

## ENGLISH LANGUAGE TEACHERS IN TURKEY: GRADUATES OF DIFFERENT DEPARTMENTS

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**ABSTRACT:** The ever-growing demand in Turkey for more English language teachers is forcing the Ministry of Education to employ almost anyone who knows English as teachers of that language. However, even the graduates of the English Linguistics Department who deal thoroughly with the language do not receive much information about teaching it. Only the students of the English Language Teaching Departments' graduates are equipped with the knowledge and skills required to enter a classroom and start teaching English efficiently. This article is based on a questionnaire issued to the fourth year students of the above mentioned departments of Hacettepe University. If Linguistics students who have studied English consciously have considerable less information than ELT students on how to teach it, it should not be difficult to guess the situation with others who have been trained for completely different jobs. Knowing a language does not guarantee the ability to teach it.

**KEY WORDS:** *English language teaching; teachers of english; teaching efficiently*

**ÖZET:** Türkiye'deki giderek artan İngilizce öğretmeni gereksinimi Milli Eğitim Bakanlığını neredeyse asıl mesleği ne olursa olsun öğretmen olmak isteyen herkesi İngilizce öğretmeni olarak atamaya zorlamaktadır. Oysa İngilizce Dilbilim Bölümlerinin mezunları bile, İngilizceyi çok iyi bilmelerine ve o dili her açıdan incelemiş olmalarına rağmen öğretme konusunda fazla bir birikime sahip değildirlir. Sadece İngiliz Dili Eğitimi bölümünü bitirenlerin bir sınıfı girip İngilizceyi etkin bir şekilde öğretebilmek için gerekli bilgi ve becerilere sahip oldukları söylenebilir. Bu makale Hacettepe Üniversitesinin yukarıda adı geçen bölümlerindeki dördüncü sınıf öğrencilerine verilen bir ankete dayandırılmıştır ve İngiliz Dili Eğitimi Bölümü mezunlarının avantajlarını kanıtlamayı amaçlamaktadır. Dili bilinçli bir şekilde incelemiş olan Dilbilim öğrencilerini bile o dile öğretme konusunda bilgi eksikleri saptanabilirse diğer meslek gruplarının İngilizce öğretme konusundaki eksikliklerini tahmin etmek güç değildir. Sonuçta bir dili bilmek onu öğretebilmekle asla aynı anlama gelmemektedir.

**ANAHTAR SÖZCÜKLER:** *İngiliz dili eğitimi; ingilizce öğretmenleri; etkin öğretim*

### 1. INTRODUCTION:

The importance attributed to foreign language teaching is not new in Turkey. Demirel [1] states that especially the scientific and technological advancements following World War II and the increase in international relationships convinced people that it was essential to teach at least one foreign language to the younger generations. Nevertheless, the need to find more influential ways of teaching a foreign language effectively to students could never be completely fulfilled. In 1972, the Ministry of Education decided on developing a program which would improve and modernize the foreign language teaching at secondary schools. A center that was established to develop foreign language teaching (Yabancı Diller Öğretimini Geliştirme Merkezi) prepared an appropriate syllabus, a list of the necessary teaching materials, and the foreign language teaching methods to be employed.

Among the languages being taught as foreign languages, English steadily gained importance and became the most popular language students wanted to learn. In fact, nowadays, it is the only foreign language taught in most schools. Demircan [2] lists the priority attributed to various foreign languages in different years as follows:

1773-1923:	1923-1950:	1950-1980:	After 1980:
Arabic	French	English	English
Persian	English	French	German
French	German	German	French
English	Arabic	Arabic	Arabic
German		Persian	Persian

Since the need to teach foreign languages never ceased, some schools such as the so-called 'Anatolian Schools' and many private schools

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increased the hours of foreign language (mainly English) instruction, and made students attend prep classes which enabled learners to take up to 25 hours/week of foreign language instruction. Furthermore, in line with the belief that younger learners can be more successful at learning foreign languages, all students both in state and private schools started to receive foreign language teaching instruction at earlier ages.

The ever-growing popularity of English \*among the other languages that are taught as foreign languages, and every one of the above mentioned attempts to teach it effectively led to a drastic increase in the number of English language teachers needed. The number of Education Faculties and the English Language Teaching Departments increased but it was impossible to fill the gap with their graduates. Demircan [2] states that many teachers from United States of America, England, Scotland, Ireland and Pakistan were employed to meet the demand. Nevertheless, this could only be a short term remedy. The problem is still far from being solved and continues to become worse every year.

## 2. PROBLEM:

The gap between the number of English language teachers who are graduates of English Language Teaching Departments/Divisions of Education Faculties and the number of the English language teachers required is continuously growing. The result is very unfortunate: overcrowded classes where efficient teaching is impossible, and even worse, classes with no English language teacher. The Ministry of Education is asking the Council of Higher Education to rise the quota of the English Language Teaching Departments/Divisions of the Education Faculties every year. However, the departments or divisions are not very pleased with the doubling numbers of students enrolling mainly because they do not have enough academic staff, classrooms, material, etc. to train all these students efficiently. Despite rising the quotas and graduating more English language teachers, it is still impossible to reach the intended number of English language teachers.

