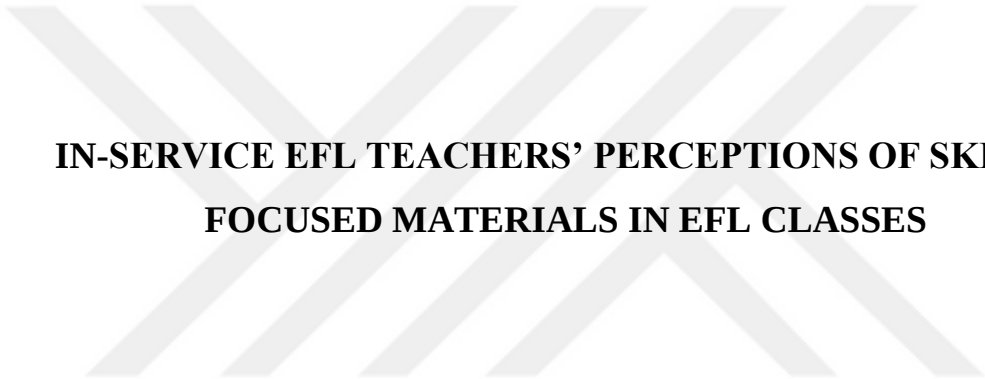


T.C.
ABANT İZZET BAYSAL UNIVERSITY
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BUKET KASAP

BOLU-2017

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M.A. THESIS

By

Buket KASAP

Thesis Supervisor

Assist. Prof. Dr. Sedat AKAYOĞLU

BOLU, JULY-2017

YÜKSEK LİSANS TEZ ONAY FORMU

Buket KASAP tarafından hazırlanan “**In-Service EFL Teachers’ Perceptions of Skills-Focused Materials in EFL Classes**” adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Eğitimi Bilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir. **(21.07.2017)**

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Yüksek Lisans Tezi olarak sunduğum, “İngilizce Öğretmenlerinin Sınıflarında Beceri Odaklı Materyal Kullanımı Üzerine Algıları” başlıklı çalışmanın yazılmasında bilimsel ve etik kurallara uyduğumu, başkalarının eserlerinden yararlanılması durumunda atıfta bulunduğumu, kullanılan verilerde herhangi bir tahrifat yapmadığımı, tezin tamamının ya da bir kısmının bu üniversite veya başka bir üniversitede bir tez çalışması olarak sunulmadığımı beyan ederim. 21/07/2017

Buket KASAP



**To my mother, HavaYurtseven, whose belief in education and hard work never
fails to inspire me...**

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LIST OF ABBREVIATIONS

EFL English as a foreign language

ELT....English language teaching

CALL... Computer assisted language learning

MoNE... the Ministry of National Education



ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN SINIFLARINDA BECERİ ODAKLI MATERYAL KULLANIMI ÜZERİNE ALGILARI

KASAP, Buket

Yüksek Lisans Tezi

Yabancı Diller Eğitimi Anabilim Dalı

İngiliz Dili Eğitimi Bilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Sedat AKAYOĞLU

Temmuz - 2017, 100 Sayfa

Bu çalışmanın amacı, hizmet içi İngilizce öğretmenlerinin sınıflarında beceri temelli materyallerin kullanımı hakkındaki algılarını incelemektir. Öğretmenlerin materyal tercihleri ve değerlendirme süreçleri hakkında Türkiye'de öncü çalışmalar (Çelik, 2015, Ötüken, 2016) bulunmaktadır. Bu kapsamlı araştırma, beceri temelli materyallerle ilgili çeşitli konularda öğretmenlerin görüşlerini ortaya koymaya ve toplamaya çalışmaktadır: kullandıkları materyal türleri, sınıflarında destekledikleri dil bileşenleri, materyallerin kullanım sıklığı, materyalleri kullanma nedenleri, değerlendirme ve adapte etme süreçleri ve materyal tasarımcıları olarak kendileri hakkında algıları.

Bu amaçla, nitel bir araştırma tasarımı öğretmenlerin görüşlerini tam olarak toplamak için takip edilmiştir. Vaka incelemesi, Bolu'daki hizmet içi İngilizce öğretmenlerini içermektedir. Katılımcılar, araştırmanın amaçlarına hizmet eden gönüllü ve mevcut katılımcılara ulaşmak amacıyla, kolaylık örnekleme yöntemine göre seçilmiştir. Devlet ilk, orta ve lise olarak çalışan 25 katılımcı ile yarı yapılandırılmış bir görüşme modeli kullanılarak görüşülmüştür. Elde edilen veriler, güvenilirliği sağlamak için iki analist tarafından analiz edilmiştir. Ağırlıksız Kappa ortak etkinliği .78'dir.

Bulgular, katılımcıların derslerinde materyalleri sıklıkla kullandıklarını ortaya koymaktadır. Çoğunlukla çalışma kâğıtları ve resimler gibi kâğıt temelli materyallerle çalışmaktadırlar. Bununla birlikte, sınıflara bilgisayarların ve akıllı tahtaların

kurulmasıyla PowerPoint sunumları, çizgi filmler, şarkı videoları ve çeşitli dijitalmateryallerin kullanımını tercih edildiği anlaşılmaktadır. Öğretmenler çoğunlukla kelime öğretimi üzerine yoğunlaşmakta ve dört beceri geliştirme üzerine yoğunlaştırmaktan ziyade sınav becerileri öğretmeye çalıştıkları görülmektedir. Özellikle yazma becerisi en çok ihmal edilen beceri olarak öne çıkmaktadır. Öğretmenler farklı becerilere odaklanmak için farklı materyalleri kullanmaktadır. Ayrıca öğrencileri motive etmek, sınıf ortamını neşelendirmek, öğrencilerin ihtiyaçlarını karşılamak ve ders kitaplarını desteklemek için materyal özellikle dersin uygulama ve üretim bölümlerinde öğretmenler materyal kullanmaktadırlar. Öğretmenler materyaller üzerinde dikkate değer bir zaman harcamaktadır. Bunları kendi deneyimlerini göz önünde bulundurarak, materyallerin müfredattaki kullanılabilirliklerine, sınıflarındaki uygulanabilirliklerine ve Milli Eğitim Bakanlığı standartlarına göre değerlendirmektedirler. Bunlara ek olarak, uyarlama sürecinde ekleme, atma, değiştirme ve basitleştirme yöntemlerini kullanmaktadırlar. Son olarak, öğretmenler materyal üzerinde çalışmanın öğretim becerilerini ve İngilizce yeterliklerini geliştirdiğini, öğrencileri daha fazla anlamalarına yardımcı olduğunu ve kendileri ve yaptıkları iş hakkında iyi hissetmelerini sağladığını belirtmektedirler.

Anahtar Kelimeler:Beceri odaklı materyaller, öğretmen algıları, materyal geliştirme, materyal adaptasyonu, materyal değerlendirme

ABSTRACT**IN-SERVICE EFL TEACHERS' PERCEPTIONS OF SKILLS-FOCUSED
MATERIALS IN EFL CLASSES**

KASAP, Buket

M. A. Thesis

Department of Foreign Languages Education

English Language Teaching Program

Supervisor: Assist. Prof. Dr. Sedat AKAYOĞLU

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The aim of this study is to investigate the perceptions of in-service EFL teachers on the use of skills-focused materials in their classes. There are some studies in Turkey (Çelik, 2015, Ötüken, 2016) on the materials preferences of teachers and their evaluation process. This comprehensive research tries to reveal and gather the views of teachers on various topics related to skills-focused materials: the kinds of materials they use, language components they facilitate, the frequency of their materials use, the reasons to use materials, the evaluation and adaptation processes and their perception of themselves as materials designers.

To that end, a qualitative research design has been followed to fully gather the insights of teachers. The case study includes the in-service EFL teachers in Bolu, Turkey. The participants are chosen according to convenience sampling method with the aim of including voluntary and available participants. 25 participants working at the state primary, middle, and high schools are interviewed using a semi-structured interview model. The gathered data are transcribed and analyzed by two raters to ensure reliability. The un-weighted Kappa co-efficiency is .78.

The findings suggest that participants frequently use materials in their classes. They mostly rely on paper based materials such as worksheets and pictures. However, with the installation of computers and smart boards in the classrooms, they use PowerPoint presentations, cartoons, song videos, and digital materials, as well. Teachers mostly focus on vocabulary teaching and they try to teach for the exams rather than

concentrating on developing four skills. Especially teaching of writing skills seems to be neglected the most. Teachers make use of different materials to focus on different skills; moreover, materials are especially utilized in the practice and production parts of the lesson to motivate students, boost the class atmosphere, address student needs and support the course books. Teachers spend considerable amount of time on materials, evaluating them based on their own experience, materials' usability in the curriculum, practicality in their classes and the standards of the Ministry of the National Education in addition to adapting them by adding, omitting, replacing, and simplifying. Finally, teachers perceive that working on materials improve their teaching skills, as well as English proficiency, help them understand students more, and make them feel good about themselves and their work.

Keywords: Skills-focused materials, EFL teachers' perceptions, materials development, materials adaptation, materials evaluation

CHAPTER I

1. Introduction

1.1. Background of the Study

A brief look at the history of language teaching shows that language teaching materials (materials hereafter) have remained constant in the context of language learning, as a matter of fact, Kitao and Kitao (1997) claim that language instruction consists of 5 elements: teacher, students, materials, teaching methods and evaluation. In the most primitive terms, materials are tools which enable learning-teaching and are a must both for teachers and learners. Through materials, teachers introduce, exemplify, and provide practice of new foreign language items (Tomlinson, 2011). In other words, materials form the common ground where teachers and learners meet in the teaching/learning process. Actually, materials are the forefront of language curricula; they reflect the belief systems and philosophy of stakeholders as in what language is, how people learn it, how the outcome assessed, to what roles teachers and learners assigned (Maley, 2015). Maley (2015) claims that once a set of materials is utilized in a classroom, all the above decisions are imposed into the teaching/learning.

An investigation as to the place of materials in language teaching would show that the appearance of materials as a concept in language teaching dates back to Comenius' book *The Great Didactic* to the chapter titled *The Method of Languages*. Comenius mentions the use of materials in the form of textbooks, emphasizing primarily the vocabulary to be included in those books (Comenius, 1638). Later, Henry Sweet highlights the crucial role of materials in language teaching/learning in his formulation of the "teaching method" which should be used to teach a language systematically (Sweet, 1899). Sweet underlines the fact that the identification and specification of materials are vital for systematic teaching and learning and suggests that content (language knowledge) should carefully be selected, limited, and arranged for the development of four skills, and materials, which are crucial in teaching the content, should be graded from simple to complex.

In the meantime, it has become increasingly evident in the field of English language teaching that strict adherence to a method and the course book used to implement it is not sufficient to produce the desired outcomes (Çakır, 2015; Richards & Rogers, 2015; Tomlinson, 1994). The term, materials, refers to a spectrum of educational devices/ tools that teachers use in the classroom to realize, foster and support learning objectives in the curriculum (Demirel&Altun, 2012). Materials aim to optimize the knowledge of learners both in the use and usage of language (Maley, 2015). They make the target language knowledge accessible and understandable (Tomlinson, 2012). In addition, they contextualize the content. In doing so, materials activate learners' interests, increase their participation and infuse a sense of meaning into instruction (Harmer, 2001).

There are several classifications of materials according to how they are perceived. For example, Çakır (2015) classifies materials into three, based on their historical development: traditional (course book, realia), audio and visual (videos, songs), and ICT based materials (smart board, Web 2.0). On the other hand, Tomlinson (2011) classifies materials according to what part they play in language classes and which skills they foster regardless of their form: informative, instructional, experiential, eliciting, exploratory. Masuhara (2017) claims that materials should focus on global understanding and integrated skills rather than decode form and lexicon, asserting that such materials present appropriate challenge and differentiated instruction based on learner interests as well as focusing on implicit knowledge without spoiling meaning.

Designed to provide as much work as possible on “grammar, vocabulary, pronunciation, functions and skills of reading, writing, listening and speaking”, course books are acknowledged “as the core material in language classes” (Tomlinson, 2011, p.xi). Though they are still the main stream material used in almost every language class around the world, many have criticized course books for inauthentic language use, distort content presentation and overlooking specific learner needs (Rahini&Hassani, 2012; Tomlinson & Masuhara, 2017; Tsiplakides, 2011). Richards and Renandya (2012) report that teachers find course books a necessary outline and a practical solution for the pace of the class yet they consider textbooks mostly a failure in presenting appropriate and realistic language models, proposing central learner roles, contextualizing language activities, fostering adequate cultural understanding, and

teaching idioms. On the other hand, Dülger (2016) found out that Turkish teachers rate skills teaching in the course books used in EFL classes as average.

In Turkey, the Ministry of National Education supervises foreign language teaching. As the main provider of education countrywide, the Ministry also prepares the curriculum, has textbooks written and distributed to all state schools before each school year. All language learners at a certain level follow the same book no matter what their specific needs, interests, and backgrounds are. The Ministry textbooks are written by Turks for Turks, and thus, may be considered more contextually and socially appropriate than global textbooks. The educational setting, however, still displays diversity: learner profiles and educational settings in state schools vary even according to the neighborhoods they are in (Education Reform Initiative, 2015). The course books, therefore, require modification to suit the teaching situations and learners better. Therefore, English language teachers in Turkey use materials which they adopt, adapt, or develop for their learners (Çelik, 2012).

As instruments used in teaching the target language, all materials, including the most basic ones, are designed according to a teaching objective. The objective forms the basis for language instruction through which the content is introduced, exemplified, and practiced (Bloom, 1956). These objectives are framed according to the linguistic, communicative and affective needs of learners (Birckbichler, 1987; Maley, 2015). Besides being the developmental foundation of materials, objectives also serve as the foundation for assessing their effectiveness, i.e. their evaluation. To evaluate the effectiveness of a teaching material, the actual outcome/s are checked against the beginning objectives to see how well they have been accomplished via the material. The lesser the gap, the more effective the material is (Tomlinson, 2012).

As the main party to evaluate the effectiveness and usefulness of any kind of materials, especially course books, teachers can adopt, adapt, or design materials to use side by side with course books in their classes. The necessity for teachers to adapt or design materials could be better understood if the general picture of a language class is depicted. In most language classes around the globe, a curriculum is followed and textbooks which are prepared by international publishers for the global language teaching market are used, which present information in an orderly fashion and are claimed to be equipped with the most recent teaching strategies. However, these books

are written for a general learner profile. It is impossible to expect them to correspond to specific pedagogical needs of every teaching setting in which they are used (Tomlinson & Masuhara, 2013). They do not address the specific needs of a particular learner population, arising from the different backgrounds, learning purposes, and learning styles of learners (Nation & Newton, 2009). The mismatch between unique teaching settings and the pre-determined curricula of those global textbooks results in the necessity of creating learning materials that supplement, personalize, and foster language learning and teaching (Brown, 2013).

Materials developed or adapted by teachers for their classes engage learners better than those prepared for global learner population; those materials are more learner-centered as they are specifically designed, taking into consideration the interests and the learning styles of learners in a specific class. Learners are not a homogenous group; they come from widely diverse educational backgrounds, some even from different countries. Materials that are appropriate to the level and backgrounds of learners are considered to be more effective (Block, 1991; Howard & Major, 2005; Johansson, 2006). Not only the backgrounds or levels of learners, but also their learning styles are considered by teachers. Teachers use such materials to enable their learners to understand and practice language in meaningful and relevant contexts (Block, 1991).

Although materials are vital elements in language classes, materials did not receive the due attention they deserve for a considerable period of time in the past and were considered solely a component of methods (Masuhara, 2011). In other words, they were treated as methodological instruments in action. Richards & Rogers (2015) state that the role of language learning materials in a method is to “specify subject-matter content” (p.29) even when there is no eligible syllabus. As a result of their recognized significance and role in language teaching, research on language learning materials started to increase in the 1980s. The first examples were mostly in the form of textbook evaluation (Candlin and Breen, 1980; Cunningsworth, 1984; Sheldon, 1988; Skierso 1991; Williams, 1983). In time, as teacher- made materials began to be used more in English classes, all over the world, the attention of researchers shifted from textbooks and textbook evaluation to merits and shortcomings of teacher- made materials and how they are developed (Cunningsworth, 1995; McDonough & Shaw, 2003; McGrath, 2002; Pakkan, 1997; Tomlinson 2012, 2011). Some of these studies (Reinders& Lewis, 2006;

Solak&Çakır, 2012; Waters, 2009) focus on learner variables and show that teacher-made materials reflect the needs and interests of the learners. There are also studies which reflect teachers' perspectives: the studies (Alexandre, 2012; Dinçer, 2014; Çelik, 2012; Dar, 2012; Dülger, 2016; Gökdemir, 2014; Hadfield, 2014; Işık, 2013; Raminez Salas, 2004; Wette, 2011) pursue the teachers' side of the issue, and claim that teachers adapt materials to meet the specific needs of their particular learners.

1.2. Statement of the Problem

Materials are invaluable elements of language teaching and developing or adapting such materials has been a focus of attention in language teaching. The theoretical discussion on how learning materials are to be prepared and used is heavily discussed in the literature (Allwright, 1981; Cunningsworth, 1984, 1995; Ellis, 2005; Hadfield, 2014; Maley, 2015; McDonough & Shaw, 2003; Thornbury, 2014; Tomlinson, 2008, 2012; Raminez Salas, 2004; Waters, 2009). However, there is little empirical evidence which shows how teachers, specifically speaking, in-service EFL teachers, actually put theory into practice (Çakır, 2015; Ötügen, 2016). Aiming to close the gap in the literature, this study focuses on the case of Bolu, Turkey.

1.3. Purpose of the Study

The main goal of this study is to understand the perceptions of in-service EFL teachers in Bolu as they develop, evaluate and use skills-focused language learning materials. As there is scarcity of literature in the field in Turkey (Çakır, 2015; Çelik, 2012; Dülger, 2016; Ötügen, 2016; Zengin, 2007), this study aims to contribute to the field by identifying on-action practices of teachers as well as their reasons and criterion.

1.4. Research Questions

This study tries to answer two main research questions:

1. What kinds of learning materials are promoted in EFL classes?
 - a. What types of materials do EFL teachers use in language teaching?
 - b. What are the views of EFL teachers on using skills-focused materials in their classes?
 - c. What criteria do EFL teachers follow for selecting materials appropriate for each language skill?
2. How do EFL teachers perceive themselves when they use various materials?

