



**EXAMINING THE UTILISATION OF THE SEVEN
PRINCIPLES BY PRE-SERVICE AND IN-SERVICE
TEACHERS OF ENGLISH**

Birgöl AKDAĞ ÇİMEN

**Doctoral Dissertation
Department of Foreign Languages Teaching
Assist. Prof. Dr. Savaş YEŞİLYURT
2017**

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T.C.
ATATÜRK ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
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İNGİLİZCE ÖĞRETMENLERİ VE ÖĞRETMEN ADAYLARININ İYİ
BİR EĞİTİM ORTAMI SAĞLAYAN YEDİ İLKEYE İLİŞKİN
UYGULAMALARININ İNCELENMESİ

(Examining the Utilisation of the Seven Principles by Pre-service and In-service
Teachers of English)

DOKTORA TEZİ

Birgül AKDAĞ ÇİMEN

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Doktora Tezi olarak sunduğum “İNGİLİZCE ÖĞRETMENLERİ VE ÖĞRETMEN ADAYLARININ İYİ BİR EĞİTİM ORTAMI SAĞLAYAN YEDİ İLKEYE İLİŞKİN UYGULAMALARININ İNCELENMESİ” başlıklı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden olduğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla doğrularım.

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Birgül AKDAĞ ÇİMEN

ÖZET

DOKTORA TEZİ

İNGİLİZCE ÖĞRETMENLERİ VE ÖĞRETMEN ADAYLARININ İYİ BİR EĞİTİM ORTAMI SAĞLAYAN YEDİ İLKEYE İLİŞKİN UYGULAMALARININ İNCELENMESİ

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Bu çalışma İngilizce Öğretmenliği adaylarının ve İngilizce öğretmenlerinin algılarını ve Chickering ve Gamson (1987) tarafından sunulan yüksek kalite eğitim için bir çerçeve oluşturan yedi ilkeye ilişkin uygulamalarını araştırmayı amaçlamaktadır. Çalışmada karma araştırma yöntemi kullanılmıştır. Anketler ve röportajlar yoluyla hem nitel hem nicel veriler elde edilmiştir. Nicel veri toplama aşamasına 102 öğretmen ve 204 öğretmen adayı katılmıştır. Nicel veri toplama aracı olarak her iki gruba da yedi ilkenin kullanımıyla ilgili anketler verilmiş, mesleki tatmin anketi ise sadece İngilizce öğretmenlerine uygulanmıştır. Nitel veri toplama aşamasında ise, 8 öğretmen adayı ve 10 öğretmenle görüşme yapılmıştır. Veri çeşitlemesi nicel ve nitel verilerin büyük ölçüde birbirini desteklediğini göstermiştir. Çalışmanın bulguları, genel olarak katılımcıların yedi ilkeyi kullanmaktan yana olduklarını ortaya çıkarmıştır. Fakat kalabalık sınıflar, eğitim sistemi, yorucu sınavlar ve ağır müfredat gibi birtakım faktörler yedi ilkenin kullanılmasını olumsuz bir şekilde etkilemektedir. Tüm bu olumsuzluklara rağmen, elde edilen veriler öğretmen adaylarının az da olsa eğitsel amaçlarını gerçekleştirmek konusunda öğretmenlere göre daha iyimser olduğunu göstermiştir. Diğer taraftan İngilizce öğretmenleri ise bu konuda daha gerçekçidir ve gayretlerinin başarılı sonuçlar ortaya çıkarabilmesi için bütün bir eğitim sisteminde radikal değişiklikler yapılmasını talep etmektedir. Bu çalışma, yabancı dil eğitiminin kalitesini artırmak için öğretmenler için daha fazla hizmet içi eğitim programının sunulması, okulların fiziki durumlarının yanı sıra müfredattın, sınav sistemi ve öğretmen yetiştirme programlarının iyileştirilmesini de kapsayan birtakım uygulamaları ortaya çıkarmıştır.

Anahtar Kelimeler: yedi ilke, yüksek kaliteli eğitim, yabancı dil eğitimi, İngilizce öğretmenleri

ABSTRACT

DOCTORAL DISSERTATION

EXAMINING THE UTILISATION OF THE SEVEN PRINCIPLES BY PRE-SERVICE AND IN-SERVICE TEACHERS OF ENGLISH

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This study aimed at exploring EFL pre-service and in-service EFL teachers' perceptions and implementations of the Seven Principles that were offered by Chickering and Gamson (1987) as a framework for high-quality education. The study followed a mixed research design. Both qualitative and quantitative data were obtained through surveys and interviews. A total of 102 in-service teachers and 204 pre-service teachers participated in the quantitative data collection phase. The quantitative data collection tools included a survey into the use of the seven principles for both groups of participants as well as a job satisfaction inventory for only in-service teachers. For the qualitative data collection phase, 8 pre-service and 10 in-service teachers were interviewed. The triangulation of both sets of data revealed consistency in most parts. The findings of the study revealed that the participants were, in general, in favour of the seven principles. However, a number of factors such as large class size, education system, overwhelming examinations, and heavy curriculum adversely impact the implementation of the seven principles. The data suggested that pre-service teachers were slightly more optimistic about realising their educational goals despite these challenges. In-service teachers, on the other hand, were more realistic about the issue and demanded radical changes in overall education system for their effort to yield fruitful results. The present study yielded a number of implications to increase the quality of foreign language education, which included additional in-service training for teachers, enhancement in curriculum, examination system, and teacher training programmes as well as physical conditions of schools.

Key Words: seven principles, high-quality education, foreign language education, EFL teachers

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LIST OF ABBREVIATIONS

CLT	: Communicative Language Teaching
EFL	: English as a foreign language
IRE	: Initiation, response, evaluation
IRF	: Initiation, response, feedback



CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education has long been an indispensable part of life and the way to offer education has undergone serious alterations throughout years to match the needs of globalising, modernising, and technologically developing world. The changing expectations in terms of the form of education entail a shift from teacher-centered instruction to a teaching model where learners are in the very center of the learning process (Ahmed, 2013). The recent popularity that learner-centered teaching enjoys inevitably requires radical changes in the teaching practices performed by teachers, yet many teachers may feel less than ready to welcome the new teaching format they are expected to engage in. They may even have a sense of inadequateness, which may worsen the situation for them (Zorlu, Zorlu & Sezek, 2013).

Several researchers have investigated the potential quality standards for ensuring good educational practices. Today, one of the most widely known set of principles for effective teaching, as noted by a number of researchers (e.g. Panther Bishoff, 2010; Zorlu, Zorlu & Sezek, 2013) belongs to Chickering and Gamson (1987). According to Chickering and Gamson (1987), good educational practices are marked by good student-faculty interaction, reciprocity and cooperation within classroom, active learning strategies, prompt feedback routines, an emphasis on time on task, communication of high expectations, and tolerance for differing learning preferences among students. It is widely believed that the application of these seven principles help teachers to raise students who are ready to face the challenges of the new age.

The importance of student-faculty, or teacher-student interaction in a wider sense, has been highlighted by educators. A healthy amount of such interactions is claimed to contribute to learners' 'motivation and involvement' (Braxton, Olsen & Simmons, 1998, p.300). Education cannot be restricted to the flow of factual

information from teacher to learners. Education is indeed a process during which learners are offered various facilities to get a better understanding of themselves and the community they belong to. Meanwhile, learners acquire knowledge, yet learning new information is just one of the many benefits provided by education (Lamport, 1993). The quality of education, in this sense, depends on the ongoing interactions between learners and their teachers to a great extent (Bolat, 1996) as any problems in interactions within a classroom do not only negatively impact the learning but also the socialising process.

The second principle holds that cooperation among learners result in good learning and group work is one of the best ways to achieve cooperation in a classroom. Chickering and Gamson (1987) contend that high quality learning is more likely in the presence of group work, and many studies confirm the potential positive effects cooperative strategies have on learning process (De Jong & Hawley, 1995). Benefiting from cooperative learning strategies while teaching does not only increase interest in learning (Collard, 2009), but also paves the way for the next principle, which is active learning (Batts, 2005; De Jong & Hawley, 1995).

The third principle emphasises the significance of active learning in education. Active learning is defined as ‘anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes’ (Felder & Brent, 2009, p.2) and its main focus is on the necessity of encouraging student participation in the course (Prince, 2004) since active participation necessarily brings about learner responsibility for learning (Lumpkin, Achen & Dodd, 2015).

Giving prompt feedback is also argued to be a must in every course. The feedback that benefits learners most, as claimed, includes ‘suggestions for a way forward towards mastery rather than simply identifying instances of non-mastery’ (Sigott, 2013, p.10). The provided feedback shows learners where they need further improvement and helps with retention problems (Öztürk, Okumuş, Koç, Çavdar & Doymuş, 2016).

The fifth principle offered by Chickering and Gamson (1987) highlights the significance of time on task. According to the authors, ‘time plus energy equals learning’ (p.4). Time is essential for both learning and teaching (Cousins, 2012).

Reaching achievement requires allocating time for the learning and teaching process in the first place. Having control over the time to be spent on a task, in this sense, is highly important and is closely related to the efficient use of time management strategies (Taylor, 2007). Learning cannot occur without a specific amount of allocated time, yet simply ‘having time does not guarantee learning will take place’ either (Delzell, 1987, p.43). There needs to be a blend of sufficient time and high quality engagement as well as time management skills for effective learning to take place.

Of the seven principles for good educational practices, the sixth refers to the communication of high expectations to learners. High expectations, as this principle holds, result in good learning (Chickering & Gamson, 1987). Higher expectations that teachers communicate are argued to trigger learners to spend extra effort to reach the expected level of learning. The key point here is to adjust the expectations in accordance with the actual potential of learners, clearly explain what is expected, and support learners in the whole process of learning. In addition, reaching and keeping a certain level of learner motivation is vital as the level of motivation is closely linked to the amount of extra effort learners put in any task. The source of motivation for students, thus, needs to be more demanding than merely getting high enough mark to pass a course (Şimşek, Aydoğdu & Doymuş, 2012).

Another important issue in education, as highlighted by the final principle, is the respect for differing learning preferences within a classroom. Students in an ordinary classroom have differing talents and learn in differing ways. Thus, they cannot be expected to learn following the same steps and procedures (Chickering & Gamson, 1987). The suggestion is that when teachers adjust their teaching styles to learners’ learning styles, the goals of education are easier to reach (Blevins, 2014). Paying attention to the learning styles while teaching positively influences the learning outcomes (Zorlu, Zorlu & Sezek, 2013). The application of this principle may be particularly difficult in crowded classrooms where learners come from various cultural backgrounds and many differing preferences for learning to exist.

Studies regarding the application of Chickering and Gamson’s (1987) seven principles for good education in Turkey, particularly in the field of foreign language teaching are quite few. Investigating English language pre-service and in-service

teachers' practices regarding these seven principles is important in a country like Turkey where the significance attached to foreign language teaching has been growing for decades.

1.2. Statement of the Problem

Different from the past when an individual's native language would suffice for the demands of the age, today's quickly changing world and increasing international relations require an additional language. Foreign language learning, as a result, has gained popularity in many countries including Turkey. However, the strenuous effort made by policy makers, instructors, and even students so far has been insufficient to reach the desired goal of foreign language teaching. The failure has been attributed to a number of factors including over dependence on conventional teaching methods and improper teaching (Işık, 2008). For success in the field of foreign language teaching, novelties should be followed, and more importantly, they need to be embraced (Güler, 2005).

The seven principles offered by Chickering and Gamson in 1987 aimed at providing an up-to-date framework for instructors that is easy to follow and apply in real education. Many studies confirm the benefits of the principles that make up the list (e.g. Cotten & Wilson, 2006; Bozkurt, Orhan, Keskin, & Mazi, 2008; Türkben, 2015). Studies regarding the implementation of these seven principles altogether, however, are rather scarce, and have not widely investigated the issues leading to improper, partial or non-existing implementation of them. This situation particularly applies to the field of foreign language learning and teaching.

In Turkish context, the studies regarding the educational practices incorporating the seven principles are also limited in number. In addition, most of them (e.g. Okumuş, Aydoğdu, Öztürk, Koç, Çavdar, & Doymuş, 2013; Zorlu, Zorlu, & Sezek, 2013) followed a quantitative research design and answered normative questions about the implementation of the seven principles. Thus, they provided a general overview of the most and least commonly applied principles without a focus on the reasons underpinning the situation in relation to various variables. The literature review phase of the study yielded no results in regard to studies on the implementation of the seven

principles in the field of foreign language teaching and learning in Turkish context. The aim of this study, therefore, is to contribute to the literature by investigating the current practices of the seven principles by pre-service and in-service teachers of English in relation to a number of variables that affect the quality of the implementation process in Turkish setting. The findings of the study are expected to shed light on in-service teachers' ongoing foreign language teaching practices in classrooms, pre-service teachers' future plans regarding their teaching practices, and provide implications for enhanced foreign language teaching under the present conditions.

1.3. Purpose of the Study

The aim of the study was to shed light on the pre-service English language teachers' planned and in-service English language teachers' actual practices regarding the Seven Principles for Good Practices in Education offered by Chickering and Gamson (1987) in relation to a number of variables. For the purpose of the study, the following research questions were formulated:

1. To what extent do pre-service English Language teachers at Atatürk University plan to use Chickering and Gamson's (1987) seven principles of good practices in education in their future teaching practices?
2. Is there a significant difference in the future plans of pre-service English Language teachers in terms of the type of principles to be utilised?
3. To what extent do in-service English Language teachers in Erzurum utilise Chickering and Gamson's (1987) seven principles of good practices in education?
4. Is there a significant difference in the current practices of the in-service English Language teachers in Erzurum in terms of the type of principles to be utilised?
5. Is there a significant difference in the type of principles to be utilised between pre-service English Language teachers at Atatürk University and the in-service English Language teachers in Erzurum?

6. Is there a significant difference in the extent to which Chickering and Gamson's (1987) seven principles are utilised by in-service English Language teachers in Erzurum in accordance with their
 - a. Job satisfaction
 - b. Professional experience
 - c. Weekly course load
 - d. Rating of their students' success
 - e. Rating of their schools' physical conditions and technological facilities?

1.4. Significance of the Study

Foreign language teaching has been enjoying a popularity as never before. The interest in the quality of teaching foreign languages, therefore, has also been on the increase. Of the many researchers studying in the field, Chickering and Gamson's (1987) seven principles for good education attracted the attention of a good number of researchers. The literature review, however, reveals that studies on these principles are rather scarce, particularly in the field of foreign language teaching and in Turkish context. The researchers that indeed investigated the issue, on the other hand, either only investigated the impact of gender as a variable or tried to compare the practices of pre-service and in-service teachers to detect any differences. A majority of these studies, in addition, were quantitative and lacked qualitative data to shed further light on the implementation of the seven principles. This study, incorporating mixed-methods research design, aims to provide a deeper insight into the practices regarding the seven principles in Turkey, by exploring the potential variables that play a role in this process. The findings, thus, do not only offer a detailed description of the implementation of the seven principles in EFL courses, but also shed light on the challenges and yield suggestions for improvement in the quality of the foreign language education by focusing on perceptions of both pre-service and in-service teachers of English. This study is also expected to attract attention to the seven principles and encourage more instructors to benefit from them in Turkey.

1.5. Overview of Methodology

The study is based on mixed-methods research to answer the research questions in detail. Thereby, the quantitative data collection phase through a survey was followed by a qualitative data collection phase through face-to-face interviews. The researcher utilised two different instruments to obtain the quantitative data for the study. The first survey that was used in the study was made up of two sections. In the first section, demographic questions were added to be able to check for potential variables that might play a role in the implementation of the seven principles. The questions in the first section included years of experience as a teacher, average course load a week, perceived student success in the currently employed school, and perceived contextual factors and technological facilities in the currently employed school. The second section includes The Faculty Inventory of the Seven Principles for Good Practice in Undergraduate Education, which was originally developed by Chickering and Gamson (1987), and published by Johnson Foundation in 1989 (Panther Bishoff, 2010). The publication language of the original survey was English, yet to make the filling out process easier for the participants, the Turkish version of the survey was used. The survey that was used in the study was slightly arranged to be applicable to pre-service teachers and translated into Turkish by Aydoğdu, Doymuş ve Şimşek (2012). The 5-point likert-type inventory consists of seven sections with ten items in each to be marked as very often (5), often (4), occasionally (3), rarely (2), never (1).

The second instrument used in the quantitative data collection phase was developed by Gündüz (2008) and included 19 items about job satisfaction. As the questions in the instrument were related to the currently employed school, it was handed only to the in-service teachers.

In the qualitative data collection phase, there were 7 interview questions the purpose of which was to help explain the quantitative data in detail. Thus they included general questions so that the participants did not only mention the principles that they incorporated but also could talk about the underlying reasons. The interview questions that were used for the qualitative data collection phase were developed by the researcher.

To collect the quantitative data, the survey was handed out to all the in-service teachers of English working at schools on the approval list, 102 of whom handed valid responses. The number of pre-service teachers of English at Atatürk University that delivered completed surveys was 204. The interviews, on the other hand, were carried out with a small number of participants for convenience of data analysis. The researcher interviewed 9 pre-service teachers and 10 in-service teachers to obtain the qualitative data that would shed light on the quantitative data. The data collection process which required several visits to the schools where in-service teachers worked and English language teaching department at Atatürk University where pre-service teachers continued their education lasted for approximately 2 months.

For the quantitative data analysis, SPSS 22 was used. Statistical procedures including descriptive and inferential analyses were followed to be able to explore the responses to the research questions. The qualitative data obtained through interviews, on the other hand, were first examined to determine the codes, categories, and themes, and then were analysed through content analysis.

1.6. Key Terminology

Student faculty contact: Student faculty contact is any type of interaction that occurs between the faculty members and learners. For the purpose of the study, student-faculty contact was expanded to cover teacher-student interaction in primary, middle, or high school level.

Cooperative learning: Cooperative learning is a recently popular approach to teaching which is primarily based on groupwork.

Active learning: Active learning refers to a learning process in which learners actively participate in course rather than passively listening to their teacher, thus take the responsibility of their own learning.

Prompt feedback: Prompt feedback refers to feedback that is well-organised and timely.

Time on task: Also known as engagement, time on task refers to the time during which learners are actively involved in the tasks in the course.

High expectations: In the field of education, high expectations are the high, yet still realistic, standards that teachers set for their students.

Learner Style: Students' general preferences for learning and the various ways and steps they follow to be successful in a specific task are known as learner or learning styles.

Teaching Style: Teaching style, in this study, refers to the teaching practices that teachers engage in by preference.

Job Satisfaction: Job satisfaction basically refers to the general contentment with the various aspects of the job.

Professional Experience: Professional experience, in this study, is used to mean the time spent as a teacher.

Effective teaching: Effective teaching has various definitions in the literature. In this study, effective teaching refers to the teaching practices that foster student learning by providing satisfactory content in a friendly manner and result in realisation of educational goals which include both academic and social improvement in learners.

EFL: This term stands for English as a foreign language. Therefore, teaching English in a country where the native language is different from English is simply teaching English as a foreign language.

L2: L2 is basically used as a short form of second language, yet, in this study it refers to foreign language. Foreign languages, different from second languages, are learnt in countries where the target language has no area of use.

TEOG: TEOG is the abbreviation for the exam that students have to take for transition from primary to secondary education in Turkey.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

The quality of education has always been a concern throughout the history. The growing interest in the quality of education, as a result, has necessitated a number of changes in the process of teaching for more desirable schooling outcomes that are in line with the needs that the modern age has brought about. The quality of education, in fact, is directly related to three main factors which include ‘input, output, and process’, yet the changes so far have mostly occurred in the process due to financial issues (Serbessa, 2006, p.123). The process in education primarily refers to all the teaching and learning that take place in schools, hence the recent focus on the notion of effective teaching. What constitutes effective teaching has no specific answer as it changes in accordance with the up-to-date needs of people. Yet still, teachers are assumed to be fundamental for effective teaching. Under the present conditions, an effective teacher is expected to ‘possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent and appropriate questions, and monitor and assess learning’ (Dunne & Wrag, 2003, p.1). To guide the teaching and make the effective teaching steps easier to follow, Chickering and Gamson (1987) established seven principles for good educational practices which include the promotion of faculty-student interaction, cooperation, active learning, prompt feedback routines, an emphasis on time on task, communication of high expectations, and respect for diverse talents and ways of learning in classroom. This chapter starts with the rationale for and a brief history of these seven principles, and continues with detailed explanations of each principle as well as the related studies. Next, the obstacles to effective teaching and effective language teaching are discussed, which is followed by the discussion of the effective language teachers. The chapter ends with the explanation of teacher satisfaction in relation to the factors that play a role in it.

2.2. Why Seven Principles for Good Practices in Education?

Improving the quality of education has always been among the widely discussed topics for those in charge of various aspects of education, with a primary concern for enhanced student performance and learning. There are a number of factors that play role in academic outcome, yet teachers are mostly held responsible for the level of achieved success. Any belief that holds learning occurs irrespective of the teaching practices is called a ‘myth’ by Ramsden (2004, p.85). According to the author, learning and teaching are interwoven and should not be separately evaluated. Teaching quality, in this sense, is the most influential factor for student outcomes. Von der Embse and Putwain (2015) define teaching quality as ‘instructional practices that facilitates learning by meeting a wide range of student needs and abilities’ (p.553). In classrooms where teachers provide effective instruction, learners are encouraged to engage in deep level learning (Üstünlüoğlu, 2016) with increasing levels of ‘engagement with the subject content’ (Ramsden, 2004, p.84). The following is the list of essential components of good educational practices and instructors as described by Ramsden (2004):

- A desire to share your love of the subject with students;
- An ability to make the material being taught stimulating and interesting;
- Facility for engaging with students at their level of understanding;
- A capacity to explain the material plainly;
- Commitment to making it absolutely clear what has to be understood, at what level, and why;
- Showing concern and respect for students;
- Commitment to encouraging student independence;
- An ability to improvise and adapt to new demands;
- Using teaching methods and academic tasks that require students to learn thoughtfully, responsibly, and cooperatively;
- Using valid assessment methods;
- A focus on key concepts, and students’ misunderstandings of them, rather than on covering the ground;
- Giving the highest-quality feedback on student work;

- A desire to learn from students and other sources about the effects of teaching and how it can be improved (p.86).

Previous research into desirable properties in teachers is also in line with the list proposed by Ramsden (2004). In one study, for example, it was noted that learners prefer teachers who have sufficient knowledge on content, are skilled at giving clear explanations, arousing interest, and managing the classroom. Learners expect their teachers to be in close relationship with them like a friend and to be passionate about teaching (Kyriacou, 2009). Another study by Allan, Clark, and Jopling (2009) stresses similar properties to be found in effective instructors, the focus being on teachers' scaffolding skills.

Likewise, Dunne and Wrag (2005, p.1) emphasise the role of teacher for efficient education as follows:

Citizens in the twenty-first century are more likely to be willing to learn throughout their lives if they have been fired and enthused, rather than rebuffed and demoralised in school. The quality of personal relationships between teacher and taught, therefore, is a direct result of the interpersonal skills of the teacher, who usually sets the tone in a class, or has to take the initiative to improve relationships should they go awry. A notion of effective teaching that embraced only the transmission of knowledge would be a poor one in such a context.

The relevant literature attributes teaching effectiveness to high quality interactions between students and teachers, respecting individual differences (Kyriacou, 2009), setting high expectations from students (Porter & Brophy, 1988), providing well-organised feedback, taking diverse learning preferences into account (Lumpkin & Multon, 2013), and creating a learning environment which promotes active learning (Dibapile, 2012). However, the expected active student engagement stands a slight chance in the presence of the old school instruction which mainly constitutes of plain lectures (Bussema & Nemec, 2006). Literature so far has put emphasis on the need for taking action for enhancement in education. The suggestion is to replace behaviourist approaches with constructivist, teacher-centered classrooms with learner-centered, deduction with active learning (Van de Grift, 2014). The primary purpose is to change

students from passive information takers to active learners. Constructivism attracts attention, in this sense, due to its claims that ‘each of us makes sense of our world by connecting new experiences to our existing understandings. Learners, as they encounter new situations, attempt to meld incoming information with their existing understandings’ (Straits & Wilke, 2007, p.58). Individual construction of knowledge constitutes the core of constructivism (Richardson, 2003). Contrary to behaviouristic teaching practices, which are called direct instruction, constructivism takes its strength from social aspects and encourages interactions within classroom. More specifically, Vygotsky’s sociocultural theory, which is based on social constructivism, for example, holds that for new information to be acquired, social interaction is a must (Palincsar, 1998).

From a sociocultural perspective, learning and development take place in socially and culturally shaped contexts, which are themselves constantly changing; there can be no universal scheme that adequately represents the dynamic interaction between the external and internal aspects of development. There is no generic development that is independent of communities and their practices. (Palincsar, 1998, p.354)

As noted earlier, sociocultural theory attributes learning to participation in specific social activities. Schools constitute a social area where most of student learning takes place. Therefore, anything that occurs in schools is of additional significance for educational outcomes. Interactions between teachers and students, in this sense, constitute the basis for the type of socialisation that is necessary for acquiring knowledge. The final achievement, however, greatly relies on the actual type of interaction which can be categorised as (1) initiation, response, evaluation (IRE) and (2) dialogic interaction (IRF). The first type of interaction, IRE, is commonly used in traditional teaching methods. In such classrooms where formerly popular type of instruction is dominant, teacher is the primary source of information as well as evaluation. Overuse of the interactions following the IRE pattern is likely to result in restricted student engagement in courses. The latter type of interaction, IRF, is different from the former in that initiation and response pattern is followed by follow up questions instead of teacher evaluation. The follow up questions lead to an enriching teacher-student dialogue and add to the quality of education by intriguing interest in the

course (Hall & Walsch, 2002). Interaction patterns are equally important in each class, including foreign language courses. According to Hall (2010), ‘the specific point is this: what students take away from their classrooms in terms of target language knowledge and skills is intimately tied to the kinds of interactional practices that teachers create in their talk with students’ (p.213). In foreign language classrooms, thus, teaching should benefit from interactional patterns to arouse interest among students and achieve educational goals.

Encouraging active learning is also highlighted by researchers as an example of good teaching practices. For an efficient learning, learners need to shift from passive listeners to active learners in the classroom (Kalem & Fer, 2003). As the name suggests, active learning mainly pertains to how students learn. Therefore, teachers’ role is to provide active learning opportunities and facilitate the learning process for their students while students work on their own learning.

Research so far has emphasised certain criteria for high quality teaching which are in line with the seven principles developed by Chickering and Gamson (1987) as a guide to effective teaching and good practices in education.

2.2.1. A brief history of seven principles

There has always been a growing interest in ways to enhance the quality of education among educators and researchers. Chickering and Gamson, through the 1980s, led the research pertaining good practices in education, particularly in higher education. Several conferences were financially supported by American Association for Higher Education and Accreditation (AAHE) and Johnson Foundation with the participation of researchers, including Chickering and Gamson, whose publications were innovative in the field. In 1986, a task force was established to specifically work on developing principles for good education. The members of task force were those ‘who had conducted much of the research on the impact of the college experience as well as scholars of organizational, economic, and policy issues in higher education’ (Chickering & Gamson, 1999, p.76). The task force aimed at preparing a guide for educators which would be ‘accessible, understandable, practical, and widely applicable’ (Chickering & Gamson, 1999, p.76).

The principles that were developed, officially named as Seven Principles for Good Practice in Undergraduate Education, by the task force were published in 1987 in AAHE Buletin by Chickering and Gamson (1987). The principles can be listed as (1) student–faculty interaction, (2) cooperation among students, (3) active learning, (4) prompt feedback, (5) time on task, (6) high expectations, and (7) respect for diverse talents and ways of learning.

2.3. Seven Principles for Good Educational Practices

The principles for good educational practices offered by Chickering and Gamson (1987) bring their own advantages into courses. Although teachers may encounter a number of challenges during the application of the principles, each deserves to be equally emphasised for efficient learning. Below is the body of research regarding the seven principles for good education.

2.3.1. Teacher-student interaction

From Vygotsky’s point of view, learning process benefits from the social interactions which stimulate the sharing of lived experiences (Frey, Fisher & Everlove, 2009). Constructivism, which has its roots in Piagetian theory, contends that learning occurs in the presence of interactions between students as well as their teachers. Interactions, thus, are viewed as the primary source of knowledge (Canbay & Beceren, 2012). Faculty-student contact occurring in or out of the classroom, therefore, is of great importance for students (Cotten & Wilson, 2006; Grantham, Robinson, & Chapman, 2015), and has an unquestionable impact on ‘schooling outcomes’ (Kavenagh, Freeman, & Ainley, 2012, p.1). (Buradan reciprocity ile ilgili cümleleri çıkardım hocam)

The quality of teacher-student interaction is argued to be influential from many aspects including ‘student motivation’, ‘their academic achievement’, and ‘teachers’ well being’ (Pennings, van Tartwijk, Wubbels, Claessens, van der Want, & Brekelmans, 2014, p.183). Astin (1999) links the frequency of contact between students and faculty to how satisfied students feel about their whole education life and advises instructors to reassure interaction between student and faculty to enhance the process of learning and teaching. Lack of interaction in the classrooms, on the other hand, is assumed to lead to

problems related to confidence among students (Tatum, Schwartz, Schimmoeller, & Perry, 2013).

There has been a body of research on the nature of faculty-student contact and its impact on students from various aspects. Previous studies commonly reported the importance of teacher-student interactions in educational context (Pennings, et al., 2014).

A qualitative study by Cotten and Wilson (2006), with an aim to analyse student-faculty interactions in detail, offered stimulating findings pertaining to the issue. For the purpose of the study, 49 students were interviewed in 9 focus groups and the findings were inductively analysed by the authors. The findings suggested that faculty-student contact was not only rare but also restricted to academic subjects. Most of the students reported visits to faculty members merely to seek help for assignments or for course-related issues. The students who were an active part of a special group or activity were found to have more contact with faculty. From students' perspective, interactions were commonly perceived as profitable and such interactions were assumed to lead to 'an enhanced sense of community between the student and the institution' (p.500). The interviewees also reported negative interactions with faculty. From the quoted parts of the interview in the study, it is obvious that negative experiences have a crucial impact on the whole interaction process. After a number of good experiences, students may feel discouraged by merely one bad experience with the faculty members. According to the study findings, factors that aid or hinder the interactions may have roots in student or instructor behaviours. Students in the study, for example, argued that their instructors' attitudes in classroom either encouraged or discouraged them to get involved in interactions out of the classroom. Hence, faculty members may help their students to feel confident to initiate interactions by increasing the amount of quality interactions, which is also crucial in creating a friendly atmosphere in educational context.

A recent study by Glass, Kociolek, Wongtrirat, Lynch, and Cong (2015) yielded findings that show the significance of the quality of contact between instructors and their students. To determine how interactions in a classroom influence students' sense of belongings, the researchers carried out semi-structured interviews with a total of 40 international students from two major universities. Detailed analyses of the interviews

revealed 3 qualities of the interactions that affected students' sense of belonging. Interviewed students expressed the importance of participation and inclusion as an important factor in their sense of belonging. Instructors' effort in assuring a total inclusion was valued by most of the students. Negative experiences with instructors, in this sense, had an adverse impact on students. The participants argued that instructors who encouraged them to make use of their own experiences in real life situations had a positive influence on them. Another positive factor in the interactions the students valued was marked by encouragement to discover possible selves. For the participants who put emphasis on the last factor, the instructors were role models. It can be concluded that faculty members have a great impact on their students from many aspects. Thus, especially in classrooms with students from various countries or with various cultural backgrounds, it is vital to create an inclusive atmosphere where no one feels excluded as negative experiences of interactions adversely impact not only the present but also future educational and social life.

Interactions may take many forms in a single classroom. The same instructor may prefer various types of interactions when in contact with the same students. Students, on the other hand, may have differing preferences for interaction. With a purpose to define what types of interaction between students and faculty are meaningful to students, Grantham et al. (2015) carried out a qualitative research in which the participant undergraduate students were asked to write thank you letters via Thank a Teacher Program online. Analysing the letters submitted by the participants, researchers concluded that students valued interactions that contributed to them. In addition, students expressed gratitude to their instructors for responsibly carrying out essential duties such as office hours. The authors, based on the findings of their study, reached two assumptions:

First, students appreciate feeling cared about, and they want to connect with faculty members on a personal level. Second, these types of interactions with faculty are noteworthy enough to prompt students to write a thank you note to their instructors, suggesting that these types of interactions are not nearly as commonplace as might be assumed. (p.131)

The quality of student-faculty contact has been an issue in recent studies, mostly because of its potential role in student success. One of the studies that investigated the role of student-faculty contact on academic achievement was carried out by Ullah and Wilson (2007). They aimed to find out the relationship between students' academic achievement and engagement in learning as well as interaction that students get involved in with faculty and peers. For the purpose of the study, students in a midwestern public university were asked to complete the National Survey of Student Engagement in 2003, 2004, and 2005 successively. The results showed that student involvement with learning was strongly correlated with academic achievement. The interaction between students and faculty members was also revealed to be an important factor in student success. Interaction among students also influenced academic achievement, however, its influence was found out to be more positive for females than males. The results of the study clearly show the importance of interaction between faculty members and students as well as between peers. Thus, encouraging student-faculty contact from the first year of education is vital for students.

The study conducted by Wirt and Jaeger (2014) examined the faculty-student interaction in terms of different variables. Randomly chosen 5000 community college students took part in the research. The researchers gathered data via a survey of student engagement. The results indicate that students who get better grades in courses tend to be more motivated to study more, which naturally results in higher interaction levels with the faculty for academic reasons. In addition, the analyses of data show that attending orientation programs increases the likelihood of student-faculty contact as such programs help students get accustomed to their new educational setting. The last variable investigated in detail in the study is the participation in a learning community. It is stated that participation in a learning community, which entails cooperation between students and their instructor, is certainly a predictor of faculty-student contact. Thus, encouraging student-faculty interaction enhances the whole learning process. Interaction, as suggested by Wirt and Jaeger, is not a one-way road. Both students and faculty members share mutual responsibilities to initiate and keep a healthy level of interaction.

Another study that explored the impact of student-faculty interaction is that of Delaney (2008). She investigated the role of student-faculty interaction in terms of

student outcomes. The participants of the study consisted of 1500 freshmen and completed a survey to evaluate their experiences of their first year in college. Analyses into the impact of gender on the interaction showed that although the frequency of interaction did not differ in accordance with gender, gender was a predictor of how satisfied the participants felt with the type and amount of contact they engaged in. Females, in this sense, reported contentedness with the amount of the interaction they had with their faculty and were generally satisfied with the emotional support they received from the faculty members. Males, on the other hand, were more satisfied in terms of getting to know faculty. Another finding of the study indicated higher interaction rates among international students. Also, in line with previous studies, the findings suggest the frequency of interactions and the satisfaction with them increased with higher academic achievement. In addition, those with educational aspirations were more likely to engage in faculty contact than those that have no further educational goals. Thus, good quality interaction with faculty determines the overall satisfaction levels of students.

Guerrero and Rod (2013) aimed to explore the impact of student-faculty interaction from a different stance. They analysed the relationship between office hours and academic achievement. The researchers employed cross-sectional research methods and investigated students' academic performance over a four-year period. Office hours, as they provide an opportunity for students to keep in contact with the faculty members out of classroom, were found to be influential on the performance of students. The analyses reveal that office hour attendance is positively correlated to academic achievement. Hence, instructors may need to pay more attention to organise the office hours so that more students can attend. Another suggestion to increase attendance is to send reminders to students, as students are likely to skip office hours simply because they forget them. Communicating the importance of office hours may provide students with a better understanding of office hours and encourage increased attendance rates. Finally, the researchers advise instructors to take an active role to engage those with low marks in the office hours, as less successful students may be less confident in initiating interaction.

Technology is argued to be beneficial in initiating and keeping the contact between students and faculty. Li and Pitts (2009) investigated student-faculty

interaction during traditional office hours that were aided by additional virtual office hours that the participants could attend online. The participants of the study included 5 classrooms 2 of which were chosen to be control group. The experimental classes, different from the control group, were provided with virtual office hours in addition to traditional office hours for an academic semester. By doing so, the researchers aimed to investigate the impact of virtual office hours on the student-faculty interaction. Pre and post study surveys were administered to get a better understanding of students' experiences with traditional and virtual office hours. The findings of the study, as predicted by the researchers, suggested that virtual office hours contributed to the overall student satisfaction. The most commonly stated problems regarding traditional office hours include issues such as lack of time or inconveniency. Virtual office hours may be a good alternative to overcome the problems with the traditional office hours.

A more recent study carried out by Karoğlu, Kiraz, and Özden (2014) explored 47 pre-service teachers' perceptions related to a blended course which was designed in accordance with the seven principles. Following a mixed method research design, the study revealed, in line with prior research, positive student perceptions. The first principle, which is student-faculty contact, was argued to be enhanced with the help from the technology. Student participants of the study reported to be content with the opportunity they had to keep in contact, thanks to technology, with the faculty out of classroom. The interactions between the peers were also facilitated. The integration of technology, thus, does not only benefit student-faculty interaction, but also contributes to social relations between every individual in the classroom.

In the study of Crews, Wilkonson, and Neill (2015), the efficiency of an online course guided by the seven principles for a good education was assessed through survey method. A total of 179 undergraduate students participated in the research. The results in respect to the student-faculty contact showed student satisfaction in terms of the interaction they had with their instructors through Blackboard discussion. The discussions via Facebook and Twitter, on the other hand, were not considered as useful by students.

To be able to effectively make use of the technology to facilitate student-faculty interaction, as suggested by Hathaway (2013), establishing email groups, utilising an

online announcement platform or chat room may prove helpful. The study by Ritter and Lemke (2010) also pointed to the positive student perceptions regarding the use of emails to boost student-faculty interactions. A few of their participants, however, noted that interaction through email is not nearly as efficient as face-to-face contact. Thus, providing chances for both types of interactions may benefit learners the most.

Different from the hitherto reviewed studies, Tatum et al. (2013) aimed to explore the role of gender in the quality and frequency of student-faculty interaction. The participants of the research consisted of 107 female and 51 male college students. The 14 courses the participants attended were assigned to 5 male and 9 female instructors. The researchers engaged in classroom observations for 3 academic years and utilised a seating chart coding method as data collection tool. The analyses of the data revealed a relationship with the gender of instructors and their behaviours in classrooms. In the courses taught by female professors, student participation increased, specifically in the form of volunteer call-outs. The increased student participation was suggested to be related to the higher frequency of the use of praise by female instructors; which also implies the importance of feedback in courses. The higher rates of participation in courses taught by female instructors were also assumed to result from the differences in pedagogical choices as female instructors tend to provide more opportunities for interaction in their courses.

Although interactions between faculty and students lead to specific perceptions for both groups, the issue has been mainly investigated from the students' perspective. One of the studies that take the instructors' point of view into consideration was conducted by Frankel and Swanson (2002). A total of 221 participants were surveyed through e-mail. The findings offered a detailed look at the interactions from professors' point of view and showed that perceptions regarding their interaction with their students differ from that of students'. The analysis of the surveys revealed that, contrary to the common belief, professors were eager to make alterations in their behaviours in classrooms based on their experiences with students. According to the survey results, professors tend to alter their teaching method or material, more clearly express the requirements of the course, more frequently use their approach to solving problems, praise the students, and increase their authoritativeness specifically when encountered with student behaviours that are undesirable in nature.

Sticking to constructivism in educational practices may be an alternative way of increasing the quality of interactions within a classroom as a course guided by the constructivist approach is argued to help with the interactions in the classroom. Koç (2006) conducted a research with a focus on teacher and learner roles as well as the interactions in the courses. Of the 89 undergraduate participants, 15 were chosen to be interviewed. The participants were asked to complete learning diaries at the end of each course and were observed during the courses for 14 weeks. The findings of the research revealed positive interactions between teachers and their students as well as between peers. The student-teacher interactions were reported to be 'democratic' and 'caring', the student-student interactions, on the other hand, were reported to have benefited from the cooperative group work (p.61). The study offers evidence that constructivist learning environment may positively influence the interactions within classrooms.

The quality of interaction taking place between the instructors and their students outside the classroom may play a determining role in student participation in the classes and may increase the tendency towards more frequent contact (Anderson, 2011). Informal contact with instructors is argued to 'accentuate faculty influence on student intellectual and creative development' (Pascarella, 1980, p.553).

Although Chickering and Gamson's (1987) seven principles mainly apply to undergraduate education, the principles are nonetheless important in each education setting. Teacher-student relationship, for example, was investigated by Kavenagh (et al., 2012) in a secondary school. The participants of the research consisted of 9 teachers and 70 male students from a secondary school in Australia. The study focused on the interactions occurring in the English course because of higher amount of interaction due to the time allocated to the English course weekly. The authors used two data collection tools; subscales of 'my English class' survey as well as teacher student relationship inventory to assess the perceptions regarding the interactions in the course. A highly-rated item in the survey, by students, was about the positive feedback from their teachers. It implies that positive feedback contributes to the quality of the teacher-student relationship. Although the findings suggested mutual positive perceptions from both teachers' and students' perspectives, a number of the student participants diverged from the rest in that they were not as positive regarding the care, understanding, and help they received from their teachers. The findings indicate that satisfactory

interactions determine the strength of contact for teachers whereas help, caring and positive feedback from teachers were highly valued by students. To be able to provide an ideal atmosphere for education, both students and teachers need to do their best to improve their relationship as a first step.

Birdsey (2012), in her study, also aimed to reach deeper insight regarding what is perceived as positive or negative in teacher-student relationship. The participants were chosen from a middle school in Colorado and the data were collected by means of teacher and student interviews. The analysis of the interviews revealed a mismatch between teacher and student perceptions as to the traits of positive interactions. Feedback, in this study, was reported by students to be crucial in interactions. Teachers, however, did not emphasise the role of feedback during the interviews. Feedback was valuable for students because they considered it to be a way for their teachers to show caring, which is in line with the findings of Kavenagh (et al., 2012). For teachers, taking part in extracurricular activities showed that they cared for their students. Getting to know each other on a personal level was mutually regarded as an effective way to show care. The interviews of students indicated that they knew their teachers believed they could be successful when they received ‘feedback’ or ‘extra help’ from their teachers (p.57). Teachers, on the other hand, believed trying to know the students personally communicated their high expectations. Feedback was also believed to be a way to show teachers’ fairness and respect among students while teachers thought they were fair when they did not discriminate when applying classroom rules. Teachers’ belief about showing respect, clearly, did not include providing feedback as it was not mentioned in their interviews. Student respect, however, was considered to be closely linked to listening to the teachers both by student and teacher participants. The mismatch between the perceptions says a lot about the potential reasons for inefficient interactions in classrooms. Teachers, to show they care, respect and believe in their students should give frequent feedback and personally get involved with their students.

Taken together, the previous literature on student-faculty and student-teacher interactions provides a deeper understanding of how high-quality interactions can be established to profit not only students but also instructors. A healthy relationship is deeply rooted in mutual respect, understanding, and care. Both parties need to do what

is necessary to initiate or keep a fruitful interaction in order to boost student outcomes and the wellbeing of individuals.

2.3.1.1. Teacher-student interaction in English as a foreign language classrooms

In the relevant research into classroom interactions, the notion of reciprocity is highlighted. As is suggested, reciprocity, which requires that ‘when one party gives, the other gives something in return’ (Grasser, 1993, p.1) is a must for ongoing interactions. But for reciprocity, the interactions fail to benefit learners as aimed, and it is also true for ongoing interactions in foreign language courses, as in all other courses. Vygotsky’s (1978) sociocultural theory holds that interactions constitute the basis for language learning and cognitive development. From sociocultural perspective, ‘language learners either expand their potential by reciprocating to the teacher or the people who speak the target language or limit their opportunities by doing the reverse’ (Özköse-Bıyık, 2010, p.25). Language learners reach their full potential when they engage in interactions that are meaningful in nature. Reciprocity, in this case, is the key to successful language learning from the perspective of sociocultural theory (Özköse-Bıyık, 2010). The ongoing interaction in classroom forms the foundations of what is learnt, and is particularly important in foreign language learning context because ‘it is both the medium through which learning is realized and an object of pedagogical attention’ (Hall & Walsch, 2002, p.187). Zone of Proximal Development (ZPD) is also important in Vygotskian theory. ZPD holds that individuals acquire knowledge and improve themselves when they are in touch with peers that are ‘more mature, knowledgeable or skilled’ (Rivera, 2010, p.49). The help received from such peers allows them to perform better than expected when alone (Rivera, 2010). The student-student interaction, along with teacher-student interaction, is particularly highlighted in Communicative Language Teaching (CLT henceforth), which has replaced conventional language teaching based on memorisation in many countries. The primary purpose of CLT is to help learners achieve communicative competence (Zhang, 2012) and it is only possible with the increase in classroom interactions as they provide the necessary input in EFL classrooms where exposure to target language is otherwise unlikely (Tulung, 2013).

Previously conducted studies indicate that language learning achievement primarily relies on interactions, yet the type of interaction that occurs is also of great importance. Interactions in which IRE is the commonly followed pattern benefit language learners less because they leave restricted space for learners to realise their potentials. Interactions that are prolonged by teachers with the addition of extra follow up questions, on the other hand, contribute to students' language learning better (Hall & Walsch, 2002). The argued benefit from follow up questions is also seen in Long's Interaction Hypothesis (1983), which puts emphasis on modified input during classroom interactions. The expected modifications are realised via addition of extra interaction patterns including comprehension checks, clarification requests, and confirmation checks. Such interactions serve as feedback for language learners and make the input comprehensible for individuals. Baleghizadeh's (2010) investigations on the use of negotiation of meaning, for example, revealed that the interactions over problematic issues contributed to EFL learners' reading comprehension to a great extent.

Thus, even a slight alteration in the interaction pattern by encouraging students to actively interact during courses may lead to increased achievement among learners (Mackey, 1999), particularly EFL learners because of the significant role interactions play in language learning.

2.3.2. Cooperative learning

The modern approaches to learning and teaching place the learners in the centre, which makes them dramatically differ from the traditional methods where teachers dictate and lecture. In addition, the recent trend is to let students learn in groups (Şimşek, Doymuş & Şimşek, 2008). The assumption here is that 'learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated' (Chickering & Gamson, 1987, p.3).

Cooperative learning in educational context, with the help of small group work, encourages students 'to achieve shared learning goals' while stimulating one another's learning (Johnson & Johnson, 2008, p. 26). Cooperative learning enhances the learning

quality and provides a friendly atmosphere where all kinds of diversities are welcomed (Cohen, Brody, & Sapon-Shevin, 2004; Doymuş, 2008a; Doymuş, 2008b).

Cooperative learning has been widely discussed among researchers since its very introduction into the education field. A majority of researchers agree that cooperative learning benefits learners in various ways. The integration of small group work into courses rules out competition between students which might hinder the progress of students and harm the relationship between them (Zarei & Keshavarz, 2011). Cooperative learning is also assumed to contribute to learners' reasoning skills, motivation level, confidence and lead to a more respectful relationship between them. Students are also believed to be more enthusiastic in courses and open to new knowledge (Alghamdi & Gillies, 2013). The increased motivation level is assumed to be the result of the 'strong social support system' cooperative learning offers to learners. The cooperation between students does not only foster learning in classrooms, but also prepares them for their future job experiences (Tuan, 2010, p.67).

For cooperative learning to be successful, instructors, as stated by Johnson and Johnson (2008), need to ensure positive interdependence, individual accountability, promotive interaction, appropriate use of social skills, and group processing. To promote positive interdependence in a group, individuals need to know that they are an indispensable part of the task they are working on (Frey, Fisher & Everlove, 2009). Positive interdependence is deeply rooted in taking responsibilities not only for oneself, but also for the good of other group members since, as put by Johnson and Johnson (2008) 'failing oneself is bad, but failing others as well as oneself is worse' (p.22). The second important issue in cooperative learning, individual accountability, on the other hand, requires individual assessment. The performance of each group member is crucial for the final group achievement. Feedback, in this case, is not provided only to the group but also to the members of the group individually (Johnson & Johnson, 2008). The interactions within a group need to be encouraging in nature. Group members, with the help of discussions, promote each other's learning (Demirci, 2010). Social skills, naturally, are vital in cooperative learning as there has to be a good amount of interaction between students to be able to make efforts for the shared objectives. The interactions, for this reason, should involve mutual respect, understanding and a positive approach for other group members (Johnson & Johnson, 2008). Finally, for an efficient

cooperative group work, students need to talk about the whole process they are actively involved in. Group processing is defined as ‘a review of a group session to describe the member actions that were helpful and unhelpful and to decide what actions to continue or change’ (Johnson, Johnson, Stanne, & Garibaldi, 1990, p.507). Group processing is of significant importance because group members can reflect on their performance and make decisions as regards preferable behaviours within the group (Johnson, Johnson, Holubec, & Roy, 1984).

An experimental study was carried by Kincal, Ergül, and Timur (2007) with a purpose to identify the influence of cooperative learning on student outcomes of the 7th grades in a science course. The researchers established control and experimental groups at different schools to prevent interactions between the groups. The experimental group received the course through cooperative learning methods whereas the control group was taught with traditional teaching methods. The authors administered pre and post-tests for both groups to assess their progress in the course. The findings of the study revealed that cooperative learning can enhance the learning outcomes, and that students taught with cooperative learning methods are more likely to be successful than those in traditional classrooms.

A similar study with consistent results was carried out by Bozkurt, Orhan, Keskin, and Mazi (2008). In the experimental study, two 6th grade classrooms were taught the same subject through different methods. The teacher of the experimental group used cooperative learning model whereas the teacher of the control group followed traditional teaching methods. The pre and post test results, in line with previous studies, revealed the superiority of cooperative learning over traditional methods, with better student outcomes in the experimental group.

With a purpose to explore the influence of cooperative learning on reading achievement, school alienation, and academic confidence, Ghaith (2003) conducted an experimental study with the participation of 56 learners of English at secondary level. The results showed no clear link between implementation of cooperative learning and school alienation. The participants’ level of academic confidence also seemed to be independent of the type of instruction. Reading achievement, however, was found to differ greatly between the control and experimental group, which implies the superiority

of cooperative learning over conventional teaching methods in improving reading achievement.

2.3.2.1. Cooperative learning in English as a foreign language classrooms

As previous literature suggests, learners of English can benefit from cooperative learning as it 'provides greater complexity of language in the classroom, creation of natural redundancy during group work, and appropriate levels of accuracy' (Chien, 2004, p.27). Aiming to find out how cooperative learning methods in English course affect the student outcomes, retention of knowledge as well as attitudes towards the course, Baş (2009) carried out a study. The participants consisted of 40 6th grade students, and were randomly divided into control group and experimental group, 20 students in each. The students in the experimental group engaged in cooperative learning activities while the control group were taught in a traditional manner. The pre and post test results of both groups were compared and contrasted. The analysis of the data revealed the positive influence of cooperative learning methods on the student outcomes as the experimental group outperformed the control group. The retention of knowledge was also found to be more likely in the experimental group when compared to the control group. The findings as regards the attitudes towards the course were also in favour of the experimental group. That is, in line with the assumptions of Chickering and Gamson (1987), cooperative learning contributes to student success and improves attitudes towards the course.

Ghorbani and Nezamoshari'e (2012) also investigated the impact of cooperative learning on student outcomes in English as a foreign language course. Different from Baş's (2009) study, their participants were 62 female undergraduate students. The researchers followed experimental design and utilised pre and post test to be able to make comparison between the participants' grammar achievement before and after the application of cooperative methods in the experimental group and traditional methods in the control group. The findings the study yielded supported the previous research findings which favoured cooperative learning over traditional instruction. Ghorbani and Nezamoshari'e conducted their study in Iran, thus, their findings suggest that cooperative learning might benefit students in Eastern countries also where students grow up in traditional classrooms.

The study by Alghamdi and Gillies (2013) shed further light on how students can benefit from cooperative learning in foreign language courses. The authors carried out their experimental research at 4 secondary schools for 12 weeks to be able to determine the influence of cooperative learning on the progress of students in terms of grammatical competence. The participants consisted of 139 male secondary school students. The students of the experimental group engaged in cooperative learning while the control group worked in small groups in a traditional way. The analyses of the pre and post test results of both groups revealed that students' grammatical competence improved when immersed in cooperative learning, and that the progress was striking when compared to the progress made in traditional classrooms. Different from the above stated research, in this study the control group also worked in small groups. However, as the findings suggest, group work does not equal cooperative learning. The study contributed to the literature with its compatible findings supportive of cooperative learning.

