

A PROFILE
ON
THE METHODOLOGY COURSES AT THE ELT DEPARTMENTS
OF THE
EDUCATION FACULTIES IN TURKEY

A THESIS PREPARED BY
NILÜFER BAKKINÇ

THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY
AUGUST, 1996

PE
1068
-T8
D35
1996

A PROFILE
ON
THE METHODOLOGY COURSES AT THE ELT DEPARTMENTS
OF THE
EDUCATION FACULTIES IN TURKEY

A THESIS PRESENTED BY
NİLÜFER DALKILIÇ
TO
THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY
AUGUST, 1996

Nilüfer Dalkılıç
tarafından onaylanmıştır.

PE
1068
-T8
D35
1996

B034441

ABSTRACT

Title: A Profile on the Methodology Courses
at the ELT Departments of the
Education Faculties in Turkey
Author: Nilüfer Dalkılıç

Thesis Chairperson: Dr.Susan Boshier
Ma TEFL Program,
Bilkent University

Thesis Committee Members: Dr.Theodore S. Rodgers
Bena Gül Peker
Bilkent University, MA TEFL Program

ABSTRACT

In this study, the methodology courses at ELT departments in Turkey were examined in terms of design, content and delivery. In order to collect data, sample ELT Departments of the Education Faculties in Turkey were chosen from different parts of Turkey. Data were collected through questionnaires administered to two groups of respondents, 2 methodology instructors and 20 final year students that were chosen randomly from sample ELT Departments. A total of 11 methodology instructors from 6 ELT Departments and 115 final year students from these institutions responded to the questionnaires. The findings were analyzed according to frequencies, percentages, means and standard deviations.

The findings indicated that the methodology courses were offered for three or more semesters in five of the sample universities. However, neither the instructors nor the students found the number of the courses adequate. Among the course activities, lectures and assignments were reported to be the most common and textbooks were the most widely used course

materials. The students rarely attended to professional ELT activities such as workshops, seminars or conferences while the instructors sometimes found opportunities to attend such activities. An interesting finding was that the students stated that they were quite familiar with the English Language Teaching approaches and methods. Equipment such as video-camera, video-player and computers were rarely used in the courses and other equipment such as tape-recorders were not used very often. When they were asked their opinions about the courses in their institutions, respondents answered that the amount of practice in the methodology course and the length of the practicum course itself should be increased. Since the number of the students was high in some institutions, some activities such as microteaching or demonstrations could not be performed as much as necessary.

Based on the above findings of the study, several recommendations can be made. First of all, the success of the methodology courses can be increased by providing sufficient course materials and classroom conditions. The number of the students should be limited since in a crowded class the activities such as microteaching, group discussions or demonstrations cannot be performed successfully and finally the amount of practice within the courses should be increased. Since methodology is closely related to practicum, the practicum course should be integrated with the methodology courses.

BİLKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

August 31, 1996

The examining committee appointed by the
Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

Nilüfer Dalkılıç

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.


Thesis Title: A Profile on the Methodology Courses
at the ELT Departments of the
Education Faculties in TURKEY

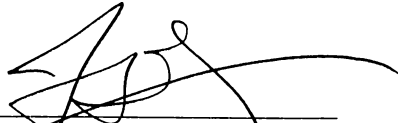
Thesis Advisor : Ms. Bena Gül Peker
Bilkent University, MA TEFL Program


Committee Members: Dr. Theodore S. Rodgers
Bilkent University, MA TEFL Program

Dr. Susan D. Boshier
Bilkent University, MA TEFL Program

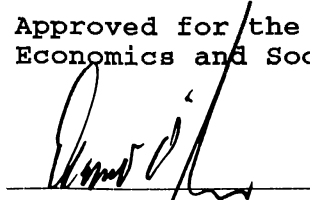
We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.


Bena Gül Peker
(Advisor)


Theodore S. Rodgers
(Committee Member)


Susan Bosher
(Committee Member)

Approved for the
Institute of Economics and Social Sciences


Ali Karaosmanoglu
Director
Institute of Economics and Social Sciences

ACKNOWLEDGEMENTS

I would like to thank my thesis advisor, Ms. Bena Gül Peker, for her invaluable suggestions and enthusiastic encouragement throughout the study. I am grateful to Dr. Theodore S. Rodgers for his professional judgements in the process of this study and also to Dr. Susan Boshier for her helpful suggestions.

I am greatly indebted to the methodology instructors and the students of the sample universities who contributed to the study. Special thanks go to my friends Emine, Figen and Ahmet who helped me with the administration of the questionnaires.

Finally, I would like to thank my family and especially my father for their encouragement and support throughout the study.

TABLE OF CONTENTS

| CONTENTS | PAGE |
|--|------|
| LIST OF TABLES | VII |
| LIST OF FIGURES | VIII |
| CHAPTER 1 | |
| INTRODUCTION TO THE STUDY | 1 |
| Background of the Study | 1 |
| Statement of the Problem | 3 |
| Purpose of the Study | 4 |
| Statement of the Research Questions | 4 |
| Significance of the Study | 5 |
| Organization of the Study | 5 |
| CHAPTER 2 | |
| LITERATURE REVIEW | 7 |
| A Brief Summary of English Language Teaching History | 8 |
| The Core Elements of Teacher Preparation Curricula | 10 |
| The Term Methodology | 14 |
| The Aims of the Methodology Course | 15 |
| Methodology Course Design | 16 |
| Factors that Influence the Learning of Teacher Candidates | 20 |
| CHAPTER 3 | |
| METHODOLOGY | 26 |
| Development and Implementation of the Research Instruments | 26 |
| Procedure | 27 |
| Subjects | 27 |
| Data Collection | 28 |
| Data Analysis | 31 |
| CHAPTER 4 | |
| PRESENTATION AND ANALYSIS OF THE FINDINGS .. | 33 |
| Analysis of the Questionnaires | 34 |
| Background Information About the instructors and the Students | 35 |
| Length and Duration of Methodology Courses . | 37 |
| Length, Duration and Setting of the Practicum Course | 38 |
| The Order of Importance of the Courses in an ELT Department | 38 |
| Aims of the Methodology Course | 39 |
| Course Activities | 41 |
| Course Materials | 42 |
| Professional Activities in ELT | 44 |
| Length and Content of the Methodology Courses | 45 |
| Students' Familiarity with the Approaches and Methods | 46 |
| Open-ended Items | 51 |
| University 1 | 51 |
| University 2 | 54 |

| | | |
|------------|---|----|
| | University 3 | 57 |
| | University 4 | 60 |
| | University 5 | 62 |
| | University 6 | 65 |
| CHAPTER 5 | CONCLUSION | 69 |
| | Summary of the Study | 69 |
| | Discussion of the Results and Conclusions .. | 70 |
| | Background of the Respondents | 70 |
| | Length, During and Setting of Methodology and Practicum Courses | 71 |
| | Order of Importance of the Courses in an ELT Department | 72 |
| | Aims of the Methodology Course | 72 |
| | Course Activities and Materials | 73 |
| | Responses to the Opinion Questions | 75 |
| | Limitations of the Study | 67 |
| | Implications for Further Study | 68 |
| REFERENCES | | 78 |
| APPENDICES | | |
| | Appendix A: A Questionnaire to the Methodology Instructors for Analyzing the Methodology Component of ELT in Turkey | 81 |
| | Appendix B: A Questionnaire to the Final-year students of the ELT Departments for Analyzing the Methodology Component of ELT in Turkey | 86 |

LIST OF TABLES

| TABLE | | PAGE |
|-------|---|------|
| 1 | Number and Types of Questions in Questionnaires | 29 |
| 2 | The Categorization of Questionnaire Items | 30 |
| 3 | Past Experiences of Methodology Instructors as English Teachers | 36 |
| 4 | Length and Duration of Methodology Courses | 37 |
| 5 | Courses Offered in an ELT Department According to Their Importance | 39 |
| 6 | Objectives for Methodology Courses | 40 |
| 7 | Activities Included in Methodology Course | 41 |
| 8 | Course Materials | 43 |
| 9 | Professional Activities in ELT | 44 |
| 10 | Opinions of Respondents About Length and Content of Methodology Courses in Their Institutions | 43 |
| 11 | Students' Familiarity with Approaches and Methods | 47 |
| 12 | Students' Definitions of General Style of Methodology Courses | 49 |
| 13 | Instructors' Statements about General Style of Methodology Courses | 50 |
| 14 | Positive Aspects of Methodology Courses According to Answers of Students(University 1)..... | 52 |
| 15 | Negative Aspects of Methodology Courses According to Answers of Students(University 1)..... | 53 |
| 16 | Positive Aspects of Methodology Courses According to Answers of Students(University 2)..... | 55 |
| 17 | Negative Aspects of Methodology Courses According to Answers of Students(University 2)..... | 56 |
| 18 | Positive Aspects of Methodology Courses According to Answers of Students(University 3)..... | 58 |
| 19 | Negative Aspects of Methodology Courses According to Answers of Students(University 3)..... | 59 |
| 20 | Positive Aspects of Methodology Courses According to Answers of Students(University 4)..... | 60 |
| 21 | Negative Aspects of Methodology Courses According to Answers of Students(University 4)..... | 61 |
| 22 | Positive Aspects of Methodology Courses According to Answers of Students(University 5)..... | 63 |
| 23 | Negative Aspects of Methodology Courses According to Answers of Students(University 5)..... | 64 |
| 24 | Positive Aspects of Methodology Courses According to Answers of Students(University 6)..... | 65 |
| 25 | Negative Aspects of Methodology Courses According to Answers of Students(University 6)..... | 66 |

LIST OF FIGURES

| FIGURE | PAGE |
|---------------------------|------|
| Sample Universities | 34 |

CHAPTER 1 INTRODUCTION TO THE STUDY

Since we are living in an age of information and technology transfer, English language is increasingly important as a means for establishing relationships among countries and for keeping pace with rapidly developing technological fields. In Turkey, teaching English as a foreign language has long been one of the leading goals of national education. For that reason, many students in state and private high schools are offered English lessons.

There are a number of determiners of the effectiveness of English Language Teaching (ELT), the most important of which is the English teacher. During the pre-service education stage, the teacher candidates are offered 'methodology' courses that allow them to develop a teaching theory before beginning teaching actively, that is teaching in a real class. Thus, it can be said that methodology courses play an important role in the preparation of English teachers.

Background of the Study

Before the re-organization of Turkish higher education in 1982, teachers of English were usually graduates of three-year degree programs in English language and literature at universities. In 1982, the teacher training colleges were turned into Faculties of Education and the

teacher trainees were required to attend four-year degree programs. Entirely new departments of foreign language education were opened in already existing universities (Bear, 1992). Today, teachers are accepted to teach after they have graduated from the Education Faculties of the universities. At present there are 34 Education Faculties located in different parts of Turkey and 17 ELT Departments in these faculties.