1.5. Significance of the Study

This study aims to investigate an issue about which there is a considerable lack of research in the field of teaching English as a foreign language in Turkey. It aims to examine the link between the theoretical aspects of the preparation of language learning materials and the actual practice by EFL teachers when they develop, evaluate and use language learning materials in their classrooms. The study investigates the issue through a qualitative design in order to get an in-depth picture of the decisions and processes used by teachers in order to identify the perceptions and actual practices of EFL teachers.

1.6. Definition of Terms

Materials: Materials, as an umbrella term, are the means used in the classroom to present and teach a target language and help practice it in or out of the classroom. They can take many forms such as textbooks, dictionaries, CDs, photographs, and puppets (Tomlinson, 2012).

Textbook: Textbook is generally the core material of the lesson. It is the collection of materials prepared by educational authorities, chosen for the teaching of the language for a specific school, and given to teachers and learners. It is the main

guide for teachers and main source for learners to follow, practice, and revise the foreign language (Tomlinson, 2012).

Learning materials: Learning materials are those that are designed to be used in the classroom in addition to the core material of the course (Demirel&Altun, 2012). They supplement the core material, which is usually a course book, in terms of the development of four skills, and pronunciation, grammar, and lexis of the target language (Masuhara, 2017). They are also referred to as supplementary materials. They can be designed, adopted, or adapted by the teacher to achieve the targeted teaching goals (McDonough & Shaw, 2003).

Materials development: It is a process which materials developers go through to produce a set of materials that supplies information about language use and/or usage (McDonough & Shaw, 2003).

Materials evaluation: Materials evaluation is the process of determining whether to put a certain material in use or not in a specific teaching situation to achieve an intended outcome (Nunan, 1998). The evaluation process also includes spotting the strong and weak sides of a particular material (McDonough & Shaw, 2003).

1.7. Limitations of the Study

The study is conducted by using data obtained from the English teachers who currently teach at primary, secondary and high schools of the Ministry of National Education in Bolu, Turkey. Further studies could be conducted to understand the view of a wider population.

CHAPTER II

2. Theoretical Framework and the Literature Review

2.1. Introduction

This chapter provides the theoretical framework for the research questions of this study and then, reviews the literature on materials development, evaluation and adaptation. The chapter starts with the theoretical framework for the research. An overview of the materials' place in language teaching and learning as well as defining materials are provided, then. It continues to examine the characteristics of materials with regards to their role in language classes. In the next section, the qualities of materials developers are discussed with respect to the process of materials development. Additionally, materials evaluation process and adaptation techniques are presented. Finally, the criteria to evaluate materials and the reasons to adapt materials are justified within the recent literature in the field. The chapter ends with a review of relevant studies in Turkey.

2.2. Theoretical Framework

From a constructivist perspective, Barrot (2015) introduced a socio-transformative design model for developing language learning materials, which this study follows, as well. The aim of the model is to “produce learners who are socially participative, multiliterate, communicatively competent, and lifelong learners” (p.285). The socio-transformative design model has two circles. The inner circle begins with the identification of objectives and diagnostic tasks. However, it requires more learner involvement because essential to the model is both self and traditional assessment. The model's core constitutes of the integration of form and meaning, and the recycle of input and task. This core is powered by receptive, productive and cultural skills. On the other hand, the outer circle of the model requires designers/developers to consider nine absolute essentials of language teaching: “differentiation, contextualization, spiral progression,

collaboration, ICT integration, process orientation, reflective learning, visual enhancement, and twenty-first century learning” (Barrot, 2015, p.293). Figure 2.1 illustrates the placement of elements in the socio-transformative design model.

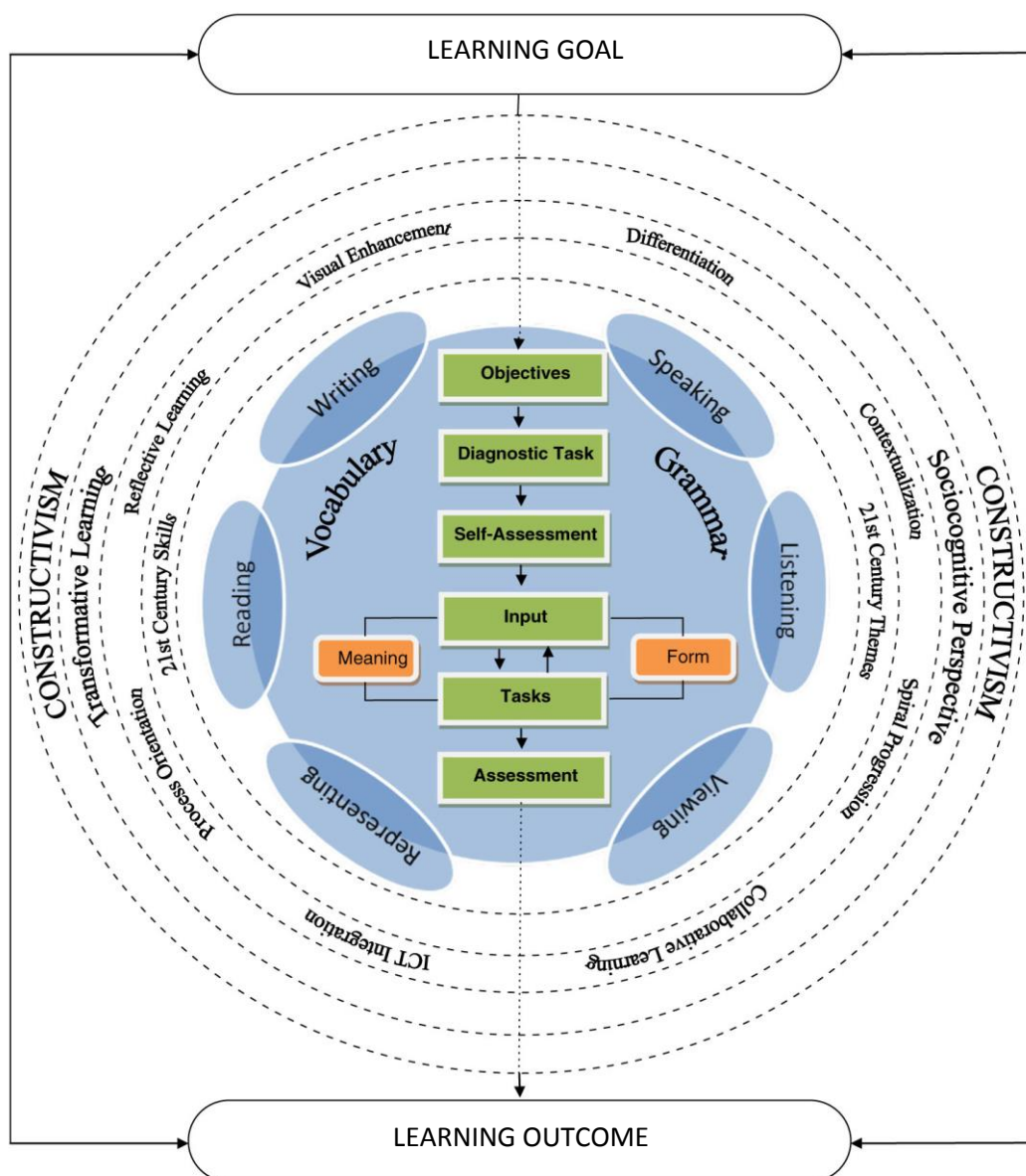


Figure 2.1. The socio-transformative materials design model (Barrot, 2015)

Materials developers are the party responsible to create language learning materials. According to Gebhard (2004), language learning materials are developed by four different parties: “publishing companies, government agencies, curriculum development team at school level, and classroom teacher” (p. 101). Materials developed

by the publishing companies and government agencies seem to aim at a larger group of learners while materials developed by the curriculum development teams and classroom teachers focus on a small group of learners. Thus, the materials of the latter reflect specific learner needs better than those of the former, so teachers and their material choices are the focus of this study.

Many teacher trainers and material writers advice teachers of any experience to work on materials development to increase awareness, criticality and creativity (Bao, 2015; Bolitho, 2015b; Tomlinson, 2015; Tomlinson and Masuhara, 2013) because their competence on understanding classroom mechanisms would eventually benefit from constantly questioning the dynamics of their classrooms during the process. Nunez Pardo and Tellez Tellez summarize the qualities teachers display to meet the demands of materials development in figure 2.2 below (2009, 174).

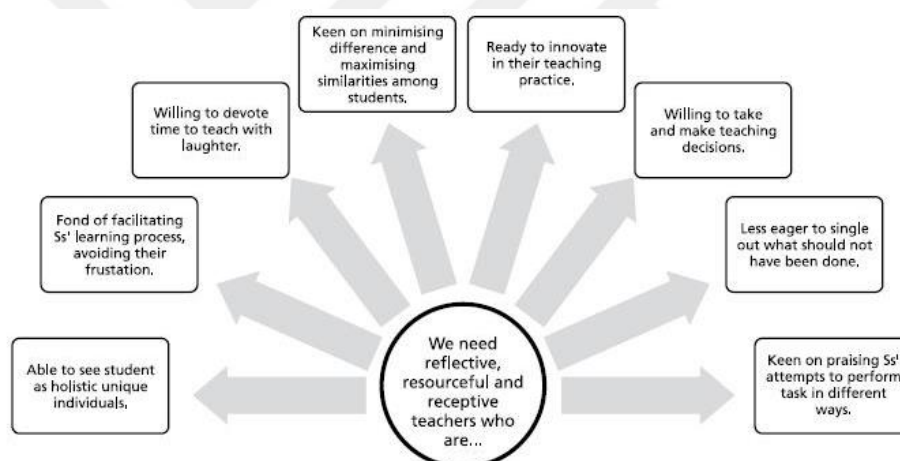


Figure 2.2. Teachers' qualities to meet materials development demands (Nunez Pardo & Tellez Tellez, 2009, p. 174)

The 21st century teacher has taken on many roles. Especially with the boost of technology use in classroom, a mandatory shift from traditional teacher roles to innovative ones has taken place (Moreno, 2005). Teachers of the 21st century have become organizers, leaders, supporters, and clarifiers for learning to take place (Banegas, 2013). As the psychologist Carl Rogers suggested, the role of the modern individual is to embrace “changingness” (1958, 142). In the field of education, teachers are the agents of *changingness*. Language teachers reflect the concept of change through their teaching methods, use of materials and approaches to teaching frameworks. As

teaching methods, use of materials and approaches to teaching frameworks change, pedagogical content competence expected of language teachers change, too. Thornbury (2014) summarizes the change the language teaching methodology has gone through and assigns the teachers to choose among them to design materials that suit their learners best.

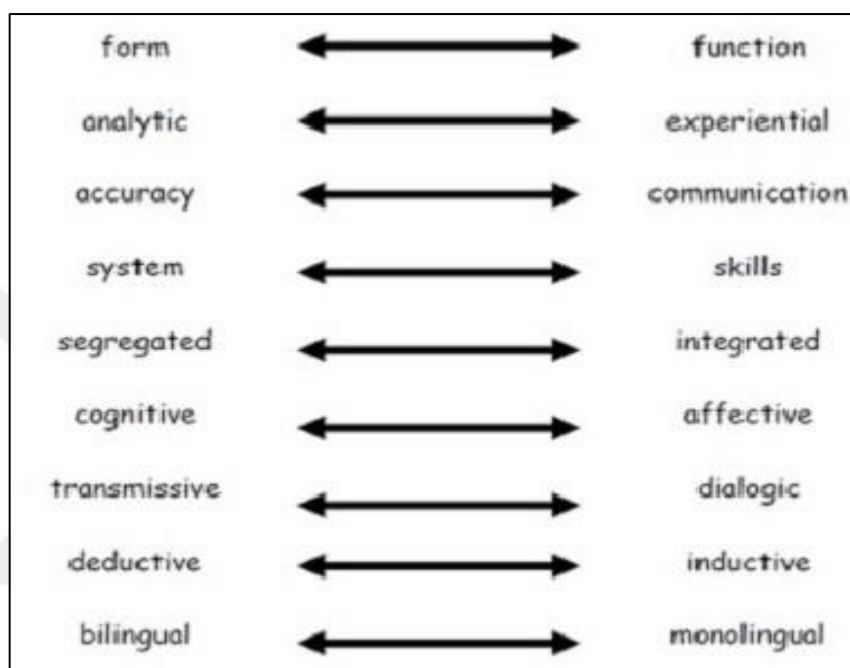


Figure 2.3. Dimensions of methodology (Thornbury, 2014)

As can be understood from Figure 2.3, changes have occurred in language teaching pedagogy. Developing materials without considering the changes in teaching methods and approaches, language acquisition theories, and educational insights yields unfruitful results. It is wise to remember that when language learning materials are prepared, there is always an underlying pedagogy (Yalden, 1987). How much a set of materials is based on the current language acquisition theories may very well determine its efficiency. In the post methods era, teachers shoulder more responsibilities and freedom. While benefiting the leisure of their own materials (Graves, 2000), teachers constantly watch for the recent theories. They externalize their understanding of language and teaching in their design and preferences (McDonough & Shaw, 2003). Surely, it would be absurd to expect a teacher who favors task-based activities to proceed with TPR – based materials. Linguistics and acquisition theories that teachers

adopt are reflected in the materials intrinsically (Bolitho, 2015a; Richards, 2006; Tomlinson, 2008). For example, in his study with the materials developers, Johnson (2009) reports no overt questions of language acquisition by the designers during the process.

On the other hand, Masuhara (2017) presents a four dimensioned chart which argues creativity and fluency are the skills that teachers as materials writers need to focus to equip 21st century learners with necessary skills. She argues meaning-focused materials, materials that focus on creating meaningful learning experiences for learners, provides instances for both implicit and explicit learning as learners are exposed to rich comprehensible input. Similarly, learner factors such as motivation, background, learning styles should be considered if engagement and interaction is aimed for.

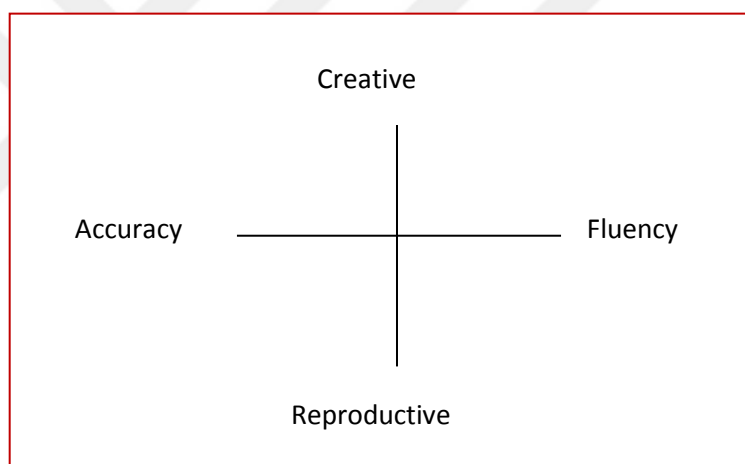


Figure 2.4. Intelligibility and appropriacy in global Englishes (Masuhara, 2017)

What Masuhara (2017) emphasized about the materials being creative and both fluent and accurate has been put forth by Tomlinson (2008) before. In the Introduction of the book *English Language Learning Materials*, Tomlinson (2008) says, based on his then 42-year-old experience in the field, that “the majority of language learners gain very little from practice activities which help them to get most things right by controlling and simplifying the context in which they are asked to produce language” (p.5). Effective language classes are those where there are ample “opportunities for learners to use what language they have to express real meanings which are significant for them” (Maley, 2015, 14). As solution to the dilemma of choosing between fluency

and accuracy in production, meaningful output as accurate and fluent as possible could be suggested. In such a case, teacher-prepared materials are able to foster production in both speaking and writing better because teachers know best what moves their students and ultimately engages them in communication. Oxford (1997) suggests teachers develop materials to balance learning needs, student preferences, expectations and affective needs.

However, merely including learner needs and preferences do not create meaningful and effective materials for learners. One of the earliest claims of applied linguists is that better learning takes place when learners are introduced to a topic that is closer to their immediate environment (Kohler, 2015). That is why, it is the teacher's duty to connect new content to learners' lives. This way, learners feel at ease and less resistant to receive the content. Tomlinson (2011, p.102) advises materials be "local" and "more about students' immediate reality". Cots (2006) specifies the must to integrate learners' linguistic needs and wants with socio-cultural needs and wants. For example, a common topic that appears in language classes is going shopping which usually refers to going to a mall. However, in the case of a learner who has never seen a mall before, that topic would not mean much. When the teacher adapts the topic to the learner's context, it automatically becomes more meaningful and engaging because socio-cultural components seem inadequate in most global course books (Roberts and Cooke, 2009). Nunez Pardo and Tellez Tellez (2009) propose that input in the target language is more likely to be understood and used by the learners if its content and variety is closer to them. Because effective materials are those that make learners feel at ease and confident about practicing their language skills.

Having said that, there is a tremendous debate going on about multicultural teaching and how language teaching contributes to the notion of raising a citizen of the world. Advocates of multicultural teaching urge for discussing controversial cultural topics in language classes (Benjamin, 2015; Zhang and Zhou, 2016). Such cases, they say are crucial because in today's world language courses take a student from their current location/point to the greater world, thus sparking engagement, discussion and challenge. However, some teachers/societies feel like there are some cultural boundaries such as religion, ethnicity that must be recognized by any medium of communication. Most global ELT materials are criticized for being insensitive to cultural concerns of

students in different areas (Arnold and Rixon, 2008; Huang, 2007). Teachers understand and answer culture bound needs better than any global course book. Macalister (2015) reminisces the process of adapting *Headway* (Soars and Soars, 1993) in 1996 for Cambodian learners. His team leaves out most information on English culture which their students have no idea about and might feel at loss and discouraged because of such failing. It is extremely important that learners are exposed to materials that reflect on and respect their culture. Nunez Pardo and Tellez Tellez (2009) say teachers' awareness on materials development has changed drastically over the past decades, especially with the globalization, as a result, more teachers tend to localize their materials to listen to the learners' voices and demands.

2.3. The History of Materials Development

The first mention of the use of language learning materials in classes was in *Great Didactic* by Comenius (1638) approximately four centuries ago. Comenius (1638) gave prominence to the use of real objects in the classroom. Comenius (1638) especially points to the teaching of vocabulary, using real objects, and also encourages the use of the course book and work book in *the Method of Languages* part as the only systematic way to convey knowledge.

