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ENGLISH TEACHERS' OPINIONS AND EXPERIENCES REGARDING TEACHING PRINCIPLES AND METHODS*

İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETİM İLKE VE YÖNTEMLERİNE İLİŞKİN GÖRÜŞ VE DENEYİMLERİ

Abstract: In this study, it is aimed to investigate the opinions and experiences of English teachers in teaching principles and methods. The research was designed according to qualitative approach and phenomenology pattern. The participants consisted of 34 English teachers. Maximum variation sampling was used. The data were obtained by semi-structured interview questions. The data were analyzed in accordance with the content analysis. As a result, it was found the teachers mostly use teaching strategies through discovery and expository. Many teachers prefer student-centered methods and techniques. They stated the reasons such as admin-

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istrative constraints and deficiencies in the educational environment decrease the efficiency of the course. Some of the teachers have misconceptions about teaching principles and methods. It was concluded some teachers thought that they had an adequate training. Bu many teachers expressed they learnt teaching through experience and their pre-service education was totally theoretical.

Keywords: teaching principles and methods; tendency; competency; English teacher; English language teaching

Öz: Araştırmanın amacı İngilizce öğretmenlerin öğretim ilke ve yöntemlerine ilişkin görüş ve deneyimlerinin incelenmesidir. Araştırma nitel yaklaşımlardan olgubilim desenine göre tasarlanmıştır. Araştırmanın çalışma grubunu İstanbul'da özel ve devlet okullarında farklı kademelerde çalışan, kıdem ve eğitim durumlarına göre çeşitlendirilmiş 34 İngilizce öğretmeni oluşturmuştur. Araştırmada veriler uzman görüşü ile hazırlanmış yarı yapılandırılmış görüşme soruları ile elde edilmiştir. Veriler içerik analizi yaklaşımına uygun olarak analiz edilmiştir. Verilerin kodlanması, temaların bulunması, kodların ve temaların düzenlenmesi, bulguların tanımlanması ve yorumlanması aşamaları takip edilmiştir. Araştırmanın sonucunda, öğretmenlerin derslerinde büyük oranda buluş ve sunuş yolu ile öğretim stratejilerini tercih ettiği ortaya çıkmıştır. Uyguladıkları yöntem ve teknikler çalıştıkları kademelere göre farklılık göstermesine rağmen öğretmenlerin büyük çoğunlukla öğrenci merkezli yöntem ve tekniklerini tercih ettikleri tespit edilmiş. Öğretmenler, öğrenci merkezli, bireysel farklılıkları dikkate alan, sağlıklı bir öğretmen-öğrenci ilişkisi olduğu durumlarda derslerinden verim aldıklarını ifade etmiştir. İdari kısıtlamalar, eğitim ortamındaki eksikler gibi nedenlerin ise dersin verimi düşüren önemli faktörler olduğu öğretmenler tarafından dile getirilmiştir. Öğretmenlerin küçük bir kısmının öğretim ilke ve yöntemlerine ilişkin kavramsal yanılgıları olduğu tespit edilmiştir. Öğretmenlerin bir kısmının yeterli bir eğitim aldığını ancak birçok öğretmenin ise öğretmenliği deneyim yolu ile öğrendiğini ve lisans ya da pedagojik formasyon eğitimlerinin teori ağırlıklı olduğu ve öğretim elemanlarının olumsuz tutumlarından dolayı yetersiz olduğunu belirtmiştir.

Anahtar Kelimeler: Öğretim İlke ve Yöntemleri; Eğilim; Yetkinlik; İngilizce Öğretmeni; İngilizce Eğitimi

Introduction

English as a foreign language teaching has a very long history and contemporary approaches started developing in the early 20th century with the work of disciplines such as applied linguistics (Richards & Rodgers, 2014; Larsen-Freeman, 2000). These contemporary approaches suggest that it is not likely to achieve success in language learning through grammar, the important thing is to make students use the language (Tomlison, 2008; Krashen, 1982). Apart from language interaction, it is important to provide students with authentic and meaningful materials in language teaching environment (Nunan, 1989). According to the Common European Framework Reference, in order to learn or acquire a language, communicative approaches should be adopted; language learning is not possible without interaction (Using the

CEFR, 2011). Stemming from this notion, many different teaching methods have emerged with different approaches; and the benefits and limitations of all should be considered, since there is no best method, each method has their benefits and limitations (Çelik, 2014; Prabhu, 1990).

