activities.	Between Groups	4.54	4	1.14	1.51	.201
	Within Groups	156.70	208	.75		
	Total	161.25	212			
24. I let students bring authentic learning materials to the class.	Between Groups	3.20	4	.80	.66	.619
	Within Groups	251.90	208	1.21		
	Total	256.00	212			
25. I negotiate the lesson plan with the students.	Between Groups	12.45	4	3.11	2.58	.038
	Within Groups	247.17	205	1.21		
	Total	259.62	209			
26. I encourage students to guess the meaning of the new vocabulary from the context.	Between Groups	3.37	4	.84	1.45	.221
	Within Groups	120.82	207	.58		
	Total	124.19	211			
27. I use texts integrating English with other school subjects such as Science, Math, etc.	Between Groups	4.74	4	1.18	.95	.436
	Within Groups	258.18	207	1.25		
	Total	262.92	211			
28. I pay attention to accurate grammatical sentence formation.	Between Groups	3.86	4	.97	1.25	.293
	Within Groups	161.22	208	.78		
	Total	165.08	212			
29. I adapt the dialogues to students' interest or situation.	Between Groups	1.25	4	.31	.400	.813
	Within Groups	162.85	205	.80		
	Total	164.10	209			
30. I use audio-visual equipment to provide native speaker models to improve listening.	Between Groups	10.35	4	2.59	2.57	.039
	Within Groups	203.17	202	1.01		
	Total	213.52	206			

Appendix-VIII Continued		Sum of Squares	df	Mean Square	F	Sig.
31. I teach slightly above students' present levels.	Between Groups	7.57	4	1.90	1.74	.142
	Within Groups	223.86	206	1.09		
	Total	231.43	210			
32. I have students memorize dialogues, rhyming expressions, tongue twisters and songs.	Between Groups	1.80	4	.45	.41	.801
	Within Groups	224.70	205	1.10		
	Total	226.50	209			
33. I have students perform social activities like conversations, role plays, improvisations, games and discussions.	Between Groups	1.36	4	.34	.42	.791
	Within Groups	163.17	204	.80		
	Total	164.53	208			
34. I do needs analysis and counseling.	Between Groups	2.50	4	.62	.81	.522
	Within Groups	156.11	202	.77		
	Total	158.61	206			
35. I teach the meaning of the vocabulary via concrete objects and pictures.	Between Groups	7.26	4	1.82	2.20	.071
	Within Groups	169.86	205	.83		
	Total	177.12	209			
36. I have students translate the reading texts into Turkish.	Between Groups	19.50	4	4.8	4.24	.003
	Within Groups	238.21	207	1.15		
	Total	257.72	211			
37. I reinforce correct sentence formation.	Between Groups	2.91	4	.73	1.00	.407
	Within Groups	148.78	205	.73		
	Total	151.70	209			
38. I expect students to produce comprehensible pronunciation.	Between Groups	1.070	4	.27	.33	.859
	Within Groups	168.16	207	.81		
	Total	169.22	211			
39. I have students engage in activities involving real meaningful communication.	Between Groups	3.74	4	.94	1.51	.200
	Within Groups	128.09	207	.62		
	Total	131.83	211			
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc.	Between Groups	10.37	4	2.60	2.20	.071
	Within Groups	241.96	205	1.18		
	Total	252.33	209			

		Sum of Squares	df	Mean Square	F	Sig.
Appendix-VIII Continued						
41. I try to create a warm classroom atmosphere to lower students' anxiety.	Between Groups	4.88	4	1.22	2.50	.045
	Within Groups	101.67	207	.50		
	Total	106.54	211			
42. I conduct translation exercises.	Between Groups	3.60	4	.90	.87	.484
	Within Groups	214.33	207	1.04		
	Total	217.93	211			
43. I teach English without focusing on form.	Between Groups	4.22	4	1.06	1.50	.212
	Within Groups	148.65	207	.72		
	Total	152.87	211			
44. I have dictation drills.	Between Groups	.60	4	.150	.15	.965
	Within Groups	211.25	206	1.03		
	Total	211.84	210			
45. I have students do tasks in pairs or small groups.	Between Groups	9.00	4	2.25	3.23	.013
	Within Groups	144.28	207	.70		
	Total	153.28	211			
46. I establish a competitive learning atmosphere.	Between Groups	8.04	4	2.01	2.21	.069
	Within Groups	188.04	207	.91		
	Total	196.06	211			
47. I present the grammatical content and then have it practiced.	Between Groups	.28	4	.070	.08	.989
	Within Groups	181.88	204	.89		
	Total	182.15	208			
48. I give students verbal commands in English to enable them to respond physically (sit down, stand up, etc.).	Between Groups	2.60	4	.65	.93	.448
	Within Groups	143.87	205	.70		
	Total	146.48	209			
49. I have students do painting, coloring, drawing activities.	Between Groups	12.51	4	3.13	1.94	.105
	Within Groups	331.67	206	1.61		
	Total	344.18	210			
50. I encourage learner to learner/knower interaction.	Between Groups	10.00	4	2.50	3.97	.004
	Within Groups	129.12	205	.63		
	Total	139.12	209			

Appendix-VIII Continued		Sum of Squares	df	Mean Square	F	Sig.
51. I pay attention to fluency.	Between Groups	4.13	4	1.03	1.21	.308
	Within Groups	176.83	207	.85		
	Total	180.96	211			
52. I clarify the meaning via mimes, gestures and body language.	Between Groups	1.34	4	.33	.60	.665
	Within Groups	115.29	206	.56		
	Total	116.63	210			
53. I associate the tasks and activities with students' past experience, needs and interests.	Between Groups	1.05	4	.26	.40	.808
	Within Groups	133.84	205	.65		
	Total	134.88	209			
54. I try to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations (role-plays and simulations).	Between Groups	2.04	4	.51	.70	.596
	Within Groups	151.52	207	.73		
	Total	153.56	211			
55. I use real meaningful and authentic communication activities.	Between Groups	2.38	4	.60	.80	.534
	Within Groups	155.36	206	.75		
	Total	157.74	210			
56. I use authentic tasks supported by newspapers, TV programs and internet.	Between Groups	6.60	4	1.65	1.71	.149
	Within Groups	198.71	206	.97		
	Total	205.30	210			
57. I try to establish a cooperative learning atmosphere.	Between Groups	5.31	4	1.33	2.21	.069
	Within Groups	123.50	206	.60		
	Total	128.80	210			