Comenius (1638) suggests the information in the course book be presented gradually. Another significant and relevant point he makes is that learning materials should start with familiar subject matter and as the students move forward, materials' content should be extended in parallel. Comenius (1638) claims that materials enliven the classroom by motivating students. Comenius (1638) also mentions the use of extra learning materials by suggesting that teachers use extra learning materials to supplement the course book by saying "By subsidiary books are meant those by whose help the school-books [course book] may be used with greater speed and with more result" (p. 361). Thus, Comenius (1638) encourages the use of extra learning materials because they enliven teaching and help achieve better outcomes. Comenius (1638) highlights the fact that extra learning materials prepared by teachers cater for students' needs and achieve harmony with the course book to supplement the gradual objectives there.

What Comenius highlighted centuries ago on the importance of teacher prepared materials to meet the students' learning needs is still emphasized by academics (McDonough, Shaw and Masuhara, 2013). Richards (1995) asserts language learning materials are effective as long as they "are appropriate to learners' needs and provide opportunities for authentic language use" (p.50). In addition to Richards, Barrot (2015) gives a more recent account of the importance of language learning materials in today's world. He elaborates the aims of materials as "to produce learners who are socially participative, multiliterate, communicatively competent, and lifelong learners" (p.285). Barrot (2015) suggests, even though they still possess the qualities suggested by Comenius (1638), materials stopped being just the means to transfer knowledge but they instead have become guides to reshape knowledge.

In today's foreign language teaching literature, there are several definitions of language learning materials. For example, Sariçoban (2006) defines teaching materials as a source for presentation and practice of language, emphasizing their role to help the teacher present new target knowledge and to provide students with opportunities to work, thereby, practice the target language. Similarly, Tomlinson (2011) classifies language teaching materials as materials that are deliberately used to increase learners' knowledge and/or experience of the target language. Language teaching materials in his words is "anything that helps to teach language (p.xi)." Teaching materials can be in the form of course books, food packages, photographs, videos, live talks by native speakers or anything teachers utilize according to learner needs. The gist is that materials are the tools which enable learning-teaching process, and they are a must both for teacher and learners. Moreover, they enliven the classroom and strengthen the process of learning when they are utilized with the right group of students.

2.4. The Role of Materials in EFL Classes

To fully realize the role of the materials in any class, one must first comprehend the characteristics of them. A characteristic is simply defined as "a distinguishing trait, quality, or property" by Merriam-Webster Online Dictionary of English. When it comes to language learning materials, there are many features and

qualities that should be considered because they can be in different forms and they can possess different qualities according to the role they play in the classroom.

Maley (2015, 17) proposes a set of criteria and characteristics for effective learning materials:

Intrinsic interest: Students should be inspired.

Engagement: Students should be stimulated to learn without realizing they are learning.

Depth of cognitive and affective processing: Students should think and reflect on what they are doing both cognitively and affectively.

Flexibility/Adaptability: Materials should easily be altered.

Open-Endedness: Students should not be bound to one side of a topic. Ambiguity, contradiction, discussion should be encouraged rather than avoided.

Non-triviality: Instead of pouring in abundant number of materials, a selective set with significance to students' lives should be introduced.

Relevance: Students should work with materials which are relevant to their personal lives/ immediate environment and even more importantly to their language learning.

Creativity: Materials should arouse creativity in students. Such an effect could be achieved mainly through the initiation of aesthetically inspiring materials such as paintings, music, plastic arts etc. in language classes.

Economy/Elegance: Teachers should aim for achieving the maximum effect with the minimum quantity.

Richards and Renandya (2012) summarize the list above saying materials can be of any shape or form, focusing on any aspect of both language and life and for the needs of any set of learners. Yet, they should be meaningful, interesting, to the point, understandable, and well-matched with the objectives of the lesson (Sarıçoban, 2006; Tomlinson, 2013). This means that they should include extensive contextualized input that corresponds to the learning objectives while addressing different learning styles and stimulate both right and left brain activities (Crawford, 2012; Tomlinson, 2011), which is only achieved through varied forms.

As well as learning styles, language learning materials should be as varied as possible in terms of reflecting cultural variability. Catering to learners' cultures and

backgrounds helps learners feel at ease and build a connection between themselves and the content. Recent discussions on reflecting culture through language learning materials emphasize cultural diversity rather than imposing only one culture on learners (McKay, 2000). Guest (2002) suggests students would feel at ease if all cultures as well as theirs are reflected in language content. Stuart and Nacon (1996) put forth the notion of empowering language learners by exposing them to different world cultures and accepting their cultural identity. Recognizing learners' culture and background could bring the content to a familiar ground, thus making meaning negotiation personally significant. According to Wesson (2012), personally significant content is easier to recall. This is why, language learning materials should be developed in a way that they reflect a common ground with learners who will use them.

In 1980, Stevick posed two questions which still demand answering from researchers or teachers: "Why do some language students succeed, and others fail?" and "Why do some language teachers fail, and others succeed?" (p. 3). He argues that success "depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom" (p.4). Thirty years later, after all the fuss of methods and all, Masuhara (2011) declared the end of teacher era (figuratively), and proposed that what goes on in the classroom heavily depends on what kind of materials are used because materials impose the beliefs about what a language is, how it is learned, who is supposed to learn that language in what ways. According to her, many teachers simply follow the instructions.

Having said that, the main role of materials is to fulfill objectives of lesson, and thus facilitate learning (Graves, 2000). The usual language teaching material is the course book that is followed. When the course book motivates the students to learn the language there appears no problem. When, however, it fails to motivate students to learn the language, it becomes ineffective. In that case, teaching will have to continue by resorting to using materials other than the course book. The determining factor in the design and/or selection of language learning materials that are used in addition to the course book is based on the specific learning needs of students in the class. Harmer (2007) explains this in his book and suggests a "do-it-yourself" approach:

"Such an approach [do-it-yourself] is extremely attractive. It can offer students a dynamic and varied program. If we can see its relevance to their own needs,

it will greatly enhance their motivation and their trust in what they are being asked to do. It allows teachers to respond on a lesson-by-lesson basis to what is happening in the class” (Harmer, 2007, p.305).

Heron (2015) upgrades the “do-it-yourself” approach to the point that materials are developed critically/ chosen selectively and handled in such a sensitive way in the class that they motivate learners and ultimately realize the social, communicative and linguistic goals. She suggests one more characteristic to the exiting traditional ones (i.e. diversity, authenticity etc.) “stickiness”. First, coined by Ahmed (2004) the notion of stickiness refers to the emotions raised by each material because materials take affect into account. Heron (2015) observes that emotions and affective responses raised by the materials and teachers in the class shape the learning to a great degree. In Probyn’s (2004) words what teachers and materials do in the class need to create a “goose bump effect”. On a project to design materials to provoke emotions as well as meet the linguistic learning objectives, Disabled Access Friendly campaign (2017) set out to raise awareness in English classes through the choice of materials. The most striking output of the project was that “the deeper you touch your students, the better results you get”.

Materials have roles outside the class, as well. Tomlinson (2013) states that language learning materials are to foster learner autonomy. In their introduction to *Learner Autonomy across Cultures*, Palfreyman and Smith (2003) emphasize teachers’ role to foster learner autonomy through language learning materials. Another role materials assume is to connect learners to the outside world; that is, to widen their understanding, to encourage them to share, communicate and engage. One of the easiest and most recent example of such materials is WebQuests. Tasseron (2015) proposes that WebQuests facilitates language learning through meaning – focused input and output but more importantly they encourage collaboration, responsibility, socializing, a sense of discovery and accomplishment.

2.5. Materials Development

Materials development refers to the process in which materials writers develop sources to maximize language input or output (Tomlinson, 2012). This process is not an easy one because it requires “a thorough understanding of the nature of language in both

its spoken and written forms” (Dubin and Olshtain, 1986, p. 138). Thus, it is not a linear process, but rather a cycle or spiral (Brown, 2012). Jolly and Bolitho (2011) lists six steps for preparing a good set of language learning materials:

Identification: writers identify a need to fulfill or a problem to solve.

Exploration: the need/problem is explored in terms of content, functions, and skills.

Contextual realization: the proposed materials are contextualized by finding appropriate ideas, contexts, or texts with which to work.

Pedagogical realization: appropriate exercises and activities are prepared and their instructions are written.

Physical production: layout of the proposed materials is organized.

Use in the classroom: the proposed materials are tried out in classroom and evaluated (Jolly & Bolitho, 2011, p. 21).

The procedure outlined above by Jolly and Bolitho (2011) may seem like a linear one; however, writers intrinsically and extrinsically evaluate their materials throughout the process (Hadfield, 2014), and return to any of these stages and make changes if necessary (Benjamin, 2016).

Several studies report materials writing as a non-linear process (Johnson, 2003; Prowse, 2011). In his study, Johnson (2003) compares the procedures of experienced and inexperienced writers. According to Johnson, experienced writers tend to ponder on the characteristics/demands of the task more than inexperienced ones. He concludes that experienced teachers try more possibilities on ‘exploration’ and ‘contextual realization’ stages. Prowse’s findings (2011) support Johnson’s in terms of the cycle like procedure of materials development. Samuda (2005), on the other hand, goes one step further and rejects any framework, suggesting materials development is an atheoretical activity. She proposes:

“The process of task design is certainly not a matter of working through the development of a task from beginning to end in a linear fashion, nor does it entail orderly progressions through checklists of guiding principles. Task design is a complex, highly recursive, and often messy process, requiring the designer to hold in mind a vast range of task variables relating to the design-in-process (Samuda, 2005, p.243)”

In other words, Samuda (2005) transforms the idea of following frameworks into a writer-centered, very personal, atheoretical process, whose nature calls for writer's expertise and experience more than anything else.

Developing language learning materials inspires teachers to be innovative practitioners of their fields because they devote time to understanding their students' individual needs and maximize their learning and motivation (Ellis, 2005; Hadfield, 2014; Heron, 2015; Maley, 2015; Masuhara, 2011; Tomlinson, 2016). Teacherhood involves, among many things taking responsibility for one's learners and being proud of the final result both individually and professionally. Block (1991) mentions 'personal touch' effect, which encourages teachers to produce materials of their own because creating materials motivates them and gives them a sense of accomplishment in class, because learners appreciate their effort to create something meaningful for them. By creating their own materials, teachers empower learners with necessary skills and knowledge to survive in today's world (Partnership for Twenty-first Century Skills, 2009). This feeling of accomplishment and appreciation raises teachers' confidence in materials development.

2.6. The Adaptation and Evaluation of Language Learning Materials

Evaluation is a process where value of something in terms of its usability and reliability is assessed. In simple terms, materials are evaluated on the basis of how well they achieve learning objectives because to actualize learning objectives is the *raison d'être* for language learning materials. For the purposes of this study, the three criteria presented below seem appropriate for assessing language learning materials utility (Ceyhan, 2007; Nunan, 1998; Tomlinson, 2012).

According to Tomlinson (2012), language learning materials should be evaluated based on three basic criteria. First of all, language learning materials should be flexible so that they are adoptable to classroom constraints. It would make the teacher's job easier if materials could easily be transferred to other contexts to develop skills and strategies. Secondly, language learning materials should encourage learners to reflect on their learning. There should be options which are appropriate for learners' learning purposes and styles, to explore and decide. Next, they should be integrated and should allow learners to practice both verbal and nonverbal aspects of discourse.

Nunan provides a different list of criteria for language teachers to work with. He suggests before deciding the action on a certain material, language teacher should pose the following six questions (Nunan, 1998, p.7):

- a) What is the learner expected to do?
- b) With whom?
- c) With what content?
- d) What is the outcome?
- e) What is the material's nature?
- f) What does the material stimulate?

While Nunan's criteria are more about classroom usage, Ceyhan (2007) presents another list of criteria which is more based on practicality. Ceyhan (2007) suggests teachers check the purpose, content, appropriateness, price, technical quality, usage, instructiveness, and reliability of materials.

It can be concluded from the criteria provided by the academics above (Ceyhan, 2007; Nunan, 1998; Tomlinson, 2012) that language learning materials should be evaluated to check if they suit the learners' best interests. That is, language learning materials should achieve the learning objectives in a motivation and meaningful environment. It is the teachers' job to evaluate them and decide whether to use, adapt, or omit them.

According to the Longman Dictionary of Language Teaching and Applied Linguistics, "when a teacher makes changes to published materials to make them more appropriate for a particular group of learners or a teaching need, it is called adaptation" (Richards & Schmidt, 2010, p.6). The nature of the definition suggests that materials evaluation is a prerequisite for materials adaptation. It is safe to conclude that teachers must first compare the teaching needs with the materials they have, and then they must decide on what to do with those language learning materials.

There are many reasons to adapt language learning materials. One of them is so widely accepted that it is fashioned as a definition; to adapt language learning materials is to combine individual elements of a set to the point that they "match each other as closely as possible" (McDonough & Shaw, 2003, p 75). They suggest the below criteria for adapting materials.

Table 2.1. Criteria to adapt materials (McDonough& Shaw, 2003, p 75)

External criteria (what we have)	Internal criteria (what the materials offer)
Learner characteristics	Choice of topics
Physical environment	Skills covered
Sources	Proficiency level
Class size etc.	Grading of exercises etc.

When teachers decide/need to adapt a particular set of language learning materials, the focus is on what the materials include measured against the needs of a particular teaching environment. The result can be explained by expressing the requirement to personalize, individualize, localize, or modernize the content (McDonough & Shaw, 2003). Personalize refers to increasing the relevance of content in relation to learners interests and academic needs. By individualizing the teacher addresses the learning styles of individual students. Localizing means taking into account the international nature of language teaching and recognizing that every class is unique. Modernizing suggests that all materials show aspects of current English usage and they are up to date.

Materials adaptation is a creative process where teachers use their teaching experience and expertise in language. With the beginning of the 21st century, academics in the field of EFL recognized the importance of teacher experience and expertise in materials development, especially adaptation (Lamie, 1999; Pineda, 2001). Howard and Major (2005) suggest teachers make use of their expertise in language and teaching to adapt materials as it is “the most realistic option” (p.104). Harmer (2001) supports adaption as a realistic decision and lists options of adaptation as below:

1. Add activities to those already suggested.
2. Leave out activities that do not meet your learners’ needs.
3. Replace or adapt activities or materials with:
 - Supplementary materials from other commercial texts
 - Authentic materials
 - Teacher-created supplementary materials
4. Change the organizational structure of the activities.

(In Howard and Major, 2005, p. 104)

The actions to be taken for adaptation of language learning materials can be summarized as *adding, omitting, replacing, and restructuring*. With these and the additional criteria of *personalize, individualize, localize, and modernize*, language teachers can repurpose/recycle materials to meet their teaching needs.

2.7. Studies in Turkey

Studies in Turkey focusing on materials development, evaluation and adaptation seem to augment with the turn of the century. In her pioneer study, Daloğlu (2004) investigates the effectiveness of materials development as a teacher training method, where the training produced impressive results. Other than that, most studies focus on course book evaluation (Arıkan, 2009; Çakır, 2010; Dülger, 2016; Kayapınar, 2009; Kuzu, Akbulut&Şahin, 2007; Tekir&Arıkan, 2007; Tok, 2010) and some on materials' effectiveness in language classes in various settings in Turkey (Başal, 2015; Çakır, 2006, 2015; Solak&Çakır, 2012; Zengin, 2007).

Research on teachers' perspectives and/or choices on materials use in their classes is limited to only a handful. Çakır (2015) investigates the instructional materials commonly employed by 38 elementary EFL teachers in Kayseri. Çakır (2015) reports that teachers use course book, work book, board, and worksheets commonly. Apart from these, teachers in the study seem reluctant to use ICT materials, authentic materials, visuals and audio- visuals because of lack of time and knowledge. On another note, Ötügen (2016) gathers teacher and student view on teacher-made materials from 8 teachers and 100 students in a private school in Turkey. Ötügen (2016) identifies worksheets as the only teacher-made material in the specific case, where worksheets are used to develop four skills with different activities. Teachers explain why they use worksheets by saying they are "appropriate to the students' specific needs and characteristics, interesting and attractive" (p.28). As well, students identify teacher-made worksheets as positive stating they are "enjoyable, motivating, easier to study than course book, better for studying exams, more comprehensible than course books" (p.29).

Master studies on EFL in Turkey seem to recognize the need to focus on materials, as well. Over the years, the number of thesis written on developing effective

supplementary materials and materials evaluation has increased profoundly (Cangır, 2010; Karakuş, 2014; Korkmaz, 2010; Zorba, 2012). Similarly, there are some studies on teachers' (instructors') perspectives on materials on university level. Dinçer (2014) investigates the perspectives of instructors at Ankara University on learner centered materials, where instructors recognize the need to scaffold and differentiate the instruction through materials which cater for specific learner needs and learning styles. Similarly, Gökdemir (2014) examines the perspectives of 25 instructors from 6 state universities in Turkey on the use of authentic materials in EFL classes. The results suggest that most of the instructors acknowledge the effectiveness of using authentic materials in classes. Finally, Aslan (2015) works with 2015 pre-service EFL teachers in instructional technologies and materials design course in Muğla, Turkey to identify how they perceive the course and its objectives. The course is perceived to be ineffective and useless by the candidate teachers according to the results (Aslan, 2015).

2.8. Conclusion

In this chapter, the theoretical framework for the study is provided, and then, the literature on materials development, evaluation and adaptation is reviewed. Several definitions of materials with respect to their place in language teaching history are given. For example, Barrot (2015) states that materials are not only the means to transfer knowledge but they are also guides to reshape knowledge and their roles will continue to change in time. The characteristics of materials assign their role in the classroom. As classrooms and students' needs change, materials evaluation and adaptation gain importance. The criteria to evaluate materials and the techniques to adapt materials are revised considering the characteristics and roles of materials in class. Finally, the qualities of materials developers as well as the process of materials development are presented. The chapter ends with a review of studies from Turkey, which supports the significance of this study as an attempt to understand the perspectives of EFL teachers on the use of skill-based materials in their classes.

CHAPTER III

3. Methodology

3.1. Introduction

This chapter presents information on the research methodology of the study. To understand how teachers perceive the use of skills-focused materials in EFL classes, one of the qualitative research techniques, interview is used. Lune and Berg (2017) state the benefits of using qualitative techniques as “they allow researchers to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives” (p.16).