There have been various approaches and methods introduced in foreign language teaching until today. Some of the mostly known oldest foreign language teaching methods are grammar translation method, direct method and audio-lingual method. These approaches are mostly teacher- centered and learning the structure of the language is main goal. Gradually communicative approaches have started to substitute structural approaches; student-centered teaching methods are adopted (Demirel, 2014; Savignon, 2002). Some of the widely used foreign language teaching approaches and methods are natural approach, communicative language teaching, task-based language teaching, content-based instruction, and eclectic approach (McDonough, Shaw & Masuhara, 2013). Teachers' roles have been changing in accordance with these changes as well. Some of the definitions used for teachers are "Teaching Leader" or "Designer" and the level of professional competence that the teacher should have is very important. The teacher is the guide who shows the student the ways to be successful and helps the student to raise self-awareness and reveal their strengths (Taşpınar, 2014; Altun & Yurtseven, 2019; Slavin, 2006).

In Turkey, despite the given importance to foreign language education and all the changes made in order to increase its quality, it has not been a complete success (Demirpolat, 2015). British Council (2014) and Turkey Economic Policies Research Foundation (TEPAV) conducted a study in Turkey with cooperation. It has been found that majority of English teachers (80%) are proficient in English to teach it. Nevertheless, it is not taught as a mean of communication, but it is taught like a lecture such as Mathematics, Social Studies and so on. Also, teachers and students stated that like have the feeling that each year the curriculum repeats itself and this does not develop their language skills. According to this study, most of the teachers think that they do not have a say in English lessons. Based on these statements, problem of the study is to reveal opinions and experiences of English teachers regarding teaching principles and methods in accordance with their in-class practices; and to examine their opinions on the education they received.

The teaching-learning process should be considered as a whole (Demirel, 2017; Altun, 2011). According to Hesapçioğlu (2011), all elements of a course are linked from beginning to the end, and all factors should be considered for this process to be in harmony. There are specified approaches, methods and techniques in English language teaching; but apart from those, many other teaching activities can be used. Teaching strategies, teaching methods and techniques that can be used in English language teaching are explained below.

The teaching strategy can be defined as a general framework determined to achieve the objectives of the lesson. The success of teaching programs depends on the effectiveness of the teaching-learning process. It is not possible to reach the desired objectives with a strategy that is not chosen accordingly (Sidekli & Daşdemir, 2014). Teaching strategies are basically divided into three as expository teaching, discovery learning and experiential learning.

The teaching method is defined as the shortest path followed to achieve the goal, appro-

priate teaching activities in order to achieve lesson objectives (Schunk, 2012). The term method can be explained as the application phase we choose and follow for teaching. The methods used in each lesson should change according to students' differences (Yılmaz & Fer, 2003). In teacher-centered methods, the teacher is active and effective whereas the students are passive. Direct instruction and demonstration method can be given as examples for these methods. In student-centered teaching methods it is the opposite. We can give examples of methods such as question-answer, discussion, problem solving, case method, role playing, cooperative learning and differentiated teaching. (Aydiner, 2014; Demirel, 2017).

Teaching technique is the implementation stage. Based on the strategy and method teacher adopts, technique is chosen accordingly. In other words, techniques are classroom activities. Some examples of techniques are brainstorming, six-hat thinking, jigsaw, station, demonstration, Socrates, drama, think-pair-share, snowball and educational games techniques. (Pesen & Epçaçan, 2018; Karabacak, 2018; Demirel, 2017).