In the literature, the term 'teacher education' is sometimes used interchangeably with 'teacher preparation' and 'teacher training'. In this study, these three terms will be used to express the same idea.

In the English Language Teaching Departments in Turkey, pre-service education includes courses for increasing the students' general competence in English and courses for obtaining teaching qualifications. The main courses are offered in the following areas:

1. Language Development
2. Literature and Culture
3. Linguistics
4. Methodology and Practice Teaching
5. Foundation of Education (Bear, 1992, p. 27)

As Ward (1992) notes, the job of a teacher education program should be to prepare the undergraduate to teach. Since methodology is a course that prepares the

undergraduate to teach, it can be said that it has a significant role in ELT teacher education programs as the content of the course and the qualifications of the instructors all affect the success of the future teachers.

Statement of the Problem

As it will be indicated in the literature review, there are a variety of senses in which 'methodology' is often understood: a focus on techniques for teaching the four basic skill areas of reading, writing, listening and speaking, a focus on particular 'methods' and how to execute them and a focus on general principles of good language teaching such as the principle of authenticity and the principle of giving students advanced preparation, as these derive from research or observation. And more recently, some view 'methodology' as patterning beginning teacher behavior on the model of experienced teaching.

In ELT pre-service teacher preparation program descriptions, it is not possible to determine how effective 'methodology' instruction is. That is how the students should be prepared in order to be able to apply their methodology training in live classrooms. This thesis undertakes to explore some of the issues concerned with the design and delivery of 'methodology' courses in pre-service ELT teacher preparation programs in Turkey.

Purpose of the Study

As stated earlier, the pre-service ELT education programs have a vital duty to the profession, to prepare effective English teachers. In order to reach this aim, the students are offered methodology courses the contents of which change from one university to another.

The purpose of this thesis is to examine the design, content and delivery of the methodology courses offered in Turkey. The literature review summarizes the views on the design, content and delivery of the methodology courses which were used to prepare questionnaires to collect data.

Statement of the Research Questions

This research is a descriptive study of the methodology courses at the ELT departments of the Education Faculties in Turkey. In the thesis, the following point will be investigated:

What types of methodology courses are being offered in pre-service teacher education programs at the Education Faculties in Turkey in terms of design, content and delivery?

The specific research questions are as follows:

Design: What is the number of the methodology courses that are being offered in the sample ELT Departments in Turkey? What is the place of methodology courses among other courses offered in the ELT Departments in Turkey?

Content: What are the aims of methodology courses in an ELT Department? What kind of materials and activities are included in the courses?

Delivery: What is the background and experience of the instructors? Do the instructors and the students find opportunities to attend professional activities in ELT?

Significance of the Study

It is hoped that the results of this study will be valuable to the Higher Education Council (YÖK) to provide presently unavailable information about ELT methodology courses and the place of these courses in the preparation of English teacher candidates. In addition, it is hoped that university ELT department administrators, instructors, and teacher candidates will find comparative data on methodology course offerings enlightening. This study may also be used as a model for researchers who might investigate other parallel course offerings in ELT teacher preparation (e.g. linguistics sequences in ELT Departments).

Organization of the Study

The first chapter is an introduction to the study in which the topic, the purpose of the study, the research questions, the significance of the study, and the organization of the study are presented. The second chapter is a review of the related professional literature. In the

third chapter the methodology used for collecting and analyzing data for this study is explained. The fourth chapter includes the presentation and analysis of the data. Finally, in the last chapter the findings of the study are reviewed, some conclusions and implications are drawn and some suggestions are offered for the improvement of the courses.

CHAPTER 2 LITERATURE REVIEW

This study examines the methodology courses at the ELT Departments of the Education Faculties in Turkey in terms of design, content and delivery. As a framework for this study, the literature in the area of teacher education will be reviewed in this chapter.

The chapter contains a number of sections, the first of which involves a summary of ELT history in Turkey as well as in the world so that the connection between English language teaching and methodology can be explained. Secondly, different perspectives are reviewed about the core elements of the teacher preparation curricula followed by a section about different definitions of ELT methodology. Next, the aims of methodology courses in general and views on methodology course design are discussed. Finally, a number of factors that affect the success of the courses such as the experience and ability of the methodology instructors are reviewed. The significant role of instructors in teacher education programs which is emphasized in certain pieces of the literature, is summarized at the end of the chapter along with other factors that influence the learning of teacher candidates.

A Brief Summary of English Language Teaching History

In earlier periods, English Language Teaching was not considered as a profession which required specialization. The history of English language teaching does not date far back in the world. Through much of the early twentieth century, a teacher with general training was put into the language classroom and expected to survive. Teacher education was general education in the belief that the ability to teach was inherent in scholarship and that 'learning a subject' was equivalent to learning 'how to teach it' (Kelly, 1969, p. 280). As a result, teachers were not expected to be graduates of special schools. Instead, they were licensed to teach by local administrators, usually after oral interviews, and sometimes after written examinations. However, they could teach only in the district or county doing the licensing.

Two perceptions emergent in the late 19th century, however, became firm convictions in the early 20th. The first was that quality instruction in the schools could not be achieved until teachers became specialists in the disciplines they taught, the second was that teaching in the schools was a professional activity demanding professional training in teaching. Teacher competence had surfaced as an issue. The conclusion was that teacher education was a critical need. The result was the development of teacher education programs (Kelly, 1969). The profession has made

remarkable progress in preparing undergraduate teacher candidates as foreign language specialists (Freeman, 1966, cited in Strasheim, 1991).

In 1942, as teacher education programs were in the process of becoming established, the certification and programs called for only two years of language study. Today teacher education programs are approved by state departments of education and the students are required to earn credits in categories such as language, literature and culture (Freeman, 1966).

Having given a brief history of ELT and Foreign Language Teaching (FLT) in the world, the history of English Language Teaching in Turkey will be summarized at this stage of the study. In Turkey, until 1938 language teachers were native-speakers or graduates of foreign language medium schools offering education in one of the European languages (Demircan, 1988). In 1938, the increasing need for foreign language and especially English teachers, caused the government to open colleges to train foreign language teacher candidates. Following that, the number of these schools increased continually. Training ELT teachers in Turkey was started in 1944 at Gazi Educational Institute (Demircan, 1988). Following that Buca in Izmir and Uludağ in Bursa offered a three year ELT program until 1982. After the Higher Education Law of 1981, all the ELT departments in

educational institutions were converted into departments of Foreign Language Education in the new Faculties of Education. At present there are 17 ELT Departments at the Faculties of Education in Turkey.

The Core Elements of Teacher Preparation Curricula

The number and content of the courses in curricula have changed throughout the ELT Education history. Today, the curriculum of pre-service teacher education changes from one country to another or typically from an institution to another within the same country. However, there are some general characteristics of these curricula that have been defined by some experts.

Brumfit (1980) suggests that since a training course is not aiming to produce either linguists or educational theorists, it should be an integrated course in terms of theory and practice. The use of theory will be explicitly related to the need to solve practical problems. Second, whether or not all theory leads directly to school experience, it should lead directly to practical activities (i.e., activities performed by the students). Third, trainees should be free to remain themselves within the course structure; the course is about being themselves, not about being somebody else.

Strevens (1977) explains the components of a course that aims at training language teachers as follows:

1-The skills component: In order to be a teacher, a trainee should acquire certain skills. Strevens further defines three different kinds of skills that are required of the teacher and consequently of the teacher candidate:

a)Command of Target Language: The teacher of a language is the learner's model, especially as far as the spoken language is concerned, and if the teacher's command of the language is inadequate, the learner's achievements will be impaired.

b)Teaching Techniques and Classroom Activities: It is not self-evident to the trainee how a language can be broken into teachable items, nor how these may best be presented so that their significance is grasped and the learner is enabled to use them with accuracy and ease.

c)The Management of Learning: Not every act of teaching is immediately effective. Sometimes a point is grasped by some learners in class but not by others. Individuals in a class learn more readily and rapidly than others, and display personal differences in learning. Sometimes an individual enters a period of faster learning, or goes through a patch of poor learning. It is a crucial part of the teacher's classroom skills to learn how to assess from moment to moment the progress of each individual in the

class, and how to manage the classroom activity so that the fastest and most able students are not frustrated by being held back, while the slower learners are not depressed by being left back.

2-The Information Component: Strevens (1977) states that language teachers need to know a great deal which they would not need to know if they were not language teachers. The required information is divided into three parts:

a)Information about education. This knowledge is no substitute for the skill of being able to teach, but it offers the teacher an intellectual basis for what he is doing.

b)Information about the syllabus and materials he will be using.

c)Information about language: Although the information above is necessary for every English teacher to have, it is still not adequate, since they also need to have information about the theory of language.

3-The Theory Component: The language teaching profession makes connections with rigorous theoretical disciplines, notably linguistics, sociolinguistics, psychology, and psycholinguistics (Strevens, 1977). There is, however, an ambiguity in the word 'theory'. Theory commonly means generalization, principle or abstraction. In this weaker sense, there will be little disagreement that

all teacher training courses should include a theory component, through which the teacher candidates could hope to acquire an understanding of their classroom actions and their effects. However, there is also a stronger meaning of theory. In this sense, it means a body of abstractions which has been arrived at by certain specified steps and which bears a quite specific relation to data and to observed facts. In this rigorous sense of theory, it is only when the trainee has attained a sufficient level of personal education and when the training course has sufficient time available and when s/he is preparing to teach high-level learners, that theoretical studies of this sort are likely to find a place.

Having discussed the components of a teacher training curriculum, now the components that generally exist in Turkish ELT Departments will be defined. In Turkey, the five basic components of ELT teacher education curricula are the following:

- a) Language Development
- b) Literature and Culture
- c) Linguistics
- d) Methodology and Practice Teaching
- e) Foundations of Education (Bear, 1992, p. 27)

As can be seen above, Bear places methodology under the same category with practice teaching which indicates that

these two courses are closely related to each other. In this study, the main concern will be the methodology component which plays an important role in the preparation of teacher candidates. However, it should be emphasized that sometimes it is difficult to separate the two since they very much overlap.

As mentioned earlier, the scope of this thesis is limited to the methodology course. Before discussing the course, it is crucial to explain how the term 'methodology' is interpreted in ELT. As presented in the next section, the term is defined in different ways in the literature.

The Term 'Methodology'

In recent years different definitions of the terms 'method' and 'methodology' have emerged. For some, methodology means a focus on techniques for teaching the four basic skill areas of reading, writing, listening and speaking (Rivers, 1981). For others, methodology means a focus on particular 'methods' (Direct Method, Audio-lingualism, Natural Approach, etc.) and how to execute them (Richards & Rodgers, 1986). For still others, methodology means a focus on general principles of good language teaching (the principle of authenticity, the principle of giving students advance preparation, etc.) as these derive from research or observation (Brown, 1994) and the view on 'methodology' as focus on patterning beginning teacher

behavior on the model of experienced teachers (Freeman, 1994).

