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UMI
TURKISH EFL TEACHERS' PERCEPTIONS OF THEIR CURRENT ENGLISH SKILLS AND THEIR PRE-SERVICE TEACHER EDUCATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

Oya Buyukyavuz, B.A., M.A.

The Ohio State University
1999

Dissertation Committee:
Prof. Keiko K. Samimy, Advisor
Prof. Charles R. Hancock
Prof. Robert Donmoyer

Approved By

Keiko Samimy
Advisor
College of Education
ABSTRACT

This study focused on Turkish EFL teachers' perceptions regarding their English language skills and their perceptions of pre-service education. The study also investigated whether there was any relationship between two sets of perceptions; perceptions concerning current English language skills and perceptions regarding pre-service education.

Population for the study included 311 Turkish EFL teachers who were employed in public secondary schools -lower and upper- in Ankara. Population was selected by using systematic sampling procedures. The data for the research were collected through questionnaires, interviews, and document analysis.

Interview informants included twenty-five Turkish EFL teachers. In order to elicit data from a variety of ELT departments in Türkiye, the informants were selected
in a way that they represented eleven different ELT departments in Turkey. The interviews were of structured type and were conducted in Turkish. Document analysis was conducted on the curricula of thirteen ELT departments. To analyze the data collected through the questionnaires, descriptive statistics procedures, one-way ANOVA, and canonical correlation were used. In order to analyze the interview data, cross-case analysis technique was used.

Listening and writing skills received the lowest ratings from the Turkish EFL teachers. Teachers claimed that their pre-service education emphasized grammar and translation teaching and ignored some courses which were vital to the profession. Teachers stated that their college professors used grammar-translation method as major instructional strategy. Interview findings indicated that the Turkish EFL teachers were not satisfied with their speaking skills. However, they were satisfied with their grammar knowledge and their positive attitudes towards students. Based on the findings, the researcher proposed a five-year program model.
Dedication

In sweetest memory of our son, Tevfik Turker Buyukyavuz.

April 30, Thursday 1998 - May 6, Wednesday 1998
ACKNOWLEDGMENTS

1998 has been a year of tears for me. During the writing of dissertation, I suffered the unexpected loss of my son, Tevfik Turker Buyukyavuz and had to face painful moments alone thousands of miles away from my beloved ones; my family and my husband. My heart would not be at ease extending mere thanks to express the deep gratitude that I feel toward my adviser for she has truly done for me. It was my adviser's unfailing patience and her belief in me that helped me to carry on this project. I will always be grateful for her sensitivity and for her unrelenting encouragement. She had a hand in restoring my hope and confidence in me.

I also would like to thank to my dissertation committee members, Dr. Charles R. Hancock and Dr. Robert Donmoyer. Thank you for believing in me and pushing me forward.

Special thanks go to Martina Pavlicova, my statistical consultant and to Muhammad Atiq Rahman for helping me with statistical computations.

My deep gratitude is extended to my mother and father; Gulsen and Salim Sirri Tunaboylu, and my three sisters; Tulay,
Muzeyyen, and Dilek for their loving prayers.

Gratitude goes to my husband who has been very generous with his soothing words which have recharged my energy. Even though you were thousands of miles away, you remained at the corner of my heart. I love you. Thanks also go to my husband’s parents, Gulay and Tevfik Buyukyavuz for their prayers.

Sincere appreciation is also extended to the Ozlu family who kept me from loneliness through their long distance calls. Thank you for helping me to see the brighter sides of the darkest moments when it was most needed. Thank you for teaching me how to make a “cake of happiness” with two basic ingredients; five cups of love without expectations blended with three cups of patience without cursing yet, being thankful to Allah for the blessings that we have.

Special thanks go to Oya Sipahioglu. A friend of all seasons; spring-like inspiring, summer-like warming, fall-like tender, and winter-like tough. Thank you for teaching me how “true” friends should be.

Finally, sincere appreciation goes to the Gungors. Thank you for your unfailing support and accepting us, my husband and I, as your “adopted” children. There are many more acknowledgments I wish to make. Yet, the amount of space would be too great to mention all of the nameless heroes behind the
scenes who helped me along the way both here in Columbus and back in my home country. They will always be in my heart. I love all of you.

I would like to include a poem which I wrote for our son to whose memory this dissertation was dedicated.

I Wish Wishes Come True

I cry day and night
Wishing to sail to you on the waves of my tears.
I dream day and night,
Wishing to hug you with my thirsty soul.
I want to get lost in my dreams,
Wishing to wash your skin with my hungry kisses
Wishing to play with you among flowers through the summer Breeze,
Wishing to feed you on my milk you never tasted,
Wishing to put you to bed with the softest lullabies you never Listened,
Wishing to chat with you through your unheard babbles
Wishing to watch your precious face while sleeping,
I smell babies,
Wishing to inhale your priceless scent,
I go to your hospital,
Wishing to rekindle memories of joyful visits to your little Bed,
I try to be good to everybody,
Wishing to deserve my place in Heaven next to you
I stand by your little grave,
Wishing to hear your whispering "Mommy, I am not cold"
I hope my wishes come true,
Wait for me there and just pray,
I will come,
Sooner or later,
It is just a breath away...

November 1998, Columbus

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VITA

February 27, 1969 ............ Born in Divrigi, Turkiye

1990 .......................... B. A., English Language Teaching,
                          Ataturk University,
                          Erzurum, Turkiye

                          Ataturk University, Erzurum
                          Turkiye

1995-1997 ..................... M. A., Foreign/Second Language Education,
                          The Ohio State University, Columbus, Ohio.

FIELDS OF STUDY

Major Field: Education

Minor Field: Curriculum Theory

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CHAPTER 1
INTRODUCTION

This study focuses on the preparation of Turkish EFL teachers with a special emphasis on their current English language skills. The primary concern of this study is how the in-service Turkish EFL teachers perceive their college preparation.

Study Background: Brief History of Language Teaching in Turkey

Foreign language instruction has always been an important part of educational investments in Turkey. During the Ottoman Empire period (1299-1924), a number of foreign languages had been taught in minority schools. However, foreign relations with the other world countries specified the status of a particular foreign language which was taught in the country.

Demircan (1988) reported that as a result of established relations with France, until the 1900s the English language instruction in state schools was not taken seriously as compared with French. As reported by Demircan (1988), first in Bahriye Mektebi English had become a compulsory course in 1806. Later in 1818, a number of students were sent to England to learn English. After the first trade treaty with the United
States in 1830, the English language was given priority over the other languages. In 1840, Cyrus Hamlin founded a high school in Istanbul. This school, which came to be known as Robert College, emphasized English by providing English medium instruction. Robert High School had added a higher education unit later in 1971. This unit of the high school had been affiliated with the Ministry of National Education.

In 1924 with the foundation of the modern Turkish Republic by Mustafa Kemal Ataturk, management of all teaching/learning institutions was undertaken by the Ministry of National Education. Demircan (1988) reported that after 1927 it had been compulsory to teach a western language in state schools. Demirel (1979) stated that the new government's emphasis on teaching western languages gave birth to the emergence of English-medium private schools like the Turkish Education Institution. Located in the capital city of Turkiye, Ankara, the Turkish Education Institution is a private secondary school whose medium is English.

Following the foundation of the modern Turkish Republic in 1923, the government had taken various steps to improve the language teaching in higher education institutions. During those times, German and English appeared to be two languages which were emphasized along with French. In order to emphasize the teaching of German and English, the Turkish government had bought books in these two languages and donated them to the university libraries.
In Turkiye, English language teacher training started in 1944 at Gazi Education Institute (Ergin, 1977). This training covered three years. However, the increasing demand for foreign language teachers had started as early as the 1950s. As the number of the students in public schools increased, the need for foreign language teachers increased. The government sought immediate solutions to this problem by increasing the number of the students in higher education, by opening evening classes, and by obliging the foreign language teachers to overwork.

Beginning in the 1981-1982 school year, teacher education was controlled by the Council of Higher Education. Following the meeting of the Council of Higher Education on May 23, 1989, it was decided that teachers at all levels must obtain a four-year undergraduate degree at Faculties of Education across the country (Gursimsek et al.; 1997).

Foreign language teaching has always been an important component of the national educational policies in Turkiye. In the late 1970s and the early 1980s, students in public schools had to select one of the three foreign languages as a compulsory subject; French, German, or English. However, in practice, two-thirds of the students chose English as a foreign language (British Council, 1985). According to the National Education Statistics (1987), out of the 1,673,723 students enrolled in public secondary schools for 1985-1986
school year, 1,555,847 chose English as a compulsory foreign language subject. In Türkiye, English language is used as the main international communication medium by diplomats, administrators, scholars, business people, and the armed forces (British Council, 1985).

The status of English in Türkiye was described in the British Council reports (1985) as "...there is an insatiable interest in the English language at all levels in Türkiye...the thirst for English books and newspapers is insatiable" (p.8). According to the official bulletin released by the Ministry of National Education (1997), there are 35 privately-run English language teaching centers located in the capital city, Ankara only. In addition, few of the most prestigious Turkish newspapers occasionally offer to their readers complimentary English dictionaries, grammar books, or English books on basic conversation.

In Türkiye, a foreign language knowledge especially English, and a bachelor's degree are necessary to secure a job. However, a person who knows a foreign language, particularly English, can easily find a job without holding a university degree in the fields of tourism, translation, and as an executive secretary (Ozil, 1990).

With regard to knowing a foreign language, Clark (1971) identified several advantages. First, foreign language knowledge promotes global understanding broadening one's horizon. Secondly, many occupations like that of tourist
guide, journalist, and scientist require a foreign language knowledge, which is also advantageous for these professions. The role of English in Turkiye, according to the British Council Report (1985), is closely related to the Turkiye's position in the world as a developing country. In other words, compared with other languages, English provides access to knowledge and expertise which is central to the country's economic and educational development.

Although the importance of learning English language has been well recognized by Turkish society, in July 1988 the English course had lost its compulsory status in secondary schools for a while (Ulgen, 1992). Yet, with a political change in the structure of the government in the early 1990s English regained its compulsory status.

Because of the emphasis on English through education, media and businesses (business owners hire new employees on the basis of English language knowledge) for Turks learning English language has always been a goal to pursue. A newspaper article which appeared in Nation and Athenaeum on November 19, 1929, only a few years after the proclamation of the modern Turkish Republic, indicated that "...almost everybody (Turks),...not only in Istanbul but throughout Anatolia, is learning English as hard as he can go" (Bear, 1992).

Despite the fact that the value of knowing and learning the English language is recognized by Turkish people, the "private language schools...are filled with students whose
English is still way below the standard required to study or work with English as a foreign language" (Doguelli, 1992; p.102). In a study on the communicative skills of the students attending a prestigious English-medium university, it was reported that only 9 % per cent of 186 students can "speak fluently" and 13.9 % per cent of the students reported they cannot speak at all (Akunal, 1993). Another study reported that an average Turkish student graduates from public high school after receiving 2000 hours of English courses (Ulgen, 1992). Yet, the level reached today is not satisfactory. Bear (1992) described a typical public secondary school graduate 

"...such a student has never had a native speaker of English as a teacher, has never been to an English-speaking country, may never have had the need or opportunity to communicate in English outside of the classroom, may never have seen an English-language film without Turkish-subtitles, and does not habitually read any English-language magazine or newspaper (p.28).

Bear (1992) pointed out that traditionally, in language courses in secondary schools, grammatical correctness, de-contextualized vocabulary learning are emphasized. As a result of this approach to language teaching, rote learning is fostered, thereby giving priority to written production over oral production.

In Turkiye, English language teaching has been handicapped with constant shortages of English teachers, overcrowded classrooms, lack of funds, and lack of teaching sources (British Council, 1985). However, the Ministry of
National Education in conjunction with the Council of Higher Education, the British Council and some other foreign agencies such as the World Bank, has been trying to improve language education in Türkiye. Some of the steps are summarized as follows:

1. The Ministry of National Education changed the textbooks written by a group of Turkish teachers that were in use since the early 1970s. These textbooks included long reading passages which covertly focused on grammar teaching (Ilgin, 1994). After evaluating these textbooks, Ilgin (1994) stated that there is a mismatch between the contents of these textbooks and the declared goals of the Ministry. The Ministry of National Education introduced the "Let's Speak English" series for Secondary schools in 1991. Compared with the previous textbooks, this new series focused more on improving communicative skills.

2. In 1991, the Ministry of National Education changed the general curriculum, which was implemented in 1973. The former curriculum adopted an audio-lingual approach to language teaching emphasizing vocabulary teaching, correct sentence production, and mechanical drills; whereas the new foreign language teaching program adopted a student-centered, contextualized, pair-work oriented and integrated-skills based program (Ministry of National Education Bulletin, 1992).

3. In collaboration with the British Council and the United States Information Services, some ELT seminars and
summer schools for secondary school English teachers were organized at universities.

4. The Council of Higher Education together with the World Bank started the National Education Development Project in 1994. The project included various departments including foreign language departments in Faculties of Education, which train secondary school teachers across the country. Within the framework of this project, discussion panels were organized with visiting specialists, scholarships were awarded for the teachers in the participating Faculties of Education.

5. In 1997, the Ministry of National Education passed a law, which allowed the English language to be taught in the fourth grade (The Official Bulletin October, 1997). This change in the educational system proved the prestigious status of English in Turkiye. With the same law, eight years of primary education has been compulsory.

Various efforts have been made to improve English education in Turkiye. However, another important issue which seems to be overlooked is the competence of the Turkish teachers who teach in secondary schools. According to McGroarty (1985), teachers have the responsibility to organize, and plan the language instruction, therefore teacher's competence and skills in English might be a determining factor in the success of any program. Harmer (1996) stated that the success of many activities performed in language classrooms depends on the organization skills of the
Prior to the relatively recent focus on communicative approaches to language learning and teaching, the field of foreign and second language teaching expected language teachers to teach the grammar of the particular language being taught. In communicative approach, the roles of teacher and student were limited. Yet, with the advent of the communicative approaches to language teaching in the late 1970s, the face of language teaching has changed. The role of teacher, students, and the expectations of both have changed.

Communicative approaches to language teaching have redefined the meaning of knowing a language. Knowing a language now consists of four competencies. Canale and Swain (1980) in their seminal article on communicative approaches, theorized about the existence of four competencies as key elements defining students as becoming proficient in a second language; they were linguistic, sociolinguistic, discourse and strategic competence. Linguistic competence refers to syntactic, morphologic and lexical knowledge. Sociolinguistic knowledge refers to the ability to communicate appropriately in a particular context. Discourse competence refers to the appropriate flow of communication. The last type, strategic competence refers to, as Omaggio (1991) defined it, "knowing how to be a foreigner" (p.234). Other models of communicative approaches have been proposed by other scholars. Bachman and Palmer (1990), for example, hypothesized a model which has two
superordinates: organizational knowledge and pragmatic knowledge. Another communicative model was offered by Celce-Murcia, Dornyei, and Thurrell (1996).

In their model, discourse competence is the pivotal center of the model interacting with three other components: linguistic, sociolinguistic, and actional competence. A fifth component, strategic competence refers to the various strategies that enhance interpersonal communications at all levels of competence. In this model, sociolinguistic competence focuses on the context of communication, thereby encompassing the pragmatic and cultural factors that determine appropriateness of language use. Actional competence refers to the language user's ability to interpret and perform speech acts and language functions.

With the advent of these and other communicative approaches to language teaching, teacher and student roles and teaching styles have changed. Nunan (1991) characterized communicative language teaching using several different features. The features include: the introduction of authentic materials, connecting the learner's personal experiences with his/her classroom practices, emphasis on communication, interaction, the provision of opportunities for learners to focus on the learning process itself and not solely on the language itself. Contextualized, co-operative, meaningful as opposed to rote learning are additional characteristics of communicative language teaching approaches.

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Communicative approaches have brought a new, dynamic dimension to language teaching. Language teachers are expected to have skills and a knowledge base to teach a particular language in a communicative way. Being a language teacher in the communicative paradigm means more than just knowing the grammar of the language one is teaching. Language teachers are expected to be able to analyze how speech acts work. Brumfit (1984), regarding changes in language teaching, stated that the main goal of language learning is to learn to communicate in the target language.

Similarly, Kramsch (1992) pointing out the changing expectations of people regarding language teaching/learning process, claimed that "what needs to be taught is no longer the structure of language but foreign discourse in its cognitive and social dimensions (p.5)." She also stated the expectations from a language teacher in today's communicative methodology:

One expects students actually be able to use the language in communicative situations in natural settings, one has to teach the full range of abilities for comprehending and interpreting, for communicating and expressing meanings according to unpredictable scripts (p.5).

Today's language teacher is no longer the "provider of knowledge" but one who has some other features. Wing (1995) argued that in order to implement the specifications of today's language teaching which have been characterized by communicative skills, language teachers should have an
understanding of the foreign language they teach.

It is assumed that teachers who successfully complete their education in a teacher-training program are competent teachers. It is important for these programs to produce language teachers who can meet the responsibilities, roles that communicative language teaching approaches impose on language teachers. With regard to the effectiveness of the preparation programs, it is appropriate to ask the perceptions of the teachers who are the graduates of these programs as Schrier (1994) stated that "there is no better assessment metric of a teacher preparation program than the practitioner" (p.73).

This study focuses on secondary school Turkish EFL teachers' perceptions of current communicative language skills in English and perceptions of their college preparation. However, the purpose of the study is not limited to the description of how Turkish teachers evaluate their preparation. It also aims to identify the current enigmatic areas which need to be improved in these programs. Once the problems are identified, based on the findings of the study, an appropriate program model to modify the existing programs will be proposed.

**Purpose of the Study**

The purpose of the present study is threefold. First, the study investigates Turkish inservice EFL teachers' perceptions
of their current knowledge and communicative skills in the English language. Second, the study investigates the inservice EFL teachers' perceptions of the nature and effectiveness of their college EFL teacher preparation with respect to communicative approach. Third, the study will propose to the Ministry of National Education an ELT teacher program model based on the main findings of the study.

Research Questions

The study is guided by the following research questions:

1. Who are typical Turkish inservice English teachers working in the secondary schools in terms of the gender, grade level presently teaching, highest degree obtained, travel and/or work experiences in an English-speaking country, participation in professional conferences, subscription to any professional journals, regular watching of any English TV channels?

2. What are the Turkish EFL teachers' perceptions of their communicative skills in English and their perceptions of their college preparation? Is there any relationship between perceptions of college preparation and Turkish EFL teachers' perceptions of their current communicative skills in the English language?
3. What are the primary differences in perception concerning the effectiveness of college preparation of current secondary school Turkish EFL teachers in terms of:
   a) gender,
   b) grade level currently teaching,
   c) years of teaching English,
   d) highest degree obtained,
   e) travel and/or work experience in an English-speaking country,

4. What are the recommendations offered by the teachers based on their teaching experiences?

5. What type of ELT teacher training program should be implemented in Turkiye during the next decade?

Assumptions

The researcher assumes that the English language is viewed as a necessary and dominant foreign language among Turks. Therefore, ELT departments which produce English teachers, are valued both by the Turkish government and the Turkish people.

Another key assumption is that Turkish secondary school EFL teachers will provide honest, reliable information both in surveys and interviews. The researcher also assumes that the obtained documents from ELT departments provide dependable information about ELT programs in Turkiye. The researcher
assumes that the findings of the present study should give birth to constructive modifications in the current ELT teacher preparation programs in Turkiye, thereby increasing the quality of these programs. Finally, it is assumed that the Ministry of National Education needs formative research upon which to base future educational decisions.

Limitations

The present study will include a sample of the Turkish secondary school in-service EFL teachers who work in the public schools. In Turkiye, public schools provide education for those people who have a moderate income. The number of public schools is far beyond that of private schools. Another significant point concerning general public schools is that, in Turkiye, it is believed that they offer low quality education compared to private schools. Because of this belief and also relatively high number of public schools, the study will focus on public school teachers. In other words, private secondary school teachers will not be included in this research. Another limitation of the present study is that the study will include only Turkish teachers of English and native speakers of English will be excluded from the study. The research will include the public secondary school teachers working in Ankara, the capital city of Turkiye. Therefore, the findings of this study may not be generalizable beyond the targeted population.
Finally, the Turkish EFL teachers who participated in the study were not administered a proficiency test.

Significance of the Study

The findings of the study will be of significance to Turkish teacher training programs, especially foreign language programs. The data gathered from the study will reveal potential strengths and weaknesses of these training programs as perceived by the graduates. Since many EFL teachers work in public school settings and impact students, it is important to improve their training.

Second, the information gathered from this study will be useful to the Ministry of National Education which is in charge of determining and developing curriculum for every subject taught at the secondary level, including English. The findings of the study should help the Ministry of National Education to make decisions and prepare changes to better serve secondary school EFL students.

Third, as the present study is about "practitioners" (i.e., English teachers) the findings will bring the policy makers working in the Ministry of National Education together with practitioners for mutual goal attainment.

Fourth, the study will propose an appropriate program model based on the findings of the data from the practitioners. Thus, the Ministry of National Education will have available one possible alternative model based on
teachers' views gathered through empirical study.

Definition of Terms

In order to establish an understanding of the key terms used in the study, selected terms are operationally defined below:

**Canonical Correlation Analysis:**
A statistical analysis developed by Hotelling (1936) which is used to investigate the relations between two sets of variables. The canonical correlation analysis proceeds by initially compiling each person's evaluation on each variable in each variable set in a single combined variable. The correlation between the two canonical variables is a canonical correlation. In order to obtain the best estimation of the relationship between two variable sets, the canonical correlation procedure includes a special procedure called "optimization" (Thompson, 1984). Optimization is initially performed by weighing each person's evaluation. Following this step, analysis proceeds by summating the weighed evaluation in each variable set. These weights are called canonical coefficients and might be either positive or negative. The combinations of weights are called canonical variables. The computations in analysis include squared canonical coefficients representing the proportion of variance that two combinations of two variable sets linearly share. In order to investigate how one set of variables contributes to the other
set of variables, Canonical Redundancy Analysis (Stewart and Love, 1968; Cooley and Lohnes, 1971) is performed. This particular analysis helps explain how one set of variables contributes to the opposite set of variables.

Communicative Competence:
Canale and Swain (1980) in their seminal article defined the communicative competence as the mastery of four communicative components. These are: grammatical competence which refers to the mastery of grammatical codes such as syntax, morphology, lexicon; sociolinguistic competence which refers to the degree of appropriateness of the utterance in the social context it has been uttered, that is, the roles of the participants, types of information, and register. Discourse competence refers to the mastery of carrying out a meaningful flow of interaction. The strategic competence is to know how to be a foreigner as defined by Omaggio (1993).

Communicative Approach:
An emphasis in teaching foreign languages in which meaning is more important than form (Hancock, 1994). This approach aims at not only mastery of correct grammatical rules but also the ability to use the language appropriately in its social context.

English as a Foreign Language (EFL):
English studied mainly in the classroom in contexts where English is not the language communicated. Outside the classroom, English is seldom used. In this study, English is
a foreign language as it is used only in the classroom with nonnative English teachers and outside the classroom the students do not have contact with the native speakers of English.

**English Language Teaching Departments (ELT):**
The departments in the Faculties of Education which produce English teachers who teach in secondary schools. There are 13 ELT departments across Türkiye. However, two more ELT departments were founded after 1995.

**Ministry of National Education:**
In Türkiye, education is of a centralized structure. Accordingly, the Ministry of National Education is the institution which is responsible for any kind of schooling. This institution is responsible for designing curricula and implementing them in secondary schools, supervising schools, appointing teachers, and monitoring teachers.

**Perception:**
A personal interpretation, recognition of events, way of seeing and understanding things drawing on personal experiences, or knowledge and information which are drawn from personal experiences.

**Secondary School Level:**
In the context of this study, it refers to lower secondary level (grade 4 through 8) and upper secondary school (grade 8 through 11) in a non-vocational education track.
Turkish Secondary School Teachers:
Public school English teachers come from one of the following sources: (1) Departments of ELT in the Faculties of Education, (2) Departments of English or American Language and Literature, (3) The English-medium Department of Linguistics (Bear, 1992). As there is always a shortage of English teachers in public schools, these teachers have to teach thirty hours a week.

Turkiye: The Country Background

As the present study focuses on the teacher education programs thereby investigating the educational problems in Turkiye, in this section brief background knowledge will be provided concerning the educational system and cultural structure.

Part I: The Turkish Educational System

Turkish education has undergone several changes which are parallel with the changes that occurred in the socio-economic structure of the country. During the time of the Ottoman Empire (1299-1923), which officially ended with the foundation of modern Turkish Republic by Mustafa Kemal Ataturk, the educational system was based on the religious background. There were primary schools called "Sibyan" whose main goal was to teach religious content. In these schools, Koran, the holy book of Islam, was recited. Memorization was the only method
of teaching which was used in these schools. There were also institutions named "Medrese" which provided secondary and higher education to the public. These schools also were based on teachings of religious principles (Demirel, 1991; Demircan, 1988).

The modern secular education is the fruit of the Turkish Republic which was proclaimed in 1923 by Mustafa Kemal Ataturk, the founder of the modern Turkish Republic. Ataturk was committed to provide education to Turkish people which is informed by modern educational approaches (Szyliowicz, 1973; Barrows, 1990; Karagozoglu, 1991).

The proclamation of the modern Turkish Republic marked officially the end of the six-century old the Ottoman Empire. Following the independence war led by Ataturk, brave reforms took place to modernize the traditional structure of the society. Abolition of Sultanate, and adoption of the Latin alphabet, the European legal system, Western calendar, the metric system can be listed as examples of these reforms.

In 1924 with the Law of Unification, all educational institutions were attached to the Ministry of National Education. Again with the same law, five-year primary education became compulsory for everybody. Education at all levels started to be provided by the government free of charge to everybody. During the first decade of the new republic, literacy issues and primary education were placed at the top of the educational agenda (Demircan, 1988).
The Ministry of National Education is responsible for the performance, supervision, and monitoring of all the educational services in Türkiye. The responsibilities of the Ministry include setting the curriculum in secondary schools, appointing teachers, finding educational funds, supervision and inspection of teachers and schools at all levels (British Council, 1985). Preparation and examination of the textbooks which is studied in public schools, developing and preserving Turkish culture, arranging cultural and artistic activities are also among the responsibilities of the Ministry of Education (Turkish Statistical Report, 1995). The centralized nature of the educational system requires that The Ministry of National Education initiates any change concerning educational issues.

The Turkish educational system has been characterized by several constitutional principles (Demirel, 1991); (the essential goals of the Turkish national education)

universality and equality, fulfillment of individual and personal needs, orientation of the individuals, right of education, equality of opportunity, continuity of education, adherence to Atatürk's principles, democracy education, secularism, scientific approach, educational planning, co-education, school-parent cooperation, education everywhere (apart from school) (p.3).

With Basic Law of National Education passed in June 1973, Turkish education system was divided into two essential parts; formal and non-formal education. Formal education included
pre-school, primary school, secondary school, and higher education whereas the non-formal education covered the education facilities for those who had never been to a formal education or had to drop out (Demirel, 1991).