For an effective foreign language education, first of all, teacher should be proficient in content and pedagogical knowledge (Patel & Jain, 2008; Harmer, 2007). As foreign language teaching is largely limited to classes, it is very important to provide students with an appropriate learning environment. Designing the learning environment and the lesson with different methods and techniques depends on the teacher's teaching abilities and pedagogical knowledge. According to curriculum of English Language Teaching department published by the Council of Higher Education, the courses are divided into three categories: "Content Knowledge Education, Pedagogical Knowledge Education and General Culture Knowledge". Teaching methods and principles are included in both content and pedagogical knowledge education with the courses such as Teaching Methods and Principles, Teaching Approaches in English Language Teaching and Teaching Language Skills. However, basically the main course in terms of methods and techniques is Teaching Methods and Principles course. Therefore, it is aimed to investigate the opinions and experiences of English teachers in teaching principles and methods. Another aim of this study is to reveal teachers' opinions about the efficiency of the education they received on their experience regarding teaching principles and methods.

In the light of the aim of this study, the following questions were sought:

1. What are English teachers' opinions and experiences regarding teaching principles and methods?
 - 1.1. What are English teachers' tendencies competencies regarding teaching principles and methods?
 - 1.2. What are English teachers' opinions regarding the effectiveness of pre-service education they received on their teaching principles and methods experiences?

Method

The Design of the Study

In qualitative studies, the main focus is to take social events from different perspectives and do the examination in the current context (Creswell, 2009). In phenomenology studies, it is

aimed to do deep research in the experiences of the data sources and reveal the meanings of these experiences (Büyüköztürk et al. 2017). The tendencies and competencies of English teachers regarding teaching principles and methods in foreign language education may vary depending on the learning process, teaching beliefs and experiences of teachers. For this reason, the phenomenology pattern was found appropriate to determine the relationship that teachers established based on their own experiences.

Participants

In this study, maximum variety sampling was used. Participants consisted of 34 English teachers working in Istanbul, Turkey. Participants were varied according to the gender, the institution they work, education status they have, year of experience, the level they work and graduation status they have. Maximum sampling is one of the purposive sampling methods. Purposive sampling is deemed suitable to an investigation process when one aims to gain deep information (Yıldırım and Şimşek, 2013). And whereas using maximum variety sampling, the important point is to choose a study group that meets the requirements of the study.

Table 1. Participants range by variations

Gender	
Female	28
Male	6
The Institution They Work	
Private School	24
Public School	10
Education Status	
Faculty of Education	21
Faculty of Arts (with Pedagogical Formation)	13
Experience	
0-2 years	12
3-8 years	11
9-14 years	6
15 and more years	5
The Level They Work	
Primary School	6
Secondary School	8
High school	8
Higher Education	12
Graduation Status	
Bachelor's Degree	22

Master's Degree (Student)	10
PhD (Student)	2

As it can be seen in table 1, participants were varied according to the gender, the institution they work, education status they have, year of experience the level they work, graduation status they have.

Data Collection Tool

In the study, it is aimed to have the opinions and experiences of English teachers regarding teaching principles and methods. For that reason, interview was used in order to collect the data. In phenomenology design, the interview is seen as an appropriate technique to reach the experiences of the data sources (Büyüköztürk et al., 2017). Interview is seen a very effective way to attain data about individuals' personal perspectives and ideas (Briggs, 1986). In other words, interview can be chatting for information on a subject (Berg & Lune, 2015).

Validity and Reliability of the Interview Form

The interview form given to the participants was prepared by two researchers of the study, one of whom is an expert in curriculum and instruction. Interview questions were asked to 3 teachers who would not be among the participants before they were applied with the study group. No problem was detected at the end of these interviews. Interview questions are shown as follows;

1. What are your opinions about using different teaching strategy methods and techniques in English lessons?
2. What do you think is the relationship between teaching strategy, method and technique?
3. What are the teaching strategies you prefer to use most in the lessons? Why?
4. What are the teaching methods you prefer to use most in the lessons? Why?
5. What are the techniques you prefer to use most in the lessons?
6. Based on your experience, what are the most effective strategy, methods and techniques in English teaching?
7. Are there any strategies, methods, techniques that you want to use but cannot use? Why can't you apply?
8. What education or lesson did you learn about teaching strategies, methods and techniques?
9. Was the education regarding teaching principles and methods you received at the university sufficient? If not, how would you like it to be?