Ning and Hornby (2014) examined cooperative learning in terms of its impact on motivation level among learners of English in China. For the purpose of the study, 100 non-English major undergraduate students were randomly chosen to participate in the study. The researchers followed quasi-experimental research design and administered pre and post tests to obtain comparable data as regards students' motivation level. The cooperative learning approaches were found to contribute to students' intrinsic motivation levels the most. The authors explain that the friendly learning environment cooperative learning provides helps to eliminate boredom, which is the primary problem in traditional classrooms. The situation of amotivated students, however, showed no improvement during the study, which leads to the conclusion that whereas cooperative learning increases intrinsic motivation, it is not a source of motivation on its own.

Suwantarathip and Wichadee (2010) studied the effects of cooperative learning on the anxiety level as well as student outcomes in an English as a foreign language course. 40 undergraduate students participated in the research. A pretest was administered to find out the anxiety and proficiency level of students before starting the 14-week application of cooperative learning, and a posttest afterwards to compare the results. The comparison of two sets of data revealed a reduction in anxiety levels along

with improvement in proficiency. The interaction that cooperative learning initiates, as contended by the authors, potentially improves learning atmosphere and, consequently, positively influences the whole learning process.

Another study into the implementation of cooperative learning in English as a foreign language course was carried out by Gömleksiz (2007). The participants of the study consisted of 66 engineering-major undergraduate students taking English course. Half of the participants were taught by means of cooperative learning techniques while the other half received the regular course. The comparison of pre and posttest results of both groups indicated higher academic achievement, more positive attitudes towards the course, and higher quality interactions among those who engaged in cooperative learning.

Previous literature harmonically repeats the benefits of cooperative learning in educational context. However, as the findings of Alghamdi and Gillies (2013) also suggest, cooperative learning does not happen by simply putting students in groups. Teachers need to know how to implement the basic components of cooperative learning which include positive interdependence, individual accountability, promotive interaction, appropriate use of social skills, and group processing (Johnson & Johnson, 2008). A survey research conducted in Turkey by Dikel, Okumuş, and Doymuş (2013) investigated the utilisation of cooperative learning approach by Turkish science and technology teachers. The researchers carried out a pretest to determine to what extent teachers know the principles of cooperative learning and how to apply it. Then, during a 32-hour workshop, the 82 participant teachers received a course regarding the cooperative learning model and its application in classroom. After the workshop, a posttest was administered to determine how the workshop improved the participants' knowledge on the cooperative learning approach. The analyses of the data obtained from the pretest showed that the participant teachers were inexperienced and only partially knew how to apply the cooperative learning model. The participants were also concerned about the evaluation process and classroom management. The posttest results indicate that, after the workshop, teachers were more confident in their skills to apply cooperative learning model. Thus, to encourage the application of cooperative learning in more classrooms by more teachers, there need to be workshops and in-service

training programs to aid the transition from traditional methods to the learner-centered ones.

2.3.3. Active learning

Instructors, for decades, have depended on traditional teaching methods where they actively talk to convey information to their students due to restricted time, overcrowded classrooms, or complexity of the subject to be delivered. However, literature in the field strongly suggests keeping students, in the learning process, as active as could be to ensure enhanced learning outcomes (Lumpkin, Achen, & Dodd, 2015). The assumption is that effective learning takes place when learners are actively engaged in the process, rather than passively listening to the instructor (Gholami, Moghaddam, & Attaran, 2014). Students need to reflect on what they have learnt (Chickering & Gamson, 1987) and have control over their learning (Aydede & Matyar, 2009). ‘Active learning is, in short, any learning activity engaged in by students in a classroom other than listening passively to an instructor’s lecture’ (Faust & Paulson, 1998, p.4). In classrooms where active learning techniques are implemented, instructors and their students are expected to ‘undertake a dynamic partnership in which they share the responsibility for instruction’ (Karamustafaoğlu, 2009, p.29). As is stated by Bonwell and Eison (1991) in their highly cited study, delivering the subject by means of active learning techniques is as effective as traditional methods, yet, active learning takes its power from its incomparable impact on students’ higher-order thinking skills instead. On the benefits active learning provides, McCarthy and Anderson (2000) write:

Active learning techniques yield many benefits—they are student-centered; they maximize participation; they are highly motivational; and they give life and immediacy to the subject matter by encouraging the students to move beyond a superficial, fact-based approach to the material. (p.280)

Lecturing seems to fit crowded classrooms and heavy-loaded curriculum, yet, ‘lecturing merely exposes students to content, and exposure is not sufficient for learning’ (Lujan & DiCarlo, 2006, p.17). In traditional classrooms, learners passively receive information. In active learning, learners need to play an active role in their own

learning, instead. To benefit from active learning, abandoning lecturing completely is not a must, as argued by Faust and Paulson (1998). Instructors can enhance students' learning by letting them share their notes within groups for a few minutes after lecturing two or three times each class. Another advice is to let students listen to the lecture before letting them take notes and discuss their notes in groups (Bonwell & Eison, 1991). Moving from traditional lecturing to active learning, as Michael and Modell (2003) point out, is 'gradual'. Modifying traditional courses helps with the transition from conventional methods to active learning while taking advantage of lecturing.

There have been a number of studies comparing the influences of traditional methods and active learning on student outcomes. A recent study by Freeman et al. (2014), for example, attempted to find out the differences in student performance in two distinct cases: receiving traditional lecturing and engaging in active learning. The results of the study clearly showed that active learning benefits students the most, enhances student outcomes, and works best in small classrooms.

In a 12-week quasi-experimental study, Aydede and Matyar (2009) examined how active learning influenced students' academic achievement and retention of knowledge in a science class. 66 6th grade students participated in the study. The researchers administered pre and posttests for the purpose of the study. The analyses of the obtained data showed higher retention rate as well as better academic results in the experimental group which engaged in active learning throughout the study. The assessment of academic achievement and retention, however, was restricted to multiple choice tests. The use of other assessment methods such as portfolio assessment might also be administered in future studies.

Diederich (2010) carried out a 3-year action research study at a college to analyse the consequences of the transition from traditional teaching methods to active learning in an undergraduate biology class. The participants included 127 undergraduate students. The researcher delivered her course through traditional lecturing, problem-based learning, and case-based learning in 2006, 2007, and 2008 respectively. The study revealed higher student retention rates in courses in which participants engaged in problem-based learning and case-based learning. Evidence from the pre and posttests, the researcher's journal, and written comments from participants revealed that problem-

based learning was not as valued by students as traditional lecturing and case-based learning. Content retention was also initially found to be higher among students who received classes through traditional methods in comparison to problem-based learning. However, long-term results were in favour of problem-based learning in terms of retention. The participants reported negative perceptions regarding problem-based learning, which the author attributes to the extra effort students need to make to take the responsibility of their own learning. The subsequent application of case-based learning, on the other hand, was favoured by students and reduced the complaints. The students in the study agreed on increased critical thinking and problem solving skills at the end of the study. It can be concluded that active learning contributes to students' reasoning skills and retention, however, transition from traditional lecturing to active learning strategies might be problematic in the very beginning. Instructors need to keep in contact with their students to overcome the difficulties and make the transition process less challenging for both parties.

Another comprehensive study was conducted by Popkess (2010) with 347 undergraduate students from 5 nursing schools. The aim of the study was to investigate the relationship between student engagement and the implementation of active learning in courses. The results of the study clearly showed the positive impact of the use of active learning strategies on the level of student engagement in classroom. The level of engagement is important as it is assumed to play an important role in academic achievement.

Attitude towards the course is acknowledged as an important factor in education. The evidence from Aydede and Matyar's (2008) study showed that active learning has a positive impact on attitudes towards the course. The participants consisted of 66 primary school students and the study followed pre-test post-test experimental design. The analysis of the scores obtained through attitude scales revealed that active learning had a positive impact on the attitudes towards the course. The interviews conducted also yielded similar results. According to the participants, active learning contributed to their self-confidence, made learning fun, and sparked their interest in the course. Based upon the evidence provided, it can be concluded that active learning can be used as a means of encouraging student involvement in courses, which is an important factor in modern educational approaches.

To investigate the role of active learning in academic achievement and attitudes towards the course, social science in this case, Kaya and Ersoy (2011) conducted an experimental study. In line with the study by Aydede and Matyar (2008), the results confirmed that active learning strategies lead to increased academic achievement and enhanced attitudes towards the course. (22. Sayfadaki paragrafı silip bu sayfadakini bıraktım)

A more recent study by Türkben (2015) also yielded similar results with the previously noted studies. The researcher concluded that the learning atmosphere provided by active learning positively affects students and their attitudes.

An action research carried out by Lumpkin et al. (2015) studied students' perceptions regarding active learning activities. For the purpose of the study, researchers utilised various active learning strategies in 5 courses of undergraduate students. Both qualitative and quantitative data were collected to explore student perceptions. The results of the study indicated student satisfaction with active learning. The participants, consistent with the evidence previous studies offered, believed active learning positively influenced their learning.

In the study conducted by Bakır (2014), different from the study by Lumpkin et al. (2015), the participants were younger, that is, 5th grade students. The results, however, were similar to those of Lumpkin's (et al., 2015). The literature documents student satisfaction with active learning irrespective of age. Learners of all ages can benefit from active learning when the potential challenges are appropriately addressed.

Technology, along with other fields, has had an unquestionable impact on education. The use of technology supports active learning by shifting the focus from teachers to students, and is argued to promote better student outcomes when compared to the tools used in traditional methods (Shieh, 2012; Li, 2016). As noted previously, transition from traditional lecturing to active learning might be challenging as they are fundamentally different. The transition process, however, might be easier when supported by technology. Ghilay and Ghilay (2015) reported the positive impact of using technology-based active learning in tertiary education. The participants consisted of 67 students whose major was Business Management. A questionnaire was implemented to assess the participants' perceptions regarding the integration of

technology. The analyses of data revealed student satisfaction with technology-based active learning. The efficiency of courses supported by technology, however, was reported to be linked to instructors' technological skills. Thus, a basic training on the use of technology provided to teachers might facilitate students' learning and the implementation of active learning strategies.

A comprehensive study by Becnel (2011) aimed to explore active learning from various aspects which included the utilisation of active learning in various subjects in middle schools. The results of the study revealed no direct correlations, yet showed that math teachers used active learning strategies the most, language teachers, on the other hand, utilised active learning strategies only in assessment. Teachers of science and social studies, in addition, reported the most positive perceptions regarding their ability to use active learning strategies, although they did not make use of them often.

Applying active learning strategies might be more challenging than assumed for instructors and students. The key, for instructors, here is to let students be active in the classroom and not feel guilty for not spending hours talking in the classroom. They need to 'recognize and accept that responsibility for learning lies with the learner'. Teachers' role is to facilitate the process for learners (Michael & Modell, 2003, p. 150). Their responsibility is to 'help students become active, independent learners and problem solvers' in a classroom which encourages active processing of information (Lujan & DiCarlo, 2006, p.19). Mills (2005), in his book, addresses to the new roles both teachers and students have in active learning process. Contrary to former beliefs, he asserts, teachers need not know everything about the subject in the classroom as, in active learning, teachers are also learners. They can discuss with their students and learn from them because teaching is not simply conveying information. Teachers and students can together explore the information and have discussion to elaborate on it. Teaching, in this sense, is not directly related to what you know. Teachers, instead, need to possess pedagogical knowledge to know how to teach. Learners are responsible for their own learning, yet teachers need to facilitate the process for their students. Active learning requires a different evaluation path from that of traditional teaching as well. Evaluating the whole process of producing, rather than the final product, should be the norm in active learning, Mills (2005) contends. The final important point he focuses on includes the basic technological skills teachers need to have. Active learning can be promoted

with the help of technology, thus, teachers need to know how to use technology to promote active learning. As Park and Son (2009) point out, ‘transition from conventional teacher-centred to computer-assisted, learner-centred learning requests teachers to be adequately prepared to work in Web-based environments’ (p.82).

Students, on the other hand, have also new roles in active learning. According to Mills (2005), they need to, for example, actively process information, be aware of the reasons for their learning and have a clear objective. It is also their responsibility to take the control of their own learning by being active in every step of the learning process. Finally, students need to develop skills that enhance the interaction within classroom because in active learning working in groups is of great importance.

2.3.3.1. Active learning in English as a foreign language classrooms

Active learning has gained popularity in foreign language classrooms as well. The widespread belief is that language is learnt through interaction, which has recently given rise to the utilisation of approaches such as communicative approaches and cooperative learning where students can be active learners (Gholami, et al., 2014)

Güleç (2014), in her thesis, investigated the impact of active learning on academic achievement in and attitudes towards English as a foreign language classes. The participants consisted of 40 8th grade Turkish students and were divided into control and experimental group for the purpose of the study. The academic achievement of students was assessed according to their TEOG results, a national exam by Educational Minister. The attitudes, on the other hand, were evaluated by means of an attitude scale. Different from the previously noted studies investigating the same issue in different courses, Güleç’s study revealed no direct impact of active learning on academic achievement in and attitude towards English class. The researcher attributes her findings to the characteristics of her participants. According to the researcher, the participants lived in a district where education was not as valued as in other regions of the country and seemed indifferent to the course throughout the study. Active learning is argued to contribute to academic success as a result of the other factors that it influences. Critical thinking skill, for example, is assumed to improve with the help of active learning strategies (Koç, 2011), which naturally effects the academic performance of learners. In

Güleç's study, however, the assessment of participants' academic achievement was limited to their TEOG results. TEOG is a multiple choice exam which cannot be expected to detect any potential progress in students' critical thinking or problem solving skills. A more comprehensive assessment process might provide more insight into the impact active learning has on students.

2.3.4. Giving prompt feedback

Teaching cannot occur without specific goals. The objectives, in the process of teaching, need to be clearly conveyed to learners since reaching the goals is in the very essence of every kind of teaching. Learners need help from others, mostly their instructors, to be able to evaluate their progress. Feedback is crucial in that it provides learners with proper evaluation of their learning so that they have an idea of the quality of their learning and the points where they need further help (Russell, 1998). Feedback, thus, gives opportunity to students to 'benefit from courses' (Chickering & Gamson, 1987, p.4) and lets instructors determine the progress of students (Udosen & Jude, 2014). According to Srivastava (2014), the main purpose of feedback is to 'help learners maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance'. 'Grounding feedback within an overall approach of facilitation that emphasizes ongoing reflective practice', he adds, 'helps learners to develop the capacity to critically evaluate their own, to self-monitor and move toward professional autonomy' (p.180).

Providing feedback refers to 'a process of identifying gaps between actual and desired performance, noting ways of bridging those gaps, and then having students take action to bridge the gaps' (Joughin, 2009, p.2). Feedback, thus, necessarily requires assessment. Feedback, as a part of formative assessment, describes 'how students are doing relative to classroom learning goals.' (Brookhart, 2008, p.1). Yet, feedback should be well-planned to be effective. According to Wiggins (2012), feedback provided to learners needs to provide detail into the learners' performance in achieving the objectives of the course. In his study, Wiggins (2012, p.11) states 7 characteristics of effective feedback which include being:

- Goal-referenced

- Tangible and transparent
- Actionable
- User-friendly
- Ongoing
- Timely
- Consistent

Therefore, feedback needs to tell learners where they are on the way to their goal while being clear, useful, simple, well-timed, formative, and persistent. Assigning grades to performance is far from being a form of effective feedback. Grades describe the quality of the final product students have produced and leave no chance for improvement. Feedback, on the other hand, is more than mere comments. It describes the process rather than the final product (Wiggins, 2012), and when properly organised, feedback results in enhanced performance, increased motivation, and good attitudes towards receiving feedback.

Feedback can take many forms and have various purposes. It can be oral or written, positive or negative, descriptive or evaluative. Although there has been no consensus on the most promoting type of feedback, it is accepted that for maximum efficiency, feedback needs to be well-planned (Sigott, 2013). Timing, for example, is of utmost importance. Students need to know how far away they are from the course objectives or whether they have reached the requirements soon after their performance. Delayed feedback, on the other hand, might cause loss of interest among students (Butty et al., 2015). In this sense, feedback should be, though not immediate, well-timed. Another issue is the amount of feedback to offer. Teachers, by putting themselves in their students' position, need to decide on how much feedback to provide. Too much feedback is just as inefficient as lack of feedback, as Brookhart (2008) argues. Correcting every word students utter, for instance, might be a source of discouragement for them. Less feedback than needed would not contribute to learning. Praising students, on the other hand, might seem to be effective in the beginning, yet, as Hattie and Yates (2014) explain, loses its effect when praises are offered too often. In addition, they are indeed of minimal value in educational context since they do not provide detailed information regarding the student performance and can even deteriorate students' learning by taking the attention away from the actual learning process (Panagiotidis,

2016). Therefore, it is teachers' responsibility to choose the right type and amount of feedback as well as the appropriate time to provide it (See, Gorard, & Siddiqui, 2016). They need to adjust their feedback in accordance with the student they are dealing with and the context, and take precautions to avoid discouragement that can possibly result from their feedback.

In their study, Nadeem and Nadeem (2013) aimed to explore the influences of teacher feedback on students' behaviours. A total of 457 undergraduate students in Pakistan participated in the study. The data were obtained from questionnaire as well as authors' observation. The findings suggest that feedback practices help students keep their focus on their studies. The participants agreed on the positive impact of feedback, particularly timely feedback, and the necessity of corrective feedback which provides detailed information regarding their performance. In addition, learners clearly preferred positive feedback over negative feedback and a total absence of feedback.

In traditional classrooms, providing feedback is assumed to be teachers' duty. Yet, as discussed earlier, feedback is not simply rating a performance. To offer more helpful feedback, it is crucial to know students' perceptions regarding the feedback they receive. Williams (2010), with this aim, investigated 56 school children's perceptions regarding feedback through a questionnaire and interview. The results revealed no agreement on the type of most effective feedback, yet, interestingly, the participants mostly agreed on the criteria for effective feedback. Feedback that points to students' progress and where they are good or need more help was considered to contribute to students' learning. As revealed by the findings of the study by Elwood and Bode (2014), learners may be inclined to receive comprehensive feedback regarding their performance. Yet, the findings of the same study also showed that learners could not use the provided feedback to enhance their future performance to the expected extent. As noted by Boud (2000), effective feedback needs to positively alter students' performance on a specific task (Udosen & Jude, 2014). Thus, teaching students how to effectively benefit from feedback is important as well.

Another study into students' perspective regarding their instructors' feedback practices was conducted by Watty et al. (2013). 2711 accounting major students participated in their survey study. The survey results show that learners prefer

‘individualised, constructive, detailed, and timely’ feedback, which they reportedly rarely received from their instructors (p.479). The findings of the study are compatible with the ones obtained from the study by Nadeem and Nadeem (2013). The criteria the participants sought in feedback, in addition, are in line with the previously noted elements of effective feedback offered by Wiggins (2012). The study results are based on the perceptions of students only, thus may not depict the truth from a wide perspective. Yet, listening to what learners have to say can help instructors improve their feedback routines so that they more effectively contribute to their students’ learning process.

Teacher beliefs regarding feedback are of importance because teachers are the main source of feedback in classroom. The study by Li and Barnard (2011) focused on feedback from instructors’ perspectives. The participants of the study consisted of 52 instructors at an Australian university, and the data were obtained from an online survey, think-aloud and stimulated recall sessions as well as interviews. The participants assumed good feedback to contribute to students’ learning. However, the evidence from interviews revealed that the instructors wanted to help their students get better grades by providing feedback. Thus, improving course-related skills was overshadowed in the cause of higher marks. As Lee (2009) concludes on the basis of the evidence obtained from his study, teachers’ beliefs and actual practices may not always be a perfect match. Lee (2009) carried out his study with the participation of 26 secondary teachers and examined their belief and actual written feedback practices in classroom. The findings need noting as they revealed a mismatch between teacher beliefs and their feedback patterns to a great degree. The participants in the study reported ‘institutional context and values, like exam pressure and a school policy that highly values error feedback’ to be the reason for the discrepancy, yet further research is needed to shed light on the issue (p.19).

Panagiotidis (2016) also studied feedback from teachers’ perspective, yet different from the previously noted research, the author examined, following mixed method research, their self-efficacy in giving feedback and concluded that teachers felt more confident when providing oral feedback. In addition, the findings of the study suggest a link between years of experience and self-efficacy in giving feedback. The more experienced participants in the study reported higher levels of confidence. The

participants' subject area, however, was not found to influence their self-efficacy. Teaching nears perfection mostly with experience. Although novice teachers may have challenges while providing feedback, practice is generally the key to success in this case.

Feedback, in addition to the academic outcomes of students, is assumed to either positively or negatively influence the quality of the relationship between teachers and their students. In a recent study, Skipper and Douglas (2015) focused on the potential consequences of different types of feedback as well as lack of feedback and concluded that feedback provided by teachers may be misinterpreted by students and have undesired impacts on learners. In addition, the findings of the study revealed that learners' interpretation of feedback determines their beliefs regarding the learner-teacher relationship. That is, students may be convinced that their teacher likes or dislikes them on the basis of the feedback they receive. For more positive relationship, the researchers suggest, teachers' criticism should be for process rather than individuals. Another suggestion is to avoid direct criticism after failure. Learners, particularly if young, may be extra sensitive to criticism from teachers.

Feedback is provided to enhance students' learning mostly by teachers. This is why investigation of teachers' practice of feedback is crucial in educational research. Udosen and Jude (2014) carried out a descriptive survey research to examine the feedback patterns in English courses with the participation of 250 teacher educators and trainees. The analyses of the administered questionnaires pointed to a lack of knowledge of feedback among participants. While instructors believed in their skills in offering effective feedback, their students reported the contrary. Providing effective feedback requires fulfilling specific conditions which teachers may not be aware of. Workshops and training on giving feedback, as suggested by the authors, may help teachers enhance the quality of their feedback.

As previously noted, the timing of feedback is highly important. A great body of research examined the effects of timely and delayed feedback. The findings have been contradictory, albeit a majority of the researchers have favoured timely feedback over delayed feedback (Lin, Lai, & Chuang, 2013). The purpose of a recent study by Nakata (2015) was to find out the feedback timing that would yield the most advantageous

results for learners' vocabulary acquisition in a foreign language which was English in that case. To test the delay retention effect, which refers to 'the superiority of delayed over immediate feedback', he established an online learning environment for his students so that he could manage the feedback timing. For the purpose of the study, the participants, 98 undergraduate engineering students, were provided with English words and their equivalents in Japan. Next, they were asked to translate the given words from one language to another, yet the comment they received alternated between immediate and delayed feedback. The analyses the author carried out revealed no significant difference in the effect of feedback timing.

Peer-feedback is argued to be as effective as teacher feedback, though not as much detailed. Its benefit assumably comes from the interaction it can stimulate, contrary to teacher feedback, between peers (Hamer, Purchase, Luxton-Reilly, & Denny, 2015).

A recent study by Ruegg (2015) compared the effectiveness of teacher and peer feedback among undergraduate students in Japan. The author divided the 64 participants into two separate groups each of which received either only teacher feedback or peer feedback. The data were obtained from the participants' completed writing assignments which included drafts and feedback forms. The findings of the study suggested that teacher feedback, presumably because students avoided asking further questions regarding the feedback, resulted in misunderstandings and unnecessary revisions in the participants' writing assignments. Peer feedback, on the other hand, led to fewer revisions. The reason for this, as suggested by the author, may be the existent friendly social interaction between peers so that they could ask further questions regarding their comments and avoid misunderstood feedback. The feedback provided by peers may be more beneficial after a training session on how to provide effective feedback.

Technology unquestionably has made its way into education, and the use of the internet has been the common practice in most schools nowadays (Štajduhar, 2013). Technological tools such as blogs and online portfolios have benefited the feedback process (Arslan, 2014). The advancement of technology also paved the way for peer feedback which is argued to benefit learners 'due to its potential to develop students' understanding of standarts, to initiate peer feedback, and to engage the student in the

process of learning and assessment' (Dippold, 2009, p.18). Chen, Liu, Shih, Wu, and Yuang (2011), in their experimental research, explored the impact of peer-feedback provided through blogs on the writing skills of students attending elementary school. The results regarding the use of peer feedback revealed learner satisfaction with receiving feedback from peers. The participants agreed that the feedback provided through blogging helped them improve their writing.

Another study investigating the role that feedback plays in a web-based writing course was conducted by Alvarez, Espasa, and Guasch (2012). The research followed an exploratory design. The findings showed that a majority of the participants were positive toward the feedback provided by their instructors and benefited from it, yet expressed the need to encourage other students to comment on their peers' writing as well. Based on the evidence obtained from the results, the authors concluded that instead of providing only corrective feedback, teachers need to leave comments that stimulate discussion among students for better outcomes. Similarly, the authors of a recent study also pointed that in collaborative writing, epistemic and suggestive feedback proved to enhance not only writing skills of students but also the interaction between them (Guasch, Espasa, Alvarez & Kirschner, 2013). Van der Kleij, Feskens, and Eggen (2015) arrived at similar conclusions regarding the effects of enhanced feedback based on their research. In their study 'more elaborate feedback led to higher learning outcomes than simple feedback, in particular in regard to higher order learning outcomes' (p.505). Teachers, therefore, should try to improve the quality of their feedback by taking it one step further from basically telling students what they have done right or wrong.

2.3.4.1. Giving prompt feedback in English as a foreign language classrooms

Feedback in second or foreign language acquisition process is also a widely researched topic. Researchers argue that learning a language requires high levels of motivation and the desired level of motivation can be reached and kept with the help of feedback in classrooms. In this sense, providing learners with feedback that convey positive messages to learners might prove beneficial by keeping motivation levels high and encouraging further engagement in the course. The other type of feedback that is highly emphasised in foreign language acquisition is corrective feedback. Corrective

feedback is considered essential in the process of L2 learning due to its role in helping learners 'notice L2 forms' (Petchprasert, 2012, p.1114).

Ellis (2013) in his study aims to shed further light on the role of corrective feedback in second language classrooms. As is summarised in his research, the place and role of corrective feedback, which is defined as 'a response to a learner utterance containing a linguistic error' (Ellis, 2009, p.3), greatly vary in acquisition theories with different orientations. Theories that are rooted in Universal Grammar, for example, hold that 'corrective feedback has no substantive role to play in L2 acquisition' (p.7). Cognitive theories, on the other hand, place great emphasis on corrective feedback since it is considered essential in language learning process. Corrective feedback has been reported to be beneficial (El Tatawy, 2002; Shabani, 2015) and highly valuable for providing learners with negative evidence in language acquisition process (Li, 2010). However, of the different types of corrective feedback which can be basically categorised as implicit or explicit, the more effective one is still in question, albeit higher number of studies so far has yielded results in favour of explicit corrective feedback in second language acquisition. To be able to provide effective corrective feedback, it is advised to offer clear feedback without a harsh manner. As previous studies have shown (e.g. Watty et al., 2013; Nadeem & Nadeem, 2013), it is important to let learners know what they are doing right and wrong without harming the existing relationship. As to the timing of feedback, in harmony with the earlier research, it is suggested to give feedback without delay for best results (Ellis, 2013).

As See, Gorard, and Siddiqui (2016) put it, 'Although the use of feedback may seem like a natural part of practitioner activity, since it is routinely used in the classroom, for all teacher to be able to use it effectively requires guidance and practice' (p.69). Interestingly enough, Butty et al. (2015) argue that to be able to provide a facilitative learning environment for learners, teachers themselves need to receive 'immediate, specific, positive, and corrective' feedback (p.9). Clearly, simple alterations in teacher education such as including meaningful feedback practices in process might benefit not only the preservice teachers but also their future students.

2.3.5. Emphasising time on task

As suggested by Ratcliff et al. (2010), effective learning occurs ‘where students and teachers work on specific learning tasks; that is, teachers who create positive classroom climates minimize the time that students exhibited off-task behaviors’ (p.40), which requires student involvement. Astin (1999), in his widely cited article on the theory of student involvement, defines student involvement as ‘the amount of physical and psychological energy that the student devotes to the academic experience’ (p.518). His theory of student involvement assumes that

...the extent to which students can achieve particular developmental goals is a direct function of the time and effort they devote to activities designed to produce these gains. For example, if increased knowledge and understanding of history is an important goal for history majors, the extent to which students reach this goal is a direct function of the time they spend at such activities as listening to professors talk about history, reading books about history, and discussing history with other students. (p.522)

Learners do not necessarily engage in high quality learning by simply spending time on a task. More important than the amount of time allocated, say Romero and Barberá (2011), is ‘the quality of learning time’ (p.125). Simply providing students with more time at school, which means extending school time, does not necessarily result in enhanced outcomes since the focus needs to be on the quality, rather than amount of time (Delzell, 1987). Students’ engagement in the course, which implies a quality time on task, is considered to play a role in learning achievements (Spanjers, Burns, Wagner, 2008) and ‘academic outcomes such as retention, regression, and completion’ (Leach, 2016, p.23). However, there are a number of researchers who argue engagement to be a ‘multidimensional construct’ or ‘metaconstruct’ (Axelson & Flick, 2010, p.41). Zepke (2015), for example, in his recent study, criticises the general perspective of student engagement, which puts focus on ‘behaviours occurring in classrooms organized by teachers and institutions and experienced by students’, for being incomprehensive, and argues that student engagement ‘includes emotional and cognitive dimensions’ (p.1312) as well, thus, further studies into engagement, according to him, need to enlarge their scope and widen their focus, if not shift completely.

The starting point of many of the previous studies is the assumption that the more time students allocate to their learning, the better the outcomes they get. A recent study by Webber, Krylow, and Zhang (2013), for example, focused on the effect of engagement on learning outcomes. For their purpose, the researchers carried out a survey research and received almost 1300 viable responses. The analysis of the data demonstrated a positive link between engagement and learner success. Higher engagement level also indicated more positive perceptions regarding learning experiences among the participants. The authors, based on the evidence offered by their study, argue that ‘students who devote more time to their academic activities will be the recipients of success’ (p.609).

Carini, Kuh, and Klein (2006) also explored the relationship between student involvement and academic achievements from various perspectives. However, different from the study by Webber, Krylow, and Zhang (2013), they concluded that engagement is only partially responsible for academic achievement, yet the existing, though not so strong, relationship is quite positive. The results of the study indicated that less successful students enjoyed the benefits of engagement better than their more successful counterparts. In addition, some institutions were found to encourage higher-order thinking skills stemming from engagement better than others, which, the authors suggest, needs further detailed exploration so that other higher education institutions might enhance their applications and practices. Guillaume and Khachikian (2011), on the other hand, concluded that, contrary to the common belief, time on task is not directly correlated with performance. Spending a lot of time on a particular assignment, according to them, is not the key to success. The point is to learn time-management and feel comfortable to ask for assistance when needed.

It is obvious that not all learners are equally engaged in the same course that they attend or the task they work on (Axelson & Flick, 2010). The factors that play a role in students’ engagement level were explored by Zepke, Leach, and Butler (2014) from both students’ and teachers’ perspectives in their mixed method research. The results yielded both similar and differing points in their understanding of factors that encourage engagement, although the latter outnumbered the former. The student and teacher participants in the study clearly valued teacher behaviours that stimulate engagement to varying degrees; the students, in this case, considered certain teacher

behaviours to be of great significance whereas the teachers were unaware of the power they had on their students. Engagement, Zepke et al. (2014) conclude, requires both learners and teachers to be mutually responsible in the process. Learners need to pay attention and keep focus on the subject or task they are assigned with, teachers, on the other hand, need to be conscious of the importance of their role in getting students involved in classes and create a facilitative learning environment by carrying out certain teacher roles such as providing appropriate feedback or encouraging discussion among students.

It is an indisputable truth that for learning to occur, there needs to be enough time. To be able to create time for learning in classrooms, thus, both students and teachers need certain skills. Students, for example, should be experts on time management, while teachers need additional skills which include classroom management. Both need to know what to do when, and, of course, how. The problem is that learners can rarely keep focus on the assigned task until the end. Off-task behaviours are a reality in regular classrooms, which naturally hinders learning and frequently requires teacher intervention. Chiu (2004) examined the ways to increase the time students devote to their task and their problem-solving skills. Based on the evidence from the study, the author concluded that teacher intervention, particularly in the form of evaluations, can promote increased time on task and, as a result, help learners to be better problem solvers in the class.

Ratcliff et al. (2010) carried out a research into teachers' management practices and their effects on students' time on task. For the purpose of their study, they investigated the management behaviours of 34 public school teachers working at primary level who had at least 3-year teaching experience. The authors collected data by means of observations during lessons of various disciplines. The observations focused on teacher behaviours and specific interaction patterns between teachers and students. From the data, it was obvious that teachers mostly resorted to commands to manage student behaviours without being 'punitive or threatening' (p.43). The findings also suggested, unsurprisingly, a decrease in the amount of instruction time-wise when teachers engaged in a high number of management behaviours. Students' time on task, on the other hand, was found out to increase as a result of frequent teacher-student interactions regarding the task. Albeit the observational data cannot be generalised, it

can still provide insight into the issue. The participants of the study had almost no problems with classroom management, thus had more time to spend on task with their students. As suggested by the researchers, teacher education programmes need to equip teachers with the necessary management skills that contribute to the learning quality.

Technology, when appropriately integrated into the class, is also assumed to increase student engagement. According to the evidence provided by one study, for example, offering formative feedback motivated learners to ‘take action on the feedback provided by the e-assessment program’ (Jiao, 2015, p.9). The importance of timely feedback was highlighted in previous sections. The study by Jiao does not only justify the use of timely formative feedback, but also shows what impact such feedback has on students’ learning process. Providing constant online feedback might be somewhat tiring for instructors, yet is worth a try to see the positive changes in learners’ engagement practices.

Zepke and Leach (2010), on the basis of their literature review, recommend the following actions to promote increased time on task:

Table 2.1.

A Conceptual Organizer For Student Engagement by Zepke & Leach (2010)

Research perspectives	Proposals for action
<i>Motivation and agency</i> (Engaged students are intrinsically motivated and want to exercise their agency)	1. Enhance students’ self-belief 2. Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives
<i>Transactional engagement</i> (Students and teachers engage with each other)	3. Recognize that teaching and teachers are central to engagement 4. Create learning that is active, collaborative and fosters learning relationships 5. Create educational experiences for students that are challenging, enriching and extend their academic abilities
<i>Institutional support</i> (Institutions provide an environment conducive to learning)	6. Ensure institutional cultures are welcoming to students from diverse backgrounds 7. Invest in a variety of support services
<i>Active citizenship</i> (Students and institutions work together to enable challenges to social beliefs and practices)	8. Adapt to changing student expectations 9. Enable students to become active citizens 10. Enable students to develop their social and cultural capital

According to Zepke and Leach (2010), students' beliefs about themselves have an impact on their motivation level, which in turn affects the time allocated to a specific task. Autonomy is considered to be another important issue in engagement. Learners who feel equally comfortable while working alone or in pairs are assumed to sustain engagement for longer. As the previously noted studies suggest (e.g. Chiu, 2004; Ratcliff, 2010), teachers play an important role in student engagement; they can either facilitate or hinder the process for their learners. Active learning strategies as well as right amount of interaction between students, their teachers and peers are also of significance. The right quality and quantity of interaction leads to increased engagement time. Communicating high expectations also plays a key role in the effort learners make. It is assumed that when learners are encountered with a challenging task, they put extra effort to meet the needs. It is widely accepted that for any kind of learning to occur, a friendly environment is a must. A warm atmosphere in classroom can promote time on task, particularly in classrooms where various cultures exist. Encouraging increased engagement might entail providing students with various sources of support, which requires a budget. Yet the support from these sources is expected to lead to promising improvement in engagement. Listening for what students have to say and promoting active citizenship are also emphasised by Zepke and Leach (2010). According to the authors, 'What is needed is a democratic–critical conception of engagement that goes beyond strategies, techniques or behaviours, a conception in which engagement is participatory, dialogic and leads not only to academic achievement but to success as an active citizen' (p.173). The final suggestion includes helping learners get adjust to the learning environment they are unfamiliar with, which is particularly true for minority students. The institutions need to provide an inclusive atmosphere where each student feels a sense of belonging. These actions are assumed to contribute to the quality time students spend on task or other academic related issues.

Taylor and Parsons (2011) summarise the previous studies on student engagement, as well, and offers suggestions in line with the study by Zepke and Leach (2010). Based on their literature review, the researchers emphasise the importance of making alterations in the traditional schooling which includes a demanding curriculum so that learners can be aware of their instructors' high expectations. The new generation who grow up to be digital natives are mainly assumed to have tendencies towards a less

challenging curriculum at school, however, Taylor and Parsons (2011) conclude that ‘students want more autonomy to engage in and design their own learning’, and ‘they also desire quality, rigorous, and meaningful curriculum and high academic goals’ (p.19). Their review highlights ‘embedded collaboration, integrated technology, inquiry-based learning, assessment for learning, and making learning interdisciplinary and relevant to real life’ for creating an engaging learning environment where learners are active participants and spend quality time on meaningful tasks (p.25).

2.3.5.1. Emphasising time on task in English as a foreign language classroom

As noted by Chickering and Gamson (1987), ‘time plus energy equals learning’ (p.4). Spending more time on a specific task with additional focus naturally means engagement with course. Engagement, as in other disciplines, is a must in the student centered EFL classrooms (Abreu & Knouse, 2014). Keeping engagement levels high in EFL courses requires effort from EFL teachers, yet proves advantageous in the long run. Philp and Duchesne (2016) studied engagement in terms of language acquisition. As noted by the authors, ensuring students’ effort on a particular task enhances the language acquisition process which primarily is based on unconscious learning. Svalberg (2009), as discussed by Philp and Duchesne (2016), described engagement with language as an interplay of cognition, affection, and social agents. All these aspects are argued to contribute to language development during active involvement in the course.

Active participation is a result of high motivation, and researchers try various new teaching techniques to capture EFL learners’ attention in course. Lo and Hyland (2007), for example, investigated changes in the primary students’ engagement levels after the application of a programme which required increased attention to learners’ cultural diversity with a less focus on grammatical accuracy. According to the analyses, learners’ engagement levels increased as a result. Although accuracy is highly valued in L2 context, promoting willingness to write, in this case, may be more valuable for active engagement. Another studied teaching technique to test its influence on learner engagement is just-in-time teaching. As the technique investigated in Lo and Hyland’s (2007) study, this technique also aims to meet the needs of differing learning

preferences in classroom with the inclusion of technological utilities and various warm-up activities. The research yielded similar findings, too: the students were deeply involved in the course and benefited from the technique.

In L2 classrooms, teachers may need to spend extra effort to keep learners engaged in the course due to ‘foreign language anxiety’, a common problem encountered in language learning process (Goodwin, 2014, p.79). Foreign language anxiety that learners experience can pose a threat for engagement by lowering their motivation levels. The tasks that students are expected to engage in, as a simple solution, need to be carefully designed for maximum motivation (Stroud, 2013).

2.3.6. Communicating high expectations

Students’ success and failure throughout their education can be attributed to a number of factors which are argued to include the communicated teacher expectations from students (Beady & Hansell, 1981; Proctor, 1984; Tsiplakides & Keramida, 2010). An early book by Rosenthal and Jacobson (1968) drew attention to the teacher expectation hypothesis which presumes that ‘teacher expectations of pupils determine, in part, the pupil's actual level of performance’ (Hoge, 1984, p.213). Researchers have named the role of expectations in the level of achievement as pygmalion effect. The assumption is that learners, when expectations from them are high and clear, put extra effort in doing their best to meet the expectations (Chang, 2011). Pygmalion effect is underpinned by self-fulfilling prophecy defined by Merton (1948, p.195) as ‘a false definition of the situation evoking a new behavior which makes the originally false conception come true’. Thus, positive and high expectations lead the path to harder work, greater effort, and bigger success for students whereas negative and low expectations do the opposite (Chang, 2011). Teachers who hold positive and higher expectations alter their instructional practices to suit their high-potential students as well, and instructional practices have been correlated with student achievement (Boonen, Van Damme, & Onghena, 2014). Teacher expectations, on the other hand, sometimes may lead to the sustaining expectation effects. In the case of sustaining expectations, ‘teachers engage in behaviors that maintain students’ and teachers’ previously formed low expectations; for example, by giving low expectation students only drill work, easy questions, etc.’ (Jackson, 2005, p.25). The very first predicts

regarding students' ability, in this case, reflect the reality, however, teachers fail to detect any potential improvement in their performance due to their initial perceptions (Cooper & Tom, 1984).

Jussim and Harber (2005), in their literature review, reach some conclusions, which are somewhat different from what the striking study of Rosenthal and Jacobson (1968) postulates. The participants in the study by Rosenthal and Jacobson (1968) were told that certain students in their classrooms had higher potential than others, however, the participants were in fact randomly chosen. The purpose was to manipulate teacher expectations by providing them with information that did not reflect the reality and see whether alterations in teacher expectations had an impact on student success. The researchers, then, concluded that students' ability for whom teachers held higher expectations on the basis of the initial information they were provided with improved and outperformed their counterparts. The methodology they followed, however, was widely criticised (Proctor, 1984). Jussim and Harber (2005), under the light of previous studies, suggest that

(a) Self-fulfilling prophecies in the classroom do occur, but these effects are typically small, they do not accumulate greatly across perceivers or over time, and they may be more likely to dissipate than accumulate; (b) powerful self-fulfilling prophecies may selectively occur among students from stigmatized social groups; (c) whether self-fulfilling prophecies affect intelligence, and whether they in general do more harm than good, remains unclear, and (d) teacher expectations may predict student outcomes more because these expectations are accurate than because they are self-fulfilling (p.131).

A number of factors underlie teacher expectancy. On the basis of previous research, Alderman (2008) suggests that teacher expectations are deeply rooted in 'the teacher's perceptions of student ability' (p.174). Thus, once teachers form beliefs regarding the intelligence level of their students, they adjust their expectations on the basis of their beliefs. According to Rubie-Davies (2015), 'expectations are strongly linked to student prior achievement, but can also be influenced by student attitudes, such as perceived effort' (p.19). History of student success, as indicated by previous research, determines teacher expectations.

When teachers are given information related to students' past performance, they use this documentation to ascertain student ability, classroom behaviour and achievements. This is important, as teachers may form expectations for their students before having any personal contact with them (p.19).

Teacher expectations, in return, have an unquestionable influence on students' academic outcomes, especially for those who are less successful. The reason for this is argued to be 'the lower self concept' that is common among the less successful students (Li, 2014, p.32).

Teachers value student effort as it indicates hard study. Therefore, they search for certain signs of student effort, which include the time spent on assignments. However, teacher perceptions formed on the basis of perceived student effort may not always reflect the reality. Previous studies, actually, indicate that students who are expected to be less successful than their classmates can outperform their counterparts that are perceived to be more successful in a standardised test (Rubie-Davies, 2015).

'Social class and ethnicity' are the other sources of teacher expectations listed by Alderman (2008, p.175). Teacher expectations are, occasionally, formed prior to real contact with students and a comprehensive evaluation of their potential abilities, which might be disadvantageous for minority students as well as those who belong to a low socio-economic class (Proctor, 1984; Speybroeck et al., 2012).

Researchers, for decades, have carried out research to investigate teacher expectations and their effects in detail. Most of these studies have focused on the potential relationship between teacher expectancy and students' academic achievement. The descriptive study by Jackson (2005), for example, examined the potential relationship between teacher expectations and student performance in math classes in urban state schools. A total of 413 teachers working in two different districts participated in the research. For the purpose of the study, the participants were asked to complete a questionnaire which aimed to obtain information regarding the variables in the study such as level of education and years of experience as well as the quality of teacher expectations. The findings suggested a difference in the teacher expectations in successful public schools and their less successful counterparts. In the former, teachers

were found to have high expectancy while in the latter teacher expectations were not as high. Certain teacher characteristics were investigated to find out their impact on teacher expectations. The analyses of the data showed no link between the level of education, the type of education received as well as the amount of teaching experience and teacher expectancy. The findings also indicated higher expectations among participants working at elementary school level. The author attributes lower expectations at higher education levels with potential lack of teacher understanding regarding middle and high-school students' learning procedure and concludes that 'the effects of well-prepared teachers with high expectations for student achievement can be stronger than the influences of student background factors, such as poverty, language background, and minority status' (p.91). In addition to the researcher's explanation, higher expectations for elementary school students may also be the result of the students' enthusiasm, which is likely to decrease by time, since it can be easily detected as student effort in classroom. As noted earlier, student effort is valuable for teachers as the general assumption is that higher levels of effort result in success, thus, may lead to higher expectations.

Following a mixed method research design, Rodriguez (2014) investigated the potential relationship between teacher self-efficacy, teacher expectancy, and student achievement. The participant teachers were chosen from schools of all levels from elementary to highschool and were asked to complete a likert-type survey in addition to answering open-ended questions. The data analysis showed a correlation between self-efficacy and teacher expectations. Findings regarding the teacher expectations and student success also indicated a close link between the two. The level of self-efficacy and teacher expectancy was also found to be signs of potential student achievement. As teacher expectations and self efficacy play key role in student achievement, the author advises more emphasis on teacher education programmes for improvements.

Pointing to the teacher expectancy, Speybroeck et al. (2012) conducted a large-scale study with nearly 4000 young participants that attended kindergarten at the time. The scope of the research included the potential relationship between teacher expectations, participants' socio-economic level, and student performance. For the purpose of the study, the authors tracked the participants for approximately 5 years, and meanwhile administered questionnaires and tests to determine children's achievement

level in language and math classes, characteristics including gender, socio-economic level, ethnicity as well as a survey to measure teacher expectations. The analyses run by the researchers revealed a link between teacher expectations and socio-economic background. In the study, higher socio-economic level meant higher teacher expectations. Surprisingly, socio-economic level of majority children, as opposed to the minority group, played a more important role in teacher expectations. That is, teachers were found to pay more attention to the socio-economic background of majority students while forming their expectancy. According to the authors, the ethnic origin of teachers, which is the same as the majority students, lets them notice the socio-economic differences among majority students more readily. Previous research has revealed the importance of ethnicity; however, minority group has been put in the centre of arguments. The findings of this study also emphasise the role of ethnicity, yet conclude that 'majority children seem to be more susceptible to the teachers' expectations than minority children' (p.6). Another finding, in line with the existing research is the link between teacher expectations and student performance. The teacher expectation effect on the level of achievement was found to be rather small, yet 'even small effects can have a large impact on children's outcomes if these effects accumulate over time' (p.6). Another study focused on student perceptions regarding teacher expectations with an emphasis on the role of ethnicity (Pringle, Lyons, & Booker, 2010). In the research, 48 highschool students of African American origin were chosen from two different highschools, in one the participants belonged to the majority group whereas in the other they constituted the minority group. The study followed a qualitative design and the data were obtained through interviews. The data analysis revealed that students considered the quality of teacher expectations as a sign of the amount of care for them. According to over half of the participants, teacher behaviours were formed on the basis of their students' ethnic origin, and they believed that their teachers held low expectations for them. To correct such situations, teachers and students must initiate and carry on a relationship where mutual respect and care are the norm, especially in classrooms with diverse ethnic origins. In addition, to take the findings of such studies one step further, the source of teacher expectations need to be better understood, particularly with the help of qualitative studies where teachers can freely express themselves.

2.3.6.1. Communicating high expectations in English as a foreign language classroom

Teacher expectancy research in the field of language acquisition is rather scarce. One of the few studies that investigated teacher expectations in second or foreign language classrooms belongs to Taguchi (2006), who aimed at exploring facilitative factors for language acquisition. After measuring pre- and post student achievement as well as motivation level and analysing the data accordingly, the researcher reached conclusions which suggested higher student effort and better outcomes in return for high teacher expectations and challenging tasks. Under the light of the findings, the author made suggestions to foster students' language learning which include expecting more from students, meeting students' lower level needs, and finally encouraging task completion through intrinsic motivation. The results, again, reveal the importance of teacher education quality for teachers need to employ appropriate teaching methods to facilitate learning languages.

Li and Rubie-Davies (2016) recently conducted a study to explore the teacher expectation effects in a classroom where Chinese students studied English as a foreign language. They completed the study with the participation of 50 instructors and approximately 4600 freshmen from two universities. To be able to determine the impact of teacher expectations, teacher expectation scale was administered and students' achievement at the end of the year was measured to be compared to their prior performance. The authors listed the findings of their study as follows:

- (1) class-level teacher expectations had significant effects on student year-end academic achievement; (2) teachers who held high (or low) expectations for all students in one class, held high (or low) expectations for all their classes and (3) teacher-level expectancies had significant effects on student academic achievement after one school year.
- (p.1)

The researchers conclude that teacher expectations are built upon teacher beliefs and are not as affected as once thought by factors related to students. They also suggest further research into teacher beliefs and expectations with a focus on teachers themselves. The study, however, was small-scaled because of the number of instructors

that participated. Future research may shed light on the issue by increasing the number of participants and following a mixed research design to support quantitative data by qualitative data.

McDonald et al. (2016), with an aim to close the empirical gap in the field, conducted a study where teachers were taught the strategies of high-expectation teachers. The purpose was to alter teacher beliefs about their students by providing them with the proper strategies to be engaged in. The training, the participants reported, helped them change their instructional practices to include ‘creating flexible grouping, enhancing the class climate and supporting students’ goal-setting’, which helped them feel more effective in classroom (p.290). They also reported improved student outcomes as a result. The study reveals the importance of such training sessions in pre-service teacher education and workshops for in-service teachers.

Li (2014) also suggests that ‘professional development programmes for pre-service and in-service teachers could be planned to enhance teachers’ expectations and modify their behaviours in instructing and interacting with their students’ (p.272). Emphasising the role of teacher beliefs in the formation of expectancy, the author continues as follows:

Teachers may modify their beliefs and behaviours to build a more positive instructional and socioemotional environment for student learning, and students may be given more and better opportunities to learn and encouraged to more actively participate in classroom learning, which may lead to substantial academic gains by all students (p.273).

Briefly, teacher expectations are argued to be one of the many factors that influence the learning of students. The research mainly favours high expectations for increased level of success. Teacher expectations, as previously mentioned, are based upon a number of factors including student-related ones. However, most importantly, expectations feed on teacher beliefs. Thus, teachers need to be aware of their beliefs, and make appropriate alterations if they are mostly negative for a more facilitative and comfortable learning environment where no one feels excluded.

2.3.7. Respecting diverse talents and ways of learning

The characteristics of learners in an average classroom vary to a great degree as a result of many factors including gender, race, life style, or personality. The paths they follow in classroom, thus, are diverse and have unique features. In Chickering and Gamson's (1987) words, 'there are many roads to learning' (p.5). The diverse ways of learning in classrooms may be attributed to the diversity of learning styles among learners and are argued to influence 'how well they interact and learn through different media' (Gomez Alvarez, 2005, p.64). There has been a growing interest in learning styles since the 1930's and a number of definitions have been offered from different perspectives (Guild, 1980). As defined by Manochehr (2006), learning style refers to 'an individual's inherited foundation, particular past life experience and the demands of the present environment that emphasise some learning abilities over others' (p.11). In a general sense, learning styles refer to 'the ways in which learners approach new information' (Tonsing-Meyer, 2012, p. 28). Learning styles, in other words, can be described as student preferences in educational context, and they explain why 'individuals learn differently and prefer to be taught differently' (Yassin & Almasri, 2015, p.26). To be able to benefit from their specific learning styles, students need to be aware of their preferences in the first place. By doing so, students can make the best use of their learning style while working on the points that need enhancing for better learning outcomes (Sabeh, Bahous, Bacha, & Nabhani, 2011). Awareness of the learner style may also trigger autonomy among learners. Students' preferred way of learning is of interest due to its potential relation to academic achievement, specifically when in tune with teachers' teaching styles (Gilakjani, 2012). Teaching style refers to instructors' preferences while teaching. Various types of teaching styles are identified as follows:

- The Task-Oriented
- The Cooperative Planner
- The Child Centered
- The Subject Centered
- The Learning Centered
- The emotionally exciting and its counterpart. (Fischer & Fischer, 1979, p.251)

Similar to learning styles, teaching styles vary from teacher to teacher, or sometimes, from course to course. Teaching styles, like learning styles, cannot be categorised as good or bad; right or wrong. Yet, as Dreyer and van der Walt (1996) argue, ‘the ideal is that lecturers should adapt their teaching to each specific teaching and learning situation’ (p.476). Felder and Henriques (1995) explain learner styles with a focus on the importance of the harmony between learning and teaching style:

Students learn in many ways—by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. Teaching methods also vary. Some instructors lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. How much a given student learns in a class is governed in part by that student’s native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor’s characteristic approach to teaching (p.21).

Yassin and Almasri (2015) further explain the issue as follows:

The process of learning styles needs to be discussed in depth for the benefit of all students around the world. The reason behind the profound discussion is that a better understanding of the students’ different learning styles can compel teachers to match their teaching styles to students’ learning styles which may lead to a higher level of students’ proficiency in learning in schools (p.32).