Until 1997, the structure of the Turkish school system was based 5-3-3 pattern. The first five years were assigned to the primary education which had been compulsory for everybody. Following primary school, students used to attend to lower secondary school for three years followed by a three year upper secondary school. The present structure of the Turkish school system has been modified to a 8-3 pattern with a law passed October 1997 (Official Bulletin, Ministry of National Education, 1997).

According to this new system, compulsory primary education has been extended to 8 years which was formerly only 5 years. The rest of the 3 years have been assigned to high school whose main purpose is to prepare the students for the higher education. High schools are divided into three types: general high schools, vocational and technical high schools.

In accordance with the law passed on October 17 1997, English instruction has been placed into the curriculum starting in the fourth grade two hours a week, which formerly started in the first year of the lower secondary school. Regarding the English instruction in the 8-year primary education, it has been stated that in order to keep pace with other countries where communication network and flow of
knowledge travels so fast through technological innovations knowing a foreign language for Turkish citizens is a must. In the bulletin released by the Ministry of National Education, it was stressed that knowing English and perhaps a second and a third language is necessary in order to take part in the scientific arena and preserve modern civilization reached in the country (Official Bulletin, Ministry of National Education, 1997).

The students who complete high school and want to go on higher education must take a national test which is called the "university entrance exam." It is given once a year. The students are placed in a higher education program based on their scores and their choices. In Turkiye, higher education is affiliated with the Council of Higher Education which was founded in 1981.

Part II: The Turkish Teacher Education

During the time of the Ottoman Empire, the first teacher preparation institution was founded in 1848. However, teacher education was not well structured until the modern Turkish Republic was founded by Mustafa Kemal Ataturk in 1923 (Demircan, 1988). Ataturk considered education as a driving force and had high expectations of teachers. In one of his epigrams, Ataturk addressed them: "teachers, new generation will be your product."
In Turkey, foreign language teacher education initially started at two universities located in two major cities; Ankara and Istanbul in the 1940s. After the 1970s, two year and four year teacher education institutions were founded to meet the need for foreign language teachers. During those days, teacher institutions were attached to the Ministry of National Education (Demircan, 1988). From that time, there had been important decisions which directly influenced the teacher education programs.

In 1973, with the National Education Basic Law, all of the teachers, regardless of their speciality areas, were required to have a higher education degree (Gursimsek et al., 1997). In 1981, with the Higher Education Law education of teachers changed hands from the Ministry of National Education to universities. The Council of Higher Education, which was founded in 1981, emerged as the single responsible body for all higher education institutions. After 1989 the Council of Higher Education required all teachers teaching at all levels to attend four-year higher education thereby officially ending education given in three-year institutions. For the teachers who graduated from three-year teacher education institutions before 1989, completion programs had been arranged (Gursimsek et al., 1997).

Presently, teachers are prepared in the Faculties of Education through a four-year undergraduate programs. In these programs, the courses which are taught include: general
knowledge on culture (approximately cover the 12% of the curriculum), subject matter (approximately cover 63% of the curriculum), and pedagogical formation courses and methodology (25% of the general curriculum) (Gursimsek et al., 1997).

The last few years saw various efforts to improve the quality of the education system in Turkey. The education given in all teacher-training programs had been extended to four years. In collaboration with the World Bank, the Council of Higher Education and the Ministry of National Education launched a project to improve the quality of the faculty teaching in the Faculties of Education. In accordance with this project, titled NEDP (National Education Development Project) faculties and research assistants who are employed in the selected departments including ELT departments have been given opportunity to go abroad to pursue graduate studies in their fields (Karagozoglu, 1991).

However, there are problems in teaching and teacher education programs. As a profession teaching suffers from a low status among the Turkish society. Some of the major problems can be listed as low status of the teaching job, low salary, teaching overload of teachers of particular subject areas, limited use of technological innovations in education, poor distribution of teachers across the country, poor physical conditions provided to teachers in the schools where they work, lack of opportunity to improve professional skills and knowledge (Karagozoglu, 1991; Gursimsek et al., 1997).
the cited problems which impact English language teaching in Turkiye, the constant shortage of English teachers appears to be a major problem (British Council, 1985).

Part III: The Turkish Cultural Structure:

The Turkish educational system is formalistic allowing distance between teacher and students. System basically fosters rote learning assigning traditional roles to both teacher and students; teachers as authoritarian figures who have knowledge to teach and the students as recipients of the given knowledge who almost never dare to challenge a teacher (Bear, 1992).

In the Turkish culture, respect to elderly people is taught at home. Elderly people are given priority when entering through a door, and they are given seats on a public bus. As a part of the culture, they are visited and their hands are kissed during religious holidays.

In the classrooms, students respect teachers as they are older than they are. The students show obedience to teachers as they respect their age, knowledge and authority. In traditional upbringing, children are taught not to interrupt an adult's conversation. In order to speak, youngsters should wait until the conversation between adults stops. Most people do not smoke in presence of their fathers as a sign of respect.
Turkish people value guests and consider them as the guests of God. Therefore, in Turkish culture, guests are respected and entertained. As a result of these kind attitudes towards guests, Turks are considered to be hospitable and friendly by foreigners. In business, the age of the person is one of the factors which guarantees respect among other employees. However, the hierarchial status of the person is also important. There is generally a distance between an employee and the boss. In universities, full professors have a prestigious status among other faculties.

Conclusion

This chapter presented the research questions guiding the present study. The background and the significance of the study were highlighted. The reasons why knowing Turkish EFL teachers' perceptions of their language skills and their perceptions of their college preparation were clarified. In the next chapter, the literature review related to the study will be presented.
CHAPTER 2

REVIEW OF RELATED LITERATURE

The present study will investigate the perceptions of the secondary school EFL teachers of their current knowledge base and skills. Moreover, the study will also examine the English Language Teaching (ELT) programs as to how they provide their students, that is, prospective English teachers with necessary competence to serve successfully. This chapter reviews the literature which is related to the study. The related literature for the study essentially comes from two sources.

In the first part, the issue of linguistic competence is discussed. This part also contains information about knowledge and skill types which are viewed as essential to preparation of language teachers. This part also explains the impact of the teacher competence on his/her teaching profession and his/her students' EFL learning experiences.

The second part of the literature review deals with teacher training for language teachers. The skills and knowledge bases which are required for the EFL teachers will be discussed. As the study examines the Turkish EFL teachers who are the nonnative speakers of the English language this part of the literature review discusses the status of the
nonnative speaker teachers.

**Part I: Knowledge Base and Skills Required of EFL Teachers**

Communicative approaches to language teaching redefined the roles of language teachers. Breen and Candlin (1980) identified the first role of teachers in communicative teaching approach as "facilitating the communicative process between all participants in the classroom (p.99)."

With the advent of the communicative approaches to language teaching, the foreign language teaching and learning process have adopted new goals. Moeller (1996), for example, stated that the language teacher "no longer dispenses knowledge, but rather is charged with creating an environment that is learner-centered, planning a curriculum (p.60)."

According to Schrier (1994), professional foreign language teachers must have "the ability to reflect, analyze critically, select the tools and materials of teaching, and evaluate the products and performance of the learner (p.220)." Cross (1995) identified four essential ingredients of an ideal language teacher. According to his profile, ideal language teacher should have:

1. high level of education, regardless of their specialty teachers should be well educated
2. subject competence which is related to the level of English teachers should attain
3. professional competence which concerns language lesson planning, textbook selection, materials and tests design, awareness of current teaching approaches, educational theory, class management
4. Attitudes of the language teachers. This is related to the teacher's personality traits such as their relationships with students, parents, and their colleagues, work ethic, willingness to participate extracurricular activities.

According to Strevens (1977), the success of any language program depends on three elements: "the mind of the learner, nature of the language and finally, the skill of the teacher (p.11)." On the other hand, Lange (1983) claims that no language program would exist without teacher competence. Similarly, Wing (1984) stated that teacher competence is "the keystone of excellence in education (p.11)."

Other researchers have asserted that the competence of the language teachers is central to teacher preparation (Strevens, 1974; Williams, 1975; Strevens, 1977; Politzer, 1981; Altman, 1981; Jorstad, 1981; and El-Banna, 1987; Morain, 1993; Schrier, 1994; Cullen, 1994; Brosh, 1996;). Strevens (1974), in particular, focusing on the language teacher's communicative competence has stated that poor communicative competence of the language teacher might affect the learner's achievement.

Other educators argue that along with the target language competence, an effective language teacher should have some other skills. According to Williams (1975), in order to teach the language effectively, a teacher needs two major competencies: teacher should have excellent knowledge of the target language s/he is teaching. However, s/he should have
teaching skills to incorporate into her/his teaching in the classroom. According to Williams' argument, language teacher should have a good blend of target language knowledge on the one side and skills to present and teach the target language to the students on the other side.

Altman (1981) added new ingredients to the making of a language teacher. According to Altman's description of language teacher, teachers should understand the nature of the target language. They should also know the mechanics of how language is used for communication. Teachers should be knowledgeable about the factors which influence the teaching/learning process such as: target culture, learner's needs, interests. Altman (1981) argued that teachers should be aware of the interaction between process and product as far as language learning/teaching is concerned.

Penner (1992) stated that the effective teaching depends on the nature of the classroom communication, namely, teachers' ability to communicate their ideas is important. Brosh (1996) identified the perceived characteristics of the effective language teachers in a study with 200 foreign language teachers teaching English, French, Arabic, and Hebrew and 406 ninth-grade high school students. According to the results of this study, desirable characteristics of effective language teachers include:

1. knowledge and command of the target language,
2. ability to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among
students
3. fairness to students by showing neither favoritism nor prejudice; and
4. availability to students (p.133).

In addition, Brosh (1996) pointing out the significance of the communicative skills of the language teachers stated that if the teacher lacks communicative ability s/he "may disrupt the communication process by disorganized and unclear thinking and argumentation (p.126)."

Similarly, Morain (1993) stated that the first and the most important competence for language teacher is "the ability to communicate with ease in the foreign language" (p.101). According to Morain, communicative skills of the language teachers are central to building confident learning atmosphere in the classroom. In the language classrooms where the teacher's communicative skills are not desirable, he/she will feel confused in the classroom losing his/her confidence then as a result of damaged confidence disaster will occur in the classroom and learning will be handicapped. With regard to the importance of teacher's confidence in the classroom, Doff (1987) remarked that a poor command of English damages the self-esteem and professional status of the teacher. Such a teacher, according to Doff, is far from following teaching procedures such as: asking questions or clarifying his/her ideas. Another educator, El-Banna (1987) pointing out the psychological consequences of having limited proficiency claimed that teachers who have limited proficiency in the
language they are teaching may lose their confidence thereby making the students feel insecure and defensive.

Schrier (1994) stated that content area knowledge is vital for any language teacher. However, the construction of this content-area knowledge is complex and extends beyond the four-year college preparation. Regarding the knowledge required for the language teachers, Schrier (1994) stated that it is "the acquisition of the subject-matter knowledge that is essential for teaching a language (p.70)."

Similarly, Lafayette (1995) stated that "among the components of the content knowledge none is more important to foreign language teaching than the language proficiency of the teacher (p.135)." Nolan et. al, (1967) noted that language teachers must be competent in the language they are teaching as it is necessary to express themselves and transfer their ideas.

According to Buchmann (1984), a well-informed language teacher who has thorough content knowledge will not have control and management problems in his/her classroom as s/he will be always mentally organized and prepared to teach. Furthermore, Buchmann (1984) claimed that language teachers should have good command of the language they teach as they must display a high degree of clarity in their efforts to increase knowledge and understanding in students. In addition, Buchmann (1984) maintained that a proficient language teacher will be a good model for the learners making them think of the
power of learning a foreign language (ibid.).

A number of researchers pointed out the impact of the teacher's language proficiency on students (Jorstad, 1981; Horwitz, 1996). Jorstad (1981), for example, stated that language teachers should have excellent skills if they are to help the students to develop language skills. On the other hand, Horwitz (1996) pointing out the nature of the language learning process asserted that the process accumulates over time and might never be complete. Horwitz (1996) maintained that a language teacher who has no confidence in his/her language competence would feel reluctant to implement new teaching approaches in his/her language classroom. Furthermore, Horwitz (1996) asserted that it is the speaking the target language that teachers are likely to feel uncomfortable; if the teacher does not appear comfortable speaking the target language in front of the students, it would be difficult for the students to believe that they will be able to speak the language. According to Horwitz (1996), good foreign language teachers possess a number of characteristics:

- Good humor
- Creativity
- Understanding of young people
- Love of the language and culture
- High language proficiency
- A solid background in methodology
- A flexible teaching style (p. 370).

Similarly, Cullen (1994) claimed that good command of language is vital for teachers because low language proficiency might shun teachers from even very simple
activities in the classroom such as asking questions let alone the requirements of communicative language teaching. Cullen (1994) also argued that low levels of English should not be considered the problems of teachers. Low proficiency levels should be a major concern of teacher educators as well.

Wing (1995) emphasized that today, language teachers are expected to have multiple roles apart from having target language competence:

In structuring the foreign language environment, the teacher needs to be a manager who facilitates language acquisition; a resource developer who uses to the greatest advantage the target and native languages, materials, and technology; an analyst who observes and evaluates what is happening in the classroom (p.168).

According to a set of guidelines published in TESOL Newsletters (1970), EFL/ESL teacher should demonstrate proficiency in written and spoken language. Moreover, s/he should know about the language varieties, language acquisition, and should have an understanding of the principles of language pedagogy.

Furthermore, advanced technology has burdened teachers with new expectations. According to Kramch (1992), changing technology produced new profiles of language teachers:

Near-native linguistic and cultural competence in the language necessary for them to serve as models of native-speaker discourse in the classroom...teachers who have a knowledge of how language and language acquisition work, how communication takes place, who have critical understanding of the particular worldview espoused by natives of the target culture and of the native culture...teachers who understand the nature of schooling in general and the dynamics of the foreign language classroom in particular (p.8).
Valette et al. (1972) proposed three categories in terms of the desired qualifications of the language teachers. According to this list, language teachers should have subject-matter competence, professional competence, and personal attitudes. Subject matter competence presents the teacher's knowledge of the target language and also his/her knowledge of the culture of the country where the language is spoken. Professional competence refers to the teacher's presentation of his/her knowledge through lesson planning and managing appropriate teaching techniques. Some studies have been conducted on the perceived qualifications of the successful language teachers (Moskowitz, 1976; Prodromou 1991).

In a study conducted by Moskowitz (1976), the characteristics of outstanding foreign language teachers were identified. The study focused on three major characteristics of teachers: subject-matter competence, professional competence and the desired personal qualifications. One result of the study revealed that subject-matter competence is not a criterion to consider a teacher as outstanding. According to the study, more than fifty percent of the poor teachers were found fluent and having a good knowledge of the subject-matter. Moskowitz (1976) concluded that outstanding foreign language teacher is more than a subject-matter master. Similarly, in a different study conducted by Prodromou (1991),
a number of characteristics of "good" language teachers were presented as perceived by 40 intermediate and advanced level students. In this study, it was found that good teachers are the ones who are able to assume different roles varying from social worker to counsellor and facilitator in the classroom.

The American Council on the Teaching of Foreign Languages (ACTFL) proposed provisional guidelines for foreign language teacher education (1995). According to these guidelines proposed by 19 researchers/educators from various universities in the United States, teacher candidates are expected to have certain characteristics. In this report, it was stated that "an essential characteristic of an effective teacher is the ability to communicate well with a wide variety of audiences, using both written and spoken language (p.215)." Again in the same report, with regard to the qualifications of language teachers, it was stressed that "an educator is first and foremost an educated individual (p.214)", therefore language teachers as educators should be adequately educated.

Schrier (1994) proposed four desirable characteristics of future language teachers. According to her profile, future language teachers should have

proficiency in the foreign language and its cultures, proficiency in the language and culture of the school's community, expertise in curricular design and its implementation, and technological sophistication (p.70).
In the article, "On Being and Becoming a Foreign Language Teacher" Hammadou and Bernhardt (1987) considered language proficiency as the most problematic area for most language teachers. According to them, language is developmental, dynamic and interactive. Compared with other subject matter, the task of foreign language teachers is more complicated.

As the debate on whether teachers are born or nurtured still goes on, the personal qualities of teachers are viewed as important by educators such as Freeman. As early as 1944, Freeman focused on the personal qualities of teachers. He said that along with sound knowledge of the target language, teachers should have energy and vigor, enthusiasm for their subject matter, and limitless patience.

Similarly, Brooks (1966) focusing on the personality features of prospective language teachers, stated that language teachers should have a "missionary's altruism and of amateur actor's exuberance (p.73)" which they will need in their career. The significance of personality factors of the language teachers has been stated by other researchers (Politzer and Weiss, 1971; Blatchford, 1984; Penner, 1992; Cross, 1995; Brosh, 1996). Regarding the importance of a teacher's personality, Cross (1995) claimed that the "importance of teacher personality in language teaching (is) far greater than in any other subject (p.35)." Similarly, Blatchford (1984) reported that when preservice and inservice teachers were asked to list the characteristics of good
teachers during their language learning process, personal qualities of teachers come before their academic qualities.

Brosh (1996) stated that an effective teacher is the one who is close to his/her students, sensitive to students' learning process and one who creates a classroom environment which is conducive to motivation. She maintained that an effective teacher while teaching the subject matter helps his students to sort out and arrange knowledge according to its priority.

According to Penner (1992), years of teaching experience and knowledge of teaching methods do not guarantee effective teaching. Teachers should improve their teaching skills along with the subject matter. Penner maintained that teachers bring out their own personality to the classroom each time they teach. Therefore, teachers' personalities are also important as far as effective language teaching is concerned.

Part II: The Training and the Status of EFL Teachers

Training of the language teachers has always been the focus of attention in foreign and second language teaching profession (Holden, 1987; Richards and Nunan, 1990; Sadtono, 1991; Woodward, 1991; Wallace, 1991; Freeman & Freeman, 1994; Guntermann, 1995; Whitmore and Goodman, 1996; Moore, 1996; Freeman, 1996; Ashton, 1996).

Of these researchers, Denemark and Nelli (1980) argued that educational and professional performance of the teacher
is influenced by the structure of the teacher preparation program. They argued that effectiveness of the program is central to the success of the future teachers. They stated that language teaching profession needs bright, sensitive, and reflective human beings. In addition, they need a rigorous preparation program which will double their personal strengths extending their professional status. Freeman and Freeman (1994) stated the importance of teacher training programs for producing competent language teachers. They argued that since teachers' teaching practices are influenced by the content of training and by the way they themselves are taught, college preparation must be given necessary importance.

Nerenz (1993) commented on the teacher education programs and stressed that "teacher education programs should be more than a mere collection of courses (p.168)." There are several educators who claim that effective teacher training programs are the ones which are relevant to the present-day movements in education and social demand (Denemark & Nelli, 1980; Goehring, 1981; Blair, 1983; and Cross, 1995). Educators emphasize that college preparation should prepare teachers for real teaching world practices. If the program is far from providing this opportunity to prospective teachers, then graduating students might not teach successfully. Cross (1995), for example, stated that prospective language teachers should be
thrust into contact with current affairs, global issues, social concerns, local business, economic issues, the target cultures...In this way, teacher preparation and language teaching is not divorced from the real world (p.35).

Researchers described the traditional language teacher education programs (Ur, 1992; Cullen, 1994; Lafayette, 1995). According to Cullen's outline, traditional teacher training courses encompass four basic components; methodology/pedagogical skills in these courses different methods of language teaching are explored and sometimes these courses might have sub-components such as micro-teaching or practice teaching, linguistics component which is related to the theoretical aspects of language teaching such as theories of language and language teaching, the third component is the literature component, and the last one is the language improvement component which, Cullen (1994) stated, might or might not be present. Cullen (1994) further stated that low levels of proficiency are a great concern for the language teachers and it also should be for those who are in charge of teacher preparation programs. Therefore, teacher training programs should include language improvement component as an essential ingredient. Regarding the same point, Golebiowska (1985) stated that any teacher training program should take into account the proficiency of the prospective teachers by providing language improvement component. Morris (1996) stated that "for the foreign language teachers the most striking
deficiency is the lack of any courses to develop language proficiency (p.163)."

According to Blair (1983), most teacher training programs consist of the courses which are irrelevant, unrealistic, too theoretical, and impractical. Ur (1992) focused on the same point by stating that trainee teachers feel that there is hardly any connection between the courses offered in their program and their classroom practices.

Another point to be considered in teacher education programs is the delicate balance of theory and practice. The necessity of theories underlying classroom practices has been stressed by a number of researchers. According to Widdowson (1984), theory is indispensable tool which is shaping the practices of teachers in the classroom

no matter how concerned teachers may be with the immediate practicalities of the classroom, their techniques are based on some principle or other which is accountable to theory (p.87).

On the other hand, Brumfit (1985) claimed that "specific teaching techniques are inseparably bound up with issues of educational principle (p.129)."

As early as 1970, The Northeast Conference on the Teaching of Foreign Languages suggested that teacher training programs should implement what they called an "Experience Curriculum" in which all teacher training course work is based on performance. According to the committee, method training and student-teaching should be blended with the teacher
preparation programs. Once balance between method training and student teaching is achieved the gap between theory and practice will be minimized. According to the professionals working on the committee, first, teachers should be given opportunities to improve acceptable fluency in a particular language throughout their preparation. Second, prospective teachers should be taught teaching strategies which they can use in their teaching. Third, they should experience teaching in a setting involving actual students before they start student teaching.

Lange (1983) reported the findings of a survey ACTFL conducted. According to the findings, language teachers rated the studying in a foreign country as the most beneficial experience they had during preservice education. Teachers who participated in the study rated the student teaching as the second most important experience they had in their education. Another result of the research revealed that there is lack of connection between methods and strategies taught in the courses and with true-to-life classroom practices. What is given in these courses is far from equipping the prospective teachers with competence to deal with realities in the classroom. Regarding the courses in foreign language teacher education programs, Ur (1992) stated that courses which are taught in these programs should aim at developing prospective teachers' "personal theories of action" through ELT pedagogy course which includes integrated teaching practice and
observation. Ur (1992) claimed that teacher preparation programs should include both "practical and theoretical input, experience, and reflection (p.61)." Similarly, Schrier (1994) stated that foreign language education curriculum "should combine the theory and the practice of language learning and teaching (p.73)."

With respect to the practical and realistic aspects of teacher education programs, educators proposed various activities which can promote realistic and practical training in teacher education programs. According to Strevens (1974), in teacher education programs prospective teachers might be asked to observe actual classroom sessions, micro-teaching through video-tape recordings, teaching to fellow-trainees, or long-term teaching practice in a school setting under supervision of an experienced teacher.

Ellis (1986) divided teacher-training practices into two groups: experiential and awareness-raising practices. Experiential practices require prospective teachers to teach actual students or in the classroom to peers. However, awareness-raising activities include the types of practices which intend to develop trainees' understanding of some underlying ELT principles. He (1986), suggested that experiential and conscious-raising activities should be combined in teacher preparation programs. Ellis (1986) provided a list of data collection sources that teacher trainers might be engaged in. He argued that teacher trainers
might design some tasks for prospective teachers based on the collected data. Teacher trainers might collect data in a number of ways: by video or audio recording the actual lesson taught in schools, providing readings, providing ELT textbook materials or lesson plans. Once these sources are available, the students might be asked to compare two different lesson plans, or the students might be asked to evaluate the teacher's approach to error correction in a video recording. Again, providing prospective teachers with ELT materials, they might be asked to rank the materials according to the communicative approach these particular materials implement.

In addition, Ellis (1986) suggested a number of different procedures to present the tasks to the prospective teachers. Teacher trainers might provide opportunities to prospective teachers to engage in group/pair discussion, designing workshops, organizing plenary discussions in which general ELT issues are discussed with all the teacher trainees together, or panel discussions with a group of teacher trainees. Other educators also focused on relativity of the courses taught in teacher education programs to the real conditions in classroom. Of these educators, Johnson (1996) stated that there should be a set of realistic expectations about the theoretical aspects taught in the courses. She claimed that what teacher education programs should emphasize is the perceptual knowledge as opposed to what is called conceptual knowledge which is too abstract. Johnson (1996)
drawing on the current views postulated by teacher educators stated that programs should create opportunities for novice teachers to explore, develop, and refine their perceptual knowledge; to uncover what they are actually aware of; to articulate the particulars of their own classroom context; to examine their own reactions, thoughts, and feelings; and to account for the intricacies of their own teaching (p.766).

Cross (1995) proposed various components to be included in teacher education curriculum. One of the components Cross proposed is pedagogic techniques which teach the teacher trainees how to present lexical items, design and conduct meaningful drills, introduce communicative structures. Materials development provides prospective teachers with opportunities to adapt and design instructional materials. The trainees also learn to produce activities related to the materials and prepare tests accordingly. Furthermore, Cross (1995) added that management skills of teachers are equally important and should be focused in teacher education programs. He argued that timing a lesson, maintaining attention, using eye contact must be taught in language preparation courses. Cross pointing out the importance of combination of theory and practice argued that theoretical knowledge helps teacher trainees to reflect and question classroom practices. Therefore, Cross maintained that prospective teachers should be taken to the actual teaching settings to discover the mechanics of language classrooms.
Hammadou and Bernhardt (1987) pointed out that communicative approach to language teaching requires a new focus into foreign language teacher education. They claimed that the courses taught in teacher education programs should encourage interaction in the classroom instead of promoting teacher-dominant lecture types. They suggested that in order to help prospective teachers to "focus on the social nature of language and communication" (Hammadou & Bernhardt, 1987, p.304), teacher preparation programs should incorporate sociolinguistics, sociology, and anthropology into their curriculum. Concerning the importance of sociolinguistic knowledge for language teachers, Long and Richards (1996) also stated that it plays a major role in "helping define the nature of language itself and, hence, in clarifying what communicative competence in a second language entails (p.viii)." Similarly, Ryan (1996) stated that foreign language teachers while teaching the language and its linguistic features, they are necessarily involved with sociolinguistic aspects of language. Jorstad (1981) pointing out the multidisciplinary nature of language teaching suggested that teacher education programs be organized by psychologists, educators, linguists and other related professional.

Regarding the courses taught in teacher education programs, a number of educators emphasized the importance of knowledge of Second Language Acquisition (SLA) theories for language teachers (Wilkins, 1985; Lightbown, 1985; Bahns,
1990; Morain, 1993). Lightbown (1985), for example, argued that language acquisition research is an "essential component of teacher education, because it can give teachers appropriate expectations for themselves and their students (p.183)."

Emphasizing the importance of SLA for language teachers, Bahns (1990) stated that knowledge of SLA research might cause a change in attitudes of the teachers, at least teachers who are informed with the findings of SLA research, might judge students' errors as natural products of language learning process.

Although educators emphasize an interdisciplinary approach to educating future language teachers, Bernhardt and Hammadou (1987) reported that many teacher education programs are still based on teaching the structures of the language. In their article, Hammadou and Bernhardt reported some findings of surveys on the contents of the TESOL and Bilingual Education. The findings of the surveys revealed that forty of the forty-four programs require an introduction to linguistics, thirty-two programs require grammar of English and only sixteen programs require psycholinguistics, and seven require sociolinguistics course in their programs.