The Ministry of Education tried to solve the problem by employing the graduates of other departments also dealing with English, such as the Department of Linguistics, the Department of Translation and Interpretation, the Department of English Language and Literature, the Department of American Culture and Literature. If they wish to become English language teachers, the graduates of these departments are required to take a few methodology courses, and are then considered ready to enter the classroom and start teaching English. The methodology courses they are compelled to take are courses offered by the Educational Sciences Departments and it is compulsory that students of the English Language Teaching (ELT) Departments or Divisions take them as well. Nevertheless, students of the ELT Departments or Divisions have many more methodology courses in their third and fourth year programs while students in the Linguistics Departments have very few such courses. The list of courses offered to the third and fourth year students of the ELT Department and the Linguistics Department of Hacettepe University this year are as follows:

### Department of English Language Teaching Third Year Courses

Fall Semester:	Credits:
İDÖ 301 Teaching of Grammar I	2
İDÖ 305 Intro. to Linguistics I	2
İDÖ 307 Translation	2
İDÖ 311 Contrastive Anal. (T vs E)	3
İDÖ 315 Amer. Culture and History	2
İDÖ 317 Teaching of Lang. Skills I	2
İDÖ 319 Class Management in ELT	2
Spring Semester:	Credits:
İDÖ 302 Teaching of Grammar II	3
İDÖ 304 Teaching of Writing	3
İDÖ 306 Intro. to Linguistics II	3
İDÖ 308 Translation	2
İDÖ 316 Selections from Amer. Literature	2
İDÖ 318 Teaching of Language Skills II	2
Fourth Year Courses	
Fall Semester:	Credits:
İDÖ 403 Methods + App. in ELT	3
İDÖ 405 Advanced Speaking Tech. I	3
İDÖ 421 Material Dev.+Evaluation	3
İDÖ 425 Advanced Composition	3
İDÖ 427 Problems in Ling.+ ELT	3

Spring Semester:	Credits:
İDÖ 406 Advanced Speaking Tech. II	3
İDÖ 408 Advanced Trans. Tech.	3
İDÖ 422 Testing and Eval. in ELT	2
İDÖ 426 Graduation Thesis	3

### Department of English Linguistics

#### Third Year Courses

Fall Semester:	Credits:
İDB 301 History of Linguistics	3
İDB 323 Prominent Writers	3
İDB 361 Contrastive Anal. (Tvs.E)	3
İDB 365 Structure of English	3
İDB 395 Psycholinguistics	3
Spring Semester:	Credits:
İDB 304 Historical Linguistics	3
İDB 308 Sociolinguistics	3
İDB 310 Structure of Turkish	3
İDB 364 Syntax	3
İDB 394 Selec. 20th Cen. Amer. Lit.	3
Fourth Year Courses	
Fall Semester:	Credits:
İDB 411 History of Linguistics II	3
İDB 419 Field study in Linguistics	3
İDB 421 Seminar	3
İDB 423 Applied Linguistics	3
İDB 431 Semantics I	3
Spring Semester:	Credits:
İDB 432 Semantics I	3
İDB 442 Translation	3
İDB 494 Discourse Anal.	3
İDB 496 Philosophy of Ling.	3
İDB 498 Stylistics	3

The underlined methodology courses in the current syllabus of the ELT Department of Hacettepe University amount to 25 credits while the only similar course in the current syllabus of the Linguistics Department is 3 credits. Therefore, it is natural to assume that there may be a difference in the knowledge and skills of these two groups of graduates. In order to see whether this assumption is correct or not, a questionnaire was prepared and issued to the fourth year students of the above mentioned departments.

### 3. METHOD:

#### 3.1. Data Collection

This study is based mainly on a questionnaire given to a total of 100 fourth year students of the

ELT Department and the Linguistics Department of Hacettepe University. In other words, 50 students in the ELT Department and 50 students in the Linguistics Department were asked to answer the questionnaire. Students were told that they would not receive grades for their answers and thus needn't write their names. The answers of these students indicated how much methodology knowledge they had and what teaching strategies they planned to employ while teaching. Therefore, the questionnaire was issued in class and students were not permitted to take the questionnaire away and bring it back later in order to avoid having students consult books or experts. This way it was ensured that the answers they gave were really what they, themselves believed to be true.

When students in both departments returned the questionnaire, the number of correct answers for each question was specified and the difference in the percentage of the students marking the correct option in the ELT Department and the Linguistics Department was evaluated.