Previous research presents various categorisation of learning styles and a number of learning style models. Kolb’s experiential learning model is a well-known example of the many existing models. Kolb’s experiential learning model is based on the research provided by Dewey, Lewin, and Piaget (McCarthy, 2010). This model favours active student participation in learning activities and considers experiences as the key to meaningful learning (Akella, 2010). According to Kolb’s experiential learning model, learners engage in a four-step learning process which consists of a) concrete experience, b) abstract conceptualisation, c) active experimentation, and d) reflective observation (Cassidy, 2004). Acquisition of knowledge requires completing all four steps. The key point is that individuals may start their learning cycle from any stage depending on their preferences (McCarthy, 2010).

In this model, learners are categorised as divergers, assimilators, convergers, and accommodators in accordance with their prior preferences related to the above mentioned learning cycle (Akella, 2010). Divergers engage in learning starting with concrete experiences and continue with the reflective observation process. Creativism is common among this group of learners (McCarthy, 2010). Assimilators also engage in reflective observation as divergers. However, different from divergers, their prior stage is abstract conceptualisation rather than concrete experience. Similarly, convergers prefer abstract conceptualisation as the beginning stage, yet go on their learning journey through active experimentation. Finally, accommodators initially prefer concrete experience which is followed by active experimentation for processing of information (Collard, 2009; Akella, 2010). Individuals' preference regarding their learning varies in accordance with the group they belong to, thus, they learn better when provided with appropriate learning experiences.

In regard to teaching within the four types, accommodators do better with activities that allow for experience and discovery. Divergers are taught more effectively when they are exposed to examples and questions. Yet, they will need time to reflect before they will want to give an answer to the questions posed. Assimilators do well with teaching methods that include lecture and demonstrations. Lastly, convergers do best with interactive instruction, workbooks and problem based teaching. (Collard, 2009, p.62)

In the Gregorc's (1979, 1997) learning style model, learners are divided into four categories which include concrete-sequential, abstract-sequential, abstract-random, and concrete random. Individuals belonging to each category display different learning preferences. The first group, for instance, enjoy hands-on experience where they can follow logical steps. Individuals belonging to the second group are better at abstract concepts, yet similar to the first group, they want logical steps to follow. The third group like to discuss with people from various aspects which to be followed by a reflection session. The final group are willing to take risks and are not afraid of trying new ways to solve problems (Kara, 2009). According to Gregorc (1984), each learner style is present in individuals to varying degrees (Panther Bishoff, 2010).

Another well-known model that provides deeper insight into diversity in classrooms is the one suggested by Gardner in 1983. His model, Multiple Intelligences, holds that individuals are born with various intelligences which may not be equally prominent (Panther Bishoff, 2010). Multiple intelligences are different from learning styles, yet they also account for the diverse preferences among students (Seifoori & Zarei, 2011). The latest version of the Multiple Intelligences model groups intelligences into nine sections which follow as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential (Ansari, Nikneshan & Farzaneh, 2014). Preferred way of learning heavily depends on the intelligence or intelligences the individuals primarily resort to. Linguistic individuals, for example, mainly prefer reading and writing activities while logical-mathematical individuals are better at experimenting. Learners with spatial intelligence are considered to be good at art-related activities, and as the name suggests, bodily-kinesthetic intelligence is a must in hands-on activities. Individuals with musical intelligence can learn easily through rhythms and can be talented instrument players. Interpersonal individuals like socialising whereas intrapersonal individuals may be more introverted and may feel more comfortable working alone. Individuals with naturalist intelligence enjoy nature and are better learners when in nature (Armstrong, 2009). Finally, with the help of existential intelligence, people question the essence of their very existence. This type of intelligence is closely related to moral issues (Ansari, Nikneshan & Farzaneh, 2014).

Determining students' learning styles is important for teachers because doing so they can encourage their students to more actively use the appropriate type of intelligence in accordance with their learning styles (Seifoori & Zarei, 2011). Identifying varied preferences of students is also important because 'understanding trainees' style can help make learning relevant and help the teacher to understand why an approach will work with one trainee but not another' (Rolfe & Cheek, 2012, p.178).

Traditional teaching methods have ignored many of the intelligences, which constitutes one of the weakest points of relying on conventional instruction. Modern teaching methods, on the other hand, require a blend of activities that develop and appeal to a variety of intelligences. As Armstrong (2009) argues:

During the typical school day, every student should be exposed to courses, projects, or programs that focus on developing each of their intelligences, not just the standard verbal and logical abilities that for decades have been exalted above every form of human potential (p.122).

Taking the characteristics of each individual in the classroom, which is not the norm in traditional teaching, is highly important. As Shobe (2003) explains:

For maximum learning to occur, students must feel, and know, that they are accepted as unique individuals. They must know that they have value and have much to contribute to others. They need to know that they can learn and can be successful (p.60).

Learning styles have been studied in the field of language learning as well. Dörnyei and Skehan (p.605), in their study, list the dimensions of learning style that play important role in learning a second language as follows:

1. global vs. analytic;
2. field dependent vs. field independent;
3. feeling vs. thinking;
4. impulsive vs. reflective;
5. intuitive-random vs. concrete-sequential;
6. closure-oriented vs. open;
7. extroverted vs. introverted;
8. visual vs. auditory vs. hands-on (or tactile/kinesthetic)

They also refer to the Kolb's Experiential Learning Model noted above as a comprehensive model of learning, including language acquisition, though not specifically designed for it.

As could be deduced from the reviewed literature and as Barr and Tagg (1995) state, for teachers, there is a need for taking the diverse personal traits into account, which certainly include learning styles (Çolak, 2015). Teachers always need to be aware of the various preferences for learning in their classrooms to facilitate their students' learning process and deal with various student demands (Razawi, Muslim, Razali, Husin, & Samad, 2011) because 'although learning styles are not mutually exclusive and students can—and do—learn in many ways, students learn most easily when they

are taught in ways that complement their preferred learning styles' (Bromley, 2013, p.819). Therefore, teachers may provide differentiated instruction for the best learning outcomes in a class where learners possess various talents and learning styles (Dixon, Yssel, McConnell, & Hardin, 2014). As Watts-Taffe (2012) argues, 'differentiated instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes tailored to students' learning needs' (p.304). The purpose of differentiated instruction is to supply learners with an education that is designed on the basis of the diverse talents and preferences present in the classroom (Aldridge, 2010), so that each individual is actively included in the learning process irrespective of their dominant learning preferences and abilities. Teachers need to make constant modifications in their teaching styles and strategies instead of sticking to a single strategy. These modifications ensure an efficient application of differentiation in education (Dixon, Yssel, McConnell, & Hardin, 2014). The study by Tulbure (2011) concludes that learners benefit from differentiated learning. A similar research by Alavinia and Farhady (2012) also confirms the effectiveness of differentiation for better learning opportunities. According to their research in which they applied differentiated instruction in a vocabulary course in Iran, the students' performance improved with the help of differentiated instruction. The authors conclude that 'although there are many challenges that exist in this approach to teaching; it is absolutely a worthwhile endeavor' (p.87).

It may be learner's duty to learn in classroom, yet as noted earlier, it is teachers' duty to provide the appropriate learning experiences, which is not near easy. Everything in the classroom related to teachers has an impact on the students and their learning (Kara, 2009). The argument is that for better learning outcomes, there needs to be a match between learner style and teachers' teaching style. As Felder and Silverman (1988) suggest, the learning outcomes of a learner depend on various factors including possessed 'native ability', 'prior preparation', and 'the compatibility of his or her learning style and the instructor's teaching style' (p.674). A contrary situation, where there is a discrepancy between learner and teaching styles, may ultimately lead to, as named by Oxford (1993), style wars (Egel, 2009), leaving 'unfortunate effects on the quality of the students' learning and on their attitudes toward the class and the subject' (Felder & Henriques, 1995, p.21). In the long run, learners who are not comfortable

with the dominant teaching style are likely to lose interest in the course, feel less motivated, and fail as a result. The adverse effects of such mismatches increase the significance of harmony between the styles in classrooms (El-Hmoudova & Milkova, 2015). In addition, learners' preferences are likely to change in time because the dominant learning preferences are 'moderately strong habits rather than intractable biological attributes, and thus they can be modified and extended' (Reid, 1987, p.100). Thus, it may be occasionally necessary for teachers to adjust their teaching styles to match the learning styles of their students.

2.3.7.1. Diverse learning styles in English as a foreign language classroom

As in other fields, learning styles are considered to have a significant impact on the language learning process also (Shabani, 2012; Panahandeh, Khoshkhoonejad, Mansourzadeh, & Heidari, 2015). However, the results of relevant research are far from being compatible, which makes it difficult to precisely predict the influence of specific learner styles on the L2 acquisition (Hatami, 2013). Hou (2014), for example, examined the effect of learning styles on anxiety level and foreign language acquisition. His findings suggested a potential link between learning style and anxiety level, which influences the language learning outcomes as well. Similarly, Cesur and Fer (2011) emphasised the significant role that learner styles play in language learning along with learning strategies, particularly when learners are aware of them.

Erton (2010), on the other hand, carried out a study to detect the impacts, if any, of learner styles based on personality traits, introvert-extrovert in this case, on foreign language learning achievement and concluded that there was no notable difference in the level of language learning success among the students with different learning preferences. A recent study by Gohar and Sadeghi (2015), in line with the study by Erton (2010), suggested no significant link between learning preferences and language learning performance. In the study, the authors investigated the diverse learning styles present among EFL learners through the Kolb's learning style inventory and focused on the potential effects of learning styles on foreign language learning outcomes. The majority of the participants were found to be convergents. The rest of the participants were assimilators, accommodators, and divergers respectively. The learning performance, as the analyses revealed, was unlikely to be influenced by learner styles as

there were no significant differences among learners with diverse learning preferences. The findings are in harmony with the findings of a previous study by Biçer (2014) where learning performance was not related to the learner styles.

The studies in the field of second language acquisition confirm the importance of a match between learning and teaching styles. Peacock (2001) carried out a study with the participation of 206 EFL students and 46 EFL instructors. A majority of the participants reported feeling ‘unhappy or frustrated when the teacher’s teaching style differed from their learning style, and 76% said the differences affected their learning of EFL’ (p.14). Further analyses revealed the importance of harmony of the teaching and learning styles in the classroom in terms of ‘efficient second language acquisition, more learner confidence and trust in EFL teachers, and a more positive attitude to English’ (p.14). ‘Forming a dynamic match of teaching and learning styles’, as Liu and He (2014) argue, ‘will improve the quality of foreign language teaching.’ (p.732).

According to Felder and Silverman (1988), teachers need to keep a balance of activities that address the diverse needs of learners with various learning styles. Motivation, in this sense, is the key to efficient learning. Students’ motivation increases when the new information to be introduced is built on what was previously learnt. Specifically in foreign language courses motivation is fundamental. Learners’ motivation constitutes the basis for the entire effort they put in the learning process. To keep motivation levels high in the EFL classroom, teachers need to give students real reasons to learn the target language (Gill, 2005). The content of each course should be designed to be a blend of factual information and abstract concepts as well. In addition, the activities need to equally emphasise skills based on problem solving and skills related to fundamental understanding. Providing active learning opportunities is considered to enhance students’ learning as well, so including visual aids and hands-on activities increases chances of success. For this, as many senses as possible need to be included in the activities (Zhou, 2011). The study conducted by Phantharakphong (2012) confirms that high achievers prefer learning by doing. Therefore, teachers need to offer real experiences for learners. Another suggestion for accommodating diverse learning styles is to benefit from technology in courses. The findings of the study by Wang, Hinn, and Kanfer (2001) for example, show that computer-supported collaborative learning may be beneficial for students with diverse learner styles.

Technology can help foreign language learners with differing learning preferences by providing a wide range of target language sources and activities (Zhou, 2011). Students, on the other hand, need to be aware of their learning styles to be able to detect their strengths and weaknesses, thus make appropriate changes in their ways of learning when necessary. For this reason, teachers need to be in constant contact with their students about their learning styles to increase the awareness in the classroom (Liu & He, 2014). The training that teachers receive should make learning styles an important part of the whole learning process so that they can be aware of their own style preferences and capable of identifying their students' learning styles (Haar, Hall, Schoepp, & Smith, 2002).

An interesting study by Egel (2009) investigated teachers' practices in regard to teaching and learning styles in two distinct school contexts and concluded that teachers who worked in private schools had more opportunities than teachers in state schools to ensure the compatibility of teaching and learning styles. Therefore, it is important to provide teachers with ample time and resources while expecting a match between styles. Learners also should try their best to benefit from various teaching styles instead of avoiding paying attention to courses that do not meet their individual expectations (Keri, 2002).

2.4. Obstacles to Effective Teaching

The role of teaching in achieving desirable learning outcomes is highly significant. Yet, despite growing awareness regarding its importance, it may not be always possible to realise the predetermined teaching goals for a number of reasons. Teachers are nowadays expected to have different abilities than in the past in terms of their teaching capabilities. Today, a teacher needs to do more than simple teaching by guiding student learning, facilitating learning process, and engaging learners in activities that entail higher order thinking skills. All these expectations put a burden on teachers' shoulders as the expectations generally do not match with what they have experienced as primary, secondary, or tertiary students (Kabataş & Karaman, 2013). Teaching quality includes professional field knowledge as well as various contextual factors. Unfavourable teaching environment, thus, may lead to 'less than optimal instructional practices', as well (Von der Embse & Putwain, 2015, p.554).

An early study by Claye (1968) focused on the factors that prevented quality teaching. The author analysed the questionnaire responses from in-service teachers, and listed the obstacles for effective teaching, from the most influential to the least, as follows:

- overcrowded class- rooms,
- too much clerical work,
- pressure from supervisors and administrators,
- lack of instructional materials and supplies,
- providing for individual differences,
- too many interruptions,
- rigid curriculum,
- rigid time schedule,
- too many non-teaching duties (p.147).

Class size is considered to be an important factor in teaching, and the general preference is towards small classes. Chingos (2013) explains the reasons behind such a preference as below:

Common sense—correct or not—suggests that students will learn more in smaller classes because of increased opportunities to receive individualized instruction from the teacher. It is not surprising that many parents prefer smaller classes based on this sort of intuition. Teachers also support smaller classes, perhaps because they find them easier to manage. (p.413)

Researchers so far have been far from reaching an agreement on the exact impact of class size in students' learning outcomes due to contradictory research findings. Yet still, financial issues do not stand a problem for parents who insist on enrolling their children in a class with a small number of students (Bedard & Kuhn, 2006). Despite inconsistent findings studies have provided, research still emphasises the importance of class size, as Claye (1968) does, since teachers' teaching preferences are argued to change in accordance with the number of students in their class. In crowded classrooms, for example, teachers are more likely to depend on conventional instruction than in less crowded classrooms. Even when the courses provided by the same

instructor following similar patterns, the results may dramatically change in accordance with the class size, small classes being advantageous in this case (Iaria & Hubbal, 2008). Increased number of students in a class is claimed to negatively affect the teaching quality by posing a threat for interaction and active participation in classroom stemming from awkward sitting plan and time issues. The inevitable noise arising from the crowd also hinders the implementation of activities that potentially lead to meaningful learning (Ijaiya, 1999). The large number of students makes it difficult for teachers to provide timely and effective feedback, dealing with each student, constitutes an obstacle for effective curriculum implementation (Wadesango & Hove & Kurebwa, 2016), and results in problems related to classroom management (Sasikumar & Fathima & Roja, 2013). In the study by Bedard and Kuhn (2006), instructors teaching in large classes were evaluated as ineffective by students. Crowded classrooms cause above mentioned problems for teachers to deal with, and may lead students to believe that the unfavourable instruction they receive is merely a result of problems related to the instructors themselves. Thus, class size does not only adversely impact the quality of teaching, but also puts teachers in blame for the unfavourable teaching that occurs.

At times, the problem in transition from traditional teaching to effective teaching methods is a result of resistance to change. Welcoming a new system may not be always easy for both teachers and students. Students may feel comfortable with the way they have been taught because it merely requires attending the class rather than full engagement in it. Teachers, on the other hand, need to put extra effort in classes to make alterations in their teaching styles. In addition, both parties may avoid the extra work due to the risk of failure, as absolute success is not guaranteed with the new approaches which require harder work by both teachers and students (Garvin, 1991).

Achieving successful teaching under undesirable conditions is, however, far from being an impossible dream. The study by Tobin and Fraser (1988; cited in Ramsden, 2004) showed that there is always a chance of high quality teaching even 'in unfavourable environments' (p.235). The participants in the study included instructors working in higher education institutions and their preferences for teaching strategies and methods varied. However, the instructors that proved to provide effective education to students had few things in common: They all had interactions with their students based on mutual respect, offered opportunities for active learning in classroom, put more

emphasis on students' learning than the requirements of the loaded curriculum, and never stopped expecting the best from their students. As a result, their students were encouraged to study harder which led to success accordingly. Various contextual factors may create obstacles for effective teaching, yet, these obstacles are not impassable: The key is to comply with the principles for good education without giving up at the first handicap.

2.4.1. Obstacles to effective language teaching

Foreign language teaching has been widely practiced at all levels of education worldwide. Language policies and advised teaching methods have changed and language curriculum has been revised. In Turkey, for example, the reform that took place in 1997 promoted the development of communicative skills in the target language instead of the sole teaching of grammar for the first time. The new approaches to language teaching are in favour of meaningful collaborative group activities to foster communicative competence where teachers' role is that of a facilitator. It is best to implement modern teaching methods when technological facilities are sufficient and class size is small enough to allow for effective practices (Krsmanović & Petrović, 2009). It has been years since the radical changes occurred in the language teaching policy worldwide, however, teachers of English as a foreign language still encounter a number of challenges that decrease the chances of effective language teaching.

The most significant change in language teaching is probably the transition from traditional instruction to new approaches that emphasise the acquisition of communicative competence through communicative language teaching (CLT). The implementation of this new approach, however, is quite demanding and may be troublesome for teachers. Li and Baldouf (2011) listed the obstacles to CLT as 'large class sizes, limited teacher proficiency, insufficient resources and instructional time, examination pressure, and cultural resistance' (p.793). The participants in Al-Sahbani's (2016) study also attribute the failure in teaching English in Yemen to similar factors including less than enough teaching materials, high number of students in classrooms, and loaded syllabi. Al Asmari (2015) investigated the barriers to applying CLT effectively among 100 EFL instructors. The author analysed the responses to the questionnaire, and on the basis of the analysis, discussed the issue from the perspectives

of teachers, students, and the education policy in Saudi Arabia. It was revealed that the teachers were not adequately informed about the communicative language teaching, the materials needed for effective implementation were scarce, students were not adequately motivated and refused to accept the requirements of CLT after years of exposure to traditional teaching methods. In addition, the present assessment system was claimed to be inappropriate for effectively evaluating the skills targeted by CLT. The teachers that participated in the study also argued that the ineffective implementation of CLT might be a result of its incompatibility in the Saudi-Arabian context. The rise in the number of students in each classroom makes the situation even worse. The reality of large classrooms poses a challenge for teachers who want to implement CLT strategies in their courses (Rao & Lei, 2014) since group activities along with classroom management are far from easy in overcrowded classrooms.

The CLT puts emphasis on the acquisition of speaking skill in the first place. After years of experience with traditional instruction, however, it may seem difficult to motivate learners to actively use the target language in and out of the classroom. Another issue is to motivate teachers themselves to speak the target language in the classroom. In traditional teaching, the norm is to teach target language grammar through the use of native language. To be able to adjust to the new requirements, teachers need to work on their own proficiency in the first place. As Zhu (2003) argues, a knowledge of communicative approach to language teaching as well as contemporary teaching methods is today's teachers' asset and it can lead to a better understanding of the core parts of language teaching which consist not only of 'teaching grammar rules and new words, but also of communicative competence' (p.40).

Even with perfect teaching practices, learners may fail to use their full potential when examinations expect totally different sets of knowledge from them. As noted, the primary concern of CLT is the promotion of communicative competence. The exams in certain countries such as China which assess students' grammatical knowledge may hinder the effective implementation of modern teaching approaches. The discrepancy between the assessment compatible with the curriculum and the education system puts a burden on teachers' shoulder (Li & Baldauf, 2011). Alterations in exam format, in return, can contribute to the quality of foreign language teaching and learning in

countries where there is a gap between the course content and the type of examination (Zhu, 2003).

The Turkish education system has been undergoing a radical change for years, since 1997 in particular. The outcomes of the ongoing education system, however, have been far from satisfactory in Turkey. The reasons behind the failure may not be exactly pinpointed, yet still, studies conducted so far can provide an insight into the issue, though. The findings of previous research have revealed various reasons for the ineffective language teaching practices in Turkey ranging from insufficient teaching facilities to inadequately trained teachers. In a recent study (Solak & Bayar, 2015), the challenges faced by foreign language teachers in Turkey were examined from students' perspective. The qualitative data gathered by the author indicated that the barriers to effective language teaching in Turkey mainly stemmed from the overemphasis on the teaching of grammar, neglecting the development of skills necessary for efficient communication in the target language. The authors conclude that creating student-centered classrooms, paying attention to diverse learning preferences, and ensuring the compatibility of the selected teaching materials play the key role in a successful language teaching. The curricular issues also have an impact on the way of teaching. A heavy-loaded curriculum, along with over-crowded classrooms leaves no space for the proper activities that CLT entails. Another noted problem is the lack of appropriate teaching materials. The available textbooks, in addition, are far from supporting effective language teaching that foster the active use of four skills (Kirkgoz, 2007).

The results of a comprehensive study pertaining what challenges the CLT implementation in Turkish foreign language teaching context (Bal, 2006) are in line with the previous literature. The findings suggest that teachers fail to practice effective CLT because the training they receive mainly relies on theory rather than practice. Dense teaching hours, in addition, leave no room for the appropriate preparation for each class. Management problems stemming from the high number of learners in classroom, on the other hand, take a great deal of time in courses and decrease the time left for interaction and other activities that might contribute to students' learning.

Implementing effective teaching practices may be demanding for teachers from countries where direct teaching is still the norm and access to suitable teaching

materials requires extra effort. In Hird's (1995) words: "Attempts to teach English communicatively in classrooms where resources are limited, class numbers are high, and changes are viewed with suspicion would involve an extraordinary level of expertise with sustained energy and enthusiasm from the teacher" (p.3). Teachers need to put every effort in adapting to the new requirements for effective teaching by starting from their role as a teacher. Shifting from a traditional teacher to a teacher of active learners is argued to make a big difference in the process of getting rid of the old habits of teaching (Han, 2014). Thus, it is, again, teachers' role to overcome such difficulties with devotion to their profession.

2.5. Effective Language Teachers

Languages have always been important in communicating thoughts, feelings, and needs. Even babies, soon after born, realise the purpose of language although they cannot understand or produce any sentences yet. They gradually acquire language patterns before they finally utter some words to make their needs known to others. Adults, on the other hand, elaborate on language as its role gets increasingly important later in life.

With the changes in policies and impacts of economic globalisation (Copland, Garton & Burns, 2014), speaking one's native language has not proved enough. The interaction between nations increased and a dominant language, which is English in this case, stood out amongst its rivals and became 'the modern lingua franca' (Salahuddin, Khan & Rahman; 2012, p. 35). Thus, English has been officially taught at schools as a compulsory subject to provide students with the facilities knowing the lingua franca can offer. In such a world, teaching English is an important job and teachers of English are expected to put extra effort in their teaching process. The very first expectation from teachers is to shift from traditional teaching methods to modern ones, which may prove difficult for teachers in developing countries who are used to teach by means of memorisation (Salahshour & Hajizadeh, 2012).

The recent changes in the needs of language learners have necessitated the teaching of English in ways that contribute to learners' skills of actively using the target language for several purposes including getting a prestigious job, surviving as an

academician, or simply communicating. The previously dominant approach to language teaching, thus, proved insufficient to serve the new aims of learning a foreign language. Alternative approaches to language teaching recommend the use of diverse teaching methods from content-based instruction to communicative language teaching. The final outcome of the modern instruction, however, is still argued to depend on teachers themselves (Aydoğdu, 2007).

The literature offers a number of suggestions for effective language teaching. According to Allison and Rehm (2011), for successful learning outcomes in foreign language course, teachers need to benefit from interactive teaching strategies to promote teacher-student as well as peer interaction. For the purpose of encouraging interaction in classroom, the authors contend, cooperative learning should be encouraged among learners. In this way, diverse learner needs are addressed and the newly learnt language is further practiced in the classroom. Communicative Language Teaching (CLT) is also highly suggested for language classrooms. The purpose of CLT is to provide learners with opportunities so that they can develop certain skills for communication and acquire communicative competence through four basic skills (Lavadenz, 2011).

NADSFL (1999) described good practices in foreign language teaching. According to the study, in an efficient foreign language classroom:

1. The teacher sets high expectations for all students, designs assessment, and organizes instruction to engage and motivate all learners.
2. The teacher and students communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers.
3. There is more student activity than teacher activity in most lessons. Student activity includes student to student interactions as well as teacher to student interactions. Students work independently, in pairs, and in groups. Students ask and answer questions and they create with language.
4. Students take risks as language learners because the learning environment is positive and supportive.
5. When error correction is appropriate, students are given opportunities, including wait-time, to self-correct. Teacher correction of student errors is often done through follow-up review and re-teaching strategies.

6. Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objectives of the lesson. Continuous self-assessments for students and teachers are encouraged.
7. Students use language specific learning strategies and are encouraged to assess their own progress.
8. Culture is a natural component of language use in all activities.
9. All students are guided to use all levels of thinking skills, e.g., they repeat, recognize, and recall as well as apply, create, and predict.
10. The diverse learning styles of all students are considered in the teacher's instructional planning.
11. Students have positive attitudes toward cultural diversity which are often demonstrated in the learning environment.
12. The physical environment including displays of student work is instructional, motivational, and informative.
13. Students and teachers are not text-bound during instructional time. It is obvious that the text is a tool, not the curriculum.
14. Students and teachers use a variety of print and non-print materials including authentic target language sources.
15. Technology, as appropriate and available, is used by students and teachers to facilitate learning and teaching.

Mullock, in 2003, investigated 42 English major post-graduates' perceptions regarding the characteristics of effective teachers and revealed that, in line with previous studies with a wider focus, learners preferred learning from teachers with whom they could have a close relationship. Upcoming exams may put a burden on teachers' shoulders, yet as the study indicates, simply preparing learners for any form of assessment is far from yielding as effective results as being a friend of students'.

As understood from the literature, Chickering and Gamson's (1987) seven principles for good education are as useful in teaching a foreign language as in other subjects, if not more. Teachers of English as a foreign language are considered effective when they teach through meaningful activities that promote active learning and cooperation among learners. They are also expected to be in constant interaction with

their students and benefit from recently popular teaching methods to help learners develop their communicative skills.

2.6. Teacher Satisfaction

Job satisfaction is a widely researched topic and is defined as the ‘attitudes toward specific job characteristics such as duties, supervisors, compensation, colleagues, and other relevant factors’ (Brumback, 1986, p.7). Job satisfaction is considered to be closely related to job performance (Ilgan, Parylo & Sungu, 2014). Schwab and Cummings (1970) describe three distinct views regarding the relationship between satisfaction and performance. The first view holds that increased levels of satisfaction lead to better performance. The second view puts emphasis on the latter and claims that satisfaction stems from good performance. The third view, on the other hand, is inconclusive about the cause-effect relationship between satisfaction and performance, which may not be even present.

The nature of the relationship may be vague, the presence of a relationship, though, goes without questioning. Reaching a certain satisfaction level is essential in that, as is suggested by Maslow’s (1954) theory, moving to the next step of development requires the realisation of particular needs in the first place (Ersözlü, 2012). Increased satisfaction levels that result from the realised needs are argued to result in enhanced productivity, better performance (Iwu, Gwija, Benedict & Tengeh, 2013), enjoyment from life (Ho & Au, 2006; Akbulut, 2015), and increased motivation along with less self-consciousness (Akbulut, 2015). A contrary situation where teachers are not happy and motivated, thus, leads to decreased quality in teacher performance as well as learner outcomes (Hongying, 2007). Dissatisfied teachers experience a number of diverse effects in their lives, also, including a number of certain health problems (Iwu, Gwija, Benedict & Tengeh, 2013; Akbulut, 2015). The results of study carried out by Koç, Yazıcıoğlu, and Hatipoğlu (2009) confirm the significance of job satisfaction level in the quality of teaching. For the purpose of the study, the authors studied over 400 teachers’ job satisfaction and its impact on their teaching by means of a questionnaire which included proper sections to measure the variables. The analyses of the responses revealed a strong relationship between job satisfactions and teaching performance.

Apparently, not every teacher can reach the same level of satisfaction due to a number of reasons. In the previous studies, 'lack of resources, work overload and lack of recognition' were listed as the most frequently faced obstacles on the way to teaching satisfaction (Iwu, Gwija, Benedict & Tengeh, 2013, p.838). Other mentioned factors include class size and learner-related management problems (Iwu, Gwija, Benedict & Tengeh, 2013) as well as inappropriate work place conditions (Gençay, 2007). Taşdan and Tiryaki (2008) compared the satisfaction levels of teachers working for state and private schools in Turkish context. The study yielded that private school teachers were more satisfied than the state school teachers. The findings may be due to the better work conditions of private schools where less crowded classrooms and enhanced teaching facilities are the norm. With improvement in environment where teachers spend most of their time and enhancing the quality of teaching facilities with the addition of technological tools or labs may improve teaching satisfaction and learner performance as a result in state schools.

Job satisfaction studies are interwoven with motivation studies since motivation is argued to be a predictor of willingness to start and finish a task (Praver & Oga-Baldwin, 2008). The notion is that effective teaching by means of various modern approaches to teaching as well as putting extra effort in the job is a consequence of high levels of motivation. As Praver and Oga-Baldwin (2008) conclude, teachers' motivation and job satisfaction levels together predict the presence of good practices in courses. Their review of the literature suggests the following as the important factors in teacher motivation:

- Intrinsic motivation, which is referred to as 'the doing of an activity for its inherent satisfactions rather than for some separable consequence' (Ryan & Deci, 2000),
- Extrinsic motivation, which is enhanced through external factors such as the money received monthly,
- Autonomy, which is referred, in this context, to 'having academic freedom and power to choose' (p.139),
- Relationships with colleagues,
- Self-realisation, which is possible through an awareness of personal and professional points to be highlighted and improved,

- Institutional support in the form of teaching materials, opportunities for personal development, and appropriate teaching environment.

The studies focusing on the concept of teacher job satisfaction investigated the issue from the aspect of various factors that play a role in the motivation levels of teachers, yet the results are somewhat controversial. Some of the previous studies including that of Baysal (1995), for example, examined the impact of teacher age on the level of job satisfaction and found that increasing age is a potential cause of decreased teacher motivation. However, the findings of other studies such as the one conducted by Smith and Leng (2003) yielded no negative correlation between teacher age and teacher satisfaction (Gençay, 2007). The findings of the studies by Canbay (2007) and Karavas (2009), on the other hand, suggested higher levels of satisfaction among experienced employees when compared to their younger counterparts. The contradictory study findings may stem from the other variables that are influential in teacher job satisfactions and teaching performance. Another study into the factors influencing job satisfaction (Gençay, 2007) analysed the factors that were influential in Turkish physical educators' satisfaction and burnout levels and concluded that increased work load negatively affected teacher satisfaction whereas an increase in income increased the chances for job satisfaction. Another finding of the study implied a negative correlation between teacher job satisfaction and burnout levels.

In foreign language teaching, job satisfaction and teachers' motivation levels are as important as in other subjects. Of the few researchers that have studied job satisfaction among EFL teachers, Karavas (2009) investigated EFL teachers' motivation and satisfaction in Greek context. In line with previous studies, the author contends that positive teacher student relationship, autonomy, and self-development opportunities are sources of teaching satisfaction. Intrinsically motivated teachers, in other words, are more likely to perform effective teaching practices. Inappropriate working conditions along with improper policies, on the other hand, are listed as sources of teacher dissatisfaction which results in ineffective teaching. The findings obtained from the study by Ghenghesh (2013) emphasise the importance of good relationship among colleagues. More importantly, the results point to the significance of student motivation. The participants of the study reported positive feelings pertaining to teaching the target language when the students they teach are highly motivated. Another study (Griva,

Panitsidou, and Chostelidou, 2012) concludes that effective foreign language teaching is ensured provided that proper attention is given to the organisation of teaching environment and materials with an aim to enhance motivation and job satisfaction.

Under the light of previous literature, it may be concluded that motivating learners to learn a foreign language can help EFL teachers feel more satisfied with their job. Besides, a friendly atmosphere in schools as well as appropriate teaching facilities also contributes to the overall satisfaction among teachers and promote effective teaching practices.

2.7. Summary

Good outcomes in education are generally attributed to an effective teaching process. What constitutes effective teaching practices has been a topic of debate, yet remained ‘elusive’ so far (von der Embse & Putwain, 2015, p.552). Years of research (e.g. Kyriacou, 2009; Clark & Joplin, 2009), however, have offered a framework for teachers: have a satisfactory amount of content knowledge and offer it to your students in a learning environment that is friendly and supportive. Chickering and Gamson (1987) pioneered the studies pertaining to the effectiveness of teaching, and provided a list of principles that improve the quality of education and that can be easily followed by instructors. According to these principles, an effective teaching is marked by high-quality student-faculty contact, the promotion of cooperation within classroom, implementation of active learning strategies, provision of prompt feedback, an emphasis of time on task, communication of high expectations, and respect for diverse learning preferences within classroom.

The literature review of the seven principles for good educational practices offered by Chickering and Gamson (1987) reveals that each principle has invaluable benefits in education, particularly when combined to complete each other. The interaction between learners and instructors is essential to keep a certain level of motivation for learning; cooperation among learners facilitate their learning process; and active learning strategies ensure student engagement in courses. In addition, providing prompt feedback guides students’ learning and helps them understand where they need to put further effort, emphasising time on task encourages higher quality

involvement with tasks, and communication of high expectations means setting a higher standard for learner to achieve and entails extra effort from learners. Finally respect for diverse learning preferences enables learners to benefit from their individual skills in their learning process (Braxton, Olsen, & Simmons, 1998). Altogether, the seven principles contribute to students' learning process and provide experiences that trigger quality learning.

However, teachers might face a number of challenges and several unfavourable conditions that negatively impact the implementation of these seven principles. As noted by Claye (1968), the most commonly encountered obstacle to effective teaching is large classes. The general assumption is that teachers alter their teaching according to the number of students in their class. Small classes, in this case, enjoy better teaching strategies (Iaria & Hubbal, 2008). Another commonly discussed problem is the resistance that might be encountered in the attempts to modernise teaching (Garvin, 1991). The education provided through these seven principles is 'active, cooperative, and demanding' (Henninger & Hurlbert, 2007, p.5), and as a result, requires additional effort, hence the risk of satisfactory support from both teachers and students.

The important thing for instructors is to try their best to overcome the difficulties in their teaching process by being patient and determined in the process. Though at times harder to achieve, 'quality is never an impossible dream' (Hoy, Bayne-Jardine, & Wood, 2005, p.9).

CHAPTER THREE

3. METHODOLOGY

3.1. Introduction

In this chapter, the methodology of the study is provided in detail. Starting with the relevant information pertaining to the research design of the study, the chapter proceeds with data regarding the participants and the research setting. After the presentation of data collection tools and data collection procedure, the chapter ends with the data analysis section.

3.2. Research Design

The literature review of the similar studies that investigated the implementation of Chickering and Gamson's (1987) seven principles for good educational practices revealed a dependence on quantitative research design. In this study, the purpose was to gain a deeper insight into the issue and answer research questions in detail. Therefore, different from the most studies previously carried out, the present study was based on mixed-methods research design. Mixed-methods research refers to benefitting from qualitative and quantitative methods at varying degrees in the same study (Gardner, 2008) and is considered as a way to overcome the potential drawbacks of both types of research (Creswell, 2014). Of the different types of mixed-methods research, convergent parallel mixed method design was found to be most appropriate for the purpose of the study. In convergent parallel mixed method design, the researcher collects both quantitative and qualitative data, and analyse both sets of data to determine whether the results are compatible with each other (Cresswell, 2014).

In the study, qualitative and quantitative data were collected at the same time. The quantitative data obtained through questionnaires revealed the common practices regarding the implementation of Chickering and Gamson's (1987) seven principles for good education among teachers of English and future plans pertaining to the use of

these principles among pre-service teachers of English. The qualitative data gathered by means of interviews also shed light on the participants' perceptions and practices regarding the seven principles. Besides, they provided insight into the challenges encountered during the implementation of the seven principles.

3.3. Setting

In the research, a total of 51 primary, middle, and high schools randomly selected from 3 different districts in Erzurum as well as English Language Department at Atatürk University constituted the setting. The schools were selected from different districts to be able to receive responses that represented teachers working under differing conditions and teaching differing groups of students. The general profile of the selected schools differed greatly. Some, for example, had crowded classrooms and lacked a number of facilities that other schools efficiently provided, which made it easier to identify factors that either positively or negatively affected the implementation of Chickering and Gamson's (1987) seven principles for good education by teachers of English. The various settings that participant teachers were engaged in their whole teaching time were expected to provide a deeper insight into the issue. The data collection phase regarding the future plans of pre-service teachers on the implementation of the afore-mentioned seven principles, on the other hand, took place in the English Language Department at Atatürk University.

3.4. Participants

The participants of the study constituted of both pre-service and in-service teachers. In the first group of participants, there were a total of 204 pre-service teachers. All the pre-service teachers taking part in this study were, at the time of the data collection phase, students at English Language Teaching Department at Atatürk University. The aim was to reach students in varying grades to improve the generalisability of the collected data. The pre-service teachers that contributed to this study involved preparation class students, freshmen, sophomores, juniors, and seniors.

The participants in the second group included 102 in-service teachers who were employed and actively engaged in teaching. Their total years of experience varied: 8

were in their first year of teaching, 40 worked for 1-5, 23 for 6-10, 16 for 6-15, 9 for 16-20, and 6 for +21 years. The teachers' weekly course load changed from 16-21 to 31-or more. The majority (70.6%), however, had 22-30 courses weekly.

Data Collection Tools and Procedure

3.4.1. The faculty inventory of the seven principles for good practice for in-service teachers

For the purpose of obtaining the quantitative data of the study, The Faculty Inventory of the Seven Principles for Good Practice was implemented. Developed from the seven principles offered by Chickering and Gamson and published in 1989 by Johnson Foundation (Panther Bishoff, 2010), the inventory was the most commonly used data collection tool in the studies regarding the seven principles as the literature review revealed. Although the inventory was published in English, the researcher opted for the Turkish translation of it which was used in the studies by Aydoğdu (2012) and Aydoğdu, Doymuş, and Şimşek (2012). The reason underlying this choice was the intention to make the data collection phase as easy as possible for the participants and thus increase response rates. There were 7 sections in the original inventory. Each section included 10 items regarding the seven principles. The sections covered the following principles respectively: student-faculty interaction, cooperation, active learning, providing prompt feedback, emphasising time on task, communicating high expectations, and respecting diverse talents and ways of learning. The inventory, being likert-type, included 5 graded options for each item that the participants could choose from. The numbers of the graded options stood for very often (5), often (4), occasionally (3), rarely (2), never (1). The Cronbach Alpha value for the Turkish version of the inventory was calculated to be 0.68 (Aydoğdu, Doymuş & Şimşek, 2012).

This inventory originally did not include demographic questions. Therefore, a total of 10 additional questions were added to the very beginning of inventory to be able to measure the variables of the study. The demographic questions sought information regarding the participants' years of experience as a teacher, average course load a week,

perceived student success in the currently employed school, and perceived contextual factors and technological facilities in the currently employed school.

3.4.2. The faculty inventory of the seven principles for good practice for pre-service teachers

The Faculty Inventory implemented to pre-service teachers was a slightly adapted form of the original version. As the pre-service teachers were not employed at the time of the data collection phase and the aim was to reach their perceptions regarding their future practices of the seven principles, the inventory they were handed started with ‘What would your answers be to the following questions if you were an employed teacher now?’ so that their answers reflected their future plans in education.

3.4.3. Job satisfaction inventory for in-service teachers

Another data collection tool in the study was the Job Satisfaction Inventory developed by Gündüz (2008). This likert-type inventory offered 5 options for participants which ranged from 1 to 5. The numbers, respectively from 1 to 5, stood for very inadequate, inadequate, average, good, very good. The scale consisted of 19 items all pertaining to the job satisfaction from three main perspectives. Organisational climate, working conditions, and social outlook belong to the first perspective. The other two perspectives include individual factors and organisational communication. The instrument was originally developed in Turkish and its original version was used in the study. The reliability of the inventory is high, the Cronbach Alpha value being .93 ($0.80 \leq \alpha \leq 100$), which makes the instrument reliable for the use in this study.

3.4.4. Semi-structured Interviews

The qualitative data necessary for the study was collected through interviews with participants. The reason for adding interviews to the data collection phase was to be able to ask open-ended questions to the participants so that they could provide rich information, which, in return, would take the interpretation of the quantitative data of the study one step further.

The interviews that were carried out were semi-structured in nature. In semi-structured interviews, ‘the researcher has a clearer idea about the questions that are to be asked but is not necessarily concerned about the exact wording, or the order in which they are to be asked’ (Tavakoli, 2012, p.579). Therefore, during the interviews, both the interviewer and interviewees enjoyed flexibility that allowed for a comfortable data collection process.

The open-ended questions, in this study, served to enhance the interpretation of the quantitative data by providing the perceptions of pre-service and in-service teachers in regard to the implementation of the seven principles for good education and helping to explore the factors that might have a role in their teaching practices that included or excluded these seven principles.

The researcher interviewed only one participant at a time. Such one-on-one interviews might be time-consuming (Creswell, 2012), yet this type of interview seemed to fit the study the best for convenience issues. The participants preferred to be interviewed in their native language, therefore, the open-ended questions were asked in Turkish. After transcription of the recorded interviews, the interviews were translated into English.

3.4.5. Data collection procedure

The data collection phase of the study started upon the approval from the departments in charge of permissions required for academic research. The participants were informed about their rights they had throughout the study and were promised confidentiality. The verbal information provided to them pertaining their rights was also clearly present in the informed consent form that they were handed.

The data collection phase took about 3 months during which the researcher visited the university and schools to hand the questionnaires to pre-service and in-service teachers in person and provided basic information regarding the seven principles for good educational practices. The in-service teachers were given 2 weeks to return the filled out questionnaire due to their busy schedule. The pre-service teachers, on the other hand, completed the questionnaire during a part of their courses with the permission of the responsible instructors. The participants that agreed to take part in the

qualitative data collection phase, in addition, were interviewed either in schools and the university or in an outside location as they wished.

3.5. Data Analysis

This study included both qualitative and quantitative data gathered from the participants. The analyses of these sets of data required different phases. The quantitative data were analysed following quantitative data analysis procedure. The qualitative data, on the other hand, were analysed following a procedure that was suitable for that type of data. Both processes are discussed in detail below.

3.5.1. Quantitative data analysis

The data obtained through quantitative data collection tools were uploaded into SPSS 22 for detailed analyses. The first step, then, was to check the normality of the numeric variables through Kolmogorov Smirnov test. The data were also tested for extreme values and homogeneity by means of Skewness and Kurtosis values as well as Levene Test.

As the specific conditions necessary for parametric analyses were met, Independent-Samples T-test was used in order to determine potential differences in the mean scores obtained from two unrelated groups. In the presence of more than two groups, the differences were investigated through One-way ANOVA test. The differences between the groups were further analysed by means of the Tukey test. For detecting correlations between the variables, on the other hand, Pearson correlation test was conducted. For all the quantitative analysis in the study, the p value that indicated a significant value was identified as $p < .05$.

3.5.2. Qualitative data analysis

The qualitative data obtained from one-on-one interviews were analysed through content analysis. The process started with getting familiar with the qualitative data by transcribing the recorded interviews and reading the transcripts afterwards for several times. The next purpose of the researcher was to identify the codes in the data. Relevant codes, then, formed the basis of broader categories. Finally, these categories were

grouped under several themes so that all belonged to a suitable theme and none were left out. The whole qualitative data analysis procedure complied with the framework offered by Creswell (2014). His framework included preparing the raw data for analysis, reading through the data, identifying codes and categories, and establishing themes to further organise the categories and codes.



CHAPTER FOUR

4. QUALITATIVE RESULTS

4.1. Introduction

In this section, the qualitative results obtained from interviews with both pre-service and in-service teachers of English are presented in separate subsections. The determined themes, codes, and categories as well as quotations from participants are provided for the discussion of the research questions.

4.2. Qualitative Data Results from Pre-service Teachers of English

The content analysis of the interviews with pre-service teachers of English revealed three main themes, each containing their own categories and codes. The themes were defined as *Essentials of Good Foreign Language Education*, *Reasons for Low Quality Foreign Language Education*, and *Ways to Improve the Quality of Foreign Language Education*. The interview questions from 1 to 4 led to the first theme, the 5th and 6th questions led to the second theme, and the 7th question formed the basis of the last theme. The interview questions are included in **Appendix 3**.

4.2.1. Theme 1: Essentials of good foreign language education

This theme includes the factors that are considered to be vital in a good foreign language education by pre-service teachers of English. The theme consists of three categories: Effective teaching practices, student characteristics, and teacher characteristics. Below is presented the table of the theme with its categories and relevant codes.

Table 4.1.

Theme for Essentials in Good Foreign Language Education

Theme # 1 Essentials for Good Foreign Language Education		
		N
Category # 1 Effective Teaching Practices	Using various materials	8
	Encouraging cooperation	8
	Incorporating various activities	8
	Benefiting from technology	6
	Interactions in L2	4
	Respecting diverse talents	4
	Encouraging active learning	4
	Prompt feedback	2
	No emphasis on grammatical rules	2
	Communicating high expectations	2
	Incorporating various teaching techniques	2
Category # 2 Student Characteristics	Positive attitudes towards teacher	6
	Willing to learn	4
	Having learning goals	3
Category # 3 Teacher Characteristics	Well-trained	6
	Positive teacher-student interactions	4
	Flexible	3
	Confident	2
	Active	2

The data obtained from the participants revealed the perceptions of the ideal factors that need to be present for a high quality language education. The first category includes the descriptions of effective teaching practices from the participants' point of view. The participants considered teaching practices to be of great significance in foreign language education. When chosen carefully, teaching practices lead the way to quality in education. According to the participants, one way to ensure effective language teaching is to use various materials as it helps to keep the motivation level high among students by attracting their attention and answering the diverse needs of learners. Pointing to the use of a variety of materials, SP5 maintained:

'There need to be signs of English everywhere our students look. Languages are best learnt abroad. Now that we don't have such a chance, we will create our own opportunities. Colours should be on the walls, for example. Whenever a child looks around, he needs to see them.'

To attract student attention, SP3 noted, teachers need to come up with creative ideas to benefit from materials that cause a sense of novelty among students. The novelty here, as she described, is anything innovative that changes the atmosphere of the classroom. She expressed that *'besides plain lecturing, there could be visual aids, even a piece of music. Everything that includes novelty is fine'*. Thus, attracting students' attention does not always require complex materials that cost a lot of money. Even the same old material can work miracles when introduced in a new way.

The general belief held by the participants was that learning results could be enhanced through the encouragement of cooperation, groupwork, and peerwork. Focusing on the importance of cooperative learning, SP7 expressed her belief in the beneficial nature of cooperation within classrooms. She stated that, in the future, *'I will certainly encourage cooperation because I believe in the power of cooperation among students. I believe they can learn from each other'*. According to her, students can learn from their peers just as they learn from their teachers, if not better.

Likewise, SP1 maintained that the courses can be supported with the activities that trigger peer learning and groupwork. According to her, the inclusion of groupwork activities does not only positively influence the learning performance, but also helps learners get over their anxiety regarding active participation in the activities. She reflected on her own experiences and concluded that she still lacks the ability to speak fluently in English without fear because she was not encouraged to engage in groupwork activities. She believes groupwork activities can be the solution to the biggest problem of students, that is, speaking anxiety. The participant's (SP1) comment was as given below:

'After teaching grammar, for example, there could be a small conversation. It can be a groupwork, not individual speaking, because we all still have hesitations about participating in the course. We feel like we can't speak and that we will look like a fool. By groupwork, I would like my students to feel confident and that they can do it too.'

She continued:

'Like I said before, students generally have serious problems about participating in the course at first. They fear they cannot make it. At

university, we still have such hesitations. Thus, I would emphasise active learning and cooperation.'

The participant clearly believed the classroom practices provided by her teacher lacked the quality to encourage cooperation among her classmates, which admittedly caused speaking anxiety for good. She wants her future students to be more lucky than she was, thus she plans on providing them with activities that will contribute to their confidence and encourage them to participate in courses.

Another participant (SP6), on the other hand, mentioned her positive experiences with cooperative activities in her English courses from an early age. According to her, her *'experience with cooperation proves that cooperative activities are important for students to love the course'*. She is convinced that she chose being a teacher of English because of the sweet memories of English courses in her childhood and that she is a concrete example of how cooperation works wonders for helping students love learning English.

A majority of the participants emphasised the importance of incorporating various activities as well. According to them, the variety of the activities chosen for the courses appeal to different learner needs and add fun to the learning process. Games were considered as one of the most influential way to teach learners. As one participant (SP3) explained:

'For young learners, everything that includes games is more enjoyable. And this would result in better learning. For older learners, incorporating various activities might also be beneficial. I myself like doing activities.'

Games are mainly believed to be appropriate for young learners, but as SP3 admitted, they can appeal to students of all ages when chosen carefully to be suitable for the particular age group.

The participants mostly grounded their future plans on the basis of their personal experiences while learning English. But there were contrary situations as well. SP8, for example, highlighted the importance of teaching through games and peer activities, yet admitted *'we do not do such things in Turkey'*. Another participant (SP4), pointing to

the same issue, mentioned her future plans regarding her teaching as *'I want to do activities that I haven't experienced. For example, I would like to do reading activities, speaking activities. I want to emphasise correct pronunciation'*. Previous teachers may have an influence on the way their students teach as teachers, yet the comments obviously revealed that students do not copy their teachers' practices blindly. On the contrary, when they notice their teaching practices lack quality, they aim to be a different teacher that does not make the same mistakes.

Another widely discussed ideal teaching practice included benefiting from technology. The participants regarded technology as vital for foreign language education, especially for the education of new generation who grow up to be very familiar with computers and the internet. As SP1 argued, teachers need to accept the reality that computers occupy a significant place in the new generation's life and find ways to use them to make foreign language courses more enjoyable for the learners. She believed technological facilities can help learners improve themselves in many fields including the way they pronounce the words: *Computers are now an indispensable part of students' life. By incorporating them, I believe that we can enjoy a better education. Particularly, for teaching pronunciation.*

The technological facilities mentioned by the participants varied from a radio to smartboards. Most of the participants agreed that they could use anything to attract student attention such as slideshares or simply listen to music or watch a movie with their students to motivate them.

Encouraging active learning was also noted to be significant for an effective teaching practice. Half of the participants believed that learning by doing and experiencing for themselves, students can learn English more efficiently. A participant (SP2), providing detail regarding the benefits of encouraging active learning strategies, stated that she believed *'being active as students helps with retention of knowledge'*, which would naturally result in better language learning.

The results also pointed to the benefit of encouraging interaction in the target language. The participants assumed that languages are best learnt among native speakers, yet when this opportunity was out of question, teachers could bridge the gap by interacting with their students through the target language. SP5 stated that *'the target*

language must be actively used in foreign language education. Teachers must actively use the target language in classroom, too'. Teaching through L2, teachers do not only provide a chance for them to hear the language, but also challenge them to try their best to understand what is being communicated. As SP4 suggested, avoiding the use of mother tongue in courses *'could be difficult for beginners, but it would still be beneficial'*. Keeping the level high up encourages learners to try harder to meet the expectations.

The data revealed that respecting diverse talents and ways of learning was an important factor from participants' point of view. SP1 emphasised the importance of appealing to all learners in the classroom with the following sentence: *Before I start teaching, I need to have a background information about my students so that I could adjust my teaching to them*. She mentioned adapting her teaching style to her students' learning preferences. Sticking to the same teaching style, even if they feel very comfortable teaching that way, teachers may discourage the participation of some students. If teachers insist on going without alterations in their teaching style for the whole teaching and learning process, diverse needs of students cannot be addressed.

One of the participants (SP5) recalled her highschool memories when talking about respecting diverse preferences of students. She talked about a time when her classmate got to the point of hating English courses because of the type of activity that their teacher incorporated. She did not blame their teacher for using that exact type of activity, but for sticking to it and neglecting the diverse preferences of students in the class. To overcome such crisis in courses, teachers may choose various activities for a course rather than using the same type of activity that the majority enjoy.