Morain (1993) draws the profile of teacher education programs for the 21st century as follows:

1. foreign language teachers will acquire far superior language skills during their college education.
2. prospective teachers will gain deeper insights into the teaching/learning process during their
professional preparation.

3. foreign language professionals in the schools will perceive themselves not only as teachers, but also as mentors and classroom researchers.

4. the foreign language profession as a whole will be less narcissistic; no longer content to gaze inward at its own perfection, it will look outward toward meaningful interaction with schools and society (p. 101).

Morain emphasizing the importance of pedagogical education argued that in the 21st century language departments will accept how an important role they have in the preparation of the future teachers. Morain (1993) naming syntax, phonetics, and conversation class as "Old Faithfuls" argues that these courses will be more than demonstrating and clarifying points in grammar and phonetics. These courses will help future teachers to design and implement effective ways to teach them in the target language in the 21st century. According to Morain, the teacher education curriculum in the next century, will be enriched with courses which help future teachers to "talk and write intelligently about their own culture and to compare it with the target culture (p. 102)." Teacher preparation programs, in the new century, will offer courses which will equip future teachers with competencies such as; advancing arguments, defending positions, conversing with confidence about the sociopolitical agenda of the target culture, understanding humor in foreign language contexts. Morain further argued the vitality of contact time with students in actual schools and spending time in public schools
for prospective teachers. Another point she raised is the cooperation between schools, colleges and public. In the new century, she argued, "foreign languages should be perceived as coins to be spent on the streets, not hoarded in ivory towers (p.106)."

As the study is related to the skills and college preparation of secondary school Turkish EFL teachers who are nonnative speakers of English, this part of the literature review will refer to non-native speaker issue. Being an international language, it is a known fact that English is the most widely "taught, read, and spoken language that the world has ever known (Kachru & Nelson, 1996, p.71)." English has gained such a worldwide recognition that "the English language teaching business has become one of the major growth industries around the world in the past thirty years Crystal, 1985, p. 103)." According to the language statistics, the number of the nonnative speakers will be twice as much as the English native speakers. One issue that has been raised concerning English language teaching around the world is whether nonnative English teachers will fulfill the mission.

According to Williams (1975), a nonnative teacher will have disadvantages over his/her native speaker peers. He argued that nonnative teacher may not be well informed with everyday English usage because of limited contact with the native speakers. Therefore, nonnative teacher's English will be not be up-to-date according to the living language. He
(1975) also argued that the nonnative teacher's language production may not be authentic and genuine. However, Williams (1975) also stated that nonnative teacher has advantages as s/he is well aware of his/her students' native language. Furthermore, nonnative teacher's nativeness with the culture and the interests will help the teacher to select appropriate materials and activities for his/her students.

Widdowson (1992) emphasizing advantages of nonnative speaker teachers claimed that language teaching is more than knowing the language. He argued that regarding the language knowledge as the essential part of language teaching is missing another very vital point which is pedagogic competence of the practitioner. Widdowson claimed that native speaker "may have the edge as informant" but nonnative teachers may have "more natural advantages" over their native colleagues. Widdowson further asserted that "native speakers obviously have the more extensive experience as English language users" but "nonnative speakers have had the experience as English language learners; they have been through the process of coming to terms with English as another language (p.338)."

Concerning the advantages of native speakers, Widdowson claimed that native speakers make advantages of being native speakers divulging in delusion that native speaker, being a reliable informant, makes a good language teacher. However, there is a serious disadvantage related to native speakers. As native speakers feel secure in their knowledge and everybody
speaks their language, native speakers "can become closed off by complacency from the language and the culture of other communities, and continually claim that they are somehow exceptional and special case (p.388)." Widdowson (1992) further argued that this kind of native speaker attitude is a severe disadvantage "for the development of expertise as an instructor" even though they are effective informants.

Nayar (1997) suggested that ELT business in general and the issue of native speakers should be approached cautiously. Nayar argued that ELT is produced in English-speaking countries and "disseminated as received wisdom to others through published scholarly material and through the educational involvement of others in those countries (p.22)." He further argued that there is no evidence which suggests that these native-speaker-involved practices are really supportive. According to Nayar, ELT reached at a point where being a native speaker means unquestionable competence as far as language is concerned. Nayar further maintained that native speakers have the unquestionable dominance and so-called expertise in "telling others how English ought to be taught (p.22)." Nayar concluded his argument by stating that English language teaching should not be limited to native speakers as knowledge of English is different from knowledge of teaching, and English language competence is different from sociocultural competence.
Medgyes (1994), a nonnative teacher of English, in his book titled "The Non-Native Teacher" reviewed the issue of being a non-native teacher. According to Medgyes, non-native teachers have advantages and disadvantages as well. The results of three different surveys he conducted revealed that nonnative teachers accept their linguistic shortcomings. The teachers who participated in the study admitted their weakness in oral proficiency, vocabulary and pronunciation. According to Medgyes, these shortcomings might be overcome by hard working. On the other hand, nonnative teachers might be valuable sources for students as they are cognizant of the culture. The nonnative teachers have advantages over their native speaker peers as they might be well aware of the students' needs therefore coming close to their learning problems. Another advantage of being a nonnative teacher is that "more than native speaker, nonnative teacher is aware of the difficulties his students are likely to encounter and possible errors they are likely to make (Medgyes, 1994, p.6)." However, Medgyes (1994) pointed out the communication problems that nonnative teachers face. Concerning this issue, he (1994) argued that "native speakers are potentially more accomplished users of English than nonnative speakers (p.12)."

Concerns about limited contact of nonnative teachers with the target language and the resultant communication problems have been also emphasized by other educators. In the article, "On Being and Becoming a Foreign Language Teacher," Hammadou
and Bernhardt (1987) emphasized the dynamic and interactive nature of language. They remarked that since the use of the target language is limited to classroom sessions, language teachers might lose their skills over time. Regarding to this point they remarked:

In contrast to other teachers, who may be able to acquire new facts about their subjects and keep them in memory, language teachers, who do not teach a "factual product" but rather a process of communication, may lose the use of that process if they themselves do not use it on a regular basis (p.302).

In a study conducted by Kalivoda and Morain (1993) on 200 foreign language teachers in Alabama and Georgia it was found that more than half of the teachers used the target language in their classrooms less than 50% of the class time. The main reason asserted by the teachers who participated in the study was their own inability to clarify the grammar points and cultural concepts without switching to their native language. Concerning the communicative competence of the nonnative teachers, Peretz (1988) argued that the main problem faced by the nonnative teachers who are teaching in non-English speaking environment is their lack of communication. According to Peretz, nonnative teachers should be equipped with both linguistic and culture-based learning.

Others (Carroll, 1967; Jorstad, 1980; Seelye, 1984; Peretz, 1988; Hammadou & Bernhardt, 1987; DeKeyser, 1991; Lafayette, 1995) emphasized the importance of staying in a country where the language that foreign language teachers
teach is dominantly used. Educators stated that study abroad experiences might provide knowledge concerning cultural concepts. Regarding the connection between cultural knowledge and language learning, Bacon (1995) stated that "fundamental goal of language teacher education is learning to represent fairly the cultures of the language one teaches (p.193)." Larsen-Freeman (1991) categorizing "cultural knowledge" as the fourth and integral dimension along with accuracy, meaningfulness, appropriateness argued the inevitable place of culture learning in teacher training programs.

Lafayette (1995) stated that language teachers might improve their oral proficiency and cultural content knowledge through travel and study abroad programs. Lafayette (1995) stated that study abroad opportunities guarantee students exposure "to actual use of the target language and culture, something that, unfortunately, is far from guaranteed in the classroom (p.139)." Jorstad (1980) argued that teachers might gain self-confidence during their stay in the target country. This self-confidence can lead to comfort and naturalness when teaching the target language in the classroom. DeKeyser (1991) stated several benefits of stay abroad;

1. Sheer number of hours spent in the native-speaking environment provides a huge amount of comprehensible input and sizable amount of speaking practice for those willing to make effort
2. Being in an environment where one can get many things done in the foreign language that could not be accomplished in the native language is a constant motivational boost,
3. Students overseas acquire at least some skill in managing truly informal interaction with multiple native speakers (p.139).

However, although a living experience in the target is very beneficial for language teachers it requires a budget for having trips and registering for courses. Hammadou and Bernhardt (1987) stated that this problem can be remedied by incorporating courses such as linguistics, psycholinguistics, sociolinguistics into the teacher education programs. These courses will help the trainees to get deeper insights into non-linguistic and sociocultural concepts embedded in the target language.

Conclusion

Language is dynamic; it is alive and changes over time. Therefore, those who are engaged in language teaching have the burden of keeping up-to-date with the language. Regarding this aspect of the profession, compared with fellow-teachers who are teaching other disciplines, the tasks and expectations for language teachers are more demanding. In other disciplines, teachers teach knowledge, habits, skills in a medium which is familiar to their students. Basanta (1996) sums up the demands of the profession on foreign/second language teachers:

Language teachers are expected to be linguistically and pragmatically (i.e.; sociolinguistically and culturally) competent, and to be equally competent on the discourse (strategic) level. From the pedagogical point of view, they should be able to handle different learner strategies, be good classroom managers, (organizers, initiators, monitors, advisers, and
resource providers), help students to learn from their errors, motivate them, promote learner autonomy, and cater for different abilities and learning styles (p. 263).

Regarding the requirements of the profession, Basanta (1996) concluded that in order to fulfill these missions, language teachers should be educated in well-structured, balanced programs. The expectations for foreign and second language teachers require teachers to be competent not only in their target language knowledge, target culture knowledge, but also in their pedagogical knowledge. Furthermore, language teachers are supposed to have knowledge of related disciplines which could contribute to their teaching. More and more teacher education programs incorporate a variety of related disciplines into their programs. These disciplines help prospective language teachers to broaden their understanding of how the language learning and teaching process works and to improve their instructional skills. Crookes (1997) argued that there are many factors that influence the success of language teachers. This includes not only the education that language teachers are provided in college, but also conditions such as: teaching resources, administrative support, and physical facilities in schools where teachers work.

As Schrier (1995) stated, if there could be any improvement in foreign language teacher education programs to produce competent language teachers, "the voice that teaches
world languages should be the voice that is most listened to and esteemed (p.120)." This study is based on Turkish EFL teachers' perceptions concerning their skills in the English language and their perceptions of their pre-service teacher education programs.
CHAPTER 3
RESEARCH METHODOLOGY

Research Design

In order to achieve the purposes of the study, quantitative and qualitative data collection techniques were used. A mail questionnaire and interviews were conducted and a document analysis was completed. The document analysis was conducted on 13 ELT departments' curricula. The mail questionnaire was used to collect data from Turkish secondary school EFL teachers. The mail questionnaire was convenient for a number of reasons. According to Henerson et al. (1987), with a mail questionnaire people who live in diverse locations can be reached simultaneously. Another convenience was that mail questionnaire provided the respondents with more time and privacy to answer the questions (Moser & Kalton, 1971; Ary et. al., 1972). In order to triangulate the research findings, interviews with Turkish secondary school EFL teachers were conducted. The descriptive and survey data were supplemented by document analysis.
Population

Turkish teachers who were currently working as English teachers in public secondary schools located in the capital city Ankara were the population of the study. Four hundred informants were randomly selected from Turkish EFL teachers who were working in the public secondary schools.

Sampling Procedure

First, the researcher requested a list of all public secondary schools and the names of all Turkish EFL teachers who work in the public secondary schools from the Ministry of National Education. After the lists of the public secondary schools and the names of the teachers were obtained, the researcher used the systematic sampling technique to select the EFL teachers who would participate in the study.

In systematic sampling, a sample is typically drawn by taking every k-th case from the whole population (Ary et. al., 1972). In order to select the participating teachers, the total number of EFL teachers who work in secondary schools in Ankara (N = 1137), was divided by the desired number of EFL teachers who would participate in the study (n = 400). The result of the computation; (N/n) was -3 and "k" was found to be 3. The researcher numbered all the names on the master list
from the first through the last name. The researcher started by selecting the participants at the top of the list. This procedure provided random sampling of the very first participant. The researcher selected the first participant randomly then finished the sampling by selecting every third teacher in the list. For example, if the first participant's number was 4, then the population included every 7th, 10th, 12th... teacher in the master list. This procedure went on until the numbers of teachers needed were reached. The list of the schools that participated in the study is presented in Appendix J.

Instrumentation

A questionnaire, structured interviews, and document analysis were used to collect data for this research. The original questionnaire was developed by an educator (Unyakiat, 1991). The questionnaire was divided into four parts. A copy of the questionnaire has been included in the appendices as Appendix E.

Part I. Demographic Information
In this part, controlled-choice questions were asked to collect information related to the personal and professional
backgrounds of the Turkish EFL teachers. The teachers were asked their gender, grade level currently teaching, years of EFL teaching, highest degree obtained, living or visiting experience in an English speaking country, participation in a professional seminar/ or conference, subscription to any professional journal, regular watching of English TV programs. Eight items were included in the first part of the questionnaire.

**Part II: Knowledge and Communicative Skills in English**

This part included fourteen items which provided teachers with opportunities to describe their perceptions concerning their current English language skills.

**Part III: Perceptions Concerning the Effectiveness of Turkish EFL Teacher Education Programs**

This part included thirty-five items which provided teachers with opportunities to identify their perceptions concerning the effectiveness of their own pre-service education.
Part IV: Turkish EFL Teachers' Recommendations and Difficult Aspects of English Language for Turkish Teachers

In this part of the questionnaire, two open-ended questions were asked. The first question was related to Turkish EFL teachers' recommendations to modify and improve EFL teacher education programs in Turkey. The second question asked the teachers to identify the most difficult aspect of English language and what personal efforts they were trying in order to overcome the difficulty.

Interviews

In order to triangulate and possibly extend the findings of the present study, structured interviews were conducted with 25 Turkish EFL teachers who work in public secondary schools located in Ankara. Interview questions used by the researcher for the teacher interviews are included in Appendix G. To supplement the data provided by the EFL teachers, the researcher also conducted an interview with the teacher education consultant who is employed in the British Council in Ankara. A copy of interview questions is included in Appendix I.
Denzin (1978) used the term triangulation to define the combination of data collection sources. Regarding triangulation, Glesne and Peshkin (1992) stated that the data collected through multiple sources enhance the trustworthiness, thereby increasing confidence in research findings. Marshall and Rossman (1989) argued that using a combination of data sources increases the validity of the findings.

In the qualitative paradigm, interviews provide opportunities for researchers to probe particular variables for detailed descriptions. Concerning the value of data collected through interviews, Glesne and Peshkin (1992) argued that the potential strength of interviews lies in the fact that interviews provide opportunities to learn about the things that might be missed by the researcher. Furthermore, data collected through interviews help researchers to explore alternative explanations of what is seen.

The researcher used the structured interview approach throughout the interviews with Turkish EFL teachers. In this particular type of interviewing, the researcher typically asks the same questions to each of the participant. Several reasons for using the structured interviews were:
1. The structured interviews are preferable when there is a limited period of time that sometimes it is possible to conduct each interview only once (Patton, 1990).

2. The structured interviews are systematic (Patton, 1990; Marshall and Rossman, 1989).

3. The structured interviews facilitate organization and data analysis as the format of the interview allows researcher to locate each informant's response to the same question quickly (Patton, 1990).

4. The standardized interviews increase comparability of responses as each informant is asked the same questions (Patton, 1990).

Subjects

Turkish teachers who were currently working as teachers of English as a Foreign Language at the public secondary schools in Ankara, Turkiye were the subjects of the study. Twenty-five EFL teachers represented the graduates of 11 different ELT teacher preparation colleges across Turkiye. The subjects in the study were the teachers who graduated from 11 different English Teacher Education Colleges in Turkiye.
subjects were 18 female English teachers and 7 male teachers. The length of teaching experience among the participating teachers ranged from 3 to 18 years.

Interview Sampling Procedure

In order to select twenty-five interview subjects who would represent different English Teacher Education Colleges across Türkiye, the researcher found at least two subjects who represented the same college.

Interview Questions

The structured interview questions were based on the questionnaire questions. However, the second part of the interviews included two questions concerning career goals of Turkish EFL teachers and their opinions concerning native and nonnative English teacher issue. The researcher paid attention to the wording of the interview questions that the questions were singular, neutral, clear and not dichotomous which elicited "yes" or "no" answers (Patton, 1992; Payne, 1951). The questions were divided into four parts. The interviews started with three descriptive type of questions which were placed in the first part of the interviews. When sequencing the interview questions, placing noncontroversial descriptive
type questions which were easy to answer before more personal opinion questions was important since it reassured the subjects that the interview questions were manageable (Patton, 1992; Glesne and Peshkin, 1992).

The second part of the interview included four opinion questions designed to elicit data concerning Turkish EFL teachers' current English language skills and their opinions concerning the issue of native/nonnative English teachers, and their career goals. The first two questions focused on Turkish EFL teachers' career goals and their opinions concerning the issue of native/nonnative English teachers. The next two questions asked Turkish EFL teachers to tell their opinions concerning their strengths and weaknesses in English language skills as teachers. The sequencing of the questions in this section was done in such a way that teachers were first asked opinion questions concerning their career goals, and their ideas about the native/nonnative English teacher issue. The rest of the questions dealt with more personal opinions concerning their weaknesses and strengths as English teachers.

The third part of the structured interview included three opinion questions concerning participating Turkish EFL teachers' college preparation. The subjects were first asked to evaluate the strengths of their college preparation. The
second question dealt with the weaknesses of their college preparation. The third question asked the subjects to evaluate their college professors. The last evaluation question included two probes.

The last part of the interview included one question concerning Turkish EFL teachers' recommendations for improvement in EFL teacher preparation programs in Turkiye.

Document Analysis

In order to support the data collected through mail questionnaire and interviews, document analysis was conducted. To conduct document analysis, the researcher obtained the current official curricula which included the credit hours and the list of the courses offered in 13 ELT departments across Turkiye. Presently, Turkiye has 15 EFL teacher preparation programs. However, two of these programs were founded after 1995 and have not yet produced graduates. The researcher nonetheless obtained the curricula of 13 old EFL teacher preparation programs which began producing English teachers before the other three new programs.
The Questionnaire: Turkish Version of the Questionnaire

The Turkish version of the questionnaire and structured interview questions were tested with a group of teachers who teach in public secondary schools in Isparta, Turkey. The Turkish version of the questionnaire was presented to a group of Turkish EFL teachers who teach English in public secondary schools in Isparta. In order to obtain teachers' comments on the clarity of instructions, choice of words, or any other flaws related to the questionnaire, the researcher arranged a meeting with the participating teachers.

During the meeting, it was found that the Turkish EFL teachers were concerned with the format of the questionnaire which they found "confusing." After modifications were made in the format of the questionnaire, the researcher asked a Turkish professor who had a Ph.D. in linguistics and had no knowledge of the original English version to translate the questionnaire back into English. This procedure is called back translation (Brislin et al., 1973). The original English version and the translation were compared until discrepancies were adjusted.

The structured interview questions were also tested. In order to identify any problems which might be related to timing, quality of the tape recorder, usability of the
questions, or the sequencing of the questions (Glesne and Peshkin; 1992), the researcher interviewed five Turkish EFL teachers who work in public secondary schools in Isparta, Turkey. Following the interviews, the researcher had a meeting with the teachers who participated in the interviews. The researcher urged the subjects to be critical about the usability of the questions (Glesne and Peshkin, 1992).

During the interviews with EFL teachers, a problem was found with the sequencing of the questions in the second part which included four opinion questions. The pilot study with the Turkish EFL teachers who work in the public secondary schools in Isparta revealed that the interviewees were not ready to respond to the personal evaluation questions concerning their strengths and weaknesses as EFL teachers. These questions were originally placed before the other two questions concerning the career goals and opinions about the issue of native/nonnative English teachers. Based on the findings of the pilot study, the researcher changed the sequencing of the questions in this part by placing the personal evaluation questions after the opinion questions concerning career goals and native/nonnative English teachers.
Questionnaire Data Collection Procedure

Turkish teachers who were employed in public secondary schools in Ankara, Turkiye participated in this study. In order to conduct the study, the researcher requested a permission from the Ministry of National Education. The Ministry of National Education issued a permission to conduct the research. After gaining access to research sites through the permission letter given by the Ministry of National Education, the researcher requested the list of all public secondary schools and the names of the Turkish EFL teachers who work in these schools. The researcher sent a cover letter and the copy of the permission letter to conduct the questionnaires to the principals of the selected schools (Appendix C). In the cover letter to the principals, the researcher introduced herself, explained the purpose of the research, and asked for their cooperation.

The researcher sent the questionnaires to the selected Turkish EFL teachers by mail. The packet also included a self-addressed stamped envelope for returning the completed questionnaires and a cover letter to the teacher (Appendix A). In the cover letter attached to each questionnaire, the researcher emphasized the importance of teachers' responses to the study, stressed that individual teachers' names are not
needed, and indicated a deadline for returning the questionnaires. It was also indicated that the summary of the findings would be sent to interested teachers. The researcher placed a telephone number and an address in the questionnaire in case teachers might need to ask questions related to the study. The teachers were encouraged to contact the researcher whenever they needed. In order to help Turkish EFL teachers understand the directions, instructions were clearly stated and placed in each part of the questionnaire.

When the questionnaires had not been received after the deadline, the researcher waited for a week, assuming possible delay in the mail. During that time, returned questionnaires were marked according to the numbers on the master list which included the names of the teachers to whom questionnaires were sent. When one week passed the researcher sent another packet of questionnaires to the teachers who did not return the questionnaire. In addition, the researcher made personal visits to schools and encouraged the teachers to complete and return the questionnaires. When the questionnaires were returned, the researcher compared the identification numbers of the questionnaires with the numbers written on the master list. A total of 311 questionnaires out of 400 were returned. The return rate was 78%.
Interview Data Collection Procedure

In order to select 25 interviewees who were the graduates of different ELT departments in Colleges of Education, the researcher called the principals to obtain information about Turkish EFL teachers who were employed in their schools. During the conversation with the principals, the researcher introduced herself, mentioned the permission from the Ministry of National Education, explained the purpose of the study and asked for cooperation. The researcher arranged a date to visit the schools according to the information given by the principals that which EFL teachers from different teacher education programs were employed. During these conversations, the researcher also learned the time the EFL teachers would be available in schools. The procedure went on until at least two EFL teachers who graduated from the same teacher preparation colleges across Turkiye were identified. The interviews started October 16, 1997 and went on until the end of November, 1997. Each subject was interviewed once. The interviews lasted one and a half to two hours. The time for the interviews was arranged according to the teachers' availability. Most of the interviews were conducted in available places in schools after courses were finished when there was no interruption (Gleshne and Peshkin, 1992).
there was no interruption (Glesne and Peshkin, 1992).

During the interviews the researcher listened carefully to the interviewees to make sure that the subjects were providing answers to the questions that were asked. In order to facilitate the interview, the researcher used a role-play type of interviewing in the recommendation part of the interview. The subjects were asked to take the role of the chairperson of ELT department and asked to modify the department based on their teaching experiences. In order to maintain control over the interviews, the researcher gave appropriate feedback to the interviewees (Patton, 1992). For instance, the researcher encouraged the interviewees who were talking about the question by nodding her head, or remaining quiet when the researcher anticipated more responses from them.

In order to develop rapport with the participating interviewees, the researcher wore appropriate dress and assured confidentiality. In qualitative research, rapport is defined as distance-reducing, anxiety-quiting, and trust building (Glesne and Peshkin, 1992).

In order to create flexible and comfortable atmosphere the interviews were conducted in Turkish. All interviews were tape-recorded for transcription. During the interviews, the
researcher kept a running index which linked the points discussed with the tape recorder's counter. At the end of each interview session, the researcher left the site with an expression of gratitude. The researcher maintained appreciative facial expressions before and also during the interviews.

**Questionnaire Data Analysis**

The first stage of the data analysis included the quantification of the raw data. This process required turning the non-numerical data into quantifiable units for further procedures (Oppenheim, 1966). In this stage, the researcher gave codes to the all non-numerical categories. These codes were in the form of symbols which prepared the data for further statistical analysis and interpretation. For example, the highest degree obtained appeared as:

The highest degree obtained

- Bachelor --------- (1)
- Master of Arts------ (2)
- Other (specify)----- (3)

The second part of the questionnaire included Likert-scale items. Each question had been assigned a numerical symbol, so the data recoding was not needed.
The questionnaire included two open-ended questions in which Turkish EFL teachers were first asked to write their recommendations to modify the existing EFL teacher education programs to produce effective language teachers as far as communicative skills were concerned. The second open-ended question asked Turkish EFL teachers to write the most difficult aspect of English language for themselves. In order to analyze the data which were in the form of words and statements, the researcher used the following steps:

1. The researcher read all of the recommendations offered by the teachers several times. This helped the researcher to see the key statements as well as common and differing recommendations. The researcher underlining the key statements gave preliminary codes.

2. The researcher obtained a piece of paper and drew a splitting line so that each of the two questions was assigned a cell.

3. The researcher by taking each individual response read the key statements and summarized those statements or quote them if it was necessary. In this stage, the researcher used two ballpoint which had different colors. The researcher used a black
color to specify an already mentioned statement or recommendation and red to imply a new statement. However, the researcher paid attention to the responses if both responses implied the same content.

4. The researcher in the last stage of the data analysis listed the statement of each cell in a piece of paper. When the copying was done the researcher read each statement to identify broader categories.

5. The researcher categorized the statements which conveyed the same type of concern under a particular label.

Following the coding and categorizing, the researcher organized and summarized the statements into more communicated forms. The data from the open-ended questions were tabulated and computed by using SAS, a Statistical Analysis System. The following statistical procedures were conducted in order to answer the research questions of the present study.

**Question 1**

To answer the first question of the study, descriptive statistics were used to identify the personal and professional
backgrounds of Turkish EFL teachers who participated in the study. Frequencies and percentages of Turkish EFL teachers' demographic data were calculated. Turkish EFL teachers were categorized based on the following criteria:

(a) gender,
(b) grade level currently teaching
(c) years of teaching
(d) highest degree obtained
(e) travel/work experience in an English-speaking country
(f) participation in a professional conference/seminar
(g) subscription to any professional journal
(h) regular watching of any English television programs

**Question 2**

The second question asked the Turkish EFL teachers' perceptions of their

(a) current communicative skills in the English language
(b) the effectiveness of their college preparation:

Is there any relationship between Turkish EFL
teachers' perceptions of current language skills in English and their perceptions of college preparation?