Appendix-IX Independent Samples t-test Results of Children vs. Adolescents

Dependent variables		Levene's Test for Equality of Variances		Test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
1. I encourage students to learn Turkish meanings of vocabulary.	Equal variances assumed	.57	.45	.08	203	.938
	Equal variances not assumed			.09	53.429	.933
2. I have students read authentic texts to improve their reading skill.	Equal variances assumed	1.05	.31	-3.05	206	.003
	Equal variances not assumed			-2.73	47.699	.009
3. I translate the vocabulary items/sentences only when necessary.	Equal variances assumed	.22	.64	-2.27	206	.024
	Equal variances not assumed			-2.28	52.878	.027
4. I emphasize the practicing of structures verbally within a meaningful speech context.	Equal variances assumed	.43	.51	.80	202	.422
	Equal variances not assumed			.88	56.359	.384
5. I use simple English sentences to make the content comprehensible.	Equal variances assumed	.30	.59	-.57	203	.569
	Equal variances not assumed			-.60	53.707	.552
6. I teach listening and speaking as primary skills, reading and writing as secondary ones.	Equal variances assumed	1.24	.27	1.51	203	.132
	Equal variances not assumed			1.38	48.604	.174
7. I use English in the classes.	Equal variances assumed	.24	.63	-.90	203	.371
	Equal variances not assumed			-.87	49.682	.386
8. I teach grammar and vocabulary mostly to improve four language skills (listening, speaking, reading and writing).	Equal variances assumed	1.10	.30	-1.67	206	.097
	Equal variances not assumed			-1.61	50.800	.114
9. I select and sequence the tasks and activities in terms of linguistic and cognitive difficulty when planning my lessons.	Equal variances assumed	2.00	.17	-1.41	203	.161
	Equal variances not assumed			-1.30	49.097	.200
10. I have students write short paragraphs in English.	Equal variances assumed	.01	.93	-4.41	199	.000
	Equal variances not assumed			-4.37	52.980	.000
11. I use student-produced texts as teaching materials.	Equal variances assumed	.15	.70	.05	202	.958
	Equal variances not assumed			.05	52.382	.959
12. I correct pronunciation errors immediately.	Equal variances assumed	2.24	.14	.24	204	.812
	Equal variances not assumed			.27	59.969	.792
13. I let students choose what they want to read among different themes.	Equal variances assumed	.08	.77	-3.19	204	.002
	Equal variances not assumed			-3.16	52.340	.003
14. I have students memorize the vocabulary items and grammar rules.	Equal variances assumed	3.03	.08	-1.21	204	.226
	Equal variances not assumed			-1.06	46.656	.297

Appendix-IX Continued		F	Sig.	t	df	Sig. (2-tailed)
15. I use dialogues/stories to contextualize the situations.	Equal variances assumed	6.05	.02	-.82	206	.412
	Equal variances not assumed			-.65	43.772	.518
16. I adjust the rate of my speech according to my students' level.	Equal variances assumed	.49	.49	1.05	203	.293
	Equal variances not assumed			1.12	57.060	.266
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation.	Equal variances assumed	3.00	.09	2.19	203	.030
	Equal variances not assumed			2.54	61.036	.014
18. I use Turkish to give instructions and explanations.	Equal variances assumed	.02	.88	2.09	206	.038
	Equal variances not assumed			2.14	56.341	.036
19 I try to integrate four skills (Reading, Speaking, Listening and Writing).	Equal variances assumed	.00	1.00	1.18	206	.241
	Equal variances not assumed			1.32	60.347	.193
20. I give instructions in English by adjusting to students' levels.	Equal variances assumed	.02	.89	-.26	204	.794
	Equal variances not assumed			-.27	52.302	.789
21. I sequence the lesson from controlled to freer practice of language structures.	Equal variances assumed	.02	.88	.07	202	.944
	Equal variances not assumed			.07	51.373	.944
22. I have students write a summary/interpretation of what they read.	Equal variances assumed	.20	.66	-4.49	207	.000
	Equal variances not assumed			-4.05	49.625	.000
23. I try to develop students' communicative competence via interactive activities.	Equal variances assumed	2.14	.15	1.28	206	.201
	Equal variances not assumed			1.40	58.614	.166
24. I let students bring authentic learning materials to the class.	Equal variances assumed	.05	.82	2.12	207	.035
	Equal variances not assumed			2.11	54.227	.040
25. I negotiate the lesson plan with the students.	Equal variances assumed	.53	.47	-.08	203	.933
	Equal variances not assumed			-.08	49.719	.937
26. I encourage students to guess the meaning of the new vocabulary from the context.	Equal variances assumed	1.06	.30	.400	205	.693
	Equal variances not assumed			.36	48.325	.721
27. I use texts integrating English with other school subjects such as Science, Math, etc.	Equal variances assumed	3.14	.08	1.25	205	.211
	Equal variances not assumed			1.15	48.543	.258
28. I pay attention to accurate grammatical sentence formation.	Equal variances assumed	3.42	.07	-.27	206	.789
	Equal variances not assumed			-.31	63.286	.757
29. I adapt the dialogues to students' interest or situation.	Equal variances assumed	1.33	.25	.88	203	.380
	Equal variances not assumed			.95	57.546	.349
30. I use audio-visual equipment to provide native speaker models to improve listening.	Equal variances assumed	.53	.47	1.97	200	.050
	Equal variances not assumed			2.27	64.110	.027