Data Collection Process

In this study the data collection process took 6 months. It lasted about from May 2019 to November 2019. In this process, schools were visited in order to meet with teachers and school

administrators were informed. Before the meeting, the researcher introduced herself and the purpose of the research to the participants. An atmosphere of trust was created by stating that their names would not be included in the research in any way. The interview questions were not sent to the participants before the interview, the questions were presented during the interview in order not to affect the validity and reliability of the result of the study. Just before the interview, the participants were given a protocol and their signatures were taken that they participated in the study voluntarily. The interviews were recorded by the teachers' permission. Apart from recordings, notes were taken. The interviews lasted average 15-25 minutes. During the interview, no interventions were made to the participants. At the end, participants were informed of their answers and member checking was provided.

Data Analysis

In quantitative studies, data are expressed by words. In this context, it can also be seen as way of systematizing the social content (Berg & Lune, 2015). In this study, content analysis was chosen as a data analysis method. Content analysis aims to reach deep meaning that cannot be known at first glance (Merriam, 2009). Content analysis process has cyclical manner, editing and review should continue until the end of the process (Büyüköztürk et al., 2017). Data interpretation was implemented manually as supported by Saldaña (2009). Data analysis took place as follows:

1. Listening to the voice recordings
2. Turning voice recording into scripts
3. Reading the data many times
4. Combining interview notes and recordings
5. Data coding
6. Re-coding while listening the recordings
7. Organizing codes
8. Determining categories and themes by codes
9. Organizing the codes, categories and themes
10. Interpreting the findings

Table 2. Example of data coding

Theme	Category	Code	Quote
Teacher centered teaching strategies	Expository teaching	Students should listen to the subject	<i>(K32) Since I am now working with an adult group, I teach the grammar part of the lesson as if it were a presentation because I observed that the student gained efficiency in this way.</i>

Validity and Reliability

The biggest criticism brought to qualitative research is the validity and reliability of the data. But in qualitative research, there are measures taken to ensure validity and reliability. For internal validity, credibility; for external validity, transferability; for internal reliability, dependability; external reliability, confirmability terms are used (Yıldırım & Şimşek, 2013; Lincoln & Guba, 1985; Creswell, 2009). In this study, validity and reliability are tried to be provided as below:

Credibility

Depth-oriented data collection: The data were read many times and the answers of different participants were compared with each other and with the studies conducted in the field.

Member checking: At the end of the interviews, the participants were informed and their confirmations were taken.

Transferability

Detailed description: The quotations of participants were given directly and the content analysis was formed with the help of the notes taken during the interview. The data were presented as the way they were.

Purposive sampling: Maximum variety sampling was selected in varying 34 English teachers.

Consistency

Consistency Review: Every step of study was recorded. The process was conducted as cyclical. For instance, according to the result, the purpose of the study and the research questions were examined and re-formed.

Confirmability

Confirmation review: Interview questions and findings were checked and discussed by both researchers. When necessary, the required changes were made.

The Role of the Researchers

Two researchers are involved in the study. The first researcher completed her bachelor's degree in English Language Teaching and she has her master's degree in Curriculum and Instruction. The researcher has taken on the role of conducting interviews with the group, data collection, data analysis and data interpretation. The second researcher has PhD in Curriculum and Instruction. She has been involved in many national and international projects in teacher education, curriculum and instruction, instructional design, teaching principles and methods. She has taken on the role in analysis process and interpretation of the findings. Both of the researchers had role in the overall study in checking and re-forming.

RESULTS

Results Related to the First Sub-Purpose: English Teachers' Tendencies and Competencies Regarding Teaching Principles and Methods

The first sub- purpose of the research was determined as: “*What are English teachers' opinions and experiences regarding teaching principles and methods?*” Teachers were asked questions related to their tendencies and competencies. In this context, themes were determined according.

Theme 1: English Teachers' Tendencies Regarding Teaching Principles and Methods

While some participants gave conceptual answers to the questions, some participants were not able to name the related strategy, method and technique; and explained the activities they applied in the course. Under these circumstances the concepts were reached by the explanations of the participants.

The frequency table of the tendencies of English teachers regarding teaching principles and methods is given below.