In order to answer this question, descriptive statistics with frequencies, percentages, means, and standard deviations were calculated. In addition to descriptive statistics, in order to identify whether there was a relationship between the current language skills and their perceptions of their college preparation a correlation analysis was also performed. As each part of the two questions; perceptions concerning current language skills and perceptions of college preparation including multiple variables, a correlation procedure called "canonical correlation analysis" was performed. Following the canonical correlation, the F-test was used to find whether the correlation between Turkish EFL teachers' perceptions of current language skills and perceptions concerning college preparation was statistically significant. Finally, Canonical Redundancy Analysis was performed to determine the level of relationship between Turkish EFL teachers' perceptions of current communicative skills in the English language and perceptions of college preparation.
Question 3

Analyses of variance were calculated to determine the differences in perceptions concerning the college preparation of Turkish secondary school EFL teachers categorized on the basis of the following criteria:

(a) gender
(b) grade level currently teaching
(c) years of language teaching
(d) highest degree obtained
(e) travel/work experience in an English-speaking country

If the analysis indicated that F-ratio was significant, that is, if there were differences among the teachers who were grouped under the above criteria, then Scheffe's test would be used to identify which groups of teachers had significantly different perceptions from other groups. Scheffe's test was used to identify the significance among the teachers who had different length of English teaching experience.

Question 4

In order to classify and report Turkish EFL teachers' recommendations for improvement in teacher preparation
programs in Turkey, and the most difficult aspect of English for Turkish EFL teachers, the responses to these open-ended questions were content-analyzed and categorized. The key statements in each questionnaire were underlined. Then, the statements which conveyed the same type of concern were categorized. Percentages in each category were then calculated. The findings were used to determine the certain aspects of the teacher preparation programs as perceived by the teachers.

**Question 5**

A proposal of EFL teacher training program which should be implemented in Turkey during the next decade.

Based on the findings of the research, the researcher designed a proposal for an EFL teacher training program which might be considered as an alternative program by policy makers in the Ministry of National Education and the Council of Higher Education.

**Data Analysis: Interviews**

The researcher transcribed all the interview data for analysis. After the transcriptions of the interviews were typed and translated from Turkish into English. In order to
analyze the interviews, the following steps were taken by the researcher.

1. As the interviews were of a structured type, the researcher used a cross-interview analysis technique to analyze the interview data. The cross-interview analysis technique requires grouping the answers from different people to the same or common questions.

2. Prior to conducting a cross case analysis for each question and as a preliminary step to analyzing responses across cases, the researcher read each interview individually and summarized respondents' response to each question. The researcher paid attention to each emerging new opinion and point of view. At this stage, the researcher started giving preliminary codes in the margins, for responses to each quotation. For instance, the code PT was used to represent "practice teaching."

3. After case studies were written for each interview, and the preliminary codes were designated, the researcher read each case study individually several times to develop a category system.
4. The researcher used the parts of the interviews as broad categories. According to this categorization, four broad categories were identified. These were Biographical Data, English Language Skills and Career Goals, College Preparation, and the last part Recommendation.

5. The researcher read the case studies to find out the converging patterns (Guba, 1978). Finding out the converging patterns requires arranging the data which fit together. The researcher read the transcription, underlined the converging patterns and assigned categories.

6. The researcher identified sub-categories to present data which fit together under the same sub-category. For instance, "Perceived Weaknesses of Turkish EFL Teachers" was identified as a sub-category under the broad category of "English Language Skills, Career Goals".

7. When the sub-categories were identified, the researcher read the transcripts again to assure that each statement in the transcriptions was taken into consideration.
8. The researcher presented data referring to quotations with sub-category titles under broad categories. For example, Courses.

**Document Analysis Procedure**

In order to analyze the 13 curricula collected, the researcher used the matrix analysis system (Patton, 1990). The researcher used the following steps to analyze the documents.

1. The researcher obtained a wide sheet of paper and divided the sheet into thirteen cells.
2. The researcher assigned numbers from 1 to 13 to each cell.
3. The researcher listed the courses of each department and calculated the credit hours of the courses.
4. The researcher compared the offered courses between the programs. The researcher specified the courses which were emphasized by a particular program according to the credit hours.
5. The researcher presented the information in context by assigning tables.
Conclusion

This chapter described the research methodology used in this study. Research methodology included procedures for questionnaire and interview sampling of Turkish EFL teachers who work in public secondary schools located in Ankara; procedures for document analysis; procedures for questionnaire, interview, and document data collection; questionnaire, interview, and document data analysis. Appropriate statistical techniques which were used to analyze the collected were also described.
CHAPTER 4
RESULTS AND FINDINGS

This chapter presents the results of the statistical analysis of data collected through questionnaire, the findings of interview data and document analysis. The results of the statistical analysis are reported for each question. The analysis of interview data is reported under categories.

Question 1

What is the biographical and professional information regarding current Turkish secondary EFL teachers in terms of the following criteria:

(a) gender,
(b) grade level currently teaching,
(c) years of English language teaching,
(d) the highest degree obtained,
(f) travel and /work experiences in any English-speaking countries
(g) participation in any professional conference and/seminar,
(h) subscription to any professional journal,

(i) regularly watching English television programs?

Turkish EFL teachers' responses for the eight items in the questionnaire, Part I, are presented as follows:

Table 4.1 shows that among 311 Turkish EFL teachers who participated in the study, 75% were women and 25% were men.

Table 4.2 reveals that 40% of the respondents currently teach at the lower secondary school level; and the other 60% teach at the upper secondary school level.

Table 4.3 indicates that most respondents (64%) have been teaching for 5 to 10 years. Findings reveal that 36% of the teachers have been teaching English more than 10 years.

Table 4.4 indicates that 82% of respondents hold bachelor's degrees whereas 3% of the respondents hold master's degree and 15% hold certificates.

Table 4.5 reveals that 87% of the respondents who participated in the study claim that they had no opportunity to go to an English-speaking country while only 13% report that they had been to an English-speaking country for only recreational purposes such as sightseeing or family vacation.

Table 4.6 indicates that 62% of Turkish EFL teachers who participated in the study reported that they have not participated in a professional conference. However, 38%
reported that they had participated in a professional conference and/or seminar. These seminars/conferences have been reported as the in-service seminars provided to EFL teachers by the Ministry of National Education.

Table 4.7 shows that 87% of the respondents were not current subscribers to any professional journal. Only 13% of the respondents reported that they are subscribers to a journal called English Language Teaching published by Oxford Publications.

Table 4.8 reveals that 74% of Turkish EFL teachers have had no opportunity to watch English television channels regularly, while only 26% of the teachers have had the opportunity to regularly watch an English channel. These channels are BBC from British Broadcasting and NBC and CNN from the United States.

Table 4.1
Gender of Turkish secondary EFL teachers who participated in the study

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>234</td>
<td>75</td>
</tr>
<tr>
<td>Male</td>
<td>77</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.2
Grade level that Turkish EFL teachers currently teach

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Secondary</td>
<td>125</td>
<td>40.2</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td>186</td>
<td>59.8</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3
Turkish EFL teachers' English language teaching experience

<table>
<thead>
<tr>
<th>Years of English Teaching</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0- 5 years</td>
<td>104</td>
<td>36.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>86</td>
<td>27.7</td>
</tr>
<tr>
<td>11-15 years</td>
<td>56</td>
<td>18.0</td>
</tr>
<tr>
<td>More than 15</td>
<td>56</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>311</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.4
Highest degree obtained by Turkish EFL teachers

<table>
<thead>
<tr>
<th>Highest Degree Obtained</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>247</td>
<td>81.8</td>
</tr>
<tr>
<td>Master's</td>
<td>9</td>
<td>3.0</td>
</tr>
<tr>
<td>Certificates</td>
<td>46</td>
<td>15.2</td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.5  
Work or/and Travel experience of Turkish EFL teachers in any English-speaking countries

<table>
<thead>
<tr>
<th>Work/Travel Experience</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>13.3</td>
</tr>
<tr>
<td>No</td>
<td>255</td>
<td>86.7</td>
</tr>
<tr>
<td>Total</td>
<td>294</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.6  
Participation in professional conference and/or seminar

<table>
<thead>
<tr>
<th>Participation in Professional Conference/Seminar</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>114</td>
<td>37.6</td>
</tr>
<tr>
<td>No</td>
<td>189</td>
<td>62.4</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7  
Subscription to professional journals

<table>
<thead>
<tr>
<th>Subscription to Any Professional Journal</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>13.2</td>
</tr>
<tr>
<td>No</td>
<td>250</td>
<td>86.8</td>
</tr>
<tr>
<td>Total</td>
<td>288</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.8
Regular watching of an English television channel

<table>
<thead>
<tr>
<th>Regular Watching Any English TV Channel</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>223</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>301</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Question 2**

What are Turkish EFL teachers' perceptions of

a) their current communicative skills in English language;

b) the effectiveness of their college preparation

Is there any relation between Turkish EFL teachers' perceptions of their current language skills in English and their perceptions of their college preparation?

**Current Knowledge and Skills in English Language**

In this part of the questionnaire, Turkish EFL teachers were asked 14 different activities and skills to evaluate their current English language and skills. Teachers rated themselves on a Likert scale 1-4 which ranged from "very easily" to "not at all." The results are presented in Table 4.9.
Regarding the speaking skills, most teachers stated that they can use English easily to give simple biographical information about themselves. This is indicated by a mean score of 3.53. Introducing themselves in social situations and using appropriate greetings and leave-taking expressions was also rated as easy to perform by Turkish EFL teachers (mean score = 3.49). Giving concise and accurate directions to someone going to an unfamiliar location was rated as somewhat easy to do (mean score = 3.12). In contrast, stating and supporting one's opinion was rated as difficult to perform by Turkish EFL teachers with a mean score = 2.51.

Regarding the listening skills, teachers rated understanding a native speaker talking on the phone at normal speed difficult (mean score = 2.35). Similarly, Turkish teachers reported that understanding idiomatic expressions used by a native speaker as difficult to do (mean score = 2.39). Teachers claimed that understanding a native speaker in face-to-face conversation and understanding an English TV program were somewhat difficult. Their mean scores were 2.51, and 2.49, respectively. Regarding reading skill, teachers rated comprehending essential points after reading an article as somewhat easy (mean score = 3.16).
As for writing skills, teachers reported that they could easily write a personal letter to a foreign friend (mean score = 3.27). Writing a summary report was rated as fairly easy as to perform, with a mean score of 2.43. They indicated that it was somewhat easy to write an essay on a general subject (mean score = 2.34). Teachers reported their confidence in using technical equipments like video, overhead projector when presenting English lessons with a mean score of 3.05. Teachers also believed that it was not difficult to develop authentic materials for classroom use (mean score = 2.88).

The total mean scores for the speaking skill (mean score = 3.16), listening skill (mean score = 2.43), reading skill (mean score = 2.78), writing skill (mean score = 2.68), and skills for using technical equipment and developing authentic materials which was called general skills (mean score = 2.95) are shown in Table 4.10.
Table 4.9
Means and standard deviations of Turkish EFL teachers' perceptions of their current English language skills

<table>
<thead>
<tr>
<th>Skills in English Language</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce myself in social situations and use appropriate greeting and leave-taking expressions.</td>
<td>3.49</td>
<td>0.64</td>
</tr>
<tr>
<td>2. Give simple biographical information about myself.</td>
<td>3.53</td>
<td>0.62</td>
</tr>
<tr>
<td>3. Give concise and accurate directions to someone going to an unfamiliar location.</td>
<td>3.12</td>
<td>0.83</td>
</tr>
<tr>
<td>4. State and support my point of views.</td>
<td>2.51</td>
<td>0.77</td>
</tr>
<tr>
<td>5. In face-to-face conversation understand a native English speaker who is speaking at normal speed.</td>
<td>2.51</td>
<td>0.99</td>
</tr>
<tr>
<td>6. On the phone, understand a native speaker who is speaking at normal speed.</td>
<td>2.35</td>
<td>0.97</td>
</tr>
<tr>
<td>7. Understand an English TV program.</td>
<td>2.49</td>
<td>0.83</td>
</tr>
<tr>
<td>8. Understand idiomatic expressions used by a native speaker.</td>
<td>2.39</td>
<td>0.74</td>
</tr>
<tr>
<td>9. Comprehend essential points after reading an article.</td>
<td>3.16</td>
<td>0.70</td>
</tr>
</tbody>
</table>
Table 4.9

10. Write a personal letter in English to a foreign friend. 3.27 0.71

11. Write an essay on a general subject. 2.34 0.73

12. Write a summary report. 2.43 0.87

13. Develop authentic materials for classroom use. 2.88 1.05

14. Use technical equipments like video, overhead projector to present English lessons. 3.05 0.95

Table 4.10

Means and standard deviations of EFL teachers' current knowledge in four skills and use of technical equipment and their ability to develop authentic materials (Self-evaluation)

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Frequency</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>311</td>
<td>3.16</td>
<td>0.55</td>
</tr>
<tr>
<td>Listening</td>
<td>311</td>
<td>2.43</td>
<td>0.79</td>
</tr>
<tr>
<td>Reading</td>
<td>311</td>
<td>2.78</td>
<td>0.58</td>
</tr>
<tr>
<td>Writing</td>
<td>311</td>
<td>2.68</td>
<td>0.62</td>
</tr>
<tr>
<td>General Skill.*</td>
<td>309</td>
<td>2.95</td>
<td>0.84</td>
</tr>
</tbody>
</table>

* General Skill. = Use of technical equipment like video, Over Head Projector and develop authentic materials.
Effectiveness of College Preparation

In the third part of the questionnaire, the teachers were asked to evaluate their college preparation based on thirty-five items. Among those thirty-five items, nine are related to the effectiveness of preparation in terms of courses, thirteen items are related to topic and course preparation in English classes offered in college, eight items are related to the topic emphasis in English teaching methods courses, and the last five items are related to the instructional strategies used by college professors. The mean and standard deviations related to the ratings are shown in Table 4.11. Ratings are based on a scale of 1-4 which refer to "full preparation" to "no preparation."

Concerning course preparation, most of the teachers believed that they received minimal preparation in psycholinguistics (mean score = 1.50), sociolinguistics (mean score = 1.57), nonverbal communication (mean score = 1.53), computer use in language teaching (mean score = 1.23). The teachers reported that their preparation in linguistics (mean score = 2.40), practice teaching (mean score = 2.62), and general methods of teaching English (mean score = 2.75) was not adequate. The teachers' rating for the educational pedagogy course was higher with a mean score of 2.98. However,
pedagogy course was higher with a mean score of 2.98. However, the teachers believed that they received adequate preparation in the educational psychology course with a mean score of 3.09.

As for the findings for topic and course preparation, teachers reported that they had adequate preparation in grammar, translation, reading: mean scores of 3.51, 3.08, and 2.91, respectively, were reported. However, the teachers claimed that they had only been offered fairly adequate preparation in phonetics, methods of foreign language teaching, and English literature with mean scores of 2.56, 2.61, 2.77, respectively. The teachers claimed that they received less than adequate preparation in conversation, composition, oral presentation with mean scores of 2.22, 2.39, and 2.27, respectively. The teachers rated their preparation in English/Western culture as only fairly adequate (mean score = 2.06). Research paper writing, second language acquisition theories, and research in EFL settings received the lowest ratings from the teachers. The teachers claimed that they received minimal preparation on these three topics with mean scores of 1.53, 1.93, and 1.41. In the next section, the teachers were asked to rate their English teaching methods courses on the scale of 1-4, ranging from "full emphasis"
to "no emphasis" based on 8 items. The teachers claimed that motivating students was fairly adequately emphasized in methods course with a mean score of 2.61. They reported having received even less emphasis on the topic of managing classroom techniques. The teachers believed that in methods course there was not enough emphasis on the topics like selecting appropriate materials, identifying students' needs, designing and selecting appropriate materials, and diagnosing students' learning problems and progress with mean scores; 2.42, 2.18, 2.22, 2.11, respectively. In this part, the lowest ratings were given to designing communicative curriculum, and constructing authentic tests with mean scores of 1.94, and 2.09, respectively.

As for instructional strategies used by college professors, the teachers claimed that grammar-translation was adequately emphasized with a mean score of 3.11. The teachers reported that discussion and pair-small group teaching were given minimal emphasis with the mean scores of 2.01, 2.02, respectively. In this section, the lowest ratings were given to films, videotapes in foreign language teaching, and learner-centered instruction with mean scores of 1.74 and 1.92, respectively.
In summary, the total mean scores for course preparation (2.19), preparation on topics and courses in college English classes (2.40), topics emphasis in English teaching methods courses (2.47), and emphasis of instructional strategies used by college professors (2.16) are shown in Table 4.12.

Table 4.11
Means and standard deviations of EFL teachers’ perceptions of college preparation

<table>
<thead>
<tr>
<th>Effectiveness of College Preparation</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>2.40</td>
<td>0.95</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3.09</td>
<td>0.94</td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td>1.57</td>
<td>0.85</td>
</tr>
<tr>
<td>General Methods of Teaching</td>
<td>2.75</td>
<td>0.96</td>
</tr>
<tr>
<td>Psycholinguistics</td>
<td>1.50</td>
<td>0.85</td>
</tr>
<tr>
<td>Nonverbal Communication</td>
<td>1.53</td>
<td>0.86</td>
</tr>
<tr>
<td>Educational Pedagogy</td>
<td>2.98</td>
<td>1.01</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>2.62</td>
<td>0.98</td>
</tr>
<tr>
<td>Computer use in language teaching</td>
<td>1.23</td>
<td>0.67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics/Course</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonetics</td>
<td>2.56</td>
<td>0.94</td>
</tr>
<tr>
<td>Grammar</td>
<td>3.51</td>
<td>0.82</td>
</tr>
<tr>
<td>Reading</td>
<td>2.91</td>
<td>0.90</td>
</tr>
<tr>
<td>Conversation</td>
<td>2.22</td>
<td>0.77</td>
</tr>
<tr>
<td>Composition</td>
<td>2.39</td>
<td>0.85</td>
</tr>
<tr>
<td>English Literature</td>
<td>2.77</td>
<td>1.17</td>
</tr>
<tr>
<td>Translation</td>
<td>3.08</td>
<td>0.96</td>
</tr>
<tr>
<td>Research Paper Writing</td>
<td>1.53</td>
<td>0.84</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>2.27</td>
<td>1.06</td>
</tr>
<tr>
<td>Language Acquisition Theories</td>
<td>1.93</td>
<td>0.86</td>
</tr>
<tr>
<td>Methods of Foreign Language</td>
<td>2.61</td>
<td>1.00</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued)
Table 4. 11

<table>
<thead>
<tr>
<th>English/Western Culture</th>
<th>2.06</th>
<th>1.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research in EFL Settings</td>
<td>1.41</td>
<td>0.74</td>
</tr>
</tbody>
</table>

**Topics in English Teaching**

**Methods Courses**

- Motivating Students 2.61 0.97
- Managing Classroom 2.58 0.96
- Techniques
  - Selecting Appropriate Materials 2.42 1.02
  - Identifying Students' Needs 2.18 0.92
- Constructing Authentic Tests 2.09 1.08
- Designing Communicative Curricula 1.94 0.85
- Designing and Selecting Appropriate Materials 2.22 1.04
- Diagnosing Students' Learning Problems and Progress 2.11 1.01

**Instructional Strategies Used by College Professors**

- Discussion 2.01 0.88
- Grammar Translation 3.11 0.95
- Pair-Small Group Teaching 2.02 0.95
- Films, videotapes in Foreign Language Teaching 1.74 0.84
- Learner-centered Instruction 1.92 0.96
Table 4.12
Means and Standard Deviation of EFL Teachers' Perceptions of College Preparation

<table>
<thead>
<tr>
<th>Effectiveness of College Preparation</th>
<th>Frequency</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>310</td>
<td>2.19</td>
<td>0.58</td>
</tr>
<tr>
<td>Topics/Courses in English Classes</td>
<td>311</td>
<td>2.40</td>
<td>0.59</td>
</tr>
<tr>
<td>Topics Emphasis in Methods Course</td>
<td>311</td>
<td>2.27</td>
<td>0.83</td>
</tr>
<tr>
<td>Instructional Strategies Used by College Professors</td>
<td>311</td>
<td>2.16</td>
<td>0.68</td>
</tr>
</tbody>
</table>

Relationship Between Turkish EFL Teachers' Perceptions of Knowledge and Communicative Skills in the English Language and Perceptions of College Preparation

In addition to descriptive analysis of Turkish EFL teachers' perceptions of knowledge and skills in the English language and their perceptions concerning their college preparation, in order to investigate whether there was any relationship between Turkish EFL teachers' perceptions of current language skills and knowledge in the English language...
and perceptions of college preparation a simple correlation was performed.

The results in Table 4.13 revealed that the calculated correlation coefficients ranged between 0.2563 and 0.4293. The results presented in Table 4.13 showed that there was a positive relationship between particular variables. In positive relationship, if one variable increases in value the other value also tends to increase. Table 4.13 indicates that the highest correlation was between the variables of course/topics preparation in English classes and writing (correlation coefficient = 0.4293), and the lowest correlation occurred between the variables of course/topics preparation in English classes and writing (correlation coefficient = 0.2563). According to Fedhazur (1982), meaningful correlation is either equals to 0.30 or greater than that value. Based on Fedhazur's suggestion, the correlations between the variables presented in Table 4.13 could be pronounced as weak. In other words, the table shows that one variable from one set could not sufficiently explain some variables from the other set. However, the table revealed that the highest correlation occurred between course/topics preparation in English classes and language skills (speaking = 0.3963, listening = 0.3624, reading = 0.3501, and writing = 0.4293). Therefore, it would
be helpful to see the scatterplots of the correlation between
Turkish EFL teachers' perceptions of course/topics preparation
in English classes and Turkish EFL teachers' perceptions
concerning current English language skills.

Table 4.13
Correlation between the "var" variables and the "with"
variables

<table>
<thead>
<tr>
<th></th>
<th>Courses</th>
<th>Cour/Topi.*</th>
<th>Topics</th>
<th>Instruc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING</td>
<td>0.3070</td>
<td>0.3963</td>
<td>0.3289</td>
<td>0.2904</td>
</tr>
<tr>
<td>LISTENING</td>
<td>0.2765</td>
<td>0.3624</td>
<td>0.2740</td>
<td>0.3061</td>
</tr>
<tr>
<td>READING</td>
<td>0.2591</td>
<td>0.3501</td>
<td>0.2702</td>
<td>0.3188</td>
</tr>
<tr>
<td>WRITING</td>
<td>0.2615</td>
<td>0.4293</td>
<td>0.2563</td>
<td>0.2974</td>
</tr>
</tbody>
</table>

* "var" variables = Perceptions concerning language skills
* "with" variables = Perceptions concerning college
  preparation
* Cour/Topi.= Course/Topics in English classes
* Instruc.= Instructional Strategies used by college
  professors

Figures 4.1 - 4.4 present the scatterplots of the data
related to Turkish EFL teachers' perceptions of course/topics
preparation in English classes and their perceptions
concerning their current English language skills (speaking,
listening, reading, and writing).

The Figure 4.1 reveals that Turkish EFL teachers who were
not satisfied with their preparation in courses/topics in
English classes (between 0-2) reported that they were not satisfied with their speaking skills (between 2-3.5). The Turkish teachers who perceived that they had good preparation in courses/topics in English classes (between 3.5-4) were satisfied with their speaking skills as well (between 3-4). However, the points in this scatterplot have large spread, so the correlation can be interpreted as weak. A similar situation was also observed also in other three scatterplots (Figures. 4.2 - Fig. 4.4).
Speaking vs. Course/Topics

Course/Topics in English Classes

- Figure 4.1
Listening vs. Course/Topics

Figure 4.2

Course/Topics in English Classes
Reading vs. Course/Topics

---

Figure 4.3
Writing vs. Course/Topics

Course/Topics in English Classes

Figure 4.4
Table 4.13 and the four scatterplots proved that simple correlation would not be sufficient to explain the relationship between Turkish EFL teachers' perceptions of their current English language skills and perceptions concerning their college preparation, thus a deeper analysis of correlation was conducted. In order to investigate the relationship between two sets of variables (perceptions of college preparation and perceptions concerning language skills in the English language), canonical correlation analysis was used.

Canonical correlation, originally developed by Hotelling (1935), is used to investigate relationships between two variable sets which include at least two variables (Thompson, 1984). However, there was another reason for using canonical correlation analysis. Canonical correlation provides better estimation of the relationship between two sets of variables if the ratio of the sample size to the number of variables is larger than ten (Darlington, 1973).

The model used for the present research consisted of two variable sets, each including four variables (speaking, listening, reading, and writing skills) comprised the current English language skills variable set and courses,
courses/topics in English classes, topics emphasis in English methods courses, and instructional strategies used by college professors composed the college preparation variable set. That is, the model satisfied Thompson's condition. The total number of returned questionnaires was 311, so the ratio of the sample size (311) to the number of variables (8) was almost 40 which was larger than ten, thus Darlington's condition for using canonical correlation was also satisfied.

Table 4.14 presents four canonical correlations between the two sets of variables; Turkish EFL teachers' perceptions of current English language skills and their perceptions of college preparation. Canonical correlation for the first canonical variable was 0.4863, and for the second canonical variable canonical correlation was 0.1725. The third canonical variable canonical correlation was 0.1255 and the for the fourth canonical variable it is 0.0224. Thus, only the first canonical correlation was meaningful as it exceeded Pedhazur's (1982) suggested breakpoint 0.30 for meaningful correlation. In other words, for the first canonical correlation only the F-value (6.3) was significant and corresponding probability was smaller than 0.0001. So, the null hypothesis that the first canonical correlation is zero was rejected on alpha level smaller than 0.0001. However, the second, third and the
fourth correlations had insignificant F-values and their alpha level was larger than 0.1000. So, the null hypothesis could not be rejected that these correlations equal to zero. Since the second, third and the fourth canonical variables did not reveal any relationship (canonical correlation = 0) between Turkish EFL teachers' perceptions of current English language skills and their perceptions concerning college preparation, these variables were not included in the remainder of the canonical correlation analysis.

Table 4.14
Canonical correlation analysis between Turkish EFL teachers' perceptions of skills in the English language and perceptions of college preparation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.4863</td>
<td>0.2365</td>
<td>6.3000</td>
<td>0.0001*</td>
</tr>
<tr>
<td>2</td>
<td>0.1725</td>
<td>0.0297</td>
<td>1.5847</td>
<td>0.1156</td>
</tr>
<tr>
<td>3</td>
<td>0.1255</td>
<td>0.0157</td>
<td>1.2514</td>
<td>0.2880</td>
</tr>
<tr>
<td>4</td>
<td>0.0224</td>
<td>0.0005</td>
<td>0.1543</td>
<td>0.6947</td>
</tr>
</tbody>
</table>

* P < 0.0001

** Can. Var. = Canonical Variables
Squared Can. Correlation. = Squared Canonical Correlation
Probabi. = Probability
Simple correlations (presented in Table 4.13) expressed relationships between two particular variables from two different sets (Turkish EFL teachers' perceptions of current English skills and perceptions of their college preparation). However, canonical correlations could not be interpreted in the same way since they have more compact explanations. Canonical correlations express relationships between two canonical variables where each canonical variable is a combination of corresponding variables from the sets. For instance, the first canonical "var" variable was a combination of speaking, listening, reading, and writing. To obtain the best combination of language skills variables (speaking, listening, reading, and writing), each variable was assigned the weight; that is, standardized canonical coefficients. This procedure which is known as "optimization" was computed through Statistical Analysis System (SAS). Thompson (1984) explains the "optimization" procedure as follows:

...canonical variables are computed subject to a very special restriction. Canonical variables are derived to maximize the relationship between the two variable sets they represent. This "optimization" is performed by "weighing" each person's data and then summing the weighted scores in each variable set. These weights are called canonical coefficients (p.14).
The results of the "optimization" procedure are presented in Table 4.15. According to this table, "var" variables were composed of:

0.3966 Speaking + 0.1044 Listening
+0.1907 Reading + 0.5184 Writing

"With" variables were composed of:

-0.0873 Courses + 1.0086 Courses/Topics
+0.1423 Topics + -0.0598 Instructional Strategies.