#### 3.2. The Questionnaire

The questionnaire (Appendix 1) consists of three parts. Part A has 12 questions aiming at finding out whether these students want to become teachers of English and whether they believe they have everything necessary in order to be one. The second part, Part B, is the longest section in the questionnaire and has 70 items. These items focus on the characteristics of a good teacher; ways of increasing motivation in class; language skills that must be emphasized; the importance of contextualization; use of various activities, games, dialogues; error correction techniques; teaching strategies; preventing or coping with indiscipline; and giving assignments. Part C, which includes 10 items, concentrates mainly on testing and evaluation. Although the questionnaire is very comprehensive and long, it did not actually require students to spend a lot of time to answer mainly because all they had to do was to mark either the 'Yes' or the 'No' option following each item.

**3.3. Results of the Questionnaire**

In order to arrive at reliable results, the expected answer to each item in the questionnaire was determined first. Later, the answers of the students in both departments were checked and the percentages of their correct answers were specified. Even at first glance it was apparent that the students of the ELT Department were much more conscious about how to teach English. The number of ELT students marking the correct option was always larger than the number of Linguistics students. This difference in the percentages of the students arriving at the correct options can be illustrated as follows:

As can be seen in Figure 1, the difference between the ratio of the correct answers of the students in the two departments reached 71-80 % in 2 items, 61-70 % in 4 items, 51-60 % in 8 items, 41-50 % in 12 items, 31-40 % in 21 items, 21-30 in 32 items, and 11-20 % in 52 items.

The part and the number of the items which proved to show a great difference in the choice of the two groups of students, and the difference in the ratio of the students who marked the expected option can be observed better in Table 1. In ans

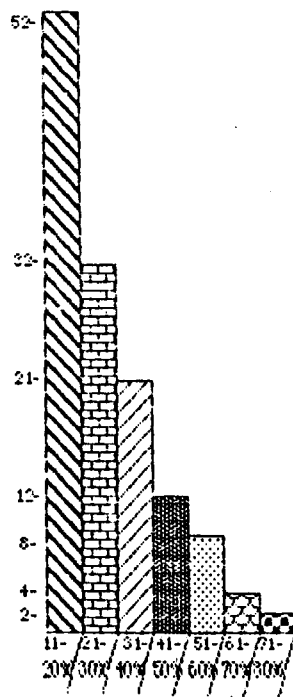


Figure-1

wering item 38 in Part B, for example, 94 % of the students in the ELT Department marked 'No' which is the expected answer for 'The teacher should name a student before asking a question so as to make that student listen carefully.' Not having taken the required methodology courses, and not knowing that calling on an individual after asking the question makes the whole class listen carefully, 76 % of the students in the Linguistics Department said 'Yes' to this item, 4 % left it unanswered, and 20 % said 'No' making the difference 74 %. It might be a good idea to have a look at the list of the major differences (ranging from 74 % to 20 %) before analyzing them further. Table I, below indicates the part and the number of the items together with the differences in percentage between the number of students who could give the expected answer. The result is always to the advantage of the ELT students:

Table -1

Dif. in %	Part + Nr. of item	Dif. in %	Part + Nr. of item
74	B-38	34	B-8
72	B-4	34	B-32
64	B-21	34	B-36
62	B-14	32	B-16
60	B-20	30	B-24
58	B-22	30	B-51
58	B-12	28	C-2
52	B-54	28	C-10
46	B-31	26	B-50
44	B-27	24	B-33
44	B-41	22	A-1
44	B-61	22	A-11
40	B-28	22	B-6
40	B-48	22	B-19
36	A-2	22	C-4
36	A-12	20	B-18
36	B-65	20	B-40

Another item which revealed a great difference (72 %) in what ELT and Linguistics students believed to be true was B-4. 98 % of the ELT students said 'No' to the item which read "A teacher should point at the student who is to respond", while the percentage of the Linguistics Department's students who said 'No' was only 26. Having learnt that it is among the characteristics of a good teacher to know the names of the students and that it gives students a feeling of self-confidence and thus motivation to realize that the teacher knows her/his name, a great majority of the ELT students gave the expected answer by choosing 'No'. Brown et al. [3] emphasize the importance of this issue by saying "Learn your pupils' names as quickly as you can-any instruction is much more effective if directed to an individual".

88 % of the ELT students and 24 % of the Linguistics students chose to say 'No' to item B-21 which read "Errors should be corrected by the teacher because s/he is the authority in class". In other words, the number of ELT students who were aware of the fact that more satisfactory results could be reached through self-correction and peer-correction was a lot more than the number of Linguistics students (the difference being 64 %). 74 % of the Linguistics students who chose to say 'Yes' to this item are understood to believe that the teacher should always be the authority in class and can prove to be so by not missing the slightest opportunity to correct every error. 2 % of the Linguistics students did not provide an answer to this item, implying that they had no idea on the issue.