Table 3. Frequency of tendencies of English teachers regarding teaching principles and methods

Teaching Strategies	(f)
Discovery Learning	34
Expository Teaching	10
Experiential Learning	1
Teaching Methods	
Discussion	15
Cooperative Learning	11
Question-answer	9
Direct Instruction	8
Role Play	6
Differentiated Teaching	3
Task-based Instruction	3
Case Method	2
Total Physical Response	2
Direct Method	1
Teaching Techniques	
Educational Games	15
Brainstorming	11
Drama	9
Station	4
Small Group Discussion	4
Demonstration	3
Jigsaw	3
Six Hat Thinking	2

Debate	2
Storytelling	1

As it can be seen in table 3, all 34 teachers in the study stated that they implement the student-centered teaching strategy, discovery learning. The most applied methods are discussion, cooperative learning, question-answer, and the most applied techniques are educational games, brainstorming and drama.

Themes, categories and codes for the tendencies of the participants are given below. The table shows the tendencies and reasons beneath these tendencies of the participants regarding the teaching principles and methods.

Table 4. Tendencies of English teachers regarding teaching principles and methods

Category	Sub- Category	Code	
Teacher-centered Teaching Strategies	Expository teaching	Students should listen to the subject	
		Teacher should explain the subject	
		High class size	
Student-centered Teaching Strategies	Discovery learning	Providing permanent learning for students	
		Engaging students in the learning process	
		Considering individual differences	
		Teacher being a guide	
Teacher-centered Teaching Methods	Direct instruction	Grammar should be explained	
		High class size	
Student-centered Teaching Methods	Question-answer	Providing active student participation	
		Attracting students' attention by sharing ideas	
	Cooperative learning	Providing student-student interaction	
		Providing permanent learning for students	
	Role play	Students' doing preliminary work	
		Students' learning by having fun	
		Finding real lifelike elements	
	Differentiated teaching	Case method	Considering individual differences
			Providing students' learning through deduction
	Group Work Techniques	Educational games	Using the target language in class
Associating the language with the function			

	Enhancing students' motivation
	Providing permanent learning for students
Brainstorming	Providing active student participation
	Developing students' creative thinking skill
Drama	Providing active student participation
Station/ six hat thinking	Providing diversity in teaching language skills
Small group discussion	Providing active student participation
Demonstration	Providing meaningful learning for students
Debate	Developing speaking skills
Jigsaw	Providing active student participation
Storytelling	Developing speaking skills

In table 4, teaching strategy method and technical concepts are explained by theme, the activities applied by the participants are explained by category, and reasons are explained by codes. As it can be seen in table 4, teachers mainly prefer student-centered strategies and methods because they think these activities enhance students' participation, it provides permanent learning and students can be the part of the teaching process. Also, teachers prefer teacher-centered strategies and method when the class size is high or they need to explain the subject. Teachers prefer group work techniques in their lessons.

In the study, English teachers from different levels were interviewed and it was determined that there were some changes in their tendencies regarding teaching principles and methods.

Findings regarding strategy methods and techniques used by English teachers according to the levels are given in the table below.

Table 5. Strategy, methods and techniques most used by English teachers according to the level they work

	Primary school	Secondary school	High school	Higher education
1.Teaching Strategy	Discovery/ experiential learning	Discovery/ expository learning	Discovery/ expository learning	Discovery/ expository learning
2.Teaching Method	Role play Question-answer	Discussion Question-answer Cooperative Learning	Discussion Question-answer Cooperative Learning Role Play	Discussion Question-answer Cooperative Learning Role Play

	Educational	Educational	Educational	Educational
3. Teaching	games	games	games	games
Technique	Drama	Brainstorming	Brainstorming	Brainstorming
	Jigsaw	Small group dis-	Small group	Small group dis-
		cussion	discussion	cussion
		Station	Station	Drama
		Drama	Drama	Station
				Jigsaw

As it can be seen in table 5, the teaching strategies, methods and techniques applied in secondary, high school and higher education levels are similar. Discovery learning strategy, role-playing and question-answer method, educational games and drama technique are activities that teachers from different working level apply.

Theme 2: Factors that Affect the Productivity of Lesson

Teachers' opinions on the factors that affect the productivity of the lesson are given below.