The success of future language teachers is closely related to the methodology courses which are prepared to provide adequate information to the trainees. Course designers who play an important role in the preparation of the courses have certain aims which affect the design, content and delivery of a course.

Aims of the Methodology Course

At this phase of the study, the aims of methodology courses will be discussed. Just as the definitions of methodology differ, the aims of the course differ as well. According to Hill & Dobbyn (1979), the aim of the methodology courses is to support the teacher trainees by providing them with shortcuts to techniques and principles which they might take a long time to learn from experience. Later on, the aim of teaching and methods changed a lot and the scope of the courses were extended.

Combs (1989) points out that in the modern teacher education programs the emphasis has to shift from "learning how to teach" to "becoming a teacher". He states that, "Learning how to teach has to become a component of the teacher education that is offered, giving students options in strategies, techniques, and activities, always with

clear explanations of the goals and objectives to be realized." (Combs, 1989, p. 131)

According to Roe (1992) "the aim of the methodology course is to prepare the teacher of the 90's" with the following qualifications:

1-The teacher of the nineties is a decision maker, someone who responds sensitively to the constantly changing circumstances which affect the learning environment.

2-S/he is constantly adapting the curricular framework within which s/he is working to suit the changing variables of the learning environment.

3-S/he is of necessity a materials evaluator/producer/developer/adapter.

4-S/he is methodologically eclectic, tailoring learning modes and classroom sociology to suit varying bodies of learners (Roe, 1992, p. 8).

Methodology Course Design

As Freeman (1994) suggests, not all methods courses reach the aim of preparing effective English teachers. The design of the course is an important determinant for the success of the course. Here, it might be necessary to learn what is discussed about the design and content of methodology courses in the literature.

There are a number of views on how an ELT methodology course should be designed. As a starting point, the course

designs of the earlier periods of teacher education programs will be presented in order to make a comparison.

In the early days of teacher education programs, methodology courses were generalized and offered for the prospective teachers of all disciplines (Strasheim, 1991). In the forties, foreign language methods courses emerged. At the beginning, The Grammar-Translation method used widely. The Direct Method and later the Audiolingual Method had their terms at the center stage of ELT teacher training. Through the one half century history of foreign language methods courses, the offerings have been situation-oriented, training teachers to a particular model of teaching (Larsen-Freeman, 1983). But in the 1970s, classroom teachers in the schools, demoralized by the failure of "one true way" and influenced by emergent research on learning styles and preferences, began to exercise their own professional decision making. They began to 'mix' and 'match' strategies, techniques, and activities from a variety of methodological sources. This can be called as eclecticism. Richards & Rodgers (1986) state that in eclectic method techniques, activities, and features are selected from different methods.

One of the biggest difficulties in the initial training of teachers is to persuade students that there are no easy answers, that some vitally important questions cannot be

given objective answers, that language teaching is too complex an activity to be performed simply and that in the end teacher training must be about the principles of teaching rather than what to do in particular circumstances, for no two sets of circumstances are the same. Brumfit states (1980) that teaching is a science in that it is possible to make explicit and systematic generalizations about it, and to submit these generalizations to some sort of empirical test. It is an art in that no objective statement of procedures will enable good teaching to occur with any teacher and any class.

Mariani (1979) suggests that the definition of who will train the new teachers, and of where and when the training will take place, will be dependent on local conditions. Pre-service training should begin well in advance of the actual time when teachers should start service, so as to ensure adequate availability of time and resources. It should be combined with a practice that is real and autonomous and which is constantly supervised.

According to Strevens (1977) the training of language teachers can be regarded as an attempt to produce the optimum match between a number of disparate elements, whose nature varies from country to country, from one level of education to another and according to a range of other factors. These prime elements may be summarized thus:

1-The personal attributes of the teacher candidate. For example, characteristics such as age, maturity, personality and temperament, intelligence, personal education, motivation for becoming a teacher, previous experience of children and adults, etc.

2-The individual and group attributes of the pupils he will face. The same course of training is not equally suitable for dealing with for example, on the one hand children of seven years of age in a country overseas where English is a foreign language, and on the other, highly selected would-be university entrants of age 19, studying English intensively in Britain.

3-The nature of the educational process, of teaching in general and of language teaching in particular. The candidates are entering a profession which has a long history and which has built up a substantial body of theory, principle, practice and knowledge, both about the general notion of how to promote the education of a human being and about the special problems of doing this in relation to particular subjects. The training they will receive takes account of this body of thought.

4-The target situation for which the candidates are being trained. The candidates usually have a fairly close idea of the educational level at which they are preparing to teach, and of other basic features of the job they expect to

take up. As a rule, training courses concentrate on a particular age-group, kind of school, kind of class, kind of learner, kind of teaching, in which they will ultimately find themselves working after they complete their training.

5-The realistic possibilities of training. A further element which the foregoing must match, and be matched to, reflects the shortcomings and constraints of the training operation. Is there sufficient time for the course to impart all the trainee needs? Is the staff of the training college or university department of sufficient quality and standard. Are there adequate facilities, books, equipment, etc. in the training institution? These and other questions delimit the realistic possibilities of teacher training in a given instance.

This section has summarized prime elements that should be taken into consideration in the preparation of a course that will be successful in terms of preparing competent English teachers. The following section will discuss the factors that affect the success of a methodology course.

Factors That Influence

The Learning of Teacher Candidates

There are a number of factors that influence the learning of teacher candidates. Among these factors, instructors take an important place since their experience and ability unavoidably affect the course. Most of the

experts emphasize the significant role of tutors in pre-service teacher education. Kocaman (1992) claims that in order to improve the quality of teacher education, the training of teacher educators should be given more attention.

He states that "teacher educators well-informed about theory and practice, about fashion and tradition in the job, and those who dedicate themselves to this hard task and who love teaching at large will change a lot the profession in the long run." (Kocaman, 1992, p. 23)

According to Hill & Dobbyn (1979), teacher trainers themselves may not be competent in teaching English themselves and some of them give only theoretical information about how to teach instead of giving demonstrations. Hill & Dobbyn argue that what is required in a methodology course is a small amount of theory-enough to show reasons for what one does in the demonstrations, but not so much as to overwhelm the trainees and make them despair of ever being able to do all the things they are told they must do and to avoid all the things they are told they must not do.

Similarly, Brumfit (1980) mentions the teaching competence of the methodology instructors and suggests that instructors should not be instructing trainees if they have not recently taught in a school of exactly the type for

which they are preparing the trainees. It is argued that instructors should also be engaged in curriculum development work for the school, be themselves taking part in in-service courses and be conducting relevant research. Brumfit states that "what emerges then is the instructor's self-education and from that the self he teaches to his students." (Brumfit, 1980, p. 62)

In sum, it can be inferred that the instructors should be equipped with knowledge concerning the type of schools for which they are preparing their students.

In Turkey, ELT Departments prepare the trainees to teach in state secondary schools that the students attend after completing their primary school studies and state high schools which include the period following the completion of the secondary schools and until the start of university education. If the methodology instructors have a chance to work in these schools, the course that they teach may be more realistic since they will become more aware of the advantages and disadvantages of the profession that the teacher candidates will be involved in after their education and thus they can prepare them better for their future responsibilities.

As stated above, the experience and abilities of the methodology instructor is one of the most important factors that affect the learning of the teacher

candidates. Among the other factors that influence the teacher trainees is their past experiences. Before being accepted to the profession of teaching, every teacher spends many years as student. They have had some bad experiences as learners as well as good ones. Kennedy (1991) notes that according to the results of a research on teacher learning, it was found that the teachers' views about school subjects are formed when they are still children. He states that, "teachers develop strong conceptions of the practice of teaching while they are still children. From their experiences as students they form views about the nature of school subjects, and about the teacher's role in facilitating learning. These views constrain their ability to grasp alternative views".

(Kennedy, 1991, pp. 6-7)

Freeman (1994) summarizes "the factors that influence the learning of teacher candidates" in five points:

- the role of prior knowledge in learning to teach,
- the ways such teaching knowledge develops,
- the role of context in teacher learning,
- the role of teacher education as a form of intervention in these first three areas,
- the role of input in changing teachers' beliefs about content and learners. (Freeman, 1994, p. 184)

He states that teachers with no prior teaching experience, have been found to be more rigid and to rely more heavily on formulaic knowledge, such as rules, principles, and theories encountered in pre-service education. However, when that formulaic knowledge breaks down, they fall back on their prior experience as students to resolve problems.

Teacher education may not be a major factor in shaping what teachers know and how they teach. It seems that the breadth and complexity of teacher learning is only slightly touched by the formal input received in teacher education. However, this does not mean that we abandon formal teacher preparation. Rather, it means that "we must understand the processes that are at work in teacher learning in order to be more influential and effective within them." (Freeman, p. 186)

Consequently, it can be said that English language teaching and teacher education have undergone many changes throughout history. Many new methods have emerged and for a period gained much attention. Although the terms 'method' and 'methodology' have been defined differently, it is commonly accepted that methodology courses are directly related to English teacher education. Although the trainees were only taught a particular model of teaching until the 1970's (Larsen-Freeman, 1983), in modern teacher education

programs, the role of the teacher has been changing. The teachers of today do not believe that one method can be used in every situation and in modern teacher education programs the teacher trainee is not forced to adapt a particular method. Instead s/he is expected to make decisions and be able to respond to changing circumstances (Roe, 1992).

CHAPTER 3 METHODOLOGY

The purpose of this study was to examine the methodology courses that are being offered for the pre-service teacher education programs at the Education Faculties in Turkey and to provide information about the design, content and delivery of the courses.

The main purpose of this chapter is to discuss how this study was conducted. In this chapter, development and implementation of the research instruments are explained. Firstly, the research procedure is described and then the subjects are presented. The last part of the chapter provides information about data collection and the analysis of the results obtained from the questionnaires.

Development and Implementation of the Research Instruments

This research is a survey of the current situation of the methodology components of ELT programs in Turkey. Various materials from the libraries in Ankara were reviewed in order to provide a starting point for the study. The findings of the literature review and the regulations of the Higher Education Council were used as a basis for constructing two questionnaires, one for methodology instructors and one for final year students of the Education Faculties in Turkey in order to collect data on current

practices relating to the methodology component of the ELT departments of the Education Faculties. Since the success of the instructor is one of the most important determiners in the success of the courses, the background and experience of methodology instructors were also assessed. As mentioned before, the questionnaires were administered to two different types of population, the methodology instructors and final year students.

Procedure

Of the 17 Departments of ELT in Turkey, 6 faculties were chosen as a representative sample. The sample Education Faculties were chosen according to two criteria: First, these faculties had the largest number of students and second, the number of methodology instructors in these institutions were higher than the other ELT Departments at the Education Faculties in Turkey.