Appendix-IX Continued		F	Sig.	t	df	Sig. (2-tailed)
31. I teach slightly above students' present levels.	Equal variances assumed	1.76	.19	.24	204	.813
	Equal variances not assumed			.22	49.055	.828
32. I have students memorize dialogues, rhyming expressions, tongue twisters and songs.	Equal variances assumed	.02	.88	2.55	204	.011
	Equal variances not assumed			2.54	54.665	.014
33. I have students perform social activities like conversations, role-plays, improvisations, games and discussions.	Equal variances assumed	.87	.35	2.76	203	.006
	Equal variances not assumed			2.73	50.400	.009
34. I do needs analysis and counseling.	Equal variances assumed	1.45	.23	-1.12	200	.263
	Equal variances not assumed			-1.21	53.272	.234
35. I teach the meaning of the vocabulary via concrete objects and pictures.	Equal variances assumed	.11	.74	2.88	204	.004
	Equal variances not assumed			2.80	51.434	.007
36. I have students translate the reading texts into Turkish.	Equal variances assumed	.04	.85	-.74	205	.460
	Equal variances not assumed			-.76	51.961	.453
37. I reinforce correct sentence formation.	Equal variances assumed	.00	.95	-.14	203	.892
	Equal variances not assumed			-.14	51.417	.892
38. I expect students to produce comprehensible pronunciation.	Equal variances assumed	.56	.46	1.05	205	.295
	Equal variances not assumed			.94	46.032	.353
39. I have students engage in activities involving real meaningful communication.	Equal variances assumed	1.44	.23	1.49	205	.138
	Equal variances not assumed			1.49	50.846	.143
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc.	Equal variances assumed	3.70	.06	.54	203	.589
	Equal variances not assumed			.49	46.382	.629
41. I try to create a warm classroom atmosphere to lower students' anxiety.	Equal variances assumed	.66	.42	-.64	205	.526
	Equal variances not assumed			-.60	48.055	.552
42. I conduct translation exercises.	Equal variances assumed	.08	.78	-1.60	205	.111
	Equal variances not assumed			-1.76	56.646	.084
43. I teach English without focusing on form.	Equal variances assumed	3.37	.07	.93	205	.352
	Equal variances not assumed			.83	45.911	.410
44. I have dictation drills.	Equal variances assumed	.16	.69	1.31	204	.193
	Equal variances not assumed			1.32	51.303	.194
45. I have students do tasks in pairs or small groups.	Equal variances assumed	1.15	.29	2.10	206	.037
	Equal variances not assumed			1.90	47.894	.065
46. I establish a competitive learning atmosphere.	Equal variances assumed	.49	.49	.35	205	.728
	Equal variances not assumed			.33	48.269	.743

Appendix-IX Continued		F	Sig.	t	df	Sig. (2-tailed)
47. I present the grammatical content and then have it practiced.	Equal variances assumed	.06	.81	-3.12	203	.002
	Equal variances not assumed			-2.84	48.520	.007
48. I give students verbal commands in English to enable them to respond physically (sit down, stand up, etc.).	Equal variances assumed	.04	.84	2.99	204	.003
	Equal variances not assumed			3.41	59.527	.001
49. I have students do painting, coloring, drawing activities.	Equal variances assumed	5.53	.02	6.54	205	.000
	Equal variances not assumed			8.00	69.254	.000
50. I encourage learner to learner/knower interaction.	Equal variances assumed	.26	.61	2.13	204	.034
	Equal variances not assumed			2.06	51.129	.044
51. I pay attention to fluency.	Equal variances assumed	1.93	.17	2.20	206	.029
	Equal variances not assumed			2.43	59.013	.018
52. I clarify the meaning via mimes, gestures and body language.	Equal variances assumed	4.85	.03	2.10	205	.037
	Equal variances not assumed			2.45	61.321	.017
53. I associate the tasks and activities with students' past experience, needs and interests.	Equal variances assumed	.39	.53	1.80	203	.075
	Equal variances not assumed			1.84	52.449	.072
54. I try to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations (role-plays and simulations).	Equal variances assumed	.02	.88	2.13	206	.035
	Equal variances not assumed			2.26	56.339	.028
55. I use real meaningful and authentic communication activities.	Equal variances assumed	3.04	.08	1.64	204	.102
	Equal variances not assumed			1.86	58.925	.068
56. I use authentic tasks supported by newspapers, TV programs and internet.	Equal variances assumed	3.12	.08	-.70	204	.485
	Equal variances not assumed			-.63	46.298	.532
57. I try to establish a cooperative learning atmosphere.	Equal variances assumed	.10	.76	1.08	204	.279
	Equal variances not assumed			1.10	51.645	.277