Table 6. Factors that affect the productivity of lesson

Category	Sub- Category	Code
Positive Factors	Student-centered lessons	Teacher interesting subjects for students
		Providing students' experience in the process
	Educational games	Keeping students' attention through games
	Teacher's attitude towards students	Students' feelings should be taken into consideration
		Bonding activities should be made
	Real lifelike teaching environment	Using real life materials
		Letting students know the use of the subject in real life
Considering individual differences	Addressing students' individual differences	
Negative Factors	Administrative support	Administrations' supportive attitude towards teachers' actions
	Administrative restrictions	Syllabus restriction
	Students' Behavioral and Developmental Characteristics	Developmental characteristics
		Students' indifferences to the subject
	Class size	High class size
	Deficiencies in Teaching Environment	Lack of language laboratory
Lack of technological tools		

Time restriction	Not having enough time to go through the subject properly
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Teachers' definitions of efficient and inefficient courses are shown in table 6 with their reasons. As it can be seen in table 6, teachers find the lesson efficient when they use educational games, they have a healthy teacher- student relationship, they can use real lifelike elements and when they have administrative support. Teachers find the lesson inefficient because they have time constraint and administrative restrictions and lack of technological tools.

Theme 3: English Teachers Competencies Regarding Teaching Principles and Methods

In the study, 9 questions were asked to the teachers, some teachers answered them directly, some teachers answered them partly and some teachers couldn't answer some of these questions and even they expressed in the beginning that they couldn't answer the questions. Teachers' answering situations are shown below.

Table 7. Teachers' answers

	(%)	(f)
Not answered	17,6	6
Partly answered	32,4	11
Answered	50	17

It can be seen in table 7, 6 participants left the most of the questions completely unanswered, 11 participants partially answered and 17 participants answered the questions by making correct definitions. Here are some quotations belong to the teachers:

A teacher who couldn't answer some questions:

"I don't think I can answer these questions, I can't use terms, and nothing comes up to my mind actually. (Participant 8)"

A teacher who partly answered questions:

"What do you mean exactly? First we do warm up then we choose the method accordingly and of course it depends on the skill that you are going to teach. (Participant 4)"

A teacher directly answered and explained the question:

"Teaching technique and methods are subject to the teaching strategy so; there is a hierarchy from top to down. It's proper to choose them by considering this relationship. (Participant 24)"

Theme 4: English Teachers' Misconceptions Regarding Concepts of Teaching Principles and Methods

All the questions that were asked to the teachers were taken into consideration in determining the misconceptions of teachers. Results related to English teachers' misconceptions regarding concepts of teaching principles and methods of English teachers are given in the table below.

Table 8. English teachers' misconceptions regarding concepts of teaching principles and methods

Category	Sub- Category	Code
Teachers Who Have Misconceptions	Not naming the teaching strategy, method or technique	Knowing how to apply but not being able to name
	Knowing the strategy, method or technique they apply in a wrong way	Knowing the concepts in a wrong way Confusing teaching process and materials with teaching approach
	Using the teaching strategy, method or technique concepts interchangeably	Not knowing how to apply the strategy Confusing approach with method Confusing technique with method Confusing strategy with method
	Naming the teaching strategy, method or technique in a correct way	Naming the concepts correct
Teachers Who Don't Have Misconceptions	Expressing the strategy, method or technique they apply and their functions	Using the correct concepts and explaining the use in a correct way

In table 8, teachers are examined under two themes: "Teachers Who Have Misconceptions" and "Teachers Who Don't Have Misconceptions". Teachers' misconceptions are mainly not being able name concepts and confusing the terms with each other. Teachers with no misconceptions correctly expressed terms and explanations without any confusion.

Results Related to the Second Sub- Purpose: English Teachers' Opinions Regarding the Effectiveness of Pre-Service Education

The second sub-purpose of the study was determined as: "What are English teachers' opinions regarding the effectiveness of pre-service education they received on their teaching principles and methods experiences? They stated that they learned teaching methods and principles within the scope of courses such as "Teaching principles and Methods", "English Learning and Teaching Approaches", "Teaching English Language Skills". The opinions of 34 participants regarding the training they received are given in the tables below.