In the following sections, research questions, the context and the participants of the study are described. The data collection procedure as well as data analysis, and validity and reliability measures are presented in the chapter. Semi-structured interviews are conducted with the volunteer participants to understand the depth of the teachers’ perceptions on using skills-focused materials in their classes.

3.2. Research Questions

This study tries to answer two main research questions:

1. What kinds of learning materials are promoted in EFL classes?
 - a. What types of materials do EFL teachers use in language teaching?
 - b. What are the views of EFL teachers on using skills-focused materials in their classes?
 - c. What criteria do EFL teachers follow for selecting materials appropriate for each language skill?
2. How do EFL teachers perceive themselves when they use various materials?

3.3. Context

The study takes place in Turkey where English is taught as a compulsory foreign language starting 2nd grade in primary school to 12th grade in high school in state schools. The 2013 report of the Ministry of National Education (MoNE, 2013) highlights the instructional tendency to focus on the successful acquisition of grammatical structures and vocabulary while regarding English as a subject of academic value rather than a means of communication as one of the major shortcomings of EFL in Turkey. Accordingly, a new teaching model was adopted in 2013 for all levels, which emphasizes meaningful interaction with entertaining activities on learning authentic communication in interesting real-life scenarios. Based on a spiral framework, individual differences as well as cognitive readiness of learners are recognized in the model and teaching learner autonomy is emphasized. Intercultural awareness is highlighted to appreciate cultural diversity (Çelik & Erbay, 2013; Kırkgöz, Çelik & Arıkan, 2016). To illustrate, in the new model, main activity types for primary learners are determined as drama, arts and crafts, role-play while the primary focus is on listening and speaking (Kırkgöz, Çelik & Arıkan, 2016).

With the aim of reaching CEFR B1 exit level, students are taught in changing class hours each year by Turkish teachers. Regardless of grade, students can choose to study 2 or 4 hours of EFL class as an elective besides the compulsory class (MoNE, 2013). On the other hand, in the setting of this study, a great majority of classes have technological aids such as computer, smart board or projector. Teachers can also make use of photocopy machines and computers in teacher's rooms. Class size varies from 20 to 40 depending on the school type and district. Finally, in some schools, an "English room" is appointed to each EFL teacher where students come for each class.

The teachers complete a 4-year undergraduate program in English language teaching and take a government issued exam on language teaching and educational sciences before they are appointed by the government. However, those who graduate from departments of English Language and Literature, American Language and Literature, and Translation Studies with a bachelor diploma can also apply for a teaching position upon receiving pedagogical formation at an ELT department and succeeding in the government exam.

On the materials development, teachers enroll in compulsory materials development in ELT or educational technologies and materials development classes (depending on the program) during their undergraduate education or pedagogical formation, while also being exposed to issues in materials development during other ELT classes. Additionally, government holds seminars for teachers about issues in teaching including materials development, at the end of each academic year, encouraging reflection and active learning.

3.4. Participants

Participant selection in interviews in qualitative research design is purposeful; that is, participants who are assumed to inform the research questions enhance the understanding of phenomenon in hand are preferred (Creswell, 2009). Appropriate participants are those who are able to manifest important facets related to the research questions under study. Representative value of participants in determining the sample size is crucial (Creswell, 2009).

Patton (2002) argues determining the number of participants needed depends on the research aim, availability of participants, resources, and validity and reliability; that is, gaining credible data without data saturation. Though Kvale and Brinkmann (2009) emphasize the possibility to collect data for qualitative analysis from randomly selected participants, Creswell (2014) as well as Saunders (2012) argue that convenience sampling in non-probability design would enable researchers to actively select participants for the purposes of study “to garner new insights into phenomenon” (Saunders, 2012, p. 42). As there are cases where convenient sampling may be considered hazardous, choosing participants, relevant to research aim, with purposive sampling criterion in mind can overcome such difficulties in convenient sampling. Table 3.1 illustrates the features of non-probability design in qualitative research.

Table 3.1. Specifications of non-probability research design (adapted from Saunders, 2012)

Item	Non-Probability Design
Specification of population	Not necessary
Basis of sample choice/ selection	Researcher's judgement
Basis of generalizing from sample	If undertaken theoretically, findings may be transferable
Nature of aim usually addressed	Exploratory, answered utilizing rich understandings
Sample size	Relatively small: 12-30

As is stated above, representative value of the participants is the key in determining the number of participants in interviews. Morse (1994) comments “saturation is the key to excellent qualitative work”, adding “there are no published guidelines or tests of adequacy for estimating the sample size required to reach saturation” (p.147), the point where no new data or insight is gathered. To avoid data saturation, data analysis could proceed in parallel with interviews to identify and recruit representative participants. Nevertheless, Creswell (2014) suggests 25-30 participants while Guest, Bunce and Johnson (2006) suggest 12 participants to gather sufficient data. Following the aforementioned suggestion, the participants in this study are chosen according to convenience sampling in non-probability design. To represent the perception of EFL teachers in state schools in Bolu, Turkey, 25 teachers are contacted. The information about participants is presented in Table 3.2 below. Each participant is represented with a number to protect their anonymity, so P3 is a female aged between 31-40 who graduated from a department of English Language Teaching. She has experience in teaching between 11-20 years and is currently working at a high school. She has not received any training on materials development.

Table 3.2. Demographics on Participants

Participant	Age	Gender	Graduation	Experi ence	Work place	Training receivedon MD
P1	31-40	M	English Lang. & Lit.	11-20	High School	No
P2	31-40	F	ELT	<10	Middle School	Yes
P3	31-40	F	ELT	11-20	High School	No
P4	31-40	F	ELT	<10	High School	No
P5	31-40	F	ELT	<10	Primary School	No
P6	20-30	F	English Lang. & Lit.	<10	Primary School	No
P7	31-40	F	ELT	<10	Middle School	Yes
P8	31-40	F	ELT	<10	Middle School	Yes
P9	31-40	F	ELT	11-20	Middle School	Yes
P10	31-40	F	ELT	11-20	Middle School	Yes
P11	31-40	F	English Lang. & Lit.	11-20	Middle School	No
P12	31-40	F	ELT	11-20	Middle School	Yes
P13	31-40	F	ELT	<10	Middle School	No
P14	41-50	M	ELT	11-20	High School	No
P15	31-40	F	ELT	11-20	Primary School	Yes
P16	31-40	F	ELT	11-20	Primary School	No
P17	31-40	F	English Lang. & Lit.	<10	Middle School	Yes
P18	20-30	F	ELT	<10	Middle School	No
P19	41-50	M	English Lang. & Lit.	11-20	Primary School	No
P20	31-40	F	American Lang. & Lit.	11-20	High School	No
P21	41-50	F	ELT	11-20	High School	No
P22	31-40	F	ELT	11-20	Middle School	No
P23	31-40	F	ELT	<10	Middle School	No
P24	41-50	F	ELT	21-30	High School	No
P25	51-60	M	ELT	31<	High School	No

3.5. Data Collection

Semi-structured interviews, as a data collection instrument, are conducted to thoroughly understand the perceptions of teachers on skills-focused materials usage and development because they offer freedom to researchers to focus on topics which come up during the course of interviews (Dörnyei, 2003). Determining the questions to elicit answer that fully enlighten the research questions is of utmost importance in such interviews.

3.5.1. Development of Semi-Structured Interview

Lune and Berg (2017) suggest several steps to carefully craft semi-structured interviews. In semi-structured interviews, based on the research questions, areas to be explored should be decided (Kvale&Brinkmann, 2009). How questions are worded can profoundly determine the results of the interview; that is why, questions should be asked to motivate complete honesty. Lune and Berg (2017) state that in interviews, questions are “invitations to informants to speak their minds” (p.74). Though, depending on the participant’s response, questions can be refined, shortened, or reworded, expert opinion on the questions and areas questions should be sought to validate the questions (Kvale&Brinkmann, 2009).

In wording the questions, utterances to illustrate the stance of the interviewer should be avoided as it may discourage respondents from honestly stating their opinions. Similarly, interview should avoid leading participants to elicit required responses for the research questions. To do so, Lune and Berg (2017) suggest use of neutral words, in other words no affective wording, and of easy and step by step questioning; that is, avoiding complex and double-barreled questions.

Question sequencing is as important as forming the questions in semi-structured interviews. It is recommended that interviews start with easy and non-threatening questions such as demographics. While moving on to crucial points, each topic should be focused in separate sections, informing the participants on the sequence. To ensure validity, each section can include validating questions, which restate the important topics (Lune & Berg, 2017).

Keeping the above restraints in mind, a semi- structured interview with three parts is formed (see Appendix A). The first part of the interview investigates the demographics of the participants asking about their age, gender, work place, experience, graduation, and training in materials development. The second part, which consists of 6 questions, queries the perceptions of participants on skills-focused materials. Finally, the third part of the interview seeks answers on the affective effect of materials development on participants with two questions.

Upon receiving necessary permissions from both the ethical committee of AbantIzzetBaysal University (See Appendix B) and the Ministry of National Education

(See Appendix C), the school principals were contacted to set dates for interviews in their schools. On each date, only the voluntary teachers who were willing to participate and share their insights were interviewed. Before each interview, participants were required to fill in informed consent forms, as well.

The participants were interviewed in their native language, Turkish, so that meaning loss was limited to minimum. The interviews took place in their schools in a relaxing atmosphere, where they were recorded with their permission. The tone of the interviews was friendly and encouraging, and the participants displayed eagerness to share their opinions. The interviews took approximately 20 minutes each. Nevertheless, some participants continued commenting on the interview topics after the recording, stating their uneasiness to comment on curriculum, books and implementations by the Ministry of National Education. Such comments were not included in the gathered data; however, they were referred to in the interpretation of the data and suggestions for further research.

3.6. Data Analysis

Recordings of each interview were transcribed and translated into English. In order to get meaningful results, the transcriptions were analyzed by two raters using Maxqda 12. The process to analyze data by Lune and Berg (2017) is given in Table 3.3 below.

Table 3.3. Data Analysis Process (Adapted from Lune and Berg, 2017)

Step	Process
Transcription	Data are transcribed
Indexing	Data are indexed by at least two raters
Coding	Index sheets are organized to assign codes for each research question
Reducing	Codes are reduced to meaningful chunks
Finding patterns & factors	Chunks/ codes & subcodes are organized meaningfully
Generalizing	Patterns and factors are analyzed to form generalizable and meaningful units

Following the process in Table 3.3, the codes and sub-codes were determined by the two raters according to the research questions (See Table 3.4 below). The data

were first tested for validity. An expert in the field analyzed the codes and sub-codes in terms of content validity. Appendix D provides sample coding. The analysis concluded all the codes and sub-codes measured the intended construct. As a result, the content validity was concluded to be high.

Table 3.4. The determined codes and sub-codes in the data

Code	Sub-code	Distribution
Types of materials	Worksheets, visuals, videos, smart board, Web 2.0, posters, digital, games, presentation, workbooks	Workplace
Language components (Skills & Sub-skills)	Reading, listening, writing, speaking, pronunciation, grammar, vocabulary, culture, pragmatics	Workplace
Reasons	Fun, motivation, support, course book	
Criteria	Student need, student interest, experience, regulations, conditions	Workplace
Beliefs	Happiness, proficiency, understanding students, improving teaching	Experience
Resources	The Internet, colleagues, reference books, course books, stationary stores, digital materials, themselves	
Adaptation	Adding, Omitting, Replacing, Simplifying	

To ensure reliability of the data, after each rater conducted their analysis of the data, the two sets were compared and the Kappa co-efficiency was calculated. Kappa co-efficiency shows the extent to which the cases and categories of different raters align with each other with the least possibility of luck (Cohen et al., 2007). The closer to 1 the Kappa co-efficiency is, the higher the reliability of the qualitative data becomes. The un-weighted Kappa coefficient of this study was .78, which showed that the data were reliable.

3.7. Conclusion

The research design of this study is presented in this chapter. In this study, a qualitative research design was followed, using semi-structured interviews as a data collection tool. The interview questions were written to seek answers to research questions of the study. Upon receiving necessary permissions from both the Ethics Committee of AbantIzzetBaysal University and the Ministry of National Education, interviews were conducted with 25 teachers working in state schools in Bolu, Tukey.

Participants were chosen with convenient sampling and were signed informed consent forms before each interview. The recorded interviews were transcribed, and data were reduced and decoded by two raters to ensure reliability. The constructs are presented in the next chapter.



CHAPTER IV

4. Findings

4.1. Introduction

The findings of this study are presented in this chapter. The chapter begins with a review of the participants. Then, general findings of the interviews are analyzed in respect to research questions of this study. Finally, additional findings from the interviews are explored.

4.2. Demographics of the Participants

The first section of the interview was allocated to get information about the demographic information about the participants. The participants responded questions related to their age, gender, undergraduate degree, workplace, experience in teaching, and whether they have received any training on materials development or not. The summary of the participants' responses are as follows: There are 25 participants in this study. The participants all work at state schools in Bolu, Turkey. 21 of them (84%) are female while 4 of them (16%) are male. 19 of them (76%) are below the age of 40 while 6 of them (24%) are above the age of 40. 5 of them (20%) work at primary school, 12 of them (48%) work at middle school, and 8 of them (32%) work at high school (see Table 4.1 below). Participants' teaching experiences vary from less than 10 years to more than 20 years. 10 of them (40%) have been working as an EFL teacher for less than 10 years. 13 of them (52%) have been working as an EFL teacher for between 11 and 20 years. 2 of them (8%) have been working as an EFL teacher for more than 20 years (see Table 4.2 below). 6 of the participants (24%) are graduates of departments other than ELT (those being American Language and Literature, and English Language and Literature) while 19 of them (76%) are graduates of ELT departments. Regardless of their departments, 7 of the participants (28%) report having a formal training on materials development while 18 of them (72%) state not having a formal training on materials

development (see Table 4.3 below). Among the 18 participants, who report not receiving training on materials development, 13 of them state taking materials development course during their university or teaching certificate education, but they do not consider it as part of their training. On the other hand, participants, who have had materials development training, have been trained by the government. For detailed information on their training see Table 4.4 below.

Table 4.1. The workplace distribution of the participants

Workplace	%
Primary School	5 (20%)
Middle School	12 (48%)
High School	8 (32%)
Total	25 (100%)

Table 4.2. The frequency of experience in years

Experience in years	<10	11-20	20<	Total
	10 (40%)	13 (52%)	2 (8%)	25 (100%)

Table 4.3. The frequency of materials development training

Training on materials development	Available	Not Available	Total
	7 (28%)	18 (72%)	25 (100%)

Table 4.4. Information on the participants' training on materials development

Training on materials development	Place	Date
Participant 7	Teacher training	2013
Participant 8	Testing training	2010
Participant 9	Testing training	2010
Participant 10	Teacher trainer training	2010
Participant 12	End of the year seminar	..
Participant 15	End of the year seminar	..
Participant 17	End of the year seminar	..

4.3. General findings of the interviews

The following parts in this section provides information regarding the findings of the study. The findings are grouped under five headings based on their relevance to

the research questions of this study. Following the theoretical framework of this study, connections between the findings are remarked if any.

4.3.1. Types of materials promoted in EFL classes as perceived by participants

Regarding the first research question the kinds of learning materials promoted in EFL classes, participants state 7 different kinds of materials based on the classification by Çakır (2015). The findings reveal that all the participants regardless of their work place or experience use worksheets in their classes. Other than worksheets participants promote visuals, videos, digital materials, games, PowerPoint presentations, and supplementary workbooks (See Table 4.5 below).

Table 4.5. Types of materials promoted in EFL classes

Types of materials used by the participants	%
Worksheets	25 (100%)
Visuals	14 (56%)
Videos	10 (40%)
Digital materials	10 (40%)
Games	10 (40%)
PowerPoint presentations	9 (36%)
Supplementary workbooks	9 (36%)

As seen in Table 4.5 above, worksheets (by 100% of the participants) are the most frequently-used types of materials in EFL classes providing various reasons for doing so: presentation, mostly practice, and finally production. Teachers' use of worksheets so frequently could be explained by their easy preparation and practicality. However, 5 of the participants (20%) remark using worksheets less frequently than a few years ago because they can use digital materials on smart boards such as MORPA Campus which provide similar activity types as in worksheets but they are free to use. Visuals (by 56% of the participants) are the second frequently employed types of materials. When further questioned participants refer to flashcards, pictures and educational posters as visuals. With the introduction of computers and smartboards/projectors into EFL classes, videos and Digital materials (by 40% of the participants) take place among types of materials in EFL classes. These platforms are web-based

package programs that provide practice activities parallel with the curricula and the course books. As frequently as these, games are employed by 40% the participants. By games participants refer to both board games, small educational games, and online games. Similarly, PowerPoint presentations (by 36% of the participants) are used in EFL classes. Finally, supplementary workbooks or exercise books (by 36% of the participants) are employed in EFL classes. Other than these, 6 of the participants state they have their students prepare materials as part of projects, group works or homework, which they report to be practical and beneficial.

Table 4.6. Participants' responses on types of materials promoted in EFL classes

Participant	Responses on types of materials promoted in EFL classes
P1	Worksheets are such normal occurrences in class that I automatically prepare them for each class.
P5	Of course I use visuals and videos but we have a supplementary exercise book. The content is similar to our curriculum so students can study for the exam easily.
P8	You have to have all sorts of materials, especially visuals for learners of this age (primary school). They like pictures, games, cartoons...
P9	I use flash cards and board games a lot. I spend a lot of money on them because you can't show everything from the screen- though students love it- students need to touch it and interact with it.
P14	I don't rely on worksheets as much as I used to. Because Now we have MORPA campus (digital material on Smartboard), I don't need to find and print anything. It is much more practical.
P24	I only bring extra reading texts to the class. I photocopy them from other textbooks or exam preparation books. Other than that, the course book is enough.

A closer look at the choices of participants regarding types of materials they promote in their classes shows that teachers make use of various types of materials to differentiate and supplement the course book (See Table 4.6). In primary schools, where, according to the curricula, teaching of English as a foreign language is limited to 2 hours with the goal of completing CEFR A1+ level, teachers mostly resort to games, cartoons, songs, flash cards, educational posters, and digital materials as well as worksheets. P16 summarizes:

“I try to use fun activities like cartoons because my aim is to make them (2nd year students) love the language more than teaching it. But they want to solve tests. I guess, it is because they are used to tests from other classes.” (Participant 16, June 16, 2017)

Teachers in primary school opt for materials which they perceive students enjoy working with. As is deduced from above, they try to familiarize with enjoyment of learning a new language and using English. They highly rely on visually strong materials mostly because of their students' age, 8 to 10 years old.