Appendix-X Independent Samples t-test Results of Class Size

		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
1. I encourage students to learn Turkish meanings of vocabulary.	Equal variances assumed	.01	.94	.59	208	.555
	Equal variances not assumed			.59	111.218	.556
2. I have students read authentic texts to improve their reading skill.	Equal variances assumed	.76	.36	-.13	210	.896
	Equal variances not assumed			-.13	108.427	.898
3. I translate the vocabulary items/sentences only when necessary.	Equal variances assumed	.06	.81	-.97	210	.332
	Equal variances not assumed			-.97	113.549	.334
4. I emphasize the practicing of structures verbally within a meaningful speech context.	Equal variances assumed	1.40	.24	.05	207	.958
	Equal variances not assumed			.06	131.652	.955
5. I use simple English sentences to make the content comprehensible.	Equal variances assumed	1.04	.31	-.02	208	.988
	Equal variances not assumed			-.02	104.263	.988
6. I teach listening and speaking as primary skills, reading and writing as secondary ones.	Equal variances assumed	.08	.78	.88	207	.382
	Equal variances not assumed			.87	110.383	.385
7. I use English in the classes.	Equal variances assumed	2.04	.16	.13	208	.896
	Equal variances not assumed			.14	132.080	.890
8. I teach grammar and vocabulary mostly to improve four language skills (listening, speaking, reading and writing).	Equal variances assumed	3.20	.08	-.18	211	.859
	Equal variances not assumed			-.17	100.562	.868
9. I select and sequence the tasks and activities in terms of linguistic and cognitive difficulty when planning my lessons.	Equal variances assumed	5.82	.02	1.38	208	.168
	Equal variances not assumed			1.47	124.595	.144
10. I have students write short paragraphs in English.	Equal variances assumed	.20	.66	-2.77	204	.006
	Equal variances not assumed			-2.75	110.318	.007
11. I use student-produced texts as teaching materials.	Equal variances assumed	1.31	.25	-1.31	207	.193
	Equal variances not assumed			-1.35	124.341	.179
12. I correct pronunciation errors immediately.	Equal variances assumed	2.66	.10	2.52	210	.012
	Equal variances not assumed			2.71	130.930	.008
13. I let students choose what they want to read among different themes.	Equal variances assumed	.35	.56	-.78	208	.437
	Equal variances not assumed			-.81	123.885	.421
14. I have students memorize the vocabulary items and grammar rules.	Equal variances assumed	.09	.77	1.63	209	.105
	Equal variances not assumed			1.65	114.251	.102

Appendix-X Continued		F	Sig.	t	df	Sig. (2-tailed)
15. I use dialogues/stories to contextualize the situations.	Equal variances assumed	.54	.46	-.79	211	.429
	Equal variances not assumed			-.82	122.586	.413
16. I adjust the rate of my speech according to my students' level.	Equal variances assumed	.00	.97	-2.27	209	.024
	Equal variances not assumed			-2.23	112.827	.028
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation.	Equal variances assumed	2.54	.11	.69	208	.490
	Equal variances not assumed			.74	128.653	.463
18. I use Turkish to give instructions and explanations.	Equal variances assumed	.87	.35	.17	210	.867
	Equal variances not assumed			.18	127.504	.860
19. I try to integrate four skills (Reading, Speaking, Listening and Writing).	Equal variances assumed	.24	.62	.03	211	.974
	Equal variances not assumed			.03	116.034	.974
20. I give instructions in English by adjusting to students' levels.	Equal variances assumed	.82	.37	-2.13	210	.035
	Equal variances not assumed			-2.14	118.109	.035
21. I sequence the lesson from controlled to freer practice of language structures.	Equal variances assumed	.21	.65	-.66	207	.508
	Equal variances not assumed			-.66	106.011	.509
22. I have students write a summary/interpretation of what they read.	Equal variances assumed	.64	.43	-2.61	212	.010
	Equal variances not assumed			-2.73	129.736	.007
23. I try to develop students' communicative competence via interactive activities.	Equal variances assumed	2.14	.15	.03	211	.974
	Equal variances not assumed			.03	98.693	.976
24. I let students bring authentic learning materials to the class.	Equal variances assumed	2.28	.13	.21	211	.833
	Equal variances not assumed			.20	100.819	.843
25. I negotiate the lesson plan with the students.	Equal variances assumed	.02	.90	-1.41	208	.160
	Equal variances not assumed			-1.41	114.794	.161
26. I encourage students to guess the meaning of the new vocabulary from the context.	Equal variances assumed	.29	.59	.28	210	.777
	Equal variances not assumed			.29	114.542	.775
27. I use texts integrating English with other school subjects such as Science, Math, etc.	Equal variances assumed	5.07	.03	.52	210	.603
	Equal variances not assumed			.48	95.977	.633
28. I pay attention to accurate grammatical sentence formation.	Equal variances assumed	.38	.54	.56	211	.579
	Equal variances not assumed			.54	108.323	.588
29. I adapt the dialogues to students' interest or situation.	Equal variances assumed	.13	.72	-.55	208	.585
	Equal variances not assumed			-.55	114.076	.582
30. I use audio-visual equipment to provide native speaker models to improve listening.	Equal variances assumed	.50	.48	-.14	205	.893
	Equal variances not assumed			-.14	122.094	.888

Appendix-X Continued		F	Sig.	t	df	Sig. (2-tailed)
31. I teach slightly above students' present levels.	Equal variances assumed	.77	.38	1.28	209	.204
	Equal variances not assumed			1.32	123.304	.190
32. I have students memorize dialogues, rhyming expressions, tongue twisters and songs.	Equal variances assumed	.38	.54	.06	208	.952
	Equal variances not assumed			.06	111.876	.952
33. I have students perform social activities like conversations, role plays, improvisations, games and discussions.	Equal variances assumed	3.56	.06	-.16	207	.872
	Equal variances not assumed			-.15	96.661	.881
34. I do needs analysis and counseling.	Equal variances assumed	.80	.37	-.52	205	.605
	Equal variances not assumed			-.53	117.299	.599
35. I teach the meaning of the vocabulary via concrete objects and pictures.	Equal variances assumed	2.50	.12	-2.96	209	.003
	Equal variances not assumed			-2.86	108.611	.005
36. I have students translate the reading texts into Turkish.	Equal variances assumed	.50	.50	-.49	210	.627
	Equal variances not assumed			-.48	112.342	.630
37. I reinforce correct sentence formation.	Equal variances assumed	1.27	.26	-1.90	208	.065
	Equal variances not assumed			-1.89	113.204	.061
38. I expect students to produce comprehensible pronunciation.	Equal variances assumed	.04	.85	.47	210	.642
	Equal variances not assumed			.45	103.893	.657
39. I have students engage in activities involving real meaningful communication.	Equal variances assumed	.30	.59	1.23	210	.222
	Equal variances not assumed			1.24	116.705	.218
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc.	Equal variances assumed	.18	.67	.55	208	.585
	Equal variances not assumed			.54	107.979	.592
41. I try to create a warm classroom atmosphere to lower students' anxiety.	Equal variances assumed	.81	.37	-.68	210	.501
	Equal variances not assumed			-.64	102.763	.522
42. I conduct translation exercises.	Equal variances assumed	1.14	.29	-.17	210	.863
	Equal variances not assumed			-.17	104.952	.868
43. I teach English without focusing on form.	Equal variances assumed	.14	.71	.56	210	.580
	Equal variances not assumed			.56	118.148	.574
44. I have dictation drills.	Equal variances assumed	.48	.49	.11	209	.917
	Equal variances not assumed			.11	119.376	.915
45. I have students do tasks in pairs or small groups.	Equal variances assumed	5.08	.03	-.35	210	.727
	Equal variances not assumed			-.33	98.940	.744
46. I establish a competitive learning atmosphere.	Equal variances assumed	.01	.93	1.28	210	.206
	Equal variances not assumed			1.27	112.964	.209