Teachers may try to appeal to all learning preferences by incorporating various teaching methods as well. Occasionally changing the teaching method does not only encourage higher student participation but, as stated by SP1, also helps with the concentration of both learners and teachers. SP1 believed that she needs to know her students well to be able to choose from the many teaching methods so that she can meet her students' needs, which sometimes means adjusting the present teaching style or preferred method for the sake of better student learning. Following the same routine, even when the majority of the students are happy with it, may get boring for those that

have diverse preferences for learning. Taking student needs into account might pave the path for better teaching practices and learning performance. In her own words:

‘A period of 40 minutes is too long for both teachers and students to keep focused. The total process should at least be broken into smaller parts. The first 20 minutes for lecturing, 10 minutes for reading a passage or a drama... we can make our teaching more effective by changing our teaching methods, I think.’

According to the participant, one way to improve the quality of courses is to benefit from various activities and teaching methods in each course. By doing so, teachers can ensure the participation of all learners irrespective of their learner styles.

Another aspect of effective teaching includes providing prompt and timely feedback. The participants emphasised the importance of timely feedback to provide learners with the necessary knowledge of how they are doing and what else they should do to take their performance one step further. SP7 highlighted the importance of prompt feedback particularly for those students that have no background about the foreign language they are learning. She asserted that *‘timely feedback is very important in such schools (low socio economic status) because otherwise students learn the wrong form of language for the good’*. Her comment implied the low quality foreign language education those students receive and recommended providing feedback to either correct their previously learnt wrong language forms or to prevent them from learning the wrong form from the very beginning because, as is implied, they might not have another chance to hear the correct form. Thus, providing feedback may be a preventive measure for a high quality language education.

The participants regarded teaching grammar as a burden on teachers’ shoulders as well. On the basis of the data obtained, it can be concluded that for effective language teaching, teachers should allow their students to follow the same pattern they followed while learning their native language. Two of the participants, addressing the problems in the foreign language teaching in our country, pointed to the overemphasis on the teaching of the grammatical rules in courses. According to SP8, teachers need to reflect on the way native languages are acquired. Her comment regarding the overemphasis on grammatical rules is as follows:

'How did we learn our native language? It is not logical to teach students rules. They record the rules, and cannot speak the real language. There are many methods, but we stick to the very first method in Turkey while teaching English.'

The participant was in favour of encouraging language practice as well as providing opportunities for students to hear the language throughout the interview. Apparently, her belief was based on the notion that L2 acquisition should be similar to L1 in a sense. Native languages are acquired through a great deal of interaction and exposure to the language from the very early days of babyhood. Thus, she believed, instead of focusing on grammatical rules, teachers should provide opportunities for their students so that they can practice the language and reach a certain proficiency level because knowing a language on paper, yet being unable to use it for real communication, makes no sense to the participant.

One of the participants (SP4) focused on the importance of having high expectations from students by giving an example from her own experiences. She maintained that *'I had a teacher whose expectations were high. I adjusted my studying performance in accordance with her expectations. That could be effective for our students, too'*. She recalled how she challenged herself to do her best in order to live up to her teacher's expectations. She believes students can try hard to improve their performance when they know their teacher believes in them. SP7, however, takes a different point of view regarding the issue. According to her, high expectation from low achievers can sometimes be a disappointing experience. She maintained:

'I had a teaching experience in a school of a low socio-economic status. You cannot expect a perfect language acquisition. I once expected, but it was a total disappointment for me. Then I knew it was not possible, because they did not have a background of this language.'

For high expectations to work as expected, she admits, they have to be carefully defined in accordance with the students' actual level. The gap between expectations and the reality, that is, should not be huge.

There can be no education without students and, not surprisingly, the success of education depends on the factors related to students as well. The majority of the

participants believed that students need to have positive attitudes towards their teacher in the first place. According to them, it is the cornerstone of foreign language education and determines the quality of the education that is provided as well as the amount of student learning. In other words, when students love their teacher, they are more likely to succeed in the course. One of the participants (SP7) expressed that high expectations would result in better performance only if students love their teachers. Otherwise, as she stated, they would not bother trying harder to answer the expectations: *Students firstly need to love their teacher, it is very important. Then you can have high expectations and students can live up to them.* Positive attitudes towards the teacher was, here, regarded as one of the most important factors in good education.

Another participant's (SP5) comment also revealed the importance of positive student attitudes towards the teacher. She maintained that she personally experienced how positive attitudes towards the teacher of the course resulted in better performance, while the contrary situation created a sense of hatred for the course for good. She added: *I would try my best to make my students love me because I've seen that if student do not like their teacher they automatically do not like the course. I would be a friend to my students.* According to her, the interactions between teachers and students need to be positive from the beginning to be able to keep a bound which will naturally result in positive attitudes toward the course itself.

Another important factor that is essential in good foreign language education is considered to be students that are willing to learn. *'If a student really wants to do something, he can, no matter what'*, as maintained by SP4. SP6 also emphasised that *'motivation and interest are very important in foreign language education'*. The general belief is that learners take as much as they want. Even the best teaching practices may not work with unwilling students. As SP8 commented, *'when the people around them, generally their family, encourage them, students are more willing to learn'*. Thus, it is important that students are surrounded with supportive friends or family for better learning outcomes and a more enjoyable learning process.

Another important factor in foreign language education was considered to be having learning goals. One of the participants (SP2) expressed that she wants her future students to have learning goals because she believes *'if they have a goal, they like using*

the language and they can learn more efficiently'. SP5 also highlighted the importance of learning goals by criticising the current education system:

'The ministry of national education does not give us a chance. Students can't learn English because they study just to pass an exam. We need to give students a good reason to learn English. Students need to be aware of the reasons for learning a foreign language. We need to explain that they need an additional language to improve themselves in their fields, or simply to keep in contact with people from different countries.'

The educational policies do not only shape the teaching practices in classrooms, but also determine students' learning goals. As commented by the participants, when learners know that they have to take exams that test their knowledge about the language rather than the four basic skills -reading, writing, listening, and speaking altogether- they tend to try harder to meet the expectations of the education system and forget that language is actually a means of communication in the first place.

Teachers are an indispensable part of a high quality education and need to have certain characteristics to keep the quality high, as well, as participants argued. The general belief among participants was that every student can learn provided that the teachers that teach them are well-trained. One of the participants' (SP4) comment was as follows:

'Teachers come first. Teachers need to teach well. They need to be well-equipped in their field. If we don't like the teacher, we don't like the course... For us to be good teachers, we need to have good teachers in the first place... Good systems will result in good teachers, and good teachers lead to good students.'

Another participant (SP5) expressed similar ideas to that of SP4 by uttering *'I believe that if teachers teach well, everyone can learn'*, yet admitted she might think so because she is still a student. There is room for the potential impact of future experiences as a teacher teaching real students.

The participants regarded positive teacher-student interactions as influential in foreign language education, too. 3 out of 8 participants highlighted the significance of the interactions between learners and teachers in and out of classroom. The nature of

these interactions was also believed to be influential in student performance. SP1 provided a detailed description of the impact the quality of interaction might have on students and teachers:

'Teacher-student interaction needs to be well-established. If there is a gap here, teachers won't trust their students and will suffer from decreased motivation. Likewise, students may experience low motivation as well. Both teachers and students have their own experiences in life, yet when both parties understand each other, the courses will be more positive.'

According to the participant, a good interaction within the classroom results in mutual benefits. Mutual benefits, in this sense, include increased level of trust and motivation between individuals and a more positive attitude towards the course. SP7, also noted that a positive teacher-student interaction is vital in education. According to the participant, teachers can be friends with their students. She explained her belief as follows:

'As a teacher, I believe I need to be in constant contact with them to be able to protect them from bad things. There is no one else to warn them. Some don't have parents. They need to be loved.'

Other participants, however, had some concerns about the level of interaction and the type of relationship they would have with their students. According to them, there needs to be a moderate relationship between teachers and students without crossing the limits, which can otherwise result in misunderstandings and misbehaviours. SP8, for example, maintained that she would like to have a deep interaction with her students expressed her concerns regarding the issue as follows:

'I think I would be close with my students but I can exaggerate it. I fear being too close and crossing the line. It is risky. I probably need experience to keep a safe distance between me and my students.'

Likewise, SP5 uttered:

'When the teacher is like a friend to students, they may get it wrong. When they don't like their teacher they cannot learn, but when the teacher

is too close, students may make too much noise and exhibit bad behaviours.'

Another comment by SP4 also addressed the issue from a similar point of view: *My priority will be discipline. When you behave like a friend, students don't know where to stop.*

According to SP7, who had a teaching experience, however, students want to see that their teacher care for them. She maintained that *'I am very close to my students. I have had no problems about it. The problems, I think, result from people's egos. In reality, if you respect yourself, everyone else will, too'*. She held the belief that teachers do not need to be afraid of losing their prestige as a teacher when they keep a close relationship with their students, and added: *The purpose is not only to teach, but also to educate. If you do not care for them, they might get involved in wrong doings... teachers can protect them from the outside world.* Apparently, she was sensitive about this topic because she taught in a school where students lacked a happy family life and were reportedly orphans, drug-addicts, or extremely poor. She, as a teacher, believed she can help her students to, at least, feel better and learn something at the end of the day.

The other characteristics that were emphasised by the participants included being active, confident, and flexible as teachers. The teachers of English are expected to do a lot of activities to attract their students' attention and be a role model for their students during their courses, which is why they need a certain amount of energy and confidence. According to one participant (SP8), teachers deal with students of varying age groups, and keeping their motivation high requires teaching through games, which is particularly true for young learners. This is why, as she stated, *'teachers always need to come up with new ideas and have the energy to play games'*. SP1, on the other hand, focused on the need for confident teachers and criticised teachers that constantly complain about the current education system. She expressed her beliefs in this way:

'Firstly, teachers need to believe in themselves. They need to think that they are not a part of the system, they are there to change the system. We need to sort out what we can do with what we have.'

Thus, before sinking into despair, they need to try harder to overcome the existing problems by taking the control of their teaching and they need to make careful decisions about what to teach, when to teach, and how to teach independent of what is exactly expected from them, as suggested by another participant (SP6). Being flexible, in this sense, helps teachers prepare their own teaching plan that would benefit students the most, yet requires legal regulations by the ministry of national education beforehand.

The first theme provided a general outline of the essentials of good foreign language education under ideal conditions as perceived by the pre-service teachers of English. The theme included three main codes: effective teaching practices, ideal student characteristics, and ideal teacher characteristics. The majority of the participants emphasised the significance of giving up plain lecturing with the help of incorporating various activities, materials, encouraging cooperation among students and active learning strategies as well as benefiting from technological facilities. Interacting with students using the target language, respecting diverse learning styles, providing timely feedback, putting less focus on grammatical rules, and having high expectations from students were also regarded to be examples of effective teaching practices.

The effective teaching practices, however, as the participants suggested, cannot result in achievement without students with certain characteristics. The participants' comments revealed that for a successful education, teachers need students that are willing to learn. In addition, students need to have learning goals other than passing exams that encourage them to learn English. Without real learning goals, as is understood, students cannot benefit from the courses as they should. Another important point here is the nature of student attitudes towards the teacher of the course. The participants believed that when students develop positive feelings regarding their teacher in the beginning, they are likely to like the course in the following years, which will naturally result in more active participation and better performance in the course.

The teacher characteristics that were emphasised in the comments included being a good, active, confident teacher as well as being skilled at encouraging positive teacher-student interaction. The participants generally held the belief that only good teachers can educate ideal students. Being a good teacher, for the participants, meant

having a sufficient amount of knowledge in the field, being skilled at attracting student attention, and being capable of answering the diverse needs of students. In addition, ideal teachers were believed to be active, confident, and flexible. Thus, teachers should keep their energy level high during the activities that require physical or mental effort, believe in themselves, and take the control of their own teaching by leaving the curriculum aside, at times, to be able to answer student needs. Effective teaching practices, indeed, cannot be effective without eager students and enthusiastic teachers with a certain level of knowledge in their own field.

4.2.2. Theme 2: Reasons for low quality foreign language education in Turkey

The perceptions of the participants regarding the ideal teaching practices were discussed in the first theme. The categories that made up the second theme, on the other hand, were underpinned by the participant comments that focused on the potential factors that adversely affect the way teachers teach and students learn, that is, the quality of education offered and received. The categories of this theme were defined as external factors, teacher-related factors, and student-related factors.

Table 4.2.

Theme for Reasons for Low Quality Foreign Language Education in Turkey

Theme # 2 Reasons for Low Quality Foreign Language Education in Turkey		N
Category # 1 External Factors	Unfavourable physical conditions	7
	Heavy Curriculum	4
	Unsupportive school management	4
	Wrong educational policies	4
	Time limitations	2
	Insufficient textbooks	2
	Employment of teachers from other majors	1
Category # 2 Teacher-related Factors	Over-dependence on lecturing	8
	No focus on language practice	4
	Not trying hard enough	3
Category # 3 Student-related Factors	Priority to pass exams	5
	Differing language background	3
	Socio-economic status	3
	Reluctancy	3

The comments of the participants during the interviews pointed to a number of factors that hinder a high quality education. One of the biggest obstacles for a good education was considered to be unfavourable physical conditions. The participants referred to large class size, lack of materials to be used, lack of language laboratories, and the fixed seating arrangement as the commonly encountered problems in Turkey. SP8 criticised the reality of overcrowded classrooms in Turkey and maintained that *'language cannot be learnt under such conditions. Language need special attention'*. The point that she stressed was the adverse effect of the unfavourable physical conditions, particularly large classrooms in this case, on the time that could be otherwise allocated to the activities for a better language learning. According to her, learning a language requires a focus on language practice, which is only possible in classrooms with an optimal number of students. SP3, likewise, asserted that the prior condition for a good education is a convenient learning environment. According to her, teachers or students cannot be blamed for a potential failure in student learning when the physical conditions do not allow for a proper teaching. In her words: *The most important factor that impacts the quality of education is the physical conditions of schools... If the physical conditions are suitable, then it all depends on individuals*. As is understood, teachers can provide a good education and students can engage in effective learning only in a learning environment that allows for it. If teachers cannot teach and students cannot learn in a convenient learning environment, though, both parties could be at fault. SP7, also emphasised the importance of the physical conditions of the learning environment and added that Turkey is not good enough at providing learning environments of the same quality in every part of the country. According to her, *'physical conditions are unpredictable, and you are now allowed to choose at your pleasure'*, which directly affects the quality of education provided in schools. With a similar emphasis, SP6, also, commented on the importance of physical conditions while talking about her future dreams of teaching experiences:

'I wish I could live my dreams but we live in Turkey, and the conditions in the 81 cities of Turkey differ greatly. Some students do not know how to read in the fifth grade. And you are expected to teach English to them. Or imagine a school that is cold throughout the winter, no

heating... No blackboard let aside the smart one. Some students cannot speak Turkish. You cannot teach effectively under such conditions.'

The participants, addressing the reasons for the low quality foreign language teaching practices and learning performance in Turkey, mentioned the role the quality of the curriculum plays, as well. Three of the participants held the belief that learning and teaching in the classrooms are mainly based on the curriculum of the course. SP1, for example, maintained that *'there are too many topics to cover in the curriculum'* to be followed in English courses in Turkey. SP7, also asserted that the curriculum is too heavy, yet her actual criticism was for the curriculum being unsatisfactory despite the number of the topics to be covered in a limited time. She believed that the content that is provided to learners does not, in any sense, contribute to learners' language learning. According to her, *'the curriculum is awful... empty'* and *'students can blame teachers for the wrong practices that are indeed caused by the curriculum'*. SP8's criticism of the curriculum was in this way:

'We get stuck in the curriculum. Even if you do not teach a word in English yet let them watch a movie in English, I think they would end up with a better English. When too focused on grammar, students feel like they know nothing.'

The curriculum sets a barrier for learners to reach their full potential. With too many topics to be covered in a restricted time period, as argued, the curriculum is neither beneficial for students nor teachers.

The educational policies in Turkey were also considered to be a debilitating factor in foreign language education. The participants believed the success in foreign language proficiency among learners is parallel to the educational policy at the time. SP8 explained that the ideal teaching practices are:

'Not like the practices in this system, for sure! The system that puts desks in a traditional arrangement where students sit and the teacher stands in front of the board is wrong. It may work for other courses, but not for English.'

SP7, in a similar manner with SP8, argued that *'the quality of schools is a history now. All schools are ruined due to wrong educational policies'*. Then she compared the present education system with the one of her time, and added:

'The system that was present in our childhood and teenage years was much better. We all learnt English. Today, English courses start at the 2nd grade, but it means nothing. We learnt other courses such as math in English as well, it was effective and of quality. Today, education lacks quality.'

The participants emphasised the importance of the attitudes of school managers as well. Apparently, the teacher of a course is not alone in the school and need to be in harmony with the rest of the staff for a peaceful teaching environment. One of the participants (SP8) expressed her fears regarding the school manager of her future working place as following:

'The school manager can be inconsiderate and assume that you are not a good teacher and that you only play games or the parents might compare me to other teachers and think I do not teach anything because of my preferences to teach through games. People are aware of the problem but do not know that the solution might be games.'

She, clearly, believed games to be the core of language learning, particularly for young learners, yet was afraid of being labelled as a bad teacher by the school manager. Likewise, SP3 commented that the school managers need to value the teaching of English as a foreign language. Otherwise, without the permission of their school managers, as she stated, teachers cannot engage in the teaching practices that they believe to be correct and the quality of education is impaired as a result.

The other factors that were considered to be lowering the quality of foreign language education in Turkey included time limitations, insufficient textbooks, and employment of teachers from different majors. Time limitations, according to one participant (SP1), mainly stem from the heavy-loaded curriculum and the obligation of completing the curriculum, no matter what, for the sake of the official exams that students need to take. Textbooks, on the other hand, were criticised by SP7 for being far

away from being sufficient for the needs of students. Additional sources, she added, are a must under such conditions, yet might be difficult to afford for some learners:

'They [students] need a lot of practice and textbooks are insufficient [and] bad. You always need additional sources. But some students can't afford it. Some can't even buy proper clothing for the winter. How can you expect them to spend extra money on additional sources?'

The textbooks that lack quality, thus, puts extra burden on the shoulders of students, and parents, as well as teachers. Teachers need to put extra effort in finding out a more suitable teaching source, parents need to pay for the additional source, and students, on the other hand, need to study more to master not only the official textbook but also the additional one.

One of the participants (SP8), on the other hand, pointed to a current trend in Turkey which calls for the employment of teachers from other majors as English teachers. This makeshift, as she maintained, might seem to solve the problem of teacher shortness in the short run, yet the incompetent teachers, in terms of their knowledge in the field, cause inevitable destruction. Referring to teachers from other branches working as English teachers, she maintained: *They destroyed a whole generation*. She believed that only teacher who have received proper training can teach English to others. Otherwise, the foreign language teaching is condemned to fail.

Certain teacher-related factors were also believed to negatively affect the quality of the ongoing foreign language education in Turkish context. The data revealed that the participants mainly considered sticking to old-fashioned teaching methods to be one of the many problems encountered. An overdependence on grammar translation method and plain lecturing in courses which calls for passive learning were reported to be still very common in Turkey by half of the participants. One of the participants (SP1) attributed the failure in achieving fluency in the target language to the overemphasis on the teaching of grammatical rules. She pointed to the lack of emphasis on the other language skills such as speaking in this way:

'We, by writing each word 10 times without an emphasis on pronunciation, received an education based on rote learning. We can at least make our students use the vocabulary in sentences. We have been

passive learners for years. Even now we feel hesitant to speak in the class. We, as teachers, need to follow different paths to break this cycle.'

The participant's previous experiences in her education life apparently do not match with the type of education in her dreams. She criticised the teaching practices that do not give a chance for active student learning, and added she still experienced the adverse effects of the wrong teaching she was exposed to. She, as a prospective teacher, intends to follow a completely different path than she was made to follow as a student. Another participant (SP2), likewise, believed that teachers who think they can teach through lecturing are bound to fail in the end because lecturing, on its own, cannot attract students' attention, and, as a result, students will be reluctant to participate in courses.

'Teachers think that they can teach by lecturing and the number of activities is limited in classrooms. Things that would attract students' attention such as colourful cardboards are very few. As a result of this, students are unwilling to participate in courses... Our problem is that our education is still teacher-centred. It has to be learner-centred, yet students are not allowed to express themselves.'

She highlighted the importance of shifting from teacher-centred teaching to learner-centred education for more desirable learning outcomes because, the traditional teaching approaches in which students are passive and teachers do all the talking gives no priority to active student participation, which, in this case, means no language practice for students. That is, lecturing in foreign language courses means explicit teaching of rules about the language. In addition, the recent goals of education includes helping learners become confident with self-expression skills. For this, students need to know that they are in the centre of education and responsible for the whole process of their own learning.

SP8 also agreed that, in Turkey, the emphasis is on the teaching of grammar and that this trend makes *'students feel like they know nothing'*. A remarkable comment by this participant, revealed her perceptions regarding one of the reasons why teachers may be inclined to plain lecturing:

'Teachers are not allowed to get angry, or even to give orders. You cannot tell a student to wear her hair in a ponytail. Being a teacher is no more prestigious. Nobody cares about teachers. This situation demotivates teachers. Demotivated teachers, as a result, cannot teach effectively. They will just lecture!'

Thus, she believed when teachers are deprived of their very basic rights and well-deserved prestige within a community, they might abandon the modern teaching methods which require more effort to be implemented and opt for the traditional teaching practices that they feel more familiar with.

The second factor that was believed to have a negative influence on the quality of foreign language education is the lack of focus on language practice during courses. This factor is indeed closely related to the first factor noted above. According to one of the participants (SP2), active use of the target language is a must in foreign language classrooms. Pointing to the reasons for low quality foreign language education, she explained that:

'In fact, there are many reasons to address but the biggest problem is that we learn the language only on paper. Language is learnt through practice and interaction with the environment. We try to do it through the blackboards in classrooms. Teachers think that they can teach by lecturing and the number of activities is limited in classrooms.'

The overdependence on the teaching of grammar is considered to leave no room for the teaching of the four basic skills which are reading, writing, listening, and speaking; the last two being the most neglected. SP2 expressed that *'the time allocated for active student participation is insufficient'* and added: *No practice, no listening, no speaking... Emphasis is on writing... Students cannot speak the language they write.* Teaching practices which lack proper emphasis on all four of the basic skills, thus, are believed to be one of the reasons why students lack particularly speaking skill in Turkey. SP4, on the other hand, put emphasis on the lack of opportunities she was offered to use the language and asserted that native speaker teachers could resolve the problem, particularly for speaking related issues, to an extent:

'My major is English, yet I still can't speak fluently because I lack practice. If we had a native speaker as instructor, for example, we would have to speak in English. We did not do anything related to speaking skill in highschool either.'

The comments by SP7 mainly attributed the failure in terms of language acquisition level in Turkey to the wrong educational policies. She expressed that she is in favour of the education system of her own time when she was still a secondary school student. Yet, she added, the education system of her time deserved a critique: *Even in those golden days, we did not learn how to speak. Yet we knew everything else about the language.* The previously followed educational policies, according to her, were better than the recent policies in that the former led to achievement in grammar at least. It was not good enough, however, to improve other skills just like the current one.

Two of the participants criticised teachers for not doing the best they could for a good education and regarded this situation as a problem that impairs the general quality of education. According to them, teachers can work wonders even under the most unfavourable conditions if they are determined to overcome the problems. SP2 admitted that teachers need to follow the present curriculum, which may be far from perfect. Her comment below revealed her expectations from teachers of English in such conditions:

'Teachers implement the curriculum, they have to conform to the rules. But still, teachers can use the first 20 minutes for the official curriculum and then the rest for their own activities. They can use their creativity. I think they cut corners.'

SP3, on the other hand, was optimistic about her future teaching experiences. According to her, teachers, even those who are idealists in the beginning, give up when faced with problems in the teaching process. She believed that even under the most unfortunate conditions, *'teachers should never give up. They should always have hope'*.

The next category of the theme was related to student characteristics that hinder the implementation of an efficient education. A high quality education, as the participants asserted, depends on many factors, and a lack of certain student characteristics threatens the quality to a great extent. The student-related factors for

failure included priority to pass exams, differing language background, socio-economic status, and finally, reluctance to learn.

The comments provided by the participants revealed a general belief that students' prior purpose in English courses is to pass exams they take. English, for them, is something to memorise; not a language to use. They engage in rote learning and tend to forget what they know by the end of the exam they have sit. One of the participants (SP4), for example, provided valuable insight into the problem by reflecting on her own experiences as a highschool student. She seemed to complain about the way their teacher taught them, which put the main focus on the teaching of grammar and neglected other skills. She believed that because of her teacher's wrong teaching practices, she now lacks the speaking skill as a prospective teacher of English. Yet, afterwards, during the interview, she admitted that the problem was in fact not one-sided:

'We always blame teachers, but I think it is mostly about students. We were taught that way, through tests, but now I understand that we wanted it ourselves. Our priority was exams. So we did not react to the way we were taught.'

She was, in fact, expressing her past regrets. She could have resisted being taught without any kind of language practice, but as she explained, she did not simply because she wanted to pass the official exam she had to take at that time. The comments by SP5 were in line with the SP4 in that studying English with a purpose to pass the exams is not the solution to any problems that exist in the final language learning outcomes. She expressed that *'the language that we learn just for the sake of passing an exam takes us nowhere'*. SP8 also admitted that the prior purpose of learners has been to pass exams for a long time; yet explained the issue from a different stance:

'Students are trained as racehorses to pass exams. They do not care about learning English because it is not their priority until they graduate from university and realise that they need to know English to get a good job. We get stuck in the curriculum.'

She believed that, all in all, curriculum gets in the way. Learners are overwhelmed by the pressure of having a complete knowledge of the topics in the

curriculum. Students are forced to put passing exams high up on their priority list because of the growing expectations of not only the system, but also the parents. Being the centre of the common interest requires good marks from exams, not good language skills that one cannot show during a written test exam. When students finally realise that they need an additional language, English in this case, for their future career, it is too late to cover the gap.

Another factor that was believed to be influential in the quality of education is the socio-economic status of learners. The socio-economic status, as was explained by almost half of the participants, does not have a positive or negative impact on their learning skills. However, when they lack proper life quality standards, they explained, their priority changes from learning to surviving. For learners who have to work under bad conditions, playing games in courses to learn a language that they will probably never have to use might be far from a logical practice. As SP8 maintained:

‘The school that I will work can be in the rural. It can be a problem because the students’ priority will be survival rather than learning a foreign language. So, the games that we play in courses might mean nothing to them.’

SP6 also expressed similar opinions on the issue. According to her, the schools that learners of low socio-economic status provide an improper learning environment. Classrooms might be cold in the winter, or there might be no smartboards that good schools have. Students in such schools cannot compete with their rivals that attend private schools or state schools with all kinds of facilities. In addition, teachers in such schools cannot always realise their pre-determined teaching goals. Another participant (SP7) also pointed to the struggles those students have to go through. In her comments, she mentioned students who cannot get properly dressed even on the coldest days of winter, emphasised the low quality textbooks, explained the need for additional sources, and asked a hard-hitting question: *How can you expect them to spend extra money on additional sources?*

The next factor that was noted by the participants, differing language background, in fact is partly related to the previous one. Learners that have to attend schools in the rural are believed to miss the opportunity to receive a good foreign

language education. The unfavourable teaching environment as well as the hard life caused by a low socio-economic status were mentioned as the main causes of the differing levels of knowledge on English. Again, they emphasised that all students can learn when taught effectively, yet there are many debilitating factors for a good education in this case. SP4 talked about a time when in her classroom in highschool everyone else but her was good at English and she felt so bad. Her classmates came from school with good facilities but she had almost no English courses before. She added that she, then, tried her best to close the gap by studying harder, yet admitted feeling inadequate still. Considering the problems that she might encounter when she starts teaching, she said:

'They [students] will probabyly lack necessary background knowledge of the language in secondary school. It would be a problem for me. It was the same for me, indeed. I did not know anything about language [English] until highschool. Even after that, my knowledge was very limited.'

A weak prior knowledge of the target language, thus, is considered to be problematic for both teachers and students. As a student, she remembered having a feeling of inadequacy when she compared herself with her counterparts. As a prospective teacher, on the other hand, she believed, it is difficult to teach such students because their background knowledge falls behind their classmates'. Such differences generally call for different teaching approaches and activities, which might make things complex for both parties.

The data also revealed that the participants valued students' willingness to learn and referred to reluctance as one of the biggest problems in the way. The general belief was that even the best teachers cannot teach learners who resist learning. SP6 formulated a simple rule based on her experiences as a student: *'If students do not want to learn, they will do their best not to learn. They will negatively impact the whole class.'* SP2, also attributed low quality foreign language education to the presence of unwilling students. Yet, she also highlighted that teachers need to do their best to make their courses fun enough for learners so that they start to love the class.

The second theme, in brief, gave reasons for the low quality foreign language education in Turkish context. The participants comments were categorised under three main headings which included external factors, student-related factors, and teacher-related factors.

The comments that fell into the first category were mainly about the external factors that did not involve teacher or student mistakes. The participants blamed unfavourable physical conditions for the current foreign language education that does not meet the expectations. Crowded classrooms, lack of language learning laboratories, too hot or cold classrooms, for example, were considered to be impairing the quality of teaching practices and learning outcomes. Another factor that needed improvement was noted as a bad curriculum. A heavy curriculum that aims to teach everything about the language yet neglects teaching how to use the language was also blamed for the failure experienced in the field of foreign language teaching. Along with the bad curriculum, wrong educational policies also misguide the whole teaching and learning process. Without a radical change in the perceptions of language teaching, succes was believed to be far away. Another obstacle for a good education was considered to be unsupportive school manager and staff. When the school manager is not open minded about the new language teaching approaches, the teaching practices were believed to be negatively influenced. Time limitations also stood as a problem in Turkish educational context. Particularly, the heavy curriculum and overcrowded classrooms worsen the time management issues in the class. Teachers cannot provide an education caring for the diverse learner preferences, or offer feedback in time. Insufficient textbooks were also regarded as one of the reasons for low quality foreign language education. The participants voiced the need for additional sources over and over, yet also admitted that not everybody in classrooms can afford such an extra expenditure. The employment of teacher from different majors as teachers of English was mentioned only once in the interviews, yet is still important because it reflects the reality of Turkey. People who are not qualified as English teachers, as the participant highlights, cannot raise students with a strong background of English.

Teachers are also influential in the quality of the education. The influence they have, however, might be either positive or negative in accordance with their teaching practices. The participants held the belief that if teachers keep depending on lecturing

and grammar teaching too much, a potential increase in the language learning outcomes does not stand the slightest chance. Likewise, neglecting language practice for the sake of teaching detailed grammatical rules also was considered to be one of the biggest problems that had to be solved. Teaching English in Turkey might not always be a perfect experience, as the participants emphasised, yet it is important that teachers keep doing their best without giving up. When teacher give up easily, it is assumed that teachers do not care enough about their students. Thus, the participants noted that in Turkey we need teachers that try even harder to improve the general quality.

Students, on the other hand, were believed to learn English for the sake of exams and were accused of resisting learning English as a means of communication. As some of the participants argued, there are reasons behinds such student behaviours such as a bad curriculum and the overwhelming significance attached to passing exams by the education systems and parents themselves, which are also points to be improved in Turkey. Low socio-economic status of learners was considered to be a debilitating factor by the participants. The important point here is that learners of low socio-economic status were not accused of lacking the skill to learn. In fact, the participants seemed aware of the potential problems that such students might encounter in life. They indeed sounded empathetic for them. Yet, they were realistic enough to admit that these learners were mostly doomed to fail in learning English. The reason for the failure, again, would not be a lack of skills yet the struggles they have to go through in life. The final factor noted by the participants was the reality of reluctant students. As they suggested, when students are unwilling to learn, they cannot benefit from even the best teachers on earth.

4.2.3. Theme 3: Ways to improve the quality of foreign language education in Turkey

The obstacles to a good foreign language education in Turkey were presented in the 2nd theme from participants' point of view. The 3rd theme is mainly based on the solutions offered by the participants to overcome the above-noted problems in Turkish context. This theme, thus, consists of the perceptions of the participants pertaining the ways to improve the quality of foreign language education in Turkey. The comments

provided by the participants revealed three main categories: *Changes in education policies, improving facilities of schools, and improving teaching practices.*

Table 4.3.

Theme for Ways to Improve the Quality of Foreign Language Education in Turkey

Theme # 3 Ways to Improve the Quality of Foreign Language Education in Turkey		N
Category # 1 Changes in Education Policies	Improving examination system	5
	Changes in education system	4
	Improving curriculum	2
Category # 2 Improving Facilities of Schools	Improving physical conditions	7
	Flexible seating arrangement	3
	School budget allocated to L2 education	2
Category # 3 Improving Teaching Practices	Increasing number/type/quality of teaching materials	4
	More emphasis on language practice	4

The qualitative data analysis indicated that, according to the participants, there are a number of factors that hinder the implementation of effective teaching practices, most of which can be solved by means of improvements in various areas. In this respect, half of the participants expressed an urgent need for alterations in the present examination system. The general belief was that most of the faulty teaching practices as well as unwanted student behaviours stem from the stress that the examination system causes for both teachers and learners. While some participants expressed the need of removing exams from students' life altogether, others opted for milder versions of exams which do not put as much burden on shoulders and evaluate students' basic language skills rather than focusing solely on grammar. SP8 commented on the need for changing the present way exams are prepared, addressing the adverse effects the present system bears on learners. She also offered an alternative assessment method as below:

‘We can find ways to get rid of exams. Without rivalry, students can be in contact with their peers. Students hate the ones that outperform them at exams. Every student has a different potential for different courses. We need to understand that their achievement needs to vary from course to

course. This is our biggest problem... I would like to get rid of their exam anxiety. We can assess their vocabulary by playing games, for example.’’

According to SP6, the examinations restrict teachers in that:

‘‘We [teachers] can disregard the curriculum, but we have an exam reality in Turkey. Students will take exams that are prepared in accordance with the curriculum. Teachers should be flexible, and decide on their own when to teach how to teach. Teachers should be able to make decisions on their own.’’

Another participant (SP3) also pointed to the problems the current examination system causes in foreign language education and maintained that *‘the system needs to be changed. We need to leave curriculum aside and teach slowly’*. According to the participant, the responsibility to complete the heavy-loaded curriculum in due time puts pressure on teachers. As teachers rush to finish the curriculum, students miss the important points, and most importantly, they are deprived of their chance for language practice. As she maintained, by slowing down the teaching process, *‘we [teachers] can play many games and do many activities, have one-on-one interaction with students.’*

The participants also believed that the quality of the foreign language education in Turkey can be improved through improvements in the facilities that schools provide to learners and teachers. In this respect, half of the students directly pointed to the improvement of physical conditions when asked about solutions to the current problems in the teaching of English. SP6, for example, asserted that *‘the physical conditions of school should be improved’*. Another participant (SP1) also emphasised that *‘the physical conditions need to be improved for effective groupwork’*. Special laboratories designed for foreign language education, in this sense, were regarded as a must for a good teaching that is based on the promotion of the four basic skills. SP2, in her detailed comment, described the language laboratories in her mind:

‘‘Most importantly, I think every school should have a laboratory for language education. In addition, students in a class should have their own classroom for language education. In that classroom, they need to have a smartboard or personal computers to do listening activities. Visual aids are also important. The classroom should appeal to all their senses.’’

Parallel to SP2's comment, SP8 also accentuated the need for classrooms specifically designed for language acquisition and maintained that 'in those classrooms, students need to do the things that they need to do and enjoy their time'. The language laboratories were believed to offer a more enjoyable learning process and support learners' acquisition with the various facilities that they provide the learners with. These facilities included both materials and technological aids that back up the process.

Another important factor that the participants mentioned, in this regard, was the improvement of the seating arrangement within classrooms. In Turkey, as my own and the participants' previous experiences revealed, fixed desks are still very common in schools, even at the tertiary level. The non-flexible seating arrangement was regarded to be an obstacle for the good teaching and learning practices. SP8, for example, mentioned how a change in the seating plan can pave the way for more effective implementation of games as follows:

“The system that puts desks in a traditional arrangement where students sit and the teacher stands in front of the board is wrong. It may work for other courses, but not for English. Students don't feel comfortable. In addition, you cannot learn a language without learning its culture. Thus, seating arrangement should be changed. We can have rooms for game with comfortable cushions on the floor.”

Another participant (SP1) also criticised the present seating arrangement for limiting groupwork activities and advocated for a more flexible seating plan instead in these words: *Another thing to be adjusted is the classrooms. They need to be suitable for groupwork activities. Our desks are fixed, for example. We cannot move them. This is a restriction.* SP5 also agreed on a change in the current seating plan from a wider sense: *The seating arrangement should be adjusted to students' needs.* Classrooms are where students are expected to do most of their learning. Teachers, on the other hand, need to provide the best learning opportunities for their students within classrooms. Thus, classrooms need to answer the demands of the students and teachers because both are the core of the education.

A quarter of the participants, on the other hand, discussed the need for a school budget allocated for the ongoing language teaching practices in each school. The budget

was believed to be vital in schools of lower class in particular, where students and their parents may not afford the additional expenditure the current curriculum and the physical conditions of schools may necessitate. SP1 focused on the need for active language practice in classrooms, and added that: *Sometimes, the additional materials that are needed [for language practice] are pricey for parents. So, there needs to be a school budget for such necessities.* SP7, on the other hand, had a teaching experience in a school of lower class and her overall comment during the interview described the struggles her students had to go through financially. Thus, she held the belief that *‘there need to be a good school budget’* to compensate for such inequality between learners of different socio-economic status.

The final category pertaining the ways to improve the quality of foreign language teaching in Turkey included suggestions of alterations in the current teaching practices that teachers perform. The importance of benefiting from various materials and types of activities was emphasised during the interviews by the participants. Three of the participants directly addressed the need for increasing the quality of teaching practices by means of incorporating a variety of teaching materials and activities that offer opportunities for learners to be exposed to the target language. SP8, in this respect, mentioned the importance of them in the following phrases:

“Teachers need to be passive there [in special language learning classrooms]. Learners need to do things in groups. Students will improve themselves by talking to both their teacher and peers. We can play games, make them retell a story to their peers in English. We do not do such things in Turkey.”

SP2, on the other hand, put emphasis on the need for various materials and explained that *‘visual aids are also important. The classroom should appeal to all their [students’] senses’*. SP1, in a similar manner, asserted that *‘we need to provide opportunities for student so that they hear and see’*. Apparently, not all learners learn in the same way. Thus, providing them with materials that evoke various senses was considered to be important when the purpose is to increase the quality of teaching practices.

Half of the participants also mentioned the need for putting more emphasis on language practice during courses, which is linked to the previous factor that was mentioned above. Language is learnt through practice, and for communicational purposes. With this in mind, the participants offered an increased variety of opportunities for learners to hear and use the target language. One of the participants (SP4) criticised that she lacked the opportunities to hear and use the language throughout her student life and suggested that *'there should be more emphasis on practice. We can have native speaker teachers'*. She believed that having native speaker teachers, students feel forced to use the target language without extra effort by the teacher.

The final theme, in brief, revealed that the participants considered a number of factors to be of ultimate importance in terms of improving the foreign language education that learners receive.

In this respect, the first category defined on the basis of participants' comments was about the changes in the education policies. The participants accentuated a need for improving curriculum, examination system, and the education system overall. According to them, the improvement of one of them necessarily leads to the improvement of others. Thus, as a whole, people in charge need to review the current system and make the necessary alterations to make them address student needs in a more effective way.

The second category was about the improvement of the facilities that schools provide. The quality of learning and teaching, that is, education, is mostly determined by the quality of the teaching and learning environment. The general belief was that the physical conditions of classrooms and schools need to be enhanced for better teaching practices and a better learning outcome. The second common belief among the participants in the category was closely related to the improvement of physical conditions, and suggested a more flexible seating arrangement within classrooms. The fixed desks that are designed in a traditional manner were considered to be negatively affecting the teachers' choice of activities. According to the participants, the seating plan should be carefully organised to be convenient for various kinds of activities, including groupwork activities.

Another point that two of the participants drew attention to was the need for a special school budget allocated to the teaching of English. The special school budget was believed to benefit those students who cannot afford the basic requirements of the learning process, such as additional sources. Such a budget, as the participants noted, can bridge the gap between learners with different purchase power and help them start the learning process equally from the very beginning.

The final category of the theme included suggestions for improved teaching practices in foreign language courses. The participants commonly addressed the need for incorporating activities and materials of a great variety in courses. Thus, they believed, students can be more motivated to learn, which will naturally positively enhance the learning outcomes. Another point that was emphasised by the participants was the need for providing opportunities for language practice to students. The general belief was that learning a foreign language should follow a similar learning pattern as to that of the native language. Thus, according to them, increasing the amount of students' exposure to the target language as well as encouraging active use of it helps increase the quality of foreign language education in the long run.

4.3. Qualitative Data Results from In-service Teachers of English

The interviews conducted with the in-service teachers of English were analysed through content analysis. On the basis of the analysis, the emerging themes were defined as follows: *Essentials of Good Foreign Language Education*, *Reasons for Low Quality Foreign Language Education*, and *Ways to Improve the Quality of Foreign Language Education*. The first theme was mainly based on the answers to the 1st, 2nd, 3rd, and 4th questions. The second theme was defined on the basis of the 5th and 6th questions. The final theme, on the other hand, had its basis on the answers to the 7th question in the interview. The interview questions are included in **Appendix 5**.

4.3.1. Theme 1: Essentials of good foreign language education

The data obtained through first four questions of the interview revealed the participants' perceptions pertaining to what a good foreign language education process consists of. The first theme, in this sense, included three main categories that were

believed to originate a high quality foreign language teaching when put together. The categories in this theme included effective teaching practices, student characteristics, and teacher characteristics.

Table 4.4.

Theme for Essentials of Good Foreign Language Education

Theme # 1 Essentials of Good Foreign Language Education		N
Category # 1 Effective Teaching Practices	Encouraging active use of the target language	20
	Incorporating various activities	12
	Encouraging active learning	8
	Encouraging cooperation	7
	Encouraging interaction	7
	Introducing learning goals	5
	Benefiting from technology	4
	Using various materials	4
	Modern teaching approaches	3
	Altering teaching styles to meet learner needs	3
	Interaction through L2	3
	Emphasis on time on task	3
	No emphasis on grammar	2
	Creating a friendly classroom atmosphere	2
	Providing prompt feedback	1
Category # 2 Student Characteristics	Motivated to learn	3
	Positive attitudes towards teacher	2
Category # 3 Teacher Characteristics	Well-trained	5
	Positive attitudes	1

A good foreign language education was perceived to be primarily based on good teaching practices performed by teachers. The teaching practices in the foreign language education process were believed to be vital for preferable learning outcomes. Of the many teaching practices that were regarded as effective, encouraging active use of the target language was highlighted by almost all of the participants. According to the participants, language cannot be learnt by sitting passively in the classroom without a focus on practicing it. Languages should be learnt for communicational purposes and the procedure requires effort to understand the language that is heard and produce original sentences to keep up the communication process. P3 commented on the

importance of encouraging active use of the target language in classrooms. Reflecting on her own teaching practices, she asserted that:

“I think, the essentials of a good foreign language education are the four basic skills and the practice of them... I try to make them [students] use the phrases they have learned in like a dialogue with peers or in sentences.”

Another participant (P1), in a similar manner, focused on the practice of English for communicational purposes as an indispensable part of the foreign language education. He expressed his ideas as given below:

“The target language must be used as a means of communication, and appropriate sources and activities should be the centre of courses. Thus, for me, the use of target language and promotion of interaction are very important... I do my best to create a classroom environment where we can use English as a means to communicate... We need to start, I think, by admitting the fact that English is a language before a course. When we use it as a means of communication, it would be more enjoyable.”

A similar comment came from P4 regarding the issue:

“I think students need to understand and express that they have understood. For this, listening and speaking activities are a must... We need to let students speak in the classroom and express themselves... In classroom, we do activities that allow students to be active learners and speakers.”

P6 also emphasised the significance of providing opportunities for language practice to students and gave examples of activities that could encourage language practice:

“Four basic skills should be appropriately emphasised in courses. Students need to be encouraged to use the target language... We need to encourage our students to speak English by following various sources... Students need to have opportunities to practice the language they have learnt. They may go out and make an interview in English, for example or they may try to talk to tourists.”

Clearly, the participants try to create opportunities to use the target language in classroom, which is otherwise not possible in a country like Turkey where English is not a language that is actively spoken outside the classrooms. As P8 accentuated, foreign languages are best learnt abroad where individuals have to speak the target language to go on with their lives. Yet, when the chance of living or studying abroad are out of question, teachers need to put extra effort to compensate for the opportunity that students lack. The participant asserted that:

“Students can be trained for at least one year in countries where English is actively used. If not possible, the programme should include techniques and methods that improve four basic skills. So, while teaching the language, we need to show them how to use it... We can create opportunities for them to meet foreign students and speak with them.”

Thus, the general belief was that students need to be encouraged to use English in classrooms, mainly through speaking activities, so that they know how to use the target language for communication.

The second most commonly noted effective teaching practice was, on the other hand, the incorporation of various activities during courses. According to the participants, language learning can be fun in the students’ eyes with the help of a variety activities that offer opportunities of active student participation. Games, in this respect, were perceived as vital, particularly in the teaching of young learners. P4 believed, for example, benefiting from games in courses enhanced her teaching. She stated her ideas as following:

“There are very good applications and websites. For example, I like teaching through games a lot. They learn by competing each other, but not for extra points. They enjoy the rivalry. If we make our own research on it, we can do good jobs. I believe I teach better with the help of games.”

P7 also expressed similar opinions regarding the use of games in courses. A short comment by him reveals the importance attached to the fun factor in education:

“For young learners, teachers need to teach through funny activities. They need to have fun. They can learn while having fun, like a game.”

P2 expressed her ideas regarding the use of various activities, especially games, as follows:

“In the warm up phase, we play games. Games are important for children. You can’t do that with 4th graders. You need to take things seriously then, you have to do tests, and they get bored.”

The participant was in favour of game-like activities for a successful language acquisition. Yet, she drew attention to the reasons why teachers cannot benefit from games in the long run. The expectations of the curriculum and examination system, she maintained, lead to a radical change in the teaching style and the activities to be used as students get older. After the first two years of foreign language education, when students get to the 4th grade, thus, they are exposed to an education that mainly lacks the fun factor. The same participant recalled her teaching practices and explained how she tried to keep learners of different ages active through the activities she designed:

“My 2nd and 3rd grade students never take English tests, yet because they see the vocabulary through visual aids they can keep the words in mind. They learn very fast. They see, hear, sometimes they come to board themselves, do things. In my 4th grade class, the students read five English story books. Mostly, I read the book loudly or played a tape of the book, so they could hear the native language. The Cd even had a song. Then there was a test in English. We analysed the story. Who were the main characters? Which one did you like the most? All in English. Catching a single word is enough. I think we need to do different activities for efficient learning. For efficient learning, interactive teaching and learning is very important.”

Half of the participants addressed the importance of encouraging active learning in courses, as well. The participants believed that a good foreign language education is possible only when students are active learners in classroom. The traditional teaching approaches that necessitate passive listening and note-taking were considered to be far from answering the current needs of foreign language learners. According to them, the purpose of learning a language is to be able to use it as a means of communication. Therefore, students need to receive an education based on activities that put emphasis

on the use of active learning strategies rather than memorisation skills. The comment by P10 explains the issue comprehensively:

“The students should be active participants, also. I mean, students should not just sit on their desks listening to their teacher. This is never enough for language acquisition. They need to know how to form their own sentences. They need to know where to use those sentences. Then, we can say that we have taught effectively... I encourage active learning. I think it is the ideal way to learn.”

Another participant (P4), emphasised the need for encouraging active learning strategies through activities that encourage listening and speaking. Below is her comment on the issue in her own words:

“I think students need to understand and show that they have understood. For this, listening and speaking activities are a must. Active learning strategies can help us achieve this. We should teach by putting learners in the centre. We need to let students speak in the classroom and express themselves... It is important that students participate in the course actively... In my courses, we do activities that allow students to be active learners and speakers.”

P8, addressed the benefits of encouraging active language learning strategies, as well. The participant believed that the more active learners are during the learning process, the more they benefit from the courses. Taking responsibility of their own learning and doing their best, learners can achieve success in an enjoyable way. She explained her ideas regarding active learning in the following sentences:

“Learners need to be active in their own learning. Thus, students can keep the language they have learnt in mind better and have fun simultaneously. Teachers have fun, too. Everyone does their own job.”

A teacher's job can be teaching, yet, more importantly, a student's job is to learn. When learners are provided with a chance to put effort in their own learning, as the participants suggested, the whole process of teaching and learning will be more fun for both learners and teachers with more fruitful learning outcomes.

The participants regarded cooperation among students as an important factor that influences their learning, as well. Therefore, they believed that effective teachers make use of activities, methods, and techniques that encourage cooperation in the classroom. Cooperation, as they regarded, is important for learners, particularly for those that are more on the shy side. Four of the participants held the belief that learners can feel more comfortable with talking to their peers, rather than teacher, about the points that they need extra help. P10, for example, expressed her effort to create opportunities for cooperative learning as follows:

“I think, firstly, students need a learning environment where they can work in cooperation... I also encourage cooperation among students because they learn better that way. Sometimes they feel shy to ask questions to their teacher, but when they are in cooperation with their peers, they learn more easily.”

P6 also believed that students benefit from cooperation among peers and explained his perceptions pertaining to the benefits of cooperation, pairwork in particular, in this way:

“Pairwork is also important. Some students can be shy but when they are on their own with their friends, there are no problems. When they warn each other about their weak points, they can get over them. When teacher asks direct questions to their students they may get shy... I prefer pairwork activities rather than following teacher centred teaching. They have fun. Sometimes I divide the classroom into 3 or 4 groups. We do activities using music and visual aids.”

According to P3, correction of errors may be problematic for teachers, yet can be made easier through cooperation among students. She maintained that *‘there is the reality of peer correction. Students are more comfortable talking to their peers. So I value cooperation through groupwork or peerwork’*.

Similarly, referring to the relationship between active learning and cooperation among students, P9 asserted that:

“Active learning is closely related to cooperation. I encourage cooperation among students because learning from peers is effective in

language education. Based on my observations, I can tell that learners feel safer while learning from their peers rather than their teachers.’’

As the comments suggest, the participants perceived cooperation among students as an important factor in the quality of education. Learning from peers, in this sense, should not be underestimated as its contribution to the learning outcomes of learners may exceed that of teachers’. Teachers can use activities that encourage cooperation among learners to build a sense of unity and create a platform where everyone can feel safe, and thus, lower their guard that would otherwise hinder the learning process.

A good foreign language education, as the data revealed, is believed to depend on the quality of the interaction between teachers and their students, as well. Almost half of the participants emphasised the significance of teaching practices that encourage interactions in classrooms. According to them, a frequent interaction and a strong relationship between the individuals in the classroom, particularly between teacher and students, can help overcoming problematic issues and benefit the learning and teaching process. A weak interaction pattern, on the other hand, was believed to harm the overall quality of the education. P6, in his comment, explained his perceptions regarding the teacher-student interactions and reflected on a previous memory as follows:

‘‘For a good foreign language education, student-teacher interaction is really important. Teachers may be good, and students may be ready to learn, but if they are incompatible, language education is in trouble. Teachers want to express themselves, learners want to learn from their teacher. When both parties are ready to do their job, the rest depends on the relationship. A good relationship leads to good learning... I once had a student, he hated English courses. English was a pain for him. One day, I talked to him one on one. He told that he once asked a question to his teacher about what he could not understand and he received a negative answer. He disliked his teacher after that. He hated the English courses, too. He felt relaxed after talking to me about his past experience. I wanted him to love my course, so I provided him reinforcement throughout our classes. I noticed the change in his attitudes. This made me so happy, then. Thus, I value teacher-student relationship a lot. When the interaction between students and teacher is strong, the courses are more beneficial. Students can freely ask questions and receive answers that they need.’’

The participant believed in the power of a quality interaction. His experience, for him, also confirmed that interactions can play an important role in the students' attitudes towards the course. Previously formed negative attitudes can also be enhanced as a result of an increasing amount of friendly relationship between teacher and students. This, as a consequence, paves the way for a positive learning environment where students feel free to ask questions for further clarifications. He also believed that when learners love their teacher, they try harder to use their full potential for better learning results. He expressed his ideas as below:

“To me, student-teacher interactions is the most important one. I try to keep the strong relationship I have with my students. If students love their teacher, they listen to the teacher well, participate in activities, and pay attention to their assignments.”