However, in the middle school, with the approach of transition from primary to secondary education exam (TEOG), teachers tend to use worksheets and supplementary workbooks more because they want to do more practice for the exam. Teachers include dialogue completion exercises, reading comprehension questions, as well as vocabulary tests similar to those in the exam in their worksheets. P10 states:

“Understanding what you read and giving the correct response is really important for the exam. We used to do lots of grammar activities, now we focus more on understanding dialogues or reading”.

Some of them state using fewer worksheets compared to the previous years because they use platforms on smartboards or supplementary workbooks designed for the purposes of exam practice. In this situation, P12 mentions that

“It is actually forbidden to ask students to buy a book because of the free book policy. That's why, using the smartboard is the best option. It is free and everyone in the class can access it”. (Participant 12, June 16, 2017)

“With my 8th graders, we follow an exam practice book. The parents are really involved and they want their kids to succeed in the exam, so buying books is no problem and we know that we cover the content well with that book”. (Participant 2, June 15, 2017)

As could be deduced from above, teachers' attentions shift to exam practice because they feel pressure about the success rate. However, it could be understood from Participant 12 and 2' responses above parents' opinions and economic conditions play a huge part in the choice of materials. Similar to primary school, use of visuals is highly frequent in middle school. Teachers use visuals to teach and recycle vocabulary.

“I think understanding what you read and being able to respond back is the most important things in language learning; that's why, we need to teach vocabulary”. (Participant 3, June 15, 2017)

As could be deduced from Participant 3's response, teachers attend to comprehension and production in language. In their perspectives, the more words

students know, the more they are able to do so. As well as visuals, games and PowerPoint Presentations are used in the class for similar purposes; that is, to teach and recycle vocabulary. Vocabulary teaching is prioritized as is understood from the frequent use of materials to teach vocabulary.

In high school, the variety of materials used seems to be limited to worksheets, supplementary book and PowerPoint presentations. Most of the teaching seems to rely on worksheets to supplement the course books. These worksheets are mostly used to study reading, grammar, vocabulary and speaking. Participant 25 among others think students in high school prefer

“studious activities to childish games because they are more mature and high school is not like primary school” (Participant 25, June 17, 2017).

Teachers perceive students in high schools prefer less colorful and playful materials because they are adolescents and young adults. As well as considering student preferences, teachers may hesitate including games and such because they may associate games with less working. Similar to practices in middle school, high school teachers prefer to have students prepare learning materials such as posters, pictures to use in the class.

“Such activities help students learn better because they work on them a lot”, (Participant 24, June 17, 2017)

The response of Participant 24 above hints that teachers are aware of the benefits of out-side study where students eagerly work on something on their own. Students could be eagerly working on preparing posters for the class in hopes of getting high points as well as appreciation because best works are displayed on classroom walls.

Table 4.7. Distribution of games used as materials in schools

School	%Games used as materials
Primary School	5 (100%)
Middle School	5 (41.6%)
High School	0 (0%)
Total	10 (40%)

As seen in Table 4.7 above, all the teachers working in primary school use games as materials while none use games in high school. Additionally, 5 out of 12

(41.6%) teachers working in middle schools use games. Teachers display diverse views on integrating games in their classes as could be seen from the following responses.

“I designed a game myself using paper cups to practice vocabulary, it is based on speed we actually call it survivor game. You know I can teach vocabulary however I want but this is how kids in my class like. They use language without realizing it”. (Participant 6, June 15, 2017)

“I don’t have time for games because I have to finish a loaded curriculum in a very limited time. Those who say they play games and all are skipping some parts of the book which I think is wrong because in the end the book will be in the exam (referring to TEOG).” (Participant 7, June 15, 2017)

“I don’t like how class gets noisy and messy while playing games. I prefer when they silently work on their workbooks”. (Participant 22, June 17, 2017)

Looking at the responses of teachers above, making use of games in the classroom seems more like a teacher’s choice of materials rather than students’ preference. Teachers’ beliefs or rather presumptions about students and games seem to inhibit them. The response of Participant 22 above is a representative example of the situation in which the Participant assumes educational games could turn into messy and noisy activities. Similarly, Participant 7’s response exemplifies yet another misconception that playing educational games in the class could waste already limited teaching time, indicating games do not contribute to teaching. On the other hand, Participant 6 exhibits a more welcoming attitude towards games, highlighting their merits in EFL classes.

Digital materials targeted for teaching and learning of EFL are noticed to be used by participants. Such applications or as they call platforms are developed for mostly practice, reinforcement, recycle purposes. They are developed by Turks to support the course books, following similar corpora and curriculum, only to feature visuals, audio and video more. Most importantly, they are free of charge same as the course books.

Table 4.8. Distribution of digital materials used in schools

School	%digitalmaterials
Primary School	3 (60%)
Middle School	6 (50%)
High School	1 (12.5%)
Total	10 (40%)

As evidenced in Table 4.8, 3 out of 5 (60%) teachers in primary school and 6 out of 12 (50%) teachers in middle school use digital materials in their classes while 1 out of 8 (12.5%) teachers in high school use digital materials in their classes. In total, 10 out of 25 (40%) teachers participating in the study use digital materials in their classes. Teachers in primary and middle schools seem more eager to make use of digital materials explaining the reason for being unable to use them as “the lack of resources such as the Internet, smart board, or computer”. On the other hand, teachers in the high school seem to favor “old fashioned ways” as they call it. P 25 remarks referring to using supplementary workbooks and worksheets instead of smart board:

“Why change something that you know works perfect!” (Participant 25, June 17, 2017),

“I think students prefer to be able to work individually on their assignments rather than just watch me do the activity on the smart board”. (Participant 20, June 16, 2017)

What Participant 20 points out above could be one of the restrictions of using smart boards because unless used otherwise, the activities could become more teacher-centered. On the other hand, as parts of advantages to use such materials teachers report practicality, ease of use, being free and most importantly that such platforms follow exactly the same syllabus with the course books simplifying teachers’ job to find materials to supplement the course books.

Table 4.9. Distribution of videos used as materials in schools

School	%Videos (cartoonsandsongsincluded) used as materials
Primary School	5 (100%)
Middle School	5 (41.6%)
High School	0 (0%)
Total	10 (40%)

As evidenced in Table 4.9, all (100%) teachers in primary school and 5 out of 12 (41.6%) teachers in middle school use videos as materials in their classes while none (0%) of the teachers in high school use videos as materials in their classes. In total, 10 out of 25 (40%) teachers participating in the study use videos in their classes. The diverse distribution of videos' use as materials could be associated with teacher preferences as well as beliefs. While all teachers in primary school use videos, none in high school use them as materials in their classes, which indicates a direct link between teachers' beliefs about students' age and level and use of videos. Teachers could associate use of videos beneficial with lower levels and younger students.

Table 4.10. Distribution of visuals used as materials in schools

School	%Visuals (presentation & student work included) used as materials
Primary School	5 (100%)
Middle School	5 (41.6%)
High School	4 (50%)
Total	14 (56%)

As seen in Table 4.10, all (100%) teachers in primary school and 5 out of 12 (41.6%) teachers in middle school use visuals as materials in their classes while 4 out of 8 (50%) teachers in high school use visuals as materials in their classes. In total, 14 out of 25 (56%) teachers participating in the study use visuals in their classes. It could be concluded that more than half of the teachers resort to visuals as materials, which might be related with their preferences to present or practice vocabulary using visuals.

Table 4.11. Distribution of supplementary workbooks used as materials in schools

School	%Supplementary workbooks (exercise books included) used as materials
Primary School	0 (0%)
Middle School	5 (41.6%)
High School	4 (50%)
Total	9 (36%)

As evidenced in Table 4.11, 5 out of 12 (41.6%) teachers in middle school and 4 out of 8 (50%) teachers in high school use supplementary workbooks as materials in their classes while none (0%) of the teachers in primary school use supplementary workbooks as materials in their classes. In total, 9 out of 25 (36%) teachers participating

in the study use supplementary workbooks in their classes. The non-existence of work books as materials in primary school could be related to teachers' priority to endear language to students and mostly to the lack of exam pressure.

4.3.2. Skills focused in EFL classes as perceived by participants

Teachers have diverse views on using skills-focused materials in their classes because each, according to where they work, has different priorities in their classes. They think developing communication skills and a general understanding of language is important. They focus on teaching vocabulary because they perceive words as “the building blocks of language”. To “teach, present, practice, produce, recycle” vocabulary they rely on visuals and games in primary and middle school while in high school they rely on working with reading passages. Most speaking is done through games as in forms of producing chunks, or through pre-determined situation –based dialogue practices. Such practices are done as part of dialogue completion worksheets where meaningful, creative production is rarely existent. Teachers also view pronunciation as one of the neglected skills. It could be assumed that teachers include pronunciation teaching within speaking and listening activities, yet no mentions of such inclusions were uttered during the interviews.

Teachers try to compensate for the shortage of entertaining activities in the course book by using songs, cartoons and videos. While some of these are fully authentic YouTube videos, others are inauthentic materials, created for the purposes of teaching English. Such materials are used for practicing pronunciation covertly without a focused sound, mostly to let students “hear something in English”. They are also used as “fun-makers” to capture student attention or to fill up the last of minutes of the class.

Teachers also make use of digital materials if smart board is available. They rely on smart boards because there are digital materials such as Morpa Campus or EBA where they can find parallel activities with the syllabus. Finally, teachers in high school almost exclusively use worksheets and supplementary books because they find studying reading enough for grammar and vocabulary teaching.

Teachers perceive focusing on skills teaching vital in language teaching. They focus on mostly receptive skills in practice. However, they express the need to focus on

productive skills more. They express focus shift from grammar teaching to more meaning-based teaching in recent years, especially in lower levels, with the change in the exam system. They also state their desire to work on more intercultural competence and pragmatics teaching; however, they claim such components of language are not fully recognized in the curriculum, despite the recent renovation in the curriculum, which puts utter emphasis on practicing language usage in real life circumstances and appreciating cultural diversity (MoNE, 2013).

Table 4.12. Importance attributed to teaching of each skill in primary school

Skills	%
Reading	3 (60%)
Listening	3 (60%)
Speaking	2 (40%)
Writing	3 (60%)
Pronunciation	2 (40%)
Grammar	2 (40%)
Vocabulary	5 (100%)

As seen in Table 4.12, teachers in primary school prioritize vocabulary teaching. They also focus on reading and writing. Teachers regard grammar teaching at such early stages as unnecessary and they desire to focus on speaking and vocabulary more. P 15 summarizes:

“There is not much we can do at their stage. They can’t really talk much other than simple utterances so we focus on vocabulary teaching to build a strong base”. (Participant 15, June 16, 2017)

“Some of my students (2nd graders) can’t even read in their native language so I try to do light activities, play games, do coloring. Expecting them to read and write at such early stages would be too much”. (Participant 16, June 16, 2017)

Clearly, students’ being young learners affect the choices of teachers in primary school. They consider their level low to focus on language production, which clearly contrasts with the new framework that focuses on productive skills especially with young learners (MoNE, 2013). Teachers express their reluctance to literacy teaching, judging from the above response of Participant 16. The “light activities” Participant 16 refers might hinder language development instead of fostering it, which

teachers unintentionally may be doing in their classes. Similarly, doing activities that are not challenging and age appropriate could discourage students rather than motivating them.

Table 4.13. Importance attributed to teaching of each skill in middle school

Skills	%
Reading	9 (%75)
Listening	7 (58.3%)
Speaking	8 (66.6%)
Writing	3 (25%)
Pronunciation	7 (58.3%)
Grammar	5 (41.6%)
Vocabulary	12 (100%)

As seen in Table 4.13, teachers in middle school prioritize vocabulary teaching. They also focus on reading and listening. Teachers regard pronunciation teaching as part of speaking. They desire to focus more on writing. Some of them consider writing sentences as part of grammar exercises as writing activity and are content with it.

“I think we need to help kids talk, you know use the language, but their knowledge is so limited that there is not much to do”. (Participant 18, June 16, 2017)

“I ask my students to read aloud to practice pronunciation and they can’t”. (Participant 12, June 16, 2017)

“Reading and listening activities in the book are really long and it takes a lot of time to finish them. But students’ listening skills are still not good and as for the other skills I focus on them as much as possible”. (Participant 22, June 17, 2017)

Though teachers use various materials to focus on each skill, their choices seem to be shaped based on the course book they follow. As could be concluded from the responses above, teachers perceive students as unready for and incapable of language production, which may lead to simplifying or even omitting production activities.

Table 4.14. Importance attributed to teaching of each skill in high school

Skills	%
Reading	8 (100%)
Listening	6 (75%)
Speaking	6 (75%)
Writing	3 (37.5%)
Pronunciation	0 (0%)
Grammar	5 (62.5%)
Vocabulary	8 (100%)

As seen in Table 4.14, teachers in high school prioritize vocabulary and reading. They also focus on listening and speaking. Teachers pay less attention to writing skills but limits pronunciation teaching to “correcting a few mistakes if possible”. (Participant 24, June 17, 2017)

“In my school, the level isn’t that high and students come here without much English. We start from the basics and everything is forgotten in the last year (university exams) anyways, so I try to focus on reading texts because I can at least make sure that they can understand somethings”. (Participant 1, June 15, 2017)

“I focus on reading activities because with reading you can teach both vocabulary and grammar. The more you feed students with good reading, the better of language understanding students develop”. (Participant 3, June 15, 2017)

“I teach at language classes, my students get ready for the university exam so we focus on exam skills”. (Participant 20, June 16, 2017)

As can be understood from the comments, teachers focus on different skills based on the type of high school or class they teach. Washback effect could be observed in university exam preparation classes, where instead of four skills, exam skills are attended to in hopes for helping students further. On the other hand, reading and vocabulary are considered as core skills for comprehension, production, and language use in general.

Table 4.15. Participants' responses on the importance of teaching of skills

Participant	Responses on the importance of teaching of skills
P 8	Whoever says they don't study grammar is lying. The curriculum is loaded with grammar.
P 9	You have to (referring to grammar).
P 17	To use the language accurately, vocabulary and grammar is needed.
P 19	As we are bound by the curricula and the books, I can't really spare much time to speaking and writing. Most classes are based on reading, listening and grammar. To help students understand reading or listening, I focus more on vocabulary.
P 20	We need listening because kids need to hear words from foreigners.
P 23	I focus on listening because both pronunciation and speaking benefit from listening.

Given the above (Table 4.15), when it comes to grammar teaching, teachers provide varied answers. While some of them recognize it only as a needed skill (Participant 17), others perceive it as a compulsory act out of the restraints of the curricula (Participants 8, 9, 19). Though there are grammar points in each unit in the curriculum of all levels, they follow and are limited to the CEFR levels. In this case, it could be assumed that the curricula are not "loaded" with grammar but rather teachers choose to focus on grammar activities. Moreover, they have two main tendencies towards teaching of skills. On one hand, they try to focus on skills that they presume are neglected in the curricula or are covered less in the course books. On the other hand, they feel obliged to follow the course books and curricula with the fear that they may teach exam topics insufficiently.

"I work on dialogues a lot. Before the new exam system, I used to focus on grammar exercises, now we mostly focus on understanding exercises". (Participant 10, June 15, 2017)

"Rather than the old standards, I try to focus on skills to help students to use language accurately because they need to understand the dialogues or to know the right words to solve the questions". (Participant 11, June 15, 2017)

The example responses from Participants 10 and 11 exhibit the washback effect in EFL classes. This could be another reason why teachers focus on reading and vocabulary as the exam questions are similar to reading comprehension questions.

4.3.3. Participants' reasons and criteria in using materials in EFL classes

When questioned about the reasons to use materials, teachers' answers approve the tendencies above. They make their choices directly or indirectly according to the course book. They say they want to use materials because the course book has a monotonous flow. They need to motivate students and boost the class atmosphere. Similarly, they use materials to compensate for missing skills in the course book or to reinforce/ foster existing skills in the course book.

Table 4.16. Participants' reasons to use materials in their classes

Proposed Reason	%
To have fun	19 (76%)
To motivate students	16 (64%)
To compensate for the course book	14 (56%)
To foster the content in the course book	14 (56%)

As evidenced above in Table 4.16, teachers use materials to have fun (76%) and to motivate students (64%) by boosting the class atmosphere, and they also use materials to compensate for the missing skills in the course book (56%) and to foster the content in the course book (56%). The main reason they use course books is to meet student needs ultimately. As is mentioned before, they try to understand how much students' needs are met by measuring how much language is covered in the course book and use materials accordingly.

Table 4.17. Participants' responses regarding the course book

Participant	Responses regarding the course book
P 4	The book has similar activities so I show students the different sides of the topic with materials.
P 9	To tell you the truth, the activities are really boring. There are really long reading texts and dialogs. You can't learn like this.
P 10	I can't say the book is enjoyable enough. As long as you finish the book, if you have time you can do whatever you want or you can just add small fun things in between.
P 19	My students are really young and are just meeting the language. I want them to have fun and not get bored.
P 20	The reading and listening activities are too long for the level of the students. I try to lower the level.
P 24	You have to do lots of exercise to really teach something. Just following the book is never enough.

It could be deduced from the teacher responses above (see Table 4.17) that teachers find the course books less enjoyable compared to their materials. They comment the reading and listening activities are long and the topics are not appealing. They use materials to make their classes more enjoyable. They state students are more interested in the lesson when they use materials. They also think materials can help them support the students where the course books seem lacking exercises.

For these reasons, when asked what criterion they follow if they bring materials in their classes, teachers, in unison, state students' needs as well as students' interest as their foremost criteria. They also consider physical conditions of their classrooms and the standards by the Ministry of National Education (MoNE). Besides, they consider their teaching experience as a criterion to decide on materials. Table 4.18 below presents the criteria teachers follow to use materials in their classes.