Appendix-X Continued		F	Sig.	t	df	Sig. (2-tailed)
47. I present the grammatical content and then have it practiced.	Equal variances assumed	.26	.61	-1.17	207	.244
	Equal variances not assumed			-1.20	115.283	.238
48. I give students verbal commands in English to enable them to respond physically (sit down, stand up, etc.).	Equal variances assumed	.01	.92	1.50	208	.138
	Equal variances not assumed			1.52	120.276	.131
49. I have students do painting, coloring, drawing activities.	Equal variances assumed	6.60	.01	1.70	209	.095
	Equal variances not assumed			1.57	99.426	.120
50. I encourage learner to learner/knower interaction.	Equal variances assumed	2.25	.14	.19	208	.847
	Equal variances not assumed			.19	101.900	.854
51. I pay attention to fluency.	Equal variances assumed	.21	.65	.47	210	.640
	Equal variances not assumed			.48	118.379	.635
52. I clarify the meaning via mimes, gestures and body language.	Equal variances assumed	1.20	.28	.95	209	.345
	Equal variances not assumed			.99	125.570	.326
53. I associate the tasks and activities with students' past experience, needs and interests.	Equal variances assumed	.005	.95	-.09	208	.932
	Equal variances not assumed			-.08	107.974	.933
54. I try to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations (role plays and simulations).	Equal variances assumed	1.63	.20	.69	210	.492
	Equal variances not assumed			.74	136.007	.458
55. I use real meaningful and authentic communication activities.	Equal variances assumed	.26	.61	-.03	209	.974
	Equal variances not assumed			-.03	108.740	.975
56. I use authentic tasks supported by newspapers, TV programs and internet.	Equal variances assumed	5.77	.02	-1.16	209	.247
	Equal variances not assumed			-1.08	95.391	.285
57. I try to establish a cooperative learning atmosphere.	Equal variances assumed	.05	.83	-1.46	209	.145
	Equal variances not assumed			-1.40	102.099	.164

Appendix-XI Independent Samples T-Test Results of Class Hours

		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
1. I encourage students to learn Turkish meanings of vocabulary.	Equal variances assumed	.77	.38	2.38	209	.018
	Equal variances not assumed			2.50	134.003	.014
2. I have students read authentic texts to improve their reading skill.	Equal variances assumed	.19	.67	.12	210	.907
	Equal variances not assumed			.12	128.962	.906
3. I translate the vocabulary items/sentences only when necessary.	Equal variances assumed	2.02	.16	-.47	210	.645
	Equal variances not assumed			-.44	110.928	.663
4. I emphasize the practicing of structures verbally within a meaningful speech context.	Equal variances assumed	1.71	.19	.30	207	.772
	Equal variances not assumed			.30	129.564	.766
5. I use simple English sentences to make the content comprehensible.	Equal variances assumed	.58	.45	1.89	208	.060
	Equal variances not assumed			1.95	132.065	.054
6. I teach listening and speaking as primary skills, reading and writing as secondary ones.	Equal variances assumed	.14	.71	1.60	207	.112
	Equal variances not assumed			1.59	124.238	.116
7. I use English in the classes.	Equal variances assumed	.02	.90	-.52	208	.602
	Equal variances not assumed			-.52	117.645	.606
8. I teach grammar and vocabulary mostly to improve four language skills (listening, speaking, reading and writing).	Equal variances assumed	2.34	.12	1.41	211	.161
	Equal variances not assumed			1.44	131.675	.153
9. I select and sequence the tasks and activities in terms of linguistic and cognitive difficulty when planning my lessons.	Equal variances assumed	.43	.51	.348	208	.728
	Equal variances not assumed			.33	110.607	.741
10. I have students write short paragraphs in English.	Equal variances assumed	.14	.71	-.28	203	.780
	Equal variances not assumed			-.28	115.651	.783
11. I use student-produced texts as teaching materials.	Equal variances assumed	.54	.47	-1.11	207	.270
	Equal variances not assumed			-1.08	119.285	.282
12. I correct pronunciation errors immediately.	Equal variances assumed	.18	.68	3.03	210	.003
	Equal variances not assumed			3.12	135.685	.002
13. I let students choose what they want to read among different themes.	Equal variances assumed	.67	.41	-1.05	208	.296
	Equal variances not assumed			-1.03	120.326	.306
14. I have students memorize the vocabulary items and grammar rules.	Equal variances assumed	1.28	.26	.69	209	.494
	Equal variances not assumed			.67	118.407	.506