Subjects

Two methodology instructors (one in some of the universities, if there was only one methodology tutor) and 20 final year students were randomly chosen from ELT Departments of each sample university. In total, the target population consisted of 11 methodology instructors and 115 final year students.

Data Collection

Data were collected through structured questionnaires which were prepared according to criteria determined as a result of the literature review. The researcher administered the questionnaires herself or by the help of some colleagues who kindly agreed to administer the questionnaires. Before administering the questionnaires, personal contacts were made with the institutions by telephone or through personal connection.

Before the administration of the final forms of questionnaires to the teachers and students, the questionnaires were pilot-tested at Gazi University in Ankara and reshaped according to the results.

Table 1 presents the number and types of the questions in the questionnaires.

Table 1
Number and Types of Questions in Questionnaires.

| Types of questions | Questionnaires | |
|--------------------|----------------|----|
| | Q1 | Q2 |
| Rank ordering | 1 | 1 |
| Rating | 4 | 4 |
| Multiple choice | 7 | 5 |
| Likert scale | 5 | 4 |
| Likert-type scale | - | 1 |
| Open-ended | 2 | 3 |
| Total | 19 | 18 |

Note. Q1= Questionnaire prepared for instructors, Q2= Questionnaire for final year students.

As can be seen in the table, the questionnaire prepared for the instructors consisted of 19 questions and there were 18 questions in the questionnaire prepared for the students. The aim of the open ended questions was to learn the opinions of the respondents on the courses in their institutions.

Table 2 displays the categorization of questionnaire items in the questionnaires.

Table 2
Categorization of Questionnaire Items

| Category | Questionnaires | |
|---|-------------------|------------------------|
| | Q1 Items | Q2 Items |
| 1-Background of the respondents | I2,I2,I3 | - |
| 2-Length, duration and setting of the methodology and practicum courses | I4,I5,I6,I7,I8,I9 | I1,I2,I3,I4,I5,I6 |
| 3-The order of importance of the courses in an ELT Department | I10 | I7 |
| 4-Aims of the methodology course | I12 | I8 |
| 5-Course design, activities and materials | I11,I13,I14,I15 | I9,I10,I11,I12 |
| 6-Opinion questions | I16,I17,I18,I19 | I13,I14,I15,I16,I17,I1 |

Note. Q1= Questionnaire prepared for instructors, Q2= Questionnaire for final year students; I=Item.

The items were distributed into six categories according to their subjects as displayed in Table 2 above. The six categories were background of the respondents; length, during and setting of the methodology and practicum courses; the order of importance of the courses in an ELT

Department; aims of the methodology course; course design, activities and materials and opinion questions.

As can be seen in Table 2, the methodology instructors were asked three questions about their background and experience as English teachers as well as methodology instructors. Since all of the students were final year students of ELT Departments, they had similar backgrounds and they were not asked any questions about their age and sex since these were not demographic variables in the study.

Data Analysis

Data presented and analyzed in Chapter 4 were used to describe the current situation of the methodology components of ELT programs in Turkey.

Data obtained from the administration of the questionnaires were analyzed according to frequencies, percentages, means and standard deviations and the results were compared with the findings from the review of the literature, in order to draw some conclusions, some implications, and offer some suggestions.

In the two questionnaires, there were 14 questions which were completely identical. Since the order of the questions was not the same, the numbers given to them are different. In order to refer to the questions that are identical, we will use two different numbers and initials as in the example Item I6-S3. Here, the first symbol (I6)

refers to the place of the item in the instructors' questionnaires while the second one (S3) refers to the same question in the student's questionnaire.

CHAPTER 4 PRESENTATION AND ANALYSIS OF THE FINDINGS

This study attempted to answer the following question: What types methodology courses are being offered in the pre-service teacher training programs at the Education Faculties in Turkey in terms of design, content and delivery?

Data were collected through questionnaires administrated to two groups of respondents: two methodology instructors and 20 last year students from each ELT Department in the Education Faculties in Turkey. Two types of questionnaires were prepared: one for the methodology instructors of the ELT departments and the other for the final year students of the same departments (See Appendices A and B for a copy of each questionnaire). The questionnaire designed for the methodology instructors consisted of 19 questions. Another questionnaire, consisting of 18 questions, was administered to the students.

The questionnaires were administered in five universities to a total of two methodology instructors and 20 last year students as it had been planned. Since the remaining one university had only one methodology instructor, the questionnaire could only be administered to one instructor in this institution. In this university, in spite of the attempts of the researcher and the methodology instructor to collect data, only 15 of the questionnaires were returned by the students. All the universities that

contributed to this study were given codes which will be mentioned in the study as follows:

| Code | Name of University |
|---------------|----------------------------------|
| University 1: | Anadolu University |
| University 2: | Çukurova University |
| University 3: | Dicle University |
| University 4: | Gazi University |
| University 5: | Hacettepe University |
| University 6: | Middle East Technical University |

Figure 1. Sample Universities.

A total of 126 individuals responded to the questionnaires, 115 of whom were students and 11 were instructors. Data were analyzed, frequencies and percentages were obtained for each item in the questionnaires and the means and standard deviations were calculated. The results of the analysis will be presented under the categories of the questionnaires that were presented in Chapter 3.

Analysis of the Questionnaires

As mentioned earlier, in the questionnaires prepared for the two groups, there were 14 questions which were identical. Since the number of the questions was different,

each item will be referred by using two numbers and initials (e.g. in Item I6-S3, the first symbol here refers to the instructors' questionnaires, and the second is used to define the number of the same question in the students' questionnaire).

Background Information About the Instructors and the Students

All of the students who accepted to participate this study were final year students of the ELT Departments from six universities in Turkey. Since the age and sex of the final year students who responded to the questionnaires were irrelevant to the study, these were not included in the questionnaires.

The methodology instructors were asked about their degrees and past experiences. Eight respondents stated that they had Ph Degrees, two had B.A.s and one M.A. The past experiences of the respondents are displayed in Table 3.

Table 3
Past Experiences of Methodology Instructors as English Teachers.

| Number of years | Groups | | | | | |
|-----------------|--------|------|----|------|----|------|
| | SS | | HS | | PS | |
| | n= | 11 | n= | 11 | n= | 11 |
| | f | % | f | % | f | % |
| 0 | 8 | 72.7 | 6 | 54.5 | 4 | 36.4 |
| 1 | 1 | 9.1 | 3 | 27.3 | 0 | 0 |
| 2 | 2 | 18.2 | 1 | 9.1 | 2 | 18.2 |
| 3 | 0 | 0 | 1 | 9.1 | 2 | 18.2 |
| 4 | 0 | 0 | 0 | 0 | 2 | 18.2 |
| 5 | 0 | 0 | 0 | 0 | 1 | 9.1 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 |

Note. SS=Secondary Schools, HS=High Schools, PC=Private English Courses.

As can be seen from Table 3, most of the instructors had taught in private schools while only a few of them had an experience of teaching in high schools or secondary schools where their students were supposed to teach after their graduation.

Length and Duration of Methodology Courses

In Item I4-S1 and Item I5-S2 respondents were asked to indicate the length of the methodology courses in their institutions and during which semesters the students took the courses. The results are presented in Table 4.

Table 4
Length and Duration of Methodology Courses.

| University | Semesters | | | | Total |
|--------------|-----------|----------|----------|----------|-------|
| | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> | |
| University 1 | 1 | 1 | 1 | 1 | 4 |
| University 2 | - | 1 | 1 | 1 | 3 |
| University 3 | - | - | 1 | - | 1 |
| University 4 | 1 | 1 | 1 | 1 | 4 |
| University 5 | 1 | 1 | 1 | 1 | 4 |
| University 6 | 1 | 1 | 1 | - | 3 |
| Total | 4 | 5 | 6 | 4 | |

It can be inferred from the table that the length of the courses in most programs was three or four semesters and all the courses were offered during the third or fourth years of the programs. In all the sample universities, the

students were offered the methodology courses in the seventh semester.

Length, Duration and Setting
of the Practicum Course

In Item I6-S3 respondents were asked whether they had a practicum component in their programs. All of them stated that they had. In five programs, the length of the course was one semester and only in University 3, practicum course was offered for one month. In this program, the students attended the course during one month while in the other five universities, the course was held once a week during a whole semester. In all programs, the practicum was offered in the second semester of the last year and all respondents stated that the course was held at schools with real students.

Order of Importance of the Courses in an ELT Department

In Item I10-S7, respondents were asked to rank 6 areas that pre-service ELT programs in Turkey usually include. The mean scores of the items for both groups are presented in Table 5.

Table 5
Courses Offered in an ELT Department According to Their Importance.

| Course | Groups | |
|-----------------------------|-----------|------------|
| | Ins(N=11) | Ss=(N=115) |
| | <u>M</u> | <u>M</u> |
| Language Development | 1.86 | 2.24 |
| Methodology | 2.23 | 2.14 |
| Practicum | 3.14 | 3.24 |
| Linguistics | 3.82 | 4.17 |
| Second Language Acquisition | 4.45 | 4.36 |
| Literature | 5.50 | 4.84 |

Note. Ins= instructors, Ss= students; 1= the most important, 6= the least important.

As can be seen from Table 5, the responses of the students and instructors were almost the same except for one difference. Instructors stated that the most important course was Language Development (M=1.86) while the students chose Methodology as the most important course in an ELT Department (M=2.14).

Aims of the Methodology Course

Table 6 displays the responses of the students and instructors to Item I12-S8 which investigated the opinions of the respondents about the most important objectives for a

methodology course. The respondents were asked to put a tick to all the options that they found important.

Table 6

Objectives for Methodology Courses.

| Objectives | Groups | | | |
|--|------------|-----------|-----------|-----------|
| | Ins(N= 11) | | Ss(N=115) | |
| | <u>M</u> | <u>SD</u> | <u>M</u> | <u>SD</u> |
| Becoming familiar with specific methods | 1.18 | 0.40 | 1.66 | 1.48 |
| Developing lesson planning skills | 1.18 | 0.40 | 1.70 | 1.47 |
| Developing an awareness of personal teaching styles | 1.45 | 0.52 | 1.71 | 1.47 |
| Developing an ability to select or adapt materials | 1.09 | 0.30 | 1.64 | 1.48 |
| Teaching general principles of good language teaching | 1.09 | 0.30 | 1.50 | 1.48 |
| Providing techniques for teaching the four basic skill areas | 1.00 | 0 | 1.41 | 1.48 |

Note. Ins=instructors, Ss=students; 1=ticked, 2=not ticked.

An interesting finding is that the order of importance of the responses was the same for both groups. Providing techniques for teaching the four basic skill areas of

reading, writing, listening and speaking acquired the lowest mean score from both instructors and the students with mean scores of 1.00 and 1.41 respectively which suggests that it was considered to be the most important of all.