Table 9. Opinions of English teachers about the adequacy of the education they received

	(%)	(f)
Those Who Find Adequate	32,4	11
Those Who Don't Find Adequate	67,6	23

As it can be seen at Table 9, most of the teachers participating in the research think that the education they received was not sufficient, while 11 of them think that it was sufficient.

Table 10. Opinions of English teachers about the education they received

Category	Sub- Category	Code
Those Who Consider as Positive Effect	Study process	Teachers' providing feedback on the subject
		Lecturers' positive attitude
		Peer interaction
		Being able to apply the theoretical knowledge at the end of the study
		Integrating content knowledge and pedagogical knowledge courses
		Deepening the theoretical knowledge
		The positive effect of micro teaching
Those Who Consider as Negative Effect	Considering study process inefficient	Lecturers' not applying the methods and techniques they teach
		Knowledge on theoretical level
		Lecturers' negative attitude
		Not being able to experience teaching during university years
		Separating content knowledge and pedagogical knowledge courses
		Lack of internship period

In table 10, teachers were examined under two themes, "Those Who Consider as Positive Effect" and "Those Who Consider as Negative Effect" and the reasons given by the teachers were explained. In the first theme, according to the statements of the participants, the study process was positive during their education and they were able to practice the theoretical knowledge. In the second theme, participants expressed that they had issues such as lecturers' negative attitude, lack of practice and they took content knowledge and pedagogical knowledge courses separately not as a whole.

Conclusion and Discussion

It is known that the desired success has not been achieved despite the importance given to foreign language education in Turkey. Based on this; in this study, it is aimed to examine the tendencies and competencies of English teachers regarding Teaching Principles and Methods. Another aim of the study is to take teachers' opinions on the education they received and relate teachers' education with their competencies and tendencies, especially the "Teaching Principles and Methods" course. The study was designed as a qualitative research and phenomenology pattern. Participants consisted of 34 English teachers chosen by purposive sampling/ maximum variety sampling. Data collection tool was interview. In the study, content analysis was applied; the results are explained by themes, categories and codes.

As a result, the teaching strategies that the participants prefer to apply the most are expository teaching and discovery learning. All the participants stated that they prefer discovery learning but also, they may apply expository teaching when needed. Only one of the participants correctly explained and defined experiential learning. The importance of discovery learning arises from the notion of permanent and meaningful learning (Schunk, 2012). Wiggins and McTighe (2011) emphasized the importance of meaningful learning in foreign language teaching, and stated that it is necessary to create environments where students can be provided with meaningful learning. Participants stated that they preferred the expository teaching strategy in situations such as grammar teaching or crowded classes. The expository teaching strategy aims to provide a lot of information in a short time (Senemoğlu, 2018) and when considered from this point of view, it is possible to say that the teachers actually chose this strategy as a solution to the existing problems.

The methods preferred by the participants are discussion, cooperative learning, question-answer, direct instruction, differentiated teaching, task-based teaching, case method, total physical response, and direct methods. The most frequently used teaching methods are discussion, cooperative learning and question-answer. Although the participants said that English (content knowledge courses) courses were more efficient, many of the foreign language teaching methods were not mentioned. The main purpose of learning a foreign language is to communicate, that's why we can say that the methods mostly preferred methods can be correlated with the aim of language teaching. In particular, it is supported by studies that cooperative learning method increases students' motivation and success. One of them is the study by Tombak and Altun (2016) in which the effect of cooperative learning on university students' motivation and products are examined and, at the end of the study, it has been revealed that cooperative learning has a positive effect on students. In this study, only 3 participants emphasized the importance of differentiated teaching. Differentiated instruction has a positive effect on student achievement (Koeze, 2007). It can be deduced that the participants did not know the concept of differentiated teaching or that they did not have the proper environment to apply differentiated teaching.