Another participant (P1) also mentioned the significance of encouraging interaction within classroom, yet focused on the student-student interaction, instead:

“Teachers need to be able to create a classroom full of interactions... To me, the most important thing is interaction. Both teacher-student and student-student interaction are important, particularly the latter... I try to teach a language and create opportunities for my students to use it. I am a source for them. So there are things that they expect to hear and learn from me in my courses. They also want to learn from their peers.”

Effective foreign language teaching practices, as suggested by the participants should offer reasons for learning the target language to learners. Students that are unaware of the reasons why they learn the target language and have no purpose of using the language elsewhere are likely to lose motivation at some point. The general belief among the participants was that priority of teachers should be convincing students to learn English. The source of motivation, however, should not be the will to pass exams. Instead, learners need to be motivated by the idea that they work on a new way to communicate with a wider group of people. The striking comment by P1 explains the argument as follows:

‘‘I try to help the [students] understand that English is not just a course to pass, it is also a language that enables communication. We need to start, I think, by admitting the fact that English is a language before a course. When we use it as a means of communication, it will be more enjoyable.’’

The main purpose of languages is to enable communication between individuals. The purpose of a foreign language should be similar to that of a native language. According to the participant, when learners understand that English is more than a mere course, and can indeed be actively used for communication, the motivation level will increase. For this, learners need to be exposed to the target language in a way that actually serves communicational purposes. P3, for example, mentioned a time how her students recognised that English was a real language upon encountering a native speaker of English. P3 asserted that:

‘‘Once a native speaker of English came to our classroom while I was teaching, my students were fascinated. They saw that they could encounter the language in their own country and actually have to speak it. Then they thought they really needed to learn English.’’

In line with the comment by P3, P8 also focused on the need for providing learners with opportunities to use the language they learn actively. She maintained that for this:

‘‘Learners can be encouraged to go abroad so that they can use the target language actively. They can get over their biases by using English as a real means of communication.’’

P7 also considered using English actively for communicational purpose is effective. However, going abroad, which is quite expensive, is not the only way to be exposed to the target language. He suggested an alternative way to create opportunities for active language use: *Students, for example, can communicate with people from different countries through the internet. Thus, we can give them a real reason to learn English.* Benefiting from the internet, therefore, can offer effective language practice free of cost and the real people that students keep contact with through the internet can keep their motivation level high.

The data analysis suggested that benefiting from various materials while teaching can be counted as an effective way to boost learning. Two of the participants regarded the use of different kinds of materials as important since they keep the motivation level up and encourage student participation in courses. P2 emphasised the importance of backing the course up with the help of materials. She also reflected on her own teaching practices and gave an example of how she uses materials in an average class:

“My second and third grade students never take English tests, yet because they see the vocabulary through visual aids. they can keep the words in mind... I have my pre-prepared materials., well, for example, when the unit is about countries and nations, I write the names of the countries on pieces of paper and stick them there [pointing to the blackboard]. Then we complete the activities in the CD we have. Next, we do activities that enable students to touch, like, they try to match the nations to the countries on the board. So, they can move, touch, and speak. They feel so happy. They feel happy matching the pieces of cardboard that are bigger than themselves.”

She, indeed, admitted that keeping learners active, particularly younger ones, in the course is the key to motivation and participation. Learners tend to get bored during courses in which they have to sit, not allowed to move around. Therefore, keeping them active in a controlled way through properly designed activities might be a solution to boredom and demotivation in courses, and it primarily applies to young learners who are new to foreign language courses.

From the data obtained, it is understood that for effective foreign language teaching, teachers need to give up teaching in a traditional way. Three out of the ten participants considered effective teaching practices to be those that are in line with the modern teaching and learning approaches. P6 emphasised the importance of keeping up with the current trends in the field in this way:

“... teachers must research the modern teaching practices and keep up with contemporary teaching approaches so that students can be active learners in the course and benefit from courses as intended.”

P7 also considered the implementation of modern teaching techniques as significant in foreign language acquisition. He expressed the need for a radical change in the way teachers teach as provided below:

“As a first step, teachers need to get away from their rote-learning based teaching and boring Grammar translation method, and they need to get familiar with the contemporary and new teaching approaches.”

Three of the participants addressed the importance of teaching English using it actively in courses. The comments provided by the participants revealed that teachers of English feel avoiding the native language in courses paves the way for more exposure to the target language, thus, benefits learners. Based on their own experiences as teachers, the participants maintained that students generally oppose to the use of English in classroom, yet when they have no other choice, they realise that they have to try harder to understand the course. P6 summarises the situation as follows:

“I pay attention to speak in English in my courses. My students generally get surprised at first, and they, initially, try to convince me to speak in Turkish. But I think they listen to me more carefully to catch what I say.”

An effective language teaching, based on the interpretation of the data, may also necessitate switching between various teaching methods and styles. What students need for further improvement in their foreign language skills, in this sense, forms the basis of the potential alterations in the way teachers teach. All students are unique individuals and cannot be expected to learn in the same way or at the same pace. P9 maintained that she is aware of and sensitive to the different needs of the learners and does his lesson planning by taking the diverse needs into consideration. He asserted that *‘I try to plan my lessons to cover the needs of students with diverse learning paces and preferences’*. Getting to know students and their diverse needs, thus, also prove to be important in the planning of the lesson. This process, however, may be challenging for teachers, as noted by P7. His valuable comment from a different stance was as below:

“Unfortunately preparing a lesson plan considering the individual difference is quite a tiring job for teachers. There are many activities for early finishers, but teachers need to deal with slow learners individually. It

may be a problem for the rest of the classroom. In addition, appealing to that many students with different interests is difficult.’’

P8, similar to P9, also emphasised the need for making changes in the teaching style to match the need of learners. Instead of sticking to one single method, teachers can benefit from a variety of methods to appeal to everyone’s needs in the classroom. Her comment on the issue was as follows:

‘‘The teaching techniques and methods that are used should be altered in accordance with students’ needs... We, as teachers, need to motivate our students. We need to adjust our teaching methods so that we can teach them without making them bored.’’

Thus, learners’ individualistic characteristics and different learning preferences may be problematic when teacher stick to the same teaching routine for the whole teaching process. The solution, as suggested by the participants, is, in fact quite simple: Taking students’ needs into consideration and making alterations in the teaching accordingly.

The participants’ comments also revealed that the interactions within classroom can benefit learners more when they are in target language. That is, encouraging interaction in English can help students improve their proficiency in the target language. With this purpose in mind, the participants expressed that they try their best to use L2 actively during their courses. For example, P3 commented that:

‘‘At the beginning of the term, I generally try to speak english. There is an immediate response from my students, like ‘I don’t understand’. Then I tell them what to do.’’

The general belief among the participants was that learners need to be ready to be responsible for their learning. For them, such a responsibility starts with paying attention to tasks and finishing them in due time without wasting time. P2 explained that she has to be strict about time on task because she has no extra time for those who do not pay enough attention to their tasks. Her comment was as below:

‘‘Because when the students ask ‘Can we bring our assignments next week?’... We only have 2 hours a week. We have a schedule. After warm

up, I have to start the new unit. So my answer is no. OK, I can listen to you in private, yet not in the classroom. We have no time for this.’’

According to P3, on the other hand, time on task is essential for the acquisition of the target language. By spending time on task, students can focus their energy on learning English and find the chance to revise what they have learnt. Therefore, students should be encouraged to pay proper attention to their assignments either in or out of classroom.

The data obtained from the interviews regarding the effective teaching practices included comments on the teaching of grammar as well. The participants highlighted that the purpose of learning a language should be to gain proficiency in speaking skills in the first place. Criticising the traditional methods followed in foreign language teaching, which puts focus on the teaching of grammar, they maintained that they opted for a teaching with a less emphasis on explicit teaching of grammatical rules. P1 expressed his opinions about the teaching of grammar using these words: *I do not teach grammar conventionally. I do my best to create a classroom environment where we can use English as a means to communicate.* P6’s idea regarding the issue was comparable to that of P1. He also maintained that there is no need for explicitly teaching grammar to students and explained the reason for his argument as follows:

‘‘Teachers... should not be too focused on the grammar. We need to encourage our students to speak English by following various sources. They know the grammar, but when they can’t speak a word when they are abroad, they feel bad. Then they start like we do not know nothing after years of education.’’

His comment is important because it gave ideas about the reason for failure in foreign language teaching in Turkey. Learners, when they actually have to use the target language, realise that they have learnt nothing that serves their purposes, which is mainly communication, during their education life. After years of no speaking practice, they feel the grammar they know is meaningless and the time they have spent to learn it is a waste of time. As suggested, effective teaching practices include a small focus on grammar, if any.

The next perception regarding the effective teaching practices included the significance of the learning atmosphere as well. They believed that having positive feelings in the classroom enhances their learning process. The contrary situation, on the other hand, where they have negative feelings such as anxiety or hatred results in a dramatical decrease in the motivation as well as the quality of learning outcomes. The goal of teachers, thus, should be to offer learning opportunities to students in a friendly place where they can get rid of such negative feelings. P1's short comment reveals his understanding regarding the ideal learning environment: *My priority is to create a classroom atmosphere where we can feel relaxed.* Students that have no negative thoughts and feelings that intervene in their learning process are argued to learn more easily. The participants, therefore, suggested the need to create a friendly atmosphere for the desired learning outcomes.

The final perception in the first category was related to providing timely feedback. One of the participants (P5) drew attention to the significance of feedback in foreign language education: *I mostly provide timely feedback and encourage cooperation among students because the conditions allow for them. I believe receiving feedback is important.* Her teaching routine, as she suggested, included provision of feedback as she believed in the power of feedback for learners.

The second category of the first theme was related to the student characteristics that are considered helpful for an effective foreign language education. According to the participants, the most important student-related factor is their motivation level. Students need to be motivated to learn so that effective teaching practices result in efficient learning. The comment by P9 explains the general belief:

“To me, the most important thing in foreign language education is the learners’ willingness to learn. In language learning, aptitude or skill is important, yet without intrinsic motivation, achieving success is impossible.”

One of the participants (P6), on the other hand, maintained that attitudes towards the teacher can have a huge impact on students' motivation level. Therefore, the key to success is helping students develop positive attitudes from the very first class. The negative attitudes are not the end of the world, however. As P6 explained, teachers can

always solve problems by discussing issues with their students in person. Mutual understanding, as the participant suggests, can improve the attitudes and result in success eventually.

The data analysis revealed the essential teacher characteristics as well. According to the participants, teachers, in the first place, need to have a satisfactory level of proficiency in the target language as well a knowledge of pedagogy. According to P2, students take their teachers as their role models. Therefore, they need to be effective teachers who are proficient and professional. She commented that:

‘‘In foreign language education, teachers come first. Teachers, in the first place, need to be equipped with adequate knowledge of the target language so that they can be beneficial for their students. I always think that this is missing in Turkey.’’

P1, on the other hand, added that not only students’ but also teachers’ attitudes are of great importance in education. Being passionate about teaching English and a love for students, in this sense, are indispensable parts of effective foreign language education.

4.3.2. Theme 2: Reasons for low quality foreign language education in Turkey

The second theme, on the other hand, dealt with the perceptions pertaining to the reasons for low quality foreign language education in Turkey. According to the participants, the existence of certain factors, as well as lack of others, influences the quality of the foreign language education in Turkey. The data analysis revealed three main categories in this theme which include external factors, student-related factors, and teacher-related factors.

Table 4.5.

Theme for Reasons for Low Quality Foreign Language Education in Turkey

Theme # 2 Reasons for Low Quality Foreign Language Education in Turkey		N
Category # 1 External Factors	Unfavourable physical conditions	12
	Unfavourable examination system	10
	Time limitation	9
	Technology related problems	9
	Heavy/Bad curriculum	8
	Overcrowded classrooms	7
	Unsatisfactory teacher education programme	4
	Insufficient textbooks	3
	Frequently changing education policy	2
	Gap between curriculum and expectations of education system	2
	Unsupportive school management	1
Category # 2 Student-related Factors	Reluctancy	6
	Priority to pass exams	5
Category # 3 Teacher-related factors	Not trying hard enough	3
	No emphasis on language practice	3
	Over-dependence on lecturing	2
	Lack of well-trained teachers	1

The first category of the theme, as noted above, was based on the comments by the in-service teacher participants regarding the external factors that negatively impact the foreign language education in Turkey. The general belief was that learning depends on many factors, and most of them were considered to be beyond teachers' and students' power.

Unfavourable physical conditions of schools and classrooms were concerning for more than half of the participants. The general belief that the participants held was that learning a foreign language requires more materials and specialised learning environment when compared to the other courses. Foreign languages should be learnt in a country where everyone speaks the target language. The lack of such an opportunity, thus, necessitate additional effort to compensate for the language practice that students lack in traditional classrooms. One way to help learners get exposed to the target language in Turkish setting is to establish foreign language classrooms that are

specifically designed to provide enough input to learners in an enjoyable way. When students are taught in traditional classrooms with unfavourable physical conditions, the quality of education is believed to be impaired. One of the participants (P3) explained her beliefs in a short comment as follows:

“Not every school in our country is suitable for foreign language teaching. Our school, for example, lacks a special foreign language classroom. Its physical conditions are not convenient, either, for language learning.”

According to P4, every school should have specifically-designed language classrooms. To her, even the most recent improvements in the technological facilities of schools, that is smartboards, cannot compensate for the lack of such classrooms. She explained her ideas in the following words:

“Physical conditions are not convenient for foreign language education either. No classrooms for language courses or sound system... Smartboards improved the situation, however, there are still no places where students can be exposed to the target language.”

Likewise, P9 emphasised the benefits of preparing special classrooms for each course that students take. The participant believed that taking courses in well-designed classrooms increase learners' motivation level. After discussing the disadvantage of crowded classrooms, she stated that:

“In addition, having all courses in the same class negatively impact students, I think. In other words, if they had a special classroom for English courses, for example, learners would be more motivated to learn.”

A short comment by P6, in line with the perception of P9, revealed how positively, he believed, having separate classrooms for each course, or teacher of English, can influence the overall situation: *I wish teachers had their own classrooms and students felt that everything shared in those classrooms had to be in English.* He strongly believed that in such classrooms, effective teaching practices are more likely.

P7 also regarded the quality of physical conditions and learning environment important in the teaching of English. She maintained that she does her best to provide a suitable learning environment for her students, yet the physical conditions of the school where she works do no help her in her effort. Her comment was as below:

“I prepare a learning environment where students can interact with each other and use the target language actively. The biggest problem here, however, is the lack of facilities that schools provide. For example, I can’t even do listening activities because we do not have smartboards in classrooms.”

More than half of the participants also expressed concerns about the current official exams that students have to take. The exams were regarded as an obstacle on the way to success in the field of language teaching and learning because of several factors including their scope and the importance attached to them by the education system, parents, teachers, and students. P2, for example, explained the importance of games while teaching young learners, yet admitted she cannot benefit from games that much as soon as her students start 4th grade. By the time students are 4th graders, they are expected to perform well in exams, which naturally requires a lot of testing practice beforehand. The time allocated to games and fun activities, thus, is dramatically reduced or sometimes permanently come to an end. According to the participant, the sharp decrease in the fun factor has a negative impact on the attitudes towards English and learners’ motivation. Her striking comment reveals her opinions regarding the issue:

“In the 2nd grade, you are a popstar for them. But later they get puzzled, wonder what happened to their teacher. Their teacher is now so boring and stressed, so they are bored and stressed as well. I wish we had few more hours so that we can continue with what we do in 2nd grade. What is expected from me is to prove something other than teaching how to speak. You have to prove that you are a good teacher by teaching students something... Games are important for children. You can’t do that with 4th graders. You need to take things seriously then, you have to do tests, and they get bored... In the beginning, the education focuses on oral skills yet then things change. The exams that students need to take turn English courses into rote-learning practices.”

Another participant (P8) also mentioned the fact that students have to take exams from an early age and it negatively impacts the quality of the education that is meant to be provided in that the main focus of the courses becomes exams rather than providing opportunities that improve learners' basic language skills. Her comment was as below:

“The exam marathon starts after primary school and continues even after getting a professional job. Therefore, an education which originally aims the promotion of four basic language skills cannot be provided under such conditions.”

The content of the official exams was also a source of concern for the participants. The teaching practices are shaped by the curriculum and the expectations related to the outcomes. The expectation from students in the current examination system, in terms of English, is the proficiency in the grammar of the target language. Therefore, teachers focus on the teaching of grammatical rules and students tend to engage in rule memorisation rather than focusing on the other important skills such as speaking. P2 criticised the present exam format which is mainly based on grammar in this way:

“The exams that students take, like YDS or TEOG, emphasise the importance of grammar. Children don't learn the grammar of their mother tongue until they can speak it well. But we teach the grammar of English before they can say a word in it.”

Her comment revealed that she was in favour of a foreign language acquisition pattern that is similar to that of native language. She disapproved the teaching of grammatical rules from the very beginning, before learners do not have an idea about even what English sounds like, just for the sake of the exams. Her comment mainly applied to younger learners. After graduation from the 8th grade in Turkey, students no more have to take official exams with an English section unless they have chosen English as their major. The main concern of most of the highschool students in Turkey, on the other hand, is the university entrance exams that they take. The overwhelming nature of this exam prevents them from focusing on what they really need to, which leaves a negative impact on the overall quality of the foreign language education. P6

considered the current examination system to be a source of problem for foreign language education. Referring to the university entrance exams, P6 maintained that students are so overwhelmed by the expectations that they cannot understand the importance of learning a foreign language before it is too late. He explained his opinions as follows:

“... They [students] see everthing as exams. When they start university, they understand the importance of English. Then they wish they studied well in highschool. Highchool students are so engaged with university entrance exam that they do not want to deal with English. The examination system causes difficulties in foreign language education.”

Students delay learning English, thus, till they realise its vitality in Turkey, which does not generally happen before graduating from the university. The general belief is that, when it comes to foreign language acquisition, the younger the better. This delay, thus, makes it even harder to acquire English.

The limited time teachers have to teach English was also considered to be an obstacle for a high quality education. The participants had their own dreams pertaining to their teaching practices, which turned out to be impossible due to the fact that they only have a restricted time to complete a great deal of work. P8 mentioned her teaching dreams before starting profession, and compared them to the reality as below:

“Before I started to work as a teacher, I was planning to motivate learners and do activities that would encourage them to speak. But now, because of physical and technological facilities, the responsiblity to keep up with the curriculum, and time limitation, we cannot improve students’ basic skills effectively.”

Referring to the seven principles provided by Chickering and Gamson (1987), she added that:

“I think I put less emphasis on providing prompt feedback and emphasis on task. Of course there are several reasons for this. First of all, providing prompt feedback requires a certain amount of time and we are expected to do a lot in a limited time.”

The participant, as understood, was planning to be an idealist teacher who would do everything to enhance students' learning. Her current teaching practices, she explained, do not match with her dreams due to a number of factors including time-related issues.

Similarly, P2 also considered time-related issues as an important factor that hinders the overall quality of teaching practices in foreign language courses. The participants maintained that she cannot trigger interaction in her courses as she would like and explained the reason as follows:

“... we have little time. We say pick-a-boo and go out. You have a schedule to complete. Increasing the number of courses, I think, can help with this problem... The encouragement of cooperation among students is also limited. Groupwork, for example, is very good and can ensure cooperation among students. You can assign them with a small project, let them work on it in the classroom, but we have no time for this either.”

As the comments pointed out, the participants are well aware of what to do for an effective foreign language teaching, yet cannot realise their teaching dreams because of the limited time they have in courses.

Other participants also regarded lack of time as a problem in foreign language education. The limited time, when combined with a large class size, as they expressed, yields even worse results. P3 explains the current situation in foreign language courses in her school in the following sentences:

“Well, we have 40 students in a classroom and of course they do not learn in the same way. Some learn by listening, the others by doing or writing. We have 4 courses each of which lasts for 40 minutes. How many of these students can we reach or appeal to? It is a source of debate.”

Likewise, P5 pointed to the diverse learning preferences within classrooms and asserted that lack of time stands a problem for her, as well:

“For teachers to provide timely feedback and to pay attention to each student in the class, a certain amount of time is needed... I would like to respect diverse learning styles... When I have time, I try to give extra

attention to the students that obviously have different learning preferences. But it is not my routine.’’

As the participants’ comments suggest, learners do not learn in the same way. They generally prefer different activities during courses. Dealing with such various learning preferences requires a certain amount of time. When not provided with enough time, therefore, teachers cannot perform as they wish. Learners, as a result, are also negatively affected by the teaching practices that lack the desired quality.

The technological facilities provided by schools were mentioned by nearly half of the participants, as well, as important in foreign language education. P8 discussed the importance of school facilities in English courses and concluded that *“no internet, no computer... So materials that can help us keep up with the modern age are missing in schools”*. As understood, the participant believed that the technological facilities complement the teaching of English in this modern time. P7 also discussed the importance of technological facilities, particularly smartboards, and uttered that *“the lack of smartboard is a problem currently”*.

P2, who works in a relatively popular state school with good facilities pointed to the contributions that technological facilities can make to the teaching of English, as well. They had smartboards in their school, she asserted, yet they still had problems regarding the issue:

“This year, different from the past years, we have smartboards yet we still only use the classical blackboard. We have not used the smartboards yet because we do not have the internet connection that is necessary... Even in a school like this, there can be difficulties related to technology... Smartboards are not the norm everywhere. People have to teach based on their own skills.”

Another participant (P4) uttered a similar comment on the technology-related problems that teachers frequently face in their courses. She stated that:

“For example, I use smartboard but cannot deal with each student in the same course. Sometimes there are problems regarding the internet or the electricity. These are unexpected problem that frequently happen.”

Another heavily criticised factor in the Turkish foreign language education system was the English curriculum. More than half of the participants considered the curriculum to be heavy, bad, and they believed the curriculum does not answer the learning needs of their learners. The curriculum indeed is the core of education, especially when teachers have to strictly follow the pre-determined curriculum. The curriculum, as the participants suggested, shapes the teaching practices, influences students' learning. In addition, because the people in charge of preparing exams take curriculum as a basis, a problematic curriculum also leads to a problematic examination system. As noted before, P2 criticised the emphasis attached to the teaching of grammatical rules and the evaluation solely based on the proficiency in the grammar of the target language. According to her, the low-quality curriculum also prevents the implementation of the seven principles provided by Chickering and Gamson in 1987. She maintained that:

“I always say that it is the curriculum that has to be blamed... curriculum is the biggest obstacle here. Because of the curriculum, it is difficult to implement the seven principles we talked about... teachers can be trained easily. They need be adequately equipped to teach students. Yet again, curriculum stands as an obstacle.”

Two of the participants agreed that after the recent alterations, the curriculum of the English course is slightly better. Yet even the improved version does not answer the expectations. P3, in this respect, asserted that:

“As to the current curriculum, it has been improved lately, yet I do not think it is enough. Yes, it is more clear and simple in comparison to the curriculum of the past years, yet it should be simplified further.”

With a similar focus, P9 stated that the current curriculum, which is quite heavy, negatively influences learner attitudes towards the course and stress out teachers of English:

“Learners hate English courses because of the curriculum and teachers are always in a hurry to keep up with the curriculum. There have

been improvements in the curriculum recently, yet I do not think that the improvements are sufficient.’’

The participants believed that a heavy curriculum that is full of various topics and grammatical rules by no means guarantees proficiency in English. A simpler version of the curriculum, on the contrary, might mean an education of higher quality.

Half of the participants, during the interviews, directly mentioned overcrowded classrooms as a problem in foreign language education. The participants attributed lack of preferable teaching practices in Turkey to the reality of large class size. According to them, higher number of students than the optimal naturally means a decrease in the quality of foreign language teaching and learning because certain teaching practices are out of question in classrooms with a lot of students. P5 maintained that she, as a student, had the opportunity to engage in groupwork, yet she cannot provide the same opportunity to her students. She explained the reason as follows:

‘‘We used to sit in a U design, do pairwork and groupwork. In our classrooms, on average, there are forty students, now. How much do we help them practice these four skills? Or how possible is it to control the students? It is difficult... Our classrooms are way too crowded, so the physical conditions need to be improved.’’

According to the participants, the more students in the classroom, the less time allocated to each. This is why a simple reduction in the class size might work wonders and yield quick results.

The education programmes that students attend in order to become teachers of English language also received criticism from the participants of the study. Teachers get their very basic knowledge regarding their profession during the years they spend at universities as students. Two of the participants believed that the education provided to learners in university years is not good enough to train effective teachers. P8, in this sense, attracted attention to the way those pre-service teachers are taught during their university education. According to her, today’s teachers mostly have been taught through the conventional teaching methods which are harshly criticised. Teachers are expected to provide an effective foreign language education for their learners with a focus on language practice. That is they are required to teach in a way that they have

never been taught. Emphasising the discrepancy between the reality and expectations, P8 commented as follows:

“The education that most of the teachers receive is not good enough, firstly. Therefore, the quality decreases. Most of the teachers received their education through Grammar Translation Method, so they cannot provide a versatile education to their current students. There need to be radical changes in teacher education programmes.”

P1 also highlighted the need for improvement in the current teacher education programmes. He explained that he had a long teaching experience during which he could observe the teachers he worked with. What he noticed, as he suggested, was a huge gap between the performance of teachers graduated from different universities in Turkey. Criticising the inequivalent quality standards across Turkey, he uttered that:

“I think we need to review the teacher education programme. The education that preservice teachers receive greatly differ from university to university. I think the quality of education they receive needs to be equal... For me, teachers graduated from different universities need to have a similar background of knowledge. Yet I can see that this is not the case. We have many problems.”

The participants regarded textbooks important in the teaching of English, too. They believed that teachers carry out their courses through the textbook of the course, therefore, the quality of the textbook, particularly in terms of content, directly affects the quality of the education. Three out of the ten participants emphasised the insufficiency of the official textbooks designed for the English courses in Turkey and concluded that they lacked proper sections for language practice. They also agreed that teachers, if their goal is an effective teaching, need to get help from additional sources. P10 admitted feeling confused about what the real teaching goal is because of the mismatch between the clearly stated teaching goals in the curriculum and the inappropriate activities in the textbooks to reach those goals. She indeed pointed to a multi-layered problem in the Turkish education system in which the curriculum, textbooks, and the official exams do not serve the same purposes. Her comment

summarises the general opinion held by the participants pertaining to the current English textbooks:

“We do not know what we really want to do. In fact, there is a huge gap between expectations and the facilities provided for them[students]. In addition, no matter how well you teach them to speak, students will have to take multiple choice tests in the end. They want us to teach speaking, but you cannot teach speaking with the official textbook. It is not possible without additional sources. Teachers need to adjust their teaching methods accordingly.”

The data analysis also suggested the reverse impact of frequently changing education policies on the quality of the education provided. Two of the participants maintained that they witnessed the curriculum change a few times, which they regarded as a negative factor for the quality of education. P10, for example, maintained that the curriculum has changed three times since she started working as a teacher, and that she no more know, for sure, what the goal of education is. P1 also stated that although he liked the current version of the curriculum better, he cannot understand the frequent changes in the curriculum while the main influential language teaching approaches have existed for a long time already. He expressed his ideas as follows:

“...the education policy, since the day I started my profession 15 years ago, has changed 4 times as long as I can remember. The modern approaches to language teaching, however, have been only mildly changed since 1970s. The new curriculum is quite innovative, I cannot criticise it. Yet there are big problems in terms of teachers and students.”

Another point that the participants attracted attention to was the gap between the curriculum and the expectations of the education system. When the various parts that make up the education as a whole are not compatible with each other, problems are inevitable. As noted before, P10 emphasised the multi-layered problem in the education. According to her, the textbooks are not suitable for predetermined learning goals, which is mainly speaking for communicational purposes, and the examinations, on the other hand, exclude speaking sections, which causes confusion among teachers and students. The comment by P8 sheds further light on the issue:

“The current curriculum, although prepared for efficient language teaching, is not compatible with the education system that we have. Curriculum is good, OK, it aims to incorporate speaking activities, yet the system still forces an education based on test skills.”

One of the participants (P1), finally, regarded the school managers’ attitudes toward foreign language teaching as an important factor that determines the quality of teaching practices. Teaching practices, according to the participant, are influenced by the school managers to an extent. According to him, to be able to allow for more effective teaching practices, school managers should be sensitive to and value English courses. In his own words, *‘how a school manager leads makes a great difference. School managers need to care about the quality of the foreign language education.’*

The second category in the theme deals with the student-related factors that impair the quality of foreign language education. The participants believed that a high quality foreign language education is out of question but for certain student characteristics. The general assumption was that students need to be intrinsically motivated to learn the target language in the first place. Therefore, unwilling students in foreign language classrooms were regarded as one of the biggest obstacles to achievement. Half of the participants emphasised the role of eagerness in the final outcome and concluded that reluctance among learners decreased the overall quality of education to a great extent. The reluctance to learn English was believed to stem from priorly developed biases against the English courses. P4, for example, expressed her thought in the following short comment:

“Students, on the other hand, are biased against language courses. They always ask ‘why do we have to learn English?’. It takes time to overcome that thought.”

P8, similarly, maintained that *‘students are biased against language learning courses’* and added that:

“Another factor that decreases quality is their unwillingness to practice or keep what they have learnt in their memory for the next term. They immediately forget. Their motivation level is not high enough either.”

They are biased against language learning, these biases need to be broken.’’

A similar comment by P3 also emphasised students’ biases as an important factor that underlies the current learning outcomes that do not match the expectations. She stated that:

“Students, firstly, have biases against foreign language courses. They believe that they cannot succeed in it, or they question their reasons for learning English. We need to overcome this situation first.’’

The participants agreed that the low level of motivation among students is the main source of unwillingness to learn and is one of the most important factors that decrease the quality of learning outcomes in foreign language courses.

Another factor that was regarded to be negatively affecting the quality of foreign language education was students’ priority to pass exams rather than learning English. According to the participants, the stress students feel is so overwhelming that they concentrate on receiving high marks on exams and neglect the sections in the courses which include activities for language practice. They aim to be successful in the short run, yet, meanwhile, miss the most important parts of language courses. As a result, they end up with relatively higher marks and low proficiency levels. P7, commented on this common incident as follows:

“...Especially 8th graders study English just for the sake of TEOG. They do not study in order to speak it. So, they do not pay enough attention to listening activities and pronunciation of words... Students... need to consider English as a vehicle to communicate rather than a course to pass. Teachers need to change their students’ beliefs about English.’’

The general belief was that overemphasis on exams breaks the spell of English courses which can be, indeed, enjoyable. Focusing on the most boring part of learning a language, that is the grammar, to get good grades from exams decreases the existent motivation among students to even lower degrees. According to P9, this situation needs to change for a more effective teaching and learning. In her own words, *‘students should not be concerned about passing the course, they need to have fun indeed.’*

The participants also believed that there a number of teacher-related factors that negatively impact the quality of foreign language education. Teachers, as well as students, are essential in education. Everything about them has a certain influence on the teaching and learning process. Therefore, teachers need to improve themselves in their field, particularly with the help of their experience, to be able to provide a more effective education. When teachers do not do their best to improve themselves, the quality of education is believed to be impaired. According to the participants, teachers need to be familiar with the newest teaching trends, and work on their teaching skills to provide more effective teaching day by day. The current situation in Turkey, however, is assumed to be far from the ideal. Three of the participants emphasised that teachers of English in Turkey do not try hard enough to improve their teaching. P9, for example, criticised Turkish teachers of English for not keeping up with the recent improvement in their field. She stated that:

“In addition, teachers do not engage in activities that could improve them in their field. They do not follow current foreign language teaching approaches that are popular around the world. They, day by day, get worse in teaching English, as a result.”

P5, on the other hand, emphasised that it is even more important to focus on professional development in Turkish setting where there may be disadvantageous factors for teachers to deal with. According to P5, engaging in self-improvement facilities may help teachers cope with the problems they encounter while teaching. Her short yet explanatory comment was as the following:

“We, as teachers, may have to try harder. If the physical conditions are not so favourable, for example, we can try harder to make them work for us.”

Two of the participants, on the other hand, criticised teachers for not providing opportunities for language practice in their courses. According to the participants, teachers neglect practicing the four basic language skills in classrooms, which results in learners who lack the skill to actively use the target language that they have learnt for years. P2 maintained that learners should learn English as they have learnt their mother tongue. That is, students should be familiar with the spoken language in the very

beginning, which is not the case in Turkey. She expressed her thoughts in the following phrases:

‘‘I am always in favour of speaking and listening. Well, in Turkey, we can read and write in the beginning level, we can write, read, and understand what we read, yet we cannot speak. Why can’t we speak? Because we don’t understand what we hear in the first place. And you cannot speak a language that you do not understand. I always complain about this... The problem here is we receive 11-year foreign language education yet cannot learn it. I understand the reason better now that I work in a primary school. Here students are able to speak their mother tongue and learn how to write it. But while teaching English we start by teaching reading. Where is speaking? It comes last.’’

Another participant (P7) also believed that there is a lack of language practice among learners of English, and that it is not all students’ fault. It is also partly due to the way teachers themselves were taught in the past. The participant explained the issue as follows:

‘‘Especially 8th graders study English just for the sake of TEOG. They do not study in order to speak it. So, they do not pay enough attention to listening activities and pronunciation of words. But, teachers play an important role here as well. Because teachers are evaluated on the basis of such exams too, they provide an education which puts tests and exams in the centre. This naturally means rote learning and boring courses.’’

Last but not least, pertaining to the teacher-related factors that decrease the quality of foreign language education in Turkey, one of the participants mentioned the lack of well-trained teachers. He discussed the importance of the education that teachers themselves receive in the first place. Then, he pointed to the lack of professional teachers in schools. He commented that:

‘‘On the other hand, the lack of trained teachers is also a problem. In my school, for example, there is a need for five teachers yet there are only two of us. We need another three to meet the demand. This is disadvantageous.’’

Briefly, in the second theme, the participants' perceptions regarding the reasons that lower the foreign language education quality in Turkey were revealed. The participants mentioned external factors, student-related factors, and teacher-related factors in this regard.

According to the participants, there are a number of external factors that negatively influence the quality of foreign language education in Turkey. Unfavourable physical conditions, examination system, and time limitation were among the most commonly discussed factors in the first category. The participants believed that lack of special classrooms for foreign language courses as well as crowded classrooms are two of the many factors that impair the quality. The examination system, on the other hand, also has its own disadvantages in that it forces learners to engage in rote-learning rather than meaningful learning. The exams are also overemphasised and, thus, distract learners from the main learning goals of English courses. The fact that teachers have a restricted time, yet many responsibilities was also considered to be a problem currently. Teachers, as a result of this problem, cannot implement effective teaching activities as they wish. In addition, the curriculum in use was mainly considered to be heavy-loaded and ineffective and the participants believed that the curriculum does not benefit learners as it should. The next point that the participants drew attention to was the reality of large class size in Turkey. According to them, the more crowded the classrooms are, the less effective education is. The participants admitted facing technology-related problems, as well. Some lacked smartboards, while the ones that had smartboards reported internet-related problems. The textbooks were also criticised for being insufficient to meet learner needs. According to the participants, teachers almost always need additional sources to support their courses. They also discussed the quality of the current teacher education that students receive at tertiary level. The belief was that there is a need for a more carefully designed teacher training to be able to raise effective teachers, in the first place. The participants also reported dissatisfaction with the frequently changing educational policies, as a result of which teachers feel confused about what to teach and why. There is also a gap between the curriculum and the expectations from learners and teachers, as the participants suggested. The recently revised curriculum aims at improving communicational skills and seems to be OK at first, yet, according to the participants, it is obvious that it is not compatible with the

current examination system which takes grammatical knowledge as a base for evaluation. Finally, one of the participants highlighted that the schools managers' negative attitudes towards foreign language teaching might impair the quality of education to a great extent.

In the second category of the theme, student-related factors that have a negative influence on the quality of education were discussed. First of all, the participants pointed to the low motivation levels among students in Turkey and concluded that their unwillingness to learn English directly decreases the quality of the teachers' teaching practices and students' learning outcomes. Another widely discussed issue was the priority given to passing English courses or exams. The participants believed that learners lack intrinsic motivation to learn English, and that they study English just for the sake of higher marks. Therefore, they learn few things about the language, yet are far from acquiring it.

The final category of the theme included the participants' perceptions pertaining to teacher-related factors that result in the failure of the foreign language education in Turkey. According to the participants, teachers of English in Turkey do not engage in professional development as they should. As a result, they still stick to conventional teaching methods that are now out of date. Their insistence on avoiding the new trends that encourage active learning and active participation, thus, lead to a lack of emphasis on language practice, which was also criticised by the participants. One of the participants also referred to the problem of teacher shortage in Turkey and underlined the need for employing well-trained teachers for more effective foreign language education.

4.3.3. Theme 3: Ways to improve the quality of foreign language education in Turkey

The final theme defined on the basis of the qualitative data was about the ways to improve the quality of foreign language education in Turkey. The data analysis revealed that the participants had several suggestions for the improvement of the foreign language education. Their suggestions were categorised as changes in educational policies, school-related enhancements, and teacher-related enhancements.

Table 4.6.

Theme for Ways to Improve the Quality of Foreign Language Education in Turkey

Theme # 3 Ways to Improve the Quality of Foreign Language Education in Turkey		
		N
Category # 1	Improving curriculum	5
Changes in Education Policy	Changes in education system	1
Category # 2	Improving physical conditions	10
School-related Enhancements	Rearranging class size	1
Category # 3	Additional in-service training	5
Teacher-related Enhancements	Improvement of teacher rights/salary	2

As to the first category of the theme, the participants maintained that there need to be alterations in the general educational policies in Turkey. Half of the participants, in this respect, suggested that the curriculum of English courses need revision. The general belief was that the current curriculum was far from being effective. The reasons for its inefficiency, on the other hand, were mainly attributed to the high number of topics that are, indeed, boring. P6 underlined the need for a more simplified and flexible curriculum that pinpoints the real needs of learners, and explained that a heavy-loaded curriculum causes confusion and boredom among students instead of helping them increase their proficiency level. His comment was as follows:

“We need to have a proper language policy. We need to leave the curriculum aside when it is necessary to focus on the phrases that would be benefit our students most in real life. When there are too many topics, students cannot decide which one they really need. We need to provide a learner-centered learning environment and teach English without making them bored.”

Parallel to the comment by P6, P10 also emphasised the need for a flexible curriculum to meet the diverse needs of students in different regions of the country. The participant maintained that finding a proper chance to practice the target language with native speakers or native-like speakers is crucial, yet almost impossible in the eastern part of Turkey. Therefore, she was in favour of flexible curriculum to cover the gap between the opportunities that different regions provide to learners. She stated that:

“People in charge sometimes do not know the real problems we face. When you are experiencing the problems, you have a different point of view. There can be a flexible curriculum that changes from region to region in accordance with the student needs. In the east, we cannot find a place to practice the language. We can have a curriculum that meets our need in the east.”

The comment by the participants show that having a simpler and more flexible curriculum that aims at increased language practice might benefit students better than a curriculum that is full of topics on the detailed rules about the target language since, apparently, knowledge of a certain language without practice is of no use to its learners.

It is, however, important to note the comment by one of the participants (P1) who had a different point of view. The participant maintained that, after the recent alterations, *‘the new curriculum is quite innovative, I cannot criticise it. Yet there are big problems in terms of teachers and students’*. He, indeed, liked the new version of the curriculum, yet believed that neither teachers nor students are ready for such a change in English courses.

One of the participants (P8), on the other hand, looked from a broader perspective to the issue, and mentioned the need for changes in the educational policy that is followed because the current one is based on an improper evaluation system. She expressed her thoughts in a short comment as provided below:

“The current education system that is founded upon testing skills and grammatical knowledge should be changed. Learners should receive an education that improves their communicational skills, instead.”

The participant believed that the evaluation system should be in harmony with the educational goals. If the learning goal is to be able to gain proficiency in all four skills, the exams should not be overwhelmingly based on testing how much grammar students know.

The participants also suggested school-related enhancements that could improve the quality of foreign language education in Turkish context. Improving physical conditions of schools and classrooms, in this sense, was regarded crucial for effective teaching and learning. Suggestions mainly included the establishment of a special

classroom or laboratory for foreign language courses and the provision of increased number of materials. P10, for example, believed that classrooms that are properly designed for English courses may be beneficial. She commented that:

“Maybe we can have special language classrooms or posters on the wall so that students can be exposed to the target language more and feel that they really learn a different language and it will be quite easy, maybe a more relaxing learning environment with music: like playing games rather than receiving a lecture... Physical conditions of classrooms need to be improved. We should have materials that students can see, touch, and learn more easily. It is especially true for second graders because they have no affective filters yet. They learn having fun, yet they do not forget easily.”

P9 believed in the power of well-designed classrooms as well. According to her, now that learning English in English-speaking countries is out-of-question for most of the students, it is crucial to compensate for the lack of such an opportunity with the help of additional teaching materials and a special classroom design. She stated that:

“The learning context should enhance learning. Languages are best learnt in places where they are spoken as native languages, yet it is not always possible. Thus, the learning environment should be full of visual and auditory aids so that we can close the gap.”

In addition to the need for carefully-designed learning environment, the participants also underlined the problem of crowded classrooms and considered lowering the number of students in classrooms as a solution to the current problems that are faced while teaching English. First of all, smaller class size could solve time-related problems in English courses, as stated by P10:

“Now official language courses start as early as in the second grade, and kindergartens provide some basic information before that. Yet the language education provided two hours a week in classrooms with 20-30 students is not enough... A lower number of students would help a lot with this problem. Language should be taught in classrooms that are convenient for language learning, decorated with necessary materials where students participate in conversations and creative drama activities

that encourage improvement of the four basic skills... There should be fewer students in classrooms so that more time can be allocated for each student.’’

P3 shared a similar perception with that of P10. According to her, for a more effective foreign language education, the learning environment should support the foreign language teaching and learning practices. The number of students, the seating arrangement, and the convenience of teaching materials are altogether crucial factors that determine the quality of education. She expressed her ideas in the following sentences:

‘‘The class size should be properly adjusted to be convenient for foreign language education. The materials in the class should be appropriate. For example, you need proper materials for reading and listening activities. The class size and the seating arrangement are important as well... Not every school in our country is suitable for foreign language teaching. Our school, for example, lacks a foreign language classroom. Its physical conditions are not convenient either. Our classrooms are too crowded, so the physical conditions need to be improved.’’

P5, in this sense, believed that class sizes should be lowered to increase the chances of active participation and prompt feedback in courses. Her comment was as follows:

‘‘It is necessary to rearrange the class sizes for foreign language teaching because for students to have opportunities to speak in the classroom and for teachers to provide timely feedback and to pay attention to each student in the class, a certain amount of time is needed.’’

There could also be teacher-related enhancements to improve the quality of the foreign language education, as suggested by the participants. Almost half of the participants emphasised the need for additional in-service training for professional development. The general belief was that teachers need to be familiar with the recently popular teaching trends which put learners in the centre, yet they cannot closely follow the improvements in their field due to several reasons. This problem was assumed to be

solved through seminars and workshops that teachers can attend, or additional in-service training that they can receive yearly. According to P7, teachers' effort in improving themselves has been insufficient. Extra help by means of training programmes can enhance the situation. He stated that:

“As a first step, teachers need to get away from their rote-learning based teaching and boring Grammar Translation Method, and they need to get familiar with the contemporary and new teaching approaches. Teachers do not do their best for this. So, they can be trained through seminars and workshops.”

Two of the participants, on the other hand, believed that the solution to ineffective teaching practices might be simply to improve the current teacher rights and the salary they work for. An improvement in those fields, according to them, might have a positive impact on the motivation level of teachers and their teaching performance as a result. The honest comment by P10 was as follows:

“It is not widely discussed but teachers' prestige, the salary they earn, and the society's perceptions of teachers... these are all important and need to be improved. Teachers should feel more valuable to be able to work in full capacity.”

P1 also uttered that *‘as to the teacher performance, I think, an increase in our salaries or improvement of our rights might positively influence our performance. This is just an expectation’*. According to P1, all the problems that are encountered can be solved with or without such improvements. Yet, as he stated, teachers would be more motivated to do their best when they believe they earn what they deserve.

To sum it up, the participants' suggestions for a more effective foreign language education were presented under the third theme. The categories of the theme were defined as changes in educational policies, school-related enhancements, and teacher-related enhancements.

As to the first category of the theme, the participants focused on the need for improvements in the curriculum that is currently in use. They primarily suggested a simplified curriculum that is essentially flexible. The participants also noted the need for alterations in the education system as the examinations it calls for are currently

based on the evaluation of grammatical knowledge, which does not match the teaching and learning goals defined in the curriculum.

In the second category, on the other hand, the main emphasis was on the improvement of the physical conditions and facilities of schools. The participants were in favour of the establishment of special language classrooms that are appropriately decorated to provide a suitable learning environment to learners. They also suggested rearranging the class sizes and reducing the number of students in classrooms to be at least close to the optimal so that enough time can be allocated for each learner during courses.

The final category covered the suggestions in terms of teachers of English. The participants maintained that teachers need to keep up with the recent teaching approaches in their field and concluded that provision of additional in-service training as well as opportunities for workshops and seminars might help them update their teaching practices in accordance with the new trends. Another suggestion was an improvement in the teacher rights and the salary teachers receive monthly. According to the participants, an increase in the salary, as well as an enhancement in the perceptions regarding teachers, would result in teachers that are more eager to teach.

In this section, perceptions of both pre-service and in-service teachers of English were provided. The content analysis of the interviews conducted with both groups of participants revealed similar themes and categories regarding their perceptions of effective foreign language education and challenges in the process of teaching and learning L2.

The participants' comments on effective teaching practices in English courses mainly suggested taking diverse learner needs and learning styles into account by, for example, benefiting from different types of activities, using a wide variety of materials, or adjusting teaching style in accordance with learners' preferences. Encouraging cooperation and interaction among learners, as well as promoting the use of active learning strategies were also commonly mentioned by both groups of participants. According to the majority of the participants, student motivation and positive attitudes towards the teacher of the course are also essential for the desirable learning outcomes. The participants agreed on some of the teacher characteristics that are crucial for an

effective foreign language education, as well. They believed that teachers need to have competence in their field and receive a high quality teacher education training themselves. They were also expected to initiate and keep positive interaction with their students.

The perceptions pertaining to the obstacles to a high quality foreign language education in Turkey also were similar. Most commonly noted factors included external factors such as a heavy curriculum, or unfavourable physical conditions of schools and classrooms where students learn the target language. According to the participants, the external challenges have a domino effect, indeed. A wrong foreign language policy, for example, results in a bad curriculum and poor examinations since they are mainly prepared on the basis of the curriculum. Teachers, as a result, engage in undesirable teaching practices to be able to prepare their students for exams. Another obstacle that, in fact, is another consequence of this domino effect is students' priority to pass exams and loss of motivation to learn English.

The participants provided suggestions regarding the solution to the low quality foreign language education in Turkey, as well. Both in-service and pre-service teachers believed that the education system, and thus, the curriculum need revision. Their comments revealed a preference for a simpler curriculum that encourages active use of the target language. They also suggested certain improvements in the facilities that schools provide. Improving the physical conditions was considered as the key to enhancing the whole teaching and learning process. In this sense, particularly in-service teachers, pointed to the reality of crowded classrooms in Turkey and suggested lowering the number of students in classrooms to take the quality one step further. Both groups provided suggestions about improvements in teachers themselves, as well. While pre-service teachers focused on the improvements in teaching practices, in-service teachers mostly commented on how these improvements can be realised. According to the first group, in this sense, teachers need to incorporate high quality teaching materials and increase their emphasis on language practice. According to the latter, on the other hand, teachers should receive additional in-service training to keep up with modern teaching approaches and a higher salary for more effective teaching practices.

CHAPTER FIVE

5. QUANTITATIVE RESULTS

The results that are presented in this section are derived from the quantitative data obtained from pre-service and in-service teachers of English. The quantitative data from pre-service teachers were obtained by means of a questionnaire regarding the seven principles offered by Chickering and Gamson (1987). The quantitative data from in-service teachers, on the other hand, were obtained through the same questionnaire regarding the seven principles with the inclusion of demographic questions as well as a job satisfaction questionnaire.

5.1. Results from the Pre-service Teachers of English

This section includes the results obtained from the analysis of the quantitative data collected from the pre-service teachers of English. Below are the presentations regarding the first two research questions which were defined as ‘To what extent do pre-service English Language teachers at Atatürk University plan to use Chickering and Gamson’s (1987) seven principles of good practices in education in their future teaching practices?’ and ‘Is there a significant difference in the future plans of pre-service English Language teachers in terms of the type of principles to be utilised?’.

Research Question 1

The first research question investigated the extent to which pre-service teachers of English plan to use the seven principles in their classes. To be able to present the results of the descriptive analysis in an orderly manner, a separate table was formed for each of the seven principles. The tables below respectively display the participants’ responses pertaining to their future use of the seven principles. The first table in this section, Table 5.1., shows the participants’ responses to the use of the first principle which is related to student-teacher interaction.

Table 5.1.

Principle 1: Good Practice Encourages Teacher-student Interaction: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I advise my students about career opportunities in their major field.	2	1.0%	23	11.3%	88	43.1%	48	23.5%	43	21.1%	3.52	.98
2. Students drop by teachers' lounge just to visit.	35	17.2%	94	46.1%	51	25.0%	13	6.4%	11	5.4%	2.37	1.02
3. I share my past experience, attitudes, and values with students.	0	0.0%	11	5.4%	46	22.5%	67	32.8%	80	39.2%	4.06	.91
4. I attend events organised by student groups.	5	2.5%	23	11.3%	59	28.9%	71	34.8%	46	22.5%	3.64	1.03
5. I work with student affairs staff on issues related to student extracurricular life and life outside of school.	3	1.5%	12	5.9%	58	28.4%	71	34.8%	60	29.4%	3.85	.96
6. I know my students by name by the end of the first two weeks of the term.	0	0.0%	0	0.0%	26	12.7%	60	29.4%	118	57.8%	4.45	.71
7. I make special efforts to be available to students of a culture or race different from my own.	3	1.5%	7	3.4%	45	22.1%	72	35.3%	77	37.7%	4.04	.93
8. I serve as a mentor or informal advisor to students.	1	0.5%	5	2.5%	39	19.1%	62	30.4%	97	47.5%	4.22	.87
9. I take students to professional meetings or other events in my field.	21	10.3%	79	38.7%	57	27.9%	31	15.2%	16	7.8%	2.72	1.09
10. Whenever there is a conflict at school involving students, I try to help in its resolution.	1	0.5%	5	2.5%	38	18.6%	77	37.7%	83	40.7%	4.16	.85

Table 5.1, based on the percentages of the responses that indicated ‘often’ or ‘very often’, reveals that the majority of the participants (87.2 %) reportedly expect to know their students’ name early in the term. The responses of 160 participants, which makes up the 78.4% of all the participants indicated that they, as teachers, will help solve problems that their students are involved in at school. Slightly fewer, yet still a high number of the participants (77.9%), on the other hand, indicated that they will serve as a mentor or informal advisor to their future students. Based on the responses that indicated ‘often’ and ‘very often’, it can be inferred that only slightly above 10 % (11.8 %) believe their students will drop by the teachers’ lounge just to visit them. Similarly, less than one-fourth (23%) of the participants reportedly plan to take their students to professional meetings or other events in their field.

Taking the mean scores of each item in the first principle into consideration, it can be concluded that the participants’ teaching practices will include the following in a descending order: early memorisation of students’ names, serving as a mentor, providing help for the solution of problems related to students, sharing former experience with students, trying to appeal to students with different cultural or racial backgrounds, cooperating with student affairs staff for solving problems, attending events with students, providing advice for students’ future career plans, taking students to professional meetings or events in the field. Students, on the other hand, are not highly expected to drop by the teachers’ lounge with the purpose of a simple visit. The relatively low mean score of the last two items may picture the current situation in Turkey where students are not very welcomed in teachers’ lounge and teachers themselves, let aside with students, do not have time to attend events in their own field.

Below is presented Table 5.2 which shows the perceptions of the participants regarding the use of the second principle.

Table 5.2.