Table 4.15 does not present standardized canonical coefficients for the second, the third and the fourth canonical "var" (perceptions of language skills) and "with" (perceptions of college preparation) since the corresponding canonical correlations for these canonical variables were not significant.
Table 4.15
Standardized Canonical Coefficients for the "var"* and "with"** variables

<table>
<thead>
<tr>
<th>&quot;var&quot; variables</th>
<th>&quot;with&quot; variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>0.3966</td>
</tr>
<tr>
<td>Listening</td>
<td>0.1044</td>
</tr>
<tr>
<td>Reading</td>
<td>0.1907</td>
</tr>
<tr>
<td>Writing</td>
<td>0.5184</td>
</tr>
<tr>
<td>Courses</td>
<td>-0.0873</td>
</tr>
<tr>
<td>Cour/To.Eng.Cla.</td>
<td>1.0086</td>
</tr>
<tr>
<td>Topics En.Met.</td>
<td>0.1423</td>
</tr>
<tr>
<td>Instruc.Str.**</td>
<td>-0.0598</td>
</tr>
</tbody>
</table>

**Cour/To.Eng.Cla = Courses and Topics in English Classes
Topics En.Met = Topics Emphasis in English Methods Courses
Instruc.Str.** = Instructional strategies used by the college professors in the courses.

* "var" variables = Perceptions of current language skills

* "with" variables = Perceptions of college preparation

The first canonical "var" and "with" variables were the combinations of corresponding variables; the next step provided correlations between each canonical variable, and each variable from the opposite set. The results of these computations are shown in Tables 4.16 and 4.17.

Table 4.16 presents correlations between canonical "with" variables and "var" variables; Speaking, Listening, Reading, and Writing. In other words, Table 4.16 presents the evaluation of relationships between variable Speaking (or Listening, Reading, and Writing) and the first canonical
"with" variables (combination of Courses, Courses/Topics in English classes, Topics in Methods courses, and Instructional Strategies used by college professors). Table 4.16 reveals that the highest correlation was between writing and the first canonical "with" variable (computed value is +0.4288).

To summarize, all of the correlations presented in Table 4.16 exceeded Pedhazur's (1982) suggested breakpoint 0.30, so there was a meaningful relationship. However, these correlations can be interpreted as weak positive relationships.

Table 4.17 shows the relationship between variables courses, course/topics in English classes, topics in English methods courses, and the instructional strategies used by college professors and the first canonical "var" variable which was the combination of variables speaking, listening, reading, writing. The highest correlation (0.4843) was between course/topics in English classes and the first canonical "var" variable (combination of speaking, listening, reading and writing). Again it was appropriate to determine that all correlations presented in this table exceeded Pedhazur's (1982) suggested breakpoint 0.30, so they were meaningful. However, all of them could also be interpreted as weak positive relationships.

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Table 4.16
Canonical correlations between the "var" variables (perceptions of skills in the English language) and the canonical variables of the "with" (perceptions of college preparation)

<table>
<thead>
<tr>
<th>Speaking</th>
<th>0.4023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>0.3621</td>
</tr>
<tr>
<td>Reading</td>
<td>0.3499</td>
</tr>
<tr>
<td>Writing</td>
<td>0.4288</td>
</tr>
</tbody>
</table>

Table 4.17
 Canonical correlations between the "with" variables (perceptions of college preparation) and the canonical variables of the "var" variables (language skills)

<table>
<thead>
<tr>
<th>Courses</th>
<th>0.3359</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses/Topics in Eng. Cla.</td>
<td>0.4843</td>
</tr>
<tr>
<td>Topics in Eng.Meth.Courses.</td>
<td>0.3435</td>
</tr>
<tr>
<td>Instructi.Strategies</td>
<td>0.3621</td>
</tr>
</tbody>
</table>

**Courses/Topics in English Cla. = Courses and Topics in English Classes
Topics in Eng.Met.Courses = Topics in English Methods
Courses
Instructi. Strategies = Instructional Strategies Used by College Professors

In order to examine the relationships between canonical "var" or "with" variables in one set and the individual variables in the other set (language skills or college preparation) the Canonical Redundancy Analysis (Stewart and Love, 1968; Cooley and Lohles, 1971) was computed by using Statistical Analysis
System (SAS). Canonical Redundancy Analysis made the most sense when the function which expressed variance in original set (language skills or college preparation) was to be derived. In other words, when the relationship between two original sets of variables (language skills and college preparation) was to be explored. The results of Canonical Redundancy Analysis were presented in Table 4.18 and Table 4.19.

Table 4.18 expresses contribution of each canonical "with" variable (this table included all four canonical variables) to the opposite set of "var" variables (language skills; speaking, listening, reading, writing). The first column shows contribution of each particular canonical variable to the set of opposite variables and the second column presents the cumulative proportion, that is, contribution.

The first column reveals that the highest contribution to the opposite set of variables brought the first canonical "with" variable (14.98%). That is, 14.98% of "var" variables (language skills; speaking, listening, reading, writing) could be explained by the first canonical "with" variable (courses, courses/topics in English classes, topics in English methods courses, and the instructional strategies used by college
The contribution of the second, the third and the fourth canonical "with" variables was less than 1% (0.41%, 0.17% and 0.01%), thus insignificant.

To summarize, the results of Canonical Redundancy Analysis presented in Table 4.18 reveal that all four canonical "with" variables (college preparation) together explained only 15.57% of the opposite set of "var" variable (language skills). This number shows that interrelationship between two sets of variables (language skills and college preparation) was very weak.

Table 4.19 presents similar results as Table 4.18. Only the first canonical "var" variable (a combination of speaking listening, reading, writing) has significant contribution to the explanation of the opposite set of variables (college preparation). The percentage of contribution was 14.91%. The second, the third and the fourth canonical variables contributed small amounts (0.45%, 0.18% and 0.01%, respectively). Thus, all four canonical "var" variables' (language skills) explained together only 15.55% of Turkish English teachers' college preparation. This result show that interrelationship of two sets (EFL teachers' perceptions of current English language skills and perceptions of college preparation) was very weak.
Statistical computations show that one set could explain only 15% of the opposite set. In other words, only 15% percent of Turkish EFL teachers' current English language skills could be explained from their perceptions of their college preparation and vice versa.

Table 4.18
Canonical redundancy analysis of standardized variance of the "var" variables (perceptions of English language skills) explained by the opposite canonical variables (perceptions of college preparation)

<table>
<thead>
<tr>
<th>Can.&quot;with&quot; va.*</th>
<th>Proportion</th>
<th>Cumu. Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.1498</td>
<td>0.1498</td>
</tr>
<tr>
<td>2.</td>
<td>0.0041</td>
<td>0.1539</td>
</tr>
<tr>
<td>3.</td>
<td>0.0017</td>
<td>0.1557</td>
</tr>
<tr>
<td>4.</td>
<td>0.0001</td>
<td>0.1557</td>
</tr>
</tbody>
</table>

* Can."with" va. = Canonical "with" Variables
Cumu. Proportion = Cumulative Proportion
Table 4.19
Canonical redundancy analysis of standardized variance of the "with" variables (perceptions of college preparation) explained by the opposite canonical variables (language skills)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.1491</td>
<td>0.1491</td>
</tr>
<tr>
<td>2.</td>
<td>0.0045</td>
<td>0.1537</td>
</tr>
<tr>
<td>3.</td>
<td>0.0018</td>
<td>0.1555</td>
</tr>
<tr>
<td>4.</td>
<td>0.0001</td>
<td>0.1555</td>
</tr>
</tbody>
</table>

* Can. "var" variab. = Canonical "var" Variables

Question 3

What are the differences among the perceptions concerning college preparations of groups of the Turkish teachers of English on the basis of gender, grade level currently teaching, years of teaching, highest degree obtained, travel and/or work experience in an English-speaking country.

In order to determine whether there was any difference among the teachers categorized on the mentioned criteria, analyses of variance were performed. Mean scores and standard deviations of college preparation perceptions' scores of Turkish EFL teachers were presented in Table 4.20.
Table 4.20
Means and Standard Deviations of Respondents to Selected Criteria

<table>
<thead>
<tr>
<th>Groups of EFL Teachers</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Female</td>
<td>234</td>
<td>2.31</td>
<td>0.58</td>
</tr>
<tr>
<td>-Male</td>
<td>77</td>
<td>2.20</td>
<td>0.54</td>
</tr>
<tr>
<td>Grade Level Currently Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Lower secondary</td>
<td>125</td>
<td>2.22</td>
<td>0.57</td>
</tr>
<tr>
<td>-Upper secondary</td>
<td>186</td>
<td>2.32</td>
<td>0.57</td>
</tr>
</tbody>
</table>

(continued from previous page)

<table>
<thead>
<tr>
<th>Highest Degree Obtained</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Bachelor</td>
<td>247</td>
<td>2.28</td>
<td>0.59</td>
</tr>
<tr>
<td>-Master</td>
<td>9</td>
<td>1.93</td>
<td>0.69</td>
</tr>
<tr>
<td>-Other</td>
<td>46</td>
<td>2.38</td>
<td>0.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years of Teaching English</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-0-5</td>
<td>113</td>
<td>2.10</td>
<td>0.68</td>
</tr>
<tr>
<td>-6-11</td>
<td>86</td>
<td>2.32</td>
<td>0.49</td>
</tr>
<tr>
<td>-11-15</td>
<td>56</td>
<td>2.38</td>
<td>0.49</td>
</tr>
<tr>
<td>-More than 15</td>
<td>56</td>
<td>2.48</td>
<td>0.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have/Have No Work And/Or Travel Experiences in An English-Speaking Country</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Yes</td>
<td>39</td>
<td>2.46</td>
<td>0.72</td>
</tr>
<tr>
<td>-No</td>
<td>255</td>
<td>2.26</td>
<td>0.54</td>
</tr>
</tbody>
</table>

To summarize, the results of one-way analyses of variance shown in Table 4.21 indicated that with the F value of 0.16, the mean scores of male and female teachers (mean scores =
2.20, and 2.31, respectively) do not prove to be significantly different at the 0.05 level.

Table 4.23 reveals that the mean scores of teachers' college preparation perceptions for those who hold Bachelor's degree (mean score = 2.28), teachers who hold Master's degree (mean score = 1.93), and those teachers who hold certificates (mean score = 2.38) did not prove to be significant at the calculated F value of 0.09. Table 4.25 indicates that teachers who were teaching at both lower and upper secondary schools perceived their college preparation similarly. Their mean scores of 2.22 and 2.32, respectively, were not significantly different at the 0.05 level.

However, the results of the analyses of variance as shown in Table 4.22 and Table 4.24 show significant differences among mean scores and calculated F values.

Table 4.22 indicates that the perceptions of college preparation among teachers who had different length of teaching experiences were proven to be significantly different at the 0.05 level. The calculated F value is 0.02.

Table 4.24 reveals that the perceptions of teachers who had and those who did not have work and/or travel experience in an English-speaking country were different with the mean
scores 2.36 and 2.25, respectively. The calculated F value was 0.03.

**Table 4.21**
The one-way analysis of variance of EFL teachers' perceptions on the effectiveness of college preparation with respect to gender

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>1</td>
<td>0.65</td>
<td>0.65</td>
<td>0.16*</td>
</tr>
<tr>
<td>Error</td>
<td>309</td>
<td>102.6577</td>
<td>0.3322</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>310</td>
<td>103.3097</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* no significant difference at the p< 0.01

** DF = Degree of Freedom

SS.= Sum of Square

MS.= Mean Square

**Table 4.22**
The one-way analysis of variance of EFL teachers' perceptions on the effectiveness of their college preparation with respect to years of teaching English

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of Teaching</td>
<td>3</td>
<td>6.4845</td>
<td>2.1615</td>
<td>0.0002**</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>96.8252</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>307</td>
<td></td>
<td>0.3153</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>310</td>
<td>103.3097</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**significant difference at the p<0.05**
Table 4.23
The one-way analysis of variance of EFL teachers' perceptions on the effectiveness of their college preparation with respect to highest degree obtained

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Highest Degree Obtained</td>
<td>2</td>
<td>1.5952</td>
<td>0.7976</td>
<td>0.09*</td>
</tr>
<tr>
<td>Error</td>
<td>299</td>
<td>99.2829</td>
<td>0.3320</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>301</td>
<td>100.8841</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* no significant difference at the p < 0.05

Table 4.24
The one-way analysis of variance of EFL teachers' perceptions on the effectiveness of their college preparation with respect to work and/or travel experiences in an English-speaking country

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those Who Have and</td>
<td>1</td>
<td>1.4223</td>
<td>1.4223</td>
<td>0.03**</td>
</tr>
<tr>
<td>Those Who Have No Work/Or Travel Experiences in an English-Speaking Country</td>
<td>292</td>
<td>94.9632</td>
<td>0.3252</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>293</td>
<td>96.3855</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** significant difference at the p < 0.05
Table 4.25
The one-way analysis of variance of EFL teachers' perceptions on the effectiveness of their college preparation with respect to grade level currently teaching

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level currently teaching</td>
<td>1</td>
<td>0.79</td>
<td>0.79</td>
<td>0.12*</td>
</tr>
<tr>
<td>Error</td>
<td>309</td>
<td>102.5129</td>
<td>0.3317</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>310</td>
<td>103.3097</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* no significant difference at the p< 0.05

Since the results of the analysis of variance indicated that significant differences among mean scores of teachers who had different length of English teaching experiences existed, pairwise comparisons were performed to identify relations among teachers who had different length of English teaching experiences and different perceptions concerning their college preparation. Due to the unequal number of teachers among groups, Scheffe's procedure was used. Scheffe's test is the most flexible method when the number of subjects studied is not equal (Kennedy, 1978).

Scheffe's test revealed significant differences in two pairwise comparisons as shown in 4.26. The first comparison was between the perceptions of the teachers who had 0-5 years
of English teaching experience and the teachers who had 11-15 years of English teaching experience. In this comparison, the F value was 0.02. Thus the teachers who had 0-5 years of English teaching experience and those who had 11-15 years of English teaching experience perceived their college preparation differently. The teachers who had 11-15 years of English teaching experience were more satisfied with their college preparation than the teachers who had 0-5 years of English teaching experience. The second comparison was between teachers who had 0-5 years of teaching experience and the teachers who had more than 15 years of teaching experience. Their mean scores were found significantly different (mean scores = 2.10 and 2.48, respectively). Overall, the teachers with over 11 years of English teaching experiences were more satisfied with their college preparation than the teachers who had 0-5 years of English teaching experience. In other words, the teachers with over 11 years of English teaching experience were more satisfied with their college preparation than the teachers who had either 0-5 years of English teaching experience or who had 6-11 years of English teaching experience.
Table 4.26
Scheffe's pairwise comparisons of college preparation perceptions of Turkish EFL teachers who have different length of English teaching experiences

<table>
<thead>
<tr>
<th>Years of English Teaching Experiences</th>
<th>Mean</th>
<th>Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>2.10</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>6-11 years</td>
<td>2.32</td>
<td>2</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>11-15 years</td>
<td>2.38</td>
<td>3</td>
<td>*</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>2.48</td>
<td>4</td>
<td>*</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Question 4

Please write one main recommendation for the improvement of EFL teacher education programs in Türkiye based on your personal experiences as a teacher. In your opinion, in order to produce English teachers who can utilize communicative approaches to teach English at the secondary level, what should be done in EFL teacher training programs in colleges? What is the most difficult aspect of the English language for you? What do you do to improve?

These open-ended questions were used to obtain Turkish teachers' recommendations for improvement in teacher education programs and to learn the difficult aspects of English for
them and what they do to improve these difficulties. About 73% of all respondents answered the first question (226 of 311). The second question regarding the most difficult aspect of the English language was answered by 66% of the respondents (206 of 311). All of the open-ended questions were listed and content-analyzed. The first question was divided into ten categories. The second question was divided into seven categories. The following are the frequencies and percentages of Turkish teachers' recommendation for improvement in teacher preparation programs, and the most difficult aspects of the English language reported by Turkish EFL teachers in the study.

Table 4.27
Turkish EFL teachers' recommendations for the improvement of EFL teacher preparation programs in Turkey

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide internships, study abroad programs which offer prospective English teachers with opportunity to practice the target language in real atmosphere. Minimum two month stay in an English speaking country is desirable.</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>2. Provide more conversational courses. Emphasis should be on developing efficient communicative skills not on grammar.</td>
<td>77</td>
<td>34</td>
</tr>
</tbody>
</table>

(Continued)
Table 4.27

3. Provide longer period of practice teaching. The schools and mentor teachers should be selected seriously.

4. Provide more realistic, practice oriented methods course which emphasizes materials design.

5. Hire more native English speakers as instructors especially for conversation course.

6. Incorporate less literature courses into the curriculum, emphasize language specific courses.

7. Hire more proficient faculty in terms of language skills. Professors should have good relationships with the students. They should be teacher educators.

8. Provide more technical teaching facilities like language labs, videos.

9. Provide less crowded classrooms in ELT departments.

10. Provide meaningful pedagogy courses. The contents should not be only theory but they should be meaningful for future teachers.
Table 4.28
The most difficult aspect of English language for secondary EFL Turkish teachers.

<table>
<thead>
<tr>
<th>Difficult Aspects</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking fluently, at natural tone.</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td>2. Pronunciation.</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>3. Non-corresponding structures, tenses in both languages; English and Turkish.</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>4. Idiomatic expressions.</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>5. Knowledge regarding target culture aspects.</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>6. Phrasal verbs.</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>7. Prepositions in English.</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

In the second part of the above question, the respondents were also asked what they would do in order to improve the difficulties they face in the English language. Most of the teachers who responded to this question reported speaking English fluently as the most difficult aspect of the English language. They stated that in order to overcome this difficulty they try to see English movies or watch English TV channels regularly. Some of these respondents stated that they try to use the target language in the classroom as much as
possible. Practicing the target language with native speakers and reading novels in English were reported by the teachers as strategies to improve speaking skills.

Some respondents who reported the pronunciation as the most difficult aspect of English language stated that they watch English movies or listen to English tapes. The respondents who reported the non-corresponding grammar structures as the most difficult aspect of the English language stated that they consult different grammar source books. Reading books was a common strategy among the respondents who claimed understanding cultural aspects, phrasal verbs, prepositions, idiomatic expressions as the most difficult aspect of the English language.

Findings of Interviews

Twenty-five Turkish EFL teachers and a specialist in teacher education at the British Council were interviewed. The researcher used a structured interview format, therefore each of twenty-five teachers was asked the same questions. The researcher transcribed the interview data. In order to analyze the data the researcher used cross-interview analysis technique. Broad categories and sub-categories were designated. The interview findings were presented under three
Broad categories and sub-categories were designated. The interview findings were presented under three broad categories.

I. Perceived Strengths and Weaknesses of Turkish EFL Teachers: Weaknesses

Speaking

Speaking fluently emerged as a common weakness among all of the interviewees. The interviewees argued that a lack of emphasis on speaking skills in college years was the reason for their limited speaking skills. Speaking fluently at a natural tone meant "knowing English" to Turkish EFL teachers. In other words, speaking fluent English meant knowing English for Turkish EFL teachers. Speaking fluently was also found to be one of the major characteristics of an ideal English teacher. Although Turkish EFL teachers generally found themselves to be competent users of English in classrooms they also found their speaking skills to be poor outside the classroom, for instance, in one-on-one communication with native speakers. Furthermore, some of the teachers were obsessed with their perceived poor speaking skills that they confessed to having a kind of "speaking phobia."
One female teacher who had thirteen years of teaching experience stated her speaking phobia in the following words:

...when addressing a native speaker I am very scared. I cannot communicate easily. For example, when we go to resort places we come across a lot of English speaking tourists. My husband urges me to speak, to ask them questions but I become so nervous that I can't even open my mouth.

Addressing her fear of speaking, another teacher with eleven years of English teaching experience shared this embarrassing anecdote:

Last week I had to speak English with a native speaker from England. While speaking with the lady, I was so nervous that I barely uttered an English word. The woman, after realizing that I almost understood nothing of what she had said, politely sent me away. This was an embarrassing moment for me. I think I can teach better grammar than a native speaker. If I cannot communicate my ideas, then all my efforts are in vain. I know there are a lot of English teachers like me. They cannot exchange even a single sentence with a native speaker. My grammar might be proficient but I am a poor English speaker.

Although speaking fluently suggested that "one is a good English teacher" among Turkish EFL teachers, they argued that the traditional language education in Turkiye gives priority to grammar and not to speaking. Concerning this point, a teacher who has eight years of teaching experience stated.

Speaking is secondary to the grammar lesson. In our culture, knowing a language means knowing the grammar of any particular language. It reflects the teaching policies in our country. We, as English teachers, have a common fear that our neighbors will ask us to speak to a
native speaker and translate what s/he says in English. One of the teachers described the problem of poor speaking skills as a "bleeding scar" and argued that many English teachers in Turkiye suffer from the bleeding scar. Others blamed the traditional education system in Turkiye for their poor speaking skills. A graduate of a highly prestigious university with nine years of teaching experience criticized the general understanding of language teaching in Turkiye. Although she started learning English at a private primary school, at an early age, and went on to her secondary education in an English-medium school, she asserted that as an English teacher, speaking was her major weakness. She argued that her poor speaking skills were the result of the traditional language teaching system in Turkiye. The following dialogue with this teacher illustrates this point.

Teacher: I started learning English in fifth grade and went to a high school, where English was the medium. I went to college to become an English teacher. Unfortunately, I am not a confident speaker. I am a victim of the usual model of language teaching policy in our country which is purely rote learning.

Researcher: Could you please tell me more about what you mean by rote learning?

Teacher: We had to learn English through the grammar-translation method. We had to memorize the rules
and convert active sentences to passive sentences. This is how we learned the English language.

Another graduate of a prestigious university, with five years of English teaching experience, emphasized the fact that language teaching practices in ELT departments in Turkiye do not promote speaking. Although she seemed satisfied with her college education in general, she stated that conversational courses were not sufficiently emphasized.

As a teacher I am not confident with what might be called colloquial, daily English. To me, language is living, that is, it is changing over time. Because we are used to learning English through the grammar-translation method, I think, our speaking is limited to only dialogue. As a result of this kind of education, nobody guarantees that you will survive in a country where English is spoken.

Speaking prevails as the major weakness among Turkish EFL teachers. With respect to this fact, one teacher stated that "no matter how successful you are, no matter which university you graduate from, as an EFL teacher in Turkiye, you lack the ability to fully communicate." Another teacher stated his pessimism concerning the improvement in poor speaking skills of EFL teachers in Turkiye. This teacher stated;

To me, 80% of all English teachers in Turkiye, including myself, are poor speakers. Above all, we don't have a native speaker to practice with in schools. All you can do is use English with your
The teacher consultant who was working in the British Council and was involved in-service teacher training projects with the Ministry of National Education described the Turkish EFL teachers as "silent" and emphasized the problem of oral proficiency.

The consultant: The main problem, the biggest problem in Turkish English language teaching training throughout the country is that the English teachers' English is not enough.

The researcher: Could you please elaborate?

The consultant: They don't have enough experience of English. They don't have enough exposure to English even in the English medium universities. Too many English teachers do not have an adequate oral proficiency.

B. Strengths of Turkish EFL Teachers

Knowledge of Grammar

Knowledge of English grammar was found as one of the strengths of Turkish EFL teachers. These teachers were confident with their knowledge of grammar. Teachers who were not satisfied with their speaking still claimed good grammar knowledge as a strength of theirs. The Turkish EFL teachers asserted that good knowledge of grammar was the major gain from their college programs. One of the male teacher with five
years of English teaching experience stated the reason he considered his knowledge of English grammar to be his major strength:

We were trained to emphasize grammar and are, thus, the product of our college education. As teachers, we stress grammar, because we were taught to stress grammar. In other words, we do what we know to do.

Another male teacher with eighteen years of language teaching experience stated the reasons for his grammar knowledge as follows:

As you know, our education in college is based on the memorization of grammar rules. To speak frankly, if one cuts into an English teacher's brain in Turkiye, s/he will find nothing but grammar knowledge stored in tiny chambers. We never had a chance to talk in English with our professors in college. Grammar, grammar and grammar; I can argue with anyone that we know the grammar rules better than native speakers.

Knowledge of grammar was a point of pride for Turkish EFL teachers. One of the teachers stated the overemphasis on grammar in her college preparation program. She argued that ELT departments should emphasize teaching other language-related courses along with grammar:

I am an English teacher who has a good knowledge of grammar, but I do not know other things related to the language teaching profession. When graduates enter the profession they are ashamed of their abilities. When we graduate, what we know about the profession is nothing but grammar.
According to the teachers, they acquired good grammar knowledge, but were not taught to teach even this knowledge, which seems to be the focus of their college preparation programs. A female teacher who is the graduate of a prestigious university shared her concerns about this topic.

I know English grammar very well. I am teaching grammar through common sense, so my success in teaching is questionable.

Because those teachers believe that they were "bombarded with grammar" during their college preparation programs, they are most effective in simply teaching grammar.

Positive Attitudes Towards Students

Another strength of Turkish EFL teachers was their good relationship with their students. It seemed that building and maintaining a good relationship with the students was very important for Turkish EFL teachers. When asked their strengths as English teachers, some of the teachers mentioned their friendly approach to their students. In other words, they try to establish friendships with their students. One teacher argued that in order to teach the subject effectively, teachers should be loved by their students. This teacher claimed that:

Teacher: To me, the first criterion of being a good teacher and teaching effectively
is having the love of students. I am like their father, brother, or their friend. When you build a good relationship with your students, they think that their teacher is one of them. In so doing, automatically a trustworthy relationship occurs between each other. They trust you and they feel responsible.

Researcher: Could you please elaborate on this responsibility?

Teacher: They feel responsible and so they study. They want to do well in class.

According to some teachers, once a good relationship is established between teachers and students it automatically enhances motivation in the students, thereby, increasing student participation in classroom activities. One of the male teachers who is a recent graduate, with only five years of teaching experience, stated the benefits of creating a friendly atmosphere in the classroom;

Researcher: Could you please tell me about your strengths as an English teacher?

Teacher: I have very good relationships with students. I do not have much dominance over the students. When you approach the students as one of their friends, their participation in classroom activities is increased. As you know, participation is one of the biggest problems in language classes. Students are under pressure for the right answer. They fear punishment from the teacher for
their mistakes. These kinds of fears are already threatening the students. In a friendly atmosphere, these fears are minimized.