A 62 % difference was obtained in the number of students who gave the expected answer 'No' to item B-14: "Written skills are more difficult to acquire and the teacher should stress them more". While 92 % of the ELT students chose to say 'No' to this item, only 30 % of the Linguistics students marked 'No' as the correct option. Therefore, it may not be wrong to assume that fewer of the Linguistics students believe in the integration of skills. 4 % of the Linguistics students left the item unanswered.

To item B-20 which said "The teacher should not let students believe the incorrect forms are acceptable and should thus correct every error",

86 % of the ELT students and 26 % of the Linguistics students gave the expected answer 'No' (the difference being 60 %). It is apparent that more ELT students than Linguistics students know that teachers should be selective at correcting errors and that it might be very demotivating and inhibiting on the part of the student to be frequently corrected. Only when the error prevents the message from being understood, then the teacher may draw attention to it.

It seems strange to note that the majority of the Linguistics students (74 %) said 'Yes' to item B-12: "Oral skills are basic and most classroom practice should be based on them", because 66 % of the same group of students had also chosen to say 'Yes' to item B-14 which claimed that written skills should be stressed in class. Depending on the idea that all four language skills are important and are rarely used singly in real life, and that all of them should thus be introduced from the beginning and should be integrated the expected answer was 'No'. While 82 % of the ELT students marked this 'No' as the correct option, the percentage of the Linguistics students who chose the same option was 24, the difference between being 58 %. (2 % of the Linguistics students chose neither of the options.)

94 % of the ELT students said 'Yes' to item B-22 which maintained that peer correction increased the cooperation in class while 36 % of the Linguistics students agreed (the difference being 58 %), 56 % disagreed and 8 % left the item unmarked.

A 52 % difference was witnessed in the number of students who came up with the expected answer 'No' for item B-54: "The teacher should make students work in lock step (all together) whenever possible". 68 % of the ELT and 16 % of the Linguistics students who marked 'No' may be considered to know that more language is generated and more opportunities for purposeful interaction appear when students work in pairs and in small groups. Similarly, van Lier [4] as well states that "if we want students to cooperate with each other, using each other's areas of strength and compensating for each

other's weaknesses, we must ensure that they receive adequate training in cooperative learning and group work".

60 % of the ELT students marked 'No' for item B-31: "It is good to review the latest taught subject (even if it has no relation) before starting to teach a different one". Nevertheless, while 4 % of the Linguistics students left the item unanswered only 14 % came up with the expected answer 'No'. The 46 % difference indicates that more of the ELT students are aware of the fact that learners should be reviewing something which will help them to easily understand and learn the one to be introduced. Thus, the teacher should choose the point to be reviewed not in terms of its being taught recently but in terms of its providing learners with an appropriate starting point.

90 % of the ELT and 46 % of the Linguistics students marked the expected answer 'No' (making the difference 44 %) for item B-27 which said "Students cannot correct their own errors; if they could, they wouldn't make them in the first place". Therefore more ELT students than Linguistics students can be said to know that self-correction and peer correction are far more influential and less destructive than teacher correction.

Knowing that the teacher should teach only as much as learners need and can handle, 100 % of the ELT students disagreed and marked 'No' for item B-41: "The teacher should teach all s/he knows about that subject". However, only 56 % of the Linguistics students chose 'No' as the correct option making the difference 44 %. Another 44 % difference in the ratio of the students giving the expected answer 'No' was witnessed in item B-61 which said "The teacher should always be the authority in class"., 74 % of the ELT students who marked 'No' for this item were probably aware of the fact that there are various roles for a conscious teacher to assume in the classroom. The teacher may at times be the authority in class, but should also know the right time to act as a co-communicator, a participant, an advisor or a consultant. However, only 30 % of the Linguistics students preferred to mark 'No'.

In answering item B-28 which said "It is good for a teacher to have a silent, relaxed voice", 76 % of the ELT and 36 % of the Linguistics students chose to mark 'No' which was in fact the expected answer. This shows that fewer students in the Linguistics department in contrast to those in the ELT department know that changes in the volume and the pitch of the teacher's voice help attracting the students' attention. One other 40 % difference was witnessed in item B-48: "In case of indiscipline, the teacher should report it". While 100 % of the ELT students marked 'No' and preferred to agree with another item which maintained that the teacher should talk to the individual causing indiscipline in isolation and try to solve the problem alone, only 60 % of the Linguistics students marked 'No' as the correct option.

The number of the ELT students who wanted to become teachers of English (item A-2) is 36 % more than the number of Linguistics students, since 88 % of the ELT and 52 % of the Linguistics students marked 'Yes'. The same amount of difference can also be seen in the answers to item A-12 which asks students whether they are psychologically ready to enter a classroom and start teaching. 80 % of the ELT and 44 % of the Linguistics students preferred to say 'Yes' to this question.