Principle 2: Good Practice Encourages Cooperation among Students: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f		f		%	f		
1. I ask students to tell each other about their interests and backgrounds.	1	0.5%	7	3.4%	59	28.9%	69	33.8%	68	33.3%	3.96	.90
2. I encourage students to prepare together for classes and exams.	4	2.0%	23	11.3%	65	31.9%	65	31.9%	47	23.0%	3.63	1.02
3. I encourage students to do projects together.	2	1.0%	20	9.8%	68	33.3%	66	32.4%	48	23.5%	3.68	.97
4. I ask my students to evaluate each other's work.	6	2.9%	41	20.1%	74	36.3%	51	25.0%	32	15.7%	3.30	1.05
5. I ask my students to explain difficult ies to each other.	6	2.9%	27	13.2%	66	32.4%	57	27.9%	48	23.5%	3.56	1.08
6. I encourage my students to praise each other for their accomplishments.	6	2.9%	12	5.9%	41	20.1%	65	31.9%	80	39.2%	3.99	1.05
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	2	1.0%	15	7.4%	46	22.5%	83	40.7%	58	28.4%	3.88	.94
8. I create "learning communities," study groups, or project teams within my courses.	2	1.0%	27	13.2%	81	39.7%	47	23.0%	47	23.0%	3.54	1.02
9. I encourage students to join at least one school organization.	7	3.4%	9	4.4%	49	24.0%	57	27.9%	82	40.2%	3.97	1.06
10. I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	7	3.4%	12	5.9%	47	23.0%	71	34.8%	67	32.8%	3.88	1.05

As can be seen in Table 5.2, the mean scores of the ten items are close to each other, which indicates that the participants believe they will implement all of them, more or less, to a similar extent. Higher than half of the participants reported to engage in the implementation of all the ten items listed above. The highest mean score ($X=3.99$) belongs to the sixth item which suggests encouraging students to praise the accomplishments of other students. The sixth item, in this sense, was followed by the ninth. Almost 80 % of the participants were planning to encourage their students to attend at least one school organisation often or very often. Closely following the above noted items is the first one on the list ($X=3.96$). It can be said that the participants will encourage their students to talk about their interests and backgrounds during their courses. The item with the lowest mean score ($X=3.30$), on the other hand, was about encouraging peer evaluation. The number of the participants who responded 'rarely' for this item also was relatively higher than the number of participants who responded 'rarely' for the other items.

The next table, Table 5.3, presents the participants' responses in regard to the use of the third principle, that is, encouraging active learning.

Table 5.3.

Principle 3: Good Practice Encourages Active Learning: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I ask my students to present their work to the class.	2	1.0%	12	5.9%	56	27.5%	90	44.1%	44	21.6%	3.79	.88
2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works.	5	2.5%	39	19.1%	73	35.8%	60	29.4%	27	13.2%	3.32	1.01
3. I ask my students to relate outside events or activities to the subjects covered in my courses.	3	1.5%	18	8.8%	70	34.3%	64	31.4%	49	24.0%	3.68	.98
4. I ask my students to undertake research or independent study.	5	2.5%	28	13.7%	70	34.3%	45	22.1%	56	27.5%	3.58	1.10
5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.	2	1.0%	16	7.8%	59	28.9%	61	29.9%	66	32.4%	3.85	1.00
6. I give my students concrete, real-life situations to analyze.	2	1.0%	6	2.9%	36	17.6%	82	40.2%	78	38.2%	4.12	.87
7. I use simulations, role-playing, or labs in my classes.	7	3.4%	22	10.8%	50	24.5%	60	29.4%	65	31.9%	3.75	1.12
8. I encourage my students to suggest new readings, research projects, field trips, or other course activities.	3	1.5%	9	4.4%	32	15.7%	68	33.3%	92	45.1%	4.16	.95
9. My students and I arrange field trips, volunteer activities, or internships related to the course.	5	2.5%	17	8.3%	46	22.5%	73	35.8%	63	30.9%	3.84	1.03
10. I carry out research projects with my students.	9	4.4%	28	13.7%	58	28.4%	68	33.3%	41	20.1%	3.51	1.09

It can be seen in Table 5.3. that there is no sharp difference between the mean scores of the items related to the third principle. The highest mean scores in this section belong to the eighth, sixth, and ninth items respectively. Based on the response rates of ‘often’ and ‘very often’ in this section, it can be concluded that a majority of the participants plan to encourage their students to engage in projects, trips, course activities, and the like (78.4%), provide real-life situations for learners to work on (78.4%), and arrange various activities with their students (66.7%). It should be noted that the mean score of the second item on the list is relatively lower than the mean scores of the rest. The second item suggests encouraging students to compare and contrast differences between theories, research findings, and artistic works, which requires higher order thinking skills. In Turkey, students mainly receive courses in a way that mainly requires memorisation rather than critical thinking skills. Those students who are the teacher of our future, therefore, are not very used to the idea of encouraging higher order thinking skills.

In the Table 5.4. that is presented below, the participant perceptions pertaining to the use of the fourth principle are displayed.

Table 5.4.

Principle 4: Good Practice Provides Prompt Feedback: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I give quizzes and homework assignments.	7	3.4%	26	12.7%	68	33.3%	66	32.4%	37	18.1%	3.49	1.04
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.	1	0.5%	11	5.4%	45	22.1%	90	44.1%	57	27.9%	3.94	.87
3. I return examinations and papers within a week.	1	0.5%	11	5.4%	68	33.3%	71	34.8%	53	26.0%	3.80	.90
4. I give students detailed information regarding the curriculum early in the term.	2	1.0%	9	4.4%	35	17.2%	65	31.9%	93	45.6%	4.17	.93
5. I ask my students to schedule conferences with me to discuss their progress.	1	0.5%	12	5.9%	61	29.9%	71	34.8%	59	28.9%	3.86	.92
6. I give my students written comments on their strengths and weaknesses on exams and papers.	0	0.0%	5	2.5%	47	23.0%	84	41.2%	68	33.3%	4.05	.81
7. I give students a pre-test at the beginning of each term.	7	3.4%	23	11.3%	64	31.4%	60	29.4%	50	24.5%	3.60	1.08
8. I ask students to keep logs or records of their progress.	4	2.0%	26	12.7%	56	27.5%	62	30.4%	56	27.5%	3.69	1.07
9. I discuss the results of the examinations with my students at the end of the semester.	16	7.8%	49	24.0%	41	20.1%	51	25.0%	47	23.0%	3.31	1.28
10. I call or write a note to the parents of students who miss classes.	8	3.9%	28	13.7%	50	24.5%	67	32.8%	51	25.0%	3.61	1.12

As can be seen in the Table 5.4., the participants' perceptions pertaining to the use of the items listed for the fourth principle were quite similar, all mean scores being higher than 3 and mostly close to 4. The items that received the highest and the lowest mean scores, respectively, are the fourth and the ninth. A majority of the participants, almost 80 % of them (77.4%), believed that they will either often or very often provide detailed information regarding the curriculum early in the term. A similar number of the participants, precisely 77 % of them, reportedly plan to provide regular prompt feedback to their students during classroom activities. The next item with the third highest mean score, on the other hand, indicated that the participants considered frequently providing opportunities for their students to discuss their overall progress with them. The analysis of the table, on the other hand, reveals that the number of the participants who plan to discuss the exam results with learners at the end of the term on a regular basis was 97, which makes up less than half of the participants ($X=3.31$). The second lowest mean score belonged to the first item on the list ($X=3.49$). Only half of the participants (50.5%), in this sense, had plans about giving frequent quizzes and homework assignments.

Table 5.5. that is provided below displays the participant responses to the items related to the fifth principle according to which good practice emphasises time on task.

Table 5.5.

Principle 5: Good Practice Emphasises Time on Task: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I expect my students to complete their assignments promptly.	1	0.5%	7	3.4%	51	25.0%	71	34.8%	74	36.3%	4.03	.89
2. I clearly communicate to my students the minimum amount of time they should spend preparing for class.	3	1.5%	19	9.3%	65	31.9%	70	34.3%	47	23.0%	3.68	.98
3. I make clear to my students the amount of time that is required to understand complex material.	0	0.0%	3	1.5%	30	14.7%	86	42.2%	85	41.7%	4.24	.75
4. I help students set challenging yet achievable goals for their own learning.	0	0.0%	5	2.5%	30	14.7%	77	37.7%	92	45.1%	4.25	.80
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.	4	2.0%	9	4.4%	46	22.5%	77	37.7%	68	33.3%	3.96	.96
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.	3	1.5%	6	2.9%	35	17.2%	63	30.9%	97	47.5%	4.20	.93
7. I explain to my students the consequences of non-attendance.	5	2.5%	19	9.3%	57	27.9%	63	30.9%	60	29.4%	3.75	1.05
8. I make it clear effective studying requires consistent effort.	0	0.0%	9	4.4%	34	16.7%	70	34.3%	91	44.6%	4.19	.87
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	4	2.0%	15	7.4%	43	21.1%	75	36.8%	67	32.8%	3.91	1.00
10. If students miss my classes, I require them to make up lost work.	21	10.3%	33	16.2%	62	30.4%	39	19.1%	49	24.0%	3.30	1.28

Table 5.5. reveals the participants' perceptions regarding their future use of the items of the fifth principle. The two items that can be seen to be on the two other ends of the spectrum are the fourth and the tenth, the former having the highest mean score ($X = 4.25$) and the latter having the lowest (3.30). It can be seen in the table that, as the fourth principle indicated, the majority of the participants were in favour of helping their students develop their own learning goals which are challenging yet still achievable for them. However, based on the average of the tenth item on the list, it can be concluded that fewer participants had plans about requiring their students to put extra effort to compensate for what they have missed. Indeed, slightly over one-fourth of the participants admitted no engagement or rare engagement in such an activity.

The table below, Table 5.6., presents the results of the data analysis to determine to which degree the participants planned to use the items of the sixth principle.

Table 5.6.

Principle 6: Good Practice Communicates High Expectations: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I tell students that I expect them to work hard in my classes.	3	1.5%	13	6.4%	61	29.9%	77	37.7%	50	24.5%	3.77	.94
2. I emphasize the importance of holding high standards for academic achievement.	3	1.5%	15	7.4%	67	32.8%	63	30.9%	56	27.5%	3.75	.99
3. I make clear my expectations orally and in writing at the beginning of each term.	6	2.9%	26	12.7%	74	36.3%	57	27.9%	41	20.1%	3.50	1.04
4. I help students set challenging goals for their own learning.	1	0.5%	7	3.4%	46	22.5%	68	33.3%	82	40.2%	4.09	.90
5. I explain to students what will happen if they do not complete their work on time.	4	2.0%	9	4.4%	63	30.9%	74	36.3%	54	26.5%	3.81	.95
6. I suggest extra reading or writing tasks.	2	1.0%	13	6.4%	41	20.1%	73	35.8%	75	36.8%	4.01	.96
7. I encourage students to write a lot.	2	1.0%	11	5.4%	52	25.5%	68	33.3%	71	34.8%	3.96	.95
8. I publicly call attention to excellent performance by my students.	8	3.9%	28	13.7%	60	29.4%	43	21.1%	65	31.9%	3.63	1.18
9. I revise my courses.	1	0.5%	6	2.9%	44	21.6%	70	34.3%	83	40.7%	4.12	.88
10. I periodically discuss how well we are doing during the courses of the semester.	2	1.0%	12	5.9%	44	21.6%	64	31.4%	82	40.2%	4.04	.97

As is understood from Table 5.6., the participants' perceptions regarding the use of the items of the sixth principle were similar, the average of most items being over 3.50 and close to 4. The item with the highest average, as the table shows, is the ninth item, which indicates that a total of three quarters of the participants (75%) plan to frequently revise their courses. The next item with the second highest mean score ($X=4.09$) is the fourth one which revealed the participants' plans regarding helping learners set their own challenging learning goals for their own learning. The lowest average ($X=3.50$) in this section, on the other hand, belonged to the third item on the list. As can be seen in the table, less than half of the participants (48%) reported to clearly present their expectations, either orally or written, at the beginning of each term on a regular basis. 32 of the participants (15.6%), in addition, admitted to never or only rarely having communicated their expectations early in each term.

The next table, Table 5.7., provides the details of the analysis regarding the participant perceptions on the use of the seventh principle.

Table 5.7.

Principle 7: Good Practice Respects Diverse Talents and Ways of Learning: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often			Std.
	f	%	f	%	f	%	f	%	f	%	Mean	Deviation
1. I encourage students to speak up when they don't understand.	0	0.0%	0	0.0%	14	6.9%	42	20.6%	148	72.5%	4.66	.60
2. I discourage stride remarks, sarcasm, kidding, and other class behaviors that may embarrass students.	7	3.4%	3	1.5%	7	3.4%	34	16.7%	153	75.0%	4.58	.90
3. I use diverse teaching activities to address a broad spectrum of students.	1	0.5%	4	2.0%	28	13.7%	79	38.7%	92	45.1%	4.26	.80
4. I select reading and design activities related to the background of my students.	0	0.0%	6	2.9%	40	19.6%	78	38.2%	80	39.2%	4.14	.83
5. I provide extra material or exercises for students who lack essential background knowledge or skills.	3	1.5%	11	5.4%	44	21.6%	69	33.8%	77	37.7%	4.01	.97
6. I inform my students about individuals in different cultures.	1	0.5%	18	8.8%	45	22.1%	72	35.3%	68	33.3%	3.92	.97
7. I make explicit provisions for students who wish to carry out independent studies within my own courses or as separate courses.	1	0.5%	7	3.4%	59	28.9%	72	35.3%	65	31.9%	3.95	.89
8. I have developed mastery learning, learning contracts, or computer assisted learning alternatives for your courses.	1	0.5%	6	2.9%	47	23.0%	79	38.7%	71	34.8%	4.04	.86
9. I encourage my students to design their own majors when their interests warrant doing so.	0	0.0%	3	1.5%	34	16.7%	75	36.8%	92	45.1%	4.25	.78
10. I try to find out about my students ' learning styles, interests, or background at the beginning of each course.	2	1.0%	12	5.9%	47	23.0%	70	34.3%	73	35.8%	3.98	.96

Table 5.7. reveals relatively high average for all of the items of the seventh principle which requires respect for different learning styles and preferences. Particularly the first two items deserve noting because of their high response rate indicating ‘very often’ implementation of them. The first item ($X = 4.66$) indicated that 72.5% of all the participants plan to ‘very often’ encourage students to speak up when they do not understand. The second item on the list ($X = 4.58$) also received a high response rate marked as ‘very often’. Two-thirds of the participants (75%), in this respect, agreed on the discouragement of stride remarks, sarcasm, kidding, or other behaviours that may embarrass students in classroom. On the other hand, the lowest average among all the sub-dimensions belonged to the sixth item on the list. That is, a lower percentage of the participants, 33.3% in this case, reported to inform their students about individuals in other cultures in their future teaching practices.

Research Question 2

The second research question sought whether there is a significant difference in the future plans of pre-service teachers of English in terms of the type of principle to be used. To be able to compare the mean scores of all the seven principles, One-Way ANOVA was conducted. Table 5.8. below shows the results of the analysis.

Table 5.8.

One-Way ANOVA Results for the Differences in the Use of the Seven Principles

	N	Mean	SD	F	p	Post -Hoc
1.Student-Teacher Interaction	204	37.02	5.60			
2.Cooperation among Learners	204	37.38	6.28			
3.Active Learning	204	37.61	6.51			
4.Prompt Feedback	204	37.52	5.79			1-5, 1-7, 2-5, 2-7,
5.Emphasis on Time on Task	204	39.53	6.02	15.885	.001*	3-5, 3-7, 4-5, 4-7,
6.Communicating High Expectations	204	38.68	6.33			5-7, 6-7
7.Respecting Diverse Learning Styles	204	41.79	5.77			

* $p < .05$, ** max. mean: 50

Table 5.8. reveals a significant difference between the extents to which the seven principles are utilised ($p < 0.05$). As can be seen in the table, the averages of respecting

diverse talents and ways of learning and emphasising time on task were found to be higher than and significantly different from that of student-teacher interaction, cooperation among students, active learning, and prompt feedback. The average of respecting diverse talents and ways of learning was also found to be meaningfully higher than that of communicating high expectations and emphasising time on task. Therefore, it can be concluded that the participants are more likely to focus on respecting diverse talents and ways of learning along with an emphasis on time on task in their future teaching practices.

5.2. Results from In-service Teachers of English

In this section, quantitative results obtained from the in-service teachers of English are presented. The results presented here are directly related to the third, fourth, fifth, and sixth research questions of the study. The results, therefore, are presented under the headings of related research questions which include: ‘To what extent do in-service English Language teachers in Erzurum utilise Chickering and Gamson’s (1987) seven principles of good practices in education?’, ‘Is there a significant difference in the current practices of the in-service English Language teachers in Erzurum in terms of the type of principles to be utilised?’, ‘Is there a significant difference in the type of principles to be utilised between pre-service English Language teachers at Atatürk University and the in-service English Language teachers in Erzurum?’, ‘Is there a significant difference in the extent to which Chickering and Gamson’s (1987) seven principles are utilised by in-service English Language teachers in Erzurum in accordance with their job satisfaction, professional experience, and weekly course load?’. For the final research question, the participants answered a number of demographic questions and filled a survey regarding their level of job satisfaction, the results of which are displayed under the same heading.

Research Question 3

The third research question of the study sought answer to the extent to which in-service teachers of English use the seven principles in their teaching practices. The following tables, therefore, show the frequencies and percentages of benefiting from the items of each principle. The results for each principle are presented in separate tables.

The results that are presented in the table below, Table 5.9., are obtained from the descriptive analysis of the responses provided for the first principle.



Table 5.9.

Principle 1: Good Practice Encourages Teacher-student Interaction: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I advise my students about career opportunities in their major field.	1	1.0%	8	7.8%	40	39.2%	32	31.4%	21	20.6%	3.63	.93
2. Students drop by my office just to visit.	5	4.9%	41	40.2%	31	30.4%	19	18.6%	6	5.9%	2.80	1.00
3. I share my past experience, attitudes, and values with students.	0	0.0%	3	2.9%	26	25.5%	38	37.3%	35	34.3%	4.03	.85
4. I attend events organised by student groups.	3	2.9%	32	31.4%	36	35.3%	19	18.6%	12	11.8%	3.05	1.05
5. I work with student affairs staff on issues related to student extracurricular life and life outside of school.	4	3.9%	12	11.8%	32	31.4%	27	26.5%	27	26.5%	3.60	1.12
6. I know my students by name by the end of the first two weeks of the term.	0	0.0%	0	0.0%	12	11.8%	21	20.6%	69	67.6%	4.56	.70
7. I make special efforts to be available to students of a culture or race different from my own.	0	0.0%	5	4.9%	17	16.7%	45	44.1%	35	34.3%	4.08	.84
8. I serve as a mentor or informal advisor to students.	1	1.0%	2	2.0%	23	22.5%	36	35.3%	40	39.2%	4.10	.88
9. I take students to professional meetings or other events in my field.	43	42.2%	38	37.3%	12	11.8%	6	5.9%	3	2.9%	1.90	1.02
10. Whenever there is a conflict at school involving students, I try to help in its resolution.	0	0.0%	2	2.0%	24	23.5%	35	34.3%	41	40.2%	4.13	.84

Table 5.9. shows the participants' perceptions pertaining to the use of the items of the first principle. As can be seen in the table, the item with the highest average is the sixth one. Almost 90% of the participants (88.2%) reported that they often or very often know their students' names early in the term. The item with the second highest average ($X=4.13$), the tenth one, on the other hand, indicated that the participants try to solve problems in which their students are involved. In addition, based on the response rates of 'often' and 'very often' options, it can be said that almost two-thirds (74,5%) of the participants regarded themselves to be their students' mentor or informal advisor. In Table 5.9., what takes attention is the mean score of the ninth item on the list ($X=1.90$), which is quite lower than the rest of the averages. Up to 80% (79.5%) of the participants admitted that they never or only rarely take their students to professional meetings or other events in the field. The result may be acceptable for the teachers of young learners who cannot attend such events. For the teachers of upper grades, on the other hand, the result may be attributed to the time limitation and other restrictions they encounter. The second relatively low average belongs to the second item on the list. Only one quarter of the participants (24.5%) reported frequent student visits to the teachers lounge. It can be concluded that students in Turkey are not very used to keep in contact with their teachers out of classroom, which can indicate a weak interaction pattern due to several reasons. Similarly, the responses to the fourth item that received the third lowest mean score revealed that less than one third of the participants (30.4%) attend events organised by their students. It can be commented that either teachers avoid personal interaction with their students out of school context or students do not bother organising events they can enjoy with their teachers. Both situations can have acceptable explanations when further discussed.

The next table presents the results for the second principle which states that good practice encourages cooperation among students.

Table 5.10.

Principle 2: Good Practice Encourages Cooperation Among Students: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I ask students to tell each other about their interests and backgrounds	0	0.0%	3	2.9%	27	26.5%	37	36.3%	35	34.3%	4.02	.86
2. I encourage students to prepare together for classes and exams.	0	0.0%	6	5.9%	27	26.5%	37	36.3%	32	31.4%	3.93	.90
3. I encourage students to do projects together.	1	1.0%	8	7.8%	32	31.4%	34	33.3%	27	26.5%	3.76	.97
4. I ask my students to evaluate each other's work.	6	5.9%	26	25.5%	28	27.5%	26	25.5%	16	15.7%	3.20	1.16
5. I ask my students to explain difficult ideas to each other.	1	1.0%	12	11.8%	29	28.4%	29	28.4%	31	30.4%	3.75	1.05
6. I encourage my students to praise each other for their accomplishments.	0	0.0%	2	2.0%	24	23.5%	42	41.2%	34	33.3%	4.06	.81
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	2	2.0%	9	8.8%	34	33.3%	34	33.3%	23	22.5%	3.66	.99
8. I create "learning communities," study groups, or project teams within my courses.	3	2.9%	24	23.5%	29	28.4%	31	30.4%	15	14.7%	3.30	1.08
9. I encourage students to join at least one school organization.	2	2.0%	11	10.8%	35	34.3%	30	29.4%	24	23.5%	3.62	1.02
10. I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	1	1.0%	5	4.9%	26	25.5%	30	29.4%	40	39.2%	4.01	.97

A quick look at Table 5.10 reveals no sharp differences in the use of different dimensions of the second principle. The highest three averages ($X=4.6$, $X=4.2$, $X=4.1$) respectively indicated more frequent implementation of the sixth, first, and tenth items on the list. In this regard, the majority of the participants either often or very often encourage their students to praise each other for their accomplishments (74.5%), asks students to tell each other about their interests and backgrounds (70.6%), and distribute performance criteria to student so that each person's grade is independent of those achieved by others. The least commonly used dimension ($X=3.30$), on the other hand, indicated that less than half of the participants (45.1%) often or very often create learning communities, study groups, or project teams in their courses, while more one quarter of the participants (26.4%) either never or rarely provide such an opportunity to their students.

Table 5.11, given below, presents the results for the third principle.

Table 5.11.

Principle 3: Good Practice Encourages Active Learning: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I ask my students to present their work to the class.	0	0.0%	3	2.9%	36	35.3%	37	36.3%	26	25.5%	3.84	.84
2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works.	5	4.9%	36	35.3%	26	25.5%	26	25.5%	9	8.8%	2.98	1.08
3. I ask my students to relate outside events or activities to the subjects covered in my courses.	0	0.0%	9	8.8%	34	33.3%	33	32.4%	26	25.5%	3.75	.94
4. I ask my students to undertake research or independent study.	0	0.0%	9	8.8%	29	28.4%	39	38.2%	25	24.5%	3.78	.92
5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.	0	0.0%	8	7.8%	29	28.4%	41	40.2%	24	23.5%	3.79	.89
6. I give my students concrete, real-life situations to analyse.	0	0.0%	3	2.9%	20	19.6%	33	32.4%	46	45.1%	4.20	.86
7. I use simulations, role-playing, or labs in my classes.	4	3.9%	22	21.6%	26	25.5%	28	27.5%	22	21.6%	3.41	1.16
8. I encourage my students to suggest new readings, research projects, field trips, or other course activities.	0	0.0%	10	9.8%	32	31.4%	33	32.4%	27	26.5%	3.75	.96
9. My students and I arrange field trips, volunteer activities, or internships related to the course.	15	14.7%	35	34.3%	24	23.5%	19	18.6%	9	8.8%	2.73	1.19
10. I carry out research projects with my students.	10	9.8%	34	33.3%	34	33.3%	13	12.7%	11	10.8%	2.81	1.12

The analysis of Table 5.11 shows that the participants' use the items of the third principle in varying degrees. As can be seen, the average of the most commonly used item, the sixth one, is 4.20. The high average of this item indicates that a majority of the participants, 77.5% in this case, often or very often give their students concrete and real-life situations to analyse. In addition, the participants who reportedly do not or only rarely provide their learners with real-life situations to work on constitute a mere 2.9% of the whole participants. The lowest mean score of all items, on the other hand, belongs to the ninth item on the list ($X=2.73$). To the ninth item which underlined arrangement of field trips and volunteer activities, 15 participants (14.7%) responded 'never' and 35 participants (34.3%) responded 'rarely'. The teachers that work in elementary schools may find it difficult, or even impossible, to arrange activities with their students out of school. The chances for success in such arrangements may increase in accordance with the age of the learners. In this case, the older, the better. The tenth and second items also deserve noting because of their relatively low averages. ($X=2.81$ and $X=2.98$, respectively). Based on the numbers of responses indicating 'often' and 'very often', it is clearly seen that only 23.5% of the participants carry out research projects with their students on a regular base, and 34.3% of the participants ask their students to summarise differences and similarities among different theories, research findings, or artistic works.

The results regarding the perceptions about the fourth principles' sub-dimensions are given in table 5.12 presented below.

Table 5.12.

Principle 4: Good Practice Provides Prompt Feedback: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I give quizzes and homework assignments.	0	0.0%	6	5.9%	14	13.7%	33	32.4%	49	48.0%	4.23	.90
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.	0	0.0%	4	3.9%	17	16.7%	41	40.2%	40	39.2%	4.15	.84
3. I return examinations and papers within a week.	0	0.0%	4	3.9%	34	33.3%	27	26.5%	37	36.3%	3.95	.93
4. I give students detailed information regarding the curriculum early in the term.	0	0.0%	1	1.0%	18	17.6%	28	27.5%	55	53.9%	4.34	.80
5. I ask my students to schedule conferences with me to discuss their progress.	0	0.0%	6	5.9%	29	28.4%	41	40.2%	26	25.5%	3.85	.87
6. I give my students written comments on their strengths and weaknesses on exams and papers.	0	0.0%	1	1.0%	20	19.6%	41	40.2%	40	39.2%	4.18	.78
7. I give students a pre-test at the beginning of each term.	4	3.9%	18	17.6%	38	37.3%	23	22.5%	19	18.6%	3.34	1.09
8. I ask students to keep logs or records of their progress.	4	3.9%	15	14.7%	35	34.3%	28	27.5%	20	19.6%	3.44	1.09
9. I discuss the results of the final examination with my students at the end of the semester.	6	5.9%	11	10.8%	14	13.7%	23	22.5%	48	47.1%	3.94	1.26
10. I call or write a note to the parents of students who miss classes.	1	1.0%	16	15.7%	30	29.4%	31	30.4%	24	23.5%	3.60	1.05

In Table 5.12, it can be seen that the most commonly used item of the fourth principle is the fourth one, its average being 4.35. Over 80% of the participants (81.4%) responded that they often or very often give their students detailed information pertaining to the curriculum of the course early in the term. In addition, slightly over 80% of the participants (80.4%) reportedly give frequent quizzes and assignments. Almost 80% of them (79.4%), reported to provide their students with written comments about their strengths and weaknesses on exams and papers. The least common teaching practice, as is understood from the table, is providing pre-test to learners at the beginning of each term ($X=3.34$), which is followed by asking students to keep records of their own progress ($X=3.44$).

Table 5.13. includes the results of the participants' responses to the use of the fifth principle's items.

Table 5.13.

Principle 5: Good Practice Emphasises Time on Task: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	F	%	f	%		
1. I expect my students to complete their assignments promptly.	0	0.0%	0	0.0%	11	10.8%	30	29.4%	61	59.8%	4.49	.69
2. I clearly communicate to my students the minimum amount of time they should spend preparing for class.	2	2.0%	3	2.9%	19	18.6%	37	36.3%	41	40.2%	4.10	.94
3. I make clear to my students the amount of time that is required to understand complex material.	0	0.0%	0	0.0%	17	16.7%	37	36.3%	48	47.1%	4.30	.74
4. I help students set challenging yet achievable goals for their own learning.	0	0.0%	1	1.0%	17	16.7%	45	44.1%	39	38.2%	4.20	.75
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.	1	1.0%	6	5.9%	28	27.5%	35	34.3%	32	31.4%	3.89	.95
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.	0	0.0%	0	0.0%	12	11.8%	33	32.4%	57	55.9%	4.44	.70
7. I explain to my students the consequences of non-attendance.	3	2.9%	7	6.9%	27	26.5%	34	33.3%	31	30.4%	3.81	1.04
8. I make it clear effective studying requires consistent effort.	1	1.0%	1	1.0%	15	14.7%	34	33.3%	51	50.0%	4.30	.83
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	1	1.0%	3	2.9%	18	17.6%	41	40.2%	39	38.2%	4.12	.87
10. If students miss my classes, I require them to make up lost work.	3	2.9%	4	3.9%	17	16.7%	31	30.4%	47	46.1%	4.13	1.02

Table 5.13. reveals relatively high mean scores for all of the items on the list, the highest average being 4.49, and the lowest 3.81. The results suggest that almost 90% of the participants (89.2%) often or very often expect their students to complete their assignments promptly. In addition, 83.3% of them reported to frequently emphasise the role of consistent effort in effective studying. As to the item with the lowest average ($X=3.81$), almost 10% of the participants (9,8%) responded they either never or rarely explain the consequences of non-attendance. Yet, still, a high number of the participants, a total of 65 (63.7%), reportedly raise awareness about the results of non-attendance.

The next table, Table 5.14. presents the results pertaining to the perceptions of the sixth principle.

Table 5.14.

Principle 6: Good Practice Communicates High Expectations: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	f	%	f	%		
1. I tell students that I expect them to work hard in my classes.	0	0.0%	0	0.0%	13	12.7%	28	27.5%	61	59.8%	4.47	.71
2. I emphasize the importance of holding high standards for academic achievement.	0	0.0%	4	3.9%	16	15.7%	43	42.2%	39	38.2%	4.15	.83
3. I make clear my expectations orally and in writing at the beginning of each term.	0	0.0%	5	4.9%	35	34.3%	36	35.3%	26	25.5%	3.81	.88
4. I help students set challenging goals for their own learning.	0	0.0%	0	0.0%	26	25.5%	36	35.3%	40	39.2%	4.14	.80
5. I explain to students what will happen if they do not complete their work on time.	0	0.0%	1	1.0%	13	12.7%	48	47.1%	40	39.2%	4.25	.71
6. I suggest extra reading or writing tasks.	3	2.9%	2	2.0%	22	21.6%	38	37.3%	37	36.3%	4.02	.96
7. I encourage students to write a lot.	2	2.0%	8	7.8%	21	20.6%	39	38.2%	32	31.4%	3.89	1.00
8. I publicly call attention to excellent performance by my students.	0	0.0%	2	2.0%	16	15.7%	37	36.3%	47	46.1%	4.26	.80
9. I revise my courses.	0	0.0%	0	0.0%	16	15.7%	43	42.2%	43	42.2%	4.26	.72
10. I periodically discuss how well we are doing during the courses of the semester.	1	1.0%	4	3.9%	23	22.5%	35	34.3%	39	38.2%	4.05	.93

The sixth principle states that a good practice communicates high expectations. The analysis of the table shows that the highest mean score belongs to the first item ($X=4.47$) and the lowest to the third one ($X=3.81$). In this regard, the relationship between the two items is interesting and needs to be noted in that the majority of the participants (87.3%) either often or very often tell that they expect their learners to study hard in their courses. However, a lower number of them (60.8%) reportedly make their expectations clear to their students orally or in writing at the beginning of each term. It may be more beneficial to remind students of teachers' expectations to encourage them to keep the hard work or to help them study hard if they have not started yet.

In the table below, Table 5.15, the results of the analysis regarding the seventh principles can be seen.

Table 5.15.

Principle 7: Good Practice Respects Diverse Talens and Ways of Learning: Descriptive Results

	Never		Rarely		Occasionally		Often		Very Often		Mean	Std. Deviation
	f	%	f	%	f	%	F	%	f	%		
1. I encourage students to speak up when they don't understand.	0	0.0%	1	1.0%	7	6.9%	24	23.5%	70	68.6%	4.60	.66
2. I discourage stride remarks, sarcasm, kidding, and other class behaviours that may embarrass students.	0	0.0%	3	2.9%	11	10.8%	17	16.7%	71	69.6%	4.53	.80
3. I use diverse teaching activities to address a broad spectrum of students.	0	0.0%	1	1.0%	18	17.6%	38	37.3%	45	44.1%	4.25	.78
4. I select reading and design activities related to the background of my students.	0	0.0%	5	4.9%	32	31.4%	35	34.3%	30	29.4%	3.88	.89
5. I provide extra material or exercises for students who lack essential background knowledge or skills.	1	1.0%	13	12.7%	31	30.4%	34	33.3%	23	22.5%	3.64	1.00
6. I inform my students about individuals in different cultures.	0	0.0%	5	4.9%	34	33.3%	31	30.4%	32	31.4%	3.88	.92
7. I make explicit provisions for students who wish to carry out independent studies within my own courses or as separate courses.	0	0.0%	4	3.9%	34	33.3%	32	31.4%	32	31.4%	3.90	.90
8. I have developed mastery learning, learning contracts, or computer assisted learning alternatives for your courses.	0	0.0%	6	5.9%	28	27.5%	45	44.1%	23	22.5%	3.83	.85
9. I encourage my students to design their own majors when their interests warrant doing so.	1	1.0%	1	1.0%	24	23.5%	37	36.3%	39	38.2%	4.10	.86
10. I try to find out about my students ' learning styles, interests, or background at the beginning of each course.	0	0.0%	7	6.9%	27	26.5%	35	34.3%	33	32.4%	3.92	.93

A quick analysis of Table 5.15 shows that over 90% of the participants often or very often encourage their students to speak up when they do not understand. Over 85% of the participants (86,3%) reported to often or very often discourage stride remarks, sarcasm, kidding, and other class behaviours that may embarrass students. In addition, more than 80 % of them (81.4%) reported frequent use of diverse teaching activities to be appeal to learners with different needs. The relatively lower average of the fifth item on the list, however, reveals that a smaller portion of the participants (55.8%) provide extra materials or exercises for students who lack essential background knowledge or skills, and 14 of them (13.7%) admitted to never or rarely using additional materials for such learners. It can be commented that the provision of extra materials may be challenging for teachers because of various factors including time-related and financial restrictions.

Research Question 4

The fourth research question investigated whether there is a significant difference in the current practices of the in-service teachers of English in Erzurum in terms of the type of principles to be utilised. To be able to answer the research question by investigating potential statistically significant differences in the average scores of the seven principles, One-Way ANOVA test was run. The table below, Table 5.16, displays the results obtained from the test.

Table 5.16.

One-Way ANOVA Results for the Differences in the Use of the Seven Principles

	N	Mean	SD	F	P	Post-Hoc
1.Student-Teacher Interaction	102	35.87	4.86			
2.Cooperation among Learners	102	37.31	6.83			
3.Active Learning	102	35.05	6.66			
4.Prompt Feedback	102	39.02	6.03			1-4, 1-5, 1-6, 1-7, 2-3,
5.Emphasis on Time on Task	102	41.78	5.80	20.121	.001*	2-4, 2-5, 2-6, 2-7, 3-4,
6.Communicating High Expectations	102	41.30	5.69			3-5, 3-6, 3-7, 4-5, 4-6
7.Respecting Diverse Learning Styles	102	40.53	6.10			

* $p < .05$

As can be seen in Table 5.16, a statistically significant difference in the use of the seven principles was identified ($p < 0.05$). The average scores of the seventh (respecting diverse talents and ways of learning), sixth (communicating high expectations), fifth (emphasis on time on task), and fourth (providing prompt feedback) principles were found to be significantly higher than the average of the first principle (teacher-student interaction). The average scores of the seventh (respecting diverse talents and ways of learning), sixth (communicating high expectations), fifth (emphasis on time on task), and fourth (providing prompt feedback) were also found to be significantly different, higher in this case, than the average of the second principle (cooperation among students). The average of the second principle (cooperation among students) as well as the average scores of the seventh (respecting diverse talents and ways of learning), sixth (communicating high expectations), fifth (emphasis on time on task), and fourth (providing prompt feedback, on the other hand, were calculated to be significantly higher than the average of the third principle (active learning). The analysis also revealed a statistically significant difference between the total mean scores of the sixth (communicating high expectations) and fifth (emphasis on time on task) principles and the total mean score of the fourth one (providing prompt feedback). The mean scores in the table reveal that the participants most commonly utilise the fifth principle (emphasis on time on task), and least commonly use the third (active learning) in their courses.

Research Question 5

The fifth research question of the study required the use of Independent Samples t-test in order to find out whether there is a significant difference in the type of the principles to be utilised between the pre-service teachers of English and the in-service teachers of English that participated in the study. The following table shows the results of the test.

Table 5.17.

Independent Samples T-Test Results for the Differences in the Type of the Principles To Be Utilised Between Pre-Service and In-Service Teachers of English

	Groups				t	p
	Student(n=204)		Teacher(n=102)			
	Mean	SD	Mean	SD		
1.Student-Teacher Interaction	37.02	5.60	35.87	4.86	1.769	.078
2.Cooperation among Learners	37.38	6.28	37.31	6.83	.087	.930
3.Active Learning	37.61	6.51	35.05	6.66	3.217	.001*
4.Prompt Feedback	37.52	5.79	39.02	6.03	-2.099	.037*
5.Emphasis on Time on Task	39.53	6.02	41.78	5.80	-3.124	.002*
6.Communicating High					-3.530	.001*
Expectations	38.68	6.33	41.30	5.69		
7.Respecting Diverse Learning					1.774	.077
Styles	41.79	5.77	40.53	6.10		

* $p < .05$, ** max. mean: 50

As can be seen in Table 5.17, the analysis revealed a statistically significant difference in pre-service and in-service teachers' utilisation of the seven principles ($p < 0.05$). The independent samples t-test results pointed to a significant difference between the averages of the third (active learning), fourth (providing prompt feedback), fifth (emphasis on time on task), and sixth (communicating high expectations) principles. It is seen that pre-service teachers of English got higher mean scores than in-service teachers of English for the third principle (active learning). For the other principles which include the fourth (providing prompt feedback), fifth (emphasis on time on task), and sixth (communicating high expectations) ones, however, the average scores were found to be higher for the in-service teachers. The analysis revealed no significant differences between the rest of the principles ($p > 0.05$). On the basis of the results provided in Table 5.17, it can be commented that pre-service teachers plan to utilise the third principle, that is encouraging active learning, more frequently than in-service teachers currently do in their courses. In-service teachers, on the other hand, put more emphasis on the fourth (providing prompt feedback), fifth (emphasis on time on task), and sixth (communicating high expectations) principles than pre-service teachers.

Research Question 6

The sixth research question examined potential significant differences in the utilisation of the seven principles in accordance with the in-service teachers' job satisfaction, professional experience, weekly course load, rating of their students' success, and rating of their schools' technological facilities as well as physical conditions. For this, to be able to explain if there are any significant differences stemming from the first variable, job satisfaction in this case, this section starts with the results of the questionnaire indicating teachers' job satisfaction.



Table 5.18.

Descriptive Results for Job Satisfaction among In-service Teachers of English

		Very Inadequate		Inadequate		Normal		Good		Very Good		Mean	Std. Deviation
		f	%	f	%	f	%	f	%	f	%		
Organisational Climate, Working conditions, and Social Appearance	My opportunity to use my skill and knowledge in my school	3	2.9%	23	22.5%	33	32.4%	37	36.3%	6	5.9%	3.20	.95
	The use of technology in my school	4	3.9%	11	10.8%	25	24.5%	46	45.1%	16	15.7%	3.58	1.01
	My flexibility while I teach	3	2.9%	10	9.8%	25	24.5%	39	38.2%	25	24.5%	3.72	1.04
	The physical conditions of my school (heating, illumination, air-conditioning etc.)	2	2.0%	10	9.8%	26	25.5%	40	39.2%	24	23.5%	3.73	1.00
	Working hours in my school	0	0.0%	4	3.9%	41	40.2%	37	36.3%	20	19.6%	3.72	.83
	Rewarding teacher performance in my school	16	15.7%	36	35.3%	27	26.5%	18	17.6%	5	4.9%	2.61	1.10
	The facilities my school provides to realise my goals	5	4.9%	15	14.7%	39	38.2%	33	32.4%	10	9.8%	3.27	1.00
	The ease of transportation to my school	4	3.9%	9	8.8%	17	16.7%	31	30.4%	41	40.2%	3.94	1.13
	Teacher awareness of the goals of the school	1	1.0%	10	9.8%	33	32.4%	35	34.3%	23	22.5%	3.68	.97
Individual Factors	My feeling of loyalty to my school	3	2.9%	13	12.7%	34	33.3%	30	29.4%	22	21.6%	3.54	1.06
	The feeling of prestige my school provides me with	5	4.9%	17	16.7%	26	25.5%	38	37.3%	16	15.7%	3.42	1.09
	The opportunity my school provides me to benefit people	3	2.9%	12	11.8%	29	28.4%	39	38.2%	19	18.6%	3.58	1.02
	The feeling of success in turn for my job in my school	1	1.0%	20	19.6%	32	31.4%	37	36.3%	12	11.8%	3.38	.97
	The compatibility of my job and education	1	1.0%	7	6.9%	23	22.5%	42	41.2%	29	28.4%	3.89	.93
	The compatibility of my job and personality	1	1.0%	5	4.9%	11	10.8%	43	42.2%	42	41.2%	4.18	.88
Organisational Communication	The friendly atmosphere of my school	4	3.9%	5	4.9%	20	19.6%	38	37.3%	35	34.3%	3.93	1.05
	The pleasure I get from working as a team with my colleagues	3	2.9%	11	10.8%	45	44.1%	30	29.4%	13	12.7%	3.38	.94
	The cooperation in decisionmaking in my school	7	6.9%	18	17.6%	38	37.3%	28	27.5%	11	10.8%	3.18	1.07
	The communication between the school manager and teachers	5	4.9%	19	18.6%	24	23.5%	25	24.5%	29	28.4%	3.53	1.22

As can be seen in Table 5.18, the items of the job satisfaction were categorised under three main headings. The first category was defined as organisational climate, working conditions and the social appearance in the first category. The second category included items related to individual factors. The third category, finally, was related to organisational communication. The table provided below reveals the results of the Pearson Correlation analysis to define the significant differences in the utilisation of the seven principles based on the results of the job satisfaction questionnaire.



Table 5.19.

Pearson Correlation Results for the Utilisation of the Seven Principles in Accordance with Job Satisfaction

		Student- Teacher Interaction	Cooperation Among Learners	Active Learning	Prompt Feedback	Emphasis on Time on Task	Communicating High Expectations	Respecting Diverse Talents and Ways of Learning
Organisational Climate, Working Conditions, and Social Appearance	r	.255*	.202*	.344*	.163	.227*	.204*	.194
	p	.010	.042	.000	.102	.022	.040	.051
	n	102	102	102	102	102	102	102
Individual Factors	r	.322*	.330*	.416*	.284*	.268*	.337*	.326*
	p	.001	.001	.000	.004	.006	.001	.001
	n	102	102	102	102	102	102	102
Organisational Communication	r	.147	.222*	.293*	.058	.134	.129	.190
	p	.141	.025	.003	.561	.178	.195	.056
	n	102	102	102	102	102	102	102

*p<.05

Table 5.19 reveals a statistically significant yet weak linear correlation between the participants' perceptions of organisational climate, working conditions and the social appearance and their perceptions of the first (student-teacher interaction), second (cooperation among students), third (active learning), fifth (emphasis on time on task), and sixth (communicating high expectations) principles ($p < 0.05$). The results also pointed to a statistically significant yet weak linear correlation between the individual factors and all of the seven principles ($p < 0.05$). The final subcategory of job satisfaction, that is, organisational communication, was found to be weakly correlated with the second (cooperation among students) and third (active learning) principles. The correlation here was linear as well. The other comparisons revealed no statistically significant correlations ($p > 0.05$).

The sixth research question also examined whether there are significant differences in the use of the seven principles based on the amount of professional experience. For the purpose of the study, One-way ANOVA test was adopted. Yet, before the presentation of the ANOVA test, the demographic information of the participants should be presented for a clear analysis. The table below, Table 5.20, includes the demographic information of the participants.

Table 5.20.

Decriptive Results for In-service Teachers of English

		f	%
Years of Experience	First Year	8	7.8%
	1-5	40	39.2%
	6-10	23	22.5%
	11-15	16	15.7%
	16-20	9	8.8%
	+21	6	5.9%
Weekly Course Load	16-21	21	20.6%
	22-30	72	70.6%
	+31	9	8.8%
Ratings of Student Success (3 point scale)	Bad	18	17.6%
	Average	51	50.0%
	Good	33	32.4%
Ratings of the Technological Facilities and the Physical Conditions of the School (3 point scale)	Bad	9	8.8%
	Average	33	32.4%
	Good	60	58.9%

As can be seen in Table 5.20, the majority of the participants (39.2%) had 1-5 years of experience, 22.5% percent of them worked for 6-10 years as a teacher, 15.7% worked for 11-15 years, and 8.8% for 16-20. The most (21 or more years) and least experienced (first year) teachers, on the other hand, constituted 5.9% and 7.8% of the participants, respectively.

As to the weekly course load, the majority of the participants (70.6%) worked for 22-30 hours a week, 20.6% of them worked for 16-21 hours a week, and, finally, 8.8% worked for more than 31 hours a week.

The participants' ratings for their students' success level, on the other hand, revealed that half of the participants (50%) regarded their students to be of average. More than a quarter of them (32.4%) regarded their students as good, and 17.6% regarded their students as bad.

The ratings of the technological facilities and the physical conditions of the school also greatly differed. 58.9% of the participants reported to work in schools with good technological facilities and physical conditions. 32.4% of the participants rated their schools technological facilities and physical conditions as average. On the basis of the ratings, it can be said that the minority of the participants (8.8%) work in schools which reportedly lack such facilities.

Table 5.21, which is provided below, includes the results of the one-way ANOVA test which, as noted earlier, was run in order to identify if there were significant changes in the utilisation of the seven principles in terms of the amount of professional experience the participants had.

Table 5.21.

One-way ANOVA Results for Differences in the Utilisation of the Seven Principles in Accordance with the Amount of Professional Experience

	Amount of Experience													
	First Year(n=8)		1-5(n=40)		6-10(n=23)		11-15(n=16)		16-20(n=9)		+21(n=6)		F	p
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Teacher-Student Interaction	37.13	4.64	36.35	4.79	34.00	4.56	37.56	4.21	36.11	4.31	33.33	7.50	1.635	.158
Cooperation among Learners	39.75	6.98	38.70	6.20	36.43	6.79	36.44	7.17	34.89	7.91	34.17	8.04	1.151	.339
Active Learning	37.75	8.53	35.08	6.21	34.13	7.08	35.75	6.88	33.78	7.22	34.83	5.23	.440	.819
Prompt Feedback	38.63	7.54	41.15	5.47	38.00	5.19	37.94	6.22	35.44	6.80	37.50	6.41	2.053	.078
Emphasis on Time on Task	41.63	7.80	43.03	5.52	41.04	6.05	41.19	4.86	41.67	6.40	38.33	5.39	.897	.487
Communicating High Expectations	41.13	6.90	42.20	5.30	40.52	5.50	40.31	5.96	41.22	7.00	41.33	6.06	.373	.866
Respecting Diverse Learning Styles	39.63	8.40	42.35	5.61	40.17	5.43	40.19	5.54	36.67	6.38	37.67	7.45	1.830	.114

* $p < .05$, ** max. mean: 50

Table 5.21. shows the results of the one-way ANOVA test. The analysis, as can be seen in the table, revealed no significant difference in the utilisation of the seven principles in terms of the amount of the professional experience of the participants ($p>0.05$). Therefore, it can be commented that teachers with varying degrees of experience are likely to use each of the seven principles to a similar extent.

The scope of the sixth research question also entailed the adoption of one-way ANOVA analysis in order to investigate whether utilisation of the seven principles significantly changes based on the participants' weekly course load. The following table includes the results obtained from the one-way ANOVA test.

Table 5.22.

One-way ANOVA Results for the Differences in the Utilisation of the Seven Principles in Accordance with the Weekly Course Load

	Course Load a Week						F	p
	16-		22-		+31(n=9)			
	21(n=21)	30(n=72)	30(n=72)	30(n=72)	+31(n=9)	+31(n=9)		
	Mean	SD	Mean	SD	Mean	SD		
Teacher-Student-Interaction	35.90	5.21	35.83	4.94	36.11	3.72	.013	.987
Cooperation among Learners	39.05	6.30	36.85	7.12	37.00	5.55	.850	.430
Active Learning	36.19	6.34	34.76	6.79	34.67	6.80	.384	.682
Prompt Feedback	39.52	6.62	38.72	5.96	40.22	5.56	.336	.716
Emphasis on Time on Task	42.81	6.96	41.35	5.58	42.89	4.62	.691	.503
Communicating High Expectations	41.76	5.74	41.26	5.79	40.56	5.22	.145	.865
Respecting Diverse Learning Styles	42.57	6.49	39.75	6.09	42.00	4.18	2.067	.132

* $p<.05$, ** max. mean: 50

As can be seen in Table 5.22., the mean scores of all the seven principles were similar for teachers with heavier and less heavy weekly course load. That is, the participants' utilisation of the seven principles did not significantly differ based on the number of the course they have to teach every week ($p>0.05$). It can be said that lower number of courses a week does not guarantee the utilisation of the seven principles. The

heavier course load, on the other hand, may not be the only reason for avoiding the seven principles in courses.

The next variable in the sixth research question was defined as in-service teachers' rating of their students' success. To be able to pinpoint any significant differences in the utilisation of the seven principles based on the ratings of student success, One-Way ANOVA test was run. The following table includes the results of the test.

Table 5.23.

One-way ANOVA Results for the Differences in the Utilisation of the Seven Principles in Accordance with the Ratings of Student Success

	Ratings of Student Success						p
	Bad		Average		Good		
	Mean	SD	Mean	SD	Mean	SD	
Teacher-Student Interaction	34.44	4.29	36.02	4.64	36.42	5.45	.367
Cooperation among Learners	37.11	5.20	36.98	6.86	37.94	7.67	.816
Active Learning	33.33	5.38	34.69	6.47	36.55	7.42	.224
Prompt Feedback	38.94	6.75	38.57	5.53	39.76	6.46	.680
Emphasis on Time on Task	39.33	5.57	41.69	5.89	43.27	5.46	.066
Communicating High Expectations	39.50	5.55	41.41	5.26	42.12	6.32	.287
Respecting Diverse Learning Styles	39.89	5.72	40.04	5.84	41.64	6.71	.451

* $p < .05$, ** max. mean: 50

One-way ANOVA results revealed no significant differences in the use of the seven principles in accordance with the ratings of student success ($p > 0.05$). That is, the teaching practices of in-service teachers who participated in the present study did not significantly differ on the basis of their students' achievement level.

Whether the final variable in the sixth questions, ratings of schools' technological facilities and physical conditions, made a significant difference in the utilisation of the seven principles was also investigated through One-Way ANOVA analysis. The table below shows the results of the test.

Table 5.24.

One-way ANOVA Results for the Differences in the Utilisation of the Seven Principles in Accordance with the Ratings of Schools' Technological Facilities and Physical Conditions

	Ratings of Schools' Technological Facilities and Physical Conditions						p
	Bad		Average		Good		
	Mean	SD	Mean	SD	Mean	SD	
Teacher-Student Interaction	36.22	4.71	35.06	4.91	36.27	4.88	.511
Cooperation among Learners	35.67	4.50	38.33	5.92	37.00	7.56	.505
Active Learning	33.22	3.99	35.24	6.47	35.22	7.11	.694
Prompt Feedback	38.11	3.92	40.00	5.60	38.62	6.50	.515
Emphasis on Time on Task	39.22	6.18	43.12	5.60	41.43	5.77	.155
Communicating High Expectations	38.22	3.15	42.18	5.63	41.28	5.91	.181
Respecting Diverse Learning Styles	37.11	3.89	41.91	5.63	40.28	6.45	.099

* $p < .05$, ** *max. mean: 50*

The analysis of the table shows that the utilisation of the seven principles did not significantly differ in accordance with the ratings of technological facilities and physical conditions of schools ($p > 0.05$). It can be commented that teachers engage in similar teaching practices regardless of the physical conditions and technological facilities their schools provide.