Other teachers stated that they were building good relationships with students by acting in the classroom. Turkish EFL teachers stated their "acting" ability as one of their strengths which leads to creating a friendly atmosphere in the classroom. One of the female teachers who has eight years of teaching experience mentioned her acting:

As an English teacher, I am pleased that I can behave as an actor in the classroom. I am a very flexible teacher who can turn the lesson into fun. There are times when I have danced and cried in the classroom for the sake of teaching.

Another female teacher told her story of how she was building a friendly atmosphere. This female teacher explains how she reads the faces of her students:

Last week our topic was object pronoun. I brought my daughter's two puppet toys to the classroom. I knocked at the door and started playing with the puppets in a dialogue. I made them introduce themselves, then use all the sentences with object pronouns. You should have seen the students. They were so happy that it took me only minutes to motivate them. To me, what motivates pupils is to see their teacher in a different context; their teacher as a crazy puppet player. They like seeing their teacher dancing, jumping, crying...I come down to their age and share their anxieties. The psychological aspects of teaching are very important to me. As a language teacher, you should know how to become one of your students' friends.
The teachers believed that English was best taught when teachers have positive attitudes towards their students. When asking the Turkish EFL teachers to list their strengths as English teachers, building and maintaining good relationships with their students was ranked the second major strength after their knowledge of grammar. Furthermore, building good relationships with students was found as a strength by even the teachers who found their speaking skills poor.

Another finding of the interviews was that almost all of the Turkish teachers who were interviewed decided to become English teachers because of their own English teachers in primary or secondary schools. When the researcher asked the teachers the primary reason which caused them to become English teachers, they mentioned their good relationship with their English teacher. They discussed how friendly s/he was and their knowledge and confidence and also how they spoke English fluently:

She was very nice. We had a very good relationship as students with her. We would go to the movies over the weekends and then talk about these movies in the classroom. She made us all think that she was one of our friends. There was no ice between us. But in college, professors tend to keep a distance between the students and themselves.

I had a teacher in high school, who was both a nice, but tough teacher. Her pronunciation was good. She had
very good relationships with us. She was like a friend. She maintained a very good balance between being a friend and a teacher at the same time.

I had a teacher in college, who taught speaking and literature courses. She was very comfortable and flexible with both her teaching and with us. Her confidence spread through us in the classroom. She was a very knowledgeable teacher. Her speaking was very fluent. It was obvious that she had confidence in herself in terms of subject matter knowledge as well as language skills.

II. Perceived Weaknesses of College Preparation

Courses

The interview data showed that Turkish EFL teachers are not satisfied with their college preparation except for their advanced grammar knowledge. Teachers criticized the balance in distribution of the courses which are taught in ELT departments. According to the interviewed teachers, in ELT departments, some courses were given priority over other courses which are vital to English teachers when they start their profession. Teachers argued that some courses such as; English literature, American literature, grammar, and translation were highly emphasized whereas courses such as; materials design, testing, speaking, technology use in language teaching were neglected. The specialist in teacher training from the British Council also mentioned that some
courses are particularly emphasized in ELT departments.

English teaching departments in Turkey do not provide language-rich environments. The way that English language syllabi and programs in these departments are constructed focuses more on learning vocabulary, grammar, and translation rather than actually using the language.

Concerning the courses offered in ELT departments, one of the teachers said "they (professors) emphasized translation course so much that some of us were able to find jobs not as teachers of English but as translators." One male teacher commented on his college preparation:

We were not taught speaking skills that well. The hours were not enough for us to practice English. We did not have a native speaker for a teacher. We did not have a language laboratory. I must say that we were prepared only for grammar and translation. We learnt how to take notes when the teachers were lecturing. I remember that there was no discussion in the courses at all.

However, teachers mentioned their discomfort with the methods course, a required course in all ELT departments. Regarding the methods course, teachers argued that despite its vitality the contents of that particular course were limited to theoretical knowledge.

During the interviews, Turkish teachers stated that some courses taught in colleges were not related to professional needs of prospective teachers. For instance, literature-based
courses were highly criticized by Turkish EFL teachers. These courses were considered as "demanding" and "not-related-to-the profession" by the participating teachers. One of the teachers shared her experience after graduating from an ELT department. This teacher argued that in college she was not prepared for the necessities of the profession:

When I first started teaching in a small town, I felt like a fish out of water. The courses I was taught were Shakespeare, History of English Literature, and Geography of England. In my first year of teaching, I did not know how to handle multiple language proficiency levels in the classroom. I did not know how to prepare a syllabus. I had to ask the principal to give me any syllabus that I could modify for the English course.

Another teacher from the same college commented on the content of the literature course:

I remember having a very demanding literature course. In this course, we had to translate passages from Old English into New English, then into Turkish. It was a very hard course. Now, I cannot use any knowledge, I learned from this course.

Another teacher argued that the literature-based courses might be placed in the curriculum, but the overemphasis on such courses was unnecessary. This male teacher argued that "on our diploma it reads English language teacher not English literature teacher." Another teacher who is the graduate of
a prestigious ELT department, stated her discomfort with her college education: "you begin your education like a literature major. We were heavily bombarded with literary studies."

Another teacher explained how her ELT department prepared her for unnecessary literature courses for the last two years of her education. One teacher criticized her college education:

Now I question, why we had to learn so much knowledge about British history and literature. Was it necessary? They taught us so many unnecessary things. We never use the knowledge we learned in our profession. Unfortunately, so many things that we need to know went untaught.

Considering literature courses, one teacher commented that the curriculum in ELT departments reflects the educational background of the teaching professors. According to this teacher, dominance of specific courses such as, literature indicates that the professors who are teaching in that particular EFL department hold their graduate degrees in a literature-based area.

Materials design was considered an invaluable course as far as the English teaching profession is concerned by the participating teachers. However, the interviews revealed that materials design courses were not emphasized in ELT departments. One of the teachers when asked to comment on his weaknesses as an English teacher stated that he accepts the
weaknesses which originate from his language skills, however, his college did not provide the knowledge which would create an efficient English teacher. He argued:

As we were not taught how to design materials for the language classroom, I am not good at developing materials for classroom use. I can say, they (professors in college) leave everything to us. I have some friends who received TEFL certificate from the British Council. They bring up brilliant ideas, for instance, how you can teach a particular tense with a puzzle or a play. I would like to learn how to develop my own materials for teaching English.

Another teacher told of how she had difficulties in presenting grammar topics:

We didn’t have any specific course on materials design and testing. When I started teaching, I had difficulties in presenting some topics. I needed some materials to enhance my teaching. Most of the time, I had to ask other teachers how to present the topics.

With regard to materials design courses, one teacher proposed that this course should be given in a way that at the end of the semester all prospective teachers in the colleges create a collection of materials which could be donated to the ELT library to be checked out by practicing English teachers as they needed.

According to the Turkish EFL teachers, another neglected course in their college preparation was testing. One female
teacher questioned her college for its exclusion of some important courses:

Now I ask the teachers who taught me at the college; why did they fail to teach us how to design teaching materials as well as prepare tests. I had to learn these courses after my graduation with my own personal efforts. However, there are a lot of Turkish EFL teachers out there who are not aware of these subjects, let alone question their college education.

The same teacher told how she learned how to test students:

Teacher: One of my friends obtained a CERTELT certificate from the British Council. During one of our conversations, she described to me the types of tests and facts about testing. I realized that the tests we administered were totally wrong.

Researcher: What exactly do you mean by "totally wrong?"

Teacher: For instance, I learned from my friend that in a test we should test only one topic. But, if we teach four different units, we test the students on four different topics on a single test. For instance, the students have passive voice, adjectives, adverbs, and conditional sentences on one test.

The same teacher told of how she learned SLA (the second language acquisition) theories from her friend but not from her college:

As English teachers, we expect our students to learn everything. We expect from all of them to learn. It was not until my conversation with my friend that I learned.
that there might be different levels among learners. We were not taught that the students might be at different levels in their learning process.

Regarding testing courses, another teacher who had been teaching English for thirteen years explained how she learned some facts about testing by attending in-service seminars sponsored by the Ministry of National Education:

Until very recently, I was giving my students tests which were purely grammar-based. But at the seminars I participated in I have learned that it is wrong to focus on grammar points. Instead, we should ask these questions in a context. Now I try to ask grammar questions through dialogues.

Another course-related issue raised during interviews was about the methods course which is a required course in every ELT department throughout Turkey. Turkish teachers found the contents of this course theoretical, that is, the practical aspects related to this course were always overlooked. They argued that as this course is closely related to the practice of language teaching, methods courses should be theoretical but should provide prospective English teachers with hands-on experiences through classroom projects. One female teacher with six years of teaching experience commented on her methods course:

There was a methods course in which we were taught the names of several approaches like grammar-translation and direct method. But we were not taught
what they are for, how and in which situations we can use them. It was just theoretical knowledge. We memorized 7-8 language teaching methods and their features, we compared them and received our passing grades.

The content of methods courses were found irrelevant in terms of teachers' experiences in actual school settings when they began teaching after graduation. Another teacher commented on her methods course:

In the methods course, we were taught language teaching approaches according to ideal conditions. For example, we learned that the ideal English classroom size for communicative approach was 15. But, when you start in the profession, you see that the conditions you face are not the same as what you learned in the methods course. You find yourself in a dilemma.

The interviews revealed that the tasks given in methods courses were not related to the purpose of this course. The participating informants argued for the necessity of hands-on projects carried on by promising teachers:

In methods courses, each of the students should be assigned a grammar topic and asked to teach in the classroom. S/he should be asked questions by the teacher and other students. Memorizing the names of the teaching methods cannot broaden would-be teachers' minds. Because everything is on paper when you graduate you feel like a fish out of water.

Another teacher commented on the methods courses. It was found that methods courses did not provide prospective teachers with tasks that are relevant and useful to their future as a teacher:
Teacher: In the methods course, we talked and discussed educators' ideas. In this course, we should have been free to develop our own methods. There should have been projects undertaken by students.

Researcher: What kind of projects?

Teacher: For instance, the teacher could have given us some features of the students in a secondary school, their ages, classroom size, a topic, and available teaching resources in that particular school. Then the teacher could have asked us to design a grammar teaching method according to the specifics of this classroom.

Concerning the methods course, the specialist from the British Council stated that in ELT departments in Turkey, the methods courses are taught only in the fourth year of the teacher education programs. However, he argued that since the graduates are going to become English teachers, this particular course should be incorporated into the program at an earlier time spreading through the four-year undergraduate education.

In Turkey, the pedagogy courses were incorporated into the teacher education programs regardless of their speciality area. The pedagogy courses include: Introduction to Education, Educational Psychology, Educational Management, Measurement and Evaluation in Education, and Educational Sociology. The
underlying rationale is to provide theoretical knowledge base through these courses. The contents of the courses cover topics ranging from educational theories to psychological bases of teaching and learning. The interviews revealed that the Turkish EFL teachers were confused with the purpose of these courses. The teachers stated that they understood the importance of these courses when they started teaching. According to the teachers, these courses provided them with necessary knowledge about the nature of teaching and underlying theories. Others argued that these courses were not given importance by the teaching professors, therefore the given knowledge was only on paper. The teachers asserted that as they did not see any of such courses relevant in their future job, they did not take these courses seriously:

We had a series of education courses which were useless and pointless; I want to confess that most of us passed these courses by cheating. They always seemed a burden. Instead of these courses which were in Turkish, we should have been taught how to teach English.

The prospective teachers pursuing their degrees in the Faculties of Education usually take these courses in combined classes. That is, the students who major in history teaching take these courses with the other students who major in English language teaching. According to the participating
teacher, teaching these courses to various speciality groups of students in the same classroom is illogical, as each speciality will require different types of knowledge bases:

We had to take a measurement and evaluation course with French and History, majors. I never understood what this course was for. It was in Turkish. I never was able to relate these courses to my field. Teachers of these courses touched on some theoretical aspects, but, taking this course with History majors was not logical. Measurement and evaluation in foreign languages is different from measurement in a history course.

The interviews revealed that teachers were dissatisfied with these courses since they did not provide experiential knowledge but theoretical. One teacher, for example, commented:

To me, these courses should be the ones which are emphasized. I mean, these are the fundamental courses which teach about teaching in general, physical and educational conditions of teaching, student psychology, sociology of teaching and so on. When we were in college, we never took these courses seriously. It was a lot of theory without practice. For instance, they (professors) were teaching various teaching theories. When you asked the professor which theory works best, the professor failed to give a satisfactory answer. Then s/he would make us find out the best theory if there was one. We could have been given some hands-on projects. But, what happens in these courses is that you memorize a couple of names of theoreticians and names of theories and you get a passing grade. That was what these courses meant to us.

**Practice Teaching**

ELT departments in Turkiye send prospective teachers to local schools for practice teaching. The length of practice teaching
varies from three weeks to one month according to the teacher preparation program. The teachers asserted that the practice teaching period was not long enough to learn about the profession. Furthermore, most teachers claimed that during practice teaching they taught only once in front of real students. Others argued that choice of mentors and schools should be given importance. One participant, for example, stated:

In the last year of the second semester, we were sent to schools for practice teaching which lasted only a month. It is not training at all. During this time we had to teach only once for a grade.

Another teacher commented on her practice teaching as follows:

We were sent to schools for about a semester in theory. Yet, in practice, we went to schools only two days a week. Our professors thought that going to schools for a whole week could keep us away from course work.

Choice of mentors and schools was considered an important factor in accomplishing the purpose of practice teaching. However, the practice teaching should be given importance by university professors. The teachers argued that mentor teachers in schools are not helpful. One recent graduate commented on:

I think the mentoring system does not work properly. There are cases that a mentor teacher does not help the
student teacher. They fill out the forms and send them away. Sometimes, they do not even know their names. These teachers should be selected very carefully. Otherwise, practice teaching is nothing more than a redtape.

Regarding the practice teaching, the specialist from the British Council proposed an alternative model which might be used in ELT departments.

They (prospective English teachers) should be in contact with real schools at an earlier time. I would do practice teaching as a four-year course. Then, I would have practice teaching for a whole year. I would never stop language classes throughout the years. There would be language classes to proficient English teachers. Then, in the second semester of the fourth year, I would send them for practice teaching. It would be ideal to send them for a whole year. But if you want to do the practice teaching for a whole year, then you have to maintain the academic side. So, you have to have some courses at the same time.

College Professors

Relationship between professors and prospective teachers was raised as an important point among the participating teachers. Teachers stated that their professors in the colleges kept a distance in their relationship with the prospective teachers. Others argued that because of their professors' attitudes towards students, they never felt themselves as "would-be teachers", but high school students. One male teacher who has taught English for eighteen years commented on his professors:
Teacher: We barely had a discussion in the classroom. We did not have a student teacher dialogue. Even if we had a problem with any lesson or related topic we hardly talked to a professor.

Researcher: Could you please tell me more about the situation?

Teacher: We were afraid of our professors. They were not close to us. There was a distance between the students and professors.

Another graduate who has taught English for seven years said:

There was hardly any discussion. The courses were lecture-type in which the teacher is the dominant figure. In the college, we were not treated as would-be teachers. I never thought of myself as a prospective teacher. The professors were not approachable.

Teachers stated that courses were based on theoretical knowledge. Courses were not based on discussions. Turkish teachers want their professors to incorporate more experiential learning opportunities into their teaching. They argue that in higher education students should not be loaded with only theoretical knowledge. Instead, professors should provide students with not only class notes and memorization, but discussions, projects, and hands-on experiences. One of the teachers compared his Turkish college professors with an American professor who taught linguistics during his college years:

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We had to memorize the names of theories, names of people in most of the courses. We could have read the chapters at home without bothering ourselves in attending the classes. Here is the difference between a Turkish professor and American professor. Their teaching style involves problem-solving, research, student projects, and their teaching is open to discussion.

Others commented on their college education:

In general, it was like high school education. The professor would enter the classroom, we would take notes, or get the copies. What was noticeable was that professors memorized the subject matter very well. Then, they would teach us what they had memorized. For instance, I remember memorizing long pages of class notes for a linguistics course all night.

In college, students should be urged to do research, and read extensively. I must confess that the only time I read books apart from course notes was the time when I was writing my graduation thesis. The professors should give prospective teachers projects for research; for instance how you can teach past tense, go and discover teaching techniques to best present this subject and design some materials that might be used in your teaching. When students complete their projects they could discuss their projects with their professors.

Another point related to professors was their language competency. Teachers argued that teacher educators in ELT departments should be competent in the target language, and they should build and maintain good relationships with the prospective teachers. The teachers commented on their experiences as follows:
Our speaking course was taught by a professor who was speaking the language with a very heavy accent. You cannot respect such a professor. We could not improve our pronunciation. Grammar was taught by assistants. We were asking them questions and they were failing to answer our questions. They were leaving the classroom crying.

Professors who are teaching in ELT departments should be well educated. They should be educated abroad or should be given equivalent education in Turkiye. They should be knowledgeable. They should know more than English literature. They should be teacher educators themselves, then they can be useful to future teachers.

III. Recommendations of Turkish EFL Teachers for Improving Education in Teacher Education Programs

Longer Practice Teaching Supplemented with Observation Sessions

The interviews revealed that Turkish EFL teachers believe that a longer period of practice teaching could provide them with more beneficial teaching experiences. Teachers recommended at least a semester of practice teaching:

The last year, at least the last semester should be devoted to practice teaching. They should teach in front of the students as many hours as they are allowed. Student teachers should feel they are a part of the school. During the practice teaching, they should be given opportunities to go through problem solving, testing what they have learned, analyzing their weaknesses.

One of the female teachers who is teaching English over twenty years stated the benefits of longer practice teaching. During
her education, she stated that practice teaching lasted a whole year:

I think a year-long practice teaching prepared us in a good way. There are student teachers who come to our school for practice teaching for only 15 days. They don't have time to watch me teach in the classroom. They know grammar but they don't know how to teach it. It is not their fault. Practice teaching is totally ignored in colleges now. In my college years, I remember teaching many times in large classrooms and to my teachers, classmates. I also remember my first teaching in a real school after a long practice teaching. I was so nervous that I entered the classroom, but could not reach the teacher's desk.

Others argued that before practice teaching, prospective teachers could be taken to schools for observation. Observations in real classrooms provide them with opportunities to familiarize themselves with their future profession in terms of students, available teaching resources, textbooks, and school administration. One of the participating teachers commented on her practice teaching:

Our practice teaching was very short. It should start earlier maybe in the second year. Students can be taken to schools as observers and listeners. They can see their future environment and they can start to prepare themselves ahead in their education for their profession. They can start thinking early on about the ways to present topics. They can generate questions and seek out answers.

The teachers stated that when student teachers are sent to schools for practice teaching their teaching should be
seriously monitored by the professors. In other words, the teachers state that practice teaching should be considered as an important part of the whole education by the ELT departments. Selection of mentor teachers and schools should be given importance. One teacher with 5 years of English teaching experience stated his opinions regarding mentor teachers:

Mentor teachers should be knowledgeable about teaching. They should be competent and responsible teachers who are willing to help student teachers. They should guide you urging you toward problem solving procedures. They should be experienced teachers.

However, teachers emphasized that student teachers should be sent to different schools so that they can have different teaching experiences, thereby developing problem solving skills according to the atmosphere of the school, such as: students, textbooks, and available teaching resources:

Teacher: In the fourth year, I would send student teachers to different schools. For instance, I would send them to a particular school where they could encounter some problems; multi-level over-crowded classrooms, and poor teaching resources. Then I would send the same student teachers to another school where they would meet the students who have good language skills and where technical resources are available.

Researcher: Could you please tell me more about your purpose?
Teacher: The student teachers would be challenged. They would try to find proper teaching techniques according to the conditions. They would be able to compare and develop manipulating skills.

Courses

Teachers who participated in the interviews asserted that the ELT departments in Turkey promote "teaching the English language." However, a very important aspect "how to teach the language" was ignored. Teachers argued that ELT departments should balance these two aspects of the education:

We were not taught how to teach English but grammar. Everything is theoretical knowledge on paper. For instance, what communicative approach is, what mechanical drill is, what eclecticism means in language teaching. It is not necessary for me. What I need is a method that I can practice these approaches, how I can apply these methods, how I can motivate my students, a way to present material, a way to design my own material.

To me, in ELT departments in Turkey, we are teaching the English language with an emphasis on grammar, translation and literature courses but not how to teach English, that is, the profession itself is always neglected.

Concerning two aspects of education, that is, theory and practice, some teachers proposed internship programs in medical colleges:
We should be taught both English and how to teach it as it is in medical colleges; students first receive theoretical knowledge for a couple of years then they are located in hospitals to practice what they have learned. In ELT departments, the first two years might be devoted to teaching English at an advanced level. The last two years might be devoted to practice teaching, and classroom observation in actual schools, and the courses which teach how to teach English.

Interviews revealed that the teachers felt very confident with their knowledge of grammar, as this particular course and some others like literature courses and translation, were placed at the center of the ELT departments they graduated. However, the teachers argued that they were not prepared for some courses such as speaking, materials design, testing, and use of technology in language teaching and methods course.

In the college, we were taught contrastive analysis on two trees. Each tree contained Turkish and English sentences. Instead of this course, I should have been taught other courses like speaking, testing, materials design.

Concerning methods courses the teachers stated that this course, like other courses offered in the program, was generally taught theoretically. However, teachers assert that in this course prospective teachers should be given opportunities to become involved in research, projects, and hands-on experiences which promote experiential learning rather than "memorizing the names and features of teaching
methods."

In the classroom there should be interactive teaching. There should be projects, and activities. In our education, professors come to the classroom, give lectures and we take notes. Then we take tests, receive our grade. Nothing is left in our minds as teaching promotes memorizing theories, not practicing. If the lesson is textbook evaluation we should take textbooks and actually evaluate them. Instead, we are talking about features of textbooks which have been designed in the communicative approach.

Teachers insisted that not only methods courses but also other courses should be thought provoking.

In my opinion, the courses in ELT departments, should be discussion-oriented. The students should be urged to read articles, produce projects, and do research related to any topic.

Teachers also proposed some extra-curricular activities which might improve the maintenance of students' language skills and their interest in their major:

A speaking club might be set up in ELT departments. This club might organize some panels, and debates in English. Students might prepare for these debates and support their opinions in English in front of professors and other students. This club might help students improve their speaking skills. Through this club, professors and students might come together to discuss their opinions, and problems.

In ELT departments, there should be some activities which motivate students to use English outside the classroom. For example, when I was in college, we organized several activities such as; Poems in English, and Top Ten Songs in English. In ELT departments, there should be a notice board where seminars, publications, and new releases are announced. Professors might
arrange some motivating contests such as; best essay on, or best teaching kit to present past tense, and best material developed to present a particular topic.

**Language Labs, Library, Technical Equipment**

Teachers asserted that good ELT departments should have fully-equipped language labs which might provide prospective teachers with opportunities to hear English spoken by native speakers, and improve listening comprehension. Teachers also state that in ELT departments there should be a video club which might show movies and other documentaries thereby filling the cultural knowledge gap:

If I were the chairperson of ELT department, I would set up a video club. I would support the department with technical resources such as; labs, over head projectors, copy machines, and computers. To me, an ELT department should also have a rich library for students.

Another teacher shared his opinions concerning ELT departments:

I would promote the use of the technical equipment in language teaching. Although we were taught the importance of the use of audio-visual equipment in communicative teaching we did not have opportunities to use this equipment. For instance, we had only one computer in the department. Thanks to the chair person, we were allowed to use it. We were playing games in English. It was fun.
Reducing Teacher Student Ratio

Teachers complained about crowded classrooms in their colleges. Teachers proposed that in ELT departments a maximum of 20-25 students should be placed. The teachers argued that crowded classrooms do not provide a conducive atmosphere for active participation in classroom activities.

Others argued that physical conditions, available in colleges should be improved in a way that the conditions in the classrooms will provide an atmosphere which is conducive to learning. One teacher mentioned that the stationery chairs in her classroom were not suitable to do group work.

Professors and Native Speaker Teachers

During the interviews the teachers complained about the distance created by the professors. The teachers argued that if optimum learning is the goal in colleges then professors should be concerned with problems, opinions, and questions of their students. Teachers mentioned their fears in approaching their college professors with any kind of concerns. The interviews revealed that the teachers want to see friendly, helpful, and understanding professors in colleges.

Regarding the professors who teach in ELT departments, during the interviews, it was found that the EFL teachers
differentiated between the high school education and the higher education on the basis of the tasks, homework required of the students by the professors. That is, according to the Turkish EFL teachers, in higher education the tasks required of the students should be thought provoking, project-oriented, and original. One teacher stated the difference between a course he had with a Turkish professor and an American professor:

Teacher: During my college years, I never thought of myself as a would-be teacher, or let's say a university students. It was in the fourth year that I felt that I was a student doing higher education at a university. We had an American professor teaching linguistics. We felt ourselves somewhat different in his class.

Researcher: Could you elaborate on "feeling a different self" with this American teacher?

Teacher: He was very friendly. His style was different from others. His class was student-centered. We were discussing issues, we were supporting our views. In other courses, we were listening to professors, taking notes, then memorizing class notes to get grades. He was pushing us to think, to produce projects. His class was not based on theoretical knowledge. He was making us read articles, and analyze them.
During the interviews the teachers asserted that conversational courses should especially be taught by native speakers. One of the teachers mentioned how she and her classmates requested the department chair to hire a native speaker, but their request was declined. Later on, they found a native speaker from America to teach speaking courses:

My classmates and I found an American tourist visiting our city. We begged the head of the department to hire him as a professor. He did. We were able to improve our speaking skills. I can say that we learned much more from him than we did from the other professors in the department.

Several teachers mentioned their experiences with native speaking teachers who were hired to teach English in ELT departments simply because they were native speakers. In fact, they did not hold any degrees related to language teaching. Some were from professions such as; truck driving and nursing.

The interviews revealed that the Turkish EFL teachers, in general, had similar opinions concerning the advantages and disadvantages of being a native teacher or non-native teacher. The Turkish teachers agreed that native teachers would have more advantages over their non-native peers in terms of language skills such as speaking fluently, reading comprehension, writing, and cultural knowledge. However, Turkish teachers thought that if non-native teachers, like a
Turkish English teacher, have proficient language skills, she or he might be better in terms of handling language learning problems of Turkish students.

If the Turkish EFL teacher has a good proficiency level I think, s/he might be a more successful teacher and beneficial for Turkish students. Because, s/he knows about Turkish cultural structure, s/he will be well aware of the potential difficulties that his/her students might come across in the learning process. As we ourselves are learners, we can easily pinpoint the difficulties.

Turkish teachers stated that since they come from the same cultural background as their students, they can make sense out of body language that their students display. However, some of the teachers argued that a competition between native and nonnative teachers in the same school setting might lead to improving language skills on the part of the nonnative teachers. Concerning this point, one male teacher claimed that students would automatically be interested in having native teachers if they had a choice. However, nonnative teachers might work hard to maintain their students, and this competition might push non-native teachers to work harder than their native counterparts.

One teacher commented on the difference between a Turkish English teacher and a native speaker in terms of the level of expectations from their students:
Native speakers would accept simple forms of the language produced by students. For example, when a student simply says "yes" in response to a question, but we, nonnative teachers, would not normally accept this answer and insist on hearing the complete sentence. However, this single word would be enough for communication. Another aspect of nonnative teachers is that we mostly expect perfect grammar from our students.