In answering item B-65, 72 % of the ELT and 36 % of the Linguistics students chose to mark 'No' showing that they did not agree with the item which read "Being liked by the students is more important than being respected by them". It would not, therefore, be wrong to assume that 36 % more of the ELT students than the Linguistics students value being respected more than being liked. A feeling of respect for the teacher may, indeed lead to openness to learning. However, a wise teacher may succeed in being both liked and respected which could help establish an even better atmosphere for learning.

While 88 % of the ELT students responded negatively to item B-8 which said "A teacher should teach what s/he can teach", 54 % of the Linguistics students marked 'No' and 8 % of them left the item unanswered (difference being

34 %). Apparently, more of the ELT students had reacted to the idea that some teachers prefer to teach something mainly because they believe it is easy to teach and not because students need to learn it. It must be borne in mind that with careful planning, adequate preparation and skillful presentation everything can be taught. Another 34 % difference can be seen in the ratio of the correct answers for item B-32: "The amount of teacher-talk should be more than the amount of student-talk since the teacher is the model students should imitate". 96 % of the ELT students in contrast to 62 % of the Linguistics students gave the expected answer 'No', while 2 % of the Linguistics students did not supply any answer. The last 34 % difference was seen in the answers for item B-36. Since most ELT students had preferred to say 'Yes' to another item which maintained that the teacher should select the times to utter praisal words in order not to diminish their effect, 96 % of them marked 'No' and refused to agree with this item suggesting that the teacher should encourage students with praisal words after every correct response. However, while 2 % of the Linguistics students did not indicate any preference, the percentage of those who marked 'No' was 62.

Once again, 96 % of the ELT students responded negatively to item B-16 which said "One, very clearly contextualized model sentence is enough to introduce a new subject". Most probably they have had enough experience from the micro-teaching sessions to know that no matter how clearly contextualized, no single example would be sufficient to introduce something new. Many Linguistics students, on the other hand, were not aware of this and only 64 % of them marked 'No' making the difference 32 %.

Most of the ELT students (82 %), in line with the modern language teaching methods and approaches which favor getting the meaning across more than accuracy, marked 'No' for item B-24: "Errors are to be avoided at all costs". However, the percentage of the Linguistics students who said 'No' was 52 % (the difference being 30 %), and this time the percentage of those who did not supply any answer was higher than before - 10 %. Another 30 % difference was seen

in item B-51. While the great majority, 98 %, of the ELT students agreed with this item which said "Teacher's being inconsistent may cause indiscipline in class", 12 % of the Linguistics students supplied no answer and only 68 % of them agreed. Nevertheless, as in all kinds of human relations, inconsistency may cause restlessness and lead to indiscipline.

A 28 % difference in the ratio of the correct answers of the two groups of students was witnessed in item C-2: "All tests students receive should be subjective". 98 % of the ELT and 70 % of the Linguistics students disagreed and marked 'No' while 8 % of the Linguistics students could not decide. Although the opposite version of this item indicating that all tests should be objective is also wrong, the word 'all' implies the incorrectness of the item. Teachers may prefer subjective tests to assess learners' creativity and flexibility, but at times, objective tests may still be necessary. There was another 28 % difference in the ratio of the students with the expected answer for item C-10: "The results of tests should be announced only after students have had sufficient time to make some progress". Since most of the ELT students had agreed with the previous item demanding teachers to announce the results before students forget about the questions, 98 % of the ELT students responded negatively to item C-10. However, only 70 % of the Linguistics students marked 'No' as the correct option.

Finally, in answering item B-50: "Threatening students prevents indiscipline", 98 % of the ELT students marked 'No' and rightly rejected the idea of issuing threats and believing this can avoid indiscipline. On the other hand, the percentage of the Linguistics students who gave the expected negative answer was 72 % (26 % difference), and 4 % left the item unanswered.

It is possible to see differences in the number of students who marked the expected answer in many other items as well. However, since the percentage of those differences is less than 25, they will not be discussed further in this article. A detailed list indicating the expected answer and the ratio of the two groups of students with the correct answer for each item is supplied in Appendix 2.

#### 4. CONCLUSION:

In the light of the answers given to this questionnaire by the ELT and the Linguistics students of Hacettepe University, it can be said that ELT graduates are a lot more conscious about how to teach English as a foreign language. Graduates of the Linguistics Department may have a good command of English, but the limited courses they have received could not apparently supply them with information on how to teach the language hindering them from developing successful teaching skills and strategies. When the gap between the ELT and the Linguistics students is so clear, it should not be difficult to guess the difference between the ELT graduates and the graduates of other English-language-based departments such as English Language and Literature, American Culture and Literature, and Translation and Interpretation. Since the students of these departments do not receive even the single 'Applied Linguistics' course Linguistics students do, they would probably be less ready to teach English.