Course Activities

In Item I10-S13 respondents were asked how often some activities such as lectures and group discussions were included in the methodology component of their programs. Responses of the two groups are presented in Table 7.

Table 7

Activities Included in Methodology Course.

| Activities | Groups | | | |
|-----------------------------------|-----------|-----------|-----------|-----------|
| | Ins(N=11) | | Ss(N=115) | |
| | <u>M</u> | <u>SD</u> | <u>M</u> | <u>SD</u> |
| Lectures | 3.09 | 2.30 | 2.62 | 1.85 |
| Group discussions | 2.36 | 1.21 | 2.59 | 1.35 |
| Workshops | 3.36 | 2.29 | 4.00 | 1.21 |
| Assignments | 2.64 | 1.36 | 2.47 | 1.74 |
| Demonstrations by guest lecturers | 4.55 | 1.86 | 4.44 | 1.25 |
| Microteaching | 2.18 | 1.40 | 3.85 | 2.31 |

Note. Ins=instructors, Ss=students; 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.

Both the instructors and the students expressed that demonstrations by guest lecturers were rarely or never included in their programs (M=4.55 and M=4.44). The students stated that lectures and group discussions were used sometimes with mean scores of 2.62 and 2.59 respectively. The teachers attributed a higher amount of use to other activities as well. Microteaching, for instance, had a reasonably high frequency of use from the instructors (2.18). The mean score of the students for the same option was 3.85 which suggests that the students thought that microteaching was rarely included in the methodology courses while the instructors thought that it was an activity which was usually included in their lessons. Both the instructors and the students stated that the most frequently used course materials were textbooks (M=1.73 and M=1.93). The instructors attributed a higher amount of use to realia (M=2.64), pictures (M=2.55), and teacher-made handouts (M=2.18) than the students (M=3.84, 3.53, 3.67).

Course Materials

Item I14 S9 investigated the use of some course materials. The responses of the instructors and the students to this item are presented in Table 8.

Table 8

Course Materials

| Material | Groups | | | |
|-----------------------|-----------|-----------|-----------|-----------|
| | Ins(N=11) | | Ss(N=115) | |
| | <u>M</u> | <u>SD</u> | <u>M</u> | <u>SD</u> |
| Textbooks | 1.73 | 1.01 | 1.93 | 1.45 |
| Realia | 2.64 | 2.42 | 3.84 | 1.80 |
| Pictures | 2.55 | 2.38 | 3.53 | 1.66 |
| Teacher made handouts | 2.18 | 1.08 | 3.67 | 4.06 |
| Tape recorders | 3.36 | 2.16 | 4.13 | 1.35 |
| Overhead projector | 4.55 | 2.07 | 4.55 | 0.77 |
| Video player | 3.27 | 1.10 | 3.97 | 1.09 |
| Video camera | 4.89 | 1.45 | 4.90 | 0.32 |
| Computers(e-mail) | 4.95 | 1.97 | 4.91 | 0.69 |

Note. Ins=instructors, Ss=students; 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.

In Item I14-S9 respondents stated that overhead projectors, video-camera and computers were almost never used and these items rated the highest mean scores from both groups; M=4.95, 4.89, 4.55 for instructors and for students M=4.91, 4.90, 4.55 respectively.

Professional Activities in ELT

In Item I15-S11 respondents were asked how often they had found a chance to attend the activities in English Language Teaching and the results are presented in Table 9.

Table 9

Professional Activities in ELT

| Professional Activities | Groups | | | |
|-------------------------|-----------|-----------|-----------|-----------|
| | Ins(N=11) | | Ss(N=115) | |
| | <u>M</u> | <u>SD</u> | <u>M</u> | <u>SD</u> |
| Workshops | 2.91 | 1.04 | 4.33 | 1.56 |
| Seminars | 2.73 | 0.79 | 3.63 | 1.34 |
| Conferences | 2.55 | 1.13 | 4.05 | 1.68 |

Note. Ins=instructors, Ss=students; 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.

The results reflect that the students rarely found opportunities to attend professional activities such as workshops, conferences or seminars with mean scores of 4.33, 4.05, 3.63 respectively. Since the mean scores of the instructors' responses for the same options were lower than 3.00 (M=2.91, 2.55 and 2.70), we can conclude that the instructors seemed to find more opportunities to attend these activities.

Length and Content of the
Methodology Courses

Respondents' opinions about the length and content of the methodology courses in their institutions are presented in Table 10.

Table 10

Opinions of Respondents About Length and Content of Methodology Courses in Their Institutions.

| Item | Groups | | | |
|--|-----------|-----------|-----------|-----------|
| | Ins(N=11) | | Ss(N=115) | |
| | <u>M</u> | <u>SD</u> | <u>M</u> | <u>SD</u> |
| The courses should include more theoretical knowledge. | 3.45 | 0.82 | 3.60 | 1.26 |
| The courses should include more practice. | 1.27 | 0.65 | 1.29 | 0.72 |
| The number of the courses should be increased. | 2.36 | 1.91 | 2.18 | 1.35 |
| The number of the courses is appropriate. | 3.18 | 1.83 | 3.51 | 1.30 |

Note. Ins=instructors, Ss=students; 1=Completely agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Completely Disagree.

As can be seen in the table, a conclusion can be drawn that both the instructors and the students gave similar

answers to this item since the mean scores and standard deviations of each option are very close to each other.

Both groups of respondents agreed that the courses should include more practice and the mean scores were closer to 1.00 (M=1.27 for the instructors and M=1.29 for the students). On the other hand, the mean scores of the subjects' responses to the option which claimed that the courses needed more theoretical knowledge were 3.45 for the instructors and 3.60 for the students and this finding indicates that they were either neutral or they disagreed that more theoretical knowledge should be included in the methodology courses in their institutions.

Until this section, the questions that were identical in two types of questionnaires were analyzed. The remaining are the questions asked only one group of respondents.

Students' Familiarity with the Approaches and Methods

In Item S12, the student respondents were asked how much they were familiar with the approaches and methods that were given. The results are displayed in Table 11.

Table 11
Students' Familiarity with Approaches and Methods

| Approaches and Methods | Group | |
|--------------------------------|----------|-----------|
| | <u>M</u> | <u>SD</u> |
| The Grammar-Translation Method | 2.87 | 1.31 |
| The Direct Method | 2.88 | 1.45 |
| Audio-lingual Method | 2.53 | 1.14 |
| The Silent Way | 2.73 | 1.55 |
| The Natural Approach | 2.69 | 1.90 |
| Suggestopedia | 2.80 | 1.77 |
| Community Language Learning | 2.71 | 1.38 |
| Total Physical Response | 2.81 | 1.49 |
| The Communicative Approach | 2.83 | 1.19 |

Note. Ss=students; 1=not familiar, 2=somewhat familiar, 3=quite familiar.

As can be seen in Table 11, the most interesting finding of the question was that the mean scores which were obtained were very close to one another and quite close to 3.00 which indicated that the students were quite familiar with all the approaches and methods given in the item.

The highest mean scores belong to the Direct Method (M=2.88) and Grammar-Translation Method (M=2.87). However, relatively innovative methods such as The Natural Approach, Suggestopedia and Total Physical Response had also high mean scores which reflected that the students were also quite familiar with them (M=2.69, M=2.80, M=2.81).

In Item S13 the students were asked to define the general style of the methodology lessons in their departments by putting a tick to all answers that were applicable. The results are displayed in Table 12.

Table 12
Students' Definitions of General Style of Methodology Courses.

| Definition | Group | |
|--------------------------------------|-----------|------|
| | Ss(N=115) | |
| | f | % |
| Teacher-centered | 66 | 57.4 |
| Learner-centered | 55 | 47.8 |
| Monotonous | 35 | 30.4 |
| Lecture-type | 24 | 20.9 |
| Different teaching methods are used. | 41 | 35.7 |

Note. Ss=students.

The results indicated that 57% of the students thought the lessons were teacher-centered while 47% thought the lessons were learner-centered. Only 35% stated that different teaching methods were used in the lessons. It is interesting to note that only 30% of the students found the lessons monotonous and 20% lecture-type. The reason for this might be that the methodology lessons include activities such as microteaching and group discussions which make the lessons more lively.

Table 13 displays the results of the answers of the instructors to Item I16, in which the instructors were asked to define the general style of the methodology courses in their institutions.

Table 13

Instructors' Statements About General Style of Methodology Courses

| Statements | Group | |
|--|-----------|-----------|
| | Ins(N=11) | |
| | <u>M</u> | <u>SD</u> |
| I use different teaching methods and techniques in my lessons. | 2.09 | 1.30 |
| I have the control of the lesson from the beginning till the end. | 2.27 | 0.90 |
| I take students' opinions into consideration while preparing the lesson plans. | 2.18 | 0.87 |

Note. Ins=instructors; 1=always, 2=usually, 3=sometimes, 4=rarely, 5=never.

According to the results, 'having the control of the lesson from the beginning till the end' had the highest mean score from the instructors (M=2.27) which indicates that the instructors usually have the control of the lesson. The responses of the instructors also reflected that they

usually take students' opinion into consideration while preparing the lesson plan (M=2.18).

Open-ended Items

In order to evaluate data, the answers to the open-ended questions that were the same and the number of these answers are given as tables. In Items I17-I18 and Items S18-S19 the respondents were asked to write an aspect of the methodology courses with which they were satisfied and another aspect which they were not quite satisfied with. The answers of the students to this item were ranked according to the number of students that gave the same response and the results are displayed in the following tables. Since the number of the instructors in each institution is one or two, their answers were not presented in tables but given in text. The results to the open-ended questions were evaluated and displayed separately for each university.

University 1

In Item S17 the students were asked to write an aspect of the methodology courses in their institutions that they were satisfied with. The results are displayed in Table 14.

Table 14

Positive Aspects of Methodology Courses According to Answers of Students (University 1).

| Emerging themes | Number of answers |
|--|-------------------|
| 1- Micro teaching in classroom was very useful. | 7 |
| 2- The number of the courses was increased and this difference was really necessary. | 5 |
| 3- Theoretical aspects of methodology were taught successfully. | 3 |
| 4- Technical equipment such as video-player were used in the lessons. | 2 |
| 5- We learned to teach four basic skills: speaking, writing, reading and listening. | 2 |
| 6- Material selection and adaptation were given high importance. | 1 |
| 7- Real situations were created. | 1 |

As indicated in Table 14, seven students responded that they found micro-teaching in the lessons very useful. Five of the students indicated that the number of the courses in their institutions had been increased and this was a difference that was necessary.

The same question was also asked to instructors who responded that they were satisfied with the courses since they gave students a chance to prepare lesson plans in different skills and make presentations whenever possible

and in their courses different aspects of ELT were handled both theoretically and practically.

In Item S18 the students were asked to write what aspects of the course they were not satisfied with. The responses and the number of the students that gave each response is presented in Table 15.