It can be summarised that the analysis of the quantitative data obtained from pre-service teachers of English revealed significant differences in the utilisation of the seven principles. The averages of the seventh (respecting diverse talents and ways of learning) as well as the fifth (emphasis on time on task) principles were significantly higher than those of the first (student-teacher interaction), second (cooperation among students), third (active learning), and fourth (prompt feedback) principles. The average of the seventh principle (respecting diverse talents and ways of learning) also significantly differed from the mean scores of the sixth (communicating high expectations) and the fifth (emphasis on time task). The results indicated that as the pre-service participants

start their professional life in the future, they are likely to utilise the seventh principle (respecting diverse talents) more frequently than the rest of the principles.

The analysis of the quantitative data gathered from in-service teachers of English also revealed a significant difference in the use of the seven principles. However, although the average of the seventh principle (respecting diverse talents and ways of learning) was also high, in-service teachers, different from the pre-service teachers, were found out to utilise the fifth principle (emphasis on time on task) to the greatest extent. In addition, further analysis underlined that there was a significant difference in the utilisation of the four out of the seven principles between pre-service and in-service teachers of English, which included the third (active learning), fourth (providing prompt feedback), fifth (emphasis on time on task), and sixth (communicating high expectations) principles. According to the results, pre-service teachers' plans regarding their future teaching practices mostly included encouraging active learning. In-service teachers, however, seemed to focus on providing prompt feedback, emphasising time on task, and communicating high expectations. For the purpose of the study, potential significant differences in the use of the seven principles were investigated in terms of the in-service participants' job satisfaction. The utilisation of certain principles was found out to be weakly correlated with the items of job satisfaction. The results revealed a weak linear correlation between the first item of job satisfaction (organisational climate, working conditions, and social appearance) and the first (student-teacher interaction), second (cooperation among students), third (active learning), fifth (emphasis on time on task), and sixth (communicating high expectations) principles. The second item of job satisfaction (individual factors), in addition, was correlated with the use of each of the principles. The correlation here was also weak and linear. The third item of job satisfaction (organisational communication), finally, was found out to have a weak and linear correlation with the second (cooperation among students) and third (active learning) principles. In other words, higher perceptions of job satisfaction result in more frequent utilisation of certain principles. The use of the seven principles, on the other hand, as the analysis indicated, did not significantly differ in accordance with the amount of experience in the field of teaching. Likewise, further analysis revealed no significant differences in the utilisation of the seven principles based on the weekly course load of in-service teachers. In addition, the analyses revealed that

teachers' teaching practices did not significantly change in accordance with how they rated their students' success as well as their schools' physical conditions and technological facilities.



CHAPTER SIX

6. DISCUSSION

In this section, both qualitative and quantitative results are discussed altogether so that broader interpretations can be made. The following parts include the discussion of the data analysis related to the research questions of the study. For the interpretations to be clear and easy to follow, the relevant data analysis results were discussed under separate headings for each of the research questions.

6.1. To What Extent do Pre-Service English Language Teachers at Atatürk University Plan to use Chickering and Gamson's (1987) Seven Principles of Good Practices in Education in Their Future Teaching Practices?

The first research question of the study aimed to discover the extent to which pre-service English language teachers at Atatürk university plan to utilise the seven principles.

As to the first principle (student-teacher interaction), the quantitative data analysis revealed that pre-service teachers value remembering students' names the most. During the interviews, the importance of calling the students by their names was also emphasised. The participants believed that a strong student-teacher interactions is possible when both parties try to get to know each other at the very beginning, which generally starts by the memorisation of the names. An early yet interesting experimental study by Howard, Gengler, and Jain (1995) also emphasised the positive impact of name remembrance, which is, as they argued, encouragement of compliance with requests. Although the study's initial purpose was to define the role of name remembrance in the amount of sales, its three experiments were carried out in a classroom, the professor of the course being the experimenter. Therefore, the study indeed revealed implications for teaching field, as well. According to the researchers, people, or students for the interest of the present study, tend to feel privileged when

another person, their teacher in this case, remembers their names. As a result, they are more likely to positively answer requests by their teachers.

A further analysis of the qualitative data obtained from the interviews, on the other hand, revealed that the participants are indeed eager to be friends with their students, however fear crossing the line by being too close. Therefore, they commented that they might avoid a close relationship and frequent contact with their students altogether to prevent misunderstandings as well as misbehaviours stemming from the quality and quantity of the interaction. However, in reality, the situation might not be as desperate as the participants' picture because previous research reveals that negative attitudes and feedback to students are more likely to result in unacceptable behaviours when compared to positive attitudes and feedback (McClowry, Rodriguez, Tamis-LeMonda, Spellman, Carlson & Snow, 2013). Another study by Gablinkske (2014) also yielded results that support the idea that a high quality contact between students and teachers leads to better learning outcomes. On the basis of the findings of the study, the researcher concluded that teachers might know what constitutes an effective teaching and learning environment, yet what they really need to do is to take their thoughts one step further by actually applying them in real courses.

The participants also agreed that there needs to be constant contact between students and teachers from the very beginning. However, for them, the quality of interaction was also important to benefit learners the most. They believed that teachers should be understanding to their students and should express that they trust them. In the interviews, most of the participants expressed that they want to be friends with their students regardless of their age. According to them, friendly behaviours result in positive relationships, which is also confirmed by a recent study conducted by Liando (2015). The study investigated teachers' and students' perceptions of ideal characteristics of an EFL teacher. The study yielded results that support the beliefs of pre-service participants of the present study. Based on the analysis of the data, Liando (2015) commented that teachers' positive attitudes were considered to be more important than their proficiency in the field of teaching. Both parties, students and teachers, regarded ideal EFL teachers to be friendly, kind, fair, and patient.

The participants held high perceptions regarding the second principle (cooperation among students) in general. The survey responses indicated that pre-service teachers plan to encourage cooperation among learners in their future teaching practices. The interview records also supported the quantitative data. The participants explained that effective teaching practices can be realised through group activities that encourage cooperation. Previous research investigated the impact of cooperation in EFL courses on various aspects such as improving writing skill (Wigglesworth & Storch, 2009), improving proficiency in grammar (Belmekki & Kebiri, 2014), enhancing attitudes toward English courses (Ibnian, 2012), and among both young (Pishghadam & Moghaddam, 2011) and tertiary level learners (Taki & Al-Nouh, 2014), all with results in favour of the implementation of teaching practices that encourage cooperation among learners.

Balal (2013), from a broader stance, studied how cooperative learning influences students' performance in the target language, English in this case. In the study, one group of learners received their courses through Grammar Translation Method as well as Audio-Lingual Method, while the other group was encouraged to engage in cooperative learning. The results obtained from the pre and post test conducted by the researcher revealed that the performance of the students in the second group which was taught through communicative activities outdid that of the students in the first group.

An earlier study by Wichadee (2005) yielded similar findings, as well. The researcher investigated the participants' reading performance in EFL courses and their attitudes in relation to cooperative learning. The findings suggested a significant improvement in the participants' reading skills after receiving courses that encourage cooperative learning. The attitudes towards cooperative learning were also found to be relatively positive. In other words, the participants did not only end up with better reading skills but also liked the new learning method that they experienced in their English courses.

Ibnian (2012), on the other hand, investigated the impact of groupwork on the attitudes towards English as a foreign language courses in general. For the purpose of the study, the researcher chose two groups of students, one experimental and one control group, and before going further in the study, both groups were asked to fill out

an attitude scale. Then, the experimental group was encouraged to work in groups during the courses. The control group, however, was taught through a randomly selected method. When the teaching period was over, the researcher asked both groups to complete the same attitude scale. The responses to the pre and post surveys pointed to a significant difference in the learner attitudes towards the course towards the end of the study in the experimental group. The researcher concluded that teachers of English can benefit from groupwork activities to positively enhance learners' attitudes towards the course.

The participants of the study clearly stated that they want their students to learn from their peers. However, allowing for or encouraging peer evaluation was not on top of their priority list. Although the previous research confirms the benefit of peer evaluation (e.g. Sotoudehnama & Pilehvari, 2015; Shams & Tavakoli, 2014), the survey results of the present study showed that pre-service teachers reportedly will use peer evaluation technique less frequently while utilising the second principle (cooperation among students). There might be a few reasons why they are less likely to allow for peer evaluation in their courses while they strongly believe in the power of cooperation in classroom. First of all, in the interviews the participants stated that their previous teachers of English had a tremendous effect on their perceptions of language teaching now, and most of them admitted to never having engaged in activities that required cooperation as students. A recent study by Öztürk and Gürbüz (2016) also concluded that previous learning experiences as students determine teachers' teaching practices. Therefore, it can be commented that their previous experiences with cooperative learning are not strong enough to appreciate the power of peer evaluation. In addition, the assumption behind might be that the students have to achieve a certain level of proficiency to be able to evaluate others' works, which their students will, they believe, probably lack. That is, the overdependence on grammatical accuracy throughout student life can now narrow their perceptions regarding encouragement of active participation, and indeed form obstacles to effective teaching practices.

The general perceptions regarding the third principle (active learning) were mainly positive. Based on the survey responses, it was clear that the pre-service teachers had common plans about encouraging participation in projects, providing real-life situations for their students, and arranging activities with students, all of which are

assumed to be in the core of active learning. Also, the participants verbally expressed their beliefs that active learning works wonders. They emphasised the importance of leaving room for students to do their own experiments and learn by living. Indeed, three of the participants who took part in the qualitative phase of data collection directly named the third principle (active learning) to be the most important of all. What takes attention is, however, the relatively low perceptions, as the survey analysis revealed, about encouraging students to make comparisons and contrasts between different ideas, works, etc. The participants also mentioned, during the interviews, various activities that they plan to use in their future courses. However, few of these activities indeed required higher order thinking skills as making comparison and contrasts does. Apparently, the pre-service teachers want to do their best to encourage active learning, yet miss some important points. They need to keep in mind that one of the many reasons for encouraging active learning includes generating new ideas. As stated by Walker (2003, p.266), 'thought develops with practice and evaluation over time using multiple strategies'. In other words, students should be constantly encouraged to engage in activities that will keep them reflecting on issues from different aspects.

As to the fourth principle (prompt feedback), the participants reported to regularly include prompt feedback in their courses. They were in favour of providing learning with prompt feedback during the courses and arranging activities during which constant prompt feedback is provided. However, only half of the participants regarded quizzes and homework as a way to provide prompt feedback. They believed that timely and well-organised feedback is important, yet preferred to provide such feedback during the course rather than as an evaluation of assignments or pop quizzes. This finding contradicts the finding of Panther Bishoff's (2010) study. The researcher's study provided evidence that instructors often provided feedback through quizzes and assignments. Pre-service teachers' previous learning experiences, again, might play a role in the perceptions as they have it today. For a very long time, assignments in English as a foreign language courses have been similar across Turkey and mainly consisted of writing down the new vocabulary for at least ten times. Research indicates that homework can indeed greatly contribute to learning, yet the chances for improvement increase when teachers assign students with tasks that provide comprehensible input and opportunity for review of learnt subjects (Amiryousefi,

2016). Pop quizzes on the other hand, based on my observations, have never been the norm in schools. Therefore, pre-service teachers might not be aware of the power of such tools to provide feedback through.

The participants' responses to the survey items regarding the fifth principle (emphasis on time on task) revealed that, of all the items of the fifth principle, they mostly wanted to help their students set their own challenging yet still achievable learning goals. During the interviews, one of the participants highlighted the importance of emphasis on task and expressed that such an emphasis is vital to get students used to studying regularly without making up excuses. Yet, the majority admitted that they are less likely to utilise the fifth principle (emphasis on time on task). They considered emphasis on time on task to be unnecessary, and believed that neglecting it would not impair the overall quality. A previous study by Virgilio (1987), however, provided evidence for the contrary. In the study, the rates of emphasis on time on task was found to differ significantly in accordance with the effectiveness of school. After rigorous analyses, thus, the researcher concluded that the rate of emphasis on time on task can predict the effectiveness of schools, indeed. Johns, Crowley, and Guetzloe (2008) also suggested that time on task is essential for achieving success in courses. The general assumption is that time on task increases chances for learning by providing learners with opportunity to learn by doing. In addition, increased time on task means less disruptive student behaviours in classroom. Therefore, it can be commented that the pre-service teachers who participated in the present study are not yet aware of the benefits emphasis on time on task can provide their students with. Their relatively negative comments about the fifth principle (time on task) may stem from the improper tasks and homework they have been assigned with. Many of the participants, during the interviews, mentioned that their previous teachers always required them to write the recently learnt vocabulary many times. They, except a few, also stated that the in-classroom activities did not involve anything that would take their attention or encourage cooperation or further participation. In addition, a few of the participants strongly stated that, giving examples from themselves, students complete their tasks when they want to, not when they have to. According to them, teachers should be flexible about the delivery of homework, or can ignore the process altogether. Such beliefs shape their future practices, which, in this case, includes a far less focus on time

on task. However, the situation does not have to be like this, indeed. Taking learners' learning preferences into account while assigning homework might improve the time on task habits of students (Vatterott, 2010). In addition, assigning meaningful homework that benefits learners and serves the goals of the course can actually increase the quality of the assignments. Another solution can be providing a wide range of meaningful homework rather than sticking to only one, and mainly boring, type of homework (Haas, 2008) to encourage further time on task.

Survey results indicated high perceptions regarding the sixth principle (communicating high expectations). On the basis of the results, it can be commented that pre-service teachers who participated in the present study were in favour of frequent course revision. They were also eager to help their learners set challenging goals. In the interviews, also, many of the participants expressed that they expect their students to prepare for each course beforehand and spend a certain amount of time doing course-related activities and revisions. Two of the participants directly emphasised the importance of the sixth principle for effective learning. However, they made clear that the expectations from students need to be realistic. Another participant, in addition, commented that among the seven principles, the sixth principle is the one she fears the most. She believed that she may have trouble communicating expectations that are not too high or too low. Her source of fear was indeed the possibility of unintentionally causing a sense of failure among students or less emphasis on time on task. The previous research suggests that high expectations are not likely to cause a sense of failure. On the contrary, when learners are allowed to set challenging goals for themselves, they feel more motivated to work hard to achieve their goals. In addition, they feel more proud when they achieve challenging goals rather than easy ones (Rubie-Davies, 2015). As to the expectations that are too low, there might be some truth in the participant's belief. In this sense, the research confirms the participant's concerns regarding communicating low expectations. For example, in the study conducted by Mancuso, Desmarais, Parkinson, and Pettigrew (2010), low expectations from teachers were concluded to reduce time spent on task. When the student participants realised that their teachers' expectations did not require them to study hard to complete a task or prepare for the next lesson, they reportedly spent less time on related tasks.

Another important point that the interviews revealed was that the participants believed that all students have a certain capacity to learn and their capacity cannot dramatically change from one to another. Therefore, the differences in their level of achievement should not be attributed to their learning capacity. According to them, the reasons for the differences in the learning outcomes mostly include issues with the learners' motivation level. They concluded that teachers need to increase their students' motivation level instead of criticising them for being unable to learn. Such a belief is common among teachers who have high expectations from their students, as stated by Rubie-Davies (2015). On the basis of the interviews she conducted with teachers, she concluded that high expectation teachers are aware of their responsibility to motivate every single learner in the classroom through various activities and teaching practices.

The quantitative analysis of the data obtained from the pre-service teachers revealed high mean scores for the items of the seventh principle (respecting diverse talents and ways of learning). Likewise, the analysis of the interviews also indicated a tendency to utilise the seventh principle. The majority of the participants, during the interviews, counted a number of effective teaching practices, which all comply with the framework of respecting diverse talents and ways of learning. They believed that their future teaching practices will include adjusting their teaching styles to meet different student needs, incorporating various activities, teaching materials, and techniques. They also clearly expressed that they will pay attention to different learner styles and needs.

A previous study by Alavinia and Farhady (2012) tested the learning outcomes with and without a specific focus on the learners' learning preferences and multiple intelligence. First, the participants were asked to fill out a survey to determine their learning styles and prominent intelligence type. They were then divided into two homogenous groups each of which included 30 students. The experimental group was divided into further groups of five in accordance with the participants' multiple intelligence and learning styles. The students in the experimental group were taught on the basis of their learning preferences. The students in the control group, however, were taught through traditional methods. To be able to determine whether differentiated teaching benefitted students more than traditional teaching, the researchers carried out a pre-test before the study started and a post-test after the teaching period was over. The

results revealed a significant difference in the pre and post test results. The students in the experimental group improved better than the students in the control group.

The results of the above-noted study confirmed the ideas of the participants in the present study. The pre-service teachers who took part in this study believed that to be able to teach more effectively, they, as teachers, need to know their students in terms of many aspects which includes their learning preferences. This, they believe, is the key to select activities and teaching practices that benefit the learners the most. Likewise, researchers also advice a harmony between teaching styles and learning styles present in the classroom (e.g. Yassin & Almasri, 2015; Gilakjani, 2012). The most common assumption is that when students' learning style does not match their teachers' teaching style, the mismatch is likely to lead to frustration and failure as a result. However, the study by Ph'ng, Ming, and Nambiar (2015) indicated that the mismatch does not necessarily mean the end of a high quality learning process. On the contrary, the researchers commented that the mismatch might be easily overcome by simply incorporating various activities to the course routine to attract the attention of learners with differing preferences. The important point here is to get to know learners' styles and choose appropriate teaching and learning activities accordingly.

6.2. Is there a Significant Difference in the Future Plans of Pre-Service English Language Teachers in Terms of the Type of Principles to be Utilised?

The second research question aimed to find out whether there was a significant difference in the utilisation of the principles among the pre-service teachers of English who participated in the study. For a detailed discussion, the qualitative data obtained from interviews with pre-service teachers of English are used to explain the reasons behind the participants' choices regarding the utilisation of the seven principles.

The quantitative data analysis indicated a significant difference in the extent to which the participants plan to utilise the seven principles. On the basis of the analysis, the most commonly used principles were found out to be the seventh (respecting diverse talents and ways of learning) and the fifth (emphasis on time on task) respectively. These two principles' averages were significantly different and higher from the first (student-teacher interaction), second (cooperation among students), third (active

learning strategies), and fourth (providing prompt feedback) principles. The average of the seventh principle (respecting diverse talents and ways of learning) also was significantly different and higher from that of the sixth (communicating high expectations) and the fifth (emphasis on time on task). The analysis of the qualitative data, however, yielded differing results. The participants' responses to the interview questions revealed that their primary plans include encouraging cooperation among students and respecting diverse talents and ways of learning. The third most commonly noted principle was the third one (active learning strategies) and was closely followed by the first principle (student-teacher interaction). In addition, only one participant mentioned that she would commonly use the fifth principle (emphasis on time on task). The two principles that the participants admitted to having utilised the least, on the other hand, were the sixth (communicating high expectations), fifth (emphasis on time on task), and the fourth principle (providing prompt feedback). Surprisingly, the participants who took the survey reported to have plans about emphasising time on task while the participants who were interviewed believed that they would avoid emphasis on time on task and would be as flexible as they could. The difference in the participants' responses in survey and interviews might stem from the different nature of those two data collection tools. In the former, the participants read some ideal situations and responded to the ideal situation. In the latter, however, the participants were actively picturing themselves as teachers in real classrooms as the talk went on.

The interview analysis shed light on the reasons for the participants' preferences in terms of the utilisation of the seven principles. First of all, the participants believed in the importance and power of cooperation among learners. According to them, learners can learn more easily from their peers than their teachers because they feel more comfortable when they ask questions to their peers. The second principle (cooperation among students) is believed to encourage active learning and further student-student interaction as well as increasing motivation levels, which, in return, also contributes to learning outcomes. Their beliefs, indeed, are widely accepted in the literature, too. Vygotsky's sociocultural theory constitutes the basis of the many studies that confirm the benefit of cooperation in classroom. As to foreign/second language acquisition, the theory holds that collaboration among students accelerates and enhances the learning process. More specifically, the claim is that learning occurs in the presence of

interaction with other people including their peers. Vygotsky coined the term Zone of Proximal Development (ZPD) for his theory (Shabani, Khatib, Ebadi, 2010; Turuk, 2008).

There have been many studies into the issue. One of them was conducted by Rezaee and Azizi (2012). They investigated the impact of ZPD on the acquisition of English adverbs in a foreign language class and concluded that a learning environment that encourages cooperation among learners assists students' learning and results in long-term retention of what has been learnt.

Likewise, Ghorbani and Nezamoshari'e (2012) also examined the role of cooperative learning in the acquisition of the target language grammar and compared its effect to that of GTM and the study yielded similar results. Cooperative learning was found to contribute to learners' grammar achievement more than GTM did. All the student participants, in addition, irrespective of their achievement level, equally benefitted from cooperative learning.

Another study that was conducted by Liang (2002) also confirmed the benefits of cooperative learning in EFL courses. The analyses of the data obtained from the participants suggested an increase in students' motivation level and in engagement. Cooperative learning was also found to improve learners' speaking skills irrespective of the proficiency level at the beginning.

The participants in the present study also highly valued the seventh principle (respecting diverse talents and ways of learning). They were more or less in agreement that all students have differing skills yet similar learning capacity. According to them, what they need to foster equally is specific activities that increase their motivation level and encourage more active participation. The participants were also aware of the various learning preferences and were eager to address the needs of learners with differing learning styles and needs by alternating learning activities and incorporating various teaching materials. One of the participants, in addition, directly emphasised the importance of applying multiple intelligence theory in courses to be able to understand all learners and design the courses accordingly. One way to ensure an increase in students' motivation levels is, as previous research indicates, to incorporate various activities that appeal to all the types of intelligences within a classroom (Ibnian &

Hadban, 2013). Teachers can also use such activities to improve other intelligences in students than the one that is already prominent (Maftoon & Sarem, 2012; Morgan & Fonseca, 2004).

The participants expressed that they want their future teaching practices to be firmly based on high quality interactions between them and their students, which indicated the utilisation of the first principle (student-teacher interaction). They expressed that they want to be close with their students. The common belief among the participants was that students need to like their teachers from the very beginning to be more enthusiastic about courses. Therefore, they considered a high quality interaction pattern in and out of classroom very important. The results of the comprehensive study by Korthagen, Attema-Noordewier, and Zwart (2014) are supportive of the participants' beliefs. The researchers investigated the influence of good contact on students and concluded that, although the meaning of good contact changed in accordance with the participants' perceptions, all contacts that were perceived as good by the teacher participants resulted in increased utilisation of active learning strategies, more positive feelings towards self as well as increased participation in courses.

According to the participants of the present study, another important aspect of student-teacher interaction to be noted is the language to be used. Most of them agreed that teachers need to use the target language while contacting their students. They explained that in Turkey students, especially the ones in the eastern part of the country, miss the chance of communication in English in real context, which means a lack of language practice. Therefore, interacting with learners through English in or sometimes out of the classroom setting was believed to benefit learners better than interactions in Turkish. Previous research (e.g. Wang & Castro, 2010) also suggests that interaction in target language helps learners get exposed to valuable input in the target language that otherwise they are not very likely to receive. The increase in the quality of input learners receive, thus, leads to better learning outcomes.

However, some of the participants also mentioned that they can encounter a number of problems in the process and may have to switch to Turkish. According to them, when students cannot understand what their teacher says or expresses themselves in the target language, they might lose motivation. As to teachers themselves, when they

feel they are not understood, they might feel a need to switch to Turkish since there is no point in their talk when nobody understands or listens to. The literature explains the reasons for code-switching in EFL classrooms in a similar way. Both students and teachers want to express themselves and to be understood by the others in the classroom. Therefore, when students lack the proficiency to clearly explain their thoughts or when teachers realise a loss of interest among students because they do not understand a word, both parties tend to switch to the native language (Thompson, 2006). In the research that was conducted by Brands (2011), the teacher participants explained that they believed students do not clearly understand the grammatical explanations that are provided in English. The other reasons for avoiding the use of target language in courses included students who reject interaction through L2, varying proficiency levels among learners, potential misunderstandings, and teachers' lack of confidence in their own speaking skills. The study by Oguro (2011) also revealed a lessened focus on the use of target language in EFL classrooms as a result of learner reluctance to interact in English. The advice here is to inform learners about the significance of the target language and interactions through it.

In addition, some of the pre-service teacher participants expressed that they are eager to be in a close contact with their future students however fear misunderstandings and misbehaviours from their students. They stated that they need a certain amount of experience to be able to keep the balance and avoid disturbance that may result from abusing the good intentions. Therefore, although they would like to be friends with their students, they prefer to keep a distance between them and their students for a while. In this sense, above previously noted research cited the benefits of student-teacher interaction, however, it is crystal clear that there also need to be boundaries. Chory and Offstein (2016), for example, investigated the impact of multiple role relationships between teachers and students. Their data revealed that nonprofessional contact with students might be risky and can, indeed, lead to increased number of misbehaviours in courses, which justifies the fears of the participants.

The third principle (active learning) was also frequently mentioned in the interviews. The participants expressed that teachers should allow for active learning by incorporating appropriate teaching materials and activities. In addition, in their view, the utilisation of the second principle (cooperation among students) automatically

encourages active learning, which, as a result, enhances learning outcomes, increases motivation level, and leads to long-term retention. However, they stated that they have not been active learners for most of their student life, and that it was not only the teachers' fault. They themselves, they admitted, were so used to being passive learners that being an active learner, all of a sudden, meant a lot of hard work for them. Therefore, they want to help their future students to gradually get used to the new way of learning and stick to active learning strategies.

The study by Momani, Asiri, and Alatawi (2016) also revealed relatively high perceptions regarding active learning strategies. The researchers investigated the impact of active learning strategies from EFL teachers' point of view. The participants of the study, 35 EFL teachers from Saudi Arabia, completed a questionnaire for the researchers to evaluate their perceptions about the utilisation of active learning strategies in courses. According to the analysis of the quantitative data, 90% of the participants believed that student performance enhances as a result of using active learning strategies. Another study that indicated positive perceptions regarding active learning among students and teachers was that of Geressu (2008). The findings of the study showed that the participants, both teachers and students, considered active learning to be beneficial in the field of ELT. However, they also mentioned a number of factors that might hinder the utilisation of active learning strategies. The reasons for the avoidance of such strategies were listed as follows: being tied to traditional teaching and learning methods, reluctance among students, time limitations, lack of suitable teaching material and big classrooms. A similar study with similar results (Engdaw, 2014) also revealed positive perceptions of active learning among the participants. However, a further analysis suggested that there were a number of obstacles they encountered while utilising active learning strategies. These challenges included the lack of proper teaching materials and tasks, reluctant students and teachers, old habits from years of exposure to traditional teaching and learning as well as overcrowded classrooms.

The previous research has investigated the benefits of active learning strategies, too. A former study by Naderi and Ashraf (2013) examined the impact of active learning on students' listening self-efficacy beliefs. The research revealed that the participants' listening self-efficacy significantly improved after receiving the course in a way that encouraged active learning. The utilisation of active learning strategies were

also found to contribute to learners' communication skills. The results of a similar study by Ashraf, Naderi, and Fatemi (2013), in addition, also revealed a significant improvement in the participants' listening comprehension following 20 listening courses that encouraged active learning.

Two of the participants in the present study, in addition, were in favour of utilising the fifth principle (prompt feedback). They believed that learners should be provided with proper feedback in the right time, that is, before it is too late. According to them, feedback shows students where they need additional help or extra work and a lack of prompt and well-organised feedback might result in fossilisation which is defined as 'an interlanguage-unique phenomenon in which a semi-developed linguistic form or construction shows permanent resistance to environmental influence and thus fails to progress towards the target' (Han, 2013, p.133). Previous studies in the field of ELT (e.g. Méndez & Cruz, 2012; Tomczyk, 2013) also confirm the importance of feedback in EFL classrooms.

The study by Tomczyk (2013) examined EFL teachers' and students' perceptions about the provision of oral corrective feedback for errors that occur in the language produced by students. It was revealed that both groups were in favour of corrective feedback and agreed that it contributes to language proficiency by shedding light on the errors before they are permanently acquired as correct. The study carried out by Méndez and Cruz (2012), on the other hand, concluded that the teacher participants mainly favoured providing feedback, yet did not consider it to be an indispensable part of teaching for a number of reasons. Firstly, the majority of the participants expressed that corrective feedback can contribute to language accuracy yet is not enough to improve fluency. Another potential reason for avoiding corrective feedback was considered to be its negative influence on student participation. Most of the participants, in this sense, agreed that over-reliance on corrective feedback discourages active student participation. The study by Agudo (2013) also revealed that students may develop negative feelings when corrected by their teachers. Yet the researchers maintained that it was a slight possibility because the majority of their participants were, in fact, in favour of receiving corrective feedback. Their main source of fear, however, was missing the point of the feedback. Therefore, teachers need to provide their learners with clear feedback to avoid negative feelings and benefit learners

as much as possible. Ölmezer-Öztürk and Öztürk (2016) reached similar conclusions on the basis of the findings their study yielded. Yet, the focus here was on the timing of feedback. The participants in the study reported a sense of discouragement when provided with immediate feedback for their oral performance. The researchers, therefore, suggested avoiding constant immediate feedback in speaking courses.

A more specific research on the timing of feedback was carried out by Yasaei (2016). She researched how the timing of feedback influences accuracy in the target language. The researcher, based on the data analysis, concluded that both immediate and delayed feedback improved accuracy in the target language. Yet, a further investigation revealed the superiority of delayed feedback over immediate feedback. These findings supported the conclusions of a former study conducted by Metcalfe, Kornell, and Finn (2009). The researchers, back then, also found that feedback, whether immediate or delayed, benefited learners and improved their skills in the target language, the latter being more influential than the former. Mullaney (2013) shed further light on the issue by providing an explanation for exactly when delayed feedback benefited learners better than immediate feedback. The researcher, after comprehensive analyses, stated that for delayed feedback to be beneficial, there needs to be a certain amount of curiosity regarding the feedback to be provided. Thus, teachers may prefer delayed feedback when they know that their students are eagerly waiting for it.

Different from the previously noted studies, however, the research by Kheradmand and Sayadiyan (2016) indicated that learners benefit from immediate feedback more than they benefit from delayed feedback. Another recent study carried out by Li, Zhu, and Ellis (2016) yielded results in favour of immediate feedback. The participants of the study who received immediate feedback performed better than their counterparts who received delayed feedback in producing sentences in the target language using a newly learnt grammatical rule.

The research on timing of feedback, so far, has been far from reaching a consensus pertaining to the optimal timing of feedback. Therefore, when making a decision on when to provide feedback, it may be wise to consider a number of variables. Learner level is argued to be one of the important factors that play a role in how

students benefit from the feedback they receive. The theory is that low-achieving learners benefit better from immediate feedback whereas high-achieving learners benefit from delayed feedback. That is, the perfect timing of feedback indeed depends on the proficiency levels of learners. In the very beginning, teachers may start with the provision of immediate feedback and then switch to delayed feedback when the learners have gained a certain level of achievement (Shute, 2008). This explanation can provide a clear understanding of why one of the participants in the present study was strongly in favour of immediate and constant feedback. The participant in the interview mentioned that she had a teaching experience in a high school in which students had a relatively low social status, low income, and sad life stories. According to the participant, such students cannot be expected to have learning English on the top of their priority list. They are less likely to pay attention to the rules of the target language, and this is exactly why they need to be constantly reminded of the correct forms during courses. Her claim is indeed in harmony with the above noted comparison of immediate and delayed feedback. When students need scaffolding for a number of reasons, which is especially true for low-achievers, teachers can provide immediate feedback until students are ready to benefit from the delayed version.

Though quite low in number, some of the participants in the present study expressed positive perceptions regarding the sixth principle (communicating high expectations) as well. They believed that when learners are aware of their teachers' high expectations from them, they will try harder. That is, teacher expectations determine the amount of effort students make and their level of achievement as a result, as suggested by Li and Rubie-Davies (2016), Lewis (2014), and Sirota and Bailey (2009) since 'people do better when more is expected of them' (Boser, Wilhelm, & Hanna, 2014, p.1). In addition, teachers are argued to make alterations in their teaching practices in accordance with their expectations. In this case, high expectations are related to high quality teaching practices (Rubie-Davies, 2010).

Besides the participants who were in favour of communicating high expectations to learners, there were also a few who actually negatively commented about doing so. Their rationale for avoiding the communication of high expectations was grounded on the belief that students may get demotivated when they could not live up to their teachers' expectations. The literature, however, offers evidence for the contrary. Zhu

and Urhahne (2014), for example, analysed EFL teachers' expectations from their students and their impact on students' motivation and feelings. Their study revealed no significant difference in the level of achievement in accordance with teachers' expectations. Yet, the findings suggested an increase in negative feelings such as anxiety level among students about whom the teacher had lower expectations than the rest of their classmates. What is harming students' motivation, indeed, can be concluded to be the low expectations rather than the high ones, hence the advice to set higher expectations from learners for better outcomes (Boser, Wilhelm, & Hanna, 2014).

The least commonly favoured one of the seven principles, as suggested by the qualitative data analysis, was the fifth one which indicates emphasising time on task. Only one of the participants stated that she will utilise the fifth principle in her future teaching practices. Another participant also expressed positive thoughts on emphasising time on task, yet admitted that she will probably not utilise it as she would like to. The rest of the participants also maintained that they will not focus on time on task, yet, in addition, they expressed that an emphasis on time on task is neither practical nor useful. Time on task, however, has been considered important by researchers and has been consistently found to be related to student achievement (Gettinger & Seibert, 2002). However, a mere increase in the time students spend at school or on assignments does not guarantee a mesmerising success. Thus, teachers need to improve themselves to increase the quality along with the quantity of students' time on task which can be obtained through a preparation for the courses beforehand (Wyne & Stuck, 1982) as well as the implementation of carefully-designed groupwork activities and an appropriate seating arrangement that allows for group work (Gettinger & Seibert, 2002).

6.3. To What Extent do In-Service English Language Teachers in Erzurum Utilise Chickering and Gamson's (1987) Seven Principles of Good Practices in Education?

The third research question of the study investigated the utilisation of the seven principles among in-service teachers of English that work in Erzurum. The discussion will be based on both quantitative data obtained from the questionnaire and qualitative data obtained from the interviews.

The survey results regarding the first principle suggested that the participants mostly agreed to know their students' name early in the term. The majority of them also reportedly try to provide solutions for the problems that their students are involved in. According to most of the participants, in their courses, they serve as a mentor or advisor for their students. Each of these statements indicates a high quality interaction pattern between teachers and students. Researchers, so far, have been in favour of calling students by name (Howard, Gengler, & Jain, 1995), offering help for the solution of problems that concern or include students (Hamre & Pianta, 2006), and serving as an advisor for them (Barker, Basile & Olson, 2005).

However, the survey results indicated that the participants admitted to having not taken their students to events or professional meetings in the field of ELT frequently. In addition, they reported few student visits to the teachers lounge. Avoiding attending professional events in the field with students, indeed, might be a direct result of working with young learners who are more into the fun side of learning English. Yet, one of the participants, during the interview, expressed that not only teachers but also students and their parents need to attend certain training or informative programs to increase their awareness of foreign languages. Therefore, teachers can encourage their students to take part in such activities providing that they are appropriate for their age. The survey results, indeed, indicated a low engagement in extracurricular activities in general. The reason for the low perceptions pertaining to organising or taking part in extracurricular activities might be the time restriction teachers face. In the interviews, almost all of the participants mentioned problems related to time limitation. They expressed they need more time to be able to keep up with the curriculum let alone the additional activities. The findings revealed by a previous study also suggested that a heavy workload causes stress among teachers and leaves no time for additional activities, particularly for the ones who have young children (Guo, 2013). Organising extracurricular activities put extra burden on teachers' shoulders and makes things worse when they already have a busy schedule at school (Nalyazi, 2010). In addition, most of the participants expressed that they have relatively crowded classrooms. The large number of students might also pose a threat for safe extracurricular activities when their teacher is the only one who takes the responsibility. Under such conditions,

parents also avoid extracurricular activities for safety issues (Grossman, Walker & Raley, 2001).

Few visits to teachers lounge by students, on the other hand, can be an indicator of weak student-teacher interactions. However, it may be also be directly related to the perceptions embedded in the given culture (Birenbaum & Shahor, 2015). According to the norms of the Turkish culture, despite the innovations in the field of education and the role of teachers, teachers are the source of knowledge and should not be disturbed with frequent questions. Therefore, learners' avoidance of frequent visits to teachers lounge might simply reflect their cultural norms rather than poor interaction patterns.

The survey results regarding the utilisation of the second principle (encouraging cooperation among students) pointed to relatively positive perceptions among in-service teacher participants. Teachers, reportedly encourage cooperation among their students through the utilisation of the items of the second principle. The most frequently used items included encouraging students to praise each other for their achievement, encouraging students to talk about their interests and backgrounds, and informing learners' about performance criteria and raising awareness of independent achievement in groups. The least favoured item, on the other hand, was the one that indicated the creation of learning communities, study groups, and project teams.

The participants, in the interviews, highlighted the importance of cooperation for a successful EFL education also. They believed in the power of pairwork and groupwork as well as peer interaction to overcome challenges that might not be solved through teacher guidance only. According to them, students feel more comfortable learning from their peers rather than their teachers. Previous research also suggests that students enjoy groupwork (Taqi & Al-Nouh, 2014; Kwon, 2014) and benefit from it from various aspects (Waskow, 1998; Jiang, 2009; Pan & Wu, 2013).

The study by Endeshaw (2015) yielded results that support the beliefs of the participants in the present study. On the basis of the findings, the researcher concluded that cooperative learning improved the participants' reading skills and increased their motivation level. The researcher favoured cooperative learning as it contributes to learners' language skills, enables them to learn interactively and is equally beneficial for both high and low achievers. The study by Mohammadi and Davarbina (2015) reached

similar conclusions pertaining to the effect of cooperative learning on students' reading skills in EFL courses. The researchers' analyses revealed that teaching techniques that encourage cooperation among learners are more likely to enhance students' reading ability in comparison to traditional teaching techniques.

Recently, Zarrabi (2016) investigated the impact of cooperative learning on general EFL proficiency. For the purpose of the study, the participants completed a pre-test before the courses they received through methods that encourage cooperative learning. The courses were followed by a post-test and the findings of both pre and post-test were analysed by the researcher. The findings indicate that cooperative learning improves general EFL proficiency among learners.

The quantitative data analysis revealed that the participants' utilisation of the items of the third principle (active learning) varies. The item with the highest mean score indicated that they frequently provide their learners with real-life situations to work on. The items with the lowest mean score, on the other hand, pointed to a lack of participation in volunteer activities and carrying out projects with learners. The low mean score of attending volunteer activities with students might be attributed to the age group of the participants' students. In tertiary level, spending time with learners out of classroom or school setting might be easier to handle. However, working with younger students requires more responsibilities and teachers might avoid such responsibilities for a number of reasons. First of all, keeping all students safe out of school might be a challenge for teachers. Parents also may feel reluctant to let their children take part in extracurricular activities for financial, time-related, or safety-related problems. In addition, teachers' working conditions might restrict the time to be spent on extracurricular activities particularly when teachers are married with children. Another item with low mean score indicated that teachers mostly avoided asking learners to compare and contrast different works, ideas, and the like. One of the main purposes of active learning is indeed encouraging learners to engage in higher order thinking skills (Limbach & Waugh, 2010). On the basis of the analysis, it can be inferred that active learning strategies are not very well utilised in EFL classrooms.

On the basis of the qualitative data, on the other hand, it can be commented that in-service teacher participants considered encouraging active learning strategies

significant for effective learning and teaching processes. The participants in favour of active learning suggested that they frequently incorporate activities that encourage not only mental but also physical student participation. They believed that students need to learn by doing for themselves and considered active learning strategies a good way to provide learners with the opportunity to learn while having fun. The participants also suggested that cooperative learning and active learning complete each other. The implementation of cooperative learning naturally brings about active learning, as suggested by Harizaj (2015) and Johnson, Johnson, and Smith (2013).

Previous studies provide rationale for the implementation of active learning strategies in EFL courses. The study by Er, Altunay, and Yurdabakan (2012), for example, revealed the benefit of active learning in EFL courses. For the purpose of their study, the researchers investigated the impact of active learning strategies on reading achievement. The findings indicated improvement of the participants' reading skills with the help of active learning strategies.

The results pertaining to the fourth principle (providing prompt feedback) revealed that most of the participants provide their learners with detailed information about the curriculum of the course in the beginning of the term. According to the survey responses, a majority of them are in favour of frequent quizzes and assignments. A similar number of participants also reportedly provide written comments in order to inform their students about their weaknesses and strengths. The least commonly utilised items of the fourth principle included provision of pre and posttests at the beginning of each term and encouraging students to keep records of their own progress. Pre and post tests that are run each term can provide a better understanding of which learning goals are met by students and where students need further help. Therefore, a more frequent practice of such tests to measure student growth might contribute to learning outcomes when the results of these tests are taken into account by teachers and are used as a basis for providing necessary feedback. The other item which indicates encouraging students to monitor their own progress by keeping records is also of importance as the previous literature suggests. One good example of previous studies into the issue was conducted by McKenna (2011) to find out the impact of students' use of formative assessment charts to track their own learning. The findings of the research revealed that after a certain period of self tracking, students were more actively engaged in classes and

received better marks from their exams. Students expressed positive feelings regarding self monitoring as well. The results yielded by another study (Peacock, 2014), in addition, pointed to enhanced academic performance among students as a result of tracking their own progress. Teachers, thus, can enhance student learning by letting students track their own learning.

The interview analysis showed that the participants were mainly positive about providing timely feedback to their students. They expressed that effective learning results can be achieved when feedback is provided in the right time and place. However, in addition to its timing, the feedback provided to learners need to have certain characteristics for maximised benefits. As suggested by Hattie and Timperley (2007, p.104),

To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections. It also needs to prompt active information processing on the part of learners, have low task complexity, relate to specific and clear goals, and provide little threat to the person at the self level.

The quantitative data analysis of the utilisation of the fifth principle (emphasising time on task) indicated relatively high perceptions about the principle. The most frequently utilised item, in this sense, was revealed to be expecting students complete their assignments in due time. Teachers also reported to emphasise the significance of consistent effort for effective learning. The results obtained through quantitative data analysis are also supported by the qualitative data analysis. In the interviews, the participants maintained that learners need to take the responsibility of their own learning. According to them, students who are aware of their responsibilities as students are more likely to complete tasks promptly. The participants also agreed that learning an additional language requires consistency, which can be achieved through an emphasis on time on task. Indeed, they believed that if their job is to guide learners, their students need to have the proper skills and habits for self-regulated learning since, as suggested by Zimmerman (1990, p.4), 'self-regulated learners view acquisition as a systematic and controllable process, and they accept greater responsibility for their achievement outcomes'. When students are aware of their responsibilities, they try

harder to complete their tasks in due time and their focus on the assignments and tasks, as argued by the participants, result in enhanced learning outcomes and higher retention rates.

Although the responses underlined the responsibilities that students need to take for enhanced time on task, teachers can improve their students' time on task behaviours by paying attention to a few important points as well. Myers and Anderson (2010), for example, suggest that teachers should walk around the classroom or stand close to their students to ensure time on task in classroom context. In addition, it is teachers' responsibility to trigger the enough amount of motivation for learners to engage in tasks. For this, teachers need to know their students to decide on their basic needs and design or rearrange tasks accordingly. Providing learners' with options in regard to the tasks to be completed also improves task completion habits. Taking students proficiency level into account also helps. In this sense, tasks should be challenging yet learners should be able to complete them by putting in some extra effort. In addition, students are more likely to focus on tasks that appeal to them, arouse interest, and encourage them to engage in cooperation with their peers (Brewster & Fager, 2000).

The quantitative analysis for the sixth principle (communicating high expectations) revealed somewhat contradictory results in that a majority of the participants reported to expect their students to study hard for their courses whereas a lower percentage of them communicated their expectations to the students either orally or in writing in the beginning of each term. For students to live up to their teachers' expectations, however, students need to be aware of the expectations in the first place. Therefore, reminding students of the teacher expectations might trigger more rigorous work and, thus, result in better learning.

The interview analysis also revealed an expectation to study hard for English as a foreign language courses. Two of the participants expressed that expectations from students need to be high for them to put extra effort in. In this regard, one participant mentioned that she talked in English from the very beginning of the term in spite of all the complaints from the students. According to her, the problem is with learners' beliefs about themselves. When they have low expectations from themselves, they cannot discover their real potential. Higher expectations from teachers, in this sense, can help

them improve their self-confidence and performance as a result. To improve learners self-esteem for increased chances of success, Canfield (1990) recommends encouraging learners to take responsibility of their of learning, focusing on previously achieved success, encouraging positive thoughts, encouraging cooperation among peers, raising awareness of student' strengths, encouraging them to set their own goals and to be positive about reaching them, communicating the need for taking action to realise those goals, and finally, inspiring them to learn from the feedback they are provided with.

The analysis of participants' utilisation of the seventh principle (respecting diverse talents and ways of learning), on the other hand, revealed that the participants encourage their learners to speak up when they need a revision or there is a point that they do not understand. Most of them also reported to discourage misbehaviours that might negatively impact students in classroom. In addition, a majority of them responded that they pay attention to diverse learner needs in classroom and use various teaching methods to satisfy the differing needs. However, a less number of participants reportedly offer extra materials for students who lack the essential skills or background to comprehend the topic of the course. There may be a number of reasons for avoiding additional materials as could be understood from the interviews with the participants. First of all, they clearly expressed that they hardly have enough time to finish the curriculum in time and that when they take into all learner need into account, completing the curriculum would be a far-fetched goal. Another problem in providing extra materials could be financial restrictions. The participants maintained that not all schools have a special budget for additional needs of the courses. The lack of time for preparation of such materials as well as lack of money to buy materials available in the market, therefore, might be the reason for the relatively low mean score of the given item. However, teachers can always opt for cheaper or no-cost materials to support student learning. They can also prepare additional materials themselves and use it for successive years. By doing so, they can save time and money and help learners with diverse need learn better at the same time. The point is to prepare a teaching material that deserves the invested time and effort (Howard & Major, 2004).

The analysis of the qualitative data revealed that the participants are indeed in favour of the seventh principle. They clearly expressed that they value the principle, and most of them admitted that it was the most important principle of all. In spite of the

positive thoughts, however, most of them, contrary to the quantitative results, admitted to neglecting the utilisation of it for a number of reasons, which will be further discussed under the next research question.

6.4. Is There a Significant Difference in the Current Practices of the in-Service English Language Teachers in Erzurum in Terms of the Type of Principles to be Utilised?

The fourth research question aimed to investigate whether there was a significant difference in the in-service teachers' utilisation of the seven principles. The survey results provided the fundamental data for this research question. The potential reasons for the differences in the participants' teaching practices in regard to the seven principles are further discussed under the light of the qualitative data obtained from the interviews.

To be able to answer the fourth research question, One-way ANOVA test was run. The results of the test suggested a significant difference in the utilisation of the seven principles. In this case, a significant difference was identified between the seventh (respecting diverse talents and ways of learning), sixth (communicating high expectations), fifth (emphasis on time on task), fourth (providing prompt feedback) principles and the first principle (teacher-student interaction). The analysis indicated a significant difference between the seventh (respecting diverse talents and ways of learning), sixth (communicating high expectations), fifth (emphasis on time on task), fourth (providing prompt feedback) principles and the second principle (cooperation among students). Another point to be noted is the difference that was identified in the utilisation of the second (cooperation among students), seventh (respecting diverse talents and ways of learning), sixth (communicating high expectations), fifth (emphasis on time on task), fourth (providing prompt feedback) principles and the third principle (active learning). The results also suggested a significant difference in the utilisation of the sixth (communicating high expectations), fifth (emphasis on time on task) principles and the fourth principle (providing prompt feedback). A further analysis of the data revealed that the most commonly utilised principle was reported to be the fifth one (emphasis on time on task) while the least favoured one was the third principle (active learning).

The analysis of the qualitative data, however, revealed that, contrary to what was suggested by the survey findings, the most commonly utilised principle among the participants was the third principle (active learning). Six of the ten participants expressed that they frequently use active learning strategies and reported to design various activities that encourage the use of active learning strategies among learners. According to them, students need to be active learners to achieve academic success, as is also suggested by previous research (e.g. Agbatogun, 2014; Armbruster, Patel, Johnson, & Weiss, 2009). The participants also believed that active learning is closely related to cooperative learning, and that both are indeed inseparable. Their belief is well-grounded in that the evidence in favour of active learning mainly comes from the studies that incorporated cooperative learning in their experimental routine (Prince, 2004).

Not surprisingly, the next commonly utilised principle was reported to be the second one (cooperation among students). The participants who were in favour of encouraging cooperation among learners believed in the power of peer learning and groupwork. The general belief was that students feel more relaxed and have no affective filters when they ask and learn from their peers, which altogether result in better learning outcomes.

Several studies yielded results that support the perceptions of the participants in the present study. One of the studies with supportive results was conducted by Baleghizadeh (2009). The researcher aimed to examine the impact of pairwork on students' cloze test skills. The findings revealed that working in pairs improved students' performance in producing grammatically correct forms in the target language. A recent study with similar findings was that of Kezoui (2015). After a rigorous analysis of both qualitative and quantitative data obtained from teacher and student participants, the researcher concluded that cooperative learning enhances learners' grammatical competence.

Providing prompt feedback was also reported to be a classroom routine for some of the participants. They expressed that students need timely feedback for efficient learning. However, not all feedback results in desirable changes in student performance. The feedback provided to learners need to be well-organised and timely (Spiller, 2009).

This explains why two of the participants maintained they would like to provide prompt feedback to their learners yet cannot. According to them, students need quick and high quality feedback, which is challenging when teachers have only a limited time.

The participants also expressed that they have frequent interactions with their students. For one of the participants, a strong student-teacher interaction is the key to a friendly learning environment, increased engagement, and good on task behaviours. Brackett, Reyes, Rivers, Albertson, and Salovey (2011) also reached similar conclusions after their study into the relationship between classroom climate and student behaviours. According to the researchers, in classrooms with positive interactions, students are more likely to engage in preferable behaviours within classroom context.

However, one of the participants complained about lack of time for a healthy interaction with her students. She believed that teacher should have deeper interactions with the learners than simply interacting for transferring content related information. According to her, increasing the number of courses may solve the problem by providing more time for finishing the curriculum and leaving room for frequent and more personal interactions. Most of the participants had complaints about the class size as well. They stated that they teach crowded classrooms where they need to postpone their ideal teaching practices including the encouragement of interaction. The study by Majanga, Nasongo, and Sylvia (2011) shed further light on the issue by discussing the impact of class size on classroom interactions. According to the researchers, crowded classrooms suffer from poor teacher-student and student-student interactions because teachers who teach such classrooms tend to teach through traditional methods to avoid further interactions that might cause a lot of noise.

Two of the participants, on the other hand, stated that they most frequently utilised the fifth principle which indicates encouraging time on task. According to these participants, learning a foreign language requires consistent effort. Students, therefore, need to spend enough time on tasks or assignments to improve their proficiency in the target language. They also expressed that emphasis on time on task is important because the heavy loaded curriculum rules out any chances for wasting time. Students need to be

aware of their responsibilities and should be punctual because the time they have is restricted.

A previous study (McMullen, 2007) that investigated how time on task influences learning outcomes also reached conclusions in favour of time on task. The researcher argued that teachers and school facilities are not the only predictors of students' success. Student performance, indeed, is more related to students' themselves rather than those two variables. Students, according to the researcher, can improve their performance in school if they allocate enough time to their assignments and tasks. He also suggests assigning additional homework to less successful students so that they can improve their skills to match those of successful ones. A similar study by Kalenkoski and Pabilonia (2017) also highlighted the importance of time spent on tasks and assignments. Their findings provided evidence for increased academic achievement resulting from increased time on task.

As to the sixth principle (communicating high expectations), the interview analysis revealed differing participant perceptions. Some of them were positive about communicating high expectations, while others were against it altogether. In addition, only one of the participants reported to communicate high expectations on a regular basis. That participant believed that she could encourage her students to challenge the conditions and their own capacity to be more successful in their use of the target language.

Those who stated negative perceptions regarding the sixth principle, on the other hand, expressed various reasons for avoiding high expectations. One of them, for example, believed she cannot communicate high expectations because her students are too young. However, research indicates that the impact of teacher expectations is greater among younger students (Rubie-Davies, 2010). Students of all age need challenging goals to put more effort in the task. The point is to be able to set achievable goals and let students set their own challenging goals when possible (Fines, 2002).

The comment by another participant offered another reason for excluding high expectations. According to the participant, when teachers are aware of their students' capacity, they should change their teaching practices to match students' level instead of expecting them to perform better. Previous studies, however, show that low teacher

expectancy, or the lack of high expectations, may lead to lower self-perceptions (Rubie-Davies, 2006), decreased academic achievement (Li, 2014), or teaching practices that do not challenge or motivate learners (Jackson, 2005). Both conditions may result in student learning that does not match with actual potential of learners.