Appendix-XI Continued		F	Sig.	t	df	Sig. (2-tailed)
15. I use dialogues/stories to contextualize the situations.	Equal variances assumed	1.23	.27	1.13	211	.261
	Equal variances not assumed			1.21	149.385	.228
16. I adjust the rate of my speech according to my students' level.	Equal variances assumed	3.90	.05	2.00	208	.051
	Equal variances not assumed			2.15	150.401	.033
17. I emphasize native like accurate pronunciation, stress, rhythm and intonation.	Equal variances assumed	5.71	.02	1.33	208	.187
	Equal variances not assumed			1.41	148.720	.159
18. I use Turkish to give instructions and explanations.	Equal variances assumed	.43	.51	-1.28	210	.204
	Equal variances not assumed			-1.29	128.079	.201
19. I try to integrate four skills (Reading, Speaking, Listening and Writing).	Equal variances assumed	.08	.77	1.75	211	.082
	Equal variances not assumed			1.78	130.744	.078
20. I give instructions in English by adjusting to students' levels.	Equal variances assumed	1.44	.23	.79	209	.431
	Equal variances not assumed			.81	129.917	.420
21. I sequence the lesson from controlled to freer practice of language structures.	Equal variances assumed	.91	.34	.03	207	.973
	Equal variances not assumed			.03	132.834	.973
22. I have students write a summary/interpretation of what they read.	Equal variances assumed	1.97	.16	.10	211	.922
	Equal variances not assumed			.10	114.330	.925
23. I try to develop students' communicative competence via interactive activities.	Equal variances assumed	2.30	.13	1.51	211	.133
	Equal variances not assumed			1.58	138.858	.118
24. I let students bring authentic learning materials to the class.	Equal variances assumed	.36	.55	.46	211	.646
	Equal variances not assumed			.44	115.601	.658
25. I negotiate the lesson plan with the students.	Equal variances assumed	.07	.80	-.35	208	.729
	Equal variances not assumed			-.34	119.703	.733
26. I encourage students to guess the meaning of the new vocabulary from the context.	Equal variances assumed	.02	.90	1.32	210	.187
	Equal variances not assumed			1.32	125.550	.188
27. I use texts integrating English with other school subjects such as Science, Math, etc.	Equal variances assumed	3.30	.07	-.20	210	.839
	Equal variances not assumed			-.19	109.192	.848
28. I pay attention to accurate grammatical sentence formation.	Equal variances assumed	.18	.67	1.46	211	.146
	Equal variances not assumed			1.49	132.040	.138
29. I adapt the dialogues to students' interest or situation.	Equal variances assumed	.29	.60	.37	208	.713
	Equal variances not assumed			.35	110.295	.726
30. I use audio-visual equipment to provide native speaker models to improve listening.	Equal variances assumed	3.24	.07	1.48	205	.140
	Equal variances not assumed			1.61	145.303	.109

Appendix-XI Continued		F	Sig.	t	df	Sig. (2-tailed)
31. I teach slightly above students' present levels.	Equal variances assumed	1.82	.18	-.74	209	.463
	Equal variances not assumed			-.77	138.905	.441
32. I have students memorize dialogues, rhyming expressions, tongue twisters and songs.	Equal variances assumed	2.42	.12	-.30	208	.764
	Equal variances not assumed			-.32	141.862	.753
33. I have students perform social activities like conversations, role plays, improvisations, games and discussions.	Equal variances assumed	4.97	.03	1.50	207	.136
	Equal variances not assumed			1.56	132.254	.122
34. I do needs analysis and counseling.	Equal variances assumed	.44	.51	-.88	205	.382
	Equal variances not assumed			-.88	123.248	.379
35. I teach the meaning of the vocabulary via concrete objects and pictures.	Equal variances assumed	3.61	.06	-.35	208	.727
	Equal variances not assumed			-.33	106.240	.742
36. I have students translate the reading texts into Turkish.	Equal variances assumed	2.60	.11	-.03	210	.973
	Equal variances not assumed			-.04	131.870	.972
37. I reinforce correct sentence formation.	Equal variances assumed	.04	.84	-.53	208	.594
	Equal variances not assumed			-.54	121.420	.593
38. I expect students to produce comprehensible pronunciation.	Equal variances assumed	1.82	.18	-.87	210	.386
	Equal variances not assumed			-.82	108.734	.412
39. I have students engage in activities involving real meaningful communication.	Equal variances assumed	2.00	.16	.37	210	.713
	Equal variances not assumed			.40	146.414	.693
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc.	Equal variances assumed	1.04	.31	-.73	208	.468
	Equal variances not assumed			-.74	126.899	.463
41. I try to create a warm classroom atmosphere to lower students' anxiety.	Equal variances assumed	.17	.68	-.87	210	.385
	Equal variances not assumed			-.84	113.202	.402
42. I conduct translation exercises.	Equal variances assumed	.46	.50	.55	210	.581
	Equal variances not assumed			.58	139.061	.562
43. I teach English without focusing on form.	Equal variances assumed	6.48	.01	-2.02	211	.045
	Equal variances not assumed			-2.09	133.136	.039
44. I have dictation drills.	Equal variances assumed	.75	.39	-.45	209	.657
	Equal variances not assumed			-.46	130.061	.646
45. I have students do tasks in pairs or small groups.	Equal variances assumed	7.77	.01	-1.70	210	.092
	Equal variances not assumed			-1.58	104.958	.118
46. I establish a competitive learning atmosphere.	Equal variances assumed	.75	.39	.74	210	.460
	Equal variances not assumed			.76	130.381	.449