Experience in an English-Speaking Country

Turkish teachers participating in the interviews asserted that ideally it would be perfect to send prospective teachers to countries where English is spoken for several months before they start teaching in schools. Teachers claimed that such an experience abroad might provide improved language skills, knowledge of the culture, and, what is more, confidence:

Teacher: I have a dream; in the future I definitely want to go abroad where English is spoken. It is possible to teach the things that you do not know, that you do not feel.

Researcher: Can you please give me an example?

Teacher: For instance, we are teaching Big Ben in London. I have not seen it. So, I cannot teach it with full confidence. I have to see it first. You should feel the atmosphere. I mean, you should be there. For instance, we are teaching idioms through memory without feeling. I would love to hear the same idioms from a native speaker in its unique context.
The Turkish teachers stated that their speaking skills are sufficient to manage themselves in the classroom but outside the classroom, the teachers believed, they cannot use the language to communicate their opinions with a native speaker.

...but abroad, I will see my level, I will try to survive with what I know in English. I will learn their culture; what they are eating, what kinds of rules they have.

As it seems impossible to send every prospective English teacher in ELT departments, one of the teachers proposed a competitive program be launched in ELT departments. According to this program, three to four students would be sent to an English-speaking country. Teachers stated that the British Council or United States Information Agency, located in Ankara, could be invited to work with the Council of Higher Education to fund a study abroad program. Another teacher proposed that some native teacher professors could be invited to give lectures in Turkiye when teachers are on summer vacation.

Studying abroad also emerged as one of three major career goals among Turkish EFL teachers. When asked their career goals, some teachers wanted to have native-like fluency with good pronunciation skills. One of the female teachers stated her career goals:
Speaking fluently like a native speaker is my goal. To me, being an English teacher equals speaking the language at normal speed with a natural tone. Communication is damaged when you think to utter a few words then pause.

Others wanted to go to a graduate school to obtain a master's degree in English language teaching. However, poor speaking skills play a significant role in teachers' career goals. A female teacher, with 11 years of English teaching experience, stated that her poor speaking skills discouraged her from pursuing a graduate degree at a university.

Some teachers stated that their career goal was to stay in an English-speaking country. When asked the reason for their desire to stay in an English-speaking country, they responded that they want to improve their language skills, and knowledge of cultural concepts, thereby restoring their confidence in themselves as English teachers. Regarding this point, one teacher said:

Teacher: I want to serve at maximum level. I want to build up my confidence by visiting a foreign country where English is spoken. At that time I know that I will feel much more relaxed in my career. I want to get rid of some questions in terms of teaching; I want to speak fluently.

Researcher: What kind of questions?
Teacher: For example, how a test is prepared for
grammar lesson, with what kind of materials a particular topic might be taught to students.

Although some of the teachers stated that their career goals are to obtain a master's degree in language teaching or to visit an English-speaking country, it was found that for most of the teachers, having communicative skills is a tool to open doors and to accomplish goals related to their profession such as entering a graduate school or expressing her/his ideas easily in a professional conference.

Researcher: Could you please tell me your career goals?

Teacher: I always wanted to speak English very fluently. For instance, in a conference I would like to discuss my ideas in English, understand each sentence produced by a native speaker, I would like to argue with native speakers easily.

Findings of Document Analysis

In order to supplement the data collected through questionnaires and the structured interviews, the researcher conducted a document analysis on the current curricula of 13 ELT departments throughout Turkiye. These are the departments which provide four-year undergraduate education for English teachers who will teach in secondary schools in Turkiye.
Document analysis was done through the listings of the required courses which are offered in these programs, and total credit hours which indicate the emphasis given to a particular course. The findings of the document analysis were presented in three different tables.

Table 4.29 reveals the general courses which were offered in 13 ELT departments throughout Turkiye. The table also presents the credit hours of these courses.

The researcher categorized the courses under four categories. The first category includes language specific courses such as; Grammar, Speaking, Writing, Reading, Listening, Translation, Vocabulary Building, and Phonetics. Second category includes the method courses offered in the ELT departments. These courses include English Teaching Methods, Teaching Language Skills, Teaching Grammar, Teaching Writing, Teaching Reading and Writing, and Teaching Listening and Speaking. The third category is the interdisciplinary courses which include Introduction to Linguistics, Linguistics, Semantics, Syntax, Morphology, Sociolinguistics, Psycholinguistics. The last category includes the literature courses; Present Century American Literature, Present Century British Literature, Modern British Drama, 17th-16th Century British Literature, 18th-19th Century British Literature,

To sum up the findings of the document analysis, Table 4.29 indicates that the total credit hours for the general required courses offered in ELT departments range from 36 to 143 based on four-year undergraduate education. Table 4.29 reveals that most ELT departments in Türkiye emphasize language specific courses and literature courses in higher percentages.

According to the findings of the document analysis, ELT departments emphasize language specific courses more than any other course offered. Table 4.29 indicates that the credit hours of the language specific courses ranged from 97 to 9. Literature courses offered in ELT departments are given secondary importance after language specific courses. The highest and lowest percentages for literature courses are 31% and 4%, respectively throughout a four-year education. The credit hours for methods courses ranged from 26 to 6. However, the findings of document analysis show that there are differences in the varieties of methods courses offered. For instance, some departments offer Teaching Listening and
Speaking, and Teaching Reading and Writing, Teaching Grammar, and Teaching of Language Skills whereas some departments only include series of English Teaching Methods courses. Similarly, the curricula of ELT departments show differences in the varieties of interdisciplinary courses they offer. For instance, only one ELT department offers Psycholinguistics to prospective teachers. In addition, Sociolinguistics has been incorporated into the curricula of two ELT departments. However, most ELT departments emphasize Linguistics courses such as; Introduction to Linguistics, Applied Linguistics, Comparative Linguistics.
Table 4.29
General required courses offered in 13 ELT departments across Türkiye and their credit hours

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* EFL Depart. = EFL departments across Türkiye.
* Language Speci. Co. = language specific courses.
* Interdis. Courses = Interdisciplinary courses.
* Literatu. Courses = Literature courses.
* Total Cre.H. = Total credit hour.

Table 4.30 shows the credit hours of the other courses which are offered in 13 ELT departments. The courses presented in Table 4.30 include Research Techniques, Research Paper Writing, Technology in Language Teaching, Textbook Analysis, Materials Development and Adaptation, Syllabus Design, Western Culture, Foreign Language Testing, SLA Theories, and Foreign
Language in Elementary School (FLES).

Table 4.30 indicates that three ELT departments do not include the mentioned courses in their curricula. However, one department offers two of the mentioned courses as electives. Table 4.30 reveals that only two departments out of 13 place most of the mentioned courses in their curricula. Foreign Language Testing and SLA Theories, Syllabus Design, and Western Culture are offered as required courses in two departments only. However, Textbook Analysis, Research Paper Writing, and FLES are offered only in one department only.
Table 4.30
Other required courses offered in 13 ELT departments across Turkey and their credit hours.

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* ELT Dept. = ELT departments in Turkey.
* Res. T. = Research Techniques.
* Tech. in. EFL. = Technology in EFL.
* Syl. De. = Syllabus Design.
* Wes. Cu. = Western Culture.
* FL. Te. = Foreign Language Testing.
* SLA. Th. = Second Language Acquisition Theories.
* FL. E. = Foreign Language in Elementary School.
* T. = Total credit hours.
* El. = Elective.
Since the language specific courses cover much of the curricula of 13 ELT departments in Turkiye (Table 4.29), the researcher analyzed these courses and presented the findings in a separate table. Table 4.31 reveals that ELT departments emphasize Translation more than any other language specific courses. The credit hour for Translation ranges from 41 to 4. However, this course is not taught in one department only.

Speaking is the second most emphasized course. Speaking is taught to prospective teachers in all of the ELT departments. The credit hour for Grammar course ranges from 20 to 6. However, only one department does not include Grammar in its curriculum. Table 4.31 indicates that Listening and Phonetics courses are not placed in many of the ELT departments. Listening is taught in two departments, whereas Phonetics is taught in six departments only.
Table 4.31
Required language specific courses offered in 13 ELT departments across Turkey and their credit hours

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* ELT Dep. = English teacher education programs in Turkey.
* Gra. = Grammar
* Spe. = Speaking
* Lis. = Listening
* Wri. = Writing
* Rea. = Reading
* Tra. = Translation
* Pho. = Phonetics
* To. = Total credit hours

Conclusion

This chapter included analyses of the data collected by questionnaires, interviews and document analysis. The results
of statistical analysis performed were reported to answer the following questions: 1) biographical and professional background of Turkish EFL teachers; 2) Turkish EFL teachers' perceptions of current skills in the English language and perceptions of college preparation; relationship between these two sets of perceptions; and 3) difference in Turkish EFL teachers' perceptions concerning college preparation. The interviews were based on the questionnaire. The findings of the interviews were presented under researcher-selected categories. Document analysis reported the lists of the courses which were offered in 13 ELT departments. Both quantitative and qualitative data were reported in this chapter.
CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

The present study focused on the perceptions of Turkish EFL teachers about their current communicative skills in the English language. The study also looked at Turkish EFL teachers' perceptions of their college preparation.

The population of the study included 311 Turkish EFL teachers who currently work in the upper and lower secondary schools located in the capital city of Turkiye, Ankara. The interviews consisted of 25 Turkish EFL teachers who graduated from different ELT teacher preparation programs in the country.

Methods Used in The Research

In order to gather data, questionnaire and interviews were conducted. The data collected through the questionnaire and interviews were supplemented with a document analysis of the curricula for thirteen ELT departments in Turkiye.

The literature review of the study was based on two major areas: (a) knowledge base and skills required for EFL
teachers, and (b) the education of the EFL teachers. In the second part of the literature review, the nonnative speaker issue was described in terms of its advantages and its disadvantages.

Both the questionnaires and interviews were piloted with a group of Turkish EFL teachers who worked in secondary schools in Isparta, Turkey. In order to select the population, random sampling procedure was used. The sample included 125 (40.2%) lower secondary Turkish EFL teachers and 186 (59.8%) upper secondary teachers. Total number of the teachers participated in the study was 311. The questionnaire data were analyzed using the Statistical Analysis System (SAS) at The Ohio State University. To analyze data, descriptive and inferential statistics were used.

Demographic and Professional Data:

The data revealed that 75% of the respondents were female and 25% were male. Of the respondents, 40% currently teach at the lower secondary schools whereas 60% teach at the lower secondary schools. Most of the participating teachers have been teaching English for 5 years (36%). However, about 28% of the teachers have been teaching for six to ten years. Of the participating teachers, 36% have been teaching English
more than ten years. The majority of the teachers held a bachelor's degree (89%) whereas only 3% of the respondents held a master's degree. Of the respondents, only 13% were able to go to an English-speaking country.

The majority of the teachers reported that they did not participate in a professional conference and/or a seminar (62%). However, about 38% of the teachers reported that they participated in professional seminars. These are the seminars which are provided to the in-service teachers by the Ministry of National Education. The majority of the teachers (87%) reported that they were not currently subscribers to a professional journal. Others reported that they are subscribers to English Language Teaching journal which is published by a private publication house. The majority of Turkish EFL teachers (74%) do not regularly watch an English television channel. However, 26% of the teachers regularly watch the television channels such as: CNN or BBC.

Perceptions of Current Skills in The English Language:

Of the four language skills, listening, speaking, reading and writing, the participating teachers rated their listening skills the lowest (mean score = 2.43). Writing skills and reading skills received the second lowest rates (mean score=
2.78 and 2.68, respectively). However, speaking skills received the highest mean score 3.16. The teachers rated giving simple biographical information about themselves as the easiest skill (mean score = 3.53). However, understanding a native speaker who is speaking at normal speed and writing an essay were rated as the most difficult activities (mean scores = 2.35 and 2.34, respectively).

Perceptions of College Preparation:

Concerning their college preparation, the teachers reported that they received minimal preparation in the courses such as: sociolinguistics (mean score = 1.57), psycholinguistics (mean score = 1.50), nonverbal communication (mean score = 1.53), and computer use in language teaching (mean score = 1.23). However, teachers reported that they received sufficient preparation in educational psychology (mean score = 3.09).

Regarding the topics and courses in English classes, the teachers reported that they received sufficient preparation in grammar and translation (mean scores = 3.51 and 3.08 respectively). English literature course received the third highest rate (mean score = 2.77). However, the teachers reported that they received minimal preparation in
conversation (mean score = 2.22), language acquisition theories (mean score 1.93), research paper writing (mean score 1.53), research in EFL settings (mean score = 1.41), oral presentation (mean score = 2.27), and English/Western culture (mean score = 2.06).

As for the topic emphasis in English methods courses, the teacher reported that designing and selecting appropriate materials (mean score = 2.22), diagnosing students' learning problems and progress, designing authentic tests (mean score 2.09), and identifying students' needs (mean score = 2.18) were not emphasized in their preparation. In this part, the lowest rating was given to designing communicative curricula (mean score = 1.94).

The teachers reported that the college professors emphasized grammar-translation in the courses (mean score = 3.11). The lowest ratings were given to discussion (mean score 2.01), pair/small group teaching (mean score = 2.02), films, videotapes in foreign language teaching (mean score = 1.74), and learner-centered instruction (mean score = 1.92).

In addition to the descriptive analyses concerning college preparation, the study investigated the relationship between Turkish EFL teachers' perceptions of college preparation and their perceptions of current language skills.
Simple correlation analysis revealed that the highest correlation was between course/topic preparation in English classes and writing skill (canonical coefficient = 0.4293). The first correlation analysis showed that, the highest correlation is between course/topic preparation and the language skills (speaking = 0.3963, listening = 0.3624, reading = 0.3501, and writing = 0.4293). In order to explain the relationship at a deeper level, canonical correlation was conducted between two sets of variables (perceptions of college preparation and perceptions of language skills). Four canonical correlations were computed. Of the four, only the F-value (F-value = 6.3) for the first canonical correlation was found to be significant and the corresponding probability was smaller than 0.0001. In order to examine the relationship between "var" variables in one set (language skills of Turkish EFL teachers) and the individual "with" variables (college preparation) in the other set, Canonical Redundancy Analysis was computed. The results of the redundancy test revealed that all canonical "with" variables (college preparation) together explain only 15.57% of the opposite set of "var" variable (language skills). This result revealed that the interrelationship between two sets of variables (language skills and college preparation) is weak. However, all four
canonical "var" variables (language skills) can explain only 15.55% of "with" variables which is the Turkish EFL teachers' college preparation. Thus, it was concluded that one set can explain only 15% of the opposite set. In other words, only 15% percent of Turkish EFL teachers' perceptions of current language skills ("var" variable) can be explained from their perceptions of college preparation ("with" variable) and vice versa.

In order to investigate the differences among the perceptions concerning the college preparation of groups of the Turkish teachers of English on the basis of gender, grade level presently teaching, years of English teaching experience, highest degree obtained, and travel and/or work experience in an English-speaking country, five one-way analyses of variance were computed. The results of the analysis of variance revealed that the perceptions of the teachers who have different length of English teaching experience were significantly different at the 0.0001 level. Scheffe's test was used to explain the variance in the perceptions of the teachers who have different length of English teaching experience. According to the results of the pairwise comparisons, it was concluded that Turkish teachers who have English teaching experience over 11 years were more
satisfied with their college preparation than those teachers who had either 0-5 or 6-11 years of English teaching experience.

**Teachers' Recommendations**

The teachers were asked to write one main recommendation for the improvement of EFL teacher education programs in Turkiye based on their personal teaching experiences. The second open-ended question asked the teachers to write the most difficult aspect of English and what they did to overcome this difficulty. Of 311 respondents, 226 responded to the first question and 206 responded to the second question. Turkish teachers' recommendations were presented in ten categories. A majority of the respondents recommended a trip to an English speaking country (percentage = 35%). Of the respondents 34% also recommended that more conversational courses should be incorporated into the curriculum. Among the respondents, 31% recommended that the length of practice teaching in colleges should be long enough to equip prospective teachers with teaching experience for their future profession. The results of the open-ended questions revealed that for Turkish EFL teachers the most difficult aspect of English is to speak fluently at a natural tone (33%). Teachers
reported that in order speak fluently, they watched English movies or watch English TV channels.

**Interviews**

Structured interviews were based on the questionnaire. The interviews consisted of eleven questions. The questions were sequenced from opinion questions to more personal questions. The informants were selected in such a way that they represented different ELT departments in Turkeye. The interview questions were piloted with a group of English teachers in Isparta, a city whose teachers were not included in the sample group. After modifications were made in the sequence of the questions, twenty-five Turkish EFL teachers who worked in public secondary schools in Ankara were interviewed once. The informants represented ten different EFL teacher preparation programs in Turkeye. The average length of the interviews ranged from one and a half to two hours. The interviews were tape recorded. In order to supplement the data, a British Council specialist in teacher education was also interviewed. The interviews were conducted in Turkish. The interviews were transcribed for analysis. The transcriptions were translated into English by the researcher. In order to analyze the interviews, cross-case analysis method
was used. The converging patterns were categorized. The procedure was fully described in Chapter III. The results were presented in four major categories: demographic information, Turkish EFL teachers' strengths, weaknesses and career goals, Turkish EFL teachers views about college preparation, and Turkish EFL teachers' recommendations for the improvement of ELT departments in Türkiye.

The interviews revealed that Turkish EFL teachers' major weakness was communicating in English with native speakers. The informants stated that they have no difficulty in communicating with their students in English. According to the results of the interviews, Turkish EFL teachers have two major strengths as English teachers: knowledge of grammar and a good relationship with their students.

Turkish EFL teachers stated that the major weakness of their college preparation related to the courses offered in their colleges. According to the teachers, ELT departments in Türkiye should emphasize the courses which provide prospective teachers improved language skills and knowledge related to language teaching. The informants stated that in their college preparation program, some courses such as grammar, translation, and English literature were emphasized and the courses such as testing, communicative syllabus...
design, speaking, and materials design were not sufficiently emphasized. The teachers also stated that the courses offered in their programs promoted theoretical knowledge but not sufficient practical knowledge. The teachers argued that especially in methods courses, they should have been provided with a practical teaching environment. They stated that the practice teaching period was too short to equip the prospective teachers with the required teaching experiences.

Relating to their college preparation, the teachers stated that their professors in their preparation colleges did not provide a supportive atmosphere to prospective teachers. They argued that in these colleges, teachers should avoid keeping a distance from the would-be teachers. Instead, college professors should be concerned with students' learning problems and processes.

Based on their teaching experiences, teachers recommended that ELT departments should provide a longer time for practice teaching. They recommended that the length of practice teaching should last at least one semester. With regard to practice teaching, teachers also recommended closer supervision of the student teachers by the mentors and the college professors.
Regarding the courses which are offered in colleges, teachers stated that in Türkiye, ELT departments focus more on "teaching the English language" with an emphasis on grammar, translation and English literature. Teachers who participated in the interviews recommended that ELT departments incorporate more courses into the curriculum which would provide prospective English teachers with knowledge of teaching the language. Teachers insisted that ELT programs should emphasize on the courses such as: testing, materials development, and more practice-oriented methods courses. Teachers argued that the courses should not be limited to theoretical knowledge, but promote experiential learning through thought provoking tasks and hands-on projects.

Teachers recommended that ELT departments which produce English teachers should be equipped with a language laboratory, library where prospective teachers can access articles and books on the profession. Another concern of the teachers was downsizing the classrooms in ELT departments. They argued that the size of the classrooms should be appropriate for participation and the tasks which involve group work.

Turkish teachers recommended that ELT departments should hire native speakers especially to teach the conversational
courses. Regarding the Turkish professors who teach in ELT departments, teachers argued that the professors should be chosen from those who specialized in teacher training. Concerning the college professors, teachers stated that professors should be approachable and supportive.

Another recommendation was related to the experience in an English-speaking country. Teachers stated that such an experience would improve the conversational skills of the future English teachers, thereby increasing their knowledge of cultural concepts.

Teachers stated that they would like to improve their conversational skills by visiting an English-speaking country. For Turkish English teachers, improving conversational skills and receiving a master's degree in English language teaching were found to be major career goals. Concerning the native/nonnative English teachers, Turkish teachers stated that Turkish English teachers would be successful in teaching on condition that these teachers are proficient in English. Turkish teachers stated that since nonnative speakers come from the same cultural background, but more importantly since they, themselves have also learnt English they can easily understand their students' learning problems.
Document Analysis

In order to supplement the data collected through the questionnaire and interviews, the researcher conducted document analysis on the curriculum of thirteen ELT departments. These were the curricula of 1996-1997 school year. In order to analyze the documents, the researcher used a matrix system. In other words, the documents were analyzed according to the required courses offered in ELT departments and the credit hours pertaining to each course. The results of the document analysis revealed that only four out of thirteen ELT departments offer research techniques course, and only one ELT department offers research paper writing course. It was found that only four departments offer prospective teachers a materials design course and only two departments offer a syllabus design course. Sociolinguistics is offered in only two ELT departments, and psycholinguistics in only one department. Western culture is offered in only one program as a required course and in the other program as an elective course. Language acquisition theories is offered in only two programs. however, all departments offer English or American literature courses as required courses.

Concerning the major language courses, it was found that grammar and translation courses were the most emphasized
courses in ELT departments. However, listening comprehension was offered in only two departments.

**Proposed Program Model for Training Turkish EFL Teachers**

Based on the results of data collected through the questionnaire, interviews, and document analysis, the researcher proposes the five-year EFL teacher education program as described below.

**Acceptance Interview**

The researcher recommends that the first year of the proposed five-year program should be devoted to a preparatory class. The students who pass the university entrance exam will take a proficiency test at the beginning of their education. This will help determine the classification of the students who have different language levels. According to the results of the proficiency test, these students will be placed in various preparatory class levels that correspond to their current English competencies. After taking a proficiency test, students will not be accepted into the program without an acceptance interview. Another proficiency test will be required after a year of preparatory classes. If they fail this test, they will be required to complete another year of
preparatory classes and take another proficiency test upon completion of this course work. Failure will result in the students' dismissal from the program.

In Turkiye, there is always a shortage of English teachers. Many English teachers change careers because of a lack of well paying teaching positions. For instance, they prefer to work as translators, tourist guides, and various positions in companies. For this reason, the acceptance interview will be an important process in finding the best teacher candidates.

The purpose of this interview is to filter out those students who are not enthusiastic about teaching and also consider it an alternative or inferior profession. This interview will be conducted by a group of experienced department professors who will assess the candidates' level of motivation, enthusiasm, willingness to learn, and ability to convey his/her knowledge to students. The students who have not received satisfactory results on the proficiency test will also be given an acceptance interview. As a result of the interview, those who are found to be enthusiastic about teaching will be placed in preparatory classes. In the preparatory class, the students will be exposed to a language-rich environment through these courses: reading, writing,
listening speaking, and grammar. However, the researcher recommends that these courses be integrated with an intensive language program. That is, the tasks given to students in these particular courses will provide opportunities for students to combine reading/writing and listening/speaking skills. The teachers who participated in the study claimed their listening, writing, and speaking skills were insufficient. Therefore, the researcher recommends special emphasis be placed on the teaching of these three skills in preparatory class. Again, the findings of the study indicated that Turkish EFL teachers would like to learn the four language skills throughout their education. The researcher recommends that in subsequent years, the students will continually improve these language skills in a language improvement course placed in the proposed program.

Ongoing Assessment of Prospective English Teachers

The researcher recommends an ongoing assessment for the prospective teachers in ELT programs. The findings of the research showed that the teachers who participated in the study were not satisfied with their language competencies; especially listening, speaking, and writing.
According to this assessment procedure, the teacher candidates will be assessed at the end of the second year. The second assessment will be given before the students graduate from college. The last assessment will decide whether the teacher candidates have acquired the English language skills to teach. If their language skills are not proficient before graduation they will be required to register for extra course work.

Ongoing assessment will help keep the college professors up-to-date about their students' current language skills and possibly modify their teaching. In doing so, they will have the opportunity to increase or decrease their emphasis on certain course work.

During the interviews, Turkish EFL teachers claimed that their oral proficiency levels were not sufficient outside of classroom use, especially when they communicate with native speakers. Drawing on this result of the study, the researcher recommends the assessments include an OPI (Oral Proficiency Interview) component. During the assessments, college teachers could create role-playing situations based on true-to-life experiences. For example, "you have bought a tape recorder. When you come home you have noticed that it is broken. Take the role of the customer. How would you tell your story?" Similarly, teachers might ask students to fill out application
forms, or leave messages on an answering machine.

**Longer Practice Teaching**

During the interviews, teachers stated that the practice teaching period required in their college was too short to provide enough teaching experience. Therefore, the researcher recommends that the last year of the training program should be devoted to practice teaching in a variety of public schools. Throughout the practice teaching period, the student teachers will be asked to teach. That is, during teaching the student teachers will not teach only once to receive a grade but they will be required to teach throughout the school year. They will also go on with their academic work. However, the time allowed for course work will be limited (three hours a day). Throughout the practice teaching, students will be asked to keep portfolios concerning their teaching experiences. The researcher also recommends that a practice teaching seminar be included in the training. In this course, student teachers will discuss the problems by going through their portfolios.

In order to achieve the real purpose of practice teaching, teacher training programs will have a student teacher representative who will be in close communication between the teacher preparation programs and public schools.
Turkish EFL teachers stated that the mentor teachers working in the schools during their practice teaching were not helpful. Therefore, the researcher recommends that the selection of mentor teachers be given importance by ELT departments. The student teacher representative will select the mentor teachers from the teachers who are experienced and willing to spend time with student teachers.

Recertification Program

In order to keep in-service Turkish EFL teachers' language skills up-to-date, the researcher recommends a recertification process which is currently not required in Turkiye. The researcher believes that if the in-service teachers are required to have tests covering language skills and pedagogical knowledge every three years they might be encouraged to improve their current language skills. Those teachers who fail in any skill will be required to register courses in an EFL department to supplement their skills. Teachers who register for these courses will be required to take a test. This process will continue until teachers attain satisfactory skills. The recertification procedure will be performed by the Ministry of National Education. In order to keep teachers' language skills current, this kind of
recertification program is desirable.