Table 4.18. Participants' criteria to use materials in their classes

Proposed Criterion	%
Students' needs	25 (100%)
Students' interests	18 (72%)
Physical conditions	9 (36%)
The standards by the MoNE	8 (32%)
Teachers' experience	6 (24%)

As seen in Table 4.18, all of the teachers in this study consider students' needs as the most important criterion when they choose materials to use in their classes. Other than the students' needs, they consider students' interests (72%) such as what subjects they are interested in, who their favorite singer is, and what kinds of games they enjoy playing. Physical condition of the classroom such as the technological facilities, seating arrangement and number of students are also taken into consideration (36%); however, as teachers did not specify the physical conditions any further, detailed information as to the considerations of teachers in terms of physical conditions are assumed to be limited to those listed above. Additionally, teachers consider the standards by the Ministry of National Education as they use materials in their classes (32%). They explain because they work in government schools, they must abide by the rules and conditions defined by the government. Finally, 6 teachers out of 25 (24%) mention they consider their experience as a teacher as a criteria to choose materials. In Table 4.19

below, some of the responses of the participants on criteria to use materials in their classes are highlighted.

Table 4.19. Participants' responses on criteria to use materials in their classes

Participant	Responses on criteria to use materials in their classes
P 3	We say we bring these (materials) for students but actually you can't really do anything out of the standards and objectives of the Ministry of National Education.
P 7	I am lucky to have my own room for the classes but not all schools are like that so if you don't have the means how can you make the room full of English.
P8	We all know that we have to cover the book and the grammar/ vocabulary of that unit. I use materials not just to cover the book but to teach because the most important thing is to teach the way they understand. You have to think about their preferences.
P 11	I need to make sure that materials actually teach something. Students should have fun and interact. I don't like materials that waste my time and bore me and the class.
P17	Student profile helps me understand and adapt to the level. Sometimes I work with 8 th graders who are at 4 th grade level. Then, I have to lower the level of the materials.
P 20	You shape your class according to students' expectations. For example, with a successful group, you finish the unit (of the course book) earlier than prescribed in the curriculum. Then, bring in whatever you want according to their level for the extra hours.
P 24	Each group is different. Just ask for their opinions. No one can tell you anything as long as your students are successful and I have been teaching for over 20 years now. I have learnt what will work by this time.

The responses in Table 4.19 above point to the diverse needs of students and of teaching situations that teachers work with. It could be deduced that teachers attend to student preferences and interests recognizing the differences among each group of students. One particularly interesting comment is from Participant 24 who utters that as long as one's students are successful a teachers' position is guaranteed regardless of the kinds of materials while Participant 3 gives opposite opinions stating teachers are restricted with the regulations of the Ministry of National Education even though they sometimes tend to deny it. The difference in the perspectives could be caused by the experiences they have. On another point, Participant 7 mentions the benefits of having an English room where she could utilize for peripheral learning purposes. The idea to have teacher-rooms instead of classrooms is exercised in most schools in this study's setting, which proves to be advantageous, thus, favorable for teachers.

Table 4.20. Workplace distribution of the criteria “students’ interest”

School	%
Primary School	3 (60%)
Middle School	9 (75%)
High School	6 (75%)
Total	18 (72%)

As seen in Table 4.20, 60% of teachers in this study who work in primary school consider students’ interest when they choose materials to use in their classes. On the other hand, 75% of teachers in this study who work in middle school consider students’ interest when they choose materials to use in their classes. Similarly, 75% of teachers in this study who work in high school consider students’ interest when they choose materials to use in their classes. It could be understood from the results above that teachers attend to students’ interests almost as much as their needs, which is recognized to be crucial in materials development and selection.

Table 4.21. Cross-tabulation between those who do not consider students’ interests and their materials’ choice

School	Primary School	Middle School	High School	Total
Materials				
Worksheets	2	1	2	5 (71.4%)
Visuals	2	1	0	3 (42.4%)
Videos	0	0	0	0
Games	1	0	0	1 (14.2%)
Presentations	0	0	0	0
Supplementary Workbooks	0	0	0	0
Digital materials	0	1	0	1 (14.2%)
Student- Made-Materials	0	0	0	0

As seen in Table 4.21, 7 of 25 (28%) teachers in this study do not consider students’ interest when they choose materials to use in their classes. Out of those teachers, 71.4% of teachers choose worksheets to use in their classes. 42.4 % of teachers choose visuals to use in their classes. Only 1 teacher (14.2%) working in a primary school choose to use games in their classes. Similarly, only 1 teacher (14.2%) working in a middle school choose to use digital materials in their classes. For example, the primary school teacher who uses games states:

“Primary school students love games no matter what kind of game it is”.
(Participant 6, June 15, 2017)

Similarly, the middle school teacher who uses Web 2.0 Platforms states:

“Such platforms easily support the content in the book without much effort.”
(Participant 12, June 16, 2017)

It may be concluded that teachers who do not consider students’ interest when they choose materials tend to use more easy to get and more generalizable materials such as worksheets and visuals in their classes.

Table 4.22. Workplace distribution of the criteria “the standards of the MoNE”

School	%
Primary School	3 (60%)
Middle School	5 (41.6%)
High School	1 (16.5%)
Total	9 (36%)

As seen in Table 4.22, 60% of teachers in this study who work in primary school consider the standards of the Ministry of National Education when they choose materials to use in their classes. On the other hand, 41.6 % of teachers in this study who work in middle school consider the standards of the Ministry of National Education when they choose materials to use in their classes. Similarly, 16.5 of teachers in this study who work in high school consider the standards of the Ministry of National Education when they choose materials to use in their classes. It can be deduced that teachers in this study who work in high school take the standards of the Ministry of National Education less into consideration compared to teachers in this study who work in other schools when they choose materials to use in their classes.

Table 4.23. Workplace distribution of the criteria “physical conditions”

School	%
Primary School	2 (40%)
Middle School	3 (25%)
High School	3 (37.5%)
Total	8 (32%)

As presented in Table 4.23, 40% of teachers in this study who work in primary school consider physical conditions when they choose materials to use in their classes. On the other hand, 25% of teachers in this study who work in middle school consider physical conditions when they choose materials to use in their classes. Similarly, 37.5% of teachers in this study who work in high school consider physical conditions when they choose materials to use in their classes. Those teachers explain that they either have a large class size or lack technological facilities. They also consider sharing the classroom with other teachers could deter them from using materials as they wish.

Table 4.24. Workplace distribution of the criteria “teaching experience”

School	%
Primary School	1 (20%)
Middle School	1 (8.3%)
High School	4 (50%)
Total	6 (24%)

As evidenced in Table 4.24, 20% of teachers in this study who work in primary school consider students’ interest when they choose materials to use in their classes. On the other hand, 8.3% of teachers in this study who work in middle school consider students’ interest when they choose materials to use in their classes. Similarly, 50% of teachers in this study who work in high school consider students’ interest when they choose materials to use in their classes. It can be deduced that teachers in this study who work in middle school take their teaching experience less into consideration compared to teachers in this study who work in other schools when they choose materials to use in their classes.

Table 4.25. Cross-tabulation between having teacher training and the criteria “teaching experience”

School	Primary School	Middle School	High School	Total
Teacher Training Available	1 (100%)	1 (100%)	2 (50%)	4 (66.6%)
Teacher Training Not Available			2 (50%)	2 (33.3%)

As evidenced in Table 4.25, of the teachers who take their teaching experience into consideration when they choose materials to use in their classes, 66.6% of them have received teacher training before. 33.3% of teachers who take their teaching experience into consideration when they choose materials to use in their classes have not attended any teacher training before yet they have over 20 years of experience in teaching. It may be deduced that teachers who have over 20 years of experience in teaching feel more confident in their decisions about teaching and materials.

4.3.4. Participants' beliefs about working on materials

As for the final research question of this study, teachers believe that working on materials, as in adopting, adapting, evaluating, and developing, have positive effects on them. They think such engagement improves them as teachers, improves their English proficiency, help them understand their students, and make them feel happy. Table 4.26 below presents the distribution of teachers' beliefs over the merits of working on materials.

Table 4.26. Distribution of participants' beliefs over working on materials

Participants' Beliefs	%
Improvement as teachers	17 (68%)
Improvement in English proficiency	11 (44%)
Understanding students	17 (68%)
Feeling happy	10 (40%)

As seen in Table 4.26 above, 68% of teachers in this study believe working on materials improve them as teachers and help them understand their students better. 44% of teachers believe that working on materials improve their English proficiency and 40% of teachers believe it makes them feel better. It might be deduced that teachers perceive working on materials as beneficial both for themselves as teachers and their students.

Table 4.27. Cross-tabulation between teachers' beliefs over working on materials and teaching experience

Beliefs	Improvement as teachers	Improvement in English proficiency	Understanding students	Feeling happy	
Experience in years					Total
< 10 years	8 (80%)	6 (60%)	7 (70%)	7 (70%)	10
11-20 years	7 (53.8%)	5 (38.4%)	10 (76.9%)	3 (23%)	13
20 < years	2 (100%)				2
Total	17 (68%)	11 (44%)	17 (68%)	10 (40%)	25

As evidenced in Table 4.27 above, teachers belief slightly change as they gain more experience; however, they perceive the benefits of working on materials rather one-dimensional when they have experience over 20 years. The teachers, who have more than 20 years of experience in teaching, believe working on materials only help them improve themselves as teachers. As they have never received any training on materials development, either, they may have developed themselves as they work on materials.

“Times change as we grow older. Yet, students only get younger. The more you look for what way it is best to teach something, the more efficient you become”.
(Participant 25, June 17, 2017)

The highlighted responses of the participants regarding the issue as presented in Table 4.28 below.

Table 4.28. Participants' responses regarding the effects of working on materials

Participant	Responses on the effects of working on materials
P 6	The more prepared I go in the class, the better I feel about myself, I feel more confident.
P 7	Materials development in a way updates us, keeps us informed on the recent developments.
P 10	Even going through what others did makes you realize something as a teacher. You look at an exercise and tell yourself this is a good way to teach this subject.
P 11	When I first started, I had difficulty addressing to students' level. When they liked an activity, I noted myself that kids of this age like this, not that. You know they can't teach you this at the university.
P 12	Preparing materials keeps you fresh. When you look for materials online, for example, you leave the grammar/ course book loop.
P 18	After graduation, I was a little bit disappointed because at the university they portray a different kind of classroom. But then, you find materials that fit your case. You understand, there are others like you. It gets better in time.
P 24	You become a well-equipped teacher because you have a solution in your bag for every possible problem.

As seen in Table 4.28 above, teachers perceive working on materials as a beneficial endeavor. As could be understood from the highlighted responses in Table 4.28, some of them (Participants 7, 10, 12, 24) emphasize working on materials are perceived to keep them afresh, updated, knowledgeable. Another interesting highlight would be that teachers feel confident as they work on materials because they feel themselves prepared. One particularly interesting response is of Participant 18, in which she mentions experiencing disappointment after graduation because of contrasting expectations and reality, which could be considered a small criticism to the materials development training and/or class teachers take before teaching. However, how frequently they used materials in their first years of teaching is determined by whether they have opportunities to use materials over the years or how enthusiastic they have grown over the years; which proves to be a very individual choice.

“When I first started teaching, I was appointed to a village in the East. I had no means to prepare materials. I just had the book”. (Participant 22, June 17, 2017)

“It was really difficult to prepare anything because we wrote everything by hand. So, it took a lot of time to prepare something. Now, I can do anything on the computer easily”. (Participant 25, June 17, 2017)

Judging from the above sample comments, while the conditions determine the frequency of using materials for some teachers, for others the time they work as teachers and how much they are appreciated seem to be a distinct determiner. Table 4.29 below shows the frequency of using materials over the first years of teaching.

Table 4.29. Frequency of using materials over the first years of teaching

Using materials over the 1 st years of teaching	%
Less	15 (60%)
More	10 (40%)
Total	25 (100%)

As illustrated in Table 4.29 above, 60% of teachers in this study used to use fewer materials in their first years of teaching while 40% of teachers in this study used to use more materials in their first years of teaching. Regardless of the reasons, it can be concluded that teachers’ use of materials in their first years of teaching used to be less

in their first years of teaching. Table 4.30 presents some of the participants' responses regarding using materials in their first years of teaching.

Table 4.30. Participants' responses regarding using materials over the first years of teaching

Participant	Responses on using materials over the first years of teaching
P 2	Before the smart boards, I used to prepare a lot of materials. Now I have everything I need there.
P 6	I feel discouraged now. We are not supported by the Ministry of National Education, administration, or even parents.
P 10	As we gain experience, we find our way, style. We discover our weaknesses and strengths.
P 12	What I did back then was really amateur. It was more appealing to my taste than my students. I learnt by experience.
P 18	I can spot the insufficiencies in the course book more.
P 23	I didn't know how and where to get materials.
P 24	I now use my own portfolio. I worked hard to gather them (materials in the portfolio) when I first started.
P 25	Technology has made materials development or - let's say - access to authentic materials easier.

As evidenced in Table 4.30, teachers positively value experience in materials preparation and selection, stating how their practices as well as knowledge have positively changed as they allocated more time on materials development over the years. One controversial point, though, is that Participant 6 expresses discouragement due to lack of support from any other parties involved.

4.3.5. Other findings

Teachers relate the ease of access to materials with the frequency of using materials in their classes. To that end, the resources they have to get materials are of significant value to understanding the results of this study. The resources teachers use to get materials are presented in Table 4.31.

Table 4.31. Resources for materials

Resources	%
The Internet	21 (84%)
Colleagues	16 (64%)
Self-made materials	13 (52%)
Reference books	12 (48%)
Digital materials	6 (24%)
Published materials	6 (24%)
Other course books	5 (20%)

As is illustrated in Table 4.31, the most common resource teachers refer to get materials is the Internet (84%). Teachers heavily rely on the Internet to get authentic materials as well as to download inauthentic materials, such as reading text, vocabulary worksheets, and grammar activities, from forums or social media platforms. When compared the results in Table 4.6 with the frequent usage of the Internet to gain materials, it could be inferred that teachers mostly use the Internet either to download worksheets or to access to generic materials such as pictures, videos, songs that are not specifically targeted for EFL. None of the teachers mention using the Internet to use web-based teaching applications other than those already directly linked to smart boards. The Internet and applications there could be exercised more in the EFL classes. Secondly, 64% of teachers share materials with their colleagues. And more than half of the teachers (52%) use self-prepared materials and refer to their own expertise as guide to get materials; mostly when they evaluate materials. Another common resource for teachers is reference books (48%). They usually photocopy grammar and vocabulary exercises from these books. Though less frequently, teachers buy published materials, especially ready-made visuals, from stationary stores (24%) or they use digital materials such as Morpa Campus or EBA on the smart board (24%). Finally, teachers get materials from other course books (20%), which, they report, used to be more common before online sharing.

Table 4.32. Participants' responses regarding resources for materials

Participant	Responses on resources for materials
P 4	There are lots of online platforms founded by Turkish teachers.
P 5	I like preparing games for my classes. There are some games I have created myself and perfected over the years. For the worksheets, you can create them yourself using some web sites for language teaching or you can just download them because we, English teachers, really share a lot online.
P 6	After spending a lot of money to buy materials online, I decided to get my own binding machine to make flash cards.
P 7	We share materials a lot in the school. I tell my colleagues about things that have gone well in my class and they give me theirs.
P 8	I want to use supplementary books in the class but you can't force students to buy books. So, I just photocopy the parts that I like, that are useful.
P 11	I spend a lot of money on materials. I usually buy them online or from stationary stores.
P 15	I assign students around ten words each and tell them whoever prepares a poster with the best pictures gets 100 for class report. We hang the beautiful ones on the walls or notice boards. Students like to be appreciated.
P 19	I prefer using authentic materials but of course it is easier to download worksheets from Turks' websites. You have to work on authentic materials.
P 24	Over the years, I have cumulated materials in my portfolio. I took them from different reference books.

As evidenced in Table 4.32, though teachers seem to have various resources for materials, they care about their economy, as well. As Participant 11 reports in Table 4.32, buying materials can cost considerably high amounts, which could be another reason why teachers tend to download and/or photocopy materials and share amongst themselves. It could be inferred from what Participant 5 states in Table 4.32 that teachers seize the opportunities to design their own materials. Besides preparing their own materials, teachers frequently use materials prepared by others. Upon evaluating the materials based on their criteria (see Table 4.18), they mostly adapt these materials. While adapting materials teachers use the below methods: adding, omitting, replacing, and simplifying (adapted from McDonough & Shaw, 2003).

Table 4.33. Materials adaptation methods used by the participants

Materials Adaptation Methods	%
Adding	17 (68%)
Omitting	13 (52%)
Replacing	8 (32%)
Simplifying	18 (72%)
Total	25 (100%)

As shown in Table 4.33, teachers most frequently simplify their materials (72%) as well as adding to them (68%). The reason for frequently simplifying materials could be related to their perceptions of students' levels and their attitudes towards skills (See Tables 4.12, 4.13, 4.14). P 15 emphasizes the need to evaluate and adapt materials by stating:

“You need to check if it (the material) is fit for your students, like their level, age you know. You can't use anything in your class but there are some lazy teachers who just print any worksheet without checking for anything.”
(Participant 15, June 16, 2017)

In addition, they add necessary content, visuals, examples and etcetera to the materials (68%). Almost as much as adding, teachers omit some content, visuals, examples and etcetera from the materials (52%).

“When I check a worksheet, I first control the vocabulary items. Have we studied them? Are they easy or difficult? If necessary, I omit the unknown ones and add the ones we know. You know there are lots of important words on a unit, everyone focuses on the ones they like”. (Participant 7, June 15, 2017)

Finally, teachers, though less frequently compared to other methods, replace content, visuals, examples and etcetera in the materials with different ones (32%). P 6 exemplifies replacing:

“Visuals on worksheets or presentations should be appropriate for students' level or for print. I change them a lot”. (Participant 6, June 15, 2017)

Based on the teacher responses above, though they have various criteria and are aware of adaptation methods, teachers seem to follow an informal evaluation and adaptation method, where they decide on what is focused and what is overlooked mostly by experience. It could be assumed that as teachers get more experienced in materials usage and preparation, they spend less time in development, adaptation and evaluation.

Table 4.34. Time allocated to prepare materials in a week

Hours in a week	%
<1	7 (28%)
1-2	7 (28%)
3-4	9 (36%)
Total	25 (100%)

As illustrated in Table 4.34, teachers spend quite a lot of time to prepare materials, as in choose, adopt, adapt, evaluate, and develop materials for their classes. 36% of teachers spend 3 to 4 hours preparing materials while 28% spend 1 to 2 hours preparing materials. Another 28% of teachers spend less than 1 hour preparing materials giving the Internet or digital materials as the practical source for finding materials.