Appendix-XI Continued		F	Sig.	t	df	Sig. (2-tailed)
47. I present the grammatical content and then have it practiced.	Equal variances assumed	.07	.80	.86	207	.390
	Equal variances not assumed			.87	122.785	.387
48. I give students verbal commands in English to enable them to respond physically (sit down, stand up, etc.).	Equal variances assumed	.09	.77	1.43	208	.153
	Equal variances not assumed			1.50	133.371	.137
49. I have students do painting, coloring, drawing activities.	Equal variances assumed	1.25	.27	-.77	209	.441
	Equal variances not assumed			-.74	111.209	.462
50. I encourage learner to learner/knower interaction.	Equal variances assumed	.62	.43	1.03	208	.306
	Equal variances not assumed			.98	108.081	.331
51. I pay attention to fluency.	Equal variances assumed	.03	.87	.07	210	.946
	Equal variances not assumed			.07	123.934	.946
52. I clarify the meaning via mimes, gestures and body language.	Equal variances assumed	.38	.54	-.68	209	.496
	Equal variances not assumed			-.67	118.154	.504
53. I associate the tasks and activities with students' past experience, needs and interests.	Equal variances assumed	1.49	.22	.27	208	.788
	Equal variances not assumed			.25	107.842	.800
54. I try to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations (role plays and simulations).	Equal variances assumed	5.00	.03	1.28	210	.205
	Equal variances not assumed			1.37	147.062	.173
55. I use real meaningful and authentic communication activities.	Equal variances assumed	2.80	.10	.73	209	.467
	Equal variances not assumed			.74	129.259	.458
56. I use authentic tasks supported by newspapers, TV programs and internet	Equal variances assumed	1.41	.24	-1.34	209	.181
	Equal variances not assumed			-1.29	111.777	.200
57. I try to establish a cooperative learning atmosphere.	Equal variances assumed	.34	.56	.19	209	.851
	Equal variances not assumed			.19	122.267	.851

Appendix-XII Independent Samples t-test Results of Academic Degree

		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
1. I encourage students to learn Turkish meanings of vocabulary.	Equal variances assumed	.08	.78	.74	205	.459
	Equal variances not assumed			.74	58.563	.465
2. I have students read authentic texts to improve their reading skill.	Equal variances assumed	4.80	.03	-1.33	207	.185
	Equal variances not assumed			-1.51	72.786	.135
3. I translate the vocabulary items/sentences only when necessary.	Equal variances assumed	1.27	.26	.04	207	.970
	Equal variances not assumed			.04	70.221	.967
4. I emphasize the practicing of structures verbally within a meaningful speech context.	Equal variances assumed	1.03	.31	-.32	204	.749
	Equal variances not assumed			-.35	69.799	.726
5. I use simple English sentences to make the content comprehensible.	Equal variances assumed	1.88	.17	-1.05	205	.295
	Equal variances not assumed			-1.19	69.688	.240
6. I teach listening and speaking as primary skills, reading and writing as secondary ones.	Equal variances assumed	1.64	.20	-1.23	204	.222
	Equal variances not assumed			-1.40	68.337	.177
7. I use English in the classes.	Equal variances assumed	.02	.89	-.48	205	.639
	Equal variances not assumed			-.46	57.574	.648
8. I teach grammar and vocabulary mostly to improve four language skills (listening, speaking, reading and writing).	Equal variances assumed	1.16	.28	2.07	209	.040
	Equal variances not assumed			2.00	57.362	.055
9. I select and sequence the tasks and activities in terms of linguistic and cognitive difficulty when planning my lessons.	Equal variances assumed	1.92	.17	-2.12	206	.036
	Equal variances not assumed			-2.40	72.856	.019
10. I have students write short paragraphs in English.	Equal variances assumed	.01	.92	-2.40	201	.019
	Equal variances not assumed			-2.34	57.020	.023
11. I use student-produced texts as teaching materials.	Equal variances assumed	.00	.95	-1.66	204	.098
	Equal variances not assumed			-1.64	60.337	.107
12. I correct pronunciation errors immediately.	Equal variances assumed	.01	.91	.87	206	.387
	Equal variances not assumed			.87	61.070	.390
13. I let students choose what they want to read among different themes.	Equal variances assumed	.02	.90	-3.12	206	.002
	Equal variances not assumed			-3.24	64.105	.002
14. I have students memorize the vocabulary items and grammar rules.	Equal variances assumed	1.51	.22	-1.24	206	.216
	Equal variances not assumed			-1.38	70.457	.173

Appendix-XII Continued		F	Sig.	t	df	Sig. (2-tailed)
15. I use dialogues/stories to contextualize the situations.	Equal variances assumed	1.57	.21	-1.46	208	.146
	Equal variances not assumed			-1.49	62.262	.142
16. I adjust the rate of my speech according to my students' level.	Equal variances assumed	.01	.91	-1.83	205	.069
	Equal variances not assumed			-1.81	60.806	.075
17. I emphasize native like accurate pronunciation. stress. rhythm and intonation.	Equal variances assumed	.49	.49	-1.91	206	.057
	Equal variances not assumed			-1.79	56.921	.078
18. I use Turkish to give instructions and explanations.	Equal variances assumed	1.30	.26	1.38	207	.169
	Equal variances not assumed			1.42	63.334	.160
19. I try to integrate four skills (Reading. Speaking. Listening and Writing).	Equal variances assumed	.010	.93	-1.86	208	.064
	Equal variances not assumed			-2.00	66.837	.050
20. I give instructions in English by adjusting to students' levels.	Equal variances assumed	2.07	.15	.79	206	.431
	Equal variances not assumed			.74	55.255	.461
21. I sequence the lesson from controlled to freer practice of language structures.	Equal variances assumed	1.65	.20	-1.54	204	.126
	Equal variances not assumed			-1.56	62.340	.125
22. I have students write a summary/interpretation of what they read.	Equal variances assumed	1.65	.20	-2.97	209	.003
	Equal variances not assumed			-3.09	63.667	.003
23. I try to develop students' communicative competence via interactive activities.	Equal variances assumed	5.76	.02	-.92	208	.358
	Equal variances not assumed			-1.11	80.984	.268
24. I let students bring authentic learning materials to the class.	Equal variances assumed	.00	.99	-1.80	208	.074
	Equal variances not assumed			-1.88	64.694	.064
25. I negotiate the lesson plan with the students.	Equal variances assumed	.05	.82	-2.25	206	.025
	Equal variances not assumed			-2.20	59.606	.032
26. I encourage students to guess the meaning of the new vocabulary from the context.	Equal variances assumed	.07	.78	-.64	207	.523
	Equal variances not assumed			-.68	63.386	.499
27. I use texts integrating English with other school subjects such as Science. Math.Etc.	Equal variances assumed	1.00	.32	-1.83	207	.068
	Equal variances not assumed			-1.75	57.903	.086
28. I pay attention to accurate grammatical sentence formation.	Equal variances assumed	1.85	.18	.83	208	.410
	Equal variances not assumed			.88	66.102	.382
29. I adapt the dialogues to students' interest or situation.	Equal variances assumed	1.40	.24	-1.32	205	.188
	Equal variances not assumed			-1.43	65.578	.157
30. I use audio-visual equipment to provide native speaker models to improve listening.	Equal variances assumed	.26	.61	-.78	202	.440
	Equal variances not assumed			-.83	64.544	.412