Table 15

Negative Aspects of Methodology Courses According to Answers of Students (University 1).

| Emerging themes | Number of answers |
|---|-------------------|
| 1-The time spent to practice teaching should be increased. | 5 |
| 2- The students should be taught how to apply theory into classroom teaching. | 4 |
| 3- The lessons should be more student centered. | 3 |
| 4- The courses should not be based on textbooks. | 3 |
| 5- The lessons were monotonous and not reflective. | 2 |
| 6- Practice teaching should start earlier. | 2 |

As reflected in the table above, five of the students responded that the time spent to practice teaching should be increased and four of them stated that they should be taught how to apply theory that they learned in the methodology course into classroom teaching. The answers reflect that the

students thought learning only theory was not enough but it should be combined with practice teaching and by this way they were able to apply theory into practice.

When the methodology instructors in University 1 were asked the same question, they responded that because of time limitations, it could not be possible for every student to demonstrate each skill but that they thought this would be solved in the following year since the course hours would be increased. The instructors also stated that although they gave the students a chance to prepare lesson plans, this was not adequate and that the students should prepare more lesson plans using the assigned sections of the textbooks. This answer of the instructors contradicts with the answers of some students who stated that the courses should not be based on textbooks.

University 2

In Table 16, the students' answers to the item that asked them to write a positive aspect of the course is presented.

Table 16

Positive Aspects of Methodology Courses According to the Answers of Students (University 2).

| Emerging themes | Number of answers |
|---|-------------------|
| 1- Theoretical aspects of methodology were taught successfully. | 6 |
| 2- Observations in real classrooms were useful. | 3 |
| 3- Workshops and group discussions were successful. | 3 |
| 4- We learned how to select and adapt materials. | 2 |
| 5- We learned to teach four basic skills, speaking, writing, reading and listening. | 2 |
| 6- The courses were lively and not monotonous or lecture-type. | 1 |
| 7- Students' own learning experiences were made use of. | 1 |

As can be seen from the table, six students thought that theoretical aspects of methodology were taught successfully and three of them stated that observations in real classrooms were useful. Three students thought that workshops and group discussions were successful.

When they respond to Item I18, I19, the instructors in University 2 responded that the students were introduced both theoretical and practical aspects of language teaching and they also stated that the courses were learner-centered and the classes were based on discussion of observation

tasks and reflection on personal experiences during teaching practice especially in the 8th semester.

Table 17 presents the students' opinions about the negative aspects of the methodology courses.

Table 17

Negative Aspects of Methodology Courses According to Answers of Students (University 2).

| Emerging themes | Number of answers |
|--|-------------------|
| 1- Methodology courses should include more practice. | 7 |
| 2- Too much theoretical knowledge was given. Instead of theory, time should be spent on practice. | 5 |
| 3- Number of course hours in a semester should be increased. | 3 |
| 4- Different materials should be used in the lessons. | 3 |
| 5- Since we did not make revisions, we failed to learn some of the skills. | 2 |

In University 2, seven students stated that methodology courses in their institutions should include more practice and five of them expressed that their methodology courses included too much theory and that more time should be spent on practice. The results in University 2 shows similarities with University 1 in that, the students in both universities reflected that theory and practice should be integrated in

the courses and that the time spent on practice teaching should be adequate.

The instructors in University 2 shared the students' opinions that the courses should include more practice and they responded that although they tried to present both theoretical and practical aspects of methodology, the courses still did not give the students enough practice opportunities before they start practice teaching in real schools and for that reason time devoted to microteaching should be increased the following year.

University 3

It is interesting to note that both the students and instructors of University 3 thought that the course needed improvement immediately. The results of the answers of the students to the Item S17 are presented in Table 18.

Table 18

Positive Aspects of Methodology Courses According to Answers of Students (University 3).

| Emerging themes | Number of answers |
|--|-------------------|
| 1-The course needs to be improved completely. | 9 |
| 2- We learnt to teach four basic skills, speaking, writing, reading and listening. | 4 |
| 3- We learned some useful techniques. | 4 |
| 4- The textbooks were good. | 3 |

As can be seen in Table 18, although students were asked to write a positive aspect of the course, 9 of them responded that the courses needed improvement immediately which reflects a negative aspect of the course just like the responses which are displayed in Table 19.

Table 19

Negative Aspects of Methodology Courses According to Answers of Students (University 3).

| Emerging themes | Number of answers |
|---|-------------------|
| 1- The number of the courses should be increased. | 9 |
| 2- More time should be spent on microteaching. | 3 |
| 3- The course should include more practice. | 3 |
| 4- Instructors should be more competent. | 2 |
| 5- Theory should be taught better. | 1 |
| 6- More materials should be used. | 1 |
| 7- The classrooms were very crowded. | 1 |

Among the six universities that were subject to the study, University 3 was the only one that offered methodology course for only one semester. Nine students responded that the number of the courses should be increased and three of them stated that more time should be spent on microteaching while three others answered that the courses should include more practice.

The instructors from University 3 expressed that since methodology was not their main field of study, they did not feel competent in the subject and just as the student group they stated that the course needed improvement. Similar to the students, the instructors pointed out that the most

urgent thing to do was to increase the number of the courses. From the responses given in University 3, it can be implied that the courses in this university needs to be changed completely and re-designed by increasing the number of the semesters that the courses are offered. The competency of methodology instructors should also be increased.

University 4

The positive aspects of the methodology courses according to the answers of the students in University 4 are presented in Table 20.

Table 20

Positive Aspects of Methodology Courses According to Answers of the Students (University 4).

| Emerging themes | Number of answers |
|---|-------------------|
| 1- We found a chance to practice all methods and techniques during three semesters. | 8 |
| 2- It was a great chance to have so qualified instructors. | 5 |
| 3- Class discussions were useful. | 3 |
| 4- The textbooks were useful. | 2 |
| 5- Microteaching in classroom was very useful. | 1 |

Eight students in University 4 stated that during the methodology courses they found a chance to practice all

methods and techniques and five students responded that their methodology instructors were qualified and that they thought this was an important advantage for them. This reflects that the students in University 4 find the competency of the instructors as an important aspect of the course.

The students' answers to Item S18 are presented in Table 21.

Table 21

Negative Aspects of Methodology Courses According to Answers of Students (University 4).

| Emerging themes | Number of answers |
|--|-------------------|
| 1- We prepared many lesson plans which were very mechanic and monotonous. They should be more creative. | 5 |
| 2- The time for presentations should be increased. | 4 |
| 3- We need more practice in real classes. | 3 |
| 4- We were taught all the methods in only one semester which was not enough. | 2 |
| 5- Number of the courses should be increased. | 2 |
| 6- The students were not led to give their own decisions, they were required to prepare lesson plans in the way the instructors want them to do. | 2 |
| 7- A lot of assignments were given. | 2 |

As can be seen in the table, five students responded that they prepared many lesson plans which they found boring and four students stated that the time for presentations should be increased. The need for practice in real classrooms was emphasized by three students. As a result, it can be said that the students in University 4 were pleased with the amount of theory that they acquired in the methodology lessons but they needed more time for presentations in classroom.

The methodology instructors in the institution stated that the course periods should be increased and that they needed at least five more lesson hours. On the other hand, they expressed that there were approximately 25 students in each class which was an advantage for them since the students were able to do microteaching or demonstrations more often. In spite of the response of the instructors, some of the students responded that the amount of practice within the courses should be increased.

University 5

The answers of the students in University 5 to Item S17 is presented in Table 22.

Table 22

Positive Aspects of Methodology Courses According to Answers of Students (University 5).

| Emerging themes | Number of answers |
|--|-------------------|
| 1- We learned theoretical aspects of methodology. | 7 |
| 2- We can now apply all the methods easily. | 4 |
| 3- We were satisfied with the way our methodology teacher led us, the way she explained the importance of language teaching. | 2 |
| 4- We prepared lesson plans and thus applied theory into practice. | 2 |

Like a large number of the students from the other universities, seven of the students in University 5 pointed out that they had learned the theoretical aspects of methodology well and four of them stated that they could apply all the methods easily. Two of the students stated that their methodology instructors gave courses that were useful and they were satisfied with the teaching style of their instructors and finally two of them found the lesson plans that they prepared in the lessons useful since by this way they could apply theory into practice. In general, the

students in this university found the courses useful and successful.

The students' answers to Item 18 which investigated their opinions about the negative aspect of the courses are presented in Table 23.

Table 23

Negative Aspects of Methodology Courses According to Answers of Students (University 5).

| Emerging themes | Number of answers |
|--|-------------------|
| 1- The length of practice teaching should be increased. | 6 |
| 2- The courses do not need to be improved. | 4 |
| 3- The courses should include more practice. | 3 |
| 4- Innovations in the ELT area should be followed and presented to the students. | 2 |

Six students expressed that the length of practicum in real classrooms should be increased while three of them expressed that the methodology courses in class should include more practice. It is remarkable that four students out of 15 stated that the courses did not need any improvement and that they were quite satisfied with the courses in general.

In this university, although it was not mentioned by any of the students, the main disadvantage was the large

number of the students in each classroom which was expressed by the methodology instructor. There was only one methodology instructor in the institution and she gave similar responses to the students. She pointed that the lessons included enough theory but more practice was necessary.

University 6

The positive aspects of the methodology courses in University 6 according to the answers of the students are presented in Table 24.

Table 24

Positive Aspects of Methodology Courses According to Answers of Students (University 6).

| Emerging themes | Number of answers |
|---|-------------------|
| 1- Microteaching in class was quite useful. | 6 |
| 2- We are capable of mixing techniques and form a personal style of teaching. | 4 |
| 3- All the methods and techniques were taught adequately. | 3 |
| 4- Theoretical knowledge was given sufficiently. | 3 |
| 5- Methodology courses are given by competent instructors. | 2 |
| 6- Observations in real class were useful. | 2 |

As can be seen in the table, six of the students emphasized that microteaching in class was quite useful and four of them stated that as a result of their methodology courses they were capable of using a combination of techniques and form a personal style of teaching.

The students' answers to Item S18 that investigated the negative aspects of the methodology courses are displayed in Table 25.

Table 25

Negative Aspects of Methodology Courses According to Answers of Students (University 6).

| Emerging themes | Number of answers |
|--|-------------------|
| 1-The length of the practice teaching in schools should be increased. | 5 |
| 2-The amount of practice within the courses such as microteaching should be increased. | 5 |
| 3-More materials and technical equipment should be used. | 3 |
| 4- The lessons should be more interesting. | 3 |
| 5- The courses should include lectures given by guest lecturers who are successful teachers. | 2 |
| 6- The theory should be more detailed. | 2 |

Five of the students expressed that the length of the practice teaching in schools should be increased while five of the remaining students stated that the amount of practice

within the methodology courses and activities such as microteaching should be increased. Thus, it can be implied that the students make a distinction between the practice applied within the methodology courses through microteaching and the practice in real classrooms.