To make things worse (though not intending to do so) the Ministry of Education has employed graduates of various English-medium faculties and departments such as Engineering, Business Administration, Medicine etc. The complete list of these departments and the number of their graduates now working as English language teachers for the ministry is as follows:

Dep. of Biology Teaching	178
Dep. of Electrical and Electron. Engineering	6
Dep. of Physics Engineering	9
Dep. of Physics Teaching	158
Dep. of Nourishment Engineering	17
Dep. of Chemistry Teaching	192
Dep. of Mechanical Engineering	4
Dep. of Mathematics Teaching	127
Faculty of Medicine	1
Dep. of International Relations	13
Dep. of Economics	15
Division of English	3
Dep. of English	1265
Dep. of English Language Teaching	10261
Dep. of Civil Engineering	15
Business Administration	4
Faculty of Business Administration	4
Dep. of Business Administration	4
BILGEM (5)	

Trained in a totally different field, these graduates who would also prefer to deal with their own profession if given a chance, may unconsciously cause more harm than good in a language classroom. Not knowing what and how to teach, not knowing how to establish a respectful, but cooperative and friendly atmosphere, and not knowing how to react in very many in-class situations, these people may even be destructive by causing learners to dislike or hate learning and using the language.

Unfortunately, the problem is far from being solved in a short time. Information received from Bilgem (a department of the Ministry of Education) reveals that there are 15116 teachers of English working for the ministry now. However, the required number is 26700 at present and will increase steadily in the coming years. Therefore, the ministry may have to employ anyone who knows English as an English language teacher. The only remedy may come in four-five years if more ELT departments can be established and the present ones enlarged. What is needed is more graduates of ELT departments, but quality is as important as quantity. Therefore, more classrooms, more financial aid, more academic staff, but more than anything else more concern for the ELT departments would help to solve this problem.

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#### APPENDIX I:

Dear İDÖ/İDB student,

This questionnaire is part of a study which aims at finding out how much İDÖ/İDB students are prepared to start actually teaching in real class situations and what is lacking in the training they have so far received. The results will be used in



developing and improving the content of the methodological knowledge conveyed to third and fourth year students in İDÖ/İDB departments. Therefore, it is essential that you give honest responses to the items below.

Thank you for your sincere contribution.

Dr. Gül Keskil

### A. PREPARATION:

- 1- Did you want to be an English teacher when you first entered the Department? Yes ( )No ( )
  - 2- Do you want to be an English teacher now?  
Yes ( ) No ( )
  - 3- Do you know English well enough to teach it?  
Yes ( ) No ( )
  - 4- Do you have at least 'understandable pronunciation if not native-like pronunciation' in English?  
Yes ( )No ( )
  - 5- Is your active and passive vocabulary sufficient to become an English teacher?  
Yes ( )No ( )
  - 6- Do you have sufficient grammatical knowledge to become an English teacher?  
Yes ( )No ( )
  - 7- Do you have reference books you can use in case you have to teach a grammar point you find confusing?  
Yes ( )No ( )
  - 8- Do you have dictionaries the definitions of which you find clear enough and comprehensible?  
Yes ( )No ( )
  - 9- Do you have activity/game books which include material you can either use immediately or adapt easily?  
Yes ( )No ( )
  - 10- Do you have exercise books which include not only mechanical drills but also meaningful exercises?  
Yes ( )No ( )
  - 11- Do you have enough information about how to be a good teacher?  
Yes ( )No ( )
  - 12- Are you psychologically ready to enter a classroom and start teaching?  
Yes ( )No ( )
- ### PRACTICE:
- 1- A smiling teacher as s/he enters the classroom motivates students and affects their learning positively.  
Yes ( )No ( )
  - 2- A smiling teacher as s/he enters the classroom causes indiscipline since students believe s/he can tolerate anything.  
Yes ( )No ( )
  - 3- A teacher should learn and use students' name as quickly as possible.  
Yes ( )No ( )
  - 4- A teacher should point at the student who is to respond.  
Yes ( )No ( )
  - 5- A teacher should teach what there is in the coursebook.  
Yes ( )No ( )
  - 6- A teacher should teach what the students want.  
Yes ( )No ( )
  - 7- A teacher should teach what s/he believes students need.  
Yes ( )No ( )
  - 8- A teacher should teach what s/he can teach.  
Yes ( )No ( )
  - 9- Telling what students will be learning that day is a waste of time.  
Yes ( )No ( )
  - 10- Telling what students will be learning that day confuses the mind.  
Yes ( )No ( )
  - 11- Telling what students will be learning that day leads to effective learning with a goal.  
Yes ( )No ( )
  - 12- Oral skills are basic and most classroom practice should be based on them.  
Yes ( )No ( )
  - 13- All language skills are important and the teacher should devote equal time to each.  
Yes ( )No ( )
  - 14- Written skills are more difficult to acquire and the teacher should stress them more.  
Yes ( )No ( )
  - 15- Skills are seldom required singly and the teacher should introduce activities which need the use of more than one skill (integration of skills).  
Yes ( )No ( )
  - 16- One, very clearly contextualized model sentence is enough to introduce a new subject.  
Yes ( )No ( )
  - 17- Model sentences should be exemplifying the different contexts in which the same word/ structure/ function can appear.  
Yes ( )No ( )
  - 18- Using various activities within the same lesson is confusing and leads to indiscipline.  
Yes ( )No ( )
  - 19- Using various activities within the same lesson hinders boredom and increases interest.  
Yes ( )No ( )
  - 20- The teacher should not let students believe that the incorrect forms are acceptable and should thus correct every error.  
Yes ( )No ( )
  - 21- Errors should be corrected by the teacher because s/he is the authority in class.  
Yes ( )No ( )
  - 22- Errors should be corrected by peers to increase cooperation.  
Yes ( )No ( )
  - 23- Errors are inevitable and normal.  
Yes ( )No ( )
  - 24- Errors are to be avoided at all costs.  
Yes ( )No ( )
  - 25- The student who makes an error should be given a chance to correct her/his own sentence.  
Yes ( )No ( )
  - 26- The teacher should take a mental note of the error and utter the correct version sometime later.  
Yes ( )No ( )
  - 27- Students cannot correct their own errors; if they could, they would not make them in the first place.  
Yes ( )No ( )
  - 28- It is good for a teacher to have a silent, relaxed voice.  
Yes ( )No ( )
  - 29- It is good if the teacher can change her/his tone, volume of voice while speaking.  
Yes ( )No ( )