“I don’t spend much time on materials. There are already lots of ready ones online.” (Participant 3, June 15, 2017)

On the other hand, those who spend more than 2 hours preparing materials tend to develop their own materials. Another significant finding regarding time spent on materials preparation is that all high school teachers except for 1 report spending 1 hour or less on materials preparation. This may be caused by their mostly relying on worksheets and supplementary workbooks instead of using various kinds of materials (see Table 5-9 above).

Table 4.35. Frequency of materials’ usage in class

Time spent in class using materials	%
Every unit	15 (60%)
Every class	6 (24%)
Once a week	4 (16%)
Total	25 (100%)

Another significant finding of the study is that teachers use materials frequently in their classes. None of the teachers interviewed expressed not using materials in their classes. However, the frequency they include materials in their classes has changed in relevance to how much they experience burn-out, how much they feel bound by the curricula, and the class they teach. As illustrated in Table 4.35, 60% of teachers include materials at least once in every unit while 24% include them every class hour. On the other hand, 16% of teachers claim they use materials once a week sometimes not using any materials with a group of students while solely depending on materials with another group. They say it depends on what they teach on that week. Interestingly, with the introduction of elective English courses, teachers express more freedom in using materials because any course books are not necessarily followed in such courses.

“In electives, you can have all the fun you want” (Participant 18, June 16, 2017)

“It (using materials) depends on whether it is compulsory English or elective English. If it is an elective course, you have no choice but to use materials because there is no book”. (Participant 4, June 15, 2017)

“I can focus more on production because the student level and motivation is higher there (elective English)... because only the students who are eager to learn more come there.” (Participant 2, June 15, 2017)

Teachers’ responses above highlight the positive effects of electives: focusing more on productive skills, feeling more motivated, and having more fun, which could be caused by the freedom exercised due to the lack of a compulsory course book and curriculum. They express feeling content with the outcomes of the electives. On the contrary, teachers claim they experience burnout because they are discouraged by the constant productive failure, lack of parental inclusion, and excessive fatigue. They fear they are rarely heard by the Ministry of National Education because they are exhausted with the workload, the size of classes, and the payment. In such cases, teachers express less willingness to use materials in their classes.

Nevertheless, they recognize they could always do more because they suggest curricula could focus more on intercultural competence teaching, pragmatics (use of English rather than usage) as well as overtly teaching pronunciation.

“I can’t contextualize the content. Themes in the book do not complement each other well. I wish there were characters and we read about their adventures in every unit”. (Participant 12, June 16, 2017)

Teachers’ concerns about intercultural and communicative competence besides pronunciation bare undeniable value. However, the findings suggest there is insufficient focus on speaking and writing across levels, which could be improved, as well.

4.4. Conclusion

This chapter presents the findings of the research. In summary the data reveal that teachers use various, largely traditional paper based materials with a recent recognition of ICT/digital materials, kinds of materials in their classes. The materials they use varies depending the on the type of class they teach, compulsory or elective,

and the type of level and school they teach. Besides, they use materials to foster language skills, most frequently reading, and language sub-skills, vocabulary with one accord. Their beliefs about language teaching and students' needs are reflected on the materials they use in their classes. They utilize materials to motivate students, enliven the class atmosphere, meet student needs and support the course book. In order to decide on materials for their classes, they follow five different, but not tout de suit, criteria: students' needs, interests, and physical conditions, the standards of the Ministry of National Education, and their own experience as teachers. They spend around 1 to 2 hours a week working on materials where they get their materials from mainly the Internet, other colleagues, reference and course books, digital materials and stationary stores, as well as referring to their own experience when they design their own materials. Indulgence in materials enables teachers improve their teaching skills and English proficiency, understand their students more, and feel better.

CHAPTER V

5. Discussion and Conclusion

5.1. Overview of the Study

This study tries to answer two main research questions on the kinds of materials promoted in EFL classes in Turkey and the perceptions of in-service EFL teachers on materials and themselves as they use materials. To that end, a qualitative research design is followed, conducting 25 interviews with in-service EFL teachers based on convenience sampling in Bolu, Turkey.

The results suggest that participants (teachers here after) frequently use materials in their classes to the point that most of them integrate materials into their each lesson, for presentation, practice and production. They mostly rely on paper based materials such as worksheets and visuals for their practicality and usability or out of habit. However, with the installation of computers and smart boards in the classrooms, they use PowerPoint presentations, cartoons, song videos, and digital materials, as well. These materials seem to be utilized for limited reasons, mostly for having fun or supporting the course book.

Teachers mostly focus on vocabulary teaching, as they consider it to be the basis for comprehension and production. Additionally, they try to teach for the exams more than concentrating on developing four skills. Especially teaching of writing skills seems to be neglected the most. For most teachers, teaching of writing is limited to producing grammatically correct sentences. The wash back effect can easily be observed in the frequency and purpose of materials usage. Teachers make use of different materials to focus on different skills, based on the obvious characteristics of materials, as in using PowerPoint presentations to present content. Moreover, materials are especially utilized in the practice and production parts of the lesson to motivate students, boost the class atmosphere, address student needs and support the course books.

Teachers spend considerable amount of time on materials, evaluating them based on their own experience, materials' fitness in the curriculum, practicality in their classes and the standards of the Ministry of the National Education. Depending on their evaluation, teachers adapt materials by adding, omitting, replacing, and simplifying. They gather their materials from mostly the Internet, their colleagues, reference and course books, and published and digital materials, stating there are lots of forums, social media groups, or platforms where they get materials for free. Some of them state designing their own materials especially worksheets, small games, PowerPoint presentations and flash cards for their classes.

Finally, teachers perceive working on materials improve their teaching skills, English proficiency, help them understand students more, and feel good about themselves and their work. The following section presents the detailed discussion on the results.

5.2. Discussion

The socio-constructivist framework for materials design by Barrot (2015) claims language learning/teaching should be transformative and constructivist based on 21st century skills and themes. It declares 6 major language skills: reading, writing, speaking, listening, representing and viewing as well as two sub-components vocabulary and grammar. Centering meaning and form on input and task, it sublimates on eight pillars of learning and materials design: process orientation, reflective learning, visual enhancement, differentiation, contextualization, spiral progression, collaborative learning and ICT integration. The following discussion on the perceptions of in-service EFL teachers on materials usage will be based on their inclusion of these pillars in their materials. Additionally, Nunez Pardo and Tellez Tellez (2009) identify eight qualities of teachers demanded in materials development: being reflective, resourceful, receptive, innovative, facilitator, entertaining, initiative and appreciative of student/ learning process. The discussion on teachers' perceptions of themselves as materials designers will be centered around these qualities.

One of the major research interests in this study is to reveal the kinds of materials promoted in EFL classes. The findings reveal that teachers mostly use what

Çakır (2015) calls traditional materials: worksheets, visuals, games. Çakır (2015) presents similar outcomes as to the choices of the teachers in his case study, stating teachers avoid using materials that they presume take long time to prepare. Kaymakçı (2012) claims worksheets are championed over other material types used in EFL classes in Turkey, referring to them as “teaching materials that can be used in and out of classroom to ensure individual and active learning” (Kaymakçı, 2006, p. 5). However, Ötügen (2015) offers a criticism to the use of worksheets in EFL classes in Turkey, emphasizing their being too focused on one component of language at a time and too limited to one activity type that are generally associated with forms focused teaching activities: exemplification, generalization, controlled practice, guided practice, elicited production (Brown, 2001), and stock activity types: fill in the blanks, multiple choice, matching etc. (Tomlinson & Masuhara, 2017). Almost all methodologies and approaches to teaching and learning other than meaning-focused approaches such as language awareness approach, task based approaches, text driven approaches (Bolitho, 2003; Ellis, 2016; Masuhara, 2017) use worksheets in the above suggested ways (Demircioğlu, Demircioğlu&Yadigaroglu, 2014). Using worksheets to facilitate all language skills with more form focused activities where attention to understanding and creation of meaning is encouraged could avail teachers in this study who state their desire to foster “understanding and use of language”. Prabhu (1987) argues such “cases are examples of routines” and claims “teacher’s sense of plausibility as being engaged in some teaching activities but not in others” (p. 105) is the reason why teachers maintain certain ways of teaching while they are barely content with the outcome.

Ötügen (2016) reports both students and teachers benefit from worksheets, finding them more effective and enjoyable compared to the course book. However, the design of the worksheets seem to have a great impact on the success of worksheets since amateur and messy designs, repetitive activity types, and bland worksheets are not favored by students. Dougill (1987) lists students’ reasons for disliking an EFL course and/or material (among others) as “boring, bland, badly developed, messy, and repetitive” (p. 36). Such concerns on the development of worksheets can be overcome by attentive focus on coherence and face validity just as much as affective depth and generative push (Dougill, 1987).

Tomlinson (2010, p. 73) claims “in order for the learner to maximize their exposure to language in use, they need to be engaged both affectively and cognitively in the language experience”. Traditional materials, if used in meaning-focused ways, could manage. However, as Gross (1992, p.139) points out “we can accelerate and enrich our learning by engaging the senses, emotions, and imaginations.” What Çakır (2015) calls audio&visual and ICT based materials or what Tok (2010) calls non-printed materials can be utilized better for engaging learners both cognitively and affectively. Because such materials stimulate more senses and address more learning styles and preferences, creating a more meaningfully enriched environment both input and output wise (Cangır, 2010). Tomlinson and Masuhara (2017) claim digital materials bear many creative possibilities in creating such stimulating atmosphere in EFL classes. Maley (2011, p. 390) praises ICT materials saying such can be an innovative resource “for rapid and flexible access to unlimited information”. Many materials practice a specific language item or focuses on a specific skill in an isolated way. It is the teacher’s job to include materials that expose learners to authentic language in use, provide opportunities for communication and making discoveries for themselves.

The findings demonstrate that teachers heavily rely on vocabulary and grammar worksheets that focus on one language item at a time, which they download online. Apparently, the digital materials, they use, also provide similar meaning-stripped activity types as those in worksheets, which focus less on four skills. Although teachers find the reading and listening activities in the course book “long”, and speaking and writing activities “inefficient”, they seem to focus on vocabulary and grammar teaching. Tomlinson (2011) emphasizes the problematic nature of such tendencies and recommends in-service training especially on materials development because working on materials can make teachers aware of their teaching tendencies and keep them informed on the latest trends of teaching and learning. Another research interest of this study is to identify the skills teachers facilitate through materials. It could be deduced that teachers mostly focus on vocabulary teaching, considering it to be sufficient to make students *understand* and *interact*. Breen, Candlin, and Waters (1979) distinguish between content materials and process materials. According to them, process materials are sets of activities where learners can practice and perfect their communicative abilities. It is of vital importance that learners should be given a chance to try

themselves in varied contexts and tasks (Gass&Selinker, 2001). For example, a learner's communicative competence in writing may not be equally developed in speaking. It is the teachers' role to provide meaningful opportunities through materials where such learners produce desirable output. In the case of this study, teachers seem to bring one sided materials to mostly foster vocabulary learning, where output is generally meaningless and demotivating to students. As a solution to the "boredness" state of the students, some materials writers suggest using more challenging and controversial themes such as global problems, teenage issues, robotics (Banegas, 2011; Clandfield, Robb-Benne, & Jeffries, 2010; Heron, 2015; Jacobs, Kumarasamy, Nopparat, & Amy, 1998; Sampedro&Hillyard, 2004; Wajnyrb, 1996). Teachers in this study did not mention the use of such, because they tended to arouse interest through activity types rather than the content. Especially teachers of young learners and teenagers are inclined to include songs, cartoons, and games while teachers in high school try to use songs and videos.

The skills teachers focus on seem to vary according to level and school type they teach. Considering they all teach EFL based on a continuous curricula, where each skill is equally emphasized (The Ministry of National Education Foreign Language Education Regulations, 2006), such variations might only be justified by teacher tendencies and preferences. What each teacher considers critical, appropriate or sufficient for their students is evidenced to be favored by them. McDonough, Shaw and Masuhara (2013) emphasize each teacher's priorities may differ considerably. In some instances, their own restraints; that is, teaching beliefs, self-projections, experiences, hinder them. Mishan and Timmis (2015) highlight teachers adapt or design materials according to their own 'whims' or preferences. Nizametdinova (2016) admits selecting materials based on her personal preferences. In other cases, they get discouraged because of the design of the curricula, the demotivation of the students, and the comments of the administration. A number of publications discuss similar instances where teachers abstain from using various types of materials to foster four skills (Cephe, 2010; Çakır, 2015).

On the other hand, teachers in primary school focus on reading, listening and writing equally (See Table 4.12). However, what they consider as facilitating writing is limited to sentence level. The less attention to speaking and avoiding paragraph level

writing production could be reasoned to their belief that students' level and/or content knowledge are not adequate for production. In middle school, reading and listening are championed over speaking and writing, with writing almost being neglected (See table 4.13). Similar results are gained through teachers in high school, who favor reading and listening over speaking and writing, again writing almost being neglected (See table 4.14). Although learners' ages, levels, school types, course books and curricula change, the tendency to fixate upon receptive skills remains stable over classes. One of the possible explanations for this notion could be that teachers focus on national exams and student success more than interaction and communication as they are not assessed in the exams. Kılıçkaya (2016) reports in his study that washback effect could easily be observed in middle schools as teachers shift their attention to doing exam-centered activities. Such activities may actually be the reason why students feel less motivated or "bored" because they bear hardly little real life connection and only concentrate to exam phenomenon (Lasagabaster, Doiz, & Sierra, 2014). Another explanation to the receptive skills phenomenon could be that facilitating receptive skills might be perceived to be easier than that of productive skills by some teachers. Çakır (2010) highlights even students perceive writing more demanding as it is considered to require good command of English. Tan (2004) and Akpınar (2007) indicate writing skills are difficult for learners yet achievable with the correct design of materials, especially ICT materials are highlighted. On the other hand, teachers might consider productive activities in the course books sufficient for the development of these skills. A more plausible answer would be that teachers disbelieve in the development of these skills with the available facilities reflecting their discouragement from the design of the curricula, the demotivation of the students, and the comments of the administration. Fleissner (2006) report in his thesis study that teachers perceptions of students affect how much they prioritize each language component.

Teachers get their materials from the Internet, reference and course books, stationary stores and their colleagues. According to Banegas (2013), the internet provides endless number of learning opportunities and sources compared to written materials. Teachers have to adapt their teaching style if they want to keep up with their students. Similar findings are obtained as to the sources teachers used when they used materials by others. Teachers use online forums to share and download materials, which

reduces the time allocated for choosing materials. Those forums are also praised for including materials suitable for students' proficiency levels and similar content with the book. Even if it is limited evidence, this implies that teachers unconsciously prioritize students' proficiency level over their interest, learning styles, or backgrounds.

The use of computers through “activities which are unique to computers, carried through media facilitated by computers, or are simply adaptations of paper-based activities” (Richards & Schmidt, 2010, p. 110) has boomed in the teaching and learning of EFL (Bax, 2003; Beatty, 2010; Soleimani&Esmaili, 2016). The effects of the infusion of computer assisted language learning materials (CALL) or technology mediated (digital) materials in EFL classes have been widely discussed in numerous publications (Akayoğlu&Kılıçkaya, 2008; Blake, 2009; Kılıçkaya, 2015; Kılıçkaya&Seferoğlu, 2013; Maley, 2011; Nguyen, 2008; Tomlinson & Masuhara, 2017; Zhao, 2005) all pointing to including digital materials in EFL classes and emerging needs of the ‘net generation’ (Şahin Kızıl, 2015), some of whose prominent characteristics are that they prefer visual to text while learning, have nonlinear processing, are multi-taskers and multi-literate, and react to instant satisfaction (Tapscott, 2009; Teo, 2013). Call materials or digital materials win over especially these learners as they receive support for their learning styles and preferences, for meaningful content knowledge, for independence, for control over the content and input, and finally, as they have meaningful output opportunities (Mohammed & Bashier, 2017) provided they “feature little more than visually stimulating variations on the same gap-filling exercise of 40 years ago” (Soleimani&Esmaili, 2016, p. 136). Especially multimedia enhanced Call programs can create real life situations with interaction (Beatty, 2010). Similarly, multi-purpose programs, which are not ideally for language learning and teaching (Davies, Walker, Rendall& Hower, 2010), could enable learners to actively construct their own knowledge in a way to target their unique needs and interests (Erişti, Şişman&Yıldırım, 2008), where teachers act as interfaces or guides (Alkan, Tekedere&Genç, 2003). Regardless of the many promising studies in Turkey where inclusion of such materials in EFL classes generated successful results (Cangır, 2010; Kılıçkaya, 2015), teachers still need guidance on how to utilize them optimally (Akayoğlu&Kılıçkaya, 2008; Kılıçkaya&Seferoğlu, 2013). Teachers in this study, use either what Bax (2003) calls behavioristic - restricted CALL programs where the

teaching platform features visually enhanced controlled practice activities, merely mimicking traditional worksheets or course books or they repurpose generic software applications (Microsoft PowerPoint presentations) or multi-purpose programs (YouTube videos, cartoons) to present the content or to wrap up the class, which seems productive in their cases yet could be advanced.

In her study from Brazil, Augusto-Navarro (2015) reports that working on materials development can help teachers understand their students' profile more efficiently not only in terms of interest, learning styles, or backgrounds but also in terms of readiness. Similarly, teachers in this study consider working on materials as a way to understand their students better. Considering how teachers care about the interests of their learners, mental and cognitive readiness of their learners is also a concern for them, which could be addressed in materials (Meisel, Clahsen&Pienemann, 1981). Content can only be processed when learners are ready to do so (Dulay, Burt & Krashen, 1982). Mental readiness may be based on two different foundations. Firstly, to quote Krashen, a learner can only "progress to next stage" if he has accumulated adequate knowledge at his current stage, and learners who are ready to pass to the next level should be provided with knowledge that is "a little beyond" their current knowledge (pp. 103). Another side to mental readiness is mostly about cognitive development, especially in younger learners. Piaget (1936) first put forth the stages of cognitive development: sensorimotor, preoperational, concrete operational and formal operational. He proposes that a person cannot qualify for the necessary cognitive progress unless he reaches the biological maturation. Tomlinson (2011) combines the theories of mental readiness of Krashen and Piaget, and suggests that learners should be provided with sufficient and varied materials which will smoothen their transition to the next level.