The instructors in University 6 responded that they were quite satisfied with all aspects of the courses. However they would like to spend more time on material adaptation and preparation which they found very useful for the students.

As a summary, it can be said that all the respondents who contributed to the study stated that their curricula included methodology course(s) but the number of the courses varied from one institution to another. The methodology course was considered to be the most important course by the students and the instructors preferred to place methodology after language development.

The results also revealed that lectures and assignments took an important part in the course activities and the most widely used course materials were textbooks. The students were usually familiar with the approaches and methods in ELT.

The general comments about the methodology courses were usually about the amount of practice both in the methodology courses through activities such as microteaching and

practice in real classrooms that is called as practicum. It was stated that the amount of practice of both kind should be increased while the amount of theory in the lessons was usually found adequate.

CHAPTER 5 CONCLUSION

In this chapter the procedures used for collecting and analyzing data for this study are summarized, the general results of the study are discussed and the limitations of the study are presented. As a final step, implications for further research are presented.

Summary of the Study

The main aim of this study was to examine the methodology courses offered at the pre-service English Language Teacher Education programs in Turkey and to provide information about the design, content and delivery of the courses. In order to answer the research questions, two types of questionnaires were prepared and administered to the methodology instructors and final year students at the ELT departments in sample Education Faculties in Turkey.

The percentages, frequencies, means and standard deviations of the items were calculated and the results of the analysis were presented in Chapter 4.

In Chapter 5, data were interpreted and the results of the questionnaires were compared with the findings from the review of literature in order to draw some conclusions and offer some suggestions.

Discussion of the Results and Conclusions

Background of the Respondents

In most of the books and articles that have been written about ELT methodology, teaching methodology is considered to be different from teaching other subjects such as linguistics. As Kocaman (1992) states, the methodology instructors should be well-informed about theory and practice, about fashion and tradition in the job, and should dedicate themselves to this hard task, teaching.

The results of the study revealed that in the ELT departments that contributed to this study most of the methodology instructors were specialists in methodology and when they were asked they defined themselves as methodology instructors which meant that they really took their profession seriously. However, there is one point that should be kept in mind. As mentioned in the limitations of the study section, most of the sample universities were in the bigger cities of Turkey where the number and quality of instructors were rather high. For example, in University 3 which is in a relatively small city, some of the answers were fairly negative and 10% of the students answered that their methodology instructors were not competent enough. An interesting result was that, in this university, even the instructors themselves stated that they did not feel

competent enough to teach the subject, since methodology was not their main field of study.

Since the methodology instructors lead the teacher candidates to be a teacher, their own teaching styles are also important. According to Hills & Dobbyn (1979), instead of giving theoretical information about how to teach, they should give demonstrations to the trainees but not so much as to overwhelm them. In the universities that contributed to the study, the percentage of the students who stated that different teaching methods were used in the lessons was higher than those who defined their lessons monotonous and lecture-type, which reflected that the instructors in these institutions did not only give theoretical information but added some other activities to the theoretical part of the lessons.

Length, Duration, and Setting of the Methodology and Practicum Courses

At present, the students of the ELT Departments are generally offered methodology courses for three or four semesters. As can be inferred from the answers given to the open-ended questions in some institutions the number of the courses have been increased and in some others it will be increased in a short time. As mentioned earlier, since methodology is closely related to practicum some of the items in the questionnaires were prepared to investigate the

length, design and setting of the practicum course. The practicum course was one semester in almost every institution, but only one day in a week. Almost all respondents have an agreement on that practicum courses should be increased.

Order of Importance of the Courses in an ELT Department

From the instructors' point of view, the most important course type in an ELT department was language development while the students stated that the most important course was methodology. The results revealed that the students were aware of the importance of the methodology courses for their future careers. Although the instructors did not consider methodology as the most important course, they placed it to the second place after language development.

Aims of the Methodology Course

It is obvious that the first aim of the course is to prepare the students for their future teaching careers. However, the answers given to the questionnaires revealed that most of the students have an idea that one method can be applied to all teaching situations. As Brumfit states, one of the biggest difficulties in the pre-service education of teachers is to persuade them that there are no right answers and that language is too complex an activity to be

trained simply. They should be made aware of the fact that in the end teacher training must be about the principles of teaching rather than what to do in particular circumstances. As it was stated in Table 6 both groups of respondents considered that 'providing techniques for teaching the four basic skill areas' was the most important goal of a methodology course. On the other hand, 'to develop an awareness of personal teaching styles' had a relatively high mean score in comparison to other options. This option emphasized that each teaching situation is different and there is not an excellent method or technique that is valid for every subject or every student group. The student should be informed from the very beginning of the course that as teachers they will be decision makers and what they learn in class will only help them to develop their own strategies.

As Combs (1989) points out the purpose is not to indoctrinate the trainees to any single methodology, it is rather to help each individual teacher candidate to develop his/her own teaching style.

Course Activities and Materials

The results also revealed that lectures and assignments took an important part in the course activities. The most widely used course materials were textbooks. On the other hand, materials like overhead projectors, video-cameras, and

computers were less common and in some institutions they were almost never used.

The instructors stated that they sometimes found a chance to attend workshops, seminars or conferences while most of the students reflected that they rarely attended such activities. It is significant that even in the universities that prepare and present national or international conferences or seminars, the students gave the same answers as above which reflects that they do not attend the activities that are prepared by their own universities. The reason may be that usually the students are not permitted to attend the seminars as audience because of the limitations of place.

The students are usually familiar with the approaches and methods in ELT but some of them stated that they were not given the chance to develop their own teaching styles. As it was stated in literature review, the trainee is not forced to adapt a particular method, instead they are expected to make decisions and be able to respond to changing circumstances (Roe, 1992).

In a methodology course, there are certain activities such as lectures, group discussions, workshops, assignments, microteaching or demonstrations given by guest lecturers. According to the results of data analysis, demonstrations by guest lecturers were almost never included in any of the

programs. It can be claimed that the students have a chance to observe their friends in microteaching. However, observing an experienced teacher cannot be replaced with observing an inexperienced trainee like the students themselves. For that reason, the courses should include demonstrations by guest lecturers who are experienced and successful in their fields.

Microteaching is also an important part of the course. In order to give a chance to each student to practice in the classroom, the number of the students should be limited. In some institutions, the biggest handicap for the success of microteaching sessions was the crowded classes and some of the students did not even find a chance to do any practice at all. In some institutions, the problem was solved by dividing the class into two groups while in some others, the situation still needed to be changed.

Necessary equipment such as tape-recorders, video-player and video-camera should be supplied for the programs. However, the instructors should pay attention to use the equipment in a way that will be useful for the students. Otherwise, the students do not make use of them.

Responses to the Opinion Questions

Most of the respondents stated that the theoretical knowledge given in the courses was sufficient. On the other hand, a majority of both the students and the instructors

expressed that the courses should include more practice which was the most significant finding of the study. A large number of the students stated that after the practicum course, they felt more confident but since the length of the course was not sufficient, they still did not feel fully confident in teaching English.

When the students were asked to define the general style of the methodology courses in their departments by choosing the options that were offered, 35% of the students stated that the lessons were monotonous and only 20% of them thought that the lessons were lecture-type.

The most common answers given to the open-ended questions were that the amount of practice in the methodology course and the length of the practicum course itself should be increased. As we can infer from the literature review, the methodology course should be a combination of both theory and practice and this should be well-balanced.

It was obvious that both the students and the instructors were aware of the importance of the methodology course. As stated in Chapter 2, methodology courses give the students options in strategies, techniques and activities that are used in the classroom. If a teacher does not know how to teach English, it will not be expected that s/he will be successful as a teacher.

Limitations of the Study

The most important limitation of the study was that the sample universities which were chosen according to the number of their students were among the oldest universities most of which were located in big cities and they had experienced and qualified instructors. If the study had included the universities that were far from big cities or recently opened, the results would probably have been different as University 3 example showed.

Implications for Further Study

In this study the methodology courses in ELT Departments were investigated. As stated earlier in the study, there are a number of courses that are offered to the trainees of these departments. In the future, the situation in other courses offered to trainees in ELT could be investigated. It is also hoped that this study will serve those who are interested in this subject as a basis for further study that will be organized in order to improve the methodology component in ELT departments in Turkey.

References

- Bear, J. (1992). Context and Content in English language teacher education. Paper presented in the International Conference about ELT and teacher training in the 90's, Ankara, Hacettepe University.
- Brown, H.D. (1994). Teaching by principles: interactive language teaching methodology. New York: Prentice Hall Regents.
- Brumfit, C. (1980). Problems and principles in language teaching. Oxford: A Wheaten Co Ltd.
- Combs, A. (1989). New Assumptions for Teacher Education. Foreign Language Annals, 22, 128-134.
- Demircan, Ö. (1988). Dünden Bugüne Türkiye'de Yabancı Dil. İstanbul: Remzi Kitabevi.
- Demirel, Ö. (1992). A model approach to training ELT teachers. Paper presented in the International Conference about ELT and teacher training in the 90's, Ankara, Hacettepe University.
- Freeman, S. (1949). What about the language teacher? The Modern Language Journal 33, 255-267.
- Freeman, S. (1966). Guidelines for teacher education programs in modern foreign languages-an exposition, The Modern Language Journal 50, 22-24.

- Freeman, D. Educational linguistics and knowledge base of language teaching In J. B. Alatis (Ed.) Georgetown University Roundtable on Languages and Linguistics, 1994 (pp. 180-198). Washington D.C: Georgetown University Press.
- Hill, L. A. & Dobbyn M. (1979). A teacher training course. New York: Macmillan Publications.
- Kelly, L. (1969). 25 centuries of language teaching. Rowley: Newbury House Publishers.
- Kennedy, M. (1991). An agenda for research on teacher learning. East Lansing, Michigan: National center for research on teacher training.
- Kocaman, A. (1992). Beyond the surface: Training the teacher trainers. Paper presented at an International Conference on ELT and teacher training in the 90's, Ankara, Hacettepe University.
- Larsen-Freeman, D. (1983). Training teachers or educating a teacher? In J. B. Alatis, P. Strevens and H. H. Stern, (Eds.) Applied linguistics and the preparation of second language teachers. Washington D.C: Georgetown University Press.
- Mariani, L. (1979). Some guidelines for teacher training programs. Teacher Training, Mansfield: Linneys Co.
- ÖSYM (1986,88,89). ÖSYM Statistics Ankara: ÖSYM Publications.