- 30- It is good if the teacher can base the new subject on something with which students are already familiar. Yes ( )No ( )
- 31- It is good to review the latest taught subject (even if it has no relation) before starting to teach a different one. Yes ( )No ( )
- 32- The amount of teacher-talk should be more than the amount of student-talk since the teacher is the model students should imitate. Yes ( )No ( )
- 33- The amount of student-talk should be more than the amount of teacher-talk since students need the practice not the teacher. Yes ( )No ( )
- 34- Language games are useful, because they may break the routine and refresh the students. Yes ( )No ( )
- 35- Language games are dangerous, because students do not take them and the following activities seriously and get out of control. Yes ( )No ( )
- 36- The teacher should encourage students with praisal words after every correct response. Yes ( )No ( )
- 37- The teacher should select the times to utter praisal words in order not to diminish their effect. Yes ( )No ( )
- 38- The teacher should name a student before asking an individual question so as to make that student listen carefully. Yes ( )No ( )
- 39- The teacher should put the question before calling on an individual in order to make everyone in class listen to the question. Yes ( )No ( )
- 40- The teacher should teach only as much as the students need. Yes ( )No ( )
- 41- The teacher should teach all s/he knows about that subject. Yes ( )No ( )
- 42- Audio-visual aids should be avoided since students find them childish. Yes ( )No ( )
- 43- Audio-visual aids help students comprehend meaning easily. Yes ( )No ( )
- 44- Dialogues should be used since they can convey meaning in real-life like contexts. Yes ( )No ( )
- 45- Dialogues should be used since they can give clues about the culture of the people speaking that language as their native tongue. Yes ( )No ( )
- 46- Dialogues should be avoided since it is time consuming to find them. Yes ( )No ( )
- 47- In case of indiscipline, the teacher may punish student/s physically. Yes ( )No ( )
- 48- In case of indiscipline, the teacher should report it. Yes ( )No ( )
- 49- In case of indiscipline, the teacher should try to solve the problem by talking to the student individually after class. Yes ( )No ( )
- 50- Threatening students prevents indiscipline. Yes ( )No ( )
- 51- Teacher's being inconsistent may cause indiscipline in class. Yes ( )No ( )
- 52- Teacher's being unfair may cause indiscipline in class. Yes ( )No ( )
- 53- Boring lessons, unprepared teachers may cause indiscipline in class. Yes ( )No ( )
- 54- The teacher should make students work in lock-step (all together) whenever possible. Yes ( )No ( )
- 55- The teacher should make students work in pair/groups whenever possible. Yes ( )No ( )
- 56- The teacher should make students work on their own whenever possible. Yes ( )No ( )
- 57- The teacher should use gestures and facial expressions effectively in order to add meaning to utterances. Yes ( )No ( )
- 58- The teacher should avoid using gestures and facial expressions in order not to be considered a 'clown'. Yes ( )No ( )
- 59- The teacher should not look into the eyes of the students so as not to seem threatening them. Yes ( )No ( )
- 60- The teacher should make frequent eye-contact with the students to give a sense of security and to see their reactions. Yes ( )No ( )
- 61- The teacher should always be the authority in class. Yes ( )No ( )
- 62- The teacher should sometimes act as a participant. Yes ( )No ( )
- 63- The teacher should sometimes act as an organizer. Yes ( )No ( )
- 64- The teacher should always be respected by the students. Yes ( )No ( )
- 65- Being liked by the students is more important than being respected by them. Yes ( )No ( )
- 66- Students must be given homework they can do alone. Yes ( )No ( )
- 67- Students must be given homework a bit above their level of knowledge. Yes ( )No ( )
- 68- Students should never be assigned any homework. Yes ( )No ( )
- 69- Even if assigned, homework should never be controlled so as not to waste classroom time. Yes ( )No ( )
- 70- If assigned, homework should be checked in the following session. Yes ( )No ( )