Appendix-XII Continued		F	Sig.	t	df	Sig. (2-tailed)
31. I teach slightly above students' present levels.	Equal variances assumed	.18	.67	-.97	206	.332
	Equal variances not assumed			-1.00	60.656	.324
32. I have students memorize dialogues, rhyming expressions, tongue twisters and songs.	Equal variances assumed	.14	.71	-1.87	205	.062
	Equal variances not assumed			-1.95	61.930	.056
33. I have students perform social activities like conversations, role plays, improvisations, games and discussions.	Equal variances assumed	8.11	.00	-2.59	205	.010
	Equal variances not assumed			-2.85	69.868	.006
34. I do needs analysis and counseling.	Equal variances assumed	2.58	.11	.18	202	.855
	Equal variances not assumed			.16	50.548	.872
35. I teach the meaning of the vocabulary via concrete objects and pictures.	Equal variances assumed	.200	.66	-1.34	205	.181
	Equal variances not assumed			-1.33	60.768	.188
36. I have students translate the reading texts into Turkish.	Equal variances assumed	.24	.62	-.05	207	.961
	Equal variances not assumed			-.05	57.979	.962
37. I reinforce correct sentence formation.	Equal variances assumed	.03	.87	.50	205	.619
	Equal variances not assumed			.50	60.768	.623
38. I expect students to produce comprehensible pronunciation.	Equal variances assumed	1.40	.24	-.76	207	.446
	Equal variances not assumed			-.83	68.223	.409
39. I have students engage in activities involving real meaningful communication.	Equal variances assumed	6.30	.01	-2.02	208	.045
	Equal variances not assumed			-2.24	70.004	.028
40. I select authentic materials for in-class use (newspapers, magazine articles, media materials, tourist guide books, timetables, newspaper ads, etc).	Equal variances assumed	1.17	.28	-2.90	206	.004
	Equal variances not assumed			-3.20	70.077	.002
41. I try to create a warm classroom atmosphere to lower students' anxiety.	Equal variances assumed	1.68	.20	-.65	207	.517
	Equal variances not assumed			-.71	69.287	.478
42. I conduct translation exercises.	Equal variances assumed	1.02	.31	.30	207	.761
	Equal variances not assumed			.27	56.977	.776
43. I teach English without focusing on form.	Equal variances assumed	.00	.97	-.77	207	.444
	Equal variances not assumed			-.78	61.729	.442
44. I have dictation drills.	Equal variances assumed	.11	.75	-.36	206	.716
	Equal variances not assumed			-.37	62.015	.714
45. I have students do tasks in pairs or small groups.	Equal variances assumed	2.77	.10	-.35	207	.728
	Equal variances not assumed			-.40	72.387	.695
46. I establish a competitive learning atmosphere.	Equal variances assumed	.10	.76	.80	207	.421
	Equal variances not assumed			.80	61.274	.422

Appendix-XII Continued		F	Sig.	t	df	Sig. (2-tailed)
47. I present the grammatical content and then have it practiced.	Equal variances assumed	1.54	.22	1.09	204	.279
	Equal variances not assumed			1.15	61.418	.253
48. I give students verbal commands in English to enable them to respond physically (sit down. stand up. etc.).	Equal variances assumed	.04	.84	.01	205	.990
	Equal variances not assumed			.01	59.086	.990
49. I have students do painting, coloring and drawing activities.	Equal variances assumed	3.94	.05	1.26	206	.209
	Equal variances not assumed			1.36	67.693	.178
50. I encourage learner to learner/knower interaction.	Equal variances assumed	2.30	.13	1.78	205	.077
	Equal variances not assumed			1.62	55.315	.112
51. I pay attention to fluency.	Equal variances assumed	.07	.78	-1.00	207	.315
	Equal variances not assumed			-.98	58.772	.334
52. I clarify the meaning via mimes, gestures and body language.	Equal variances assumed	2.94	.09	-.56	206	.575
	Equal variances not assumed			-.52	55.735	.608
53. I associate the tasks and activities with students' past experience, needs and interests.	Equal variances assumed	.57	.45	-.88	205	.381
	Equal variances not assumed			-.99	69.568	.326
54. I try to integrate the functional, grammatical and lexical aspects of English in a meaningful way with themes and situations (role plays and simulations).	Equal variances assumed	1.44	.23	.14	207	.886
	Equal variances not assumed			.15	65.624	.880
55. I use real meaningful and authentic communication activities.	Equal variances assumed	.63	.43	-.97	206	.334
	Equal variances not assumed			-1.00	61.297	.322
56. I use authentic tasks supported by newspapers, TV programs and internet.	Equal variances assumed	.07	.80	-1.12	206	.265
	Equal variances not assumed			-1.09	59.247	.281
57. I try to establish a cooperative learning atmosphere.	Equal variances assumed	4.18	.04	.65	206	.518
	Equal variances not assumed			.70	68.066	.485