- Richards, J. & Rodgers, T. S. (1986). Approaches and methods in language teaching. New York: Cambridge University Press.
- Rivers, W. (1981). Teaching foreign language skills. Chicago: University of Chicago Press.
- Roe, P. J. (1992). Career pathways for teachers-The way ahead. Paper presented at the International Conference on ELT and teacher training in the 90's, Ankara, Hacettepe University.
- Strasheim, L. A. (1991). Priority: teacher education. Foreign Language Annals, 24, 101-107.
- Stevens, P. (1977). New orientations in the teaching of English. Oxford University Press: Hong Kong.
- Ward, J. (1992). A framework for teacher education programs. Paper presented at the International Conference on ELT and teacher training in the 90's, Ankara, Hacettepe University.

10- In your opinion what are the most important courses in an ELT (English Language Teaching) Department? Please rank the course types according to your opinion of their importance.

(1= the most important, 6= the least important)

___ Linguistics
 ___ Second Language Acquisition
 ___ Methodology
 ___ Practicum
 ___ Literature
 ___ Language Development (courses such as grammar, reading, listening, speaking or writing.)
 Other (Please explain)_____0

11- Who designs the methodology course(s) in your institution?

a) Administrators
 b) A committee of instructors
 c) Each instructor decides individually.
 Other(please explain)

12- In your opinion what are the most important objectives for a methodology course? (Please put a tick to all applicable answers.)

___ to become familiar with specific methods.
 ___ to develop lesson planning skills.
 ___ to develop an awareness of personal teaching styles.
 ___ to develop the ability to select or adapt materials.
 ___ to teach general principles of good language teaching.
 ___ to provide techniques for teaching the four basic skill areas of reading, writing, listening and speaking.

13-How often are the following included in the methodology component of your program? (Please circle)

| 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never | |
|-----------------------------------|-----------|-------------|----------|---------|---|
| Lectures | 1 | 2 | 3 | 4 | 5 |
| Group Discussions | 1 | 2 | 3 | 4 | 5 |
| Workshops | 1 | 2 | 3 | 4 | 5 |
| Assignments | 1 | 2 | 3 | 4 | 5 |
| Demonstrations by guest lecturers | 1 | 2 | 3 | 4 | 5 |
| Microteaching | 1 | 2 | 3 | 4 | 5 |
| Other (please explain) | 1 | 2 | 3 | 4 | 5 |

14-How often are the following used in the methodology courses in your department?(please circle)

| 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never | |
|------------------------|-----------|-------------|----------|---------|---|
| Textbooks | 1 | 2 | 3 | 4 | 5 |
| Realia | 1 | 2 | 3 | 4 | 5 |
| Pictures | 1 | 2 | 3 | 4 | 5 |
| Teacher made handouts | 1 | 2 | 3 | 4 | 5 |
| Tape-recorders | 1 | 2 | 3 | 4 | 5 |
| Over-head projector | 1 | 2 | 3 | 4 | 5 |
| Video-player | 1 | 2 | 3 | 4 | 5 |
| Video-camera | 1 | 2 | 3 | 4 | 5 |
| Computers(e.g. e-mail) | 1 | 2 | 3 | 4 | 5 |
| Other(please explain) | 1 | 2 | 3 | 4 | 5 |

15- How often do you find a chance to attend the following activities in ELT?(please circle)

| 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never | |
|-----------------------|-----------|-------------|----------|---------|---|
| Workshops | 1 | 2 | 3 | 4 | 5 |
| Seminars | 1 | 2 | 3 | 4 | 5 |
| Conferences | 1 | 2 | 3 | 4 | 5 |
| Other(Please explain) | 1 | 2 | 3 | 4 | 5 |

16- Please read the following sentences and circle the options that are valid for you.

| | 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never |
|---|----------|-----------|-------------|----------|---------|
| I use different teaching methods and techniques in my lessons. | 1 | 2 | 3 | 4 | 5 |
| I have the control of the lesson from the beginning till the end. | 1 | 2 | 3 | 4 | 5 |
| I take students' opinions into consideration while preparing the lesson plan. | 1 | 2 | 3 | 4 | 5 |

17- What is your opinion about the following statements on the methodology courses in your department?

| CA | A | N | D | CD |
|------------------|-------|---------|----------|---------------------|
| Completely agree | Agree | Neutral | Disagree | Completely disagree |

_____ The courses should include more theoretical knowledge.

a) CA b) A c) N d) D e) CD

_____ The courses should include more practice.

a) CA b) A c) N d) D e) CD

_____ The number of the courses should be increased.

a) CA b) A c) N d) D e) CD

_____ The number of the courses is appropriate.

a) CA b) A c) N d) D e) CD

18- Please briefly write the aspect(s) of the methodology courses in your institution that you are satisfied with.

19- Which aspect(s) of the courses need(s) improvement?
Please write briefly.

Appendix B

QUESTIONNAIRE TO THE STUDENTS OF THE ELT DEPARTMENTS FOR
ANALYZING THE METHODOLOGY COMPONENT OF ELT IN TURKEY

Dear Students,

This questionnaire has been designed to get your feedback on the methodology courses at the ELT departments. We hope that you will answer the following questions with care. Your responses and identities will be kept confidential.

Thank you for your kind co-operation.

University:

Faculty:

Department:

Class Level:

1- In your institution, how many semesters are the students required to take methodology?

- | | |
|-------------------------|--------------------------|
| a) less than 1 semester | d) 3 semesters |
| b) 1 semester | e) more than 3 semesters |
| c) 2 semesters | |

2- During which semester(s) do you take methodology courses?(please tick)

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1st semester | <input type="checkbox"/> 5th semester |
| <input type="checkbox"/> 2nd semester | <input type="checkbox"/> 6th semester |
| <input type="checkbox"/> 3rd semester | <input type="checkbox"/> 7th semester |
| <input type="checkbox"/> 4th semester | <input type="checkbox"/> 8th semester |

3- Do you have a practicum (practice teaching) component in your program?

- | | |
|--------|-------|
| a) yes | b) no |
|--------|-------|

(If your answer to the previous question is yes)

4-Please state the length of the practicum course in your institution.

- a) Less than one month d) 2 semesters
 b) 1 month e) more than two semesters
 c) 1 semester

5- During which semester(s) do you take practicum courses?
 (please tick)

- | | |
|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1st semester | <input type="checkbox"/> 5th semester |
| <input type="checkbox"/> 2nd semester | <input type="checkbox"/> 6th semester |
| <input type="checkbox"/> 3rd semester | <input type="checkbox"/> 7th semester |
| <input type="checkbox"/> 4th semester | <input type="checkbox"/> 8th semester |

6- Please identify the setting(s) where you perform your practice teaching.

- a) Campus-based
 b) At schools with real students
 c) Other (Please explain)

7- In your opinion what are the most important courses in an ELT (English Language Teaching) Department? Please rank the course types according to your opinion of their importance. (1= the most important, 6= the least important)

- Linguistics
 Second Language Acquisition
 Methodology
 Practicum
 Literature
 Language Development (courses such as grammar, reading listening, speaking or writing.)
 Other (Please explain) _____

8- In your opinion what are the most important objectives for a methodology course? (Please put a tick to all applicable answers.)

___to become familiar with specific methods.

___to develop lesson planing skills.

___to develop an awareness of personal teaching styles.

___to develop ability to select and adapt materials.

___to understand general principles of good language teaching.

___to provide techniques for teaching the four basic skill areas of reading, writing, listening and speaking.

9- How often are the following used in the methodology component of your program?

| | 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never |
|----------------------------|----------|-----------|-------------|----------|---------|
| Textbooks | 1 | 2 | 3 | 4 | 5 |
| Realia | 1 | 2 | 3 | 4 | 5 |
| Pictures | 1 | 2 | 3 | 4 | 5 |
| Teacher made handouts | 1 | 2 | 3 | 4 | 5 |
| Tape-recorders | 1 | 2 | 3 | 4 | 5 |
| Over-head projector | 1 | 2 | 3 | 4 | 5 |
| Video-player | 1 | 2 | 3 | 4 | 5 |
| Video-camera | 1 | 2 | 3 | 4 | 5 |
| Computers(e.g.e-mail etc.) | 1 | 2 | 3 | 4 | 5 |
| Other(please explain) | 1 | 2 | 3 | 4 | 5 |

10-How often are the following included in the methodology component of your program? (Please circle)

| | 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never |
|-----------------------------------|----------|-----------|-------------|----------|---------|
| Lectures | 1 | 2 | 3 | 4 | 5 |
| Group Discussions | 1 | 2 | 3 | 4 | 5 |
| Workshops | 1 | 2 | 3 | 4 | 5 |
| Assignments | 1 | 2 | 3 | 4 | 5 |
| Demonstrations by guest lecturers | 1 | 2 | 3 | 4 | 5 |
| Microteaching | 1 | 2 | 3 | 4 | 5 |
| Other (please explain) | 1 | 2 | 3 | 4 | 5 |

11- How often do you find a chance to attend the following activities in ELT?

| | 1=always | 2=usually | 3=sometimes | 4=rarely | 5=never |
|------------------------|----------|-----------|-------------|----------|---------|
| Workshops | 1 | 2 | 3 | 4 | 5 |
| Seminars | 1 | 2 | 3 | 4 | 5 |
| Conferences | 1 | 2 | 3 | 4 | 5 |
| Other (Please explain) | 1 | 2 | 3 | 4 | 5 |

12-Which of the following methods are you familiar with?

| | 1=not familiar | 2=somewhat familiar | 3=quite familiar |
|--------------------------------|----------------|---------------------|------------------|
| The Grammar-Translation method | 1 | 2 | 3 |
| The Direct Method | 1 | 2 | 3 |
| Audio-lingual Method | 1 | 2 | 3 |
| The Silent Way | 1 | 2 | 3 |
| The Natural Approach | 1 | 2 | 3 |
| Suggestopedia | 1 | 2 | 3 |
| Community Language Learning | 1 | 2 | 3 |
| Total Physical Response | 1 | 2 | 3 |
| The Communicative Approach | 1 | 2 | 3 |

13- How do you define the general style of the methodology lessons in your department? (please put a tick to all applicable answers)

- teacher-centered
 learner-centered
 monotonous
 lecture-type
 different teaching methods are used.

14- What is your opinion about the following statements on the methodology courses in your department? Please circle the option that reflects your opinion.

| CA | A | N | D | CD |
|------------------|-------|---------|----------|---------------------|
| Completely agree | Agree | Neutral | Disagree | Completely disagree |

- The courses should include more theoretical knowledge.
 a) CA b) A c) N d) D e) CD
 The courses should include more practice.
 a) CA b) A c) N d) D e) CD
 The number of the courses should be increased.
 a) CA b) A c) N d) D e) CD
 The number of the courses is appropriate.
 a) CA b) A c) N d) D e) CD

15- After your education as a teacher candidate, do you feel competent enough to teach in a real class as an English teacher?

- a) Yes b) Yes, but not completely. c) No

16- If your answer to the previous question is 'no', please give a brief explanation.

17- Please briefly write the aspect(s) of the methodology courses in your institution that you are satisfied with.

18- Which aspect(s) of the course need(s) improvement?
Please write briefly.