The participants had quite positive perceptions regarding the seventh principle (respecting diverse talents and ways of learning) and all agreed that teachers need to take personal needs and learning preferences into account while teaching. For them, the seventh principle is indeed in the core of efficient teaching practices and, therefore, teachers should incorporate various teaching materials, styles, and activities to help students improve themselves and bridge the achievement gap that might stem from reliance on a specific type of teaching that addresses the demands of only one or two learner styles

Their responses to interview questions, however, revealed that none of the participants actively utilise the principle in courses. Five of them maintained that they indeed want to respect diverse talents and ways of learning among their students, yet claimed to lack the appropriate conditions for doing so. Inappropriate physical conditions of the classrooms and technology-related problems are, according to the participants, the biggest challenges for teachers who would like to pay attention to diverse learner needs. These challenges included large class size, inappropriate seating arrangement as well as lack of internet access or smartboards in classrooms.

Previous research also confirms that teachers fail to address learner needs and appeal to their interest under adverse teaching conditions. Previous studies indicate that taking diverse learning needs and incorporating teaching methods that appeal to various learner styles are difficult in overcrowded classrooms (Monks & Schmidt, 2010) with non-flexible seating arrangement (Tanahashi, 2007; Roy, 2014). Integrating technology into classes, on the other hand, can benefit learners from many aspects. In this respect, with the help of technological facilities, students can adjust their pace of learning in accordance with their needs (Chickering & Ehrmann, 2001). A blend of good teaching practices and modern technology, therefore, might improve the efficiency of learning (Keengwe, Onchwari, & Onchwari, 2009) whereas the lack of it, as also stated by the

participants of the present study, can make it more difficult to appeal to all learner needs because of time limitations and large class size.

6.5. Is There a Significant Difference in the Type of Principles to be Utilised Between Pre-Service English Language Teachers at Atatürk University and the In-Service English Language Teachers in Erzurum?

Defining significant differences, if any, in the type of principles to be utilised between the pre-service and in-service teachers of English was also among the aims of the present study. To serve this purpose, Independent Samples t-test was run to analyse the quantitative data. The results of this analysis pointed to a significant difference in the implementations of the third (active learning), fourth (providing prompt feedback), fifth (emphasis on time on task), and sixth (communicating high expectations) principles. On the basis of the quantitative data analysis, it can be commented that pre-service teachers of English have higher perceptions regarding the use of active learning strategies. The perceptions about providing prompt feedback, emphasising time on task, and communicating high expectations, however, were found out to be more positive among in-service teachers of English.

These findings do not match those obtained from the qualitative data. Different from what quantitative data suggested, the analysis of the interviews revealed that respecting diverse talents and ways of learning is the top priority for pre-service learners and they believe they will utilise the seventh principle in their courses. The in-service teachers also have high perceptions of the seventh principle, yet admit to excluding it from their daily routine because they have no time for it in the crowded classrooms that they teach. Most of their time, as they suggested, is allocated to classroom management and the demands of the heavy loaded curriculum.

Diverse learner needs are a reality in today's classrooms that teachers need to be aware of (Subban, 2006; Frey, 2009). It is teachers' duty to offer an education that addresses the needs of every learner in the class. Both the pre-service and in-service teachers that participated in the present study believe that teachers can satisfy diverse learner needs through the implementation of various teaching materials, activities as well as assessment and teaching methods, which altogether enhance student learning.

Researchers also argue that, with the help of differentiated instruction, teachers can handle with the diversity in students' learning preferences and help students increase their academic achievement (Gangi, 2011; Algozzine & Anderson, 2007, Lawrence-Brown, 2004). However, researchers report potential obstacles for such teaching practices as well. A recent study by Melesse (2015), for instance, investigated the implementation of differentiated instruction and the challenges teachers faced in the process. On the basis of both qualitative and quantitative analyses, the researcher commented that factors including lack of practical training, time, materials, motivation, support from administrators and parents besides large class size adversely affected the utilisation of differentiated instruction. The findings of the study are similar to those of an earlier study conducted by Joseph (2013) which listed time limitations, unfavourable physical conditions of classrooms, and lack of support from administrators as the main obstacles to differentiated instruction.

Therefore, it can be commented that EFL teachers are aware of the need for differentiating their teaching to equally contribute to students' learning, yet the challenges they encounter in the process discourage them. Based on the participants' personal beliefs and previous research, one way to overcome the obstacles in the way is to offer additional training to pre-service and in-service teachers to broaden their perspective regarding techniques that can be adopted to meet diverse learner needs. Physical conditions of classrooms, on the other hand, also need to be improved. A classroom with flexible seats, appropriate technological tools, and an optimal number of students, in this sense, can contribute to effective teaching practices. School management has their own responsibilities in the process as well. They need to be willing to support effective instruction. In addition, a simpler curriculum might help teachers allocate more time to present the same content in differing ways to address diverse learning styles.

6.6. Is There a Significant Difference in the Extent to Which Chickering and Gamson's (1987) Seven Principles are Utilised by In-Service English Language Teachers in Erzurum in Accordance with Their Job Satisfaction, Professional Experience, Weekly Course Load, Rating of Their Students' Success, Rating of Their Schools' Physical Conditions and Technological Facilities?

The final research question of the study investigated the implementation of the seven principles in relations to various variables. The Pearson Correlation test was used to analyse whether the in-service teachers' utilisation of the seven principles changed depending on their job satisfaction. The analysis revealed that the participants' perceptions regarding organisational climate, working conditions, and social appearance were correlated with the utilisation of the first (student-teacher interaction), second (cooperation among students), third (active learning), fifth (emphasis on time on task), and sixth (communicating high expectations) principles while individual factors were correlated with all of the principles. The analysis also pointed to a significant correlation between organisational communication and the utilisation of the second (cooperation among students) and third (active learning) principles. The qualitative data analysis also provided evidence that teachers might be more motivated to offer a high quality instruction when they feel they receive the salary they deserve or regain their well-deserved prestige.

The literature is rather scarce in the investigation of the relationship between teachers' job satisfaction and the implementation of the seven principles. The existing studies have indeed examined the link between job satisfaction and high quality teaching practices in general. Iwu, Gwija, Benedict & Tengeh (2013), for example, based on the results yielded by their study, commented that increased job satisfaction results in better teaching practices in comparison to those who are not as satisfied with their jobs. Another study conducted by Usop, Askandar, Langguyuan-Kadtong, and Usop (2013) revealed similar findings that suggest better teaching performance with higher job satisfaction levels. Therefore, a teacher who is satisfied with his or her job is not only a happy teacher, but also a productive one (OCDE, 2014).

Potential significant changes in the implementations of the seven principles in relation to the second variable, the amount of professional experience, were analysed

through one-way ANOVA test. The analysis revealed that teachers' utilisation of the seven principles was similar irrespective of their professional experience.

Both pre-service and in-service teacher participants, however, maintained that they need experience to work out the way to effective teaching. One of the pre-service teachers, for example, stated that she needs experience to be able to interact with her students in a way that benefits them the most. One of the in-service teachers, on the other hand, maintained that every year of teaching adds to his teaching quality. According to him, teachers get used to dealing with diverse learner needs and find their own ways of overcoming challenges in the process of teaching. That is, the qualitative data indicate that teachers are more likely to engage in high quality teaching practices as they gain more experience. Previous studies, as suggested by Kini and Podolsky (2016), yielded findings that support the results of the qualitative data in the present study. A large body of research concluded that teachers engage in more effective teaching practices as they get more experienced in their field.

For promising changes in teaching practices, however, years of experience may not be enough on its own. To be able to benefit from experiences, therefore, teachers need to reflect on their own teaching practices. A critical review of the beliefs that are embedded in the teaching practices helps them enhance their methods (Çimer, Çimer, & Vekli, 2013; Choy & Oo, 2012). A recent study by La Prade, Gilpatrick, and Perkins (2014) also lends weight to the assumption that reflections improve teaching effectiveness. On the basis of the findings of the study, the researchers concluded that reflecting on teaching practices contributes to teaching efficiency.

The one-way ANOVA results for the next variable, weekly course load, also revealed no significant changes in in-service teachers' utilisation of the seven principles. That is, teachers who work for less hours a week are not more likely to implement the seven principles than their counterparts who work more. Likewise, the interviewees who had a heavy working schedule did not complain about working hours during the interviews. They mentioned time-related problems, though. For them, the real problem is that they are expected to do a lot in limited time. In other words, they felt they need more courses with the same class to be able to keep up with the curriculum and engage in high quality teaching practices at the same time.

Teachers' work load, however, can still indirectly impact the overall teacher performance. The participants in the interviews, for example, highlighted that they receive a relatively low salary for what they are expected to accomplish. The report prepared by Sellen (2016) also indicates that long working hours may cause dissatisfaction with salary. The researcher also mentions a negative correlation between work load and self-efficacy beliefs particularly among young teachers. The study by Gwambombo (2013), on the other hand, investigated the effect of teachers' workload on students' learning outcomes and arrived at results that pointed to decreased student achievement as a result of increased working hours of teachers.

The investigation of the teachers' practices regarding the seven principles revealed no significant changes on the basis of their ratings of their students' success, either. Therefore, it can be commented that the utilisation of the seven principles is not directly affected by students' academic performance. The results of the quantitative data analysis are in line with the qualitative data analysis as well. Teachers, during interviews, asserted that students need to have certain characteristics for the implementation of high quality teaching practices, yet the participants did not refer to a certain academic achievement level as a requirement. For them, indeed, it is vital that students are willing and motivated to learn. Improved student attitudes, as the in-service teachers suggest, help with the efficient utilisation of the seven principles.

The previous literature, however, concludes that teaching practices determine student motivation (e.g. Kiemer, Gröschner, Pehmer, & Seidal, 2015; Wæge & Pantziara, 2010; Skjelstad, 2009). Hence, students who are not motivated enough in the very beginning can be motivated through the implementation of high quality teaching practices. Starting with unmotivated students can be overwhelming for EFL teachers and may be a source of complaints, as is the case for the participants in the study of Bahous, Bacha, and Nabhani (2011). The advice is to focus on the teaching of four basic skills in language through differentiating the instruction to make learners with various learning styles active participants during the courses. Incorporating technology, in this sense, is also recommended to reach the desired level of student engagement.

The one-way ANOVA test revealed no significant changes in the participants' utilisation of the seven principles in accordance with their rating of their schools'

physical conditions and technological facilities. In Turkey, it is a reality that not every teacher is lucky enough to work in schools that offer many teaching facilities and are equipped with all the necessary tools to increase the efficiency of education. Indeed, even the schools in the very same city differ greatly in their facilities and physical conditions. The lucky ones have smartboards, computer labs, or various teaching materials while other even lack a proper heating system. However, the survey responses revealed that although some schools are more challenging to provide an effective education, the implementation of the seven principles are more or less the same accross schools. In harmony with the quantitative results, one of the participants, in the interview, recalled her teaching experience in a rural school and maintained that she lacked the proper working conditions, yet was determined enough to prepare her self-made materials in courses and did her best to encourage active participation.

Yet, personal effort may not always be sufficient for providing a high quality learning environment and should be supported by school facilities which include optimal class size along with very basic features such as proper heating system or lighting (Schneider, 2002). Technological facilities, in addition, are also argued to be important for maximising the efficiency of education (Taneri & Engin-Demir, 2011).

The study by Edwards (2006) contributed to the literature by investigating the impact of school facilities from students' perspective. The participants in the study reported a relationship between the facilities provided by their school and their motivation, behaviours, and academic success.

Likewise, the participants in the present study, in the qualitative data collection phase, expressed that technological tools boost the quality of foreign language education by attracting attention of learners with different learning preferences. The physical condition of schools and classrooms were also regarded important. They underlined the importance of smartboards, internet access, flexible seating arrangement, and optimal class size during the interviews. Their main complaints, on the other hand, included overcrowded classrooms, lack of technological facilities such as smartboards or lack of access to the internet as well as fixed desks that do not allow for cooperative activities. Similar challenges were also reported by the study conducted by Viatonu and Kayode (2012). For the participants of the present study, a good foreign language

education is not impossible without such facilities, yet is considerably easier and more likely to occur in their presence.

Therefore, it can be concluded that providing students with an equal chance for high quality foreign language education is significant and does not solely depend on teachers themselves. Improving the physical conditions and facilities of schools across the country might lead to an overall enhanced language education.

The key points in the discussion section of the present study, in brief, indicate that there are a number of factors that influence the implementation of the seven principles, hence, high quality teaching practices. Overcrowded classrooms, inappropriate physical conditions of schools, lack of technological facilities, heavy loaded curriculum, and time limitations were counted as the external factors that need attention from the government. Teachers, on the other hand, need to be happy with their jobs and open to changes in their present teaching practices as a majority still tend to depend on traditional teaching methods. Seminars and workshops, in this sense, might help EFL teachers get an understanding of the changing needs of the 21st century students. Besides, students need to be more willing to cooperate with their teachers as education is never a one-way road. It mainly depends on mutual respect and the interactions between two parties form the basis for a high quality education. Even when the rest is imperfect, the extra effort from teachers and students altogether might turn teaching and learning into fun.

CHAPTER SEVEN

7. CONCLUSION

In this section, an overview of the study is presented. This part of the study also includes recommendations from the pre-service and in-service teacher participants of the study as well as from relative literature to provide pedagogical implications. Following the pedagogical implications are the limitations of the present study and recommendations for further research.

7.1. Overview of the Study

The present research aimed at investigating pre-service teachers' plans of utilising the seven principles in the future courses and in-service teachers' present utilisation pattern of them. For the purpose of the study, both quantitative and qualitative data were collected from both groups of participants. The quantitative data were collected through survey whereas qualitative data were collected by means of one-on-one interviews. For quantitative data collection phase, the teacher participants were selected through random convenience sampling from three districts in Erzurum. The student participants were randomly chosen to participate in the quantitative data collection phase.

For qualitative data collection phase, teacher participants were randomly chosen and student participants were chosen through stratified random sampling. The reason for this was to reach perceptions of students from varying grades (freshman, sophomore, junior, senior).

The quantitative data analysis revealed that pre-service teachers' and in-service teachers' utilisation of the principles vary to a certain degree. The differences in the teaching practices, as the qualitative data suggested, resulted from a number of external factors that pre-service teachers might not yet be aware of. These external factors were identified as frequently changing education system, the gap between the present curriculum and expectations of the education system, heavy curriculum, insufficient textbooks, overcrowded classrooms, time limitations, technology-related problems,

unfavourable official exam formats, unfavourable physical conditions of schools, low quality teacher education programs as well as lack of support from school management. Some of these challenges were also mentioned by the pre-service teachers during the interviews, yet they were more optimistic about the solutions to them.

Further quantitative and qualitative analyses showed that in-service teachers were mostly eager to implement the seven principles, yet the afore-mentioned external factors constituted obstacles on the way. They felt in hurry to complete the over-loaded curriculum in over-crowded classrooms to prepare students for overwhelming exams, hence the lack of focus on high quality teaching practices that they were aware of yet still avoided.

Based on both pre-service and in-service teacher participants' responses as well as quantitative data analysis results, it can be concluded that teachers need to be happy with their job in the first place. Students, on the other hand, should be more motivated and have positive attitudes towards EFL courses. An improvement in the education system, exam formats, teacher education programs, the facilities that schools provide, in teachers' rights as well as reducing class size and incorporating additional in-service teacher training programs can enhance the foreign language teaching practices in schools.

Table 7.1.

A Summary of the Study

Research Questions	1. To what extent do pre-service English Language teachers at Atatürk University plan to use Chickering and Gamson's (1987) seven principles of good practices in education in their future teaching practices? 2. Is there a significant difference in the future plans of pre-service English Language teachers in terms of the type of principles to be utilised? 3. To what extent do in-service English Language teachers in Erzurum utilise Chickering and Gamson's (1987) seven principles of good practices in education? 4. Is there a significant difference in the current practices of the in-service English Language teachers in Erzurum in terms of the type of principles to be utilised?

Tablo 7.1. (Continue)

Research Questions	5. Is there a significant difference in the type of principles to be utilised between pre-service English Language teachers at Atatürk University and the in-service English Language teachers in Erzurum? 6. Is there a significant difference in the extent to which Chickering and Gamson's (1987) seven principles are utilised by in-service English Language teachers in Erzurum in accordance with their a. Job satisfaction b. Professional experience c. Weekly course load d. Rating of their students' success e. Rating of their schools' physical conditions and technological facilities?
Data Sources	Quantitative Instrument: a. The Turkish version of Inventory of the Seven Principles for Good Practice that was developed from the seven principles offered by Chickering and Gamson and published in 1989 by Johnson Foundation was implemented to identify the utilisation of the principle by pre-service and in-service teacher participants. The inventory was translated into Turkish by Aydoğdu, Doymuş, and Şimşek (2012). Four additional demographic questions were added to the inventory, for in-service teachers, by the researcher of the present study. b. In order to investigate in-service teachers' job satisfaction level, a likert-type Job Satisfaction Inventory that was developed by Gündüz (2008) was implemented. Qualitative Instrument: The researcher developed seven interview questions to gain further insight into the utilisation of the seven principles, challenges, and potential solutions. These seven interviews questions were only slightly different for pre-service and in-service teacher participants.

Tablo 7.1. (Continue)

Analysis Procedure	The quantitative data obtained from surveys were analysed through SPSS 22 for both descriptive and inferential statistics. The qualitative data, on the other hand, were analysed through content analysis.
Main Findings	- The implementation of the seven principles can enhance the quality of foreign language education in Turkey. - A number of factors, particularly external ones such as the education system or class size, decrease the chance of the utilisation of the seven principles. - Pre-service and in-service teachers' use of the seven principles differ from each other probably because in-service teachers are more aware of the problems as they face them every day. - High quality teaching practices in foreign language education will be more likely when there is an improvement in the education system, exam formats, teacher education programs, the facilities that schools provide, in teachers' rights, class size, and in-service teacher training programs.

a. Pedagogical Implications

The findings of the present study suggest a number of implications that can enhance the overall quality of foreign language education in primary, middle, and high schools. On the basis of these findings, one of the recommendations is to increase student-teacher interaction within classrooms. It is found out that teachers tend to neglect interactions for the sake of keeping up with the curriculum and managing crowded classrooms. The other well-recognised, yet still neglected principle suggests respecting diverse talents and ways of learning. The participants agreed on the significance of this principle, yet again, admitted to having had no chance for such a practice under present conditions. All of the teaching practices that require active student participation should be encouraged. For this, however, teacher devotion may prove insufficient. Students also need to be ready to take the responsibility of their own learning. After years of passive learning, getting used to a completely different model of

learning, that is active learning, may be challenging in the very beginning, yet is sure to yield productive results once settled (Morgado, 2010).

For permanent changes in the foreign language teaching practices in the long run, however, support from government is also essential. There are a number of issues that need revision for EFL teaching to meet the demands of the 21st century learners. From the findings of the study, it is clear that frequent changes in the education system are no help to either teachers or students. They need an education system that is well-grounded on widely accepted theories in the field. In addition, EFL textbooks also should be revised to include more sections that encourage active and cooperative learning. Another important issue is the class size. The reality of crowded classrooms, particularly when students are young, makes people have difficulty in management, provision of feedback, interaction, and addressing diverse learner needs. Schools, on the other hand, also need to be well-equipped for high quality foreign language teaching practices as both a variety of teaching materials and technological tools improve the efficiency to a great degree (Nguyen, 2008).

Another recommendation is to revise the teacher education system so that it prepares prospective teachers for the changing demands of the new generation. Nowadays, teachers are expected to have certain technology related skills, for example, irrespective of their major. EFL teachers, in this sense, are no exception (Gilakjani, Sabouri, & Zabihniaemran, 2015). In addition, today's teachers still have a tendency to stick with traditional teaching methods. New teachers should be properly trained to be familiar with modern teaching methods. Besides, teachers who have been employed years ago also need further training to overcome their conventional teaching habits. For this, workshops and seminars can be carried out. Likewise, teachers may receive additional in-service training to keep up with the modern teaching methods. The final recommendation is to inform both pre-service and in-service teachers of English regarding the seven principles offered by Chickering and Gamson (1987) as the study revealed that most of the participants knew something about each principle yet did not know how they could incorporate them in their courses.

The findings pictured a gap between the ideal teaching practices and the ongoing teaching practices in EFL classrooms. The gap can only be bridged when further effort

is paid by everyone that has a role in the teaching and learning process. It is time for collaboration to solve the biggest problem in foreign language education in Turkish context, which is the inability to achieve a satisfactory proficiency after years of education. Even the slightest contribution can translate into a better education.

b. Limitations of the Study

With the purpose of adding strength to the research design, both quantitative and qualitative data were collected and analysed so that findings can be further explained in depth. In addition, mixed method research design was chosen for eliminating limitations due to reliance on only one set of data. In this study, qualitative data were used to explain the quantitative data in detail. In addition, to avoid limitations arising from extraneous variables, weekly course load and the like were also taken into account. Besides, the in-service teacher participants were chosen from schools in the three districts of Erzurum through random convenience sampling. The pre-service teacher participants, on the other hand, were all students at Atatürk University at the time of the study. They were chosen from differing grades through stratified random sampling to avoid potential limitations.

Although some variables were analysed in their relation to in-service teachers' utilisation of the principles, their self-efficacy, cultural background, and gender were not included in the analyses. Such differences may have also played a role in the responses elicited from them. The responses from second group of the participants, pre-service teachers, were also not analysed in accordance with the participants' gender, grade, or proficiency level, which may also have affected their perceptions regarding the use of the seven principles.

Another limitation of the study is that the participants, both pre-service and in-service teachers, were selected from the same city, Erzurum. Therefore, the findings of the study may not be generalised to other parts of Turkey as the working conditions and even the teacher education program change from region to region.

c. Further Research

On the basis of the findings revealed by the study, a number of recommendations can be made for further research. First of all, this study examined the

utilisation of the seven principles in one city in Turkey. Further research is necessary to expand the findings of the study by including data from various regions. In addition, the utilisation of the seven principles can be further examined with the inclusion of other variables such as gender, age, proficiency level, or the type of school where teachers are employed.

This study was based on self-reported utilisation of the seven principles. Further research can incorporate observations into the process to be able to gather additional data regarding the actual practices that takes place in classrooms. Studies into the utilisation of the seven principles in foreign language classrooms are rather scarce in Turkish context. Therefore, more research is needed in the field. In addition to studies investigating the quality of teaching practices in EFL classrooms, research that sheds light on the utilisation of the seven principles in other foreign language classes such as German or French can also contribute to the literature of foreign language teaching in general.

This study handled the issue of high quality foreign language teaching from only pre-service and in-service teachers' perspective. Yet, students' perceptions about what ensures effective learning are also equally important and can be included in the scope of further research. A comparison between teachers' and students' beliefs can reveal any potential gaps in their understandings and offer solutions to bridge the gap for a more effective foreign language education.

In addition, studies that focus on the solution of the problems encountered on the way to high quality foreign language education can also offer valuable ideas for improvement in the field. Experimental studies, in that case, can reveal a more concrete recommendation list of innovations with the help of empirical data.

The purpose of this study was to contribute to the literature by providing a general sense of what actually happens in EFL classrooms in terms of high quality teaching practices through the utilisation of the seven principles. Further research can offer a more detailed picture of the ongoing procedure and help the solution of potential challenges on the way.

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APPENDICES

APPENDIX 1. Informed Consent Form

Informed Consent Form

Purpose of the Study

This study aims to provide an insight into the pre-service English language teachers' planned and in-service English language teachers' actual practices regarding the Seven Principles for Good Practices in education offered by Chickering and Gamson (1987). The data obtained from the study will provide the opportunity to conclude whether there is a difference between pre-service teachers' planned and in-service teachers' actual application of the seven principles, and shed light on the factors that influence the implementation of the principles. The findings of the study are expected to help English language teachers and those in charge of education understand the practices that lead to efficient learning and teaching, the obstacles in the way, as well as potential solutions.

Subject's Understanding

- I agree to participate in this study that I understand will be submitted in partial fulfillment of the requirements for the degree of Doctor of Education at Atatürk University.
- I understand that my participation is voluntary.
- I understand that all data collected will be limited to this use or other research-related usage as authorised by Atatürk University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and her advisor have been made available to me along with a duplicate copy of this consent form.
- I understand that the data I will provide are not be used to evaluate my performance as a teacher in any way.
- I understand that I may withdraw from the study at any time with no adverse repercussions.

Subject's Full Name: _____

Subject's Signature: _____

Date Signed: _____

Researcher: Birgül AKDAĞ ÇİMEN

Advisor: Yrd. Doç. Dr. Savaş YEŞİLYURT

APPENDIX 2. The questionnaire for pre-service EFL teachers

Sevgili öğretmen adayları bu çalışma iyi bir eğitim için yedi ilkenin kullanımı üzerine hazırlanmıştır. Vereceğiniz cevaplar çalışmadan başka hiçbir yerde kullanılmayacaktır. İçtenlikle cevaplandıracağınızı umuyoruz, desteğiniz için teşekkür ediyoruz.

İyi bir eğitimde bulunması gereken ve bu eğitim neticesinde meydana gelecek olan sonuçlar Chickering ve Gamson tarafından uzun süreli yapılan çalışma ve araştırmalar neticesinde tespit edilmiştir. Tespit edilen bu sonuçlar, iyi bir eğitim için, dünya çapında en çok bilinen ve kabul edilen yedi temel ilke altında toplanmıştır.

Eğer şu an öğretmen olarak göreve başlamış olsaydınız; bu yedi temel ilkeyle ilgili verilen ifadelere nasıl cevap verirdiniz?

İlke 1: İyi Bir Öğrenme Ortamı Öğrenci-Okul Arasındaki Etkili İletişimi Teşvik Eder.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerime mesleklerle ilgili tavsiyelerde bulunurum.					
2. Öğrenciler yanıma sadece ziyaret amacıyla gelirler.					
3. Geçmiş deneyimlerimi, değerlerimi ve düşüncelerimi öğrencilerimle paylaşıyorum.					
4. Öğrenci grupları tarafından düzenlenen etkinliklere katılıyorum.					
5. Okul yönetimiyle ve rehberlik servisi ile öğrencilerin ders içi ve ders dışı sorunları hakkında görüşürüm.					
6. Öğrencilerime isimleriyle hitap edebilirim.					
7. Farklı sosyo-kültürel ortamdan gelen öğrencilerimle daha etkili iletişim kurmak için ekstra çaba gösteririm.					
8. Öğrencilerime bir danışman, yardımcı veya rehber gibi yardım ederim.					
9. Öğrencileri alanımdaki profesyonel (mesleki) toplantılara veya diğer toplantılara götürürüm.					
10. Okulda öğrencilerimle ilgili bir sorun çıkarsa, sorunun çözümü için yardımcı olmaya çalışırım.					

Bu bölümdeki sorulara vermiş olduğunuz cevaplar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 2:İyi Bir Öğrenme Ortamı Öğrenciler Arasındaki İşbirliğini Sağlar.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden bilgi, birikim ve ilgi alanlarını birbirleriyle paylaşmasını isterim					
2. Öğrencilerimi derslere veya sınavlara birlikte çalışmalarını için teşvik ederim					
3. Öğrencilerimi birlikte projeler hazırlamaları konusunda teşvik ederim					
4. Öğrencilerimden arkadaşlarının yaptıkları çalışmalarını değerlendirmelerini isterim					
5. Öğrencilerimden anlaşılması zor konuları birbirlerine açıklamalarını isterim					
6. Öğrencilerimi arkadaşlarının başarılarını kutlamaları konusunda teşvik ederim					
7. Öğrencilerimi, önemli konularda farklı fikir ve bilgi birikimine sahip arkadaşlarıyla tartışmaları için teşvik ederim					
8. Derslerde "Öğrenme Toplulukları", çalışma grupları veya proje grupları oluştururum					
9. Öğrencilerimi okuldaki sosyal, kültürel ve sportif etkinliklerden en az birine katılmaları için teşvik ederim					
10. Her öğrencimin almış olduğu notun diğerlerinden bağımsız olduğunu görmeleri için performans değerlendirme ölçütleri hakkında öğrencileri bilgilendiririm.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 3: İyi Bir Öğrenme Ortamı Aktif Öğrenmeyi Teşvik Eder.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden çalışmalarını sınıfta sunmaları isterim.					
2. Öğrencilerimden ünlü bilim insanları, araştırma sonuçları veya sanatsal çalışmaların her birinin kendi arasındaki benzer ve farklı yönlerini açıklamalarını isterim.					
3. Öğrencilerimden derslerde işlenen konular ile günlük yaşamda karşılaştıkları bir olayı ilişkilendirmelerini isterim.					
4. Öğrencilerimden, bağımsız bir şekilde çalışma veya araştırma yapmalarını isterim.					
5. Öğrencilerimden, dersimde veya diğer derslerde gördükleri konular hakkında yeni ve farklı fikirler ortaya koymalarını isterim.					
6. Öğrencilerime araştırma ve inceleme yapmaları için somut ve gerçek hayattan örnekler veririm.					
7. Derslerimde simülasyon (Benzetim), drama tekniklerini kullanırım veya laboratuvarı uygulamalar yaparım.					
8. Öğrencilerimi derslerle alakalı olarak kitap okuma, araştırma yapma, proje geliştirme, geziler düzenleme veya diğer etkinliklere katılmaları konusunda teşvik ederim.					
9. Öğrencilerimle birlikte derslerle alakalı gezi düzenler, gönüllü çalışmalara katılır veya daha farklı etkinlikler yaparım.					
10. Öğrencilerimle birlikte çeşitli araştırma ve geliştirme projeleri hazırlarım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 4: İyi Bir Öğrenme Ortamında Anında ve Doğru Geri Dönütler Elde Edilir.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerime ev ödevleri verir, quiz (kısa sınav) yaparım.					
2. Derslerde öğrencilerden geri dönüt almak için çeşitli problem ve sınıf etkinlikleri hazırlarım.					
3. Öğrencilerin çalışma raporlarını en kısa sürede geri veririm.					
4. Dönem başlarında öğrencileri derslerin işleniş şekli ve içeriği (müfredatı) hakkında bilgilendiririm.					
5. Öğrencilerimle akademik gelişimleri ile ilgili görüş alışverişi yaparım.					
6. Öğrencilerimin çalışma raporları ve sınav sonuçlarında ortaya çıkan, zayıf ve güçlü yönlerini öğrencilere bildiririm.					
7. Her dönem başı öğrencilerin ön bilgilerini belirlemek için test uygulardım.					
8. Öğrencilerin kendi başarı ve ilerlemelerini kaydetmelerini isterim.					
9. Yazılı sonuçlarını öğrencilerimle birlikte değerlendiririm.					
10. Derse gelmeyen öğrencilerin velileriyle iletişime geçip derse gelmelerini sağlarım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 5: İyi Bir Öğrenme Ortamı Bir Görevi Zamanında Yapmanın veya Bir Konuyu Zamanında Öğrenmenin Önemi Vurgular.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden ödevlerini zamanında bitirmelerini beklerim.					
2. Öğrencilerime derse hazırlanmaları için, gereken en kısa süreyi belirtirim.					
3. Öğrencilerime materyalleri anlamaları için gerekli olan zamanı veririm.					
4. Öğrencilerime ulaşabilecekleri hedefler belirlemeleri noktasında yardımcı olurum.					
5. Öğrencilerimin, sınıfta sunum yapmalarını teşvik ederim.					
6. Düzenli ve programlı çalışmanın, uygulamalı ve sesli tekrar yapmanın önemini vurgularım.					
7. Öğrencilerimi devamsızlık durumları hakkında bilgilendiririm.					
8. Öğrencilerime etkili çalışmanın, programlı bir çalışmayla gerçekleştirilebileceğini açıklarım.					
9. Düzenli çalışma programına sahip olmayan, görevlerini tam ve zamanında yapmayan öğrencilerle görüşürüm.					
10. İşlenemeyen derslerin telafisini yaparım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz

İlke 6: İyi Bir Öğrenme Ortamı Üst Düzey Beklentilere Cevap Verir.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden derslerime sıkı çalışmalarını bekler ve bunu onlara söylerim.					
2. Öğrencilere akademik başarıda yüksek beklentilere sahip olmanın önemini vurgularım.					
3. Her dönem başında öğrencilerimden ulaşmalarını beklediğim başarı düzeyini sözlü veya yazılı olarak belirtirim.					
4. Öğrencilerime, öğrenme açısından kendilerinin hedefler belirlemesine yardımcı olurum					
5. Öğrencilerime, görevlerini zamanında yapmalarını durumunda ne gibi sonuçlarla karşılaşabileceklerini belirtirim.					
6. Ek olarak öğrencilerime okuma ve yazma alıştırmaları yapmalarını öneririm.					
7. Yazma konusunda öğrencilerimi ayrıca teşvik ederim.					
8. Öğrencilerimin başarılı çalışmalarını çevremdeki insanlara duyururum.					
9. Girmiş olduğum derslerle ilgili gelişmeleri takip eder ve gerekli güncellemeleri yaparım.					
10. Derslerin nasıl daha iyi olabileceği hususunda öğrencilerimle düzenli olarak görüş alışverişi yaparım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 7: İyi Bir Öğrenme Ortamı Farklı Yetenek ve Öğrenme Biçimlerine (Stilllerine) Karşı Hoşgörülüdür (Toleranslıdır).

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Anlamadıklarını bir konuyu rahatça söylemeleri konusunda öğrencilerimi teşvik ederim.					
2. Öğrencileri toplum içinde küçük düşürecek şakaların yapılmasına, onlarla alay edilmesine ve bu tarz diğer davranışlara izin vermem.					
3. Derslerimde farklı öğretim yöntem ve teknikleri kullanırım.					
4. Öğrencilerimin bilgi birikimleri doğrultusunda okuma ve çeşitli etkinlikler düzenlerim.					
5. Yeterli bilgi birikimi ve öğrenme kabiliyeti olmayan öğrencilerim için fazladan materyal (gereç) kullanır ve uygulamalar yaparım.					
6. Derslerde öğrencilerimi farklı kültürdeki bireyler hakkında bilgilendiririm.					
7. Derslerle ilgili fazladan ve bireysel olarak çalışma yapmak isteyen öğrenciler için uygun şartları sağlarım.					
8. Derslerimde tam öğrenme, bilgisayar destekli öğrenme veya farklı öğrenme yöntemleri gibi alternatif yöntem ve teknikler geliştiririm.					
9. Öğrencilerimi ilgileri doğrultusunda çalışma yapmaları için teşvik ederim.					
10. Her dersin başlangıcında öğrencilerimin öğrenme biçimleri (stilleri), ilgileri veya tecrübelerini öğrenmeye çalışırım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

APPENDIX 3. Interview questions for pre-service EFL teachers

İyi bir eğitim için farklı bilim adamı ve çalışma grupları tarafından çeşitli kriterler geliştirilmektedir. Bu çalışmaların en önemlilerinden biri de Chickering ve Gamson tarafından geliştirilen 7 ilkedir. Bu yedi ilke şu şekildedir:

1. öğrenci-fakülte etkileşiminin teşvik edilmesi,
2. öğrenciler arası işbirliğinin sağlanması,
3. aktif öğrenme yöntemlerinin teşvik edilmesi,
4. zamanında geri bildirimin sağlanması,
5. görevleri zamanında yapmanın vurgulanması,
6. üst düzey beklentilerin ifade edilmesi,
7. değişik yeteneklere ve öğrenme stillerine saygı duyulması

Görüşme Soruları

1. Sizce iyi bir dil eğitiminin olmazsa olmazları nelerdir?
2. Etkili yabancı dil öğretme /öğrenme için ideal eğitim uygulamalarından bahsedebilir misiniz?
3. Öğretmen olarak göreve başladığınızı düşünün. Öğretmenlik rutinleriniz nasıl olurdu? Ortalama bir dersinizi nasıl işleyeceğinizi düşünüyorsunuz? Sizce hayalinizdeki eğitimi verme konusunda karşınıza ne gibi zorluklar çıkabilir?
4. Chickering ve Gamson tarafından ortaya atılan yedi ilkenin hangisinden en çok faydalanacağınızı düşünüyorsunuz? Neden?
5. Chickering ve Gamson tarafından ortaya atılan yedi ilkenin hangisinden en az faydalanacağınızı düşünüyorsunuz? Neden?
6. Sizce Türkiye’de yabancı dil eğitiminin kalitesini düşüren unsurlar nelerdir?
 - Öğretmenler açısından
 - Öğrenciler açısından
 - Okul şartları açısından
 - Müfredat açısından
7. Sizce Türkiye’deki yabancı dil eğitiminin kalitesini arttırmak için neler yapılabilir?
 - Öğretmenler açısından
 - Öğrenciler açısından
 - Okul şartları açısından
 - Müfredat açısından

APPENDIX 4. Demographic questions and questionnaires for in-service EFL teachers

Part 1:

Kıymetli katılımcılar, bu çalışma iyi bir eğitim için yedi ilkenin kullanımı üzerine hazırlanmıştır. Elde edilen veriler doktora tezinde kaynak olarak kullanılacaktır. Katılımınızda gönüllülük esastır. Vereceğiniz cevaplar çalışmadan başka hiçbir yerde kullanılmayacak ve kimseyle paylaşılmayacaktır. İçtenlikle cevaplandıracağınızı umuyoruz, desteğiniz için teşekkür ediyoruz.

Birgül AKDAĞ ÇİMEN

Danışman: Yrd. Doç. Dr. Savaş YEŞİLYURT

1. Kaç yıldır öğretmenlik yapıyorsunuz?

- a. 0 (ilk yıl)
- b. 1 - 5
- c. 6 - 10
- d. 11 - 15
- e. 16 - 20
- f. +21

2. Haftalık ortalama ders saatiniz nedir?

- a. 15 veya daha az
- b. 16-21
- c. 22-30
- d.+31

3. Okulunuzun öğrenci başarı düzeyini 5 üzerinden değerlendiriniz (5=Çok iyi)
:_____

4. Okulunuzun fiziki ve teknolojik şartlarını 5 üzerinden değerlendiriniz (5=Çok iyi)
:_____

Part 2:

İş Doyumu Ölçeği

		Çok Yetersiz (1)	Yetersiz (2)	Normal (3)	İyi (4)	Çok İyi (5)
1	Okulumda yetenek ve bilgilerimi uygulama olanağım					
2	Okulumda teknolojinin kullanımı					
3	Okulumda işimi yaparken bana tanınan özgürlük					
4	Okulumun fiziksel koşulları (ısıtma, aydınlatma, havalandırma, vb.)					
5	Okulumdaki günlük çalışma saatleri					
6	Okulumdaki dostluk ve arkadaşlık ortamı					
7	Okulumda öğretmen performansının ödüllendirilmesi					
8	Okulumda takım olarak çalışmaktan aldığım haz					
9	Okuluma karşı bağlılık hissim					
10	Okulumun bana kazandırdığı saygınlık hissi					
11	Okulumun bana insanlara faydalı olma imkanı vermesi					
12	Okulumun bana verdiği hedeflerimi gerçekleştirme fırsatı					
13	Okulumda yaptığım iş karşılığında duyduğum başarı hissi					
14	Okulumda kararların ortak alınması					
15	Okuluma gidiş gelişlerimin kolaylığı					
16	Okul müdürü ve öğretmenler arasındaki iletişim					
17	Okulun amaçlarının öğretmenler tarafından bilinmesi					
18	Yaptığım işin aldığım eğitime uygunluğu					
19	Yaptığım işin kişiliğime uygunluğu					

Part 3:

İyi bir eğitimde bulunması gereken ve bu eğitim neticesinde meydana gelecek olan sonuçlar Chickering ve Gamson tarafından uzun süreli yapılan çalışma ve araştırmalar neticesinde tespit edilmiştir. Tespit edilen bu sonuçlar, iyi bir eğitim için, dünya çapında en çok bilinen ve kabul edilen yedi temel ilke altında toplanmıştır.

İlke 1: İyi Bir Öğrenme Ortamı Öğrenci-Okul Arasındaki Etkili İletişimi Teşvik Eder.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerime mesleklerle ilgili tavsiyelerde bulunurum.					
2. Öğrenciler yanıma sadece ziyaret amacıyla gelirler.					
3. Geçmiş deneyimlerimi, değerlerimi ve düşüncelerimi öğrencilerimle paylaşıyorum.					
4. Öğrenci grupları tarafından düzenlenen etkinliklere katılıyorum.					
5. Okul yönetimiyle ve rehberlik servisi ile öğrencilerin ders içi ve ders dışı sorunları hakkında görüşürüm.					
6. Öğrencilerime isimleriyle hitap edebilirim.					
7. Farklı sosyo-kültürel ortamdan gelen öğrencilerimle daha etkili iletişim kurmak için ekstra çaba gösteririm.					
8. Öğrencilerime bir danışman, yardımcı veya rehber gibi yardım ederim.					
9. Öğrencileri alanımdaki profesyonel (mesleki) toplantılara veya diğer toplantılara götürürüm.					
10. Okulda öğrencilerimle ilgili bir sorun çıkarsa, sorunun çözümü için yardımcı olmaya çalışırım.					

Bu bölümdeki sorulara vermiş olduğunuz cevaplar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 2:İyi Bir Öğrenme Ortamı Öğrenciler Arasındaki İşbirliğini Sağlar.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden bilgi, birikim ve ilgi alanlarını birbirleriyle paylaşmasını isterim					
2. Öğrencilerimi derslere veya sınavlara birlikte çalışmaları için teşvik ederim					
3. Öğrencilerimi birlikte projeler hazırlamaları konusunda teşvik ederim					
4. Öğrencilerimden arkadaşlarının yaptıkları çalışmaları değerlendirmelerini isterim					
5. Öğrencilerimden anlaşılması zor konuları birbirlerine açıklamalarını isterim					
6. Öğrencilerimi arkadaşlarının başarılarını kutlamaları konusunda teşvik ederim					
7. Öğrencilerimi, önemli konularda farklı fikir ve bilgi birikimine sahip arkadaşlarıyla tartışmaları için teşvik ederim					
8. Derslerde "Öğrenme Toplulukları", çalışma grupları veya proje grupları oluştururum					
9. Öğrencilerimi okuldaki sosyal, kültürel ve sportif etkinliklerden en az birine katılmaları için teşvik ederim					
10. Her öğrencimin almış olduğu notun diğerlerinden bağımsız olduğunu görmeleri için performans değerlendirme ölçütleri hakkında öğrencileri bilgilendiririm.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 3: İyi Bir Öğrenme Ortamı Aktif Öğrenmeyi Teşvik Eder.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden çalışmalarını sınıfta sunmaları isterim.					
2. Öğrencilerimden ünlü bilim insanları, araştırma sonuçları veya sanatsal çalışmaların her birinin kendi arasındaki benzer ve farklı yönlerini açıklamalarını isterim.					
3. Öğrencilerimden derslerde işlenen konular ile günlük yaşamda karşılaştıkları bir olayı ilişkilendirmelerini isterim.					
4. Öğrencilerimden, bağımsız bir şekilde çalışma veya araştırma yapmalarını isterim.					
5. Öğrencilerimden, dersimde veya diğer derslerde gördükleri konular hakkında yeni ve farklı fikirler ortaya koymalarını isterim.					
6. Öğrencilerime araştırma ve inceleme yapmaları için somut ve gerçek hayattan örnekler veririm.					
7. Derslerimde simülasyon (Benzetim), drama tekniklerini kullanırım veya laboratuvarında uygulamalar yaparım.					
8. Öğrencilerimi derslerle alakalı olarak kitap okuma, araştırma yapma, proje geliştirme, geziler düzenleme veya diğer etkinliklere katılmaları konusunda teşvik ederim.					
9. Öğrencilerimle birlikte derslerle alakalı gezi düzenler, gönüllü çalışmalara katılır veya daha farklı etkinlikler yaparım.					
10. Öğrencilerimle birlikte çeşitli araştırma ve geliştirme projeleri hazırlarım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 4: İyi Bir Öğrenme Ortamında Anında ve Doğru Geri Dönütler Elde Edilir.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerime ev ödevleri verir, quiz (kısa sınav) yaparım.					
2. Derslerde öğrencilerden geri dönüt almak için çeşitli problem ve sınıf etkinlikleri hazırlarım.					
3. Öğrencilerin çalışma raporlarını en kısa sürede geri veririm.					
4. Dönem başlarında öğrencileri derslerin işleniş şekli ve içeriği (müfredatı) hakkında bilgilendiririm.					
5. Öğrencilerimle akademik gelişimleri ile ilgili görüş alışverişi yaparım.					
6. Öğrencilerimin çalışma raporları ve sınav sonuçlarında ortaya çıkan, zayıf ve güçlü yönlerini öğrencilere bildiririm.					
7. Her dönem başı öğrencilerin ön bilgilerini belirlemek için test uygularım.					
8. Öğrencilerin kendi başarı ve ilerlemelerini kaydetmelerini isterim.					
9. Yazılı sonuçlarını öğrencilerimle birlikte değerlendiririm.					
10. Derse gelmeyen öğrencilerin velileriyle iletişime geçip derse gelmelerini sağlarım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 5: İyi Bir Öğrenme Ortamı Bir Görevi Zamanında Yapmanın veya Bir Konuyu Zamanında Öğrenmenin Önemi Vurgular.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden ödevlerini zamanında bitirmelerini beklerim.					
2. Öğrencilerime derse hazırlanmaları için, gereken en kısa süreyi belirtirim.					
3. Öğrencilerime materyalleri anlamaları için gerekli olan zamanı veririm.					
4. Öğrencilerime ulaşabilecekleri hedefler belirlemeleri noktasında yardımcı olurum.					
5. Öğrencilerimin, sınıfta sunum yapmalarını teşvik ederim.					
6. Düzenli ve programlı çalışmanın, uygulamalı ve sesli tekrar yapmanın önemini vurgularım.					
7. Öğrencilerimi devamsızlık durumları hakkında bilgilendiririm.					
8. Öğrencilerime etkili çalışmanın, programlı bir çalışmayla gerçekleştirilebileceğini açıklarım.					
9. Düzenli çalışma programına sahip olmayan, görevlerini tam ve zamanında yapmayan öğrencilerle görüşürüm.					
10. İşlenemeyen derslerin telafisini yaparım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz

İlke 6: : İyi Bir Öğrenme Ortamı Üst Düzey Beklentilere Cevap Verir.

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Öğrencilerimden derslerime sıkı çalışmalarını bekler ve bunu onlara söylerim.					
2. Öğrencilere akademik başarıda yüksek beklentilere sahip olmanın önemini vurgularım.					
3. Her dönem başında öğrencilerimden ulaşmalarını beklediğim başarı düzeyini sözlü veya yazılı olarak belirtirim.					
4. Öğrencilerime, öğrenme açısından kendilerinin hedefler belirlemesine yardımcı olurum					
5. Öğrencilerime, görevlerini zamanında yapmaması durumunda ne gibi sonuçlarla karşılaşabileceklerini belirtirim.					
6. Ek olarak öğrencilerime okuma ve yazma alıştırmaları yapmalarını öneririm.					
7. Yazma konusunda öğrencilerimi ayrıca teşvik ederim.					
8. Öğrencilerimin başarılı çalışmalarını çevremdeki insanlara duyururum.					
9. Girmiş olduğum derslerle ilgili gelişmeleri takip eder ve gerekli güncellemeleri yaparım.					
10. Derslerin nasıl daha iyi olabileceği hususunda öğrencilerimle düzenli olarak görüş alışverişi yaparım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

İlke 7: İyi Bir Öğrenme Ortamı Farklı Yetenek ve Öğrenme Biçimlerine (Stilllerine) Karşı Hoşgörülüdür (Toleranslıdır).

İfadeler/ Yapılma Sıklıkları	Çok Sık (5)	Sık (4)	Genellikle (3)	Nadiren (2)	Hiçbir zaman (1)
1. Anlamadıklarını bir konuyu rahatça söylemeleri konusunda öğrencilerimi teşvik ederim.					
2. Öğrencileri toplum içinde küçük düşürecek şakaların yapılmasına, onlarla alay edilmesine ve bu tarz diğer davranışlara izin vermem.					
3. Derslerimde farklı öğretim yöntem ve teknikleri kullanırım.					
4. Öğrencilerimin bilgi birikimleri doğrultusunda okuma ve çeşitli etkinlikler düzenlerim.					
5. Yeterli bilgi birikimi ve öğrenme kabiliyeti olmayan öğrencilerim için fazladan materyal (gereç) kullanır ve uygulamalar yaparım.					
6. Derslerde öğrencilerimi farklı kültürdeki bireyler hakkında bilgilendiririm.					
7. Derslerle ilgili fazladan ve bireysel olarak çalışma yapmak isteyen öğrenciler için uygun şartları sağlarım.					
8. Derslerimde tam öğrenme, bilgisayar destekli öğrenme veya farklı öğrenme yöntemleri gibi alternatif yöntem ve teknikler geliştiririm.					
9. Öğrencilerimi ilgileri doğrultusunda çalışma yapmaları için teşvik ederim.					
10. Her dersin başlangıcında öğrencilerimin öğrenme biçimleri (stilleri), ilgileri veya tecrübelerini öğrenmeye çalışırım.					

Bu bölümdeki sorulara vermiş olduğunuz yanıtlar dışında üzerinde çalışmak istediğiniz veya eklemek istediğiniz bir şeyler varsa aşağıdaki kutucuğa yazabilirsiniz.

APPENDIX 5. Interview questions for in-service EFL teachers

İyi bir eğitim için farklı bilim adamı ve çalışma grupları tarafından çeşitli kriterler geliştirilmektedir. Bu çalışmaların en önemlilerinden biri de Chickering ve Gamson tarafından geliştirilen 7 ilkedir. Bu yedi ilke şu şekildedir:

8. öğrenci-fakülte etkileşiminin teşvik edilmesi,
9. öğrenciler arası işbirliğinin sağlanması,
10. aktif öğrenme yöntemlerinin teşvik edilmesi,
11. zamanında geri bildirimin sağlanması,
12. görevleri zamanında yapmanın vurgulanması,
13. üst düzey beklentilerin ifade edilmesi,
14. değişik yeteneklere ve öğrenme stillerine saygı duyulması

Görüşme Soruları

8. Sizce iyi bir dil eğitiminin olmazsa olmazları nelerdir?
9. Etkili yabancı dil öğretme /öğrenme için ideal eğitim uygulamalarından bahsedebilir misiniz?
10. Rutin bir dersinizi nasıl işliyorsunuz? Sizce hayalinizdeki eğitimi verebiliyor musunuz? Karşılaştığınız güçlükler nelerdir?
11. Chickering ve Gamson tarafından ortaya atılan yedi ilkenin hangisinden en çok faydalandığınızı düşünüyorsunuz? Neden?
12. Chickering ve Gamson tarafından ortaya atılan yedi ilkenin hangisinden en az faydalandığınızı düşünüyorsunuz? Neden?
13. Sizce Türkiye’de yabancı dil eğitiminin kalitesini düşüren unsurlar nelerdir?
 - Öğretmenler açısından
 - Öğrenciler açısından
 - Okul şartları açısından
 - Müfredat açısından
14. Sizce Türkiye’deki yabancı dil eğitiminin kalitesini arttırmak için neler yapılabilir?
 - Öğretmenler açısından
 - Öğrenciler açısından
 - Okul şartları açısından
 - Müfredat açısından

APPENDIX 6. Research Approval



T.C.
ERZURUM VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 36648235/605/4293546

15.04.2016

Konu: Araştırma İzni

MÜDÜRLÜK MAKAMINA

- İlgi: a) Atatürk Üniversitesi'nin 12/04/2016 tarihli ve 1600089097 sayılı yazısı.
b) Atatürk Üniversitesi'nin 12/04/2016 tarihli ve 1600089693 sayılı yazısı.
c) Atatürk Üniversitesi'nin 11/04/2016 tarihli ve 1600088064 sayılı yazısı.

İlgi yazılarda belirtilen üniversite ve araştırmacıların İlimiz okullarında araştırma yapma isteği Bakanlığımızın 07/03/2012 tarihli ve 3616 (2012/13) sayılı genelgesi çerçevesinde incelenmiştir. *Araştırmaların, eğitim öğretim faaliyetlerini aksatmayacak şekilde, komisyon kararında belirtilen mühürlü veri toplama araçlarının kullanılarak ekte isimleri belirtilen okullarda yapılması şubemizce uygun görülmektedir.*

Makamınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Turan BAĞAÇLI
İl Milli Eğitim Müdür Yardımcısı

OLUR
15.04.2016

Yüksel ARSLAN
İl Milli Eğitim Müdürü

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Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 5cef-61ad-39b2-a6ee-fbef kodu ile teyit edilebilir.

CURRICULUM VITAE

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