Although these are the major components of the proposed model, the researcher believes that the following suggestions would be advantageous for producing competent EFL teachers.
Chart 5.1 Flow Chart for Turkish EFL Teacher Training

Acceptance Interview

Recertification Program

Competent EFL Teacher

Longer Practice Teaching

Ongoing Assessment of Prospective Teachers

College Education

Courses (Preparatory Class)
- Grammar
- Reading
- Composition
- Listening
- Speaking

Courses (in subsequent years)
- Foreign Language Testing
- Language Acquisition Theories
- Translation
- Methods of Foreign Language Teaching
- Communicative Syllabus Design
- Technology in Foreign Language Teaching
- Language Laboratory Work
- Materials Design and Adaptation
- Foreign Language in Elementary School
- Research of Foreign Language Teaching and Learning
- English and Western Culture
- Language Improvement (speaking, listening, reading and writing)
- School Experience
- Seminar on Practice Teaching

General Education
- Educational Psychology
- Philosophy of Education

Interdisciplinary Courses
- Linguistics
- Sociolinguistics
- Psycholinguistics
- Communication

Electives
- English/American Literature
- A Second Foreign Language

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Researcher's Insights

Courses

Language educators suggested that EFL teachers must not only be proficient in the target language but they must also be knowledgeable in the interdisciplinary areas which are related to the language teaching. The results of the questionnaires and interviews revealed that Turkish EFL teachers did not receive enough preparation in sociolinguistics, psycholinguistics, nonverbal communication, English/Western culture, language acquisition theories, research in foreign teaching, and foreign language in elementary school. Furthermore, the results of the document analysis showed that only five ELT program offers a research technique course. However, conducting classroom research is central to improving teachers' teaching ability. Teachers might adjust their teaching strategies based on the results of the research that they will conduct in their classrooms. Therefore, the researcher recommends that all ELT departments must incorporate this course into their curriculum.

Interviews with Turkish teachers also showed that Turkish teachers lack knowledge in testing, materials design, textbook analysis, and syllabus design courses. The researcher recommends that each of the mentioned courses must be offered
as separate courses during the five-year training program.

Regarding the courses offered in ELT departments, the teachers who participated in the study complained about the emphasis placed on literature courses and the language-specific courses, especially on grammar and translation. Relating to the language-specific courses, they argued that in ELT departments, prospective teachers are taught the language itself, but not "how to teach the language." Furthermore, the interviews revealed that teachers were not satisfied with the emphasis placed on the conversational courses offered in their programs. In addition, in the questionnaires teachers rated their listening skills and writing skills as insufficient. Taking these results into consideration, the researcher recommends continual teaching of language skills with an emphasis on listening, writing and conversational skills in language improvement courses throughout their college education. The adjustments concerning the emphasis given to specific language courses might be drawn from the results of the ongoing assessments which have been spread through education in the proposed program. The researcher recommends that all of the literature courses incorporated in ELT curriculum should be taught as electives. In so doing, students who are interested in learning English and American
literature might take these courses as electives throughout
their college education.

Another concern of the teachers was found to be the
emphasis placed on theory teaching. Turkish teachers claimed
that they were bombarded with theoretical knowledge during
their education. However, it is an accepted fact that those
things which we discover and practice are more firmly fixed
in our minds than those which we are "told", that is to say,
lectured. In other words, there must be a balance between
teaching and practice by providing theory and practice of the
learned materials side by side. From this point, the
researcher recommends a balanced blend of theory and
practice. For instance, regarding the methods courses,
teachers stated that they were able to learn the names of the
approaches and on the tests they were only asked to write the
major features of the approaches and make comparison between
each other. The researcher believes that the contents of the
courses should not be limited to learning the theoretical
knowledge. Instead, the courses should provide prospective
teachers opportunities to practice what they have learned by
engaging in hands-on projects. For instance, in methods
courses prospective teachers could be assigned topics to teach
in front of the classroom. These tasks might also be assigned
to a group or a pair of students. In doing so, group/pair work, which received a low rating in the questionnaires as a instructional strategy used by college professors, could be promoted. Similarly, the college professors might videotape actual lessons and present them as part of the methods courses. Based on the videotaped lessons in actual settings, professors might encourage students to discuss some issues such as; teacher talk, error correction, and student interaction, thereby improving students' problem-solving skills. In doing so, college professors could promote discussion-based teaching, which has also received low rating by the participating teachers, by creating an interactive atmosphere in the classroom which is conducive to learning.

Regarding the materials design course, students might be encouraged to design and accumulate their own teaching materials to use in their own classrooms after they graduate. Furthermore, these materials might be tested in actual classrooms. Prospective teachers might give the materials they have designed to practicing teachers and observe and discuss the outcomes of their materials used in actual classrooms. Similarly, in the testing course, prospective teachers might be encouraged to produce authentic tests and organize a
testing kit. Again, students might be provided with opportunities to evaluate the outcomes of their kits in actual classrooms.

In addition to these, the researcher recommends a variety of activities to keep students interested in their studies. During the interviews, Turkish EFL teachers argued that their pre-service education did not promote use of language skills by engaging in various departmental activities. Therefore, the researcher recommends that interesting activities such as; English essay contests on various topics, classroom debates conducted in English, or publishing an English departmental newsletter should be incorporated into the curriculum. These activities might flavor the education thereby providing opportunities to use the language skills in a creative way.

School Experience

During the interviews, Turkish EFL teachers stated that their education in college was not relevant to the real teaching situations they face in actual schools after graduation. In order to familiarize prospective teachers with their future environment, the researcher recommends that a school experience component should be included in the training program. This experience will be provided as early as the
second year of their education. During this course, prospective teachers will be taken to a variety of school situations—urban and rural, lower secondary and upper secondary—where they can observe actual lessons and familiarize themselves with the realities of the schools, thereby improving problem solving skills in advance and building teaching competencies. The researcher believes that these school observations will provide student teachers insight into teaching styles, strategies of classroom management, and problem-solving skills. These observations will be supplemented with classroom discussions. During these discussions, the prospective teachers will be able to share their observational experiences with their classmates, thereby exchanging ideas. Furthermore, these school trips will help future teachers to interact with students, teachers, and the school administration in a school setting. The teachers who participated in the study claimed that classroom research was not emphasized in their pre-service education.

During their observation, future teachers might choose one aspect of teaching and conduct classroom research with their teacher's supervision. In other words, classroom observations might be utilized as springboards for future teachers to conduct action research.
In-Service Seminars

The teachers stated that they learned facts about language testing and similar topics by attending in-service seminars. However, these seminars are offered in major cities, that is, they are not accessible to the majority of teachers across the country. The researcher recommends that the number of these seminars be increased and spread throughout the country. These in-service seminars might cover a variety of topics in language teaching. The speakers will include teacher educators from Turkiye and other countries.

Summer School

Language educators insist that knowing the structures of a particular language is not enough to become proficient in a particular language. Application of these rules in real usage appropriately is equally important.

The teachers who participated in the study claimed that their oral proficiency is sufficient in classroom, but not outside the classroom especially communicating with native speakers. As a matter of fact, the best way to acquire the actual usage of language structure and forms is to go to the country where this particular language is spoken. However, it is not feasible with the conditions in Turkiye. This problem
can be remedied by providing an English summer program within the ELT departments in Turkiye. The purpose of the summer school is to provide the prospective teachers with a language-rich environment in which they can practice the language with native speakers. In order to activate the summer program, the ELT departments might work together with the British Council and United States Information Agency. During the summer program, native speakers from the mentioned sources might conduct lessons to improve the language skills of the prospective teachers. The expenses of this program could be shared by ELT departments, the Ministry of National Education, the British Council, and the United States Information Agency. The participation of the prospective teachers in these programs would be required.

**Student Exchange Program**

In colleges where the finances and facilities are available, student exchange programs might be arranged. The exchange program can be conducted between a Turkish department in an English-speaking country and a Turkish department in Turkiye. A number of students who study Turkish in an English-speaking country might be invited to Turkish departments in Turkiye and prospective English teachers might
be sent to those universities. The rationale behind this program lies in the fact that prospective teachers will be immersed in the target culture, thereby improving their communicative skills which were found to be insufficient in the study.

**Volunteer Program**

There are thirteen EFL departments in Turkey. Of these programs two are located in Istanbul and three in Ankara. However, in the other cities where ELT departments are located it is possible to find native speakers who work in NATO or at other services. The researcher recommends that the native speakers could be contacted and asked for their cooperation in working with the prospective English teachers. The overall purpose of this program is to provide prospective English teachers with a language-rich environment in which they can gain real communicative experiences. This program will be helpful in terms of learning cultural aspects in the target language.

**Council of EFL Teachers**

Turkish EFL teachers argued that some of the courses offered in ELT departments were not relevant to the actual
settings. Furthermore, they maintained that practice teaching period was too short to familiarize themselves with the realities in actual settings.

Relating to these concerns, the researcher recommends that a Council of EFL Teachers should be established. The council will be based in Ankara and will have sub-branches in the cities where ELT departments are located. This council will serve in cooperation with the Ministry of National Education, The Council of Higher Education, British Council, United States Information Agency and publishing companies of the English textbooks which are widely used throughout Turkiye. The practicing teachers and prospective English teachers will also pay a minimum amount of money for membership. The council will serve as a center where practicing teachers, prospective teachers and specialists from the British Council and the United States Information Agency meet, discuss their concerns and exchange ideas. The council will also release a journal on the topics which are related to the profession and organize seminars on EFL teaching issues throughout the country. As the center will be frequented by the native speakers, Turkish EFL teachers will have opportunities to practice the language. This council will also have a resource lounge which will include instructive videos.
organize seminars on EFL teaching issues throughout the country. As the center will be frequented by the native speakers, Turkish EFL teachers will have opportunities to practice the language. This council will also have a resource lounge which will include instructive videos on language teaching, English movies and books on language teaching and learning.

Classroom Size

Teachers complained about their crowded classrooms in college. Educators state that the size of the language classroom must be limited to fifteen to twenty people. Considering this point, the researcher recommends limiting the number of the students in ELT departments to a maximum of twenty.

Language Laboratories

Computer use in language teaching was rated low by the Turkish EFL teachers who participated in the study. In addition, the teachers stated their concerns regarding limited access to the language labs in their pre-service education. Their other concerns were their poor pronunciation and listening skills. Relating to these points, the researcher
recommends that language and computer labs be set up in ELT departments. The language labs will provide the prospective teachers with the opportunities to improve their listening and pronunciation skills. Similarly, computer labs will introduce the teacher candidates to computer applications in language teaching. In this language laboratory, advanced computer technology will be utilized where the future teachers might connect to native speakers around the world through satellite.

**ELT Library**

The researcher recommends that a departmental library should be set up in ELT departments. This library will provide easy access to students for self study. These libraries will also subscribe to professional journals in which students might read recent issues in the field of language teaching and keep themselves up-to-date about the profession.

**Student Lounge**

The findings of the study indicated that the Turkish EFL teachers received limited cultural knowledge. Educators claim that the movies provide rich cultural information. Taking these points into consideration, the researcher recommends
that a student lounge be set up in ELT departments. The student lounge will have a TV restricted to English programs. The purpose of TV is to expose students to English-speaking cultures and the authentic spoken English. The student lounge will also have a collection of English movies that students can check out and watch in their free times. This will be a place where students meet and practice in English with their friends.
Recommendations for Further Research

The following recommendations are put forward as further research topics to improve the quality of the EFL teacher preparation programs in Turkiye. The population of this study was Turkish EFL teachers working in public schools in the capital city of Turkiye, Ankara. Another study should be done by gathering data from a larger sample throughout the country.

However, the study might be conducted through different data collection methods. In such a study, the teachers could be required to take actual tests which test teachers on their skills and knowledge in the English language. For instance, in order to test speaking skills of teachers, oral proficiency interviews (OPI) might be used. However, the investigation of the available tests in Turkiye to be administered for these purposes might be a research topic.

The findings of the interviews revealed that Turkish EFL teachers criticize the content of the textbooks which are used in secondary schools. A study might evaluate these textbooks according to their relevance to the communicative approaches implemented, and the up-to-datedness of the content. Another finding of the interviews was that Turkish EFL teachers lack the opportunities to improve themselves
professionally such as in-service seminars, conferences, and publications. Such a study might investigate the resources available for English teachers.

Finally, the researcher recommends that a feasibility study should be conducted before the proposed model is actually implemented. This study might be initially experimented in an ELT department to see the outcomes of the model. According to the results of the experimental study, the proposed model might gradually be adopted in other ELT departments throughout Turkiye.
REFERENCES


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APPENDICES
Appendix A

Dear Colleague,

I am Oya Buyukyavuz. In 1995 I was sent to the United States of America to pursue a doctoral degree by a scholarship from The Council of Higher Education and The World Bank within The National Education Development Project. Presently, I am pursuing my doctoral studies in the department of foreign/second language education, College of Education at The Ohio State University.

My dissertation is on the perceptions of Turkish EFL teachers who work in public secondary schools of their current language skills and their college preparation. The permission to conduct this research has been obtained from the Ministry of National Education one copy of this permission has been attached to this letter.

Dear Colleague, I request that you will fill out the attached five-page questionnaire carefully. Your responses to the questionnaire will be kept confidential. I also request that you return the questionnaires to me within a week. I have enclosed a stamped envelope with the questionnaire for your convenience. I would like to thank you for your cooperation in filling out the questionnaires.

Yours Sincerely.

Address: Oya Buyukyavuz
Ziya Gokalp Cad.
Saglik 2 Sok.
63/14 Kizilay 06420 Ankara
Phone: (312) 435-9466-67
Appendix B

Degerli Meslektasım,


Doktora tez konum, İlköğretim ve Ortaöğretim okullarında görev yapan İngilizce öğretmenlerinin su andaki İngilizce bilgileri ve hizmet oncesi almiş oldukları eğitim İngilizce öğretmenliklerine ne derece katkıda bulunduğunu arastırmak olup, gerekli Bakanlık izni yazım eklendinde sunulmuştur.

Degerli meslektasım, ekte sunulan ve beş sayfadan oluşan anket çalışmalarının tarafınızdan titizlikle doldurulmasını rica ediyorum. Ankete vereceğiniz bilgiler saklı tutulacaktır. Anketlerin bir hafta içinde doldurulup, topluca ekte yolladığım pulu yapıtırlımış zarfıla adresime gönderilmesi hususundaki katkılarıniza simdiden teşekkür eder, saygilar sunarım.

Oya Buyukyavuz

Adres:
Ziya Gokalp Cad.
Saglık 2 Sok.
63/14 06420 Ankara
Tel: (312) 435-9466-67

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Appendix C

Dear Principal,

I am Oya Buyukyavuz. In 1995 I came to America by winning a scholarship from The Council of Higher Education and The World Bank, a joint sponsorship for the National Education Development Project. Currently, I am pursuing my doctoral studies in the department of Foreign/Second Language Education at The Ohio State University.

My dissertation is on Turkish English teachers' perceptions of their current language skills and their college preparation. Your cooperation is greatly appreciated. The permission for conducting this research in public secondary schools has been obtained from The Ministry of the Turkish National Education. Please find the attached copy of the permission.

Dear Principal, I wish a very successful academic year to all our teachers and students. Sincerely.

Oya Buyukyavuz

Address:
Ziya Gokalp Cad.
Saglik 2 Sok.
63/14 Kizilay 06420 Ankara
Telephone: (312) 435-9466-67.
Appendix D

Sayin Muğurum,


Sayin Muğurum, tüm öğretmen ve öğrencilerimize başarılı bir öğretim yılı diliyorum. Saygilarımza.

Oya Buyukyavuz

Adres:
Ziya Gokalp Cad.
Sagliq 2 Sok.
63/14 Kızılay 06420 Ankara
Tel: (312) 435-9466-67


**Appendix E**

**Part I. Personal and Professional Background**

Your cooperation means a great deal in this research study. Please take time to answer this questionnaire. Please put a mark or fill in the blank wherever appropriate. If you want to learn about the findings of the present study please mark here...

1. Gender
   - Male
   - Female

2. Type of school presentlty teaching
   - Lower secondary
   - Upper secondary

3. Number of years of experience in teaching English

4. Highest degree obtained
   - Bachelors
   - Masters
   - Other (specify)

5. Have you ever had travel or work experiences in an English-speaking country?

6. Have you ever participated in a professional conference and/or seminar? (Please specify)

7. Are you a subscriber to any professional journal field? If yes, please specify.

8. Do you have a source of regular watching TV in English? (Please specify)
Part II. English Ability
In this part you will be asked to assess your own proficiency in English, according to your best judgement. Please circle the number that best describes your ability to accomplish the following activities in English.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Very easily</th>
<th>somewhat easily</th>
<th>with great difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce myself in social situations and use appropriate greeting and leave-taking expressions.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Give simple biographical information about myself.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Give concise and accurate directions to someone going to an unfamiliar location.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. State and support my point of view with reasons.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. In face-to-face conversation, understand a native English speaker who is speaking at normal speed.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. On the phone, understand a native speaker who is speaking at normal speed.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Understand an English TV programs.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Understand idiomatic expressions used by a native speaker.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Comprehend essential points after reading an article</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Write a personal letter</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. Write an essay on a general subject.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

(continued)
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Write a summary report.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Develop authentic materials for classroom use.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Use technical equipment like video, overhead projector to present English lessons.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Part III. College Preparation
In this section, you will be asked to assess your college preparation according to your best judgement.

15. Please circle the number that best describes the level of preparation you received in each of the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>full preparation 4</th>
<th>adequate preparation 3</th>
<th>minimal preparation 2</th>
<th>no preparation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistics</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>General Methods of Teaching</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Psycholinguistics</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nonverbal Communication</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Educational Pedagogy</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Computer use in Language teaching</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

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16. Please circle the number that best describes the level of topics and courses preparation in your college English classes.

<table>
<thead>
<tr>
<th>Topics/Courses</th>
<th>Full Preparation 4</th>
<th>Adequate Preparation 3</th>
<th>Minimal Preparation 2</th>
<th>No Preparation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonetics</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Conversation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Composition</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>English Literature</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Translation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Research Paper Writing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Language Acquisition Theories</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Methods of Foreign Language Teaching</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>English/Western Culture</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Research in EFL Settings</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
17. Please circle the number that best describes the level to which your college English teaching methods course included with the following topics:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Full Preparation</th>
<th>Adequate Preparation</th>
<th>Minimal Preparation</th>
<th>No Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating students</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Managing classroom techniques</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Selecting appropriate materials</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Identifying the student needs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Constructing authentic tests</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Designing communicative curricula</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Designing and selecting appropriate</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>instructional materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosing students' learning problems and progress</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
18. Please circle the number that best describes the emphasis placed on different types of instructional strategies used by your college professors.

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
<th>Full Emphasis</th>
<th>Adequate Emphasis</th>
<th>Minimal Emphasis</th>
<th>No Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Grammar-translation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pair-small group teaching</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Films, videotapes in foreign language teaching</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Learner-centered instruction</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Part IV. Your Recommendations

Please write one main recommendation for the improvement of EFL teacher education programs in Turkey based on your personal experiences as a teacher. In your opinion, in order to produce English teachers who can utilize communicative approaches to teach English at the secondary level, what should be done in EFL teacher education programs?

As an English teacher, what is the most difficult aspect of the English language? What do you do to improve?

Thank You.
Appendix F

1. Bolum: Kisisel ve Mesleki Geçmisiniz Hakkında Bilgi:
Sevgili meslektasımız, bu ankete vereceğiniz cevaplar,
calismaya büyük ölçüde katkıda bulunacaktır. Anket lutfen
özenle cevaplayıniz. Bos bırakılan yerlere carpi isaretleri
koyabilir ya da doldurabilirsiniz. Çalışma sonunda çıkan
bulgular hakkında bilgi edinmek istiyorsanız lutfen burayı
isaretleyiniz........

1. Cinsiyet
............... Kadın
............... Erkek

2. Devam ettirginiz okul türü
............... İlköğretim
............... Lise

3. İngilizce öğretim konusundaki deneyiminiz
.............

4. En son elde ettiğiniz derece (akademik unvan)
............... Lisans
............... Yüksek Lisans (Mastır)
............... Diger (belirtiniz)

5. Resmi dili İngilizce olan bir ülkede hiçbir bulundunuz mu
yada orada is deneyimini oldu mu?
............... 

6. Herhangi bir konferans ya da seminerde katıldınız mı?
katıldığınızdan lutfen belirtiniz.

7. Alanınızla ilgili herhangi bir akademik dergiye abone
misiniz? Cevabınız evet ise, lutfen derginin açık adını
yazınız

8. İngilizce yayın yapan televizyon kanallarını düzenli
olarak izleme olanagınız var mı?

...............
2. Bölüm: İngilizceye Hakimiyet
Bu bölümde objectif olarak İngiliz Dilinde ne derece yetenli olduğunu değerlendiriniz istenmektedir. Asagida, değerlendirilmeye kulanacaginiz ölçütlerin numaralarından hangisi İngilizce yetenliğinizi en iyi değerlendiriyorlsa, sorulara ait numarayı daire içine alınız.

<table>
<thead>
<tr>
<th>Sorular</th>
<th>Cok rahat</th>
<th>Biraz rahat</th>
<th>Cok Gucukle</th>
<th>Hicbir Sekilde</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Toplumsal ortamlarda kendimi tanitabiliyor ve uygun bicimde salama ve vedalasma ile ilgili anlatımları kullanıyorum.</td>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Ozgecmisim konusunda basit bilgiler veriyorum.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Herhangi birine bilmedigi bir yere giderken acik ve tam bir bicimde yolu tarif edebiliyorum.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Gorusumu gerekcesiyle birlikte belirtip, destekliyorum.</td>
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<td>3</td>
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<tr>
<td>5. Yuzyuze konusmalarda, normal bir hizada kousan ana dili İngilizce olan birini anlayabiliyorum.</td>
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<tr>
<td>6. Telefonda normal hizada konusan ana dili İngilizce olan birini anliyabiliyorum.</td>
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<td>8. Deyimleri anliyabiliyorum.</td>
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<td>9. İngilizce yazilan bir makaley okuduktan sonra temel notlari kavrayabiliyorum.</td>
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<td>11. Herhangi bir genel konuda makale yazabilirim.</td>
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<tr>
<td>13. Sınıf için gerçekeye yakın materyaller üretilerim</td>
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<td>3</td>
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<tr>
<td>14. İngilizce öğretirken, video, tepegç gibi teknik donanımı kullanabilirim</td>
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</table>
III. Bolum: Mezun Oldugunuz Okulun Degerlendirilmesi

15. Bu bolumde, sizden mezun oldugunuz okulun sizi ne derece ogretmenlige hazirladigini gosterebilir bilgileri en objektif bicimde degerlendirilmesi istenmektedir. Lutfen asagida universite yillarinda almis oldugunuz derslerin her birine ne kadar yer verildigini gosterebilir sayiyi daire icine aliniz.

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16. Lütfen üniversite eğitiminiz sırasında islediğiniz konular ve derslerin düzeyini en iyi şekilde belirten numarayı daire içine alınız.

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<td>İngiliz/Bati Kulturu</td>
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</tbody>
</table>

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17. Lütfen, üniversitede almiş olduğunuz özel öğretim yöntemleri dersinde (metot) dersi işlenen konuları kapsamları açısından en iyi değerlendiren numarayı daire içine alınınız.

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<td>Sinif Yonetme Teknikleri</td>
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<td>Gercage Yakin Sinav Hazirlama</td>
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<td>Duygun Ders Materyalleri Hazirlama</td>
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</table>
18. Lütfen, üniversitede eğitiminiz sırasında, öğretim stratejisi olarak fakülte öğretmenlerinizin tarafından derslerde uygulanan stratejileri en iyi belirten savıtı diare içine alınınız.

<table>
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<th>Stratejiler</th>
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<td>Dil Bilgisi-Ceviri</td>
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<td>2</td>
<td>1</td>
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<td>Esli-Rucuk Grupla Öğretme</td>
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<td>Yabancı Dil Öğretiminde Film ve Video Gösterimi</td>
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<td>Öğrenci Merkezi Öğretim</td>
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<td>2</td>
<td>1</td>
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</tbody>
</table>

Bölüm IV. Önerileriniz

Bir öğretmen olarak kisisel deneyimlerinizi göz önünde alarak, Türkiye'de İngilizce öğretmeni yetistirme programlarının yeniden ele alınıp geliştirilmesi hususundaki en önemli öneriniz yazınız.

Sizce, 6-9 sınıflarda, İngilizce'yi iletişimci yaklaşımlar (communicative approaches) kullanarak öğretebilecek İngilizce öğretmeni yetistirmek için üniversitelerin İngilizce öğretmeni yetistirme programlarında neler yapılmalıdır?

Bir İngilizce öğretmeni olarak size göre, İngiliz dilinin en zor yön/yonleri nedir/nelerdir? Bu yönleri nasıl iyileştirilebilirsiniz? Bu güçlükleri yemek için kisisel olarak neler yapıyorsunuz?

Teseckur ederim.
Appendix G

Interview Questions (for EFL teachers)

Part I. Biographical Questions
1. Could you please tell me the program that you graduated and the year?
2. How long have you been teaching English?
3. How long have you been teaching in this school?

Part II. Language Skills and Career Goals
4. Could you please tell me about your career goals?
5. Could you please share your opinions with me about the issue of native/nonnative English teacher?
6. Could you please tell me about your strengths as an English teacher?
7. Could you please tell me about your weaknesses as an English teacher?

Part III. Opinions Concerning College Preparation
8. Could you please tell me the strengths of your college preparation program?
9. Could you please tell me about the weaknesses of your college preparation program?
10. Could you please tell me about your college professors?
    Their teaching styles?
    Their attitudes?

Part IV. Recommendations
11. If you were in charge of modifying the ELT programs in Turkey based on your current teaching experience what would you do to produce effective English teachers?
Appendix H

Roportaj Sorulari (Turk Inglizce ogretmenlerine)

Bolum I: Ozgecmis Sorulari
1. Lutfen, mezun oldugunuz programin adini ve mezun oldugunuz yili soylers misiniz?  
2. Kac yildir Ingilizce ogretiyorsunuz?  
3. Bu okulda kac yildir calisiyorsunuz?

Bolum II. Dil Becerileri ve Meslekle Ilgili Amaclar  
4. Mesleginizle ilgili amaclarinizden bahseder misiniz lutfen?  
5. Turk Inglizce ogretmenleri ve Ingilizceyi ana dil olarak ogreten ogretmenler hakkindaki dusuncelerinizi soylers misiniz lutfen?  
6. Ingilizce ogretmeni olarak, dile hakim olan yonlerinizden bahseder misiniz lutfen?  
7. Ingilizce ogretmeni olarak, lutfen eksikliklerinizden bahseder misiniz?

Bolum III: Meslek Oncesi Egitimle Ilgili Sorular  
8. Okulumuzun sizi ogretmenlik meslegine en iyi hangi alanlarda hazirladigindan lutfen bahseder misiniz?  
9. Okulumuzun sizi meslege hazirlama konusunda eksik kaldigi yonlerinden bahseder misiniz lutfen?  
10. Okulumuzdaki hocalarindan bahseder misiniz lutfen?  
    Ogretme tarzlar?  
    Tutumlari?

Bolum IV: Oneriler  
11. Dusunun ki size Turkije'deki Ingilizce Ogretmenligi bolumlerini degisirme yetkisi verildi. Ogretmenlik tcrubelerinize dayanarak, daha basarili Ingilizce ogretmenleri yetisdirmek adina ne gibi degisiklikler yapardiniz?
Appendix I

Interview Questions (the British Council Consultant)

1. Based on your observations, could you please describe Turkish EFL teachers?

2. Based on your knowledge concerning Turkish ELT departments, could you please outline a desirable ELT department which would help produce effective Turkish EFL teachers?
Appendix J

Names of Turkish Secondary Schools Participating in The Study and the Percentages of the Questionnaires

<table>
<thead>
<tr>
<th>Name of the Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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