**EVALUATION:**

- 1- All tests students receive should be objective (the questions should have only one correct answer as in multiple-choice items). Yes ( )No ( )
- 2- All tests students receive should be subjective. Yes ( )No ( )
- 3- Each test item should focus on only one thing at a time (discrete-point tests). Yes ( )No ( )
- 4- Students should not be issued formal tests at all. Yes ( )No ( )
- 5- Students should be tested orally only. Yes ( )No ( )

- 6- Only written tests can be considered trustworthy. Yes ( )No ( )
- 7- Student progress should be taken into consideration when evaluating. Yes ( )No ( )
- 8- Only native-like performance should be considered acceptable. Yes ( )No ( )
- 9- The results of tests should be announced promptly (a week later being the latest) so that students can learn the correct answers before they forget about the questions. Yes ( )No ( )
- 10- The results of tests should be announced only after students have had sufficient time to make some progress. Yes ( )No ( )

## APPENDIX II:

Nr. of Ques.	Exp. Ans.	% of Exp. Ans.		Difference in %
		ELT	Ling	
A-1	Yes	56	34	22
A-2	Yes	88	52	36
A-3	Yes	100	88	12
A-4	Yes	100	96	4
A-5	Yes	88	78	10
A-6	Yes	96	86	10
A-7	Yes	94	84	10
A-8	Yes	100	90	10
A-9	Yes	58	46	12
A-10	Yes	60	60	0
A-11	Yes	96	74	22
A-12	Yes	80	44	36
B-1	Yes	100	96	4
B-2	No	100	84	16
B-3	Yes	100	96	4
B-4	No	98	26	72
B-5	No	72	54	18
B-6	Yes	46	24	22
B-7	Yes	100	92	8
B-8	No	88	54	34
B-9	No	100	96	4
B-10	No	100	94	6
B-11	Yes	100	90	10
B-12	No	82	24	58
B-13	Yes	98	86	12
B-14	No	92	30	62
B-15	Yes	100	88	12
B-16	No	96	64	32
B-17	Yes	100	94	6
B-18	No	100	80	20
B-19	Yes	100	78	22
B-20	No	86	26	60
B-21	No	88	24	64
B-22	Yes	94	36	58
B-23	Yes	100	88	12
B-24	No	82	52	30
B-25	Yes	100	92	8
B-26	Yes	88	76	12
B-27	No	90	46	44
B-28	No	76	36	40
B-29	Yes	100	96	4
B-30	Yes	100	94	6
B-31	No	60	14	46
B-32	No	96	62	34
B-33	Yes	98	74	24
B-34	Yes	100	98	2

Nr. of Ques.	Exp. Ans.	% of Exp. Ans.		Difference in %
		ELT	Ling	
B-35	No	100	98	2
B-36	No	40	6	34
B-37	Yes	66	60	6
B-38	No	94	20	74
B-39	Yes	96	88	8
B-40	Yes	88	68	20
B-41	No	100	56	44
B-42	No	100	92	8
B-43	Yes	100	98	2
B-44	Yes	100	96	4
B-45	Yes	100	92	8
B-46	No	100	86	14
B-47	No	100	96	4
B-48	No	100	60	40
B-49	Yes	100	92	8
B-50	No	98	72	26
B-51	Yes	98	68	30
B-52	Yes	100	82	18
B-53	Yes	100	96	4
B-54	No	68	16	52
B-55	Yes	98	90	8
B-56	Yes	78	72	6
B-57	Yes	100	96	4
B-58	No	100	84	16
B-59	No	100	82	18
B-60	Yes	100	90	10
B-61	No	74	30	44
B-62	Yes	100	94	6
B-63	Yes	100	92	8
B-64	Yes	90	84	6
B-65	No	72	36	36
B-66	Yes	90	88	2
B-67	No	82	64	18
B-68	No	98	86	12
B-69	No	98	86	12
B-70	Yes	96	92	4
C-1	No	10	10	0
C-2	No	98	70	28
C-3	No	26	8	18
C-4	No	80	58	22
C-5	No	100	94	6
C-6	No	96	78	18
C-7	Yes	98	94	6
C-8	No	92	78	14
C-9	Yes	100	90	10
C-10	No	98	70	28