The data reveal that teachers almost always use materials in their classes. Such frequent uses of materials are justified with the needs to motivate students, enliven the class atmosphere, address students' need as well as supplement the course book where necessary. Ramirez-Salas (2004) argues that materials are necessary to supplement de-contextualized activities in course books. Teachers in this study express similar opinions as to course books' being insufficient to address student needs and motivate them. Consequently, they need to supplement the course books to enliven the classroom atmosphere. Block (1991) claims that teacher-made materials boost the classroom

atmosphere, encourage communication, and promote language acquisition better. Tosta (2001) and Small (1997) argue that students' amusement in an EFL class is an essential element of success. However, language learning materials prepared for a general learner group seem to attract negative criticism lately because whether it's the global publishing companies or the national agencies who prepare them, they are developed based on general assumptions about the learners without focusing on the specific learning needs (Bardovi-Harlig, Mossman and Vellenga, 2015; Castro, 2015; Tomlinson, 2008). Bardovi-Harlig and her colleagues (2015) protest the fact that "commercially produced course books often misrepresent language in pragmatically authentic use" (p.499). Bolitho (2015a) expresses his disappointment in general with the books and urges teachers to write their own materials.

Experiencing similar drawbacks, teachers in this study state that using materials increase student motivation and participation. Similarly, Sariçoban (2006) mentions that extra learning materials help motivate students because they are specially tailored for them. Additionally, teachers use materials to meet students' needs. As teachers know what works best for their students, where they need support, and what makes them eager to learn, extra learning materials they bring help enhance learning. According to Harmer (2001), finding a course book that addresses all student needs is impossible, and meaningful learning occurs when materials and activities meet all student needs. Course books, unfortunately, comes short in catering for learning styles. Castro (2015) states that even if course books are published by different publishers, and address different levels, they are perceived identical because of their recurring activities and themes. Another shortcoming of course books is that they favor learners with *studial* learning preferences, which refer to learners whose linguistic and analytic intelligences are high. Unfortunately, most testing systems favor them as well. Zhao (2005) suggests that materials enhance comprehension and provide opportunities for interaction for all learners. To reverse this unfortunate system and to improve all learners' performance equally, teachers work on developing materials for their classes which refer to their personal traits (Block, 1991).

Teachers feel better when they work on materials. Olayinka (2016) reports in his experimental study that students who are exposed to teacher prepared materials performed higher than those who used the course book. Teachers in this study express

similar observations. On the other hand, teachers consider the standards by the Ministry of National Education, the physical condition of the school, and their students' needs and interests as their criterion to decide on extra materials. The physical condition of the school deems further discussion because in the 21st century, language classrooms must be equipped with state-of-the-art technology to raise successful generations. This implies that not only course books but also classrooms need urgent renovations, as is suggested by Çelik (2012).

Teachers trust their teaching experience to decide on materials. According to Clarke (1994) teachers do their own counseling to understand what works, using their experience and expectations. Ellis (1997) claims teachers conduct predictive evaluations before they choose their materials, which empower them. As well as experience, they believed in their expertise in materials development, mostly because they trusted how much they knew about/understood their students. Pineda (2001) asserts that teachers rely heavily on their experience in teaching and expertise in language to create their own materials. For example, in her pioneer study, Hadfield (2014) keeps a diary as she writes materials. Though she tries to follow formal criteria, she constantly finds herself forming her own principles based on her personal experience, which she calls *Framing Principles*. Masuhara (2013) integrates such materials into lesson plan through her innovative proposal at the MATSDA conference to replace traditional PPP to EEE – Experience, Engage, Empower. Taking SLA account, she ushers teachers “provide opportunities for rich and meaningful exposure to comprehensible input of language in use and increase learner motivation and affective engagement” (as cited in Heron, 2015, p. 160).

Teachers state working on materials help them improve their teaching skills and English proficiency. Moreover, when they work on materials they understand their students better and feel better about themselves and their work. Johnson (2003) reports similar comments by participants in his study where task design procedures of experience and inexperienced teachers are compared. Besides, Johnson (2003) identifies interesting characteristics of experienced designers such as having more logistical control, enrichment and repertoire. Johnson (2003) concludes the fact that designing materials make teachers analyze a problem, stimulate a learning occurrence, identify learners' considerations and review teaching constraints help teachers improve their teaching skills and their ability to emphasize with their students.

Teachers in this study report spending a considerable amount of time every week to prepare materials, depicting it as demanding but rewarding. The majority claims if the course books included more diversified activities that acknowledge various learning styles, interests and backgrounds, they would use fewer materials. Ramanujam (2003) refers course books as “the heart of any ELT program” (p.8), unlike many researchers who have criticized course books for not creating learning opportunities that address various learning styles, interests and backgrounds (Arnold & Rixon, 2008; Bell & Gower, 1998; Johnson, 2009); however, he acknowledges their drawbacks and recommends teacher to prepare materials as an aid. Teachers in this study resort to using materials with similar purposes. On the other hand, teachers never mention the need to use language learning materials that reflect language in authentic use. They seem to overlook that authentic materials engage learners both affectively and cognitively, thus motivating them, which is the ultimate goal for each and every teacher in this study. Actually, it was Wales (1966) who affirmed that realistic instructional materials could reinforce teaching and lead to better performance. A recent example of realistic language learning materials can be given from Reinders and White’s (2010) account of computer-based language learning materials, where they suggest computer based language learning materials stimulate environments that resemble a lot to children’s games and require the use of authentic language, engaging learners both cognitively and affectively.

Tomlinson and Masuhara (2017) claim since the mid-70s, course books, thus teachers, follow a Presentation-Practice-Production approach with mainly closed-practice exercises. Hooper Hansen (2011, p. 107) warns against such exercises, which discourage learners to achieve “a state in which the mind is optimally relaxed and fully expanded”. Prabhu (1987) points out to a fundamental change in the design of materials by greater flexibility over content, order, pace and procedures. In such cases, teachers should select materials humanize the class through creating personal associations and connections. Admittedly, when none exists to meet such criteria, adapting existing materials according to teaching needs is a welcomed possibility. McDonough Shaw and Masuhara (2013) lists five techniques to adapt materials: adding, deleting or omitting, modifying, simplifying, and re-ordering while Nizametdinova (2016) provides a renovated list for sequence of tasks, activity types, context of language, images, text,

examples, focus, and questions: reduce, alter, add to, personalize, improvise, create other materials, lift it off the page, grade language, and demand high. Teachers in this study follow the framework by McDonough Shaw and Masuhara (2013) by adding, omitting, modifying, and simplifying materials to adapt them better to their teaching needs. Ötügen (2016) reports similar findings in her study context, stating teachers frequently resort to adapting materials to suit their needs.

To conclude, with the transformation of the curriculum (MoNE, 2013), more attention seems to be diverted to meaning than form by teachers thought heavily relies on separated meaningful input exposure neglecting meaningful output. The skills focused vary mostly on teachers' understanding of language teaching and level of learners. Concerning the eight pillars of materials design (Barrot, 2015), visual enhancement, differentiation (rather on material type than activity type), contextualization, and ICT integration could be detected based on the findings. However, reflective and collaborative learning as well as process orientation are neglected. Maley (2011) argues due to individual teacher and learner factors, there never will be a perfect fitting material chosen by teachers because teachers rely on their confidence, previous personal learning experience as learners rather than as teachers, own personality, preferred teaching style when choosing materials. However, as seen by the practices or neglects of teachers in this study while using materials in their classes, teachers should put learners' interest at best, sometimes pushing them out of their comfort zone, always considering their age, level, learning style, purpose, previous experience, wants and needs. Whichever skill and language component they focus on, regardless teachers adopt, adapt, or develop them, materials should provide learners with appropriate challenge, differentiated instruction while focusing on meaning and centering on learner interests.

5.3. Suggestions for further research

The data of this study are collected from teachers who work in state schools in a socio-economically average city of Turkey. For further study, collecting data from different socio-economic settings using other research methods such as observation and student evaluation could be insightful. Secondly, as deduced from the results, teachers

do not consider their undergraduate classes on materials development as teacher training on materials development and they recognize little value in those classes. Conducting further study to understand the underlying reasons could be beneficial for teacher training in the undergraduate education. Similarly, further study could be conducted on mentoring teachers to use ICT materials to facilitate especially productive skills. On that note, as results suggest, teachers abstain from using materials to foster productive skills, further study to reveal their reasons and justifications could also be recommended.

5.4. Conclusion

The purpose of this study is to gain insights regarding the perceptions of in-service EFL teachers on using skills-focused materials in their classes. To that end, two research questions are investigated to reveal what kinds of materials teachers promote to foster each language skill and to understand their beliefs on the benefits of preparing materials. Through convenience sampling, semi-structured interviews are conducted with 25 of teachers working in state schools in Bolu, Turkey. 21 of them (84%) are female while 4 of them (6%) are male. 19 of them (76%) are below the age of 40 while 6 of them (24%) are above the age of 40. 5 of them (20%) work at primary school, 12 of them (48%) work at middle school, and 8 of them (32%) work at high school. Participants' teaching experiences vary from less than 10 years to more than 20 years. 10 of them (40%) have been working as an EFL teacher for less than 10 years. 13 of them (52%) have been working as an EFL teacher for between 11 and 20 years. 2 of them (8%) have been working as an EFL teacher for more than 20 years. 6 of the participants (24%) are graduates of departments other than ELT while 19 of them (76%) are graduates of ELT departments. Regardless of their departments, 7 of the participants (28%) report having a formal training on materials development while 18 of them (72%) state not having a formal training on materials development.

8 questions are asked to the participants (see Appendix A for the questions) via 15 minutes interviews. The data are studied by two raters to gain reliable results. The un-weighted Kappa coefficient of the data was .780, which shows that the data are reliable. The construct validity measure of the data is ensured through the answers to validating questions and expert opinion.

The results show that teachers use various materials in their classes: worksheets, visuals, presentations, games, videos, supplementary workbooks, digital materials, and student-made materials. Using worksheets is the most common application among others regardless the school type or student level, mostly due to practical reasons. There are five criteria that teachers follow when they use learning materials to supplement the course book: They care for their students' needs and interests, they mind the standards of the Ministry of National Education and physical limitations of their schools, and they use their experience to choose the materials. They get their materials from the Internet, their colleagues, from reference and course books. They buy published materials and develop their own materials. Some teachers even use binding equipment to cover the materials they develop to use them again over time. Most teachers state adapting materials through simplifying, adding, omitting and replacing when they download materials from online sharing mediums by Turkish teachers of English even if they teach the same book.

Secondly, teachers state that the course books across all levels focus more on receptive skills compared to productive skills leaving pronunciation and intercultural competence almost untouched. However, teachers provide divided opinions on what skills to focus more. On one side, they follow the curricula and cover the essential language components for the exams by focusing on reading, grammar, vocabulary, and dialogue completion activities. On the other side, they believe they foster the necessary speaking, writing, pronunciation skills insufficiently so they try to compensate them with materials. However, in the end, they all complain that they need more time to promote all the materials they want and to facilitate all skills equally. They, also, lag behind teaching of intercultural competence and communicative competence, mentioning their concern about focusing on language use more than language usage.

Most of the teachers feel responsible to use materials in their classes to present, practice, or produce language. They are proud of themselves when they use materials in their classes because they believe it proves they work more compared to those who do not. They insist they develop professionally when they work on materials. Additionally, they acknowledge that working on materials improve their proficiency in English. They also realize they can understand their students better through materials.

Finally, teachers pay attention to students' needs, interests, learning styles, and backgrounds when they use materials in their classes. It is of utmost importance to make the class more enjoyable and appealing for students. They utilize materials to differentiate the instruction. The time they spend in a week to work on materials varies between less than 1 to more than 4 depending on the kinds of materials they prepare. Nonetheless, they use materials in every unit once, some of them increasing the frequency to every class. As teachers gain experience, they feel more comfortable with using materials, especially with evaluating or adapting them to their students' levels. In addition, teachers state different views as to working on materials in their first years because while some of them had to work in poor conditions that restricted them to the course book, others felt more eager to work on materials in their first years because they have less appreciation from the principles, parents, and even students.

This study examines the link between the theoretical aspects of language learning materials and the actual practice by language teachers. The views of teachers collected through this study shed light to how materials could be used to enliven the classroom atmosphere, to motivate students, to respond to student needs and to present, practice and produce language. The incidences teachers in this study share prove that further student and teacher motivation and engagement can be attained through efficient use of materials because the choices teachers make can alter the classroom atmosphere thoroughly as well as enabling better opportunities for learning (Maley, 2017). While making such choices, teachers should opt for materials that "include enough exposure to authentic language in use, enough opportunities for communication, enough experience in making discoveries from authentic encounters with the language, and enough engagement both affectively and cognitively" (Tomlinson & Masuhara, 2017, p. 10), sometimes despite learners' beliefs to focus on forms.

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APPENDIX A: Interview Questions

Demographics

1. Age: ☐ 20–30 ☐ 31–40 ☐ 41–50 ☐ 51– 60
2. Gender: ☐ Male ☐ Female
3. Undergraduate degree:
 - ☐ English Language Teacher Education ☐ English Language and Literature
 - ☐ American Language and Literature ☐ Translation and Interpreting
 - ☐ Other. Please specify _____
4. Teaching Experience (in years): ☐ <10 ☐ 11–20 ☐ 21- 30 ☐ 31<
5. Work place: ☐ Primary school ☐ Middle school ☐ High school
6. Have you received any formal training on materials development? ☐ Yes ☐ No

If yes, when _____

Interview questions:

1. Which language component (language skills/grammar) do you highlight in your classes? Why?
2. Do you prepare extra materials (other than the course book) for your classes? Why?
 - a. What kind of materials do you prepare the most and the least?
 - b. Do you have priorities for using certain materials with a specific language component (language skills/grammar)?
 - c. Do you think language components/skills require varied sets of materials? (e.g., grammar- worksheet; audio materials for the listening skills)

3. Are there any language components/skills that you perceive especially requires extra materials? Why?
 4. What are your criteria for choosing extra materials for your class?
 5. How and where do you get your extra materials?
 6. Do you adapt your extra materials? How?
 7. Does using extra materials contribute to a teacher? How?
 8. Is there any change in your using extra materials now compared to the first years of your teaching? Why?
- 

APPENDIX B: Research Ethics Committee Approval

A.İ.B.Ü - Gelen Evrak No: 01/06/2017-E.12975



T.C.
BOLU VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 93554413-605.01-E.7440257
Konu : Araştırma İzin İstemi
(Buket KASAP)

24.05.2017

MÜDÜRLÜK MAKAMINA

İlgi : Abant İzzet Baysal Üniversitesi Eğitim Bilimler Enstitüsü Müdürlüğünün 17/05/2017 tarih ve 6106 sayılı yazısı

Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı tezli yüksek lisans programı öğrencisi Buket KASAP' ın "İngilizce Öğretmenlerinin Sınıflarında Beceri Odaklı Materyal Kullanımı Üzerine Algıları" konulu tez çalışmasına veri sağlamak için Müdürlüğümüze bağlı İlkokul, Ortaokul ve Liselerde görev yapan toplam 25 adet İngilizce öğretmenine görüşme yöntemi ile nitel çalışma yapmak istemektedir.

Uygulanması talep edilen araştırma izni, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 sayılı Genelgesi gereği uygun mütalaa edilmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Recai YÖRÜK
Şube Müdürü

OLUR
24.05.2017

Yusuf CENGİZ
Millî Eğitim Müdürü

Tabaklar Mahallesi Cumhuriyet Caddesi Anadolu Sokak BOLU
Elektronik Ad: <http://bolu.meb.gov.tr/>
e-posta: kultur14@meb.gov.tr (TEMEL EĞİTİM BÖLÜMÜ)

Ayrıntılı Bilgi: Ş.YILDIZ
Tel: 0 (374) 280 14 36
Faks: 0 (374) 280 14 50

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden e99a-c162-3eb9-a64e-a1ed kodu ile teyit edilebilir.

APPENDIX C: The Ministry of National Education Approval

A.İ.B.Ü - Gelen Evrak No: 01/06/2017-E.12975



T.C.
BOLU VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 93554413-605.01-E.7440257
Konu : Araştırma İzin İstemi
(Buket KASAP)

24.05.2017

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Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı tezli yüksek lisans programı öğrencisi Buket KASAP' ın "İngilizce Öğretmenlerinin Sınıflarında Beceri Odaklı Materyal Kullanımı Üzerine Algıları" konulu tez çalışmasına veri sağlamak için Müdürlüğümüze bağlı İlkokul, Ortaokul ve Liselerde görev yapan toplam 25 adet İngilizce öğretmenine görüşme yöntemi ile nitel çalışma yapmak istemektedir.

Uygulanması talep edilen araştırma izni, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 sayılı Genelgesi gereği uygun mütalaa edilmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

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24.05.2017

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APPENDIX D: Sample Coding Frame

Sample coding frame for the code: types of materials

Sub-code	Participant sample
Games	I designed a <u>game</u> myself using paper cups to practice vocabulary, it is based on speed we actually call it <u>survivor game</u> . (Participant 6, June 15, 2017)
Digital materials	I don't rely on worksheets as much as I used to. Because Now we have <u>MORPA campuson Smartboard</u> . (Participant 14, June 16, 2017)
Worksheets	I only bring extra <u>reading texts</u> to the class. I <u>photocopy them</u> from other textbooks or exam preparation books. (Participant 24, June 17, 2017)

APPENDIX E: Curriculum Vitae**ÖZGEÇMİŞ****Kişisel Bilgiler**

Adı Soyadı : Buket KASAP
Doğum Yeri ve Tarihi : Ankara / 16.10.1988

Eğitim Durumu

Lisans Öğrenimi : Orta Doğu Teknik Üniversitesi
Eğitim Fakültesi / İngilizce Öğretmenliği

Bildiği Yabancı Diller : İngilizce
Almanca

İş Deneyimi

Çalıştığı Kurum ve Görevi : Ankara Üniversitesi, Yabancı Diller Yüksek Okulu/
Okutman (2015- devam ediyor)
Çalıştığı Kurum ve Görevi : Abant İzzet Baysal Üniversitesi, Yabancı Diller
Yüksek Okulu/ Okutman (2010-2015)

İletişim

E-posta Adresi : karlidagbuket@gmail.com

Tarih : 21/07/2017