The teaching techniques preferred by the participants are educational games, brainstorming, drama, stations, small group discussions, demonstration, jigsaw, debate, six hat thinking and storytelling. The most frequently applied teaching techniques are educational games, brainstorming and drama. Regardless of the level, it was determined that the most mentioned teaching technique is educational games. Şahin and Samur (2017) stated that gamification is successful in raising students' internal motivation. Other techniques most frequently preferred by the participants are brainstorming and drama, which are one of the most known teaching techniques in foreign language education. Shraiber and Yaroslavowa (2016) stated that drama technique enhances students' group work and pronunciations skills apart from developing language skills. Understanding others and expressing yourself are one of the main problems encountered in foreign language education. In order to develop these skills, it is necessary to teach students to be a good listener and a good speaker (Porter & Grant, 1992). In crowded classroom settings, we can say class activities such as drama, brainstorming, group discussions

etc. are useful to ensure that students are both good listeners and good speakers without losing their attention.

Participants stated the lessons were efficient when student-centered, educational games and real-life experiences are included, a healthy relationship is established with the student, individual differences are considered and administrative support is received. It is supported by other studies lessons that include educational games are efficient. Figueroa-Flores (2015) emphasized the big role of gamification in developing intrinsic motivation and being adaptable to all language skills. Participants also stated that factors such as deficiencies in the teaching environment such as technological tools, crowded classes, time restriction, students' behavior and attitudes, and administrative restrictions reduce the efficiency of the lesson. Some teachers say that they receive support from the administration, while others say they do not. Uysal (2019) achieved similar results in the study about problems encountered in a foreign language preparation school. The instructors working at the preparatory school stated that problems such as limited time, classroom conditions, and insufficient materials decrease the efficiency of the lesson.

Most of the participants accurately defined the teaching strategy, method and technique concepts. Participants who could not define and explain the concepts are minority. Some of the participants stated at the beginning of interview they could not name these concepts. Under these circumstances, the participants were asked to explain the activities they practiced in the lesson and concepts were deduced based on their explanations. One of the characteristics that a teacher should have in order to create effective lesson environments is pedagogical knowledge. In other words, teachers should be experts on how to teach (Dinçer, Göksu, Takkaç & Yazıcı, 2013). Çelik and Kasap (2019) stated in their study that in English teacher training programs, teacher candidates found the content knowledge courses more efficient than pedagogical knowledge courses, and they described pedagogical knowledge courses as theoretical that did not contribute to personal development. At this point, there are results that are parallel to this research. However, as a result of the current study, participants did not mention many of the foreign language teaching methods either.

Most of the participants stated they did not consider the education they received at the university adequate. Those who consider their education adequate mentioned the reasons such as being able to apply theoretical knowledge, taking content knowledge and pedagogical knowledge courses integrated and the lecturers' positive attitude. Those who do not consider their education adequate mentioned the reasons such as lecturers' negative attitude, not being able to practice and lack of internship, taking content knowledge and pedagogical knowledge courses separately. Bozak, Özdemir and Seraslan (2016) conducted a research on the opinions of teachers who have recently started their profession regarding their education and reached similar results as current study. The majority of the participants consider the education they received inadequate. They emphasized reasons such as the physical conditions, lack of time and opportunities to practice and lack of teaching background and experience of faculty members.

Another problem emphasized by the participants is lecturers do not implement the methods and techniques they teach in the courses. İlater (2014) reached similar conclusions in his

study including pre-service teachers. They stated faculty members use traditional methods. In a study conducted by Bozpolat, Uğurlu, Usta, and Şimşek (2016), it was revealed that faculty members preferred the direct instruction in teaching principles and methods course. The reason for using direct instruction was explained as the crowd of the classes.

Recommendations

According to the results of the study the following recommendations were given to the practitioners and researchers, respectively:

Teachers can be supported to make their lessons efficient by administrators. In faculties of education, content knowledge and pedagogical knowledge courses can be taught integrated. Pre-service teachers can be enabled to practice theoretical knowledge more. Lecturers who teach at the faculties of education can be people who have experience in related educational fields. All courses can be given in English in foreign language teaching departments. Internship can be extended to each year of 4-year long education.

The study is limited to 34 teachers. It is recommended to increase the number of teachers and also to observe the teachers in the classroom. The tendencies and competencies of teaching principles and methods can be examined by including the teaching principles and teaching models adopted by teachers. The courses taught to pre-service teachers in faculties of education can be examined and evaluated. Through action research, the relationship between teachers' tendencies and competencies regarding teaching principles and methods and student success can be examined. In terms of students, the effectiveness of the course can be researched and student opinions can be